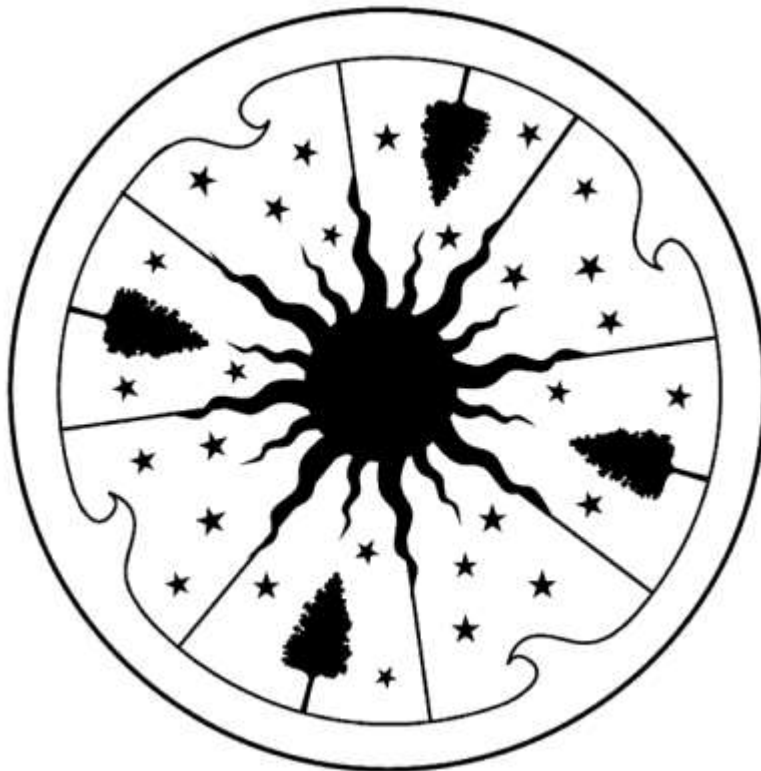


Bachelor of Science  
in Nursing  
Program Handbook

**RN to BSN 2018 – 2019**



**STOCKTON UNIVERSITY**

Cover art:  
Terrazzo Floor, West Quad Health Sciences Center.  
Arlene Slavin, Artist

<b>TABLE OF CONTENTS</b>		
	<b>The RN-BSN Nursing Program</b>	<b>Page</b>
I.	Mission, Philosophy, and Organizing Framework of the Nursing Program	5
II.	Goals of the Undergraduate Nursing Program	8
III.	Baccalaureate Nursing Program Objectives (Student Learning Outcomes)	8
IV.	Baccalaureate Nursing Program Outcomes	8
V.	The Upper Decision Nursing Curriculum, Nursing Courses and Cognates	9
VI.	Nursing Program Policies	10
	A. Admissions	10
	B. Clinical Requirements	11
	B-1. Criminal Background Check and Drug Screen	11
	B-2. Other Clinical Requirements	13
	B-3. Dress Code	13
	C. Withdrawal from the Nursing Program	13
	D. Standards of Academic Performance	13
	D-1. Grades	14
	D-2. Grade Appeals	14
	D-3. Grounds for Dismissal from the Nursing Program	14
	D-4. Procedure for Reapplication to the Nursing Program	15
	D-5. Progression to Senior Level	16
	E. Policy on Formal Complaints by Students	17
	F. Policy to Inform Students of Policy Additions/Changes	17
	G. Academic Honesty Policy	18
	H. Permission to Take Graduate Courses	18
	I. Technical Standards and Essential Functions for Nursing	18
VII.	Selected University Policies	20
	A. Leave of Absence	20
	B. Preceptorial Advising	20

	C. Program Preceptors	20
	D. Change of Preceptor	20
	E. Degrees and Credit Hours	20
	F. Depth and Breadth	20
	G. The Major	20
	H. General Education and At-Some-Distance	20
	I. The Writing/Quantitative Reasoning Requirement	20
	J. General Education Attribute Requirements	20
	K. Graduation Requirements	20
VIII.	Transfer Student Information	21
	A. Transfer Credit Policies	21
	B. Transfer Credits after Matriculation	21
	C. Transfer from Other Two-Year Colleges in the RN-BSN Program	21
	D. Standardized College-Level Equivalency Examinations	21
	A. CLEP Examinations	21
	B. TECEP Examinations	22
	C. Excelsior College Exams	22
IX.	Health and Guidance Services	23
X.	Accreditation Status	23
XI.	Complaint Procedure	23

## The RN-BSN Nursing Program

### I. Mission, Philosophy, and Organizing Framework of the Nursing

#### Program Mission

The mission of the Nursing Program of Stockton University is to prepare nurse generalists and graduate level nurse practitioners to function as professional nurses in a culturally diverse and ever-changing society.

The undergraduate program provides opportunities for development of baccalaureate level competence. For professional nurses to become partners with and advocates for people in their quest for optimal wellness, they must have an understanding of theories and concepts from the physical, social, and behavioral sciences, as well as the humanities. Broad-based general studies and in-depth nursing courses encourage critical thinking, ethical decision making and life-long learning.

The graduate program provides knowledge and skills for nurses to excel as advanced-practice nurses in an increasingly complex health care environment.

The University and the Nursing Program remain responsive to the needs of the southern New Jersey community.

With guidance from faculty preceptors, students take responsibility for their learning experiences and make choices regarding both their educational and the future professional career.

The Nursing Program embraces the use of technology to make the program accessible to the working student and has integrated distance education.

#### Philosophy

##### Beliefs About Teaching and Learning

##### Teaching

- Effective teaching occurs in an open and collegial environment
- Education and teaching are rigorous and relevant
- A variety of teaching modalities are critical to address individual learning styles
- Teaching is both an art and a science
- Effective teaching occurs in an environment that fosters intellectual curiosity and critical thinking
- Technology is an important component of the education process
- Teaching is outcome driven
- Educators are responsible and accountable for effective teaching

## Learning

- Learning is a dynamic process
- Learning is self-directed with faculty facilitation
- Learners possess varied learning styles and capabilities
- The psychomotor, cognitive, and affective domains are critical to effective learning
- Learning is a life-long process
- Learners respond to a variety of educational strategies and settings
- Learning involves depth and breadth
- Learning is most effective when ideas are expressed in an open, non-threatening environment
- Students take responsibility and accountability for their own learning

## Beliefs About the Nature of Humans

“Humans are adaptive systems with cognator and regulator subsystems acting to maintain adaptation in the four adaptive modes: physiologic-physical, self-concept, role function, and interdependence”, (Roy, 2009, p. 12).

We further believe humans are biopsychosocial beings, interacting with, and adapting to their internal and external environments. Humans are unified wholes, seeking balance and equilibrium among the elements of their environments.

Humans are viewed as rational and goal directed with both the freedom and responsibility to determine a particular level of optimal health for themselves and the pathway to achieve it, as long as it does not infringe on the rights of others.

## Beliefs About the Nature of Environment

“All conditions, circumstances, and influences surrounding and affecting the development and behavior of persons and groups, with particular consideration of mutuality of person and earth resources” (Roy, 2009, p. 12) define environment and the person’s relation to it.

The environment consists of a dynamic interrelationship between internal and external conditions and stressors that impact the person. Internal environment is composed of the physiological, psychological, developmental and spiritual selves. The external environment includes the family, community, nation and universe.

Society, as a segment of the environment, should provide an equal opportunity for persons to reach their maximum potential, regardless of gender, race, age, sexual orientation, class or ethnicity.

## Beliefs About the Nature of Health

Health is “a state and a process of being and becoming integrated and whole that reflects person and environment mutually” (Roy, 2009, p. 12).

We further believe in the eudaemonistic model of health which includes the non-disease states of achievement, self-control, self-fulfillment, growth opportunities, education, self-determination and wellbeing.

### Beliefs About the Nature of Nursing

Nursing is “a health care profession that focuses on the life processes and patterns of people with a commitment to promote health and full life-potential for individuals, families, groups, and the global society” (Roy, 2009, p. 3).

The goal of nursing is to “promote adaptation for individuals and groups in the four adaptive modes, thus contributing to health, quality of life, and dying with dignity by assessing behavior and factors that influence adaptive abilities and to enhance environmental interactions” (Roy, 2009, p. 12).

Nursing includes those activities that foster adaptation through the manipulation of focal and contextual stimuli. If wellness can no longer be maintained and the person’s state becomes one of illness, permanent disability, progressive debility or death, nurses must provide palliative care with all the skills, knowledge, and wisdom they possess. We believe clients have the right to make decisions regarding their own healthcare. The preservation of human dignity is an integral component of professional nursing.

We believe the major roles for nursing are client advocate, educator, activist and carer. Additional roles include change agent, leader, researcher, collaborator, problem solver and care provider. The concepts of altruism, critical thinking and ethical decision making permeate all roles. Nurses must be thoroughly committed to clients and active politically and socially in seeking solutions to the profound human health problems and social injustices of our time.

### **Organizing Framework**

The organizing framework of the Nursing Program is based on The Roy Adaptation Model which is congruent with the metaparadigm of nursing. The major elements of person, environment, health and nursing are defined using the totality world view. We acknowledge and expose students to selected concepts outlined in the simultaneity world view (Parse, 1987). By combining elements from both, we offer a more visionary perspective of learning and nursing.

### References

Roy, C. (2009). *The Roy Adaptation Model*. (3d Ed). Upper Saddle River, NJ. Pearson.

## **II. Goals of the Undergraduate Program**

1. Prepare professional nurse generalists
2. Provide varied experiences in general education through general studies and liberal arts and sciences
3. Provide a foundation for graduate study
4. Encourage continuing professional and personal growth

## **III. Baccalaureate Nursing Student Learning Outcomes**

1. Utilize Roy's Adaptation Model when making decisions about professional nursing practice.
2. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.
3. Utilize the nursing process and critical thinking to assess health status and health potential; plan, implement and evaluate nursing care for individuals, families and communities.
4. Perform and monitor therapeutic nursing interventions that are evidence based.
5. Accept responsibility and accountability within an ethical framework for nursing interventions and outcomes.
6. Evaluate research for applicability in defining and extending nursing practice
7. Utilize leadership skills through interaction with consumers and providers in meeting health needs and nursing goals
8. Collaborate on the interdisciplinary health team to identify and effect change which will improve care delivery within specific health care systems.
9. Implement the major roles of the professional nurse, carer, educator, advocate and activist
10. Incorporate concepts of human diversity when implementing and evaluating therapeutic nursing interventions

## **IV. Baccalaureate Nursing Program Outcomes**

1. 70% of matriculated students will successfully complete the program within five years.
2. 95% of program graduates who seek employment will be employed in nursing within six months of graduation
3. 100% of program graduates will annually attend continuing education programs
4. 50% of program graduates will join and participate in professional organizations within one year of graduation
5. Employers will be satisfied with program graduate's job performance 80% of the time



6. 20% of program graduates will pursue graduate nursing education within five years of graduation
7. 80% of employers will report that 75% of graduates utilize empirical knowledge, ethical principles, critical thinking and the nursing process in the delivery and documentation of patient care within one year of employment
8. 50% of program graduates will assume leadership roles in a variety of clinical practice settings within five years of graduation
9. 40% of program graduates will seek specialty certification within five years of graduation

## **V. The Upper Division (RN-BSN) Nursing Curriculum**

### PROGRAM ORGANIZATION

The curriculum implements the philosophy, purposes and objectives of the program and utilize the Roy Adaptation Model as a framework for practice. Nursing courses build upon nursing theory and skills acquired at the lower division level; they are not repetitive of lower division work. The typical student transfers in 66 credits and completes an additional 62 credits for a total of 128 credits required for graduation.

### **Required Courses offered in hybrid format at the Manahawkin Instructional Site only (UPPER DIVISION)**

#### Junior Year

NURS 3331 Theoretical Foundations of Nursing	4 Credits
NURS 3333 Health Assessment	4 Credits
NURS 3334 Research Methods	4 Credits
NURS 3336 Scientific Foundations of Health	4 Credits
NURS 4421 Pathophysiology	4 Credits

#### Senior Year

NURS 4424 Pharmacology	4 Credits
NURS 4436 Prof Nursing	4 Credits
NURS 4335 Prof Nursing in the Community	4 Credits
NURS 4442 Issues and Leadership in Nursing	4 Credits
NURS 4935 Prof Nursing in the Community Clinical	2 Credits

- To reach 128 credits required for graduation, 24 general education credits may be taken or 16 general education and 8 at some distance

**\*\*\*\*Students who meet acceptance criteria and are interested in pursuing an advanced degree in nursing have the option to enroll in NURS 5421 Advance Pathophysiology (3 Credits) in place of NURS 4421 Pathophysiology and NURS 5336 Health Care Systems (3 Credits) in place of NURS 4442 Issues and Leadership in Nursing.**

**Students needing Chemistry and Statistics are required to take them prior to beginning the first nursing course. These two courses are offered the summer preceding admission**

## **VI. Nursing Program Policies**

These policies are in addition to University policies found in the Stockton University *Bulletin*, 2018-2019.

### **A. Admissions**

Admission to the RN-BSN Program is open to individuals who are licensed by the New Jersey State Board of Nursing to practice as registered professional nurses, or are eligible to apply to the New Jersey State Board of Nursing for licensure. The New Jersey license must be in place to begin the 2nd semester, junior year.

To receive **26 credits for lower division nursing courses**, prospective students must have graduated from a National League for Nursing (NLNAC) or American Association of Colleges of Nursing (AACN)/Commission on Collegiate Nursing Education (CCNE) accredited program and meet university admission requirements.

In addition, the following non-nursing courses are required of students planning to transfer to Stockton as juniors:

1. Anatomy and Physiology	8 credits
2. Chemistry	4 credits
3. Microbiology	4 credits
4. English (1 course in composition and 1 in literature)	6 credits
5. Psychology (general psychology)	3 credits
6. Statistics	3 credits
7. Elective	12 credits

The typical student transfers in 66 credits: 42 in nursing and cognates, and takes an additional 38 nursing credits and 24 general education credits at Stockton.

\*Refer to Section VIII-O, Standardized College Level-Equivalency Examinations for information about challenge tests for the above prerequisites.

RN-BSN applicants **must** provide documentation of the following items under B-1 and B-2 prior to beginning the NURS 4935: Prof Nursing in the Community Clinical

## **B. Criminal Background Checks and Drug Screens**

The Nursing Program at Stockton University adheres to policies required by clinical affiliates where student clinical learning experiences occur. Since clinical affiliates require criminal background checks (CBC) and drug screenings for all students coming to their facility, all nursing students will conform to the following policy mandates. Students are responsible for all costs related to criminal background checks.

**B-1. Criminal Background Check (CBC) Requirements:** The CBC must be completed in the 45 days prior to September admission into the senior year. All documents must be received by the Nursing Program designate by **September 1** of the senior year.

- Students must use the TABB site found on the University homepage for the CBC – no other results will be accepted
- History of the following infractions will disqualify the student from enrollment in the Nursing Program:
  - Felony convictions
  - Misdemeanor convictions, probated sentences or felony deferred adjudications involving crimes against persons – including physical or sexual abuse
  - Misdemeanor convictions related to moral turpitude – including prostitution, public lewdness/exposure, theft, etc.)
  - Felony probated sentences or deferred adjudications for the sale, possession, distribution or transfer of narcotics or controlled substances
  - Registered sex offenders
- If the nursing student leaves the Program for more than two semesters, a new CBC is required prior to return
- A nursing student who is convicted of a criminal offense must report the conviction to the Nursing Program Coordinator within three days of the conviction.
- A nursing student whose CBC reveals any of the infractions noted above, will be disqualified from participating in any clinical experience and will then be dismissed from the Program.

**Drug Screening Policy:** When the RN-BSN nursing student undergoes the CBC, an initial

urine drug screening will be completed at the same time. This screening will also take place within 45 days of the September admission for the senior year. All results must be received by the Nursing Program clinical affiliate by September 1 of the senior year. Students are responsible for all costs related to drug screens.

- Results of the drug screening will be valid for two years, unless there is reason for a faculty member to initiate a random drug screening.
- Students must use the TABB site found on the University homepage for instructions and registration for the drug screening
- Urine panel screenings will consist of the following 11 chemicals: barbiturates, cocaine, opiates (heroin & codeine), propoxyphene, amphetamines, benzodiazepines (valium and librium), methodone, phencyclidine (PCP), cannabinoids, THC, Demerol, Percodan
- A positive drug screen will result in dismissal from the Nursing Program
- If an RN-BSN student has a positive drug screening on the test done just prior to the senior year, the student will not be permitted to participate in the clinical component of a nursing course and is required to withdraw from all nursing courses for a period of one year. Students may apply to the Nursing Program Coordinator for immediate reinstatement warranted by individual circumstances. The application for reinstatement due to individual circumstances must occur within a period of 5 days in the form of an electronic communication to the Nursing Program Coordinator. When a challenge to a screening is issued by a student, only the original urine sample will be used. If a medication that has been legally prescribed shows up on a drug screen, the student's fully licensed primary care provider must prepare documentation on medical practice letterhead that the student was legally prescribed the drug in question. This documentation must be presented to the Nursing Program Coordinator within 5 working days of the official notification.
- A student who had a positive drug screen and wishes to return to the Program in one year, and does not appeal for immediate reinstatement, must undergo chemical dependency evaluation and treatment by a therapist specializing in addiction behaviors. In order to be considered for full reinstatement at the end of the year, a statement is required by the addiction behavior therapist indicating rehabilitation related to the substance identified in the drug screening. The documentation must also include a statement that the student is able to function effectively and provide safe care for clients in all clinical sites. The student is responsible for communicating intent to return in one year, electronically, to the Nursing Program Coordinator within 5 days of the positive drug screen results.
- A second positive drug screening by the same student, after reinstatement in the Program, will result in dismissal from the Nursing Program with no appeal process.

- All students are subject to random drug screening at the discretion of a nursing faculty member with due cause.

Cost for criminal background checks and the 11 Panel Urine Drug Screen:

- **Criminal Background Check approximately \$43.00 per check but the cost is dependent upon the number of states the student has lived**
- **11 Panel Urine Drug Screen = \$65.00 per screen**
- See <http://intraweb.stockton.edu/evos/page.cfm?siteID=93&pageID=1> for more information.
- **Additional fees for testing may be necessary for students to comply with clinical site requirements. Efforts will be made to notify students in advance if unexpected clinical site required expenses occur.**

### **B-2. Other Clinical Requirements**

In addition to the CBC and drug screen, RN-BSN students must complete and provide evidence of the following items prior to the first clinical experience:

- A physical examination by a physician or nurse practitioner
- Documentation of immunity (titers) to Rubella, Measles, Varicella, Hepatitis B, Mumps
- Negative Tuberculosis Screening
- Current Tdap vaccination
- Current Flu vaccination
- CPR certification – BLS/American Heart
- Proof of Health Insurance
- Proof of Malpractice Insurance

### **B-3. Dress Code – Clinical Assignments**

RN-BSN students are expected to dress in tailored slacks or skirts, safe footwear and lab coats when gaining clinical experience in an off-site agency. Students must wear the Stockton Student Photo Identification badge. Faculty reserve the right to dismiss students from the clinical assignment if dress is inappropriate

### **C. Withdrawal from the Nursing Program**

Students who wish to withdraw from the Nursing Program must notify the RN-BSN Track Coordinator and the preceptor in writing. Upon receipt of this information, a terminal interview will be arranged.

### **D. Standards of Academic Progress**

University policies on standards for academic progress are found in the

*Bulletin.* In addition to these policies, the Nursing Program requires:

### **D-1. Grades**

RN-BSN nursing majors must maintain an overall GPA of 2.0 on a scale of 4.0. However, a C (73%) is required in all non-clinical NURS courses, and a C+ (77%) is required in all clinical NURS courses. Nursing students who receive a grade below C+ in a clinical course will not be permitted to progress until they repeat the course and earn at least a C+. Clinical courses may be repeated once to master the content and improve the grade. Please note that NURS 3333, is considered a clinical course.

The grading scale in nursing is as follows:

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = <60

**Rounding** – all grades in nursing are calculated to the one hundredth (two decimal places). This includes all class assignments, tests and final grades. Grades will not be rounded under any circumstance.

**D-2. Grade Appeals:** The University policy regarding grade appeals can be found via the following link:

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=26>

The Nursing Program adheres to this policy.

### **D-3: Grounds for Dismissal of Nursing Students**

Certain unethical and egregious behaviors while a student is in the Nursing Program at Stockton University may be grounds for the action of dismissal from the Program. The following behaviors fall into this category:

- Diverting client's medications or other supplies;
- Engaging in behaviors that result in harm to the client;
- Falsifying clinical documents;
- Fabricating vital signs and other client information;
- Documentation of clinical procedures that were not performed;
- Taking medical supplies from the Nursing clinical labs or any other clinical site;
- Engaging in unfamiliar clinical procedures without the presence of a clinical instructor or agency professional nurse representative present;
- Coming to class and/or any clinical site under the influence of drugs and/or alcohol;
- Engaging in sexual activity with a client;

- A HIPAA violation to include inappropriately revealing health information about clients or fellow students;
- Reckless and grossly unsafe clinical behaviors;
- Unprofessional behaviors including chronic lateness and absence to class or clinical
- Failure to successfully complete a Criminal Background Check and 11 Panel Drug Screen by due date.
- Failure to complete a urine drug screen at the request of Nursing faculty
- Dismissal from Stockton University

If any of the above stated infractions are alleged to have taken place, the student shall be charged and if the charges are sustained, will be dismissed from the Program. Below is the process that will be followed by the Nursing Program:

- The student is notified both verbally and in writing of the allegation via read receipt email and certified mail, by the nursing faculty member involved, which if sustained will result in dismissal. This notification occurs within three (3) business days of knowledge of the infraction by someone in the University's Nursing Program and the notice will include the reasons and evidence for the action.
- If the student chooses to appeal, the student must respond in writing of the intention to appeal the notice of potential dismissal to the Nursing Program Coordinator within five (5) business days of receipt of the written notification. If no appeal is received within that five (5) day period, the allegations will be found to be sustained and the dismissal from the Nursing Program will be based on the initial notification letter.
- If an appeal is filed, a nursing faculty committee of at least five (5) will meet to consider the written appeal, not including the nursing faculty member(s) involved in bringing the allegation. In addition to the faculty committee, the Program Coordinator or designee will be present at the hearing to act as a non-voting convener of the hearing. This hearing will occur within five (5) business days of notification of the student's appeal. The student may bring one representative who shall act only in an advisory capacity and not participate. The student may also bring witnesses to provide testimony and provide evidence at the hearing in addition to making their own statement. The student will be notified in writing via certified mail and read receipt email, within five (5) business days, of the committee's decision.
- If the student is not satisfied with the outcome, the appeal will then go to the Dean of Health Sciences for review. If the decision is upheld and the student is still not satisfied, the appeal will then go to the Provost who will make the final determination of the University as to dismissal of the student from the Nursing Program.

Please note that some behaviors may also trigger charges of academic dishonesty. For example, falsifying clinical documents, fabricating vital signs and other client information and

documentation of clinical procedures that were not performed could fall in this category. The student would then be charged with academic dishonesty based on the University's Academic Honesty Procedure and if the charges are sustained may include sanctions up to and including expulsion.

#### **D-4. Procedure for Reapplying for Admission to the RN-BSN Program:**

This procedure applies to students who were dismissed from nursing for academic reasons. Students who receive < a C in a non-clinical NURS course, and < a C+ in a clinical NURS course, and whose GPA is < 2.0, must reapply for admission. The following procedure must be followed:

1. Notify the Nursing Program Coordinator by letter or email of your request for readmission by either January 15 or June 15, depending on the semester the grade deficiency occurred.
2. Outline your plan for academic success in the future.
3. Discuss any extenuating circumstances that resulted in your final course grade.

Nursing Faculty will:

1. Provide the decision within 15 working days following the request for readmission
2. Utilize the following criteria for decision making:
  - a. Consider the current overall and NURS GPA
  - b. Consider the quality of the plan for academic success
  - c. Consideration of extenuating circumstances that resulted in the course grade

#### **D-5. Progression to Senior Level**

- In order to progress, nursing students must earn a C+ (77%) in all nursing courses with a clinical or lab component (clinical course), and a C in Research, Issues, Pathophysiology, and Pharmacology (non-clinical NURS courses). Clinical and non-clinical nursing courses **may be repeated once if the student has an overall GPA of 2.0 or >.**
- **A student who fails the didactic portion of a lab or clinical course, or who fails the lab or clinical component of a course, must repeat both the didactic and the lab or clinical component upon repeating the failed course.**
- A grade of C or lower in clinical nursing courses with a GPA below 2.0 constitutes dismissal from the program

All prerequisite courses must be met before students can enroll in senior level courses. The criminal background check, the drug screen, the immunization record, the physical examination, CPR certification must be completed as required.



## **E. Policy on Formal Complaints by Students**

- I. Sexual harassment and handicapped/disability grievances are described in the *University Bulletin*, 2018 - 2019.
- II. A complaint that is specific to the Nursing Program is initially handled within the Program. Complaints include, but are not limited to, discriminatory treatment by a professor, inconsistent and biased grading practices, and lack of respect. Below is the procedure to be followed for student complaints:
  - A. The student will first discuss the problem with the faculty involved
  - B. If no resolution, the problem is taken, in writing, to the Program Coordinator
  - C. If no resolution, the problem is referred to the Associate Dean of the School of Health Sciences and to the Dean if no resolution
  - D. If no resolution, the problem is referred to the Provost
  - E. The Provost's recommendation is the final decision
  - F. Upon receipt of this letter of appeal, the Coordinator will appoint a 2-member ad hoc committee to review the appeal and vote on the matter – the Coordinator will serve as the 3rd voting member of the committee
  - G. The committee will meet within seven days of receipt of the letter of appeal
  - H. If the student does not concur with the faculty committee decision:
    - The appeal progresses to the level of the Associate School Dean and to the School Dean and if no resolution,
    - To the Provost for referral to the Advisory Board on Grades and Standing
    - The decision of this Board is final

## **F. Policy to Inform Students of Policy Additions/Changes**

The Nursing Student Program Guide that is provided to each student when entering the program contains the policies that will pertain to the student during their time at Stockton – except for new or revised policies that faculty deem important enough to implement immediately upon adoption. Such policies can include, but are not limited to issues of safety, program mission and goals, New Jersey State Law, and expected student learning outcomes. When this occurs, the following process applies:

1. Every student will be provided a written copy of a new policy or a change to an existing policy by nursing faculty at the first class meeting following policy adoption.
2. The policy will be explained at this time by the faculty member teaching the course.
3. Each student will sign that they have received the policy change or addition. The faculty member will provide a master sheet for students' signatures.

**G. The University Academic Honesty Policy** can be found at <http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=17> or Access the University Home Page, Academics, Academic Affairs, Policy & Procedures, Academic Honesty. The Nursing Program strictly adheres to all aspects of the academic honesty policy. No amount of academic dishonesty will be tolerated.

**H. Permission to Take Graduate Courses** – Nursing students who maintain a 3.5 GPA or higher by the spring of the junior year and plan to attend graduate school, may be granted permission to enroll in graduate courses in the senior year. Students meeting this criteria will be identified by their preceptors and if interested, will be recommended to the graduate program for permission to enroll in NURS 5331, Nursing Theory in the fall of their senior year, and NURS 5421 Advanced Pathophysiology in the spring of their senior year. Acceptance will be determined on a case by case basis.

### **I. Technical Standards and Essential Functions for Nursing**

All nursing majors at Stockton University should be able to perform the following skills and behaviors:

#### **Sensory:**

**Visual Acuity** - must be able to sufficiently observe and assess using visual abilities – which include, but are not limited to:

- See drainage on dressings and drainage of body fluids Assess fluid levels in collection devices, syringes, etc. Distinguish color intensity
- Read gauges that monitor patient progress Observe changes in patient skin color Assess movements of patients
- Draw up correct quantities of medication in a syringe

**Auditory** – must be able to us utilize auditory ability to monitor and assess health needs – which includes, but is not limited to:

- Hear normal speech level sounds
- Hear and interpret information a patient is communicating verbally Hear heart and lung sounds using a stethoscope
- Hear auditory signals and alarms from technical equipment Hear cries for help
- Communicate over the telephone

**Tactile** – must possess the ability to perform a physical assessment using tactile procedures – which includes, but is not limited to:

- Feel differences in surface characteristics
- Palpate to assess texture, shape, size, temperature, and vibration Detect anatomical abnormalities such as edema and nodules Percuss body organs for signs of abnormalities

**Sense of Smell** - must be able to detect odors that may indicate a change in a client’s condition or an environmental hazard – which includes but is

not limited to:

- Detect an infected wound
- Detect ketones on a patient's breath
- Detect body fluids that have a strong or unusual odor Detect smoke, gases, or other noxious smells
- Detect alcohol breath

**Communication:** Effective written and oral communication in English is necessary for effective communication with clients, families and members of the health care team – which includes but is not limited to:

- Explain treatment procedures Health teaching and counseling
- Documentation of nursing care with client/family responses Read patient documentation and medical literature Accurately report patient information
- Recognize and respond to urgent or emergent situations

**Motor Function:** Students must have sufficient motor function, neuromuscular strength and coordination to effectively perform client care activities. Examples include, but are not limited to:

- Transfer, turn, and lift clients
- Push, pull, lift and support 25 lbs. Manipulate life support devices
- Use diagnostic instruments for physical assessments Perform CPR
- Apply pressure to stop bleeding
- Manipulate diagnostic and life support devices Administer medications by all routes
- Maintain balance, reach above shoulders, reach below waist Stoop and squat

**Gross and Fine Motor Coordination:** in order to provide safe and effective nursing care, the student must be able to carry out the following. Examples include, but are not limited to:

- Move about in limited patient care environments Perform a variety of treatments and procedures Calibrate and use equipment
- Write with a pen/pencil and use keyboard
- Must possess stamina to sit, stand, move within classrooms, labs, acute nursing units, operating rooms, emergency rooms, community settings, and long-term care facilities for as long as required.

**Behavioral:** The establishment and maintenance of appropriate professional relations is a required component of effective performance. In order to be successful, the student must be able to exhibit the following – (examples are not limited to behaviors listed.)

- Relate to colleagues, staff, clients and families with honesty, integrity and non-discrimination.
- Adhere to the highest professional standards as prescribed by the American Nurses' Association Scope and Standards of Practice and the Code of Ethics.

- Exercise sound clinical judgment Be compassionate
- Develop mature, sensitive and effective client relationships
- Complete all responsibilities required in client care
- Seek help when needed through consultation with other health care team members
- Apply absolute safety practices in all instances Prioritize competing demands

**Emotional Health:** Student must possess the emotional health required for full utilization of intellectual and cognitive ability which includes, but is not limited to, the following:

- Function in stressful circumstances
- Tolerate physically taxing workloads, on occasion Adjust to a dynamic environment
- Negotiate conflict situations
- Function as a fully involved team member  
Establish therapeutic boundaries
- Provide emotional support for client and family Monitor and exhibit insight regarding own emotions

**Cognitive Ability:** Student must be able to measure, calculate, reason, comprehend, analyze, integrate and synthesize materials in the context of undergraduate nursing study. Must be able to quickly read and comprehend sensitive written material, engage in critical thinking, clinical reasoning and evaluate and apply information in both the classroom and clinical settings.

## **VII. Select University Policies**

Please see the University Bulletin for the following Policies:

- A. Leave of Absence/Readmission
- B. Preceptorial Advising
- C. Program Preceptors
- D. Change of Preceptor
- E. Degrees and Credit Hours
- F. Depth and Breadth
- G. The Major
- H. General Education and At Some Distance
- I. The Writing Requirement and Quantitative Reasoning Requirement
  - W1 - “Writing intensive courses”
  - W2 - “Writing across the curriculum courses”
  - Q1 - “Quantitative reasoning intensive courses
  - Q2 - “Quantitative reasoning across the disciplines courses”
- J. The General Education Attribute Requirement
- K. Graduation Requirements

## **VIII. Transfer Student Information:**

**M-1.** To be accepted in transfer, courses must have been taken at a regionally accredited institution, must have been completed within the last 20 years, must have been taken for a letter grade and the grade earned must be a C or higher (on a 4.0 scale), must be a college-level course and must be the substantial equivalent of a course offered at Stockton. Grades from transfer courses are not used to calculate the Stockton grade-point average; only the course credits transfer. The Office of the Registrar, the Center for Academic Advising and the preceptor evaluate credits regarding both acceptability and applicability. Only official transcripts, official score reports and official evaluations of foreign credits will be used for this review. Transfer students must meet the same overall academic standards and requirements as students who enter Stockton as freshman (The *Bulletin*). The grade of D is not eligible for transfer.

**M-2.** Transfer Credits After Matriculation - Once a student has matriculated at Stockton, credits from other institutions will only be awarded if special permission is granted prior to registration. RN to BSN students who complete NURS 3331, (Theoretical Foundations of Nursing) and NURS 3336 (Scientific Foundations of Health), have met matriculation requirements. Such permission must be approved by the student's assigned preceptor, the Program Coordinator, and the Center for Academic Advising. Permission will not be granted for any student who has lower than a 2.00 cumulative average at Stockton, for any student who has 96 earned credits, nor for any student who has 64 earned credits and proposes to take courses at a two-year institution (The *Bulletin*).

### **D. Standardized College-Level Equivalency Examinations**

#### **A. CLEP Examinations**

As of July 1, 2001, CLEP Examinations are available only in a computerized format, and the tests have been revised. CLEP Exams taken after this date and in the new format are reviewed as follows:

Stockton awards credit for CLEP Exams if the student achieves a minimum score of 50. The amount of credits will be granted according to the same credit value as the equivalent course at Stockton. Some CLEP Exams are designed to cover more than one semester of work.

A list of all CLEP Exams along with sample test questions is available via the College Board Web site ([www.collegeboard.com/clep/exams/](http://www.collegeboard.com/clep/exams/)). A list of CLEP Exams and their Stockton course equivalencies is available in the Preceptor's Resource Guide and in the Center for Academic Advising. Since not all subject examinations are acceptable for credit at Stockton, the student is urged to contact the Center for Academic Advising for assistance on all questions related to CLEP credits (The *Bulletin*). The following subject examinations are applicable to the Nursing Program:

Introductory Psychology  
Introductory Sociology  
Freshman College Composition  
Analysis & Interpretation of Literature

Human Growth and Development  
Chemistry

### **B. TECEP Examinations (Thomas Edison College Examination Program)**

Stockton accepts as transfer credits those earned through the Thomas Edison College Examination Program (TECEP). For each TECEP examination, a study guide is prepared that outlines in detail the content of the examination and gives suggestions for effective preparation. Study guides are available from:

Thomas Edison State College  
Registrar  
101 West State Street Trenton,  
NJ 08608-1176

Additional information about specific TECEP examinations accepted at Stockton is available at the Center for Academic Advising (The *Bulletin*). The Center for Academic Advising is in CC-242, and can be reached at 652- 1776, ext. 4504.

### **C. Excelsior College Exams**

The following Excelsior College Exams are applicable to the Nursing Program:

Anatomy and Physiology (6 lower division credits)  
Microbiology (3 lower division credits)  
Statistics (3 lower division credits)  
Life Span Developmental Psychology (3 lower division credits)

Contact: Excelsior College 7  
Columbia Circle  
Albany, New York 12203-5159 Call  
Toll Free: 888-647-2388

The University also has available a Credit by Examination Program. Students can receive college credits for demonstrated academic achievement in a test constructed by the College Examiner. Only matriculated students are eligible for credit by examination. See the *Bulletin* for additional details.

## **IX. Student Health and Guidance Services**

Health Services are provided for all students:

- a. Wellness Center, J-204 and West Quad 108, 609-652-4722, [www.stockton.edu/wellness](http://www.stockton.edu/wellness)
- b. Alcohol and Drug Education, J204. 609-626-6855
- c. Certified Peer Education Program, West Quad 108, 609-626-6088
- d. Counseling Services, J-204, 609-652-4722
- e. Health Educator, West Quad 108, 609-626-6088
- f. Health Services, West Quad 108, 609-652-4701
- g. His and Her Health Options Clinic –West Quad 108, 856-365-3519
- h. Nutritionist, West Quad 108, 609-652-4701

Access the Stockton University *Student Handbook*, 2018-2019 for detail about these programs.

**X. Accreditation Status:** The baccalaureate degree in nursing at Stockton University is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC, 20036-1120, (202) 887-6791

**XI. Complaint Procedure:** Current students and applicants for admission can submit program complaints to the New Jersey State Board of Nursing, 124 Halsey St, 6<sup>th</sup> Floor, Newark, NJ 07102, 973-504-6430

Note: This *Nursing Student Program Guide* is not intended to replace the Stockton University *Bulletin*, but rather to be used as a supplementary source