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Nursing

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[Click here for Nursing courses.](#)

Established in 1966, the Nursing Programs are located in Paul Loser Hall. A Bachelor of Science in Nursing (BSN) degree and graduate programs leading to the Master of Science in Nursing (MSN) degree are offered. The MSN program as well as the post-master's family and adult nurse practitioner certificate programs are described in *The College of New Jersey Graduate Bulletin*. The BSN program is described below.

Organizing Framework

The organizing framework of Nursing at TCNJ emphasizes “Caring” and is based on the works of nursing theorists Martha Rogers, Jean Watson, and Patricia Benner. Four concepts underlie the meta-paradigm of nursing and are the basis of the program of study: human beings, environment, health, and nursing practice.

Human beings are viewed as open energy fields with unique life experiences. As energy fields, they are greater than and different from the sum of their parts and cannot be predicted from knowledge of their parts. Humans, as holistic beings, are unique, dynamic, sentient, and multidimensional, capable of abstract reasoning, creativity, aesthetic appreciation and self-responsibility. Language, empathy, caring, and other abstract patterns of communication are aspects of an individually high level of complexity and diversity and enable one to increase knowledge of self and environment. Humans are viewed as valued persons, to be respected, nurtured and understood with the right to make informed choices regarding their health.

For the purpose of study in nursing, biological, psychological, spiritual, intellectual and sociocultural dimensions of human beings and stages of human development are delineated as they affect behavior and health. These dimensions operate within and upon the human being in an open, interrelated, interdependent, and interactive way. The nursing client is an open system, continually changing in mutual process with the changing environment. Recipients of nursing actions may be well or ill and include individuals, families and communities

Environment is believed to be the context or landscape and geography in which human relationships occur. Environment is viewed throughout the curriculum to include personal, social, national, global, and beyond-global dimensions. Physical, psychosocial, cultural, historical, developmental, economic, and political aspects are considered within each dimension. The concepts of holism and human development are pervasive across the curriculum. Holism includes the biological, psychological, social, cultural, spiritual, and intellectual dimensions.

Health, a dynamic process, is the synthesis of wellness and illness and is defined by the perception of the client. Health is defined as the lived experience of wellness, or congruence between one's possibilities and one's realities—based on caring and feeling cared for—and the lived experience of illness or loss/dysfunction that can be mediated by caring relationships. The concepts of stress and coping further explicate the wellness/illness experience of the client. Stress is the disruption of meaning, understanding, and smooth functioning so that harm, loss, or challenge is experienced. Coping is what people do when personal meanings are disrupted and smooth functioning breaks down. The goal of coping is the restoration of meaning. Coping is always bounded by the meanings and issues inherent in what each individual experiences.

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Within this organizing framework, the nursing profession is seen as a body of knowledge derived from theories and used to provide care to human beings in all settings. Nursing practice links the nurse to others. At the undergraduate level, critical thinking moves progressively through the curriculum and includes nursing process, ethical and clinical decision-making, and the research process.

The development of the student nurse is believed to progress through the study and experience of nursing roles. These humanitarian roles, which include moral/ethical and aesthetic, cognitive, intellectual, and interpersonal dimensions, are learner, clinician, and leader. The learner role includes student, scholar (expert learner), researcher, and scientist. The clinician role of caregiver includes critical thinker, teacher, collaborator, and user of nursing theory and research as the professional nurse develops from novice to expert clinician. The leader role includes manager and coordinator of care, change agent, and role model.

Undergraduate BSN Program

The BSN (NURA) program admits post-high school students and transfer students (students with some college credits or with degrees in other disciplines). The RN to BSN program admits registered nurses with the associate's degree or diploma in nursing (NURB). Full- and part-time study options are available for all BSN students.

All professional nursing courses are taught by highly qualified faculty who are experienced and proficient in scientific foundations and clinical applications of nursing principles. State-of-the-art professional instruction emphasizes that nursing is centered on caring for people. The curriculum reflects this emphasis in clinical nursing practice courses that begin in the sophomore year and become increasingly complex. Students work with children, adults, childbearing families, and the elderly in a variety of settings, including acute care hospitals, using sophisticated technology and community agencies dealing with individual, family, and community health care needs. Opportunities to gain comprehensive clinical experience are available because of excellent relationships with area hospitals, mental health clinics, home health care agencies, schools, and senior citizen centers. The faculty and students comprise a community of learners with the faculty member as facilitator and the student responsible for his or her own learning. Teaching/learning strategies are varied so that students are able to maximize their learning potentials.

The curriculum is four academic years and includes liberal learning courses, courses in the natural and behavioral sciences, and nursing science and practice courses. The nursing courses are concentrated in the upper division and include nursing science and practice in the nursing clinical learning laboratory and nursing practice experiences in area health care agencies. The baccalaureate and master's degree programs of The College of New Jersey are accredited by the New Jersey Board of Nursing, Division of Consumer Affairs, 124 Halsey Street 6th Floor, Newark, N.J. 07101, mailing address: PO Box 45010, Newark, N.J. 07101, 973.504.6430; www.njconsumeraffairs.gov/medical/nursing.htm and the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202.887.6791.

BSN graduates are qualified to take the National Council Licensing Examination (NCLEX-RN) to become licensed Registered Professional Nurses. Application for licensure is regulated by the Board of Nursing in the state in which the student applies to take the NCLEX and varies from state to state. The New Jersey Board of Nursing requires nurse education programs to inform students, before they are admitted, that a criminal history background check is a prerequisite to licensure.

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TCNJ's nursing graduates are broadly prepared as advanced beginner practitioners of professional nursing practice. They are able to provide nursing care in any health setting and assume responsibility for 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 through execution of prescribed medical regimens (NJSA 45:11-23). In addition, they protect the rights, safety and welfare of clients, work to influence health and social policy, and contribute to the development of the profession.

The purposes of the Bachelor of Science in Nursing program at The College of New Jersey are to prepare nurses to:

1. Enter the practice of professional nursing as advanced beginners.
2. Assume the responsibilities of an educated person in society.
3. Participate in the advancement of the profession.
4. Pursue advanced study.
5. Engage in lifelong learning.

Requirements for the Major

Foundation/prerequisite courses include BIO 141 Anatomy & Physiology I, 142 Anatomy & Physiology II, BIO 144 Microbiology, CHE 111 Biochemistry and the Human Body, PSY 101 Psychology, and STA 115. Non-clinical courses include NUR 110, Unitary Man & Environment (also a prerequisite foundation course), NUR 200, 202, 220, 230, and 328, as well as three courses in professional role development, NUR 210, 310, and 460. NUR 460 includes a capstone experience. Clinical and clinical-related courses include NUR 240, 320/324, 330/334, 340, 344, 420/424, and 440/444.

Academic Policies and Program Requirements

Entering nursing students are required to understand and adhere to all nursing policies outlined in the Academic Policy and Program Requirements document for their specific year of entry to the program. See the Nursing website for more information under *Policies* <http://nursing.pages.tcnj.edu/policies/>.

Given the developmental nature of the nursing curriculum and the fact that most nursing courses are taught once per academic year, adherence to the course sequence is important to avoid delays in program progression and graduation. Students need to work closely with faculty advisors in scheduling courses.

Satisfactory performance on comprehensive achievement examinations is required for graduation. Based on scores achieved, students may be required to complete designated review activities and retesting. There are fees associated with the testing and examinations.

Students are expected to demonstrate safe and ethical professional nursing practice. Guidelines for student behavior in clinical settings are outlined on the Nursing website. Health and other requirements for entry into the clinical course sequence must be completed as part of the Nursing Student Clinical Folder as specified in the Academic Policy and Program Requirements document.

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All health care organizations accredited by the Joint Commission on Accreditation of Healthcare Organizations (JC) are required to verify the criminal background of students. The State Board of Nursing also requires criminal background checks for licensure. Therefore, as a condition for continued enrollment in clinical courses, nursing majors are required to authorize TCNJ to obtain criminal background check(s) and must be fingerprinted. Students may also be required to obtain a background check themselves or authorize a clinical training facility to conduct this check, and to permit the results to be provided by the reporting agency to TCNJ and/or to clinical facilities. Enrollment in clinical courses will not be permitted until completion of the background check and fingerprinting. If the results of the background check(s) are not deemed acceptable by TCNJ or a clinical facility, the student may have to withdraw from the program. Students are expected to notify the nursing program of any convictions, guilty pleas, or no contest pleas to any crime subsequent to the background check.

Drug screening also is required for all nursing students prior to entering the clinical course sequence. Students are responsible for all fees associated with these processes.

In addition, individual liability insurance is required by the NJ State Board of Nursing for all under graduate nursing students. As a student nurse, certain high-risk contacts necessitate special vigilance to maintain good health. Therefore, nursing health requirements include maintenance of health insurance, an annual health examination, tuberculosis testing, hepatitis vaccination, and rubella titer or immunization. Health and other requirements are described in more detail on the Nursing web site. Clinical learning assignments require students to travel to off-campus clinical agencies. Students are responsible for arranging their own transportation. Students are required to purchase the nursing uniform and to follow the dress code as described in the student handbook.

Nursing students who are interested in pursuing academic minors should meet as early as possible with their faculty advisor, chairperson, or assistant dean for more information and planning assistance.

Program Entrance, Retention, and Exit Standards

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for nursing majors. Minimum grade standards are noted in parentheses.

Retention in the program is based on the following performance standards in these foundation, support, or other degree specific courses:

- For NURA: BIO 141 Anatomy & Physiology I (C+), BIO 142 Anatomy & Physiology II (C+), BIO 144 Microbiology (C-), CHE111 Biochemistry and the Human Body (C-), NUR 110, Unitary Man & Environment (B), PSY 101 Psychology (B), and STA 115 (C-)

Retention in the program is based on the following performance standards in these “critical content courses”:

- For NURA: NUR 200 (C); NUR 210 (C); NUR 240 (B)
- For NURB: NUR 200 (C); NUR 230 (B)

All other Nursing courses require a minimum (C-)

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- Students may apply to transfer into the program from another program within the College only once per academic year—at the end of the Spring semester. Applications are available in the Nursing Office (Paul Loser Hall, room 206). Consideration for transfer into the program is based upon the following performance standards in one of the following “foundation courses”: For: NURA: NUR 110, Unitary Man & Environment (B) or PSY 101 (B). However, NUR 110 is recommended (along with all science courses) for applicants seeking to enter the program with sophomore status. Applicants must have a cumulative GPA of 3.0 or higher, have completed at least one science course at TCNJ, and have an average GPA of 3.0 or better in science courses at the time application for transfer into the nursing major.
- For: NURB: NUR 210 (C)

Graduation requires a GPA of 2.0 in courses for the program and earning a minimum grade of C– in the following courses:

- For NURA: BIO 144; CHE 111(Biochemistry and the Human Body), STA 115; NUR 202, 220, 230, 310, 320, 324, 328, 330, 334, 340, 344, 420, 424, 440, 444, 460
- For NURB: BIO 141, 142, 144; CHE (Biochemistry and the Human Body), PSY 101; STAT 115; NUR 110, 202,, 220, 240, 310, 320, 324, 328, 334, 340, 344, 420, 434, 440, 444, 460

Organizations

Student Nurse Association at TCNJ (SNA)

SNA members include nursing majors and those interested in the profession of nursing. The SNA works to provide opportunities for personal, intellectual, professional, and social growth of its members by sponsoring educational, social, and service events. Through SNA at TCNJ, Nursing majors are named to Nursing committees. Nursing students are also encouraged to become members of the National Student Nurses' Association, Inc.

New Jersey Nursing Students, Inc. (NJNS)

Nursing majors are eligible to belong to NJNS and the National Student Nurses Association (NSNA). Members participate in state and national activities and conferences.

Sigma Theta Tau International Honor Society of Nursing

The Delta Nu Chapter of Sigma Theta Tau, the only international honor society of nursing, was chartered at the College in 1980. There are over 300 constituent chapters across the nation in collegiate schools of nursing accredited by the National League for Nursing or the Commission on Collegiate Nursing Education. Sigma Theta Tau was founded to:

- Recognize the achievement of scholarship of superior quality;
- Recognize the development of leadership qualities;
- Foster high professional standards;
- Encourage creative work; and
- Strengthen commitment on the part of individuals to the ideals and purposes of the profession of nursing.

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Each year invitations to membership are extended to selected students in the undergraduate and graduate programs who are in the upper 35 percent of their graduating class. Faculty and other nursing professionals in the community who meet specified criteria may also be invited to become members. Program meetings of an educational or scientific nature are held on a regular basis.

Nursing Scholarships and Loans

Air Force ROTC

One-, two- and three-year Nursing Scholarships. Sophomore nursing candidates interested in serving the USAF Nurse Corps may compete for the AFROTC scholarship. For further information contact the Financial Aid Office or AFROTC at 732.932.7706.

Army Reserve Officer Training Corps Two- and Three-Year Nursing Scholarships

Freshmen and sophomore nursing candidates may compete for the Army ROTC scholarship. The scholarship covers full tuition (at TCNJ), laboratory fees, textbooks, and provides a monthly tax-free allowance during the junior and senior years. For further information, contact ROTC at 609.771.3169.

Federal Nursing Loans

Nursing loans are available to those students who are enrolled in the nursing program. Students may borrow up to \$2,000, depending upon the availability of funds and the amount of demonstrated financial need. The interest rate on nursing loans is five percent per year. For additional information, see the Office of Student Financial Assistance, Green Hall 101.

Four-Year Course Sequence for Undergraduate Students* (NURA)

*Nursing students are strongly advised to follow the course sequence below in order to complete the BSN degree in four years. Any exceptions, waivers, or substitutions must be approved in advance by authorized department faculty and/or school administrator. Failure to follow the recommended course sequence may delay progress in the major.

First Year

Fall

FSP	First Seminar	1 course unit
CHE	111/Biochemistry and the Human Body	1 course unit
BIO	141/Principles of Human Anatomy and Physiology I	1 course unit
NUR	110/Man/Environment Across the Life Span	1 course unit
<i>or</i>	Liberal Learning course	1 course unit

Spring

BIO	142/Principles of Human Anatomy and Physiology II	1 course unit
BIO	144/Principles of Microbiology	1 course unit
WRI	102/Academic Writing (if not exempted)*	1 course unit
NUR	110/Man/Environment Across the Life Span (if not taken in fall)	1 course unit
<i>or</i>	Liberal Learning course	1 course unit

**Entering students who do not score at or above 580 in BOTH the verbal and math portions of the SAT will be required take WRI 102 unless they gain exemption through a score of 4 or higher in an AP English or History exam, or through the college's Writing Exemption and Placement Exam. It is recommended that students exempted from this course take another liberal learning course.*

Total for year

8 course units

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Sophomore Year

Fall

NUR	210 Professional Role Development I (Learner)	1 course unit
NUR	220 Wellness Promotion	1 course unit
NUR	230 Holistic Assessment	1 course unit
PSY	101 General Psychology	1 course unit

Spring

NUR	200 Pharmacology	1 course unit
NUR	202 Nutrition	1 course unit
NUR	240 Holistic Interventions	1 course unit
STA	115 Statistics	1 course unit

Total for year 8 course units

Junior Year

Fall

NUR	310 Professional Role Development II (Clinician)	1 course unit
NUR	320 Maternal Child Health Science	1 course unit
NUR	324 Maternal Child Health Practice	1 course unit
NUR	340 Caring in Psychosocial Health/Science/Practice	1 course unit
<i>or</i>		
NUR	344 Caring in Child Health/Science/Practice	1 course unit

Spring

NUR	328 Research	1 course unit
NUR	330 Adult and Elder Health I Science	1 course unit
NUR	334 Adult and Elder Health I Practice	1 course unit
NUR	344 Caring in Child Health/Science/Practice	1 course unit
<i>or</i>		
NUR	340 Caring in Psychosocial Health/Science/Practice	1 course unit

Total for year

8 course units

Senior Year

Fall

NUR	420 Adult and Elder Health II Science	1 course unit
NUR	424 Adult and Elder Health II Practice	1 course unit
	Liberal Learning-	1 course unit
	Elective or remaining Liberal Learning requirement	1 course unit

Spring

NUR	440 Community Health Science	1 course unit
NUR	444 Community Health Practice	1 course unit
NUR	460 Professional Role Development III/Capstone Seminar	1 course unit
	Elective or remaining Liberal Learning requirement	1 course unit

Total for year

8 course units

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RN Students (NURB)

A BSN curriculum pathway for RN students who are graduates of associate's degree or hospital diploma programs is offered. This pathway provides for recognition of prior study of nursing through challenge examinations or transfer credit from associate degree nursing courses. In addition to satisfying all admission criteria established for transfer students by The College of New Jersey, the RN student must hold a current license to practice professional nursing in the United States and present a copy of the same with application for admission to TCNJ. RN students are expected to carry individual liability/malpractice insurance while taking nursing courses. A copy of the student's current policy must be submitted.

The nursing program at The College of New Jersey endorses "The New Jersey Articulation Model." Thus, credits are awarded for transferable college-level nursing courses and work experience. To earn a degree from The College of New Jersey, a student must take at least 12 full course units (=48 semester hours) at the College.

Maximum Units Taken in Transfer: The maximum number of courses taken in transfer from schools designated as community colleges or junior colleges cannot exceed 16 course units (=64 semester hours). The maximum number of courses transferred from all sources cannot exceed 20 course units (=80 semester hours).

Transfer Hours Conversion: For transferability, one course unit equals four (4) semester hours. The College of New Jersey will accept transfer courses based on this same formula (i.e., a three semester hour course equals .75 course units).

Up to 13 nursing courses (=52 semester hours) may be transferred from an associate's degree nursing program. Approximately four courses (=16 semester hours) of non-nursing-related liberal learning course work may be transferred (as permitted by evaluation of transcripts) or taken at any point in the BSN curriculum. However, a maximum of 64 credit hours may be transferred from an associate's degree program.

Non-nursing course requirements for RN students are the same as for all BSN students except for First Seminar. Nursing course requirements differ slightly. RN students work with faculty advisors to develop individualized pathways for completing the program. Individualized pathways are based upon the amount of transfer credit, credit by examination, and the number of courses the student takes in a given semester. Generally, RNs complete non-nursing course requirements prior to beginning the sequence of nursing courses.

The following nursing courses may either be transferred or challenged by the RN student. Note: The maximum number of nursing credits transferred cannot exceed the number of nursing credits earned in the sending institution.

NUR 110/Lifespan	1 course unit
NUR 200/Pharmacology	1 course unit
NUR 202/Nutrition	1 course unit
NUR 220/Wellness	1 course unit
NUR 230/Health Assessment	1 course unit
NUR 240/Holistic Interventions	1 course unit
NUR 320/Childbearing Family Science	1 course unit
NUR 324/Childbearing Family Practice	1 course unit
NUR 330/Adult and Elder Science I	1 course unit
NUR 334/Adult and Elder Practice I	1 course unit
NUR 340/Psychosocial Health	1 course unit
NUR 344/Child Health	1 course unit
NUR 420/Adult and Elder Science II	1 course unit
Total	13 course units

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Nursing courses that RN students generally need to take include:

NUR 210/Prof. Role Development I	1 course unit
NUR 310/Prof. Role Development II	1 course unit
NUR 328/Research	1 course unit
NUR 460/Professional Role Development III/Capstone Seminar	1 course unit
NUR 434/Professional Practice Across the Life Span*	1 course unit
NUR 440/Community/Science	1 course unit
NUR 444/Community/Practice	1 course unit
Total	7 course units

*RN students only.