

## Nursing

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Established in 1966, the Nursing Programs are located in Trenton 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 postmaster's nurse practitioner, RN to MSN bridge program, School Nurse certificate program- and Nurse Educator program are described in *The College of New Jersey Graduate Bulletin*. The BSN program is described below.

**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 2020-2021 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 degree in nursing and master's degree in nursing program at The College of New Jersey are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791, <http://www.ccnaccreditation.org> and the New Jersey Board of Nursing, Division of Consumer Affairs, 124 Halsey Street 6<sup>th</sup> Floor, Newark, N.J. 07101, mailing address: PO Box 45010, Newark, N.J. 07101, 973.504.6430, [www.njconsumeraffairs.gov/medical/nursing.htm](http://www.njconsumeraffairs.gov/medical/nursing.htm)

### 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.

### **Undergraduate Generic 4 Year BSN Program**

The Generic 4 Year BSN program admits post-high school students and transfer students (students with some college credits or with degrees in other disciplines).

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. 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.

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 45:1123). 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:
  - PSY 101 Psychology
  - NUR 110 Unitary Man & Environment
- Degree Specific/Support Science Courses:
  - BIO 141 Anatomy & Physiology I
  - BIO142 Anatomy & Physiology II
  - BIO 144 Microbiology
  - CHE 111 Biochemistry and the Human Body
  - STA 115 Statistics
- Additionally, there are five non-clinical courses, three professional role development courses, and eleven clinical and clinical-related required courses.

\*Refer to the Four Year Course Sequence section for the full course list.

### **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 *Academic Policies & Requirements* . <https://nursing.tcnj.edu/students/academic-policies-and-program-requirements/>

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.

All health care organizations accredited by the Joint Commission on Accreditation of Healthcare Organizations (TJC) are required to verify the criminal background of students. The State Board of Nursing also requires a criminal background check as a prerequisite for licensure as a registered professional nurse. Therefore, as a condition for enrollment in clinical courses, all nursing majors are required to complete a criminal history background check, including fingerprinting and submit results to the Department of Nursing. If the results of the background check are not deemed acceptable by TCNJ or a clinical facility, the student may have to withdraw from the program. Students are required to notify the Chair of the Department of Nursing any convictions, guilty pleas, or no contest pleas to any crime prior to enrollment in any clinical courses throughout their completion of the Nursing curriculum.

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 undergraduate 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 as assigned by course faculty. Students are responsible for their own transportation to all clinical sites. A student cannot take it upon themselves to change location, date, and/or time of assignment. Students are required to purchase the nursing uniform which is included in the Nursing Lab Fee structure 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:

- Foundation Courses:
  - PSY 101 Psychology (B)
  - NUR 110, Unitary Man & Environment (B)
  
- Critical Content Courses:
  - NUR 200 Pharmacology (C) ○ NUR 210 Professional Role Development I (C) ○ NUR 230 Holistic Health Assessment (C+) ○ NUR 240 Holistic Interventions (B)
  
- Other Degree Specific Courses:
  - BIO 141 Anatomy & Physiology I (C+) ○ BIO 142 Anatomy & Physiology II (C+), ○ BIO 144 Microbiology (C-)
  - CHE111 Biochemistry and the Human Body (C-)
  - STA 115 Statistics (C-)
  - All other Nursing courses require a minimum C- (NUR 202, NUR 220, NUR 310, NUR 320, NUR 324, NUR 328, NUR 330, NUR 334, NUR 340, NUR 344, NUR 420, NUR 424, NUR 440, NUR 444, NUR 460)

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 (Trenton Hall, Suite 206). Consideration for transfer into the program is based upon enrollment capacity and performance standards in the following “foundation courses”: NUR 110, Unitary Man & Environment (B) or PSY 101 (B). 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.

### **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 Department of 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 (International Honor Society of Nursing)**

The Delta Nu Chapter of SIGMA, the 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 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.

**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 Generic 4 Year BSN Students\***

\*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	
<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)	
<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****Sophomore Year****Fall**

NUR	210 Professional Role Development I: Caring Within The Learner Role	1 course unit
NUR	220 Wellness Promotion Across the Life Span	1 course unit
NUR	230 Holistic Health Assessment	1 course unit
PSY	101 General Psychology	1 course unit

**Spring**

NUR	200 Pharmacological Interventions	1 course unit
NUR	202 Nutrition Across the Life Span	1 course unit
NUR	240 Holistic Interventions Health Interventions Across The Life Span	1 course unit
STA	115 Statistics	1 course unit

**Total for year****8 course units****Junior Year****Fall**

NUR	310 Professional Role Development II: Caring Within The Clinician Role	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 340 Caring in Psychosocial Health Across the Life Span/Science/Practice	
<i>or</i>	1 course unit
NUR 344 Caring in Child Health/Science/Practice	

**Spring**

NUR 328 Research for health-related and Social Sciences	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 344 Caring in Child Health/Science/Practice <i>or</i>	
NUR 340 Caring in Psychosocial Health Across the Life Span/ Science/Practice	1 course unit

**Total for year** **8 course units**

**Senior Year****Fall**

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

**Total for year** **8 course units**