

Nursing -RN to BSN

Faculty: Byrne, Chair; Clugston, RN-BSN Coordinator

Notice - Students follow the degree requirements of the Undergraduate Bulletin in effect when they begin their matriculation at the College. The information in this document applies to the 2017-18 academic year. Students changing majors or adding a second or third major follow the major requirements in effect at the time the major is changed or added. Students returning to the College after an absence of two consecutive semesters (not including summer) follow the requirements in effect at the time of their return.

Revision Advisory – The School of Nursing, Health, and Exercise Science on behalf of the Nursing program maintains the right and responsibility to revise content as appropriate in response to changes to accreditation requirements or other professional standards in the field.

Accreditation

The baccalaureate and master's degree programs of The College of New Jersey (TCNJ) 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.

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.

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.

RN to BSN Program

A BSN curriculum pathway for RN students who are graduates of associate's degree or diploma programs is offered. This pathway provides for recognition of prior study through transfer credit from diploma schools of nursing, associate degree nursing programs and bachelor's degree credits earned previously.

Classes are offered at several regional healthcare systems during the evening to accommodate working RNs. 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 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 purposes of the RN to BSN program at The College of New Jersey are to prepare nurses to:

1. Assume the responsibilities of an educated person in society.
2. Participate in the advancement of the profession.

3. Pursue advanced study.
4. Engage in lifelong learning.

Requirements for the Major

The curriculum includes nursing courses in the upper division, liberal learning courses, and free electives. RN to BSN students are exempt from First Seminar requirement. RN students work with faculty advisors to develop individualized pathways for completing the program. Individualized pathways are based upon the amount and type of transfer credit and the number of courses the student takes in a given semester.

The RN to BSN program follows New Jersey's Comprehensive State-Wide Transfer Agreement. For transferability, one (1) course unit equals four (4) credit hours. TCNJ will accept transfer courses based on this same formula (i.e., a 3 credit course equals .75 course units).

- The maximum number of courses taken in transfer from schools designated as community colleges or junior colleges cannot exceed 16 course units (64 credit hours). This includes up to 13 nursing courses (52 credit hours). Note: The maximum number of nursing credits transferred cannot exceed the number of nursing credits earned in the sending institution.
- Candidates matriculated in the RN to BSN program may transfer a maximum of 7.5 course units (30 credit hours) from diploma schools of nursing, provided that the diploma school is accredited by a national nursing accreditation body.
- The maximum number of courses transferred from all sources cannot exceed 20 course units (80 credit hours).

Academic Policies and Program Requirements

Students in the program are required to understand and adhere to all policies outlined in RN to BSN Academic Policy and Program Requirements. See the Nursing website for more information.

RN to BSN 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 participation in clinical courses must be completed as part of the Clinical Folder as specified in the Academic Policy and Program Requirements document.

Program Entrance, Retention, and Exit Standards

RN to BSN students must have earned an associate's degree in nursing or diploma in nursing from an accredited institution. They must also hold a current license to practice professional nursing in New Jersey and present a copy of the same with application for admission to TCNJ. Students may start taking classes in the curriculum as non-matriculated students prior to passing the NCLEX exam. However, students must pass the NCLEX and apply to matriculate before or during the second semester of study.

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 RN to BSN majors. Minimum grade standards are noted in parentheses. Retention in the program is based on the following performance standards:

- Critical Content Courses:
 - NUR 210: Professional Role Development I (B-)
 - NUR 310: Professional Role Development II (B-)
 - NUR 434: Professional Practice Across the Life Span (C)
- Other Degree Specific Courses:
 - STA 115 Statistics (C-)
 - All other Nursing courses require a minimum C- (NUR 328, NUR 440, NUR 444, NUR 460)

To earn a degree from The College of New Jersey, a student must take at least 12 full course units (=48 credit hours) at the College. Graduation requires a minimum cumulative GPA of at least 2.0 overall.

Organizations

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.

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.

Course Sequence for RN to BSN Students

Equivalent courses for the following nursing courses may be transferred in by the RN student.

NUR 110	Development of Unitary Man and Environment Across the Life Span	1 course unit
NUR 200	Pharmacological Interventions	1 course unit
NUR 202	Nutrition Across the Life Span	1 course unit
NUR 220	Wellness Promotion Across the Life Span	1 course unit
NUR 230	Health Health Assessment	1 course unit
NUR 240	Holistic Health Interventions Across the Life Span	1 course unit
NUR 320	Caring in Childbearing Family Health/Science	1 course unit
NUR 324	Caring in Childbearing Family Health/Practice	1 course unit
NUR 330	Caring in Adult and Elder Health I/Science	1 course unit
NUR 334	Caring in Adult and Elder Health I/Practice	1 course unit

NUR 340 Caring in Psychosocial Health Across the Life Span/Science/Practice	1 course unit
NUR 344 Caring in Child Health/Science/Practice	1 course unit
NUR 420 Caring in Adult and Elder Health Science II	1 course unit
Total	13 course units

Courses that RN students typically need to take at TCNJ include:

NUR 210 Professional Role Development I: Caring Within The Learner Role	1 course unit
NUR 310 Professional Role Development II: Caring Within The Clinician Role	1 course unit
NUR 328 Research for Health-Related and Social Sciences	1 course unit
NUR 434 Professional Practice Across the Life Span	1 course unit
NUR 440 Caring in Community Health/Science	1 course unit
NUR 444 Caring in Community Health/Practice	1 course unit
NUR 460 Professional Role Development III: Capstone Seminar/Caring within the Leadership Role	1 course unit
STA 115 Statistics	1 course unit
Total	8 course units

Liberal Learning/Elective Courses (transferred or taken at TCNJ) **11 course units**

TOTAL FOR RN to BSN Program 32 course units