

Hackensack Meridian *Health* School of
Nursing and Wellness at Georgian Court
University
Student Handbook

2024-2025



Table of Contents

Student Handbook Acknowledgment	6
School of Nursing and Wellness Welcome Letter.....	7
School of Nursing and Wellness Faculty Directory.....	8
School of Nursing and Wellness Mission	9
Program Goals and Objectives.....	<u>11</u>
Organizing Framework and Ethics.....	12
GCU: Guiding Principles, Institutional Goals and Policy Statements:	13
GCU Withdrawal From A Course.....	15
Requirements to Practice as a Registered Nurse	16
Partnership with Hackensack Meridian <i>Health</i> Department of Nursing.....	17
Hackensack Meridian <i>Health</i> Model of Evidence Based Care	17
New Jersey Nursing Leadership Council: Proclamation on Civility.....	19
Academic Program Information.....	20
HMH School of Nursing Program of Study	21
Accelerated Bachelor of Science.....	22
Course Sequence	23
Accelerated BSN: HMH School of Nursing	23
Course Descriptions.....	24-29
NU111 Introduction to Professional Nursing	24
NU210 Dosage Calculation.....	24
NU211 Foundations of Professional Nursing Practice.....	24
NU221 Health Assessment.....	24
NU271 Evidence-Based Nursing Care of the Adult I	24
NU275/ES275/BI275 Pathophysiology	25
NU280: Pharmacotherapeutics I	25
NU311 Introduction to Baccalaureate Nursing.....	25
NU322 Evidence-Based Nursing Care of Childbearing Families.....	25
NU325 Evidence-Based Behavioral Health.....	26

NU343 Evidence for Professional Nursing Practice	26
NU350 Health Advocacy.....	26
NU351 Health Policy.....	26
NU356 Issues in Evidence-Based Nursing Care of the Older Adult	26
NU371 Evidence-Based Nursing Care of the Adult II.....	27
NU380: Pharmacotherapeutics II.....	27
NU421 Evidence-Based Nursing Practice in the Community	27
NU423 Evidence-Based Nursing Care of Childrearing Families.....	28
NU471 Evidence-Based Leadership & Management in Nursing.....	28
NU472 Senior Seminar for Professional Nursing Practice 3 credits.....	28
NU496 Transition Into Professional Nursing Practice.....	29
School of Nursing Policies and Procedures Academic Standards.....	30
Academic Advisement	30
Progress Charts:.....	30
B.S.N. Program Progression and Dismissal Policy.....	31
Grading System-School of Nursing Grading Policy.....	31
Minimum Quantitative Grade Requirements	32
Rounding Policy.....	32
Course Progression.....	32
Courses with Clinical and Lecture Components	33
ATI Grading Policy for Standardized Testing	33
Overall GPA.....	34
Graduation Requirements.....	34
Student Grievances and Complaints.....	35
Types of Dismissal from the B.S.N. Program.....	35
Academic Dismissal from the B.S.N. Program.....	35
Academic Dismissal Appeals Process.....	36
Academic Dishonesty.....	36
Clinical and Laboratory Courses.....	38
Clinical Laboratory Requirements	38
Health Requirements	38
Basic Life Support (BLS) Training for the Healthcare Provider	39

Liability Insurance.....	39
Criminal History Background Check.....	39
Health Insurance.....	40
Transportation	40
Clinical Readiness- Medication Administration Requirements	40
ATI Dosage Calculation Testing Policy.....	41
Student Limitations regarding Medication Administration in the Clinical Setting.....	43
Student Conduct Code- Incivility Policy.....	44
Clinical Laboratory Behavioral Standards	45
Appearance Guidelines and Uniform Policy in the Clinical Setting.....	45
Classroom and Clinical/Laboratory Standards.....	48
Classroom Standards	48
Attendance/Absence Criteria:	48
Exam Testing Policy	49
Grade Calculations	49
Exam Preparation	49
Exam Make-Up:	51
Classroom Use of Personal Electronic Devices:.....	51
Use of Social Media:.....	52
Textbooks:.....	52
Board of Nursing Application- NCLEX Testing Fees.....	52
Formal Paper Guidelines.....	52
Clinical and Laboratory Standards.....	53
General Expectations.....	53
Clinical Make-Up Fees.....	54
Policy Regarding Clinical Absence and Clinical Make up.....	54
Policy on Attendance for Laboratory Experiences.....	54
Absence from the first clinical/fieldwork day or orientation	54
Reporting and Absence from the Clinical and/or Laboratory Experience	54
Policy Related to Medical Clearance	55
Policy Regarding Pregnancy	55

Clinical Agency Use of Personal Electronic Devices	55
Emergency Contact During Clinical/Laboratory Experience.....	55
Standards of Behavior for SON Nursing Laboratories.....	55
Policy regarding Student Exposure to Bloodborne Pathogen	57
Clinical Experiences: Assumption of Risk.....	59
GEORGIAN COURT UNIVERSITY- SPECIAL NOTICE REGARDING COVID-19	60
School of Nursing Activities	61
HMH School of Nursing Committees.....	61
HMH Nursing Club.....	61
National Student Nurses Association: (NSNA), SONW Chapter.....	61
HMH Mentor Program.....	61
Professional Nursing Associations.....	61
School of Nursing -FORMS.....	62
Academic Honesty Violation Reporting Form.....	63
ACTION PLAN	65
Advising Record.....	66
Advising Record – PRE-NURSING MAJORS.....	68
Internal Transfer Policy.....	70
SONW Student Support and Remediation Plan for NCLEX Preparation.....	72
Post-Graduate Survey Form	73
PERMISSION FOR EMPLOYER TO RELEASE INFORMATION RELATED TO SATISFACTION WITH READINESS FOR EMPLOYMENT.....	74
CONFIDENTIALITY STATEMENT - HMH.....	75
Initial Clinical Nursing Student Health Form	76
Student Request for Make-Up Exam.....	<u>79</u>
Incident Report.....	81
Special Notice Regarding Covid-19.....	83

Acknowledgment of Receipt of Hackensack Meridian *Health* School of Nursing and Wellness at Georgian Court University Student Handbook

Instructions: Please remove this page and upload the completed document to your CastleBranch account.

By signing this document, I acknowledge that I have received a copy of the 2024-2025 Hackensack Meridian *Health* School of Nursing and Wellness at Georgian Court University Student Handbook. I also acknowledge that the Student Handbook is available online at the university's website and in all nursing courses in the university's learning management system.

I understand that as a student of Hackensack Meridian *Health* School of Nursing and Wellness at Georgian Court University (SONW) that I must abide by the current policies and guidelines. Policies and guidelines that are presented in this SONW student handbook may change with each semester. I understand that I must also abide by the current policies and guidelines of the GCU Student Handbook and the GCU Catalog, both of which are available online at the GCU website. I am responsible for keeping up to date with changes in the policies and guidelines of the SONW Handbook, the GCU Student Handbook and the GCU Catalog.

Printed Name

Signature

Date

School of Nursing Welcome Letter

Dear Nursing Student:

We are pleased to present to you the Hackensack Meridian *Health* School of Nursing and Wellness at Georgian Court University (SONW) Student Nurse Handbook for 2023-2024. This handbook supplements the Georgian Court University (GCU) Catalog and the GCU Student Handbook. It serves as a guide for you during your time enrolled in the SONW. In it you will find the policies and procedures that outline and describe your rights and responsibilities as a nursing student in this program.

We strongly encourage you to review this handbook and to refer to it as needed during your enrollment in the nursing program. Please note that this handbook represents current policies and guidelines and are subject to change after student notification. Be sure to check your email and postings in the SONW website regularly for updates to existing policies and procedures.

You will be entering a profession that is exciting, stimulating and gratifying. The SONW program will be rigorous in preparing you to meet the challenges of a complex health care system in a continual state of change. The partnership between Georgian Court University (GCU) and Hackensack Meridian Health (HMH) offers an exceptional educational opportunity that combines the best of clinical practice with high quality academics to prepare you for what can be an extraordinary career in nursing. Please endeavor to take full advantage of all the opportunities that are afforded to you and demonstrate your commitment to your future profession by putting forth your very best effort, being diligent in your studies and adhering to all nursing program requirements. In return, you have our firm commitment to provide the highest quality educational opportunities and to support you in achieving your professional goals.

Our best wishes on your journey to becoming a registered professional nurse.

Sincerely,

The Nursing Faculty

School of Nursing Faculty Directory

Hamilton Hall
Telephone: 732 987 2183

Dean

Teri Wurmser, PhD, MPH, RN, NEA-BC

Associate Dean

Kathryn Fleming, PhD, RN, NEA-BC, CPHQ,
FACHE

Staff Specialist

Niki Louvelle

Program Coordinator, ABSN

Lisa Wardle, MA

GCU Nursing Faculty

Jennifer Bradle, MSN, RN, APN-CNS

Stephanie Chung, PhD, RN

Jo Ann Cummings, PhD, RN, APRN-BC, CEN

Judith Egan, **Co-Chair**, PhD, RN-BC, CNE

Joan Harvey, DNP MSN RN CCRN

Shohini Holden, EDD, MSN, APN, CPNP

Deborah Kennard, PhD, RN-BC

Mitchell LaFleur DNP, RN-BC

Cindy McVey, **Co-Chair** DNP, APRN, FNP-BC

Denise Nash-Luckenbach, PhD, MS, RN, APRN-C, CPNP, CCRN-K

Maria Quevedo, Clinical Nursing Coordinator/Lecturer, MSN, RN

Alexandra Tagethoff, EdDC, MSN, RN

Denise Van Sant - Smith, PhD, RN, CNE

Georgian Court Hackensack Meridian *Health* School of Nursing

Mission

The Hackensack Meridian *Health* School of Nursing and Wellness at Georgian Court University (SONW) is committed to fostering a culture of excellence by preparing student nurses to provide the highest quality, evidence-based, patient and family centered health care to meet present and future health care needs of the communities we serve.

Program Philosophy

In concert with the Mission, Vision and Core Values of Georgian Court University, the SONW prepares graduates to be baccalaureate prepared professional nurses who work in collaboration with other members of the healthcare team to provide holistic person - centered care. Nursing practice encompasses all levels of care across the continuum and throughout the lifespan of all members of the global human community. The following definitions are foundational to the program:

Human Beings. Humans are holistic and multidimensional beings who possess distinct physical, psychosocial, emotional and spiritual elements. Human beings come from diverse backgrounds and experiences and exist in families, groups and communities. They are in constant interaction with their environment, and their prior experience and perceptions influence these actions and interactions. As thoughtful and reflective beings, they have the capacity to communicate needs, preferences and wants, and to make informed choices based on their own value systems. They are capable of bringing and acquiring new knowledge, skills and understanding to the health care experience, that can be incorporated into the planning and delivery of care, resulting in mutually beneficial partnerships.

Environment. The environment is multidimensional, dynamic, and diverse, and is the biological, physical, psychological, socio-cultural, technological, political, religious/spiritual, and economic milieu in which human beings live and function. Although the environment has influence on human beings through its interaction with the individual's biological and psychosocial traits, it also can influence human beings collectively as families, groups, and/or communities.

Health. Health is a state of optimal physical, mental, emotional, social and spiritual well- being that allows human beings to achieve vital goals. Health is a dynamic process that exists across the lifespan on a continuum from optimal wellness to illness and eventual death. The definition of health is fluid and is dependent on the perceptions of those experiencing it.

Nursing. Nursing is an autonomous interactive practice discipline whose goal is that of promoting physical, mental and spiritual health and responding to illness or diminished wellness of individuals, families, groups or communities. The art and science of nursing humanizes care that is competent, compassionate,

collaborative, creative and courageous that is highly reliable and safe. Utilizing the nursing process, this care is based on scientific evidence, clinical expertise, and patient preference and values.

Foundational to Watson's Theory of Human Caring, nursing translates the ethical, theoretical, and experiential evidence into the establishment of an authentic, caring, healing environment. Nurses possess a value system that incorporates the highest level of caring, ethics, judgment, confidentiality, respect for human rights and human dignity, and diversity. Professional nurses recognize their authority, responsibility and accountability for all aspects of nursing practice, and as such, impact, and are impacted by, the dynamics of ever-changing healthcare systems. Serving both as leaders and members of interdisciplinary teams, professional nurses are committed to assuring accessible quality health care to all members of the human community.

The Teaching-Learning Process. The teaching-learning experience is a dynamic, collaborative process of knowledge acquisition and development that prepares learners to deliver nursing care to individuals, families, groups and communities. The teaching-learning process acknowledges responsibilities for both the student as learner, and for the teacher as facilitator and mentor. Through the teaching-learning process, the student experiences learning through active participation in simulated experience, clinical experience, team-leading and team-building, and reflective practice, which results in the ability to synthesize information through the critical-thinking process and to assume the roles of practitioner, educator, collaborator and consumer of research. Teachers, as facilitators, provide expert guidance, leadership and mentoring to enable the student to attain full academic and professional potential as a life-long learner.

Program Goals

Through participation in the teaching-learning process, graduates of the program will be able to integrate scientific evidence with the healthcare needs and values of patients, families, groups and communities through application of the nursing process. The purposes of the program are to prepare nurses to:

- o Enter the profession as a novice practitioner of nursing.
- o Participate in the advancement of the profession
- o Engage in life-long learning

Program Objectives

The nursing program prepares graduates to:

- Use critical thinking and clinical synthesis to integrate knowledge from the humanities, social and natural sciences and the discipline of nursing to inform practice and to provide care to individuals, families, groups and communities.
- Utilize inter-disciplinary and intra-disciplinary communication, collaboration, and leadership skills to produce positive working relationships in the delivery of and advocacy for evidence-based, patient-centered care.
- Integrate scientific evidence, practice guidelines, professional standards, and patient preference into the planning, delivery and evaluation of patient care.
- Use information and other emerging technologies in a fiscally responsible manner to provide and evaluate patient care across the continuum.
- Analyze economic, legal and political factors and local, national, and global trends in health policy and regulation to influence care delivery and the deployment of resources.
- Engage in health promotion, disease prevention and population-focused interventions to impact the health status of individuals and populations.
- Assume a leadership role within one's scope of professional nursing practice and applies leadership concepts, skills, and decision-making in delivering, evaluating, and improving safe and quality patient care.
- Promote the image of nursing by modeling professional behavior, practicing self-renewal, engaging in lifelong learning, and supporting professional nursing organizations.
- Demonstrate professional, moral, ethical, and legal conduct within a context of rendering compassionate nursing care.
- Use the nursing process to provide safe, quality evidence-based nursing care across the life-span and the continuum of care to individuals, families, groups and communities.

Organizing Framework

The nursing curriculum complements the mission, vision and core values of the university and prepares students to become competent, compassionate, collaborative, creative and courageous practitioners of the profession of nursing. Evidence-based care is the organizing framework for the program. The curriculum is based on nursing theories and research as they apply to the performance of evidence-based practice. Evidence-based care is the synthesis of clinical expertise, scientific evidence and patient characteristics and preferences into a plan of healthcare delivery. Theories and research from other disciplines, such as from the biomedical, behavioral, and social sciences, are integrated into the curriculum where appropriate.

The BSN curriculum is designed with course sequencing to progress from basic nursing knowledge, skills and attitudes to the application and synthesis of knowledge and evidence in the development of clinical judgement. Students are humanistically and scientifically prepared to practice as a professional nurse generalist. The program is conducted in partnership with Hackensack Meridian *Health*.

Ethics

Students in the SONW follow the ANA Code of Ethics for Nurses. Each student must review, become familiar with and abide by the Code of Ethics while enrolled in the nursing program. A link to the Code is seen below:

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

Georgian Court University:

Guiding Principles, Institutional Goals and Policy Statements

Guiding Principles

Georgian Court University is committed to the following guiding principles:

Justice: We believe ordering of right relationships with all persons and all creation is fundamental to our advocacy for structures that protect the vulnerable.

Respect: We reverence the dignity of all persons and all life as gifts of God and strive to promote community in our world

Integrity: We believe that fidelity to moral principles, honesty, and sincerity are the basis of trustworthiness in all encounters.

Service: We joyfully extend our energy and resources on behalf of the poor, sick, and uneducated, working to relieve misery and address its causes where possible

Compassion: We embrace the joys and sorrows of others to whom and with whom we minister and are moved to action in solidarity with the human community

GCU Institutional Student Learning Goals and Outcomes

Georgian Court University offers curricular and cocurricular learning experiences designed to help students achieve the university's Undergraduate Student Learning Goals (USLG):

GOAL 1: Foundational Knowledge of Human Cultures and the Physical and Natural World Learning Outcome:

1. Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences, and social sciences.

GOAL 2: Intellectual and Practical Skills

Learning Outcomes: Students will demonstrate competence in

1. Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information
2. Written and oral communication
3. Quantitative literacy
4. Information literacy
5. Teamwork and problem solving

GOAL 3: Personal and Social Responsibility

Learning Outcomes: Students will demonstrate

1. Ethical reasoning

2. Global awareness and respect for diverse cultural perspectives
3. Knowledge of the university's mission and Mercy charism
4. Civic knowledge-local/global

GOAL 4: Integrative Learning

Learning Outcome:

1. Students will demonstrate the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom.

GOAL 5: Mastery of the Defined Body of Knowledge at a Baccalaureate Level

Learning Outcome:

Students will attain their program's objectives and complete their major requirements.

GCU Nondiscrimination Policy

It is policy of Georgian Court University to maintain an academic environment free of discrimination, including harassment, regardless of gender, race, creed, color, religion, age, national and ethnic origin, sexual orientation, disability, or veteran status. The University is committed to creating an environment which is free from intolerance directed toward individuals or groups. For details, see the current GCU Catalog. All inquiries shall be addressed in the Office of Human Resources.

GCU Disabilities Services

Georgian Court University is committed to ensuring that all students receive equal access to all services, programs, and activities. We support students with documented physical, sensory, learning, or psychological disabilities by providing reasonable and appropriate accommodations in accordance with applicable laws, such as Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. To request accommodations and/or academic adjustments, please contact the Academic Development and Support Center in Jeffries Hall. Call 732-987-2363 or send an email to lfahr@georgian.edu. For more information, see <http://georgian.edu/academics/adsc/#disabilities-services>.

GCU Standards of Academic Integrity

Georgian Court strives to be a moral community with ethical convictions. Academic integrity is essential to collegial pursuit of truth and knowledge, and academic dishonesty is a serious offense which may result in failure for the course and even dismissal from Georgian Court. Anyone who willfully assists another in the breach of integrity is held equally responsible and subject to the same penalty. According to GCU policy, academic dishonesty is any act of cheating, fabrication, plagiarism, abuse of resources, forgery of academic documents, dissimulation, or sabotage, and any act of aiding and abetting academic dishonesty. One aspect of academic honesty that often surprises students is the expectation that you hand in original work that was not already handed in for a different course. Unless you have specifically obtained your instructor's permission to hand in

previously completed work, this is a breach of academic honesty. See the catalog or student handbook for additional information. Check with your instructor BEFORE an assignment's due date if you have questions about this policy.

GCU Early Warning System – Intervention Tool

Georgian Court University has an electronic intervention tool called the Early Warning System. This tool will be invoked when a student is doing poorly in a course by demonstration of sub-par academic performance, attendance, or disposition. Once an alert is activated in the Early Warning System, you will be notified, and a Georgian Court University professional will reach out to you to discuss ways to help you succeed in this course. This process is only meant to help you.

GCU Withdrawal from a Course

GCU policy permits undergraduate students to withdraw up to the 10th week (or equivalent for courses of shorter duration) and receive a W grade. This requires a "Request for Grade of W" form and a fee. You cannot withdraw from a course by not attending or by telling your instructor of your desire to withdraw. It is your responsibility to complete the official forms and procedures. An academic advisor must sign the form. A student who has not officially withdrawn will receive a grade based on all work, whether completed or not, including work assigned after the student stopped attending. The registrar publishes a list of deadlines to request a grade of "W" at <http://georgian.edu/academics/registrar/important-dates/>. **WITHDRAWING FROM A COURSE CAN NEGATIVELY AFFECT YOUR FINANCIAL AID AND ACADEMIC STANDING** – be sure to check with the Financial Aid Office and your advisor before dropping any course.

Requirements to Practice as a Registered Nurse

Upon completing the SONW course of study, the successful student will graduate with a Bachelor of Science in Nursing (BSN) degree. In addition to the academic requirements for becoming a nurse, the graduate must attain professional licensure to practice. Upon graduation, an individual must pass the NCLEX-RN to obtain a license and use the title registered nurse (RN). Individuals must be licensed by a state board of nursing to practice in that state.

State boards of nursing govern licensing requirements, set continuing education or competency requirements, and handle disciplinary actions against RNs. Once an RN, the nurse must practice following the requirements of the Nurse Practice Act in the state in which he/she functions as an RN. The following is the definition of nursing from the New Jersey Nurse Practice Act:

The practice of nursing as a registered professional nurse is defined as diagnosing and treating human responses to actual or potential physical and emotional health problems, through such services as case finding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimens as prescribed by a licensed or otherwise legally authorized physician or dentist. Diagnosing in the context of nursing practice means the identification of and discrimination between physical and psychosocial signs and symptoms essential to effective execution and management of the nursing regimen. Such diagnostic privilege is distinct from a medical diagnosis. Treating means selection and performance of those therapeutic measures essential to the effective management and execution of the nursing regimen. Human responses mean those signs, symptoms, and processes which denote the individual's health need or reaction to an actual or potential health problem.”
(N.J.S.A. 45:11-23. Definitions)

Copies of the NJ NPA can be obtained by contacting:

NJ Board of Nursing
Division of Consumer Affairs
NJ Department of Law & Public Safety
P.O. Box 45010
Newark, NJ 07101
(973) 504-6430

Complaints related to the program also can be filed with the Board of Nursing at the above address.

The New Jersey Nurse Practice Act can be found at:

<http://www.state.nj.us/oag/ca/laws/nursinglaws.pdf>

Partnership with Hackensack Meridian *Health* Department of Nursing

Hackensack Meridian *Health* School of Nursing and Wellness at Georgian Court University is offered through an innovative and unique partnership with Hackensack Meridian *Health*, an integrated health system located primarily in Bergen, Essex, Hudson, Union, Middlesex, Monmouth and Ocean County. This partnership offers multiple benefits, including access to American Nurses Credentialing Center (AACN) Magnet certified clinical sites, clinical faculty, and state of the art high technology learning labs. The Hackensack Meridian Health (HMH) model of Evidence-Based Care (EBC) also helped support the SONW curriculum development and guides learning and clinical experiences.

Hackensack Meridian *Health* Model of Evidence Based Care

The modern concept of evidence-based practice was introduced in 1979 by Dr. Archie Cochran, who criticized the health care profession for its failure to formally evaluate treatment methodology. The British journal *Evidence-Based Medicine (EBM)* began publication shortly thereafter, however it was not until the Cochrane Collaboration was launched in 1993, and several seminal works were published by Sackett and associates (Sackett, Richardson, Rosenberg, & Haynes, 1997; Sackett, Rosenberg, Gray, Haynes, & Richardson, 1996), that the concept of evidenced-based practice began to infiltrate medical practice, with nursing practice following shortly thereafter. An early and commonly accepted definition of evidence-based practice has been “*the integration of individual clinical expertise with the best available external clinical evidence from systematic research” (Sackett et al, 1996). As the terms “evidence-based medicine” and “evidence-based nursing” amalgamated into the term “evidence-based practice,” it became clear that these terms focused on the practitioner rather than the patient; that is, the focus was on the profession-specific treatment being rendered rather than addressing a holistic view of the patient. In addition, authors publishing in the field consequent to Sackett and associates began adding patient preferences to the definition of EBP (Melnyk & Fineout-Overholt, 2011). The term “Evidence-Based Care” (EBC) was proposed by a MH working group, as it directed focus away from the practitioner and back toward the patient.*

Evidence-based care at HMH encompasses the delivery of quality patient care through the consideration of patient preference, scientific evidence, and clinical expertise. It is supported through the activities of practice councils and performance improvement entities, and by an existing infrastructure for education, research, shared governance and information technology.

In evidence-based care, patients’ values, culture preferences, need for comfort, past experiences, health status, and rights all inform the care that they receive and are incorporated into the planning and delivery of care. Evidence-based care provides patients with the opportunity to make choices about that care. This requires that the health care professional acknowledge the patient and family as true partners in the care process and “members of the team” to the extent and level that they wish to participate. The Institute of Medicine (IOM) report, *Crossing the Quality Chasm (IOM, 2001)*,

underscores the importance of providing patients with access to information so that they can exercise the degree of control that they desire in health care decision making.

In evidence-based care, patient care is based on the foundation of scientific evidence. Science identifies “best practice,” scientific evidence challenges professional practices, and scientific methods are used to evaluate outcomes. In EBC, science and practice are in dynamic interaction; if there is not enough evidence on which to base practice standards, research is performed. If practice standards are evidence-based, but lacking positive outcomes, then performance improvement mechanisms are launched.

The health care provider uses clinical expertise to evaluate the evidence and partners with the patient and family to procure quality patient outcomes. In EBC, clinical expertise includes the ability to evaluate existing scientific evidence while also considering utilization of resources and patient attributes and preferences to develop a plan of care that will lead to the most optimum patient outcomes.

New Jersey Nursing Leadership Council: Proclamation on Civility

New Jersey Nursing Leadership Council

Proclamation on Civility

In an effort to recognize the critical nature of civility in the nursing work environment, the New Jersey Nursing Leadership Council, consisting of representatives from nursing practice, nursing academia, and nursing associations, proclaims the following tenets for Nursing Civility in the Health Care Work Environment:

- Nurses need to care for themselves as they care for others.
- Nurses will embrace a healthy welcoming unit consisting of nurses who greet others with respect and value their ideas and input.
- Nurses will actively eliminate acts of incivility.
- Nurses will recognize that a toxic work environment leads to compassion fatigue and burnout.
- Nurses will embrace diversities in culture, race, religion, and gender.
- Nurses will understand that a positive environment and self-awareness consists of an awareness of the surroundings in which they work.
- Nurses will be aware of resources, feelings, and limitations of others.
- Nurses will accept and give constructive criticism and never demean another.
- Nurses will support civility as a non- negotiable attribute for any nursing professional.
- Nurse will support non-tolerance of bullying, or other forms of workplace violence.

The following organizations have endorsed this proclamation:

Home Care and Hospice Association of New Jersey

New Jersey Association of Baccalaureate and Higher Degree Programs

New Jersey Council of Nursing Diploma Schools

New Jersey League of Nursing

New Jersey Nursing Initiative

New Jersey State Nurses Association

Organization of Nurse Leaders of New Jersey

Academic Program Information

Course Requirements for the Bachelor of Science in Nursing (BSN) Degree at Georgian Court University.

The graduate of the BSN program at the SONW is required to complete 127 credits. Students enrolled in the Accelerated Bachelor of Science (ABSBN) must complete 70 credits. Of these, 67 credits are to be completed in the following nursing courses:

NU111 Introduction to Professional Nursing
NU210 Medical Dosage Calculation
NU211 Foundations of Professional Nursing Practice
NU221 Health Assessment
NU271 Evidence-Based Nursing Care of the Adult I
NU275 Pathophysiology
NU280 Pharmacotherapeutics I
NU380 Pharmacotherapeutics II
NU311 Introduction to Baccalaureate Nursing
NU322 Evidence-Based Nursing Care of Childbearing Families
NU325 Evidence-Based Behavioral Health
NU343 Evidence for Professional Nursing Practice
NU350 Health Advocacy
NU351 Health Policy
NU356 Issues in Evidence-Based Nursing Care of the Older Adult
NU371 Evidence-Based Nursing Care of the Adult II
NU421 Evidence-Based Nursing Practice in the Community
NU423 Evidence-Based Nursing Care of Childrearing Families
NU471 Evidence-Based Leadership and Management in Nursing
NU472 Senior Seminar for Professional Nursing Practice
NU496 Transition into Professional Nursing Practice

SONW Program of Study – Traditional 4 year Program	Didactic Hours	Clinical/Lab Credits	Total Credits
Semester 1			
BI213 Anatomy & Physiology I	3	1	4
PS111 Introduction to Psychology	3		3
Language I (Spanish is strongly recommended)	3		3
GEN 101 Pathway to the Bridge (freshmen)	3		3
Academic Writing & Research I EN111	3		3
Total			16
Semester 2			
NU111 Introduction to Professional Nursing	3		3
BI214 Anatomy & Physiology II	3	1	4
Statistical Thinking MA103	3		3
Suggested # Gen Ed credits Visual and Performing Arts	3		3
Cornerstone: Discovering the Self (GEN199)	3		3
Total			16
Semester 3			
NU211 Foundations of Professional Nursing Practice	3	1	4
NU221 Health Assessment	2	1	3
NU275 Pathophysiology	3		3
CH151 Chemistry for the Health Sciences	3	1	4
Suggested # Gen Ed credits: PL245	3		3
			Total 17
Semester 4			
BI219 Microbiology	3	1	4
NU280 Pharmacotherapeutics I	2		2
NU271 Evidence-Based Nursing Care of the Adult I	3	3	6
Suggested # Gen Ed credits: Religious Studies, and Literature	6		6
			Total 18
Semester 5			
NU322 Evidence-Based Nursing Care of Childbearing Families	2	2	4
NU325 Evidence-Based Behavioral Health	3	2	5
NU343 Evidence for Practice	3		3
Gen Ed: suggested Women and Gender WS311	3		3
Total			15
Semester 6			
NU356 Evidence Based Care of the Older Adult	2		2
NU371 Evidence-Based Nursing Care of the Adult II	3	5	8
NU380 Pharmacotherapeutics II	2		2
Gen Ed: Ethics and Social Science	6		6
Total			18
Semester 7			
NU423 Evidence-Based Nursing Care of Childrearing Families	2	2	4
NU421 Evidence-Based Nursing Practice in the Community	3	3	6
Suggested # Gen Ed credits: suggested History	3		3
Suggested# Capstone: Gen 400	3		3
Total			16
Semester 8			
NU471 Evidence-Based Leadership and Management in Nursing	2	1	3
NU472 Senior Seminar for Professional Nursing Practice	3		3
NU496 Transition Into Clinical Nursing Practice ["Immersion Experience"]	2	4	6
			Total 12

Accelerated Bachelor of Science

The Accelerated BSN (ABSN) curriculum is designed for those who have earned a bachelor's degree with the intent to prepare them for professional nursing practice and allows students a faster pathway to earn their degree. The 14-month ABSN program is an intensive, hands-on experience that prepares students to achieve RN licensure and launch their careers soon after completion. The ABSN program joins the other programs in SONW. The curriculum is the same as the traditional BSN, however due to the accelerated nature of the program, the content is delivered in five 10-week sessions.

Course Sequence

Accelerated BSN: SONW

	Didactic Hours	Clinical / Lab Credits	Total Credits
1st Term/Session			
NU211 Foundations of Professional Nursing Practice	3	1	4
NU221 Health Assessment	2	1	3
NU275 Pathophysiology	3		3
NU111 Introduction to Professional Nursing	3		3
			Total 13
2nd Term/Session			
NU280 Pharmacotherapeutics I	2		2
NU271 Evidence-Based Nursing Care of the Adult I	3	3	6
NU356 Evidence Based Care of the Older Adult	2		2
NU325 Evidence-Based Behavioral Health	3	2	5
			Total 15
3rd Term/Session			
NU322 Evidence-Based Nursing Care of Childbearing Families	2	2	4
NU371 Evidence-Based Nursing Care of the Adult II	3	5	8
NU380 Pharmacotherapeutics II	2		2
GCU CIE (Preferably Gen 400)			3
			Total 17
4th Term/Session;			
NU343 Evidence for Practice	3		3
NU423 Evidence-Based Nursing Care of Childrearing Families	2	2	4
NU421 Evidence-Based Nursing Practice in the Community	3	3	6
			Total 13
5th Term/Session			
NU471 Evidence-Based Leadership and Management in Nursing	2	1	3
NU472 Senior Seminar for Professional Nursing Practice	3		3
NU496 Transition Into Clinical Nursing Practice ["Immersion Experience"]	2	4	6
			Total 12
Program Total			Total 70

Pre-Requisites			
Human Anatomy & Physiology I (with lab)	3	1	4
Human Anatomy & Physiology II (with lab)	3	1	4
Microbiology (with lab)	3	1	4
Statistics (must include inferential statistics)	3		3
Chemistry (with lab): Inorganic, Organic, or Biochemistry; a course that includes some biochemistry is preferred	3	1	4
Psychology: A course in developmental psychology	3		3
Ethics Course (Bioethics preferred)	3		3
Total			25

Course Descriptions

NU111 Introduction to Professional Nursing 3 credits

This course presents a basic introduction to professional nursing and is a prerequisite for all other nursing courses. The course presents a broad overview of the non-clinical aspects of the nursing experience such as the philosophy of the nursing program; hallmarks of a profession; nursing theory, history and educational paths; determinants of the scope of nursing practice; health promotion and models of health and illness; theories of stress, coping, grief and loss; professional and therapeutic communication; cultural diversity; and health care law and ethics. **Prerequisite:** admission into the BSN program as a nursing major, or permission of the department chairperson and BI213.

NU210 Dosage Calculation 1 Credit

This 1 credit course is designed to provide nursing students with a solid foundation in dosage calculation, a critical skill for safe and effective patient care. The course will cover essential concepts, techniques, and practical applications of dosage calculations, ensuring that students develop the necessary proficiency to administer medication accurately. **Corequisite:** NU211

NU211 Foundations of Professional Nursing Practice 4 credits

In this course the students will utilize effective communication principles, nursing process; critical thinking, clients' rights, nursing standards and the value of evidence-based practice provide a foundation for further study. Students learn the varied roles necessary for professional practice. Clinical practice issues integrate asepsis, client safety, documentation, health promotion, disease prevention strategies and health education. Selected clinical skills, introduction to pharmacology, and medical terminology are course components. **Prerequisites: Nursing major status, BI213, 214 & NU111.** 3-hour lecture, 3 hours laboratory.

NU221 Health Assessment 3 credits

In this course, the student is introduced to the fundamental knowledge and clinical skills needed to practice as a professional nurse. Health history, introduction to pharmacology, assessment and physical examination are presented and demonstrated. The learner is guided in differentiating between wellness and illness through conducting thorough and systematic physical, psychosocial, and cultural assessments of individuals across the lifespan. Application of the nursing process in beginning clinical practice will be highlighted. Skills relative to the practice of nursing are practiced in the clinical laboratory through simulated experiences and in selected settings. Students will perform health histories, practice basic assessment skills and therapeutic communication techniques, and perform review of systems. **Prerequisites: Nursing major status, BI213, 214 & NU111.** 2-hour lecture, 3 hours laboratory.

NU271 Evidence-Based Nursing Care of the Adult I 6 credits

This course prepares the learner to use the nursing process to plan, implement, and evaluate effective, collaborative, and culturally appropriate evidence-based plans of care that meet the bio/psycho/social needs of adult patients. The course builds on previous foundations of nursing practice with a focus on integrating pathophysiologic and pharmacologic concepts with the principles of the nursing process, health promotion, risk reduction, clinical decision making, and collaborative management of care for adults experiencing mild to moderate health alterations. Theoretical foundations are reinforced as the nursing process is applied to adult patients within the context of evidence-based patient- and family-centered care. The clinical experience focuses on the application of pathophysiologic and pharmacologic knowledge within the context of professional nursing practice in the nursing care of adult patients. As such, the clinical experience is based in settings that allow focus on the application of the clinical reasoning process, nursing diagnoses, patient outcomes, and nursing interventions in the care of patients across the adult lifespan and continuum of care. The clinical sites also support students' developing

responsibility for collaboration with other members of the interdisciplinary team. **Prerequisites:** CH151, NU211 & NU221. **Prerequisite or Co-requisite:** NU275 and BI219. 3-hour lecture, 9 hours laboratory.

NU275/ES275/BI275 Pathophysiology 3 credits

This course introduces the students to basic concepts in pathophysiology as applied in current nursing practice. It builds on previous foundations in the biological sciences and focuses on the integration of pathophysiological with the principles of the nursing process. It introduces students to pathophysiological disturbances to normal body functions emphasizing differences in etiology, epidemiology, pathophysiology, clinical manifestations, and treatments in individuals across the lifespan. The student will analyze objective and subjective manifestations of common health problems resulting from environmental, genetic and stress related conditions. Diagnostic testing, interventions and pharmacological treatments and related nursing implications are discussed as they relate to specific health problems. **Prerequisites:** BI213, BI214 and either NU111 or permission of the Nursing Department Chair. 3-hour lecture

NU280: Pharmacotherapeutics I 2 credits

This first course in the pharmacology series, taken concurrently with Evidenced-Based Nursing Care of the Adult I clinical course is designed to enhance the knowledge and skills necessary for the student learner to safely and effectively administer and evaluate pharmacological therapies in patients. The course will supplement the drug-specific information that is threaded through each of the clinical courses and will emphasize basic and advanced principles of pharmacotherapy as it relates to patient care across the lifespan. Students will learn to use the nursing process in medication administration. Case studies and clinical simulations will be heavily utilized to promote patient safety as it relates to drug therapy. **Prerequisites:** NU221, NU211, **Co-requisite:** NU271. 2 hours lecture

NU311 Introduction to Baccalaureate Nursing (2 Credits)

The course presents a broad overview of the role of the baccalaureate nurse in today's health care environment. Topics include nursing theory, history, and educational paths; determinants of the scope of nursing practice and top-of-license issues; population health concepts including determinants of health, health promotion, and disease prevention; cultural diversity; information and technology; and health care law and ethics. The student will analyze contemporary and emerging nursing and health care issues and trends that impact professional practice Prerequisite (s): Admission to RN to BSN program.

NU322 Evidence-Based Nursing Care of Childbearing Families 4 credits

This course prepares the learner to provide family-centered, evidence-based nursing care using concepts associated with the unique responses of families during childbearing, including normal and high-risk pregnancies, as well as the unique responses of neonates and their families to acute and chronic illness. Students will learn to integrate family, cultural and developmental theories into evidence-based nursing practice with childbearing families in a variety of settings. Students will learn to provide effective, collaborative and culturally appropriate family-centered care while they continue to develop in their roles of clinical practitioner, patient educator, and patient advocate as they continue to develop their knowledge related to health promotion, risk reduction, and illness and disease management in contemporary society. The clinical experience focuses on the application of family and developmental theory to the diagnosis, intervention, related pharmacology, and outcomes management in the care of childbearing families. As such, the clinical experience is based in a variety of settings, allowing focus on the application of the clinical reasoning process, including formulation of nursing diagnoses, delivery of nursing interventions, and evaluation of patient outcomes in the care of childbearing families across the continuum of health. The clinical sites also support students' developing responsibility for collaboration

with other members of the interdisciplinary team. **Prerequisites: BI219, NU271 & NU280.** 2 hours lecture, 6 hours laboratory.

NU325 Evidence-Based Behavioral Health 5 credits

This course prepares the learner to integrate previous knowledge from the biophysical and psychosocial sciences, theories of human development and personality, and theories of human behavior with the art of the purposeful use of self to provide evidence-based nursing care to patients with behavioral health issues and their families in a variety of settings. Students will learn to provide effective, collaborative, and culturally appropriate psychiatric nursing care as they continue to develop in their roles of clinical practitioner, patient educator, and patient advocate, with a specific focus on health promotion, related pharmacology, risk reduction, and the nursing management of psychiatric illness in contemporary society. The clinical experience focuses on the application of communication, developmental, and behavioral theory to the nursing diagnosis, intervention, and outcomes management in the care of psychiatric patients. To support these clinical foci, clinical experience is based in a variety of settings, including community-based self-help groups, providing learning opportunities in the application of clinical reasoning processes in the care of the patient with behavioral health needs across the continuum. The clinical sites also support students' developing responsibility for collaboration with other members of the interdisciplinary team.

Prerequisites: BI219, NU271 & NU280. 3-hour lecture, 6 hours laboratory.

NU343 Evidence for Professional Nursing Practice 3 credits

This course presents in-depth exploration of material that was introduced in the NU111 Introduction to Professional Nursing and NU211 Foundations of Professional Nursing Practice related to knowledge translation into practice; particularly the processes and relationships among research, evidence-based practice, quality assurance, and performance improvement. Using the ACE Star model as a foundation, the course presents the knowledge translation process and offers the learner guided experience in such key knowledge translation activities as formulating PICO questions; performing literature searches; evaluating research studies and systematic reviews; and assessing clinical guidelines for applicability in clinical nursing practice. **Prerequisites: MA103, BI219, NU 271 & NU280.** 3 hours lecture.

NU350 Health Advocacy 3 Credits

This course will focus on personal and community health advocacy. Being healthy involves making decisions that are right for each individual and being part of a community that promotes healthy behaviors. Advocating for individual health requires that the student has the confidence, basic understanding of advocacy, resources, and skills to make proper health decisions. This course will foster student health advocacy as skills are taught while students grapple with personal and social questions that affect their overall health and the health of others. This course will also put student health promotion into the hands of the students. They will be required to create a health initiative. These initiatives can be used to foster a healthier Georgian Court University community.

NU351 Health Policy 3 Credits

This course will delve into the core elements that define health policy. It will describe factors such as the health care delivery systems (public/nonprofits versus private/for-profits), access to care, health care financing, quality of care issues, and social issues such as gender and culture and their impact on health and health care. The dynamics of the policymaking process at different levels (federal, state, and local) will be explored, along with policy analysis and how policy influences health care decisions. The complexities and challenges of health care reform will be identified.

NU356 Issues in Evidence-Based Nursing Care of the Older Adult 2 credits

This course gives further foundation to students to provide patient-centered, evidenced-based nursing care

using concepts related to the unique physiological, developmental, and psychosocial aspects of the older adult. Students will have the opportunity to consider fundamental aging and developmental theories, normal changes of aging and health deviations, and cultural influences for their impact on delivering evidence-based nursing practice to older adults. Students also will discuss appropriate strategies in providing effective, collaborative, and culturally appropriate patient-centered care that focus on health promotion, risk reduction, and illness and disease management. The course provides the opportunity for observations and field experiences based in a variety of older adult settings, allowing students to observe clinical reasoning processes, nursing diagnoses, patient outcomes, and nursing interventions in the care of older adults across the continuum of health and within multidisciplinary settings. 2 hours lecture.

NU371 Evidence-Based Nursing Care of the Adult II 8 credits

This course continues preparation of the learner to use the nursing process to plan, implement, and evaluate effective, collaborative, and culturally appropriate evidence-based plans of care that meet the bio/psycho/social needs for adult patients with multisystem dysfunctions. The course builds on previous foundations of nursing practice of the adult patient and continues the focus of integrating pathophysiologic and pharmacologic concepts with the principles of nursing process, health promotion, risk reduction, clinical decision making and collaborative management of care for adults experiencing acute and chronic multisystem dysfunctions across the continuum of care. Theoretical foundations are reinforced as the nursing process is applied to adult patients within the context of evidence-based patient- and family-centered care. The clinical experience allows the learner the opportunity to apply pathophysiologic and pharmacologic principles within the context of professional nursing practice in the nursing care of adult patients with emergent and/or major alterations in health. As such, the clinical experience is based in settings that allow focus on the application of the clinical reasoning process, nursing diagnoses, patient outcomes, and nursing interventions in the care of patients across the adult lifespan with multisystem dysfunctions. The clinical sites also support students' developing responsibility for collaboration with other members of the interdisciplinary team. **Prerequisites:** NU322, NU343 & NU325, 3-hour lecture, 15 hours laboratory.

NU380: Pharmacotherapeutics II 2 credits

This second course in the pharmacology series, taken concurrently with Evidenced-Based Nursing Care of the Adult II clinical course is designed to enhance the knowledge and skills necessary for the student learner to safely and effectively administer and evaluate pharmacological therapies in patients. The course will supplement the drug-specific information that is threaded through each of the clinical courses and will emphasize basic and advanced principles of pharmacotherapy as it relates to patient care across the lifespan. Students will learn to use the nursing process in medication administration. Case studies and clinical simulations will be heavily utilized to promote patient safety as it relates to drug therapy. **Prerequisites:** NU271 & NU280; **Co Requisite:** NU371. 2-hour lecture.

NU421 Evidence-Based Nursing Practice in the Community 6 credits

This course prepares the learner to apply principles of evidence-based care to promote and preserve health and prevent illness in families, groups, and populations in the community setting in the face of changing social, economic, political, and environmental realities. The course will allow students to integrate concepts and theories from epidemiology and public health nursing as well as knowledge gained from previous learning as applied to the health of populations and communities. The learner also will evaluate the influence of cultural diversity, economics, health policy, and ethics as they impact community health nursing practice. Concepts and principles of disaster planning are incorporated so that the student can gain a broad perspective on the nurse's role in supporting emergency preparedness and response. The clinical component focuses on the assessment of the health care needs of the community as client, and on the planning and implementation of strategies to promote and maintain

health and wellness for communities and populations in a variety of settings. The learner will conduct an in-depth community assessment employing basic epidemiological principles and data collection strategies and will utilize the nursing process to plan and implement strategies for health promotion and disease prevention. **Prerequisite:** NU356, NU371, NU380. 3 hours lecture, 9 hours laboratory.

NU423 Evidence-Based Nursing Care of Childrearing Families 4 credits

This course prepares the learner to provide family-centered, evidence-based nursing care using concepts associated with the unique responses of families during childrearing, including the unique responses of infants, young and school-aged children, adolescents and their families, to acute and chronic illness. Students will learn to integrate family, cultural and developmental theories into evidence-based nursing practice with childrearing families in a variety of settings. Students will learn to provide effective, collaborative and culturally appropriate family-centered care while they continue to develop in their roles of clinical practitioner, patient educator, and patient advocate while focusing on health promotion, risk reduction, and illness and disease management in contemporary society. The clinical experience focuses on the application of family and developmental theory to the diagnosis, intervention, and outcomes management in the care of childrearing families. As such, the clinical experience is based in a variety of settings, allowing focus on the application of the clinical reasoning process, including formulation of nursing diagnoses, delivery of nursing interventions, related pharmacology, and evaluation of patient outcomes in the care of childrearing families across the continuum of health. The clinical sites also support students' developing responsibility for collaboration with other members of the interdisciplinary team. **Prerequisites:** NU356, NU371 & NU380. 2-hour lecture, 6 hours laboratory.

NU471 Evidence-Based Leadership & Management in Nursing 3 credits

This course gives students the foundation upon which to build their professional leadership skills. The course focuses on management principles, leadership concepts and theories, executive decision-making processes, and use of financial concepts and principles. Principles related to public policy development and healthcare economics also are explored. Students utilize critical thinking skills to analyze contemporary global, national, and local trends in nursing and health care and begin to develop the skills necessary to thrive in a turbulent healthcare environment. Students are given the opportunity to examine management principles as these relate to roles that are inherent in nursing management and administration positions through a capstone change project paper and presentation. This course gives students the opportunity to explore various leadership roles and styles through both observational and participatory experiences. **Prerequisites:** NU421 & NU423. 2 hours lecture, 3 hours laboratory.

NU472 Senior Seminar for Professional Nursing Practice 3 credits

An advanced course designed to allow for students to apply the learned concepts in the field and provide students with the opportunity to reflect on clinical experiences and help bridge the academia to practice gap. The course focuses on preparing the graduate nurse for professional licensure and practice. The course allows students to explore the concepts of delegation, prioritization, and collaboration with other healthcare disciplines in the delivery of quality healthcare in a variety of commonly occurring patient scenarios throughout the continuum of care. Requirements for RN licensure will be reviewed, including Board of Nursing variations by state, the need for background investigations, licensure exam requirements, and initial and ongoing licensure requirements. A structured NCLEX RN review will be provided to assist students with the licensure examination. Students will prepare for entry into professional practice with an emphasis on preparing for the first nursing position after graduation and on orchestrating a nursing career path. Content on resume preparation, portfolio development, residency programs and the need for lifelong learning will be presented. **Prerequisites:** NU421 & NU423 3 hours lecture.

NU496 Transition Into Professional Nursing Practice 6 credits

The generic nursing curriculum culminates in this course and provides students with the opportunity to integrate knowledge from all previous courses to deliver evidence-based patient- and family-centered nursing care to patients with complex health care issues across the adult lifespan. To aid in the transition into professional nursing practice, final-semester students will work one on one with a professional nurse preceptor under realistic shift and patient load conditions. Focus will be on the delivery of effective, collaborative, and culturally appropriate patient- and family-centered nursing care to several patients who require complex health care. This intensive course allows students to examine their practice through reflective journaling and class discussion. The course is designed to be taken with NU471. 2 hours lecture, 12 hours clinical. Prerequisite(s): NU356, NU421 and NU423.

School of Nursing Policies and Procedures Academic Standards

Academic Advisement

Each student in the SONW must meet with a nursing advisor prior to registration for the following semester in order to assure that course requirements for graduation are met and courses are taken in the correct sequence. Students should sign up to make an appointment to meet with the advisor during the advisement period. Failure to meet with and gain the advisor's approval will delay registration privileges, as a hold will be placed on registration. After meeting with an advisor, if students must revise their schedule, they are expected to notify the adviser to ensure that proper alternate courses are selected. In courses that have both a clinical laboratory and a lecture, students must register for only ONE clinical course. For example, students may not register for two separate clinical lab sections of the same course. If a student should register for more than one clinical section in the same course, the student will be dropped from both lab sections and will need to re-register for the course.

Academic advisers are available to help students understand and meet academic requirements for a degree; however, students are responsible for understanding and fulfilling the requirements and for registering for appropriate courses each semester. The degree cannot be awarded until all requirements for the Bachelor of Science in Nursing are met. Each student must become familiar with all requirements and be accountable for completing them to graduate with his/her cohort.

Progress Charts

The GCU progress chart shows all GCU signature courses and general education courses required for graduation and all nursing courses needed to complete the major. The GCU progress chart is updated each semester by the registrar to reflect completed coursework.

Registration

The SONW prepares, monitors and maintains course schedules for all NU courses and guarantees there will be enough availability in NU courses for all nursing students enrolled in the SONW. However, registration in specific sections is NOT guaranteed. The SONW makes every effort to provide current information regarding clinical site location, but clinical course instructors and clinical sites are subject to change at any time based on availability.

- In order to provide optimum learning experiences and maintain required student-instructor ratio requirements it may be necessary to rebalance clinical sections and move students into different clinical units other than the section the student originally may have registered for. Students will be notified of any schedule changes through email.
- Registration dates for courses is based on the University schedule and it is the responsibility of the student to register for the appropriate courses outlined during academic advisement.
- The SONW is NOT able to adjust student course sections based on student requests.

BSN Program Progression and Dismissal Policy

Grading System-[SONW Grading Policy](#)

The grading definitions of the SONW complies with the Georgian Court University grading definitions, which are:

BSN Undergraduate Grading System:

A	Numerical equivalent is 95 and above and carries 4 quality points
A-	Numerical equivalent is 90-94 and carries 3.7 quality points
B+	Numerical equivalent is 87-89 and carries 3.3 quality points
B	Numerical equivalent is 83-86 and carries 3 quality points
B-	Numerical equivalent is 80-82 and carries 2.7 quality points
C+	Numerical equivalent is 77-79 and carries 2.3 quality points
C	Numerical equivalent is 73-76 and carries 2 quality points
C-	Numerical equivalent is 70-72 and carries 1.7 quality points
D+	Numerical equivalent is 65-69 and carries 1.5 quality points
D	Numerical equivalent is 60-64 and carries 1 quality point
F	Numerical equivalent is 59 or below and carries 0 quality points
INC	Indicates a temporary extension of the semester

Minimum Quantitative Grade Requirements

Students must receive a minimum grade of B- (80%) for successful completion of the course. In the case of students receiving less than an 80% weighted quantitative test average in a nursing course with more than 50% quantitative testing as specified in the course syllabus/course outline, students will receive a final grade no higher than a “C+” grade in that course. If the cumulative course grade is less than a “C+”, that grade will be recorded. For example, if a cumulative course grade of “D” is earned and the quantitative test average is below 80%, the grade recorded will be a “D”. Conversely, if a student earns a cumulative course grade of B-“(minus)” or higher but earns less than an 80% weighted quantitative test average, the final course grade will be a “C+”. Students must obtain a grade of B-(minus) or higher in all nursing courses. Nursing courses may be repeated only one time while a student is enrolled in the nursing program.

Science and Math Course Grade Requirements:

For all students regardless of matriculation date, a minimum grade of C+ is required in all science and mathematics courses (BI213 Human Anatomy & Physiology I, BI214 Human Anatomy & Physiology II, BI219 Microbiology, CH151 Chemistry for the Health Sciences, and MA103 Introduction to Statistical Thinking) for progression to the next courses in the sequence. If the student does not achieve the minimum course grade of “C+” the course must be repeated.

Science and math courses may only be repeated once while a student is enrolled in the nursing program. For example, if a student earns a C in a science/math course in one semester and repeats the course, and the student fails to earn the required C+ in the same course during the second attempt, the student is not eligible to progress in the program.

Rounding Policy

Course grades and weighted quantitative test averages are not rounded up or down.

Course Progression

The nursing curriculum is designed to progress logically from simple to more complex material and builds continuously on knowledge and skills from previous courses. All nursing courses must, therefore, be taken in sequence so that the student achieves increasing levels of professional competency.

Failure to progress is defined as: a) earning less than an 80% weighted quantitative test average and/or, b) earning a course grade of less than a B- and/or, (c) withdrawal from a nursing course (NU) prefix. A student may only have one occurrence of *failure to progress* as defined herein to remain in the program. The quantitative test average is based on the weighted average of all quizzes, exams and standardized testing as indicated in the course syllabus/course outline. This average will be calculated to two decimal places and will not be rounded up or down.

To remain in the program, students who earn less than a B- in a nursing course and/or earn less than an 80 quantitative test average must repeat the course. If a student withdraws from a nursing course, the course may be taken only one additional time and the student must achieve a grade of B- or higher and at least an 80 quantitative test average. The prerequisite requirements listed for each nursing course (courses with a NU prefix) must be successfully completed prior to enrollment in subsequent nursing courses. Students can repeat one course, one time throughout their program progression. This is

applicable to both failing to meet the minimum grade requirement (B-) or withdrawing from a course.

Courses with Clinical and Lecture Components

The clinical laboratory component of a nursing course will be graded as Pass (P) or Fail (F). If the student receives a Pass in the clinical component of the course, the student will receive the grade from the lecture component of the course as the final grade. If the student receives a Failure in the clinical component of the course, the final grade for the course will be an F. Clinical and lecture are taken together. If a student does not pass either the clinical or lecture, both components need to be repeated.

Grading Policy for Standardized Testing

Because the ultimate aim of the nursing program is to graduate individuals who can be licensed and practice as professional registered nurses, the faculty have a commitment to prepare students to pass the NCLEX-RN examination, allowing them to practice as a nurse generalist in multiple settings. To facilitate this aim, students are required to pass standardized quantitative examinations at several points during academic preparation. In addition, standardized quantitative examination grades will account for a component of final course grades in most nursing courses. The following chart provides the grading policy for standardized assessments.

ATI Grading Policy-Practice/Proctored Assessment (rev. 8-2022) □			
PRACTICE ASSESSMENT- 4 POINTS			
Complete Practice Assessment A Remediation: • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete an active learning template and/or identify three critical points to remember.	Complete Practice Assessment B Remediation: • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete an active learning template and/or identify three critical points to remember.		
STANDARDIZED PROCTORED ASSESSMENT			
Level 3 = 4 points	Level 2 = 3 points	Level 1 = 1 point	Below level 1 = 0 points
Remediation = 2 points: • Minimum 1-hour Focused Review* • For each topic missed, complete an active learning template and/ or identify three critical points to remember.	Remediation = 2 points: • Minimum 2-hour Focused Review* • For each topic missed, complete an active learning template and/ or identify three critical points to remember.	Remediation = 2 points: • Minimum 3-hour Focused Review* • For each topic missed, complete an active learning template and/ or identify three critical points to remember.	Remediation = 2 points: • Minimum 4-hour Focused Review* • For each topic missed, complete an active learning template and/or identify three critical points to remember.
10/10	9/10	7/10	6/10
<i>Proctored Assessment Retake***</i>			
<i>No retake required</i>	<i>No retake required</i>	<i>Retake required</i>	<i>Retake required</i>

Overall GPA

Students must maintain a minimum overall GPA of 3.00 to remain in the BSN program. If a student's overall GPA falls below 3.00 but is above 2.50, the student is placed on SONW probation and has one semester to achieve an overall GPA of at least 2.75, and a second semester to achieve an overall GPA of at least 3.00. If an overall GPA of 2.75 is not achieved after one semester on probation, or an overall GPA of 3.00 is not achieved after two semesters of probation, the student will be dismissed from the nursing program. If the student's overall GPA equals or falls below 2.50, the student will be dismissed from the nursing program. Dismissal from the BSN program does not mean the student is dismissed from Georgian Court University.

All students may only be on probation one time while enrolled in the nursing program. For example, if a student is on probation for failure to achieve the required overall GPA during an academic year but then achieves the required benchmark and is removed from probation, the student is not permitted another probationary instance during a different academic term.

If a student is placed on SONW probation, they must complete an Action Plan before the start of the next semester in consultation with a Nursing Advisor. Based on the review and recommendation of the Nursing Faculty, students placed on probation may continue to be monitored with subsequent Action Plans once the probationary period ends. The purpose of creating the Action Plan is not punitive but is designed to assist the student in identifying areas of concern, and to provide remediation and counseling, if necessary, to help the student achieve the required benchmarks.

Graduation Requirements

To graduate from Georgian Court University with a BSN, the student must maintain an overall GPA of 3.00 or higher with no nursing grade below the grade of a B-. In addition, students must achieve a minimum of a C+ in any science or math course regardless of enrollment date.

Student Grievances and Complaints

The SONW welcomes student input regarding any concerns, issues, or problems students may encounter while enrolled in our program. We are committed to clear communication between faculty and students, and it is our goal to adequately address student concerns. Please note that with respect to formal academic grievance procedures concerning grades, students should refer to the procedure set forth in the GCU Undergraduate Catalog (<https://catalog.georgian.edu/undergraduate/academic-policies-procedures/grading-grade-appeals-honors-graduation/>) as well as the SONW Student Handbook which can be accessed in Blackboard in all NU courses. With respect to grievances **not** associated with grade related issues, the SONW requires the student to follow the policies and procedures that govern the area of concern. The official University policy for student grievances or complaints is listed in the GCU Student Handbook which is available online at <http://www.georgian.edu/publications/>.

Types of Dismissal from the BSN Program

Dismissal from the BSN program may occur for the following reasons:

1. *Inappropriate Conduct*, including but not limited to those conducts listed under the Student Code of Conduct in the Appeals Policy for any Disciplinary Matter, or in the Standards of Behavior for the Nursing Lab, Standards of Behavior for Clinical Sites and Incivility. This includes violations of academic integrity, which are described under the heading of Academic Honesty, and for which the Procedures for Dealing with Academic Dishonesty apply. The appeals process for inappropriate conduct matters are described in the Appeals Policy for any Disciplinary Matter section of the GCU Student Handbook.
2. *Poor academic performance* in the BSN program is described under the heading “Academic Dismissal from the BSN Program.” The Academic Dismissal *Appeals* Process described below pertains to Academic Dismissal from the BSN Program **ONLY**.

Please note, a student may be dismissed from the BSN program without being dismissed from the University.

Academic Dismissal from the BSN Program

Students will be academically dismissed from the program for the following reasons:

1. Failure to maintain the minimum required overall GPA.
2. Earning two failing grades in any nursing course. A failing grade is a grade below a B-. Students who earn less than a B- and/or less than an 80 quantitative test average in a course that has at least 50% of the final grade based on quantitative testing will receive a failure for the course.
3. Withdraw for a non-medical reason from a nursing course that was previously failed.
4. Receives an unsafe clinical performance/evaluation.
5. Two failures in the same science and/or math course.

Dismissal notification will be by email, letter or through a meeting with the SONW Dean,

Associate Dean, and/or Department Chairperson. Dismissal from the BSN program does not mean the student is dismissed from Georgian Court University.

Academic Dismissal Appeals Process (for Dismissal from the BSN Program)

As per University policy, a student academically dismissed from the program can appeal the decision. The Academic Dismissal Appeal Process is as follows:

1. Within ten working days of receiving the notice of dismissal, the student must submit the appeal in writing to the Department Chairperson.
2. Within ten working days of receiving the notice of appeal, the Chairperson will decide on the dismissal appeal and send written notice by letter or email to the student.
3. Within ten working days of receiving the notice of the decision of the Chairperson, the student may appeal the Chairperson's decision in writing to the Dean of the School of Nursing.
4. Within ten working days of receiving the notice of appeal, the Dean of the School of Nursing will make a decision regarding the dismissal appeal and send written notice of the decision by letter or email to the student with a copy to the Chairperson.
5. Within ten working days of the notice of the decision of the Dean, the student may appeal the Dean's decision in writing to the Provost.
6. Within ten working days of receiving the notice of appeal, the Provost will make a decision regarding the dismissal appeal and send written notice of the decision by letter or email to the student, with copies to the Chairperson and Dean of the School of Nursing.

In all instances, the Provost's decision is final.

Academic Dishonesty

It is the expectation of the SONW that all work must be the student's own, whether in nursing or in other courses. Students suspected of lying, cheating, falsifying records or plagiarizing (or any other forms of academic dishonesty listed in the GCU catalog) will be subject to a grade of 0 for the exam or assignment and possible failure for the course. Repeated infractions will result in a meeting with the Chair of the SONW and possible dismissal from GCU.

Behaviors that constitute Academic Dishonesty are prohibited. Examples of academic dishonesty include but are not limited to the following: (Content is adopted from Academic Honesty policies from West Hills Community College, University of Maryland Baltimore, School of Nursing; University of Rochester, University of Arkansas/Fayetteville, University of Houston/Clear Lake, University of Michigan, and Rhode Island College Handbook of Policies, Practices and Regulations).

- Plagiarism: the most common forms include:
 - Word-for-word plagiarism. This includes (a) the submission of another person's work as one's own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
 - Patchwork plagiarism. This involves putting together a "patchwork" of phrases and or sentences without acknowledging the source. Taking another's work and rearranging it does not qualify as a student's original work.
 - Unacknowledged paraphrase. Students may set forth ideas or facts garnered from the work of another author's research in the students' own words. However, the student must acknowledge the source by footnote or reference.

- Likewise, the failure to cite information from an artificial intelligence (AI) source into a paper, assignment, quiz, presentation, or exam is a form of plagiarism.
- Unauthorized assistance:
 - Using books, notes calculators and technological devices in an unauthorized manner to assist with quizzes, exams or lab work.
 - Sharing SONW coursework on platforms including but not limited to Course Hero.
 - Purchasing test bank question from unauthorized vendors.
 - Copying answers to an exam.
 - Giving or receiving answers to a scheduled exam.
 - Submitting work done by another and representing it as one's own.

Faculty and students share the responsibility for upholding the Academic Honesty Policy. The student is expected to report instances of academic dishonesty to the faculty. A faculty member is responsible for confronting a student who violates the code and reporting the instance to the Course Coordinator (if appropriate) or SONW Chair.

Clinical and Laboratory Courses

Clinical Laboratory Requirements

Due to the challenges resulting from the 2019-2020 Coronavirus Pandemic, any additional federal, state, or local requirements will be communicated to students on a timely basis.

Prior to entering the first clinical nursing course, the following requirements must be met:

1. Health Requirements

Each student is required to have a health status report on file at Georgian Court University prior to the beginning of the first clinical course. SONW utilizes an outside agency, CastleBranch, that provides the students with an electronic platform to submit all required paperwork. This agency reviews and approves or denies all submitted information. Students will need to complete all required clinical documentation on the date designated by the SONW which shall be at least **three weeks** PRIOR to the start date of the semester, in order to allow time for the agency to review and approve/deny uploaded documents. Failure to provide the correct documentation will result in a delayed response from the agency. Any student without complete approval from the agency will be unable to attend clinical until all required documentation is received and approved.

Students must remain compliant throughout the entire period of enrollment regardless of which program student is enrolled. Further, students should review sequence of testing and vaccines carefully with health care provider to ensure that all compliance requirements are able to be met as certain vaccines may interfere with other required tests. For example, according to CDC guidelines, receipt of a live vaccine such as the MMR vaccine, may disrupt the effectiveness of TB testing if the TB test is given within four to six weeks of the individual having received the live vaccine. Under no circumstances will students attend clinical if all compliance requirements are not successfully completed. If a student is unable to attend the clinical experience due to inability to meet compliance requirements, the student will receive a clinical absence. Students should refer to the section regarding clinical absences for further details regarding this policy.

Students must consult their CastleBranch accounts for specific health related compliance requirements.

Additional Health Requirement Information:

- The requirements outlined herein are subject to change based on changes in federal/state/local, university, HMH, or other clinical agency mandates, policy, or communication. Students may need to meet additional health clearance requirements as they arise from clinical or regulatory agencies.
- A tetanus booster within the past ten years is recommended.
- Students who have withdrawn from clinical nursing courses or have taken a Leave of Absence (LOA) from the nursing program will need to supply medical clearance before returning to the clinical experience.
- Physical examinations, laboratory testing, and vaccinations may be obtained from a health care provider of the student's choice or at the Georgian Court University Health Center. The Health Center is located on campus on the second floor of the Casino Building. Although the Health Center does not charge for physical exams, there is a fee for laboratory testing and vaccinations. Student insurance may reduce the cost of these services. Contact the Health Center at (732) 987-2756 for more information.

2. Basic Life Support (BLS) Training for the Healthcare Provider

Prior to the first clinical course, students must document evidence of valid American Heart Association Basic Life Support (BLS) for the Healthcare Provider certification. **BLS certification must be obtained ONLY by the American Heart Association.** Annual documentation is required thereafter. Failure to maintain current certification will result in dismissal from the nursing program.

3. Liability Insurance

All students must obtain professional liability protection insurance in the amounts specified by the clinical placement site (at a minimum, \$1,000,000 per occurrence and \$6,000,000 in the aggregate. A copy of the policy reflecting the coverage amount must be submitted to the SONW and updated as needed before each clinical course. To learn more about professional liability insurance for student nurses:

<http://www.nso.com/professional-liability-insurance/student-coverage.jsp>

4. Criminal History Background Check

All students must undergo criminal history background checks as required by clinical agencies. These checks are conducted by an external vendor, and the results are sent to the university and to the clinical agencies. Clinical agency personnel evaluate the information they receive and, at their sole discretion, make the final determination as to whether an individual student may be given access to clinical placement at the agency. If a student is denied clinical placement, the student may be dropped from the nursing program. Obtaining a criminal background check can take up to four weeks, it is advisable to complete as soon as possible to avoid delays and your ability to attend clinical / lab practicums.

External vendors are used to conduct the background investigation. Approved vendor contact information will be given to students before or during the first nursing course in which they are enrolled. Students are responsible for contacting the vendor and arranging to have the approved background investigation conducted prior to the date set forth and determined by the SONW.

Proof of meeting all of the above clinical requirements must be submitted to the student's Castle Branch account, which is the compliance monitoring agency utilized by the SONW, at least three weeks before the start of the clinical/laboratory experience. Failure to provide all required documentation will result in the student being unable to attend the clinical experience and will result in a clinical absence.

In addition, students who have withdrawn from clinical nursing courses or have taken a LOA from the nursing program will need to supply recent background check results before returning to the clinical experience,

Health Insurance

The student is personally responsible for his/her own health insurance and payment for all health care provided by the clinical placement site to the student (including for an emergency) during the student's scheduled clinical coursework. Students must accept that, in case of a medical incident at a clinical site where the student is doing clinical coursework, the clinical site may provide medical attention, including emergency room treatment, out-patient or in-patient treatment, to any student requiring attention, at the sole cost and expense of the student. In the event, the student is involved in a medical incident at a clinical site during the student's scheduled clinical coursework, the student must contact GCU's Health Center and complete the required paperwork, as determined by the Health Center, which will include, but may not be limited to, an Accident/Incident Report.

Transportation

Students must be able to provide their own transportation, at their own expense, which may include gas, tolls and parking, to and from clinical sites, advanced skills laboratories and other off-campus locations. SONW will not adjust classroom, clinical or laboratory assignments due to carpooling needs.

Clinical Readiness- Medication Administration Requirements

Students must pass a medication administration examination before entering the clinical setting. Successful completion of the exam is a condition of clinical preparation; failure to pass will result in the student being unable to attend the clinical experience and therefore will result in a failure for the course. Please note, faculty may schedule these exams before the start date of school, and it is highly recommended that students take advantage of completing the exam before the first day of class. The purpose for scheduling prior to the start of the semester is twofold: (a) students are prepared to enter the clinical setting; and (b) students who are unable to successfully complete this requirement will have the opportunity to drop courses prior to the University add/drop date without penalty.

ATI Dosage Calculation Medication Administration Testing Policy

The SONW recommends students reference ATI pharmacology sections and review content related to the NU course in which students are enrolled (see chart below) before taking the medication administration tests.

Course	ATI Module	Dosage Calculation Exam
NU 211 Fundamentals	<ul style="list-style-type: none">• Dosage by Weight• Medication Administration• Oral Medication• Safe Dosage	ATI Custom Exam
NU 271 Med/Surg I	<ul style="list-style-type: none">• Injectable Meds• Parenteral Meds• Powdered Meds	Fundamentals
NU 322 Maternal	<ul style="list-style-type: none">• Review Previous Modules	Maternal Health
NU 371 Med/Surg II	<ul style="list-style-type: none">• Review Previous Modules	Adult Med/Surg
NU 423 Pediatrics	<ul style="list-style-type: none">• Pediatric Meds• Review Previous Modules	Children
NU 496	<ul style="list-style-type: none">• Critical Care Meds• Review Previous Modules	Critical Care

Dosage Calculation and Medication Administration Exam:

Students must pass the dosage and calculation exam to progress in the nursing program. Before sitting for the Dosage Calculation and Medication Administration Exam, students must provide proof of completion of the ATI modules.

Students have **three** opportunities to pass this Exam. Students must pass this test with the minimum score outlined below:

- **200 level courses: 92%**
- **300 level courses: 96%**
- **423 course 96%**
- **496 course: 100%**

Additional Requirements and Considerations:

- If a student fails to pass the exam the first time, a remediation session in the lab will be arranged before retaking the test.
- **If on the third attempt, the student does not pass the Dosage Calculation and Medication Administration Exam, the student will be unable to progress in the course. This will be**

considered a clinical and course failure, and the student will fail the course. *Please refer to the Course Progression policy in this handbook for further details regarding course failures.*

- Students must pass the Dosage Calculation and Medication Administration Exam prior to administering medications on the clinical floor.
- All three exams must be completed during the Add/Drop period as per the University schedule.

Student Limitations regarding Medication Administration in the Clinical Setting

Students are permitted to perform the following medication administrations in the clinical setting **ONLY** under the strict supervision of their faculty member:

- Insertion of NG tubes
- IV push medications through peripheral lines

However, in ALL cases of medication administration by a student, the following restrictions apply:

- Students are NOT permitted to administer drugs that require special monitoring or additional education such as medications that must be given by a telemetry certified nurse.
- Students are NOT permitted to give IV push medications through central lines.

Students may perform Central Line dressing changes under the strict supervision of their faculty member; however, in all such instances, the faculty member, registered nurse or preceptor must be certified in Central Line dressing changes.

Prior to any administration of the above, student must successfully complete a "test-out" procedure as defined by the SON administration."

Conduct Code – Incivility

As future nurses, SONW students are expected to uphold the standards of the profession and instances of incivility will not be tolerated. The following represents instances of uncivil behaviors that will result in disciplinary action. Students who exhibit or engage in any of these behaviors will be approached by the course instructor and the situation will be discussed with the student. This first instance of incivility will result in a verbal warning. A second instance will result in the student being placed on probation for one semester and an Action Plan must be completed. Students may only be on probation for Incivility one time while enrolled in the SONW. Students who have been placed on probation for an instance of Incivility and are then removed from probation are not allowed an additional instance at a future date. Students who engage in disruptive and inappropriate behaviors in a second instance will be dismissed from the SONW. (The following list is adapted from the Muhlenberg School of Nursing Handbook)

- Demeaning, belittling or harassing others
- Rumoring, gossiping about or damaging the reputation of a classmate/professor
- Yelling or screaming at instructors, peers, or clinical staff, or other displays of inappropriate temper
- Not sharing credit for collaborative work or not completing an equitable share of collaborative work assigned
- Unauthorized use of property belonging to the clinical site, patients, visitors, students, employees, school, or faculty – including removal of said property from clinical site
- HIPPA Violation
- Behaviors that are insubordinate which include: discounting or ignoring solicited input from instructors/faculty regarding classroom and/or clinical performance or professional conduct
- Sharing and/or discussing of examination questions outside of the examination and/or examination review, including hallways, inside/outside the school building, via emails, texting, social media, and clinical sites
- Using the internet/cell phone during class or clinical for purposes other than academics

Clinical Laboratory Behavioral Standards

Students in the clinical setting are expected to act in a professional manner at all times. Students who exhibit problem behavior, i.e., behavior that, if unchecked, can lead to serious problems, including compromise of patient safety, or, over the long term, can contribute to performance problems, will be approached by the course instructor and the situation will be discussed with the student. Gross infractions will be addressed using standard Georgian Court University disciplinary procedures for inappropriate conduct as listed under Student Code of Conduct in the Appeals Policy for any Disciplinary Matter. Sanctions for violation of the behavior standards can include dismissal from the BSN Program or from the University.

Gross Infractions include, but are not limited, to:

- Failure to maintain confidentiality of a patient's condition and/or illness. Viewing and/or sharing confidential information without authorization.
- Falsification of any clinical document or record.
- Unauthorized use of recording equipment in the patient care area.
- Sleeping while on duty.
- Direct or tacit refusal to comply with an instructor's direction.
- Use of abusive language and/or unnecessary shouting in a patient care, public contact or general work area.
- Reporting for duty in a condition unfit for proper performance of assigned work, including being unprepared for patient care as deemed by the instructor.
- Use or possession of a weapon in the clinical setting.
- Misappropriation, unauthorized possession or misuse of property belonging to the clinical setting organization.
- Unauthorized possession, misuse, reading or copying of patient documents or records or disclosure of information of such records to unauthorized persons.
- Threatening, intimidating or coercing of another student, patient, visitor, staff member, or faculty member, including verbal or physical altercations or related disorderly conduct.
- Any illegal act or sexual misconduct in the clinical setting.

Appearance Guidelines and Uniform Policy in the Clinical Setting

Appearance during clinical experience is an essential component of the level of professionalism and care that each student must exhibit. Grooming, attire and how students present themselves must reflect respect and consideration for patients, families and each other. These guidelines and uniform policy are to be followed in all clinical situations including experiences in the Nursing Skills Labs on the GCU campus. The following guidelines have been prepared so that students know what is expected of them while representing the SONW in the clinical setting.

- *Personal Hygiene.* Personal cleanliness and hygiene must be maintained at all times. Perfumes, colognes or other strong-smelling lotions should not be used in a way that adversely affects the comfort and/or safety of others. Students must appear neat and clean.
- *Tattoos.* No body art/tattoos which reasonably is or should be known to be offensive because of its sexual, violent, religious, racial or ethnic content, or its relationship to gender, sexual orientation or disability or based on any other protected category may be visible at any time. This includes but is not limited to sexually explicit or lewd material, or that promote or advocate sexism, racism or other forms of bigotry based on gender, age, race, religion, disability, sexual orientation or other protected category as legally defined or otherwise

contrary to common sense standards of professionalism.

- *Hair and Headwear.* Hair must be clean and neat with no extremes in style, bleaching, coloring or ornamentation. Hair should be pulled back and secured so as not to interfere with guest/patient care. Facial hair and mustaches are permitted but must be trimmed and not present a bushy or unkempt appearance. Facial hair should not include any rubber bands, beads or braids. Facial hair that may interfere with the integrity of the skin mask seal (respirator) as determined by Occupational Health will not be permitted. Hats, bandannas and headdress are not permitted unless part of religious accommodation.
- *Nails.* Artificial nails, acrylic nails, wraps, gel overlays, and nail jewelry are not permitted during the clinical experience. Fingernails must be cleaned and trimmed to the activity length (no longer than 1/8 inch) so as not to interfere or affect the comfort or safety of guest/patient care. Nail polish, if worn, must be free of chips.
- *Jewelry.* Students should refrain from wearing jewelry in the clinical setting, except for stud earrings (one per each ear), wedding bands, and watches with second sweep hands. Visible body jewelry such as nose, lip, tongue, eyebrow rings/studs are not permitted in the clinical setting. Earrings will not be permitted on any other exposed body part but the ear lobe (i.e., eyebrows, lips, and body). Hoop earrings are not permitted.
- *Uniforms.* The approved SONW student uniforms must be worn during the student's clinical laboratory experiences. In most cases, full uniform will be required. In some clinical situations, as defined by the instructor, the student's lab coat (with SONW emblem) over street clothes may be acceptable. Student uniforms must be purchased in accordance with the timeline established by the SON. Additionally, if approved by instructor, students may wear SONW navy blue jacket (non-fleece) purchased through the SONW Student Nursing Club. It is suggested that at least 2 full uniforms and at least 1 lab coat be purchased. SONW uniforms must be purchased from the approved SONW vendor.

Complete student uniform consists of royal blue pants or skirt, royal blue top, lab coat with SONW badge, name pin, and white shoes. Additional guidelines for student uniforms include the following:

- Shoes must be leather or other wipeable material. Sneakers are permitted as long as they are not canvas or another material that cannot be wiped clean and must have minimal color trim. No open toe shoes or clogs are permitted.
 - White or nude color socks or hose must be worn. Black socks are prohibited.
 - No extra sweaters, sweatshirts or t-shirts may be worn with the uniform except long-sleeve white shirts which may be worn under uniform for warmth.
 - The student must wear a second-hand watch.
 - Uniforms must be laundered after each clinical day.
-
- *Equipment.* Students must purchase the following:
 - stethoscope,
 - watch with second hand,
 - bandage scissors, and

- pen light.

The above items may be purchased from the uniform supplier or other medical supply vendor of the student's choice or suggested by the SONW.

- *Name Badges.* For safety and security purposes, all students must wear a photo ID badge provided by the clinical agency while in the agency setting and the official SONW Name Badge. Name badges should be worn in an upright, readable position on the outermost layer of clothing on the left shoulder area.

Classroom and Clinical/Laboratory Standards

Classroom Standards

Attendance/Absence Criteria:

Georgian Court University believes that attendance is essential to success in academic courses. Therefore, class, clinical (on and off campus), laboratory and simulation attendance are **required***. The University believes that learning is an interactive process dependent in part on the student and is not just a matter of the passive absorption of information. To benefit fully from their respective courses, students need to participate in, and contribute constructively to, the classroom experience. In fact, the success of any course depends as much on what students contribute to the class as on what the instructor presents.

Regular attendance is expected and will be recorded at the start of each class. Students are permitted: up to **two** absences in the traditional BSN program and one absence in the ABSN program, during the course, for any reason, without it influencing the grade. As “life happens” (e.g., illness, loss, weather, car trouble, etc.), however, it would be wise to attend every class that you are able. There is no need to provide documentation of absences (e.g., doctor’s notes, etc.). For each absence beyond the permitted absence, the final grade in the course will be reduced according to the scale below. Six absences (traditional BSN) and four absences (ABSN) will result in a final course grade of “F.” There are no excused absences. All absences are weighted equally.

Students are expected to be on time for all classroom lectures. Lateness will be defined as arriving more than five minutes past the designated start time of the class. Repeated occurrences of lateness will impact the student’s final grade and the grade will be reduced according to the **Classroom Attendance/Lateness Criteria** scale outlined below.

Attendance criteria apply to lecture, clinical (on or off campus), skills lab and simulation where applicable. An absence from any of the course components is counted in the overall attendance record.

Each clinical experience is unique and cannot be replicated. As such, more than **two absences will result in failure of the course. Please refer to the “Policy Regarding Clinical Absence and Clinical Makeup” outlined in this handbook.*

CLASSROOM ATTENDANCE/LATENESS CRITERIA:

Traditional BSN	
Number of Absences/Lateness	Change in Final Course Grade
0 – 2	No change
3	-2%
4	-4%
5	-5%
6 Absences = Final Course Grade of “F”	

ABSN	
Number of Absences/Lateness	Change in Final Course Grade
0 – 1	No change
2	-2%
3	-4%
4 Absences = Final Course Grade of “F”	

Students traveling on official university business, such as for NCAA athletic competition, are *responsible for all work covered during their absence*, which can be made up by completing additional work as assigned by the professor. Questions or concerns about this should be brought to the instructor's attention in advance. *Student Athletes must provide written documentation from the Athletics Department regarding class absences due to events/games/competitions.*

Class attendance (in class/online)

The SONW is committed to an in-person learning environment, however, in the event it is necessary to schedule a course via an online format, students are expected to adhere to the following:

Online Class Expectations

- Find a quiet place free from distractions
- Arrive at least 5 minutes before scheduled time
- Test all technology (including camera/video, Wi-Fi, and screen sharing) before the meeting.
- Mute audio if you are not speaking
- Be presentable in appearance, maintain video camera on throughout the session
- Maintain professional behavior in speaking and writing
- Listen actively, think critically
- Question ideas, not people

Exam Testing Policy

The SONW is committed to providing all nursing students with a consistent and transparent procedure regarding exam preparation, testing and grading. The grading criteria outlined in the course syllabus is used by faculty to determine final grades for each course and will be determined and administered in accordance with the BSN Progression and Dismissal Policy as outlined in the SONW Handbook.

Grade Calculations

Letter grades will be derived from a calculation out to two decimal places; however, there will be no rounding up of scores in any exam. The SONW faculty will not calculate a cumulative course grade for students at any point during the semester.

Exam Preparation

- Before the exams, students are encouraged to seek clarification of the concepts from faculty, tutors and peer study group.
- The SONW faculty does not provide “blue prints” to students in connection with test reviews. In assisting students with exam content, faculty may provide a content review/topical outline or “Essential Concepts Guide.” Students are responsible for reviewing and being proficient with contents of the study guide and all content outlined in the course syllabus.

In Class Examinations: In order to preserve the integrity of the student evaluation process, the SONW has instituted the following procedures for all student closed-book examinations, quizzes and in-class

assignments:

- Students are expected to take all exams/quizzes/in-class assignments at the time and date assigned or designated by the instructor. Students must have laptops fully charged and must have the current exam integrity software downloaded.
 - Makeup exams/quizzes/in-class assignments will be given only in emergency situations. Students must notify the instructor prior to missing the scheduled exam/quiz/in-class assignment. Failure to do so will result in a grade of zero ("0") for that exam."
 - Personal calculators or cell phones will not be allowed to be used under any circumstances.
 - Any evidence that the student has communicated to other students in any way during the examination/quiz/in-class assignment will be cause for dismissal from the examination/quiz/in-class assignment and a grade of "0" for the examination/quiz/in-class assignment.
 - Students are expected to be on time and prepared for the exam as described herein (e.g., laptops fully charged, software downloaded, etc.). Students arriving more than five minutes past the scheduled start time will not be permitted to take the exam and will receive a grade of zero ("0") for the exam.
- *Electronic Exam Structure and Implementation*
 - Students are allowed 1.5 minutes per multiple choice or "all that apply" questions; this time limit will vary for questions involving essays or calculations.
 - Quizzes and exams will have date and time limitations for when the exam will be available. Exams will automatically be submitted at the end of the time limit indicated, whether or not the student has answered every question. **Any student who fails to take the quiz or exam during the time frame allotted and has not notified the faculty instructor prior to the exam in accordance with the SON policy, will receive a grade of zero for that assessment.**
 - Each quiz or exam may be submitted one time only. No re-take of any exam or portion of an exam is allowed. In case of technical issues, the student must contact the faculty immediately to discuss it. It will be the faculty's discretion as to resetting the exam and the number of technical difficulties that will be acceptable.
 - Students will see only one question at a time and will not be permitted to go back and review previous questions.
 - Students are required to exit the testing room (during face-to-face exams) once the answer review has been completed, or if no review is scheduled, then immediately upon the submission of exam.
 - Upon exam submission and completion, students cannot view answers. Students will need to make an appointment with the faculty instructor to review the exams together

General test rules for all nursing courses:

- *"Select All That Apply" Questions:* In order to prepare students for taking the NCLEX-RN and earning their license to practice nursing, "Select All That Apply" questions are utilized on all nursing exams. In all courses regardless of grade level, partial credit is awarded for a partial correct answer; conversely, negative scoring is also utilized, and points will be deducted for incorrect or missed answers.
- *Extra Credit:* No extra credit will be provided for students to raise their grade in Nursing Program courses.

- *Exam Results:* Once a thorough item analysis is completed by the faculty instructor, the exam results will be posted to the GCU Blackboard site.
- *Questions taken during exams:* In order to maintain the integrity of the exam as well as limit distractions to other test takers, the faculty instructor will not accept any questions from students while an exam is in process.
- *Question Nullification:* If upon review, the faculty instructor deems a question unacceptable, then it will be nullified. No extra points are provided to those who may have received credit for the answer. A question may be nullified if over 50% of the students had the wrong answer but if content is considered essential then it can't be discarded even if it meets the 50% benchmark.

Exam Make-Up: It is the expectation that students will take exams on the scheduled exam date. However, the following outlines the procedure for missed exams. *Note: this policy does NOT apply to final examinations:*

- If the student knows in advance that he/she will not be able to sit for the exam on the scheduled exam date, it is the student's responsibility to notify the professor. Every effort should be made to provide as much notification as possible.
- All notifications regarding missed exams will be made through the university email system, in-person meeting, or through other communication methods as set-forth by the professor.
- If the student fails to contact the course professor within 24 hours of the scheduled exam date, the student will receive a grade of "zero" for that examination.
- Make-up exams must be scheduled and completed within one week of the original exam or in the timeframe set forth at the professor's discretion. Failure to make-up the exam as scheduled will result in an automatic zero on the exam.
- All make-up exams will take place in Hamilton Hall unless the instructor has made other arrangements. Students must complete the "Student Request for Make-Up Exam".
- Before the exam, the proctor will collect all cell phones, Apple watches, and other electronic gadgets which will be returned upon completion. Students in possession of one of these after the exam begins, will be asked to leave, and the professor will be notified.
- Students will be allotted the same time as was provided during the regularly scheduled exam and extended time will only be given to students who have provided the appropriate documentation regarding their necessary accommodations.
- Make-up exams may not be scheduled during class time of any class in which the student is enrolled, including the one that requires the make-up.
- Make-up exams are subject to all the same conditions and limitations as the regularly scheduled exam.

Classroom Use of Personal Electronic Devices: The SONW requires that students have use of a laptop and a smartphone or PDA. This technology allows students instant access to up-to-date evidence-based information in both the classroom and clinical setting. Use of these and other personal electronic devices (PEDs) must be appropriate, and students must adhere to the guidelines established by the University, the School of Nursing, and the clinical agencies.

All personal electronic devices, including, but not limited to, cell phones and smartphones, wireless tablets, digital recorders, digital cameras and laptops, are not to be used during class unless the professor authorizes their usage for a class-related purpose. Cell phones are to be turned off and are not

to be used during a class in any mode. If the professor gives permission for the use of a PED for note-taking, that is the sole purpose for which the device should be used. Students may access the Internet during class sessions only for instructor authorized, class-related purposes.

Students using PEDs in class without the professor's authorization and/or using the Internet for activities not related to the learning experience will receive a verbal warning for the first offense. This warning will be documented in writing in the student's academic file. If a second offense occurs, the student will be expelled from the class session and will receive no credit for any activities or assignments scheduled for that day. He/she will receive a written warning. A copy of the second warning will be placed in the student's academic file. A third offense may result in the removal of the student from the course.

The use of any personal electronic device during examinations, other than those authorized by the professor in charge of the testing, is strictly prohibited, as defined by the University's Student Code of Conduct, and is subject to actions up to, and including, dismissal from the University. During the testing session, all personal electronic devices are to be placed in a bag or purse, which will be in the front of the classroom before the test begins.

Use of Social Media: The use of social media such as Facebook, YouTube, Instagram, Twitter, TikTok, Allnurses.com, blogs, etc., provides the ability for nursing students to communicate with and receive support from their peers. However, students need to be aware that any information published on these sites can be compromised at any time and be made public. As per the University's Student Code of Conduct, adherence to the American Nurses Association Code of Ethics is an expectation of all nursing students, as is adherence to HIPAA guidelines.

Students are legally responsible for anything that may be posted in social media forums and may be held liable in a court of law. Posting in social media of any photographs taken on University property or on the clinical area can be grounds for dismissal. Additionally, as per the University's Student Code of Conduct, cyberbullying is prohibited (see GCU Student Handbook for a definition), is a reportable offence, and may be criminally prosecuted.

Textbooks: Purchasing the required nursing textbooks and online resources is an important investment in the student's nursing education at GCU. Many of the nursing textbooks and online resources will be used in multiple courses throughout the program and are important resources for student NCLEX exam preparation.

Board of Nursing Application/Pearson/NCLEX Examination: There are separate fees associated for Board of Nursing application and NCLEX testing. All such fees are the responsibility of the student and are not included in tuition.

Formal Paper Guidelines: Students are expected to follow APA format as described in the reference below for all written work:

American Psychological Association. . *Publication manual of the American Psychological Association, Current edition*. Washington, DC

Clinical and Laboratory Standards

General Expectations: Students will receive orientation to the clinical setting with their lab instructors and will complete required annual basic training specific to the clinical site. All sites differ in size and location, so students will adhere to regulations regarding parking and other policies as determined by the site. At all times, students will conduct themselves in a manner that reflects the values of Georgian Court University and the SONW. The policy regarding clinical expectations governs all clinical experiences in any nursing course (NU) with clinical hours including those held on the GCU campus in the SONW lab.

Students may be dismissed from the clinical laboratory site and will be counted as “absent” if they come to the clinical site unprepared, out of complete uniform, or without their ID badge/pin. Faculty reserves the right to remove a student from the clinical setting at any time if the student demonstrates dangerous or unsafe practice.

Policy Regarding Clinical Absence, Lateness and Clinical Makeup

Attendance is required for all clinical and laboratory experiences. Students are responsible for meeting all clinical and laboratory objectives by the end of the course. Because of this, attendance at all clinical and laboratory experiences is extremely important. In the event a student receives an Incomplete due to unforeseen circumstances, the student must complete the appropriate course work in accordance with University guidelines.

If the student cannot attend a clinical laboratory, they must notify the SONW as outlined herein.

Lateness

Students are expected to be on time for all clinical experiences. Lateness is unacceptable and may result in an unexcused absence for the day. Due to the unpredictable nature of patient care, students may have to stay longer than the assigned class time to complete patient care experiences. Therefore, students should make every effort to not schedule other GCU classes during the day or early evening on laboratory experience days. Attendance at pre and post-clinical laboratory conferences is required.

Clinical experiences are defined as any course with a laboratory component and includes not only offsite clinical facilities but also any laboratory or skills practice experience held on the University campus. Lateness is defined as greater than 5 minutes or less than 29 minutes late from the designated start time. The designated start time will be defined by the clinical instructor and may be earlier than the clinical course start time posted on Self-Service, this allows for pre-conference sessions or other required meetings. For example, if the clinical begins at 7:30am, the instructor may require students to arrive up to 30 minutes earlier (i.e., 7:00am) to allow for a more thorough experience. In all cases the instructor will determine the designated start time. Students who arrive at the clinical experience greater than 30 minutes later than the designated start time will be sent home and must make up the day.

Clinical Lateness/Absence Chart

Traditional BSN		ABS N		
Consequence	Lateness (minutes)		Consequence	Lateness (minutes)
3 or more instances of lateness will count as a clinical absence	5-29 late		2 or more instances of lateness will count as a clinical absence	5-29 late
Student sent home-counts as clinical absence	> 30 minutes		Student sent home-counts as clinical absence	> 30 minutes

ACTION

Three or more instances of lateness in the traditional BSN program or 2 or more instances in the ABSN program will result in a clinical absence. Regardless of the program, two or more clinical absences will result in a clinical failure. Any instance of lateness/absence will be noted on the weekly Clinical Evaluation Tool which will be signed and acknowledged by the student and the instructor.

Clinical and Laboratory Experience Make-up Days:

All missed clinical/fieldwork experiences must be made up. Clinical make-up days will be scheduled by the SONW faculty and will be available for no more than two clinical absences. The make-up days may be scheduled over a weekend, over the scheduled break. Instructors for make-up days are assigned based on instructor availability; therefore, student clinical make-up sessions may be with a different instructor and not with the student's original instructor.

The date and time of the clinical make-up day is at the faculty's discretion. Students who do not attend the schedule clinical make-up experience will receive a failing grade for the course. There will be no additional make-up days scheduled.

Cost for Clinical Make-Up: A clinical make-up fee will be charged for EACH missed clinical day, clinical lab day, and/or Simulation:

- Clinical Lab (campus labs): \$ 75
- Clinical (6 –8 hours): \$125
- Clinical (12-hour day) \$250

Clinical make-up fees will be billed by GCU Student Accounts prior to the clinical make-up, and payment must be received by the University before attending the clinical make-up session.

Policy on Notification for Clinical Absence or Lateness, Use of Personal Electronic Devices and Emergency Contact Information:

- **Absence from the first clinical/fieldwork day or orientation:** A student who is unable to attend the first day of clinical or clinical orientation must obtain written approval in **advance** from both the Chair of the School of Nursing and the Course Instructor.
- **Reporting an Absence from the Clinical and/or Laboratory Experience:** It is the responsibility of the student to promptly inform his/her course and clinical instructor in the event of an absence or illness in accordance with the notification system set forth by the

instructor(s). In addition, students must also notify the SONW by calling 732-987-2183 and leaving a voicemail message. Failure to notify the instructor(s) will result in disciplinary action as outlined in the Clinical Absence/Lateness Chart

More than two absences from clinical/fieldwork experiences during a semester, for any reason, will result in a failing grade in that course unless a medical leave of absence is obtained. The student, if eligible, will be required to repeat the course.

- **Clinical Agency Use of Personal Electronic Devices:** As per the University's Student Code of Conduct violation of the ethical code is subject to disciplinary action. Therefore, all nursing students must abide by agency guidelines related to personal electronic devices, all of which are based on HIPAA guidelines, which concern the protection and confidentiality of patient information. Based on these guidelines, all PEDs should be disconnected from all wireless and 3G/4G transmission (e.g., placed in "airplane mode") prior to entry onto the clinical unit and during pre/post conferences. Download of instructional material onto PEDs should only be performed before entry into the clinical area. Use of any photography device in the clinical area is strictly forbidden; their use may not only incur dismissal from the program, but federal criminal prosecution for violation of HIPAA regulations, including fines and/or imprisonment.
- **Emergency Contact During Clinical/Laboratory Experience:** It is recognized that emergencies do arise with family members and/or significant others. Because student experiences occur in various settings, during orientation to the clinical or laboratory experience, the faculty will advise students on the procedure for receiving emergency messages.

Policy on Medical Clearance and Pregnancy

- **Policy Related to Medical Clearance** In the event students are absent from the clinical and/or laboratory experience due to personal medical emergency, medical clearance must be documented. This documentation should include the healthcare provider's statement of student ability to participate fully in all clinical/laboratory experiences. Recommendations or restrictions submitted by the care provider may result in the student's inability to complete the course and may result in withdrawal from the course and/or program.
- **Policy Regarding Pregnancy:** A pregnant student must inform the course instructor and each clinical instructor of pregnancy. A pregnant student must provide medical clearance from her licensed obstetrical provider indicating that she may remain in the clinical nursing program. It is the student's responsibility to be aware of the Centers for Disease Control (CDC) guidelines related to avoidance of exposure to infectious diseases by pregnant women. If clinical or laboratory experiences are missed, please refer to "Policy Related to Medical Clearance" above.

Standards of Behavior for SONW Nursing Laboratories

Students must wear clinical lab uniforms with an SONW lab coat for nursing laboratory experiences in any of the GCU on-campus laboratories or at the labs at the hospital sites and or clinical agencies. All laboratory practice will be conducted under the guidance of clinical instructors or assigned tutors. Students should adhere to the same clinical professional and safety requirements in the lab expected in a real patient care setting. Students are expected to adhere to hand hygiene requirements during

laboratory experiences. Needles and sharp objects will be handled according to safe handling requirements and will be disposed of in appropriately marked medical sharps receptacles. Students are expected to handle all laboratory equipment as instructed and for the use intended. No equipment may be borrowed or removed from the nursing laboratories or the labs at HMH hospitals. All equipment should be cleaned after use and returned by the student to the appropriate area.

Policy regarding Student Exposure to Bloodborne Pathogen

Background: During clinical experience, the following procedure is followed if a student is exposed to blood, bodily fluids or other infectious material via a needle stick while performing clinical duties.

Definition: The Center for Disease Control (CDC) states that health care workers are most at risk from exposure to bloodborne pathogens in one of two ways:

- A **percutaneous** injury – an exposure of blood or bodily fluid resulting from an injury by a needle stick or sharp object or mucous membrane exposure such as a splash to the eye or mouth.
- A mucocutaneous exposure resulting from contact of a mucous membrane or non-intact skin, exposed skin chapped, abraded or afflicted with dermatitis, with blood, tissue, or other potentially infectious bodily fluids.

Procedure

If incident occurs during clinical lab experience while onsite at a GCU School of Nursing facility:

1. Upon exposure, student should immediately clean the site of the injury and in the case of needle stick or cut, wash the skin with soap and water. In the case of exposure to eyes, irrigate the area with clean water, saline or a sterile solution.
 - a. Student or clinical instructor to contact the Health Office (732 987 2756).
 - b. Student and clinical instructor to complete Incident Report Form and send to SON office (Fax: 732 987 2065).
 - c. Student and/or clinical instructor must notify SONW Course Coordinator.
2. The student is responsible for notifying his/her health care provider and is responsible for costs associated with testing and treatment.

If incident occurs while at clinical setting of an outside facility, (not on the GCU campus):

3. Upon exposure, student should immediately clean the site of the injury and in the case of needle stick or cut, wash the skin with soap and water. In the case of exposure to eyes, irrigate the area with clean water, saline or a sterile solution.
 - a. Student or clinical instructor to report the incident to the Unit Manager.
 - b. Student and clinical instructor to complete the following forms:
 - i. SONW Incident Report Form and send to SON office (Fax: 732 987 2065).
 - ii. Clinical Facility Report (form as required by clinical facility) and complete in accordance with hospital/clinical site policy.
 - c. Student must seek evaluation in the Emergency Room (ER) for post exposure treatment. If required by facility, student must bring completed form as referenced in 2 (b) (ii) above when presenting in the ER for evaluation.
 - d. If incident occurs while student is at an HMH facility, the attending physician will be contacted by the unit leader where the source inpatient or outpatient is registered. The attending physician shall complete the “Source Patient Risk Factor Assessment” form and fax it to the appropriate Occupational Health office. If further follow-up is required, then Occupational Health will contact the parties involved.
 - e. The student is responsible for notifying his/her health care provider

- f. Student and/or clinical instructor to contact the SONW Course Coordinator to report the incident. The Course Coordinator will contact the Program Director and the SONW Deans to report the issue.
4. The student and his/her health insurance are responsible for costs associated with testing and treatment.
5. Faculty involved in the incident will provide student with the CDC hotline 800 232 4636 and encourage student to contact the hotline to obtain the most current information on appropriate testing and follow-up.
6. SONW faculty will treat any occurrences of student exposure with extreme confidentiality in accordance with HIPPA guidelines.

Further considerations:

- GCU Student Health Services Office is unable to provide follow up testing.
- The student and his/her health insurance are responsible for costs associated with testing and treatment.
- Additional information about occupational exposures to blood borne pathogens can be found the CDC's National Institute of Occupational Safety and Health's web site at <http://www.cdc.gov/hair/> or by calling 1-800-232-4636.

Clinical Experiences: Assumption of Risk

Clinical experiences (practicum, clinical rotations, supervised practice, and simulations) are a required component of the SONW. These experiences allow students to practice skills and techniques learned in didactic, laboratory and clinical courses and develop critical thinking skills important for health care providers. Clinical experiences occur in hospitals, clinics, schools, community organizations, and other appropriate settings where students can interact with patients and clients. Students may have the opportunity to be placed in a different setting, but alternative site options are not always available, and changes may delay the completion of the student's degree.

Sites selected for students' clinical experiences are required to take reasonable and appropriate measures to protect students' health and safety in the clinical setting. Faculty will develop appropriate policies and procedures relating to student safety and prevention of exposure to disease. Students will have access to appropriate personal protective equipment ("PPE") during their clinical experiences. Students will receive training related to potential hazards and prevention techniques. Students are responsible for reporting any potential exposures to the supervisor at their site and their SONW faculty member.

However, even with such measures, there are risks inherent to clinical experiences. Potential risks of completing clinical experiences include, but are not limited to:

- Exposure to infectious diseases through blood or other body fluids via skin, mucus membranes or parenteral contact
- Exposure to infectious diseases through droplet or air-borne transmission
- Hazardous chemical exposure
- Radiation exposure
- Environmental hazards, including slippery floors and electrical hazards
- Physical injuries, including back injuries
- Psychosocial hazards
- Offensive, inappropriate, or dangerous conduct by patients or clients, including violence, harassment, and sexual harassment

These risks can lead to serious complications, trauma, bodily injury or death.

GEORGIAN COURT UNIVERSITY- SPECIAL NOTICE REGARDING COVID-19

COVID-19, the disease caused by the novel coronavirus, is a highly contagious disease that causes symptoms that can range from mild (or no) symptoms to severe illness. COVID-19 can cause severe and lasting health complications, including death. Everyone is at risk of COVID-19.

Although anyone who contracts COVID-19 may experience severe complications, the CDC has found that individuals with certain underlying health conditions are at higher risk of developing severe complications. These medical conditions include: chronic lung disease, asthma, conditions that cause a person to be immunocompromised, obesity, diabetes, kidney disease, and liver disease.

COVID-19 is believed to spread primarily by coming into close contact with a person who has COVID-19 and may also spread by touching a surface or object that has the virus on it, and then touching one's mouth, nose or eyes.

The Center for Disease Control & Prevention and state and local health departments continually review and update their guidance on COVID-19. Basic preventive guidance includes, but is not limited to: maintaining a personal distance of at least six feet between other people, avoiding crowds and large gatherings, frequently washing hands and surfaces, wearing personal protective equipment including masks, and, in the event of potential COVID-19 exposure, getting tested for the disease and self-isolating for as long as 14 days. Even engaging in each of these practices does not eliminate the risk of contracting COVID-19.

Much remains unknown about COVID-19. Further research may reveal additional information regarding the disease, including how it spreads and what health complications, including long-term complications, can result from contracting it.

Georgian Court University makes no representations and can give no assurances about the degree to which students may be exposed to COVID-19. Notwithstanding any practices, measures, or methods employed or adopted by the University relating to COVID-19, or the sufficiency and adequacy of those practices, measures, or methods, students still may be at risk of contracting or transmitting COVID-19.

Georgian Court University makes no representations and can give no assurances about the practices, measures, or methods employed or adopted by any third party relating to COVID-19, or the sufficiency and adequacy of those practices, measures, or methods.

School of Nursing Activities

SONW Committees: Students may be asked to participate in SONW Committees. For further information, please contact the Chair(s) of the SONW.

SONW Nursing Club: All nursing students are invited to participate in the SONW Nursing Club. Dates and locations of meetings will be announced at the beginning of each semester.

National Student Nurses Association: (NSNA), SONW Chapter: The SONW chapter of this National Student Nurses' Association mentors the professional development of future registered nurses and facilitates their entrance into the profession by providing educational resources, leadership opportunities, and career guidance.

SONW Mentor Program: This program pairs second year nursing students with first year students. The mentors meet with their assigned mentees to provide guidance and assistance. At the beginning of the school year, meetings are held and all nursing students wishing to participate will meet with their upper level peer.

Professional Nursing Associations

American Nurse Association (ANA)

Upon attainment of RN licensure, the nurse may join The American Nurses Association (ANA) <http://www.nursingworld.org/>, the professional association for Registered Nurses. The constituent member association for the state of New Jersey is the New Jersey State Nurses Association (NJSNA). <http://www.njsna.org/>.

Nursing students may begin the road to professional association membership by joining the national and/or state student nurse associations.

National Student Nurses Association (NSNA)

The NSNA's mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession. For more information, the website is:

<http://www.nсна.org/AboutUs.aspx>

Nurses Lounge

Nurses Lounge is a professional network dedicated to nurses, nursing students, their careers, and the profession. The network provides nurse employers, schools and associations with the ability to create groups and successfully communicate news, announcements and events seamlessly to their members. Nurses and nursing schools are able to use the network to collaborate, exchange professional advice, and share new ideas. Please visit the website below for more information.

<http://community.nurseslounge.com/groups/3fafd855b3/summary>

School of Nursing - FORMS

Academic Honesty Violation Reporting Form

Student: Click here to enter text.	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Student ID: Click here to enter text.	<input type="checkbox"/> Lkwd <input type="checkbox"/> CommU <input type="checkbox"/> Other
Student's Program: Click here to enter text.	Reporting Faculty: Click here to enter text.
Course: Click here to enter text.	Date of Report: Click here to enter text.
Reporting Faculty Member's Chair or Director: Click here to enter text.	
School: Choose an item.	Dean of School: Click here to enter text.

Type of Assignment Click here to enter text.
Nature of Violation: Describe the nature of the reported incident of Academic Dishonesty, including original due date for the assignment and date of assignment completion. Click here to enter text.
Course of Action: Describe any steps taken, including meeting date, and resolution reached. Click here to enter text.
Outcomes Click here to enter text.
Comments Click here to enter text.

Signatures below verify that the student has been informed. Student reserves the right to appeal.

Signature of Instructor	Date	Signature of Student	Date
--------------------------------	-------------	-----------------------------	-------------

Attach copy of relevant materials including student submitted work, evidence of plagiarism, Turnitin score, correspondence, etc. to Dean's Office.

Send copy of this form to reporting faculty's Chair or Director and the Chair or Director of the student's major program.

A central record of Academic Dishonesty incidents will be kept.

Date Received in Dean's Office:	Recorded by:
--	---------------------

ACTION PLAN

Student Name: _____

Date of Conference: _____

Attendees: _____

Description of problem or concern

Action Plan (List steps and target dates for problem or concern)

Student Signature: _____

Faculty Signature: _____

Hackensack Meridian Health School of Nursing and Wellness at Georgian Court University

Advising Record

Semester/Term: _____ Advisor: _____

Student's Name: _____ ID#: _____

Telephone Number: _____ Major: NURSING

Expected Graduation Date: _____

FERPA NOTIFICATION

Please be advised that the information contained above is for internal use by authorized faculty members. It cannot be distributed outside of the department or used to verify student enrollment at the College.

GRADING POLICY

- Students admitted and enrolled must maintain a GPA of 3.0 and earn at least a B-in all nursing (NU), classes to remain in the SONW.
- For all students regardless of matriculation date, a minimum grade of C+ is required in all science and mathematics courses

REMINDERS

- In order to be eligible for Financial Aid you must maintain at least 12 credits.
- Please see advisor to discuss any academic problems, registration procedures, and academic progress.
- Do not attempt to register prior to meeting with your advisor and before your credits allow. Be sure to read all material from the registrar including mail, email, and memos posted on Blackboard, Self Service and the GCU portal.
- You may add courses during the first week of the semester only and drop courses only during the first two weeks.
- If you are considering taking a course at a college or university other than GCU, you must check for course equivalent at www.njtransfer.org and obtain the necessary signed permission slips.
- The Academic Advising Center offers free peer tutoring.
- Service Learning is mandatory.

Critical Advising Points:

Completed	Discussed	
		Service Learning (embedded in Nursing curriculum)
		Experiential Learning (embedded in Nursing curriculum)
		Writing Intensive Requirements (embedded in Nursing curriculum)
		Career Services
		Study Abroad
		FAFSA & HESAA application
		Graduation Application (if 80+ credits earned)
		Course Sequence for Graduation Planned (if 80+ credits earned). Please note plans in Advisor's Comments, below.

Advisor's Recommended Courses:

X Critical Courses	Course Number	Course Name	Credits

Total Number of Recommended Credits			

Advisor's Comments:

If Academic advising was completed remotely, signatures are not available. Advisor's initials at right indicate that student was provided with a copy of this record.	Date:	
	Initials:	

For Nursing Department advising only. Not to be submitted to the Registrar.
 Rev: 3/20/2024

Hackensack Meridian Health School of Nursing and Wellness at Georgian Court University

Advising Record – PRE-NURSING MAJORS

Semester/Term: _____

Advisor: _____

Student's Name: _____

ID#: _____

Telephone: _____

Major(s): Pre-Nursing

Expected Graduation Date: _____

FERPA NOTIFICATION

Please be advised that the information contained above is for internal use by authorized faculty members. It cannot be distributed outside of the department or used to verify student enrollment at the College.

Pre-Nursing Majors:

Please note you have been admitted into the Pre-Nursing track which is a pathway into the Nursing program. The Pre-Nursing program is your opportunity to prove continued academic growth during your freshman year at Georgian Court University. At the end of your first semester, the Nursing Admission Committee will decide whether you qualify to take the first nursing course, NU111 Introduction to Professional Nursing. In order to be admitted into the course, you will need to (a) receive a GPA of 3.0 or better at the end of the first semester; (b) attain at least a "B-" or higher in any nursing courses; (c) attain a C+ or higher in all math and science courses; (d) and maintain a full course load (minimum of 12 credits). Students will receive full admission into the Bachelor of Science in Nursing (BSN) program at the end of the second semester upon attainment of the afore referenced standards and the successful completion of NU111 (earning a B- or higher).

GRADING POLICY

➤ Students admitted and enrolled must maintain a GPA of 3.0 and earn at least a B-in all Nursing classes to remain in the SONW.

➤ For all students regardless of matriculation date, a minimum grade of C+ is required in all science and mathematic courses

REMINDERS

- In order to be eligible for Financial Aid you must maintain at least 12 credits.
- Please see advisor to discuss any academic problems, registration procedures, and academic progress.
- Do not attempt to register prior to meeting with your advisor and before your credits allow. Be sure to read all material from the registrar including mail, email, and memos posted on Blackboard, Self Service and the GCU portal.
- You may add courses during the first week of the semester only and drop courses only during the first two weeks.
- If you are considering taking a course at a college or university other than GCU, you must check for course equivalent at www.njtransfer.org and obtain the necessary signed permission slips.
- The Academic Advising Center offers free peer tutoring.
- Service Learning is mandatory.

Critical Advising Points:		
Completed	Discussed	
		Service Learning (embedded in Nursing curriculum)
		Experiential Learning (embedded in Nursing curriculum)
		Writing Intensive Requirements (embedded in Nursing curriculum)
		Career Services
		Study Abroad
		FAFSA & HESAA application
		Graduation Application (if 80+ credits earned)
		Course Sequence for Graduation Planned (if 80+ credits earned). Please note plans in Advisor's Comments, below.

Advisor's Recommended Courses:			
Critical Courses	Course Number	Course Name	Credits
Total Number of Recommended Credits			

Advisor's Comments:		
If Academic advising was completed remotely, signatures are not available. Advisor's initials at right indicate that student was provided with a copy of this record.	Date:	
	Initials:	

For Nursing Department advising only. Not to be submitted to the Registrar. Rev: 3/20/2024

Internal Transfer Policy

Change of Major Admission for Georgian Court University Students

Students who were not admitted to Georgian Court University as nursing or pre-nursing majors, but who are currently enrolled at Georgian Court University, may apply for admission to the Georgian Court- Hackensack Meridian *Health* School of Nursing (HMH-SON). A Nursing Internal Transfer Application with all required attachments must be completed and returned to the School of Nursing prior to scheduling an appointment.

Requirements for admission to the SONW program include:

1. Completion of at least 24 Georgian Court University credits graded with a letter (e.g., A-F) with an overall GPA of 3.00 or higher.
2. Completion of BI213 (Anatomy and Physiology I) and BI214 (Anatomy and Physiology II) is required and a grade of “C+” or higher must have been earned.
3. Students must obtain a grade of C+ or higher in all science, or math courses, **as required by the SONW**, that have been taken during the first enrollment in the course. For example, if a student is enrolled in any nursing required science or math courses and earns less than a C+ the student is not eligible to apply for admittance into the School of Nursing even if the student retakes the course and earns the required C+.
4. If BI213, BI214, BI219, and/or CH151 were taken, they will have to be repeated during the program if they are more than ten years old.
5. Review of original GCU application, including high school transcripts and SAT/ACT scores.
6. Completion of a nursing pre-entrance examination, which may be waived at the discretion of the nursing admission committee.
7. Students who have earned an overall GPA of 3.5 after completing 15 Georgian Court University credits, may be considered for acceptance into the School of Nursing and allowed to enroll in NU111, Introduction to Professional Nursing, by meeting the following requirements:
 - Permission of the department chairperson.
 - Completion of BI213 (Anatomy and Physiology I) and a grade of “C+” or higher must have been earned. If BI213, BI214, BI219, and/or CH151 were taken, they will have to be repeated during the program if they are more than ten years old.
 - Review of original GCU application, including high school transcripts and SAT/ACT scores.

Students must submit the Nursing Internal Transfer Application (Exhibit A) with all required attachments to be considered for transfer.



GCU School of Nursing Internal Transfer Application

Name: _____

Address: _____

EMAIL: _____

Telephone: _____ Cell Phone: _____

Current Major: _____ Year Entered GCU: _____

Overall GPA: _____

Please attach the following:

- Unofficial GCU transcript documenting the requirements outlined in the Internal Transfer Policy.
- All other college transcripts.
- A short (no more than one page) essay explaining why you want to enter the nursing program.
- A letter of recommendation from a member of the Science faculty.

Please send completed application to Chair, SONW, GCU, Hamilton Hall, Room 105. Submission of this application is made with the understanding that the nursing admissions committee will review your original GCU application, including high school transcripts and SAT/ACT scores.

Although you may meet all requirements, please note that admission is on a case by case, space available basis.

Also note: it may take an additional four years at GCU to complete the nursing program.

If you have any additional questions, please call 732 987-2183.

SONW Student Support and Remediation Plan for NCLEX Preparation

Student Name: _____

Faculty: _____

Date: _____

ATI Score: _____

UWorld/Archer: _____

Topic	Review	Plan
Student testing history and concerns		
Loma Linda University testing analysis form		
Student use of ATI, NCLEX 10,000, NCLEX prep materials, UWorld		
Student application for NCLEX schedule		
Review of UWorld/Archer Assessment		
Review of ATI Assessment		
Student plan for NCLEX preparation: review course, study plan, tentative test schedule		

Name:

Cell Phone Number:

Email (non-GCU):

Are you currently employed in any capacity? (does **NOT** have to be in the medical field):

Note: To be distributed during NU471/NU472



GEORGIAN COURT UNIVERSITY

THE MERCY UNIVERSITY OF NEW JERSEY

**PERMISSION FOR EMPLOYER TO RELEASE INFORMATION RELATED TO SATISFACTION WITH
READINESS FOR EMPLOYMENT**

AND WITH PROFESSIONAL PROGRESSION

I, the undersigned, hereby grant permission to Georgian Court University through the Georgian Court-Hackensack Meridian *Health* (HMH) School of Nursing to request that my future employers(s) complete surveys related to their satisfaction with my readiness for employment and with my professional progression as a nurse. I understand that these surveys are part of the required evaluation process needed to maintain state and national certification of the nursing program and are not related to any employer performance appraisal. I also understand that my employer(s) can refuse to complete the requested surveys and that I also have the future right to request that these surveys not be sent to my employer(s) by contacting the HMH School of Nursing Office at 732-987-2183.

By signing below, I relieve the university, and the SONW of any liability.

Signature: _____

Print Name: _____

Date: _____



CONFIDENTIALITY STATEMENT - HMH

I, _____, understand and agree, that in the performance of my duties as a student/volunteer at Hackensack Meridian Health, I will protect the right to privacy, and hold in strictest confidence any observations I may make, or hear, or read, regarding patients, patient's families, or staff. I agree that in my duties as a student/volunteer, I must hold all information, medical or otherwise, in confidence. I understand that I am required to maintain the confidentiality of this information at all times, **whether at Hackensack Meridian Health, or outside of Hackensack Meridian Health.**

I also agree to maintain the confidentiality of all Hackensack Meridian data, including but not limited to written data, oral communication, faxed information and computerized data.

I understand that I may be entering information and revisions or obtaining information through a computer terminal or printed reports. Unauthorized inquiries, transmissions or alterations into patient records or Hackensack Meridian Health records, as well as, the sharing of passwords are considered violations of this Confidentiality Statement and the Hackensack Meridian Health confidentiality policies, and will result in the disciplinary action outlined below.

I understand that a violation of this Confidentiality Statement or Hackensack Meridian's confidentiality policies will result in disciplinary action and possible termination of my participation in all student and volunteer programs at Hackensack Meridian Health, as well as possible legal action by Hackensack Meridian Health or others (i.e. Hackensack Meridian Health patients, families of patients, my school, etc.). In addition, such violation may result in my removal from the school program.

I have read the above notice and agree to the statements contained herein.

Signature: _____

Date: _____

Name: _____

HACKENSACK MERIDIAN HEALTH SCHOOL OF NURSING AND WELLNESS AT GEORGIAN COURT UNIVERSITY

Initial Clinical Nursing Student Health Form

Name: _____	DOB: _____
Address: _____	Phone (C): _____
_____	Phone (H): _____
GCU Email Address: _____	Personal Email Address: _____

To be completed by HEALTH CARE PROVIDER:

1. IMMUNIZATION REQUIREMENTS. Please provide documentation of the following:

All students must complete one of the following two options for Hepatitis B compliance:

HEPATITIS B Immunity (attach titer report with lab values.)

HBsAb Date Drawn	Immune	Non-Immune

OR PROOF OF:

HEPATITIS B Vaccines #1, #2, and #3, **OR** a notation that the patient has had a Medical Contraindication to receiving the vaccines and is not a chronic carrier of Hepatitis B.

Hepatitis B Vaccine	Date Received	Medical Contraindication
HepB #1		
HepB #2		
HepB #3		

- If the individual is beginning the vaccine series, provide documentation that HBV #1 has been given. The student will need to provide additional documentation of receipt of HBV #2 and HBV #3 vaccines as these are completed.

THE HepB SERIES MUST BE COMPLETED BY October of the Fall SEMESTER, or February of the Spring SEMESTER OR YOU WILL NOT ATTEND CLINICALS.

Tdap (Tetanus, Diphtheria, Pertussis)*. Specify date: _____

***if this immunization is contraindicated please submit documentation**

Varicella Immunity (Chicken Pox)

All students must complete one of the following two options for Varicella compliance

- Two doses of Varicella vaccine: Vaccine #1 _____ (Date) and Vaccine #2 _____
- Have an Immune Antibody Titer for Varicella (Attach lab report with values and titers)

MMR

All students must complete one of the following three options for MMR compliance

(Provide documentation of vaccine **OR** proof of immunity. (Lab Report with values must be attached.) Requirements:

- 2 doses of live measles vaccine; 1 dose live mumps, 1 dose live rubella (**after 12 months of age**)
- 2 MMR's administered, with one being after twelve months of age.
- Have an Immune Antibody Titer for Measles, Mumps and/or Rubella (Student must submit copies of lab work for all titers.)

Vaccine	#1 Date Received	#2 Date Received	MMR Titers	Date	Immune	Non immune
MMR			-	-	-	-
Measles			Measles			
Mumps			Mumps			

Rubella			Rubella			
---------	--	--	---------	--	--	--

2. TUBERCULOSIS TEST (Must be within 6 months prior to the start date of the student's first semester. NOTE: QUANTIFURON TEST IS RECOMMENDED)

RECOMMENDED-ONLY NEEDS TO COMPLETED 1X WHILE ENROLLED IN THE SONW:

- QuantiFERON TB – Serum BT Date: _____ Result: Positive/Negative _____

ACCEPTED BUT NOT RECOMMENDED – WILL NEED TO BE COMPLETED ANNUALLY

- Or Two-Step Mantoux. The second step must be within 2 weeks after the first. Mantoux/PPD Test

#1 Date Given: _____ Date Read _____ Result: Positive/Negative _____ Size _____ mm(induration)

#2 Date Given: _____ Date Read _____ Result: Positive/Negative _____ Size _____ mm(induration)

Newly Positive Tb Screening: Requires 2 view Chest X Ray dated after identification of status (attach results)

Past Positive Tb Diagnosis: (1) document TB prophylaxis received and (2) Current 2 view Chest X Ray **within the past year** required (attach results).

3. RECOMMENDED VACCINATIONS

Meningococcal Tetravalent Vaccine: Date _____

(a booster is required if vaccine was given prior to 16 years of age)

(Recommended for all students. Required if student is a resident)

4. PHYSICAL EXAMINATION AND CLINICAL ELIGIBILITY STATEMENT

_____ has had a complete physical examination on _____
(print student's name) (date)

and is eligible for clinical practice. I find him/her to be in good health. He/she is free of any health impairment that may pose potential risk to patients or personnel which may interfere with the performance of nursing responsibilities. In my estimation, this student has no physical, emotional, or mental limitations and is able to participate fully in student clinical activities in a healthcare or classroom setting. (NOTE: this statement should NOT be signed unless the individual is able to fully participate in clinical nursing practice).

Examining Healthcare Practitioner's Signature: _____ **Date:** _____

Examining Healthcare Practitioner's Name: (PRINT): _____

Street Address

City State Zip Code Phone



Hackensack Meridian *Health*
School of Nursing and Wellness at
Georgian Court University

Student Request for Make-Up Exam

Please complete the form below. Once the form is completed, please return to your course faculty.

Name:	
Course:	
Instructor:	
Reason for Make-up:	

ATTENTION: All make-up exams (except final examinations) must be made up within 1 week of the absence*. Exams will take place in Hamilton Hall unless otherwise arrangements have been made. Please note, prior to the exam the proctor will collect all cell phones, Apple watches, and other electronic gadgets and returned upon completion of the exam. If you are in possession of one of these after the exam begins, you will be asked to leave and your professor will be notified. Students will be allotted the same time as was provided during the regularly scheduled exam and extended time will only be given to students who have provided the appropriate documentation regarding their necessary accommodations.

***Failure to make-up the exam as scheduled will result in an automatic zero on the exam.**

Instructor Use Only	
Date/Time	
Exam attached (Y/N)	
Time allowance	
Materials Allowed	Scratch Paper <input type="checkbox"/> Calculator <input type="checkbox"/> Book <input type="checkbox"/> Notes <input type="checkbox"/>
Type of Exam	Paper <input type="checkbox"/> Respondus <input type="checkbox"/> Other <input type="checkbox"/>
Other	

Student Signature

Date

Faculty Signature

Date

Incident Report

Hackensack Meridian *Health* School of Nursing and Wellness at Georgian Court University



Date and time of Incident:	Clinical Facility Site:	Course No. and Section: NU	Student Name:
----------------------------	-------------------------	----------------------------	---------------

Clinical Instructor Name:

Please describe incident (to be completed by student):

Please describe any injuries (to be completed by student):

Please provide a brief summary of any follow up care received:

Clinical Facility Information:

Notified on (date): _____

Name of person notified: _____

Department: _____

Clinical Facility Report completed and submitted (date): _____

Other: _____

Please provide any additional details: _____

Student's Signature

Instructor's Signature

Date _____

Date: _____

PLEASE NOTE: ANY INJURIES INVOLVING BLOOD/BODY FLUIDS NEED TO BE REPORTED IMMEDIATELY

Upon completion of the Incident Report, please submit to the School of Nursing Office, Hamilton Hall, Room 105, Lakewood Avenue, Lakewood, NJ 08701 . Phone: 732 987 2183 Fax: 732-981-2065

SPECIAL NOTICE REGARDING COVID-19

COVID-19, the disease caused by the novel coronavirus, is a highly contagious disease that causes symptoms that can range from mild (or no) symptoms to severe illness. COVID-19 can cause severe and lasting health complications, including death. Everyone is at risk of COVID-19.

Although anyone who contracts COVID-19 may experience severe complications, the CDC has found that individuals with certain underlying health conditions are at higher risk of developing severe complications. These medical conditions include: chronic lung disease, asthma, conditions that cause a person to be immunocompromised, obesity, diabetes, kidney disease, and liver disease.

COVID-19 is believed to spread primarily by coming into close contact with a person who has COVID-19 and may also spread by touching a surface or object that has the virus on it, and then touching one's mouth, nose or eyes.

The Center for Disease Control & Prevention and state and local health departments continually review and update their guidance on COVID-19. Basic preventive guidance includes, but is not limited to: maintaining a personal distance of at least six feet between other people, avoiding crowds and large gatherings, frequently washing hands and surfaces, wearing personal protective equipment including masks, and, in the event of potential COVID-19 exposure, getting tested for the disease and self-isolating for as long as 14 days. Even engaging in each of these practices does not eliminate the risk of contracting COVID-19.

Much remains unknown about COVID-19. Further research may reveal additional information regarding the disease, including how it spreads and what health complications, including long-term complications, can result from contracting it.

Participating in clinical experiences, whether on-campus or off-campus, even when wearing recommended personal protective equipment, may increase the risk of contracting COVID-19. This risk cannot be eliminated.

Georgian Court University makes no representations and can give no assurances about the degree to which students may be exposed to COVID-19. Notwithstanding any practices, measures, or methods employed or adopted by Georgian Court University, students still may be at risk of contracting or transmitting COVID-19.

Georgian Court University makes no representations and can give no assurances about the practices, measures, or methods employed or adopted by any third-party site relating to COVID-19, or the sufficiency and adequacy of those practices, measures, or methods.

By my signature below, I acknowledge that I have received, read, and understand the above statements.

Signature _____

Printed Name

Date: _____