



MONTCLAIR STATE UNIVERSITY

School of Nursing

Undergraduate Student Handbook

Registered Nurse to Bachelor of Science in Nursing (RN to BSN) Track

Pre-Licensure Bachelor of Science in Nursing (BSN) Track

Spring 2023



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Introduction

The School of Nursing Faculty, Staff, and Administration are pleased you selected Montclair State University for your nursing education. This handbook is designed to provide useful information about the Bachelor of Science in Nursing (BSN) degree program as a supplement to the information provided in the Montclair State University Undergraduate Student Handbook. The Undergraduate Student Handbook can be accessed on the website of [Student Services](#). If you have general questions about the program, please contact your Academic Advisor first, and then the appropriate Program Director. For course specific information, contact the instructor.

As we begin the current academic year, it is important all members of the Montclair State University community follow procedures designed to mitigate the spread of the Sars-CoV2 virus. It is anticipated that guidance will evolve in response to new knowledge and circumstances. The University requires [Hawk Check](#) be completed prior to arrival on campus and/or clinical activities.

Montclair State University

Montclair State University is New Jersey's second largest university with an enrollment of 21,000 graduate and undergraduate students. For more than 114 years, Montclair State University has changed in response to the evolving higher education needs of New Jersey, transforming itself from a Teachers College into a leading national research doctoral institution offering more than 300 academically rigorous doctoral, master's and baccalaureate programs. Forbes has described Montclair State University as "New Jersey's best public university." *U.S. News & World Report* ranked it among the nation's top 200 universities.

Designations as an R2-Doctoral University – High Research Activity by the national Carnegie Classification of Institutions of Higher Learning and as a New Jersey State Public Research University, recognize both Montclair State University's growing number of doctoral students engaged in research fields as well as its ongoing success in attracting significant funding from diverse sources, including awards from as the National Science Foundation; the United States Department of Defense; the United States Department of Education; and the State of New Jersey.

Montclair State University is proud of its long tradition of championing diversity. More than half of its students are minority group members and it is a U.S. Department of Education-designated Hispanic-Serving Institution (HSI).

Montclair State University's uncompromising insistence on excellence is evident in stellar, top-ranked academic programs in fields of study ranging from accounting to teacher education that prepare graduates for career success in everything from filmmaking and finance to nursing and physics.

Montclair State University Resources

Campus Location

Montclair is a township in Essex County, New Jersey, located only 12 miles from New York City. Montclair's proximity to NYC makes it an attractive suburb for commuters, and several public transportation options make the town (and the campus) accessible for students, whether living on or off campus in Montclair or elsewhere in New Jersey or New York. Several NJ Transit bus lines serve Montclair and have stops on the campus. A NJ Transit commuter rail line (the Montclair-Boonton Line) runs through Montclair and serves the campus via two (2) campus train stations, Montclair Heights (on Normal Avenue) and Montclair State University (on Clove Road). Montclair is also 13 miles from Newark Liberty International Airport.

See [University Facilities](#) for more information about transportation options in Montclair.

In addition, Montclair is noted for its historic architecture and parks, as well as its lively arts, shopping, and restaurant scene in both downtown Montclair and in a smaller area north of downtown known as Upper Montclair.

Student Housing

Campus housing is available for students. Further information can be found by visiting the website of the [Office of Residence Life](#).

Student Workspaces and Computing Facilities

Students may access the internet on campus by connecting to the MSU-Secure wireless network with their Net ID and password. Instructions for accessing the network are located on the Information Technology Division website. Various workspaces for students are located in many campus buildings. Popular spots for students to work with their own laptops are located in the School of Nursing, Feliciano School of Business, University Hall, and Dickson Hall. Computer lab facilities for student use are also available on the fifth floor of University Hall.

Printing and Copying

Information about campus printing services, including locations with printing capabilities, can be found by visiting the website of the [Information Technology Division](#).

Technology Support

Students may request assistance with Montclair State University owned computers by contacting the University Help Desk at 973-655-7971 or by visiting the [Student Services page](#) of the Information Technology Division website.

Shuttle Service on Campus

Various shuttles provide free transportation around campus for students. Shuttles stop at campus locations convenient for students, including University Hall, Lot 60, Red Hawk Parking Deck, CarParc Diem Garage, and the Montclair State University NJ Transit Train Station. Further information about shuttle services can be found by visiting the website of [University Facilities](#).

Financial Information

Information about tuition and fees for students can be found on the website of [Student Accounts](#).

Student Services

Montclair State University provides academic and student-centered services to support and enhance students' experiences during their enrollment. Some services used by our students are described below:

Center for Career Services – This center provides resources and support designed to advance students' career development through the job search process. They also help with career advising, networking, job search strategies, application materials, and interviewing. More information can be found on the [Career Services](#) website.

Center for Writing Excellence – This center offers individual and group conferences with experienced writing consultants to assist with all stages of the writing process. They also serve as a resource for preparation of curriculum vitae and cover letters. More information can be found on the [Center for Writing Excellence](#) website.

Disability Resource Center – This center coordinates academic support and accommodations, in compliance with Section 504 of the Rehabilitation Act of 1973, to provide access to academic programs for students with physical, sensory, learning, psychological, neurological, and chronic medical disabilities. Each semester, students are responsible for requesting a memorandum from the Office for Students with Disabilities to notify faculty of their requested individual accommodations. This should be done at the start of each semester on the [Disability Resource Center](#) website.

Links to Important Resources

Montclair State University is committed to meeting students' needs. The following resources are available to students in addition to School of Nursing faculty support. Each link will lead you to the respective website to learn more information about each resource.

- [Office of the Dean of Students](#)
- [Academic Honesty and Integrity](#)
- [Students Reflections on Moral Conflicts in College](#)
- [Academic Retention Standards](#)
- [Academic Advising](#)
- [Center for Student Involvement \(CSI\)](#)
- [Commuter Life](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [Financial Aid Office](#)
- [Greek Life](#)
- [Health Promotion Drop In Center](#)
- [LGBTQ Center](#)
- [Student Code of Conduct](#)
- [Student Recreation Center \(Rec Center\)](#)
- [Tutoring Services](#)
- [University College](#)
- [Women's Center](#)

History of the School of Nursing

In June 2015, the Montclair State University Board of Trustees approved the establishment of a School of Nursing. The Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) degree track was approved by the President's Executive Council of New Jersey in November 2015. The inaugural RN to BSN class entered Montclair State University in fall 2016. Students from this inaugural class graduated in spring 2018.

In June 2017, the New Jersey State Board of Nursing approved the four-year Pre-Licensure Bachelor of Science in Nursing (BSN) track. Upon successful completion of the program, students are qualified to sit for the NCLEX-RN examination. In fall 2017, the first class commenced with 50 freshmen. Students from this inaugural class graduated in spring 2021.

In fall 2018, students began enrolling in the post-licensure Master of Science in Nursing (MSN) degree program, which offers three (3) specialty concentrations – Education, Administration, and Clinical Research. This program offers two (2) tracks to the MSN. Registered nurses with BSN degrees directly enter this 35-credit online MSN degree program. Registered nurses with baccalaureate degrees in non-nursing disciplines are accepted into the RN to MSN Bridge Program. Upon successful completion of the 13-credit bridge, students are admitted to the MSN program. Students from this inaugural class graduated in summer 2021.

In fall 2020, students enrolled in the pre-licensure Master of Science in Nursing (MSN) degree program, which specializes in Care Coordination and Transition Management. This full-time program prepares persons with baccalaureate degrees in disciplines other than nursing, who have successfully completed specific prerequisite courses, the opportunity to enter the nursing profession. Upon successful completion of the program, students are qualified to sit for the NCLEX-RN examination. Students from this inaugural class graduated in spring 2021.

School of Nursing Directory

Name	Title	E.Mail	Phone
Administration & Professional Staff			
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School of Nursing Mission, Vision, and Values

Mission

Montclair State University School of Nursing educates undergraduate and graduate students to engage in full scope practice to develop, implement, and evaluate compassionate, coordinated health care services through innovative collaboration with diverse communities.

Vision

Students and faculty at Montclair State University School of Nursing will reflect the global community they serve to facilitate and lead innovative collaborations transforming health care delivery for diverse populations across the continuum of care.

Values

The School of Nursing's philosophy and mission inform our values for education, research, and **practice**.

Professional development through advancement of competencies required for the protection, promotion, and optimization of health and abilities, prevention of illness and injury, and facilitation of healing using the nursing process (ANA, 2015, p.1).

Responsible citizenship and equitable allocation of environmental and global resources based on understanding that social, economic, and political factors shape and modify the environment and influence the health of society.

Application of critical thinking to develop, implement, and evaluate nursing care, quality improvement initiatives, and health care policy to efficiently deliver cost effective, high quality, safe, health care services based upon integration of evidence and identified needs.

Conducting an inventory of personal values and beliefs as part of a life-long learning process focused on demonstrating respect for all persons and increasing appreciation of the implications of diversity, cultural preferences, social justice, and decision-making processes.

Teaching and learning as a process based on a professional relationship, empathy, respect, and shared knowledge.

Integration of a liberal arts education and nursing science curriculum as the foundation for best practices.

Communication that facilitates trans-professional collaboration and shared decision making.

Ethical, professional, and legal accountability in all interactions.

Program Goals

Facilitate students' ability to:

- think critically.
- act ethically, to become informed citizens prepared to assume leadership roles in nursing.
- provide culturally sensitive care.
- demonstrate a personal commitment to the value of caring.
- use information technology to deliver safe care.
- employ evidence-based practice to discover, create, evaluate, and apply knowledge.
- continue professional development for life-long learning.

School of Nursing Metaparadigm

A **metaparadigm** is a set of ideas that provide structure for how a discipline functions. The following five (5) **concepts** guide the School of Nursing's beliefs, values and practices.

- **Nursing** – Registered professional nurses diagnose and treat human responses to actual or potential physical and emotional health problems, through case finding, health teaching, health counseling, and provision of care that supports or restores life and wellbeing.
- **Health** – Is a state of equilibrium that humans establish within themselves and between themselves and their social and physical environments. The attainment of the highest possible level of health for all persons is a goal that requires action by many sectors of society. Health is a basic human right (International Conference on Primary Health Care, 1978).
- **Environment** – The environment consists of the aggregate surrounding conditions, which include social, cultural, economic, geographic, technological, and political factors that shape the health and life of humans. Humans continuously interact with the environment. This results in consequences which mutually affect global health and well-being.
- **Persons** – Are unitary beings who experience the world as a whole and create meaning based on their experiences. Situated in time and space, humans' biological, psychological, social, spiritual, and cultural attributes influence their development. They have rights and inherent dignity that must be respected.
- **Healing** – Integrates physical, social, psychological, cultural, and spiritual aspects of being. Healing is focused on persons as a whole in the context of their environment.

BSN Sub-Concepts

The sub concepts provide a **framework** for understanding the baccalaureate nursing program's structure.

- **Critical Thinking** – The process of gathering and seeking information, questioning, investigating, analyzing, evaluating, inferring, problem solving and applying theory using liberal arts, physical and social sciences, and nursing education to form the foundation for nursing practice. (Chan, 2013)
- **Clinical Judgment for Nursing Practice** – Nursing Practice that uses critical thinking and decision making to provide safe, compassionate and coordinated nursing care.
- **Culturally Congruent Practice** – Awareness of the impact of culture on health beliefs and behaviors, which are used to individualize plans of care that incorporate preferred values and practices of a population.
- **Evidence Based Practice** – Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. (Quality and Safety Education for Nurses, (QSEN).
- **Safety and Quality Improvement** – Minimize risk of harm to persons and providers and improve quality of care through the use of evidence-based practice.
- **Interprofessional Communication and Collaboration Effective** – Interprofessional team interactions, which foster mutual respect and shared decision-making to achieve quality outcomes.
- **Practice Across Health Care System** – Organizations of people, institutions, and resources designed to improve the health of target populations, which are influenced by political, economic, and social trends.

- **Information and Technology Management** – Use information systems and technology to communicate, manage knowledge, mitigate error, and support decision making to ensure a supportive, safe, and quality care environment, (QSEN).
- **Professional Identity** – Integration of society’s values, ethical and legal standards, ongoing reflection, and life-long learning in the pursuit of nursing practice excellence.
- **Leadership** – Use lifelong learning to facilitate, inspire, influence and engage members of the health care team to achieve collective goals.
- **Caring** – “A nurturing way of relating to a valued other person, towards whom one feels a personal sense of commitment and responsibility” (Swanson, 1991, p. 165).
- **Teaching / Learning** – A complex, dynamic, interactive process between persons in the environment which may involve acquisition of skills, feelings, or thinking and is usually associated behavioral change and growth (Babcok & Miller, 1996).

Baccalaureate Expected Program Outcomes

Upon completion of the BSN degree program students will:

- **Critical Thinking** – Demonstrate critical thinking when making patient care decisions using nursing knowledge and skills in collaboration with other disciplines.
- **Clinical Judgment for Nursing Practice** – Uses the nursing process and clinical judgment model to provide safe high-quality patient-centered nursing care.
- **Culturally Congruent Practice** – Take part in culturally congruent nursing practice to address the needs of a diverse population.
- **Evidence Based Practice** – Apply evidence-based knowledge from nursing and the sciences as the basis for practice.
- **Safety and Quality Improvement** – Participate in quality and safety initiatives to improve the quality of health care at the individual and system level.
- **Interprofessional Communication and Collaboration** – Communicates in a manner that facilitates a partnership approach to quality care delivery (AACN 6.1 p. 43).
- **Practice Across Health Care Systems** – Apply knowledge of systems to work effectively across the continuum of care (AACN, 7.1, p. 46).
- **Information and Technology Management** – Use information and communication technologies and informatics to deliver safe nursing care to diverse populations in a variety of settings (AACN, 2021, 8.2, pg. 49).
- **Professional Identity** – Demonstrates accountability to the individual, society, self, health care team and profession through ongoing professional development and by upholding professional standards of moral, ethical and legal conduct. (AACN 2008, p. 28).
- **Leadership** – Develop capacity for leadership as a member of the interdisciplinary health care team. (AACN 10.3, p 57).
- **Caring** – Provide health care for persons and support for members of the interpersonal team, which demonstrate a personal commitment to the value of caring.
- **Teaching/Learning** – Apply the teaching learning process to enhance health care outcomes.

Shared Governance

Student input is essential to continuously developing and improving School of Nursing programs. Various mechanisms are used to elicit student input. Electronic surveys and course evaluations are conducted each semester. Students also participate in ad hoc groups focused on specific topics. In 2020, the School of Nursing Student Affairs Committee was established.

Individually, students may schedule meetings with the appropriate Program Director at any time. Students are invited to attend school meetings and serve as representatives to share their perspectives. The Dean meets with students one (1) time per semester. An exit survey at the end of the program, and the alumni survey also serve to improve the program using student input. The alumni survey is conducted one (1) and three (3) years' post-graduation.

Based on survey findings, analysis of ad hoc group findings, faculty input, and committee work, decisions are made to improve various aspects of the program. Students are informed of the decision and the underlying rationale along with aggregate data. Student and graduate feedback are shared at school meetings, especially during discussion of program modification.

The Bachelor of Science in Nursing (BSN) Degree Program Admission Requirements

Pre-licensure BSN Track Eligibility

The Montclair State University School of Nursing considers a number of factors in reviewing applications for admission. These factors include the student's academic performance in high school, particularly the student's high school GPA and the rigor of the courses taken. Applicants for admission are expected to complete a minimum of 16 units of college-preparatory coursework as follows:

- 4 units of English
- 3 units of mathematics (including Algebra, Geometry, and Algebra II)
- 2 units of the same world language
- 2 units of a laboratory science
- 2 units of social sciences
- 3 additional units in any of the subject areas above

Students are recognized in the admissions process for pursuing a challenging curriculum beyond the minimum required, including, for example:

- Mathematics beyond Algebra II
- Laboratory science beyond chemistry
- A third or fourth year of a world language
- Advanced Placement courses
- Honors courses

Other factors considered in the review process include:

- Two (2) letters of recommendation from teachers, counselors, or employers.
- A well-written, thoughtful personal statement.
- Demonstration of extra-curricular activities such as community service, leadership in student organizations, athletics, performance, and artistic activities.
- Experiences related to the field of healthcare.

Each application for admission to Montclair State University is de-identified and reviewed individually. Included in this decision-making process is the academic rigor score.

The rigor score takes into consideration what a student has done to go above and beyond the minimum requirements for graduation and assigns a point value to these efforts. Students are awarded rigor points if they have taken:

- Honors classes (2 points)
- AP classes (4 points)
- Additional years of a world language (2 points)
- Additional years of math beyond Algebra II (2 points)
- Additional years of science beyond chemistry (2 points)

Each decision is made within the context of the whole applicant pool and the number of places available for the incoming class.

The Pre-licensure BSN Track does not accept transfer credits for Anatomy and Physiology I and II, except with special permission from the Pre-licensure Program Director.

Prior to beginning clinical practicum all students are required to successfully pass a criminal background check and urine toxicology screening, which is performed by an external agency. Results are confidentially reported to Montclair State University School of Nursing. Fees will apply.

Online RN to BSN Track Eligibility

The RN to BSN track provides RNs with current New Jersey licenses, who have graduated from Associate Degree or Diploma Programs the opportunity to complete a BSN degree. Nursing students enrolled in associate degree or nursing diploma programs who anticipate completing their studies prior to the first day of class are eligible to apply. These students must pass the NCLEX-RN examination within six (6) months of matriculation.

Master of Science in Nursing (MSN) Eligibility

Information about the Master of Science in Nursing degree program can be found in the School of Nursing Graduate Student Handbook and on the website of the [School of Nursing](#). The MSN degree program offers a [Pre-licensure](#) and [Post-licensure](#) track, as well an [RN to MSN Bridge Program](#).

Regulatory Requirements and Nursing Standards

The BSN program is built upon regulatory requirements, and professional standards including:

- *Code of Ethics for Nurses with Interpretation Statements*, (American Nurses' Association [ANA], 01/2015)
- *Nursing: Scope and Standards of Practice*, (4th Edition, American Nurses' Association [ANA], 2021)
- *Nursing's Social Policy Statement: The Essence of the Profession*, (American Nurses' Association [ANA], 2010)
- *Quality and Safety Education for Nurses (QSEN)*, <https://qsen.org/competencies/>
- *The Essentials of Baccalaureate Education for Professional Nursing Practice*, (American Association of Colleges of Nursing [AACN], 10/2008)
- *The New Jersey Board of Nursing*. www.njconsumeraffairs.gov/nur/Pages/default.aspx

World Health Organization, Global standards for the initial education of professional nurses and midwives. 2009.

Commission on Collegiate Nursing Education Accreditation Status

The Montclair State University School of Nursing BSN degree program is accredited by the Commission on Collegiate Nursing Education (CCNE). Accreditation was received in January 2018. The next accreditation cycle will occur during 2023.

New Jersey Board of Nursing Statement

New Jersey Board of Nursing Requirements

The New Jersey Board of Nursing requires that all applicants to the Nursing Program be informed of the following:

- 13:37-1.11 – Any complaints regarding the program may be sent to the NJ Board of Nursing at 124 Halsey Street, Newark, NJ 07102.

The New Jersey Board of Nursing requires that applicants to the Pre-licensure Nursing Program be informed of the following:

- 13:37-1.8 (h) – Before an individual is admitted to a nursing education program, the program shall inform the individual that a criminal history background check is a prerequisite for licensure as a registered professional nurse or a licensed practice nurse.

Degree and Program Requirements

Degree Requirements

- Successful completion of 120 credits.
- Nursing students are required to maintain academic performance consistent with the University Academic Performance standards to remain in good standing and progress through the program.
- Students must maintain a minimal cumulative GPA average of 2.75.
- A grade of “C” or higher among all pre-requisite, co-requisite, and general education courses.
 - A student is permitted to repeat only one (1) of the courses among all pre-requisite, co-requisite, and general education courses with a grade less than a “C”.
 - The course may only be repeated once. If the student receives a grade less than “C” when the course is repeated, the student will not be permitted to progress in the program. The student will meet with their Academic Advisor and the Program Director to discuss other academic options within the University.
 - If the student receives a grade of “C” or higher when the course is repeated, the student may progress in the program. If the student receives a course grade less than “C” in a subsequent pre-requisite, co-requisite, or general education course, the student will not be permitted to progress in the program. The student will meet with their Academic Advisor and the Program Director to discuss other academic options within the University.
- A grade of “C+” or higher is required for all nursing courses (prefix NURS).
 - A student is permitted to repeat only one (1) nursing course with a grade less than “C+”. The course may only be repeated once. If the student receives a grade less than “C+” when the course is repeated, the student will not be permitted to progress in the program and will be dismissed from the nursing major. The student will meet with their Academic Advisor and the Program Director to discuss other academic options within the University.
 - If the student receives a grade of “C+” or higher when the nursing course is repeated, the student may progress in the program. If the student receives a course grade less than a “C+” in a subsequent nursing course, the student will not be permitted to progress in the program and will be dismissed from the nursing major. The student will meet with their

Academic Advisor and the Program Director to discuss other academic options within the University.

- Nursing courses that include clinical or laboratory and theoretical (didactic) content require the student pass the clinical/laboratory and didactic components of the course. The clinical/laboratory part of the course is graded as pass or fail. The didactic part of the course is graded using a letter grade. A student who fails a clinical practicum, laboratory, or didactic portion of a course will receive a failing grade for the course. The student will be required to repeat all components of the course.

Program Requirements

- Proof of CPR certification from the American Heart Association – BLS for Healthcare Providers.
- Proof of Professional Liability / Malpractice Insurance with a minimum coverage of \$1,000,000 / \$3,000,000 USD.
- Adherence to a Criminal Background Check as required by clinical agencies.
- Standardized testing through Kaplan is used throughout the curriculum. Specifics in the use will be contained within each individual course.
- Remediation may be required throughout the program.
- Students are required to take a departmentally approved NCLEX review course. (*Specific to the Pre-licensure BSN Track*).
- Degree Requirements must be completed within six (6) years from the start of the program. Students who do not complete the requirements within the period may be required to complete additional coursework.
- A letter of program completion shall be sent by the Program Director to the New Jersey Board of Nursing (NJBON) at the time the student has completed all Program Requirements and has submitted proof that they have applied to the Board of Nursing to take the NCLEX examination. (*Specific to the Pre-licensure BSN Track*).

Pre-Licensure BSN Sample Curriculum

Freshmen Year (Fall Semester)		
Course #	Course Name	Credits
BIOL 244	Anatomy and Physiology I	4
STAT 109	Statistics	3
WRIT 105	College Writing I	3
PHIL 102	Ethics	3
NURS 199	Introduction to Nursing	1
Total Semester Credits		14
Freshmen Year (Spring Semester)		
BIOL 245	Anatomy and Physiology II	4
CHEM 114	Fundamentals of Chemistry	3
CMST 101	Fundamentals of Speech	3
WRIT 106	College Writing II	3
NURS 220	Human Growth & Development	3
Total Semester Credits		16
Sophomore Year (Fall Semester)		
BIOL 255	Survey of Microbiology	4
NUFD 182	Nutrition	3
NURS 200	Pathophysiology	3
NURS 240	Health Assessment (Didactic & Practicum)	4
Total Semester Credits		14
Sophomore Year (Spring Semester)		
NURS 210	Professional Nursing	4
NURS 230	Pharmacology	3
ANTH 180	Cultural Anthropology	3
NURS 340	Information Technology and Nursing Practice	3
-	World Language I	3
Total Semester Credits		16
Junior Year (Fall Semester)		
NURS 315	Family Centered Care of Adults and Elderly: Didactic and Practicum	6
NURS 405	Family Centered Behavioral Health: Didactic and Practicum	6
-	World Language II	3
Total Semester Credits		15
Junior Year (Spring Semester)		
NURS 316	Family Centered Care of Adults and Elderly II: Didactic and Practicum	6
NURS 435	Population and Global Health: Didactic and Practicum	6
NURS 406	Genetics and Genomics for Clinical Nursing	3
Total Semester Credits		15
Senior Year (Fall Semester)		
NURS 325	Care of the Childbearing Family: Didactic and Practicum	6
NURS 335	Family Centered Care of Infants, Children and Adolescents: Didactic and Practicum	6
NURS 350	Evidence Based Practice in Nursing	3
Total Semester Credits		15
Senior Year (Spring Semester)		
NURS 415	Leadership in Nursing (Didactic & Practicum)	3
NURS 465	Integration	9
NURS 420	Transprofessional Communication and Collaboration	3
Total Semester Credits		15

Total Program Credits: 120

Online RN to BSN Curriculum

Course #	Course Name	Credits
STAT 109	Statistics	3
NURS 340	Information Technology and Nursing Practice	3
NURS 350	Evidence Based Practice in Nursing	3
NURS 406	Genetics and Genomics for Clinical Nursing	3
NURS 410	Leadership in Nursing: Theory and Application	3
NURS 420	Transprofessional Communication and Collaboration	3
NURS 432	Population and Global Health: Didactic and Practicum	4
NURS 440	Integration Practicum	5
NURS 450	Nursing Scholarship	3

Total Program Credits: 30

The newly revised curriculum of the online RN to BSN program provides the associate or diploma prepared nurse with the skills and knowledge necessary to advance their career in a field where a BSN is an increasingly required credential.

This fully online program requires the completion of 27 credit hours of upper division nursing coursework and a 3-credit-hour statistics course. Students will be required to complete a total of four (4) credits of clinical hours for NURS 432 and NURS 440. These practicum hours are supervised by a faculty member.

Nursing Major Course Descriptions

NURS 199: Introduction to Nursing (1 Credit)

This course is designed to support students as they begin their studies in the professional discipline of nursing at Montclair State University. Lectures, discussions, and class assignments introduce students to the University and School's mission, vision, values, policies, and the profession's expectations of nursing students. Students are oriented to services offered by the University and the School in the development of skills necessary for academic success. Topics include study habits, test taking, mindfulness, stress management, and interpersonal relationships.

NURS 200: Pathophysiology (3 Credits)

This course is designed to build upon prerequisite knowledge of human anatomy and physiology and biochemistry to systematically investigate how disease and injury disrupt the normal functions of cells, tissues, organ systems, and ultimately individual's ability to function within the environment. Emphasis is placed on linking concepts that address the etiology of physiologic disturbance, divergence from normal function, clinical manifestations of altered homeostasis, and pharmacologic interventions.

NURS 210: Professional Nursing (4 Credits)

This didactic and simulation laboratory course is designed to introduce professional nursing which is focused on caring, being whole, and being healed in specific contexts and relationships (Watson & Hills, 2011). Students are exposed to the conceptual model which describes nurses engagement in healing using the nursing process to diagnose and treat human responses to actual or potential physical and emotional health problems, through case finding, health teaching, health counseling, and provision of care that supports or restores life and wellbeing. The nurse's scope of practice, including independent and collaborative functions is examined. Students apply beginning nursing care skills for efficient, safe, compassionate, and person-centered care using simulation.

NURS 220: Human Growth and Development Across the Lifespan (3 Credits)

This course provides an overview of major concepts, theories, and research related to human development through the lifespan from the prenatal period to the end of life. Factors and environmental conditions that influence individual and family function are explored.

NURS 230: Pharmacology (3 Credits)

This course is designed to examine pharmacological concepts relevant to the provision of care for diverse populations across the lifespan and health illness continuum. Building upon the sciences of biology, anatomy, physiology, and pathophysiology this course uses pharmacotherapeutic principles to classify medications currently used to treat and prevent common diseases. Emphasis is placed on the mechanism of action, therapeutic effect, side effects, interactions, and toxicities of commonly used agents. Genetic, genomic and economic implications are discussed. Registered nurses' professional accountability for ethical and legal practice, patient safety, effective communication techniques, and patient and family caregiver education are presented.

NURS 240: Health Assessment for Diverse Populations: Didactic and Practicum (4 Credits)

This didactic and clinical course applies the nursing process to health, physical, and psychosocial assessment. Students use therapeutic communication, knowledge of growth and development, and normal physiology, to document a culturally sensitive person-centered comprehensive health assessment for

simulated persons across the lifespan. Critical thinking skills are employed to identify risk factors and social determinants that impact health status, safety, and the teaching learning process for individuals and families. Students acquire basic competency in cognitive, psychomotor, and behavioral skills required to perform a comprehensive health assessment.

NURS 315: Family Centered Care of Adults and Elderly: Didactic and Practicum (6 Credits)

This didactic and practicum course examines the provision of culturally congruent person and family-centered nursing care for adult and elderly populations across the health illness continuum. This course focuses on the nurse's role in: health promotion, disease and injury prevention, risk reduction, restoration of health, management of acute and chronic illnesses, and end of life care. Emphasis is placed on the provision of safe, quality nursing care that maximizes transprofessional communication and outcomes using best evidence for practice. Consideration is given to ethical, legal, spiritual, psychosocial, lifestyle, and cultural factors that influence health care decisions among diverse populations. Calculation and administration of medications, aseptic technique, therapeutic communication, and patient education are prioritized in this course to maximize safety and quality outcomes.

NURS 316: Family Centered Care of Adults and Elderly II: Didactic and Practicum (6 Credits)

This didactic and practicum course is designed to further develop the student's attainment of the understanding of the role of the professional nurse, by utilizing culturally congruent person and family centered nursing care for adult and elderly populations across the health illness continuum. This course focuses on the nurse's role providing care, disease and injury prevention, risk reduction, restoration of health, management of complex acute and chronic illnesses, and end of life care. Emphasis is placed on the provision of safe, quality nursing care that maximizes transprofessional communication and the ability to function as an active member of the interdisciplinary health care team. Students continue to develop their knowledge to provide safe, evidenced-based care. Students will participate in simulation and clinical practice.

NURS 325: Care of the Childbearing Family: Didactic and Practicum (6 Credits)

This didactic and practicum course provides students with the knowledge required to assess risk, develop, implement, and evaluate plans of care across the health-illness continuum for culturally diverse childbearing families during prenatal, intrapartum, and postpartum periods. Students critically consider the implications of physiologic, genetic, economic, technological, cultural, nutrition, and environmental factors on childbearing and reproductive health. Health promotion, disease, injury prevention, risk reduction, restoration of health, and end of life issues are examined from a local and global perspective. Students apply best evidence to develop nursing diagnoses, plan, implement, and evaluate therapeutic interventions for women, infants, and families. Safety in the calculation and administration of medications, aseptic technique, therapeutic communication, teaching learning, ethical, legal, spiritual, and psychosocial.

NURS 330: Nursing Care and the Aging Patient (3 Credits)

This didactic course examines the provision of culturally congruent person and family-centered nursing care for elderly persons across the health illness continuum. This course focuses on the nurse's role in: health promotion, disease and injury prevention, risk reduction, restoration of health, chronic illness, and end of life care. Emphasis is placed on the provision of safe, quality nursing care that maximizes transprofessional communication and outcomes using best evidence for practice. Consideration is given to ethical, legal, spiritual, psychosocial, lifestyle, and cultural factors that influence health care decisions.

NURS 335: Family Centered Care of Infants, Children and Adolescents: Didactic and Practicum (6 Credits)

This didactic and practicum course examines the continuum of health and illness among children, and adolescents within the context of family and community. The nurse's role as a member of the transprofessional team in health promotion, disease and injury prevention, risk reduction, restoration of health, and palliative care is explored. Students critically consider the implications of physiologic, genetic, economic, technological, cultural, nutrition, and environmental factors that influence infants, children, and adolescents' health. Consideration is given to the unique ethical, legal, spiritual, psychosocial, and cultural factors that influence nursing care for pediatric populations. Students learn to use standardized instruments to assess developmental milestones, growth and development, and implement the nursing process. Safety in the calculation and administration of medications, therapeutic communication, teaching learning, and psychosocial processes are explored.

NURS 340: Information Technology and Nursing Practice (3 Credits)

This course introduces systematic application of information science and technology to the provision of person-centered care and leadership in health care systems. The use of information technology to evaluate programs of care, quality improvement initiatives, financial decision-making, and selection of patient care technology is explored. Ethical, regulatory, safety, and legal implications related to the use of information technology systems are examined.

NURS 350: Evidence Based Practice in Nursing (3 Credits)

This course focuses on the utilization of research to guide evidence-based practice. In this course, we will analyze the evolution and development of theories relevant to nursing clinical practice and the philosophical underpinnings and implications of theories. We will discuss the processes of identifying and conceptualizing a current nursing research problem and formulating testable hypotheses. The course emphasizes understanding various research designs and the qualitative and quantitative methods used to translate, apply, and evaluate new science. We will also discuss the leadership role of nursing in the participation in collaborative research; translation of research into practice; the evaluation of practice; and the improvement in outcomes of care based on evidence. The goal is for students to become intelligent consumers of research when advocating and treating clients from diverse backgrounds with unique needs. Additionally, the use of evidence-based practices helps you to focus on the ability to plan and provide patient-centered nursing care that contributes to safe and high-quality outcomes by using rigorous research methods. Emphasis is placed on the development of a scholarly approach to reading and analyzing research findings and the importance of using those findings in clinical practice. The goal is for students to become intelligent consumers of research.

NURS 405: Family Centered Behavioral Health (6 Credits)

This didactic and practicum course examines the provision of culturally congruent family-centered psychiatric mental health nursing care for children, adolescents, adults, and the elderly in the context of family and community. The nurse's role in health promotion, disease prevention, risk reduction, restoration of health, acute, and chronic disease management is explored. Students examine factors that contribute to development, expression, and alteration in mental health, including genetics, brain function, developmental level, social, and physical environments. Students apply best evidence to the nursing process to maximize transprofessional communication, safety, and outcomes. Safety in the calculation and administration of medications, therapeutic communication, and family centered education are

prioritized. Consideration is given to ethical, legal, spiritual, psychosocial, physical, lifestyle, personal preferences, and cultural factors that influence decision-making.

NURS 406: Genetics and Genomics for Clinical Nursing (3 Credits)

The purpose of this course is to build upon knowledge of human anatomy and physiology, pathophysiology, and the nursing process to systematically understand the implications of genetic and genomic concepts across the life-span beginning with preconception. Case studies, current events, and legislation are examined from the perspectives of nursing, science, technology, law, ethics, spirituality, and personal beliefs as a basis for integrating theory and shared decision making for evidence-based practice. (Equivalent course NURS 305 effective through Spring 2019.)

NURS 410: Leadership in Nursing: Theory and Application (3 Credits) RN – BSN Track Only

This didactic course is designed to examine leadership from both theoretical and applied perspectives. Theories of leadership are examined to provide nurses skills needed to manage patient care, facilitate, educate, and participate in interdisciplinary teams within the complex health delivery system. Emphasis is placed on the nurse's role as a leader, stakeholder, and member of the interdisciplinary healthcare team in the provision of safe quality care according to established metrics.

NURS 415: Leadership in Nursing: Theory and Practicum (3 Credits)

This didactic and practicum course examines leadership from both theoretical and applied perspectives. Students develop their own leadership style while exploring contemporary leadership theories across disciplines. Students practice leadership skills through clinical and laboratory experiences. Leadership self-assessment based on theory, standardized assessment instruments, and observation are conducted during live and simulated clinical experiences. Emphasis is placed on the nurse's role as a leader, stakeholder, and member of the transprofessional healthcare team in the provision of safe, quality care according to established metrics.

NURS 420: Transprofessional Communication and Collaboration (3 Credits)

This course examines the impact of transprofessional communication and collaboration on person centered care, population health, and health system outcomes. Principles of teamwork and the nurse's role across healthcare settings are explored. Topics include team formation, leadership, decision-making, conflict management, policy development, and the role of the team in improving quality and safety.

NURS 432: Population and Global Health: Didactic and Practicum (4 Credits)

This didactic/clinical course explores the impact of population and global issues on the health of individuals, families, and communities. The role of the community health nurse is examined using principles of epidemiology, transcultural communication, environmental concern, health care management, and resource allocation. Levels of prevention are explored. Community assessment, epidemiological, environmental, change, political action, and case-management frameworks are used to guide evidence-based nursing care delivery to persons, families, and populations in a community setting. *RN to BSN track only.*

NURS 435: Population and Global Health: Didactic and Practicum (6 Credits)

This didactic/clinical course explores the impact of population and global issues on the health of individuals, families, and communities. The role of the community health nurse is examined using principles of epidemiology, transcultural communication, environmental concern, health care

management, and resource allocation. Levels of prevention are explored. Community assessment, epidemiologic, environmental, change, political action, and case-management frameworks are used to guide evidence-based nursing care delivery to persons, families, and populations in a community setting.

NURS 440: Integration Practicum (5 Credits)

This didactic/practicum course provides students the opportunity to explore and implement the theories and components of leadership, evidence-based practice, communication, and scholarship. Students synthesize BSN coursework to demonstrate advanced competencies in collaboration with a clinical mentor. This course serves as basis for the development of short and long-term goals and lifelong professional development. *RN to BSN track only.*

NURS 450: Nursing Scholarship (3 Credits)

This course explores nursing scholarship. Forums for disseminating research, clinical innovation, quality improvement and evidence-based practice initiatives are evaluated. Students demonstrate skills required for professional publication and presentation. Topics include types of scholarship, steps in the writing process, abstract submission, manuscript preparation, peer review, presentation, and publication. Ethical implications of authorship and working with co-authors are qualified.

NURS 465: Integration (9 Credits)

This didactic and practicum course fosters critical thinking and data analysis skills in the provision of person and family centered outcome-based care for individuals with complex health care needs across the lifespan and health illness continuum. Students examine data from the clinical practicum as a basis for reflection on clinical judgment and reasoning, priority-setting, time management, transprofessional collaboration, communication, and education. Identifying and implementing conflict resolution strategies for ethical and legal dilemmas that occur in clinical practice are addressed. Social justice and determinants of health including access to care, policy, equity, racism, sexism, and ageism are evaluated in relation to health outcomes. The impact of psychosocial, biologic, genetic, financial and cultural factors in the selection and implementation of therapeutic interventions and care outcomes are critically appraised.

NURS 498: Independent Study in Nursing (1-6 Credits)

Individual student studies with an instructor for specific content in a topical area covered in the curriculum. May be repeated for a maximum of six (6) credits.

Course Delivery

Courses required for the nursing major in the Pre-licensure BSN Track are offered in traditional face-to-face format. Some upper division non-clinical nursing courses are offered in hybrid or online formats. Students meet on campus for in-person classroom discussion over the course of a semester. Collateral courses and general education requirements are offered in a variety of formats including face-to-face, online and hybrid. Students can elect to register for the course that best fits their learning needs and schedule.

Courses required for the nursing major in the RN to BSN track are offered in an online format. On a weekly basis, students and instructors engage in online activities in the learning management system (Canvas). In-person clinical dates are required for NURS 432 and NURS 440. These will be determined in advance to allow students to adjust their schedules.

Transfer of Credits

Pre-Licensure BSN Track students who have successfully completed Advanced Placement courses and examinations are required to submit documentation during the admissions process. The Pre-licensure BSN Track does not accept transfer credits for Anatomy and Physiology I and II except with special permission from the Pre-licensure Program Director.

RN to BSN students' previous course work is evaluated for transfer credit at the time of admission. Students are required to request original transcripts of all previous college or nursing schoolwork be sent to the admissions office for evaluation. Transfer credits may be granted for courses carrying a letter grade of "C" or better, which are applicable to the student's degree requirements. RNs who received their associate degree or diploma from an accredited institution may transfer general education, prerequisite science, and pre-licensure nursing courses. They will be awarded an additional 30 competency credits for providing documentation that the NCLEX-RN examination was successfully completed. Upon acceptance into Montclair State University, students are also eligible to transfer a 3-credit-hour statistics course that was completed at another institution within the past five (5) years. The final 30 credits of your degree must be completed at Montclair State.

Orientation

Orientation is offered to all incoming prelicensure students at the beginning of each semester. RN to BSN is a completely online program. Students receive the equivalent in a virtual format. Students are expected to attend both the Montclair State University and School of Nursing orientations. Accepted students will be notified of the scheduled dates electronically.

Communication

Students will be assigned a Montclair State University email account. It is this account through which all electronic communications will be transmitted. Students are expected to check this email a minimum of three (3) times per week for communications.

Course requirements will be communicated through Canvas and/or the student's Montclair State University email account.

Emergency Alert System

All students are strongly encouraged to sign up for Montclair State University’s emergency alert system—Rave Mobile Safety. Information regarding campus emergencies and closings due to weather will be sent via text message to your mobile telephone and/or via email to an email account.

To sign up for Rave Mobile Safety, visit the [Emergency Information](#) website.

Inclement Weather Procedures

Practicum faculty will provide students with information on the first day of practicum regarding procedures in the event of severe inclement weather.

Academic Advisement

Each nursing student is assigned a School of Nursing faculty member for Academic Advisement. Students are responsible for meeting with their Academic Advisor to discuss their academic status and progression in the nursing program. Students are expected to contact their Academic Advisor at the beginning and end of each semester.

Students in the RN to BSN track are expected to meet with their Academic Advisor prior to course registration to customize their program plan based on credits transferred and required courses for degree completion.

Grading Policies

Courses in the School of Nursing will be graded according to the following scale:

Letter Grade	Percent Grade
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	59%

Student Progression Committee

The School of Nursing's **Student Progression Committee** will review the academic record of any student who may be placed on academic probation or receives an unsatisfactory grade in a given semester as follows:

- A grade lower than “C” in one (1) prerequisite or collateral course.
- A grade lower than “C+” in one (1) or more nursing major courses.

Matters of personal concern to the student will be considered by the School of Nursing's Student Progression Committee in their review. Committee actions may include student probation, suspension, or dismissal from the nursing program and the University. The Committee will recommend a decision regarding probation, suspension, or dismissal. Appeals may be initiated in accordance with the Appeals Policy (Section C.3 Formal Resolution Procedure) of the University Grievance Procedure.

Undergraduate nursing students must maintain a 2.75 overall cumulative GPA in order to progress in the nursing program. Students may be placed on academic probation if their cumulative GPA falls below 2.75. A student on academic probation is no longer in good academic standing and the student's eligibility to continue studies in the nursing program is in question.

A student may remain on academic probation for no more than one (1) semester. Failure to raise the GPA to the minimum cumulative standard of 2.75 during a student's semester on academic probation may result in dismissal from the nursing program.

A student on academic probation may not register for more than 15 credit hours in a fall or spring semester. If a student does not raise their GPA while on academic probation, they are placed on academic suspension.

Academic Suspension

In accordance with Montclair State University policy, if, while on academic probation, a student's cumulative GPA remains below 2.0 after one (1) semester, that student will be academically suspended. Students academically suspended cannot enroll in courses at Montclair State University under any circumstance for two (2) semesters. Students who have been academically suspended and have been away from Montclair State University for the prescribed length of time are eligible to apply for readmission through the Office of Admissions. Readmitted students are not necessarily admitted back into their chosen major. Readmission is not automatic and will be based upon the review of documents submitted in support of the readmission application. Additionally, readmission is based on the probability of success in the chosen major and upon the space available at the time of readmission.

Please refer to page 33 for information on Professional Behavior and Unprofessional Conduct.

Accommodations Due to Disability

At the start of each semester, students are responsible for requesting a memorandum from the [Office for Students with Disabilities](#) to notify faculty of their requested individual accommodations.

Clinical Practicum Participation

Students are required to successfully complete all clinical experiences. Clinical experiences are arranged by the faculty with clinical agencies with whom Montclair State University has a current contract or memorandum of understanding.

Students are expected to complete all agency orientation requirements prior to entry into the agency.

All required documentation will be provided to the student at the time the assignment is made.

Requirements in Preparation for the Clinical Practicum

A minimum of six (6) weeks prior to the start of the semester in which the student is enrolled in a course with clinical requirements, documentation is submitted to the School of Nursing, which includes:

Criminal Background Check

- Clinical agencies with which the School of Nursing maintains contracts for the provision of clinical learning experiences mandate that students who interact with their patients meet and adhere to the same standards that apply to clinical agency professional staff. Students are required to undergo a criminal background check prior to participating in clinical experiences. The clinical background check is conducted by a specific third-party external vendor. Criminal background checks from any other source will not be considered. The student is responsible for costs associated with completion of a criminal background check.
- A criminal background report containing a criminal history not acceptable to the clinical agency may result in a student not being accepted into or being dismissed from a clinical learning experience per clinical agency standards. It is solely the responsibility of the student to maintain qualification for entry into and continuance in the clinical learning experience.
- The results of the criminal background check report will be shared with the clinical agency prior to the beginning of each semester by the School of Nursing.
- The inability to participate in clinical learning from one (1) or more agencies due to clinical agency rejection or dismissal will result in the student's inability to complete program course requirements. Failure to complete course requirements will result in course failure and dismissal from the nursing program.
- If a student finds the criminal background check has errors, it is the student's responsibility to dispute and correct the error prior to the first day of the semester. The student is responsible for all costs associated with the dispute. In the event that a criminal history report is in dispute, the report remains on the student's record until the University is notified of a resolution of the dispute warranting removal of the notation.
- An eleven-panel drug screen as required by the clinical agency. This is administered through a third-party external vendor. The student is responsible for the cost of these services.

Professional Liability (Malpractice) Insurance

- Professional liability insurance in the amount of \$1 million/\$3 million is required for all students. The student is responsible for the costs associated with purchase of liability insurance.

American Heart Association CPR Certification

- The American Heart Association (AHA) Basic Life Support (BLS) for healthcare providers' curriculum is required. Students must maintain active CPR certification for the duration of the program. If CPR certification expires during the course of the program, the student will be barred from clinical experiences until the certification is renewed. The School of Nursing provides the appropriate CPR certification as follow: 4-year BSN Sophomores will take certification in the Spring semester. They will be recertified in the Fall of their Senior year. Pre-licensure MSN students will take certification in the Fall semester of their first year. All certifications will be completed at the School of Nursing.

Health and Immunization Information

- Annual physical exam prior to beginning of clinical.
- Proof of immunity to Measles, Mumps, and Rubella (titers).
- Proof of immunity to Varicella (titers).
- Proof of COVID-19 Vaccination and Booster
- Proof of 2-step Tuberculin testing (PPD) or Quantiferon Gold with results within the past year.

OR

- Submission of a chest x-ray and TB Questionnaire for students known to be PPD positive.
- Proof of Hepatitis B vaccination if in progress, or proof of immunity (titers).
 - Students who are currently undergoing Hepatitis B immunization are required to sign a Waiver for Incomplete Hepatitis B Series and are required to complete the vaccination series as recommended by the CDC. Please note – New Jersey regulation requires Hepatitis B vaccination for all full-time college students.
- Td or Tdap (preferred) within the past ten (10) years.
- Proof of influenza vaccination in accordance with the due dates required by the individual agencies of each year unless medically contraindicated or declination signed. Please note – influenza vaccination may be required by the clinical agency. The clinical agency reserves the right to refuse a student access to the clinical agency or subject the student to additional requirements similar to those required of its employees.

“Equivocal” or “Not Immune” Results

- In the event that test results for immunity to Measles, Mumps, Rubella, Varicella, or Hepatitis B indicate a student is not immune, or immunity is equivocal, the student must undergo repeat vaccination as recommended by the CDC and obtain repeat titers four (4) to six (6) weeks after completing the vaccination. Students who fail to comply with these requirements will not be cleared for entry into the clinical setting. Students who have a medical contraindication to revaccination are required to provide documentation that a contraindication exists and the duration of the contraindication. This documentation must be provided by a physician, nurse practitioner or physician assistant. Students are responsible for all costs associated with meeting

these requirements. Your personal health insurance may or may not cover expenses related to these requirements.

Personal Health Insurance

- Students are required to maintain personal health insurance throughout the program.

Submission of Requirements

- Documents are submitted a minimum of six (6) weeks prior to the beginning of the semester in which the student is enrolled in a clinical practicum. Students who fail to submit required documents in a timely manner will not be permitted to attend clinical experiences until the missing documents are submitted. If a student fails to submit missing documents at least six (6) weeks prior to the beginning of clinical experiences, the student will not be able to attend clinical experiences and be subject to dismissal from the program.

Approved Attire for Clinical Practicum (Pre-Licensure BSN Track)

Students enrolled in the Pre-licensure BSN Track are responsible for proper attire during clinical sessions throughout the course.

The expected attire includes the Montclair State University branded scrubs, white (non-fabric) sneakers/shoes with slip resistant soles, white socks, and a Montclair State University nametag.

The expected attire in the community setting (NURS 435) includes business casual attire, shoes with slip resistant soles, socks, and a Montclair State University nametag.

Nail polish, artificial nails, and jewelry (except for a plain ring) are not permitted. Piercings need to be removed during clinical experiences as per the setting or clinical agency requirements. Some clinical agencies may require visible tattoos be covered, facial hair be groomed, and hair color to be within a natural spectrum of color and pulled back. Garments of specific cultural or religious beliefs are acceptable. Muted colors are requested. The student is expected to comply or risk course failure. Questions related to attire should be discussed with the clinical faculty at minimum two (2) weeks prior to the start of the practicum experience.

Appropriate attire and professionalism are included in the student's clinical evaluation. Students who arrive to the clinical setting improperly dressed will be dismissed for that day. Students will be required to make-up any clinical absence(s).

Approved Attire for Clinical Practicum (RN to BSN Track)

Students enrolled in the RN to BSN Track are responsible for proper attire during clinical sessions associated with NURS 432: Population and Global Health: Didactic and Practicum and NURS 440: Integration Practicum.

The expected attire includes business casual attire, shoes with slip resistant soles, socks, and a Montclair State University nametag.

Nail polish, artificial nails, and jewelry (except for a plain ring) are not permitted. Piercings need to be removed during clinical experiences as per the setting or clinical agency requirements. Some clinical agencies may require visible tattoos be covered, facial hair be groomed, and hair color to be within a natural spectrum of color and pulled back. Garments of specific cultural or religious beliefs are

acceptable. Muted colors are requested. The student is expected to comply or risk course failure. Questions related to attire should be discussed with the clinical faculty at minimum two (2) weeks prior to the start of the practicum experience.

Appropriate attire and professionalism are included in the student’s clinical evaluation. Students who arrive to the clinical setting improperly dressed will be dismissed for that day. Students will be required to make-up any clinical absence(s).

Compliance with HIPAA

Students are **personally accountable to maintain patient confidentiality at all times**. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Rules detail requirements of all health care personnel to protect patient confidentiality. Students are required to maintain patient confidentiality at the clinical agency, at the University, at work, and at home. Students have access to patient information on a “need to know” basis. Students may only access patient information (written, electronic, or oral) in the course of the clinical experience as permitted by the clinical instructor. Students may not share patient information with outside parties. Discussion of patient care are appropriate for the learning environment; however, these discussions must occur in a private area to maintain patient confidentiality.

Students are not permitted to leave the clinical agency with any patient information. Students are not permitted to copy any part of the patient’s medical record by any means. HIPAA violations are subject to civil and criminal penalties as defined by federal law. More information may be found at the following [link](#). Students who violate HIPAA are subject to dismissal from the program.

Proper Use of Social Media in Compliance with HIPAA

Montclair State University firmly believes that social media is the communication tool of the 21st Century. When used correctly, it can expand communication and connectivity. However, when used improperly, it may lead to serious consequences, such as the loss of your nursing license. Therefore, it is each student’s responsibility to know what social media is and how to use it correctly in professional and personal environments. **ALWAYS REMEMBER: What you post personally impacts you professionally.**

Below is a list of online resources that will help you learn or review the proper use of social media while maintaining HIPAA compliance:

- [Health Insurance Portability and Accountability Act \(HIPAA\) Privacy Rule](#)
- [Navigating the World of Social Media](#)
- [Tips for Nurses Using Social Media](#)
- [New Principles Guide Nurses in Using Social Media](#)
- [Social Networking Explained](#)

Blood Borne Pathogen Exposure in the Clinical Setting

The definition of exposure to a blood borne pathogen: An exposure is an occurrence in which the individual is exposed to blood or body fluids through a needle stick, cut with a sharp object such as a scalpel, which are contaminated with a patient's blood, or through contact of the eye, nose, mouth or skin with a patient's blood (CDC, 2003).

In the event a student is exposed to a blood borne pathogen, the following policy is to be implemented:

1. Immediately wash the exposed area with soap and water for at least 20 seconds.
2. Report the exposure to your clinical instructor.
3. The student and clinical instructor will report the exposure to the clinical agency.
4. The student is expected to comply with clinical agency policy regarding exposure to blood borne pathogens.
 - a. The student and clinical instructor will complete the appropriate occurrence form utilized by the clinical agency.
 - b. The clinical agency will contact the source patient (if known), explain the clinical agency policy related to exposure of a blood borne pathogen, and notify the patient's healthcare provider.
5. The student needs to be screened by a healthcare provider.
 - a. If clinical agency policy provides for initial screening of students, the student may be screened by Occupational Health Services or the Emergency Department of the clinical agency.
 - b. If the clinical agency does not provide for initial screening, the student may elect to be screened by their own health provider, Emergency Department, or county health department.
6. The student may access additional information from the Centers for Disease Control (CDC) National Clinicians Post-Exposure hotline.
 - a. 1-888-HIV-4911 (Available 24hrs/day)
 - b. "The PEPLINE provides around-the-clock expert guidance in managing healthcare worker exposures to HIV and hepatitis B and C. Callers receive immediate post exposure prophylaxis recommendations" (CDC, 2011).
 - c. Additional information is available on the [CDC website](#).
7. The exposure **must** be reported to the Pre-licensure or Post-licensure Program Director as soon as possible, but not more than 24hrs following the incident.
 - a. Pre-Licensure BSN Students: Dr. Elizabeth Zweighaft is located in Room 387 of the School of Nursing and can be reached at 973-655-3718 or zweighafte@montclair.edu.
 - b. RN to BSN Students: Dr. Joan Valas is located in Room 373 of the School of Nursing and can be reached at 973-655-3605 or valasj@montclair.edu.
8. The Program Director will report the issue and provide the necessary documentation to the Dean of the School of Nursing, who will review and maintain the students' file, in accordance with University policies.
9. All information related to the student's screening and follow-up will be kept confidential in accordance with FERPA and HIPAA regulations.
10. All costs associated with screening and follow-up not provided by the clinical agency will be the student's responsibility.

Professional Behavior at the Clinical Site/Setting

Nursing students are expected to respect the rights of others regardless of their race, religion, nationality, sex, age, sexual orientation, physical condition, or mental state. Montclair State University School of Nursing students:

- Adhere to established clinical deadlines.
- Will not have any unexplained absences in the clinical setting.
- Arrive at the clinical site at the appointed time.
- Remain at the site for the entire experience, unless excused.
- Adhere to the assigned clinical agency's policies and procedures.
- Properly identify themselves and their role during clinical experiences.
- Adhere to the dress/attire policies.

Unprofessional Conduct and/or Professional Misconduct

Nursing students are expected to act in a manner consistent with Montclair State University and School of Nursing policies, as well as the American Nurses Association (ANA) Code of Ethics. Failure to comply may result in action by nursing administrators and/or faculty including course failure and dismissal from the School of Nursing program. Examples include, but are not limited to:

- Incivility – Defined as rude or disruptive behavior.
- Intimidation – Defined as to make timid; fill with fear; to coerce or deter with threats.
- Impeding the progress of another.
- Creation of an unsafe environment – Any action or inaction that has the potential to cause harm.
- Violations of policies of Montclair State University and/or affiliated institutions.
 - HIPAA violations.
- Academic dishonesty and violations of the University Honor Code.
- Lack of professional accountability – not taking responsibility for actions.
- Misrepresentation and/or lying.
- Falsification of patient records.
- Refusing to assume patient assignment.
- Negligence in patient care.
- Substantiated acts or acts of physical/verbal abuse.
- Neglect with actual or potential harm.
- Fraud
- Conduct that adversely affects the clinical or University environment.
- Initiating clinical experiences without a contract/letter of approval.
- Unprepared for clinical experiences.
- Violations of ethical codes.
- Violations of course requirements as outlined in the syllabus.
- Obstructing teaching, learning, or other academic activities.
- Pattern of missed exams as scheduled.
- Repeated missed and/or late assignments.
- Repeated absence and/or lateness.

Separable vs. Inseparable Offenses

- Separable offenses result in the nursing student being permanently dismissed from the program. These types of offenses include unprofessional, unsafe, and/or unethical behaviors and criminal acts in and outside of the clinical or school environment. Students who are found to have committed a separable offense may not return to the School of Nursing.
- Inseparable offenses such as failure of a course or plagiarism will result in academic probation, and repetition of a failed course or clinical practicum.

Clinical Evaluation

Clinical performance is evaluated during each clinical nursing course by faculty and preceptors. Clinical evaluation tools are designed to address specific course expectations and objectives. Typical clinical expectations include, but are not limited to:

- Safe, ethical performance of nursing interventions.
- Professional communication with others.
- Application of knowledge.
- Demonstration of evidence-based problem-solving strategies.

The clinical component of a course will be graded as a “pass” or “fail”.

Failure of the clinical portion of the course will necessitate repeating both the clinical and the associated didactic course, regardless of the grade received in the didactic course.

Clinical Probation, Failure, and Dismissal

A student who demonstrates unprofessional conduct and/or professional misconduct in either the clinical or laboratory setting will be notified by the faculty member of such behavior. Other reasons for clinical probation include consistent difficulties applying theory to the clinical setting and inconsistent preparation for the clinical experience, pre and/or post conference, and clinical assignments.

The faculty member will counsel the student, document the occurrence of the behaviors in writing, and place the documentation in the student’s file. The student may respond the writing within 48 hours to the faculty member’s findings and/or submit written documentation relevant to the behavior. Depending on the nature of the behavior, the faculty member, in consultation with the Program Director, may place the student on clinical probation.

Clinical Probation

Clinical probation is based on the performance of the student in relationship to the course objectives and expected behaviors and attitudes that are consistent with those of a professional nurse. The faculty member will notify the Program Director of any student behavior previously identified. In collaboration with clinical faculty, a Student Warning Form will be provided, and a copy placed in the student’s file. The Student Warning Form will include a plan for remediation with expectations and consequences for failing to meet the plan.

The student is expected to complete the requirements of the probation by the end of the course. If the student demonstrates satisfactory progress in improving performance and meets the course objectives, the probationary status will be removed at the end of the course. Failure to meet the requirements of the probation will result in clinical failure.

Clinical Failure/Dismissal

Clinical failure is based on the unsatisfactory performance of the student in relationship to the course objectives and expected behaviors and attitudes consistent with those of a professional nurse. A student enrolled in a clinical nursing course may receive a clinical failure and/or dismissal from the nursing program for one (1) or more of the following:

- Failure to demonstrate satisfactory progress after being placed on clinical probation.
- Recurring absenteeism or tardiness in the clinical setting.
- Recurring failure to follow clinical course policies, policies of the clinical agency, or recommendations of the faculty member / supervisor.
- Acts of dishonesty.
- Repeated lack of preparation for the clinical setting.
- Demonstrating behaviors that, in the judgment of the faculty, constitute unsafe or potentially unsafe practice.
- Demonstrating practices that are inconsistent with professional standards or codes of ethics.
- Evidence of impairment that has the potential to jeopardize the safety of patients, clinical staff, classmates, or colleagues.
- Being absent for three (3) or more clinical experiences.
- Unsatisfactory final clinical evaluation.

Scheduling the Clinical Practicum

Clinical courses are only scheduled with agencies with which the University maintains a contract and an educational affiliation for the provision of clinical learning experiences. Clinical courses are scheduled during the day, evenings, or on weekends depending on faculty and clinical agency availability. A specific day or time for clinical experiences cannot be guaranteed. Students may not select clinical agencies or faculty of their choosing.

Students are expected to arrive at the clinical setting on time and dressed in the required uniform. Students are also expected to be prepared to provide care to a diverse group of persons and to participate actively in clinical conferences. Inadequately prepared students will not be allowed to participate and the day will be counted as a clinical absence.

Transportation to the Clinical Sites

Students are expected to arrange their own transportation to the clinical agencies that they are assigned. Montclair State University is not responsible for any damage that may occur to a student's car while the student is driving to, parked at, or leaving clinical locations.

Makeup of Missed Clinical Experiences

Students are expected to attend all clinical and laboratory experiences. All missed clinical days must be made up. Clinical time that must be made up will be scheduled by the course faculty. This time may occur during the week of finals or during a University-scheduled break. Makeup time may be scheduled on day, evening or weekend hours. Makeup dates are subject to the availability of the clinical instructor(s) and clinical agency and may take place in a clinical agency other than the one to which the student has been assigned. Agency orientation **DOES NOT** count toward clinical hours to be made up.

Students are not able to negotiate clinical sites, faculty, or scheduled dates for makeup. Makeup dates are not guaranteed before the end of the semester. Students are required to be available for the makeup time

when scheduled. Students will be notified in writing when makeup dates are scheduled. Notification will occur with as much advance notice as possible; however, students may have as little as five (5) days' notice. If a student indicates that they cannot attend assigned clinical makeup time or fails to attend the entire scheduled time, the student will fail the course. Students who have clinical days to make up at the end of the semester will receive an incomplete grade for the course and cannot progress until clinical time has been completed and a final grade is issued. The student will not be permitted to proceed to the next semester's coursework until these requirements are met.

Selected Policies and Procedures of Montclair State University

School of Nursing Student Complaint Procedure

The purpose of the School of Nursing Student Complaint Procedure is to resolve non-academic student complaints not addressed in other School or University policies within a reasonable period of time.

It is the responsibility of any student wishing to pursue a complaint involving a member of the faculty/staff to first discuss the matter privately with the faculty/staff member involved. A meeting should be arranged within one (1) week of the incident.

Should the meeting fail to accomplish a resolution between the student and faculty/staff member, the student should arrange a private conference with their Academic Advisor. This meeting should occur within one (1) week of the previous meeting. The Academic Advisor must notify in writing the faculty member or staff involved that a meeting has been arranged between the Academic Advisor and the student.

If the meeting with the Academic Advisor does not resolve the complaint, the student will arrange a meeting with the Program Director. Prior to the meeting, the student will submit a description of the complaint and attempts for resolution in writing to the appropriate Program Director. The faculty or staff and Academic Advisor will submit documentation regarding the issue to the Program Director. The Program Director will attempt to resolve the problem informally, meeting separately or jointly with the individuals involved. The Program Director will prepare a written evaluative statement concerning the student-faculty/staff conflict. If the issue is resolved, the Program Director will maintain a copy of all records for the School Complaint file. A copy of the resolution will be sent to the Dean for review.

If the issue is not resolved, a copy of all records will be sent to the Dean. The student will request a meeting with the Dean. The Dean will meet separately or jointly with the individuals involved within one (1) week of notification. The Dean will prepare a written evaluative statement concerning the student-faculty/staff conflict. All concerned parties will receive a copy of the Dean's statement within one (1) week of the meeting.

If the conflict is still not resolved, the Dean will notify the Provost and/or Dean of Students in writing of the unresolved complaint and will forward all paperwork to the Provost within one (1) week of the issuance of the Dean's statement. Both parties to the complaint will be apprised of this action. The Provost shall decide whether the initiation of a formal grievance is warranted. If a formal grievance is deemed warranted, a grievance committee will be convened.

University Grievance Procedure

All students who wish to file an academic complaint must do so by following the appropriate format. The Informal and Formal Complaint Policy Procedure must be read, evaluated, and understood in its entirety before submitting a complaint of any kind.

For academic or grade grievance of any kind, the student should schedule to meet with the faculty member responsible for instruction in the course. An attempt at agreement regarding the complaint is advised. In the event an agreement is unable to be reached, the student should arrange a private conference with the Program Director. An attempt to reach agreement regarding the complaint is advised. Should the grievance still not be resolved, it must be reported to the Dean of the College/School. An attempt to reach agreement regarding the complaint is advised. If the conflict is still not resolved, the Dean of the College/School must notify the Associate Vice-President for Academic Affairs in writing of the unresolved grievance and must forward all paperwork to the Associate Vice-President within one (1) week of the issuance of the Dean's statement. An attempt to reach agreement regarding the complaint is advised. If an agreement has still not been met, the Informal Complaint Policy must be handled by the Formal Complaint Policy, in which a Grievance Committee will be appointed.

Goals and Objectives of the Grievance Committee

- To ensure for every student who feels aggrieved a formal procedure to guarantee due process.
- To ensure equitable treatment for all parties concerned and protect the rights of individuals.
- To ensure academic freedom as well as academic quality.
- To ensure remedy within a reasonable period.

Informal Resolution Procedure

It is the responsibility of any student wishing to pursue an academic grade grievance involving a faculty member to first discuss the matter privately with the faculty member involved. In the event that the student is unable to contact the faculty member within a two-week period, an appointment should be arranged through the School of Nursing's Administrative Assistant for Undergraduate Programs for the first time available. The initiation of the grade grievance **MUST** take place within three (3) weeks from the beginning of the next Fall or Spring semester.

Should the meeting fail to accomplish a resolution between the student and the faculty member, the student should arrange a private conference with the Program Director. The Director must notify, in writing, the faculty member involved that a meeting has been arranged between the Director and the student. Following the conference with the student, the Director must meet privately with the faculty member to discuss the problem and attempt to resolve the conflict.

Should the grievance still not be resolved, it must be reported to the Dean of the College/School. The Dean should attempt to resolve the problem informally, meeting separately or jointly with the individuals involved. The Dean should prepare a written evaluative statement concerning the student-faculty conflict. All concerned parties must receive a copy of the Dean's statement within eight (8) weeks from the beginning of the next Fall or Spring semester.

If the conflict is still not resolved, the Dean of the College/School must notify the Associate Vice-President for Academic Affairs in writing of the unresolved grievance and must forward all paperwork to the Associate Vice-President within one (1) week of the issuance of the Dean's statement. Both parties to the grievance must be apprised of this action. The Associate Vice-President shall decide whether a formal grievance is warranted. If a formal grievance is deemed warranted, a Grievance Committee must be convened.

Formal Resolution Procedure

The Grievance Committee shall be composed of one (1) faculty member from each College/School (appointed by the Dean of that College/School), two (2) students elected by the Student Government

Association (SGA), and the Dean of Students (who will chair the committee while retaining voting rights). The committee must be convened within two (2) weeks after receipt of the paperwork from the Dean of College/School.

1. A new Grievance Committee will be selected each year.
2. The bargaining agent of the faculty member involved may appoint one (1) representative to be present during committee deliberations. The aggrieved student may also bring one (1) advisor to the proceedings.
3. If any committee member has a direct personal or professional relationship with any individual(s) involved in a particular case, the committee member(s) must disqualify themselves from serving on the committee while the case is being heard. If the impartiality of a committee member is questioned, the committee itself must reach a decision as to the continuance of the individual so questioned. If a member is disqualified, another individual from the same constituency shall be appointed to serve in their place.

Grievance Committee Procedure

1. The Grievance Committee will hold hearings in two (2) steps. In the first step, the complainant will present the relevant charges and the complainant and the individual charged will present relevant evidence in support of their respective positions and ask questions of the other party. In the second step, members of the Grievance Committee will deliberate, leading to a recommendation to be forwarded to the Vice-President for Academic Affairs.
2. In advance of the hearing, the Chair of the Grievance Committee shall notify the grievant, the individual charged with the unfair practice, and the members of the committee of the time and place of the hearing, specification(s) of the complaint, composition of the committee, and the right of the individual charged to be accompanied by an advisor. The advisor to the student and faculty member may be present when charges and evidence are presented to the committee.
3. At any hearing, all parties with the exception of the advisors may question witnesses.
4. All committee hearings shall be confidential; witnesses shall be excluded except for the period of their questioning.
5. The report and recommendation of the committee shall be in writing, including the committee's rationale for its decision and any dissenting opinion(s). Only those committee members who have heard all testimony and evidence in a given case may vote on the committee's recommendation. Class schedules of students and faculty members must be accommodated when setting committee meetings.
6. If the committee finds in favor of the student, the committee's report and recommendation shall be forwarded to the Vice-President for Academic Affairs after completion of the hearing, and copies shall be provided to all parties of the complaint. If the committee finds in favor of the faculty member and no appeal to the committee's decision is filed within the specified period (see Appeal Process, #1 below), the committee shall destroy all documents pertaining to that particular case.

Appeal Process

1. If any parties to the complaint are not satisfied with the committee's report and recommendation, they may request a meeting with the Vice-President for Academic Affairs. **Such a request must be filed within five (5) calendar days after receipt of the report.**
2. Such an appeal to the Vice-President for Academic Affairs shall be based upon:
 - a. A contention that committee procedure may have had a prejudicial effect on the outcome of the report and recommendation;
 - b. The discovery of new information after the committee hearing which may have an effect on the outcome of the hearing;
 - c. The belief that the committee recommendation was unsubstantiated by the evidence and documentation presented.
3. The Vice-President for Academic Affairs shall weigh all evidence and recommendations and render a final written determination of the matter. All parties to the grievance must receive copies of the Vice-President's recommendation.
4. If the Vice-President for Academic Affairs agrees with the committee's findings *in favor of the faculty member*, the Vice-President must destroy all documents pertaining to that case.
 - a. If, however, the Vice-President finds *in favor of the student*, a recommendation for change of grade should be made by the Vice-President to the faculty member.
 - b. A copy of this recommendation should go to the Chair of the Department, the Dean of the College/School, and the Dean of Students. All procedural actions must be completed within the semester they are initiated.
5. Department Chairs, Deans, Vice-Presidents, etc... should not attempt to discuss or resolve any grade grievance unless the above procedure has been faithfully adhered to.

Note: No individual involved in the Appeal Process should hear, initiate, or attempt to resolve a grade grievance unless the Grade Grievance Procedure, obtainable at the office of the Department Chair and Dean of Students, has been properly followed.

Immunization Requirements for Students at Montclair State University

Every graduate and undergraduate student who is enrolled full-time or part-time in a course of study leading to an academic degree at any four-year public or independent institution of higher education in New Jersey is required to provide evidence or immunization as a prerequisite for enrollment.

Please refer to the [website of the University Health Center](#) for more information on immunizations.

The official immunization record and/or copy of blood titers must be submitted electronically. Please refer to the [website of the University Health Center](#) on how to submit immunization forms.

Appendix A

National Student Nurses' Association, Inc. Code of Academic and Clinical Conduct

Preamble

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001.

Appendix B

American Nurses Association (ANA) Code of Ethics

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimum patient care.
5. The nurse owes the same duties to self as others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing and health policy.

[ANA \(2015\). Code of Ethics for Nurses](#)

Appendix C

International Council of Nursing (ICN) Code of Ethics

The ICN Code of Ethics has four (4) principal elements that outline the standards of ethical conduct.

1. Nurses and People

The nurse's primary professional responsibility is to people requiring nursing care. In providing care, the nurse promotes an environment in which the human rights, values, customs and spiritual beliefs of the individual, family and community are respected. The nurse ensures that the individual receives accurate, sufficient and timely information in a culturally appropriate manner on which to base consent for care and related treatment. The nurse holds in confidence personal information and uses judgment in sharing this information. The nurse shares with society the responsibility for initiating and supporting action to meet the health and social needs of the public, in particular those of vulnerable populations. The nurse advocates for equity and social justice in resource allocation, access to health care and other social and economic services. The nurse demonstrates professional values such as respectfulness, responsiveness, compassion, trustworthiness and integrity.

2. Nurses and Practice

The nurse carries personal responsibility and accountability for nursing practice, and for maintaining competence by continual learning. The nurse maintains a standard of personal health such that the ability to provide care is not compromised. The nurse uses judgment regarding individual competence when accepting and delegating responsibility. The nurse at all times maintains standards of personal conduct which reflect well on the profession and enhance its image and public confidence. The nurse, in providing care, ensures that use of technology and scientific advances are compatible with the safety, dignity and rights of people. The nurse strives to foster and maintain a practice culture promoting ethical behavior and open dialogue.

3. Nurses and the Profession

The nurse assumes the major role in determining and implementing acceptable standards of clinical nursing practice, management, research and education. The nurse is active in developing a core of research-based professional knowledge that supports evidence-based practice. The nurse is active in developing and sustaining a core of professional values. The nurse, acting through the professional organization, participates in creating and maintaining safe, equitable social and economic working conditions in nursing.

4. Nurses and Co-workers

The nurse sustains a collaborative and respectful relationship with co-workers in nursing and other fields. The nurse takes appropriate action to safeguard individuals, families and communities when their health is endangered by a coworker or any other person. The nurse takes appropriate action to support and guide coworkers to advance ethical conduct.

Suggestions for Use of the ICN Code of Ethics for Nurses

The ICN Code of Ethics for Nurses is a guide for action based on social values and needs. It will have meaning only as a living document if applied to the realities of nursing and health care in a changing society. To achieve its purpose the Code must be understood, internalized and used by nurses in all aspects of their work. It must be available to students and nurses throughout their study and work lives.

Retrieved from <http://www.icn.ch/who-we-are/code-of-ethics-for-nurses/>

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3, place Jean-Marteau, 1201 Geneva (Switzerland)

ISBN: 92-95040-41-4

Appendix D

Math Exam Policy

- A grade of **90% or higher** is required to pass the Math Competency Exam.
 - Safe medication administration within the clinical setting is a required competency for the following nursing courses:
 - Pre-Licensure BSN Program: NURS 210, NURS 315, NURS 325, NURS 335, NURS 435, and NURS 465.
 - Students who are unable to pass the Math Competency Exam will not be able to meet this mandatory course objective.
- The Math Competency Exam will consist of 20 questions and students will be given one (1) hour to complete the exam.
- The grade received on the first attempt will be the grade recorded and used to calculate the clinical grade.
- Students will have three (3) opportunities to achieve a 90% or higher on the Math Competency Exam.
- If a student fails to pass the Math Competency Exam after the third (3rd) attempt, the student will be required to withdraw from the course. Students can only withdraw from any nursing course once. Any subsequent Math Competency failure will result in a course failure.
- Students who achieve a grade lower than 90% on the Math Competency Exam are required to attend workshops and complete the mandated Kaplan review. Students who fail to remediate will be ineligible to take the subsequent exam and will be required to withdraw from the course.
- Remediation will be required for all students who have withdrawn or failed the course before the course can be repeated.
- Students unable to achieve a 90% or higher on the Math Competency Exam will be unable to administer medications during clinical.

The Math Exam Policy was revised and approved on 1/12/2022.

Appendix E

Montclair State University School of Nursing Handbook Attestation Form

The School of Nursing Undergraduate Student Handbook provides academic information, policies, and procedures for the Bachelor of Science in Nursing (BSN) degree program. It serves as a guide to resources within the School of Nursing and across the University. All Undergraduate Nursing students are responsible for the policies within this handbook.

By signing below, I attest that I have read and understand the policies for the School of Nursing and Montclair State University, found in the student handbook and University Catalog. I understand that if I have questions regarding the contents of this handbook, I will contact the appropriate Program Director.

These are available to me online on the School of Nursing Website and the Montclair State University Website:

- [School of Nursing Student Resources](#)
- [Montclair State University Academic Catalog](#)

Name: _____

Net ID: _____

CWID: _____

Signature: _____

This form must be signed and returned to the School of Nursing at the start of the Academic Year.

Pre-Licensure BSN Students: Please sign and return to the School of Nursing's Administrative Assistant for Pre-licensure Nursing Programs, Carolina Sanchez, at sanchezca@montclair.edu.

RN to BSN Students: Please sign and return to the School of Nursing's Administrative Assistant for Post-licensure Nursing Programs, Evelyn Rogers, at rogersev@montclair.edu.

Disclaimer

The policies and procedures in this handbook are revised on an annual basis. The School of Nursing reserves the right to make changes affecting policies, fees, curriculum, and other matters in this publication. If you have questions regarding the contents of this handbook, please contact:

Pre-Licensure BSN Students: Dr. Elizabeth Zweighaft at 973-655-3718 or zweighafte@montclair.edu

RN to BSN Students: Dr. Joan Valas at 973-655-3605 or valasj@montclair.edu.