Georgian Court-Hackensack Meridian Health
School of Nursing
Student Handbook

2018-2019
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Student Acknowledgment of Receipt of Georgian Court-
Hackensack Meridian Health School of Nursing Student
Handbook

Instructions: Please remove this page and return to your academic advisor in the School of
Nursing. This copy will be kept in your Georgian Court-Hackensack Meridian Health
School of Nursing (GC-HMH SON) file.

By signing this document, I acknowledge that I have received a copy of the 2018-2019
Georgian Court-Hackensack Meridian Health School of Nursing Handbook. I also
acknowledge that the Student Handbook is available online at the university’s website as
well as in all nursing courses in the university’s learning management system.

I understand that as a student of Georgian Court-Hackensack Meridian Health School of
Nursing that I must abide by the current policies and guidelines. Policies and guidelines
that are presented in this GC-HMH SON 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 GC-HMH SON 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 Georgian Court-Hackensack Meridian Health School of Nursing (GC-HMH SON) Student Nurse Handbook for 2018-2019. 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 GC-HMH SON. 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 School of Nursing website regularly for updates to existing policies and procedures.

You will be entering a profession that is exciting, stimulating and gratifying. The GC-HMH SON 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 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 of 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

Program Chair
Teri Wurmsen, PhD, MPH, RN, NEA-BC

Associate Chair
Kathryn Fleming, PhD, NEA-BC, CPHQ, RN

GCU Nursing Faculty

Maureen Bailey, PhD, RN
Stephanie Chung, PhD, RN
Jo Ann Cummings, PhD, RN, APRN-BC, CEN
Joan Harvey, DNP MSN RN CCRN
Deborah Kennard, PhD, RN-BC
Kathy Pultar, PhD, RN, APN
Bonnie Ross, Ed.D, RN, CNE
Mary Ellen Strozak, MS, RN, CCRN, CNS, RN-BC
Georgian Court Hackensack Meridian Health School of Nursing

Mission

The Georgian Court-Hackensack Meridian Health School of Nursing (GC-HMH SON) 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 School of Nursing prepares graduates to be professional nurses who work in collaboration with other members of the healthcare team to provide holistic patient-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 ethnic, socio-cultural and religious backgrounds 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._ The profession of nursing combines art and science to provide high quality, competent, effective and collaborative care through the nursing process to individuals, families, groups and communities. This care is based on scientific evidence, clinical expertise, and patient preference and values. 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.

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:

- Enter the profession as a novice practitioner of nursing.
- Participate in the advancement of the profession
- 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, effective and caring 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 generic BSN curriculum is designed with course sequencing from basic nursing skills to the synthesis of knowledge and evidence required of the professional nurse generalist. The program is conducted in partnership with Hackensack Meridian Health.

Ethics

Students in the GC-HMH School of Nursing 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: http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.a spx
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

Georgian Court University has identified the following 10 learning goals for students, which each student should achieve through coursework and university-sponsored activities outside the traditional classroom. The GC-HMH SON program goals, objectives and curriculum are congruent with the Institutional Learning Goals. By the time the student graduates from Georgian Court University, she/he should be able to:

• Communicate effectively in written and spoken English.
• Apply critical thinking, problem-solving, and research skills.
• Academic Excellence: (a) demonstrate academic excellence in her/his major field, and (b) gain a broad foundation in knowledge and understanding of modes of inquiry in the arts, humanities, behavioral and social sciences, natural sciences, and mathematics.
• Demonstrate understanding of the Mercy core values.
• Demonstrate awareness of women’s issues.
• Explore spirituality and personal growth.
• Demonstrate awareness of the value of engagement in local, national, and global issues.
• Demonstrate analytical skills to appreciate the aesthetic.
• Demonstrate leadership skills.
• Demonstrate awareness of diversity issues.

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 on the lower level of the Sister Mary Joseph Cunningham Library. 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 the completion of the GC-HMH SON 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 to practice registered nursing and use the title registered nurse (RN). Individuals must be licensed by a state board of nursing in order 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

Georgian Court-Hackensack Meridian Health School of Nursing 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(MH) model of Evidence-Based Care (EBC) also helped to support the development of the GC-HMH SON curriculum 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 (Melnky & 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 Hackensack Meridian Health 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 evidenced-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

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 Georgian Court-Hackensack Meridian Health School of Nursing is required to complete 130 credits. Of these, 67 credits are to be completed in the following nursing courses:

NU111 Introduction to Professional Nursing  
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  
NU322 Evidence-Based Nursing Care of Childbearing Families  
NU325 Evidence-Based Behavioral Health  
NU343 Evidence for Professional Nursing Practice  
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  
NU455 Issues in Evidence-Based Nursing Care of the Older Adult  
NU471 Evidence-Based Leadership and Management in Nursing  
NU472 Senior Seminar for Professional Nursing Practice  
NU496 Transition into Professional Nursing Practice
Suggested Course Sequence: The GC-HMH program is a cohort program, all nursing courses must be taken in sequence. Each semester students meet with nursing advisors to discuss options and to monitor progress. The following sequence is an example of how the BSN degree can be completed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Didactic Hours</th>
<th>Clinical / Lab Credits</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B123 Anatomy &amp; Physiology I</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>PS111 Introduction to Psychology</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Language I (Spanish is strongly recommended)</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>GEN 101 Pathway to the Bridge (freshmen)</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Academic Writing &amp; Research I EN111</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>NU111 Introduction to Professional Nursing</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BI214 Anatomy &amp; Physiology II</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Statistical Thinking MA103</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Suggested # Gen Ed credits Visual and Performing Arts</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Cornerstone: Discovering the Self (GEN199)</td>
<td>3</td>
<td></td>
<td>3</td>
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<tr>
<td><strong>Semester 3</strong></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>NU211 Foundations of Professional Nursing Practice</td>
<td>3</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>NU221 Health Assessment</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>NU275 Pathophysiology</td>
<td>3</td>
<td></td>
<td>3</td>
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<tr>
<td>CH151 Chemistry for the Health Sciences</td>
<td>3</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Suggested # Gen Ed credits: PL245</td>
<td>3</td>
<td></td>
<td>3</td>
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<tr>
<td><strong>Semester 4</strong></td>
<td></td>
<td></td>
<td>17</td>
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<tr>
<td>NU280 Pharmacotherapeutics I</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>NU271 Evidence-Based Nursing Care of the Adult I</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>BI 219 Microbiology</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Suggested # Gen Ed credits: Religious Studies, and Literature</td>
<td>6</td>
<td></td>
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</tr>
<tr>
<td><strong>Semester 5</strong></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>NU322 Evidence-Based Nursing Care of Childbearing Families</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>NU325 Evidence-Based Behavioral Health</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>NU343 Evidence for Professional Nursing Practice</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Suggested # Gen Ed credits: WS311</td>
<td>3</td>
<td></td>
<td>3</td>
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<tr>
<td><strong>Semester 6</strong></td>
<td></td>
<td></td>
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<tr>
<td>NU371 Evidence-Based Nursing Care of the Adult II</td>
<td>3</td>
<td>5</td>
<td>8</td>
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<tr>
<td>NU380 Pharmacotherapeutics II</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Suggested: Ethics and Social Science</td>
<td>6</td>
<td></td>
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<tr>
<td><strong>Semester 7</strong></td>
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<tr>
<td>NU421 Evidence-Based Nursing Practice in the Community</td>
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<tr>
<td>NU423 Evidence-Based Nursing Care of Childrearing Families</td>
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<td>4</td>
</tr>
<tr>
<td>NU455 Evidence Based Care of the Older Adult</td>
<td>2</td>
<td></td>
<td>2</td>
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<tr>
<td>Suggested # Gen Ed credits: suggested History</td>
<td>3</td>
<td></td>
<td>3</td>
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<td>Suggested # Capstone: Gen 400</td>
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<tr>
<td><strong>Semester 8</strong></td>
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<td>18</td>
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<tr>
<td>NU471 Evidence-Based Leadership and Management in Nursing</td>
<td>2</td>
<td>1</td>
<td>3</td>
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<tr>
<td>NU472 Senior Seminar for Professional Nursing Practice</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>NU496 Transition Into Clinical Nursing Practice [&quot;Immersion Experience&quot;]</td>
<td>2</td>
<td>4</td>
<td>6</td>
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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 B.S.N. program as a nursing major, or permission of the department chairperson.

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 hours 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 hours 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; 221, Prerequisite or Corequisite: NU275. 3 hours 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, 214; and either NU111 or permission of the Nursing Department Chair.  3 hours 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, Co-Requisite: NU271.  2 hours lecture

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: NU271 and 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. **Prerequisite: NU271 and NU280.** 3 hours 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; NU 271 and NU280.** 3 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 hours 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

**Page 23 | 40**
promote patient safety as it relates to drug therapy. **Prerequisites:** NU271 and NU280; Co-Requisite: NU371. 2 hours 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:** 371, 380. 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:** NU371 and NU380. 2 hours lecture, 6 hours laboratory.

NU455 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. **Prerequisites:** NU371 and NU380. 2 hours lecture.

**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:** NU 421, NU423 and NU455. 2 hours lecture, 3 hours laboratory.

**Course Title:** 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, NU455. 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 in the humanities, social and natural sciences, and nursing to provide evidence-based, patient- and family-centered nursing care to patients with complex healthcare issues across the adult lifespan. The didactic portion of this course will be devoted to group work in which reflective practice through writing is introduced and exercised, culminating in a capstone presentation of a reflective practice scenario. As a final transition into professional nursing practice, the clinical component of this course allows students the opportunity to choose their practicum from a variety of adult acute care settings and to practice under realistic shift and patient-load conditions with the guidance of registered professional nurse preceptors. Focus will be on the delivery of effective, collaborative, and culturally appropriate patient- and family- centered nursing care to several patients who require complex healthcare. Emphasis also will be on demonstration of delegation skills; high-level priority-setting; and planning for continuum of care, including discharge planning and interdisciplinary referral. This intensive eight-week course also includes opportunity for students to conduct reflective practice through guided group discussion sessions. This course is taken in sequence during the semester with the seven-week Nursing Management and Leadership course. **Prerequisites:** NU 421, NU423, and NU455. 2 hours lecture, 12 hours laboratory.
School of Nursing Policies and Procedures Academic Standards

Academic Advisement

Each student in the GC-MH School of Nursing 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 in Hamilton Hall to make an appointment to meet with the advisor during the advisement period. Failure to meet with and gain the approval of the advisor will result in a delay in registration privileges, as a hold will be placed on registration. After meeting with an advisor, if students must revise their schedule because of closed courses, they are expected to notify the adviser to ensure that proper alternate courses are selected.

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. It is essential that each student become familiar with all requirements and be accountable for completing the requirements in order to graduate with his/her cohort.

Progress Charts: The GCU progress chart shows all GCU signature courses and general education courses that are 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.

B.S.N. Program Progression and Dismissal Policy

Grading System

School of Nursing Grading Policy

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Numerical equivalent is 95 and above and carries 4 quality points</td>
</tr>
<tr>
<td>A-</td>
<td>Numerical equivalent is 90-94 and carries 3.7 quality points</td>
</tr>
<tr>
<td>B+</td>
<td>Numerical equivalent is 87-89 and carries 3.3 quality points</td>
</tr>
<tr>
<td>B</td>
<td>Numerical equivalent is 83-86 and carries 3 quality points</td>
</tr>
<tr>
<td>B-</td>
<td>Numerical equivalent is 80-82 and carries 2.7 quality points</td>
</tr>
<tr>
<td>C+</td>
<td>Numerical equivalent is 77-79 and carries 2.3 quality points</td>
</tr>
<tr>
<td>C</td>
<td>Numerical equivalent is 73-76 and carries 2 quality points</td>
</tr>
<tr>
<td>C-</td>
<td>Numerical equivalent is 70-72 and carries 1.7 quality points</td>
</tr>
<tr>
<td>D+</td>
<td>Numerical equivalent is 65-69 and carries 1.5 quality points</td>
</tr>
<tr>
<td>D</td>
<td>Numerical equivalent is 60-64 and carries 1 quality point</td>
</tr>
<tr>
<td>F</td>
<td>Numerical equivalent is 59 or below and carries 0 quality points</td>
</tr>
<tr>
<td>INC</td>
<td>Indicates a temporary extension of the semester</td>
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</table>
In the case of students receiving less than a 77% 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 77%, the grade recorded will be a “D”.

Conversely, if a student earns a cumulative course grade of “C+” or higher but earns less than a 77% weighted quantitative test average, the final course grade will be a “C”. Students must obtain a grade of C+ or higher in all nursing, science, or math courses. If the student achieves a course grade of “C” or lower and/or a weighted quantitative test average of less than 77%, the course must be repeated. Nursing courses may be repeated only one time.

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 a 77% weighted quantitative test average and/or, b) earning a course grade of less than a C+ 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 C+ in a nursing course and/or earn less than a 77 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 C+ or higher and at least a 77 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.

Exam Make-Up
Students who miss a unit/midterm exam or quiz in a nursing course must arrange with their instructor to complete the unit/midterm exam or quiz within two weeks of returning from an excused absence or will receive a score of “0” for the test. This policy does not apply to final exams, which must be taken in accordance with the schedule as set forth by the course instructor.

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.
Comprehensive Testing Requirement for Progression

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 the academic preparation. In addition, standardized quantitative examination grades will account for a component of final course grades in most nursing courses.

Overall GPA

Students must maintain a minimum overall GPA of 3.00 to remain in the B.S.N. program. If a student’s overall GPA falls below 3.00 but is above 2.50, the student is placed on School of Nursing 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 B.S.N. program does not mean the student is dismissed from Georgian Court University a student may only be on probation for failure to achieve the required overall GPA once during the program. Students are responsible for monitoring their GPA to ensure they have met the requirements set forth herein. Students further acknowledge they understand the consequences resulting from the failure to maintain the required GPA.

If a student is placed on School of Nursing probation, the student must complete an Action Plan prior to the start of the next semester in consultation with a Nursing Advisor. The purpose of creating the Action Plan is 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 B.S.N., the student must meet the following requirements: (a) the overall GPA must be 3.00 or higher with no nursing, courses below the grade of a C+; and (b) the nursing GPA must be 3.00 or higher. The nursing GPA is derived from the final course grade received in all nursing (NU prefix) courses and is calculated using the same GPA formula that is used by the university for the overall GPA.

Types of Dismissal from the B.S.N. Program: Inappropriate Conduct and Poor Academic Performance

Dismissal from the B.S.N. 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 or Standards of Behavior for Clinical Sites. 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 processes 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 B.S.N. Program is described under the heading Academic Dismissal from the B.S.N. Program. The Academic Dismissal Appeals Process described below pertains to Academic Dismissal from the B.S.N. Program.
A student may be dismissed from the B.S.N. program without being dismissed from the University.

Academic Dismissal from the B.S.N. Program

Students who do not maintain the minimum required overall GPA, or earn less than a C+ in more than one nursing course and/or less than a 77 quantitative test average in more than one nursing course that has at least 50% of the final grade based on quantitative testing will be dismissed from the nursing program. Dismissal notification will be by certified letter to or through a meeting with the School of Nursing Chairperson and/or Associate Chair. Dismissal from the B.S.N. program does not mean the student is dismissed from Georgian Court University.

Academic Dismissal Appeals Process (for Dismissal from the B.S.N. Program)

As per University policy, a student who is academically dismissed from the program may appeal the decision in writing to the Department Chairperson within ten working days of receiving the notice of dismissal. Within ten working days of receiving the notice of appeal, the Chairperson will make a decision regarding the dismissal appeal and send written notice of the decision by certified letter to the student. 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 Arts and Sciences. Within ten working days of receiving the notice of appeal, the Dean of the School of Arts and Sciences will make a decision regarding the dismissal appeal and send written notice of the decision by certified letter to the student with a copy to the Chairperson. 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. 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 certified letter to the student, with copies to the Chairperson and Dean. The Provost’s decision is final.

Academic Dishonesty

It is the expectation of the GC-HMH SON that all work must be the student’s own, whether in nursing or in other courses. Students who are suspected of lying, cheating, falsifying records or plagiarizing (or any other forms of academic dishonesty as 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 School of Nursing and possible dismissal from GCU.
Clinical and Laboratory Courses

Clinical Laboratory Requirements

Prior to entering NU221: Health Assessment, the following requirements must be met:

I. 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 (NU221). Student is required to provide all required clinical documentation at least one week PRIOR to the start date of clinical rotation. 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. The initial health status report includes:

1. History and Physical
2. Evidence of immunity for Rubella, Rubeola, Varicella and Mumps. Students susceptible to rubella, rubeola, mumps, and/or varicella are required to be immunized prior to the clinical experience unless they can prove "presumptive evidence of immunity."
3. Screening for Hepatitis B - HbsAg:
4. Hepatitis B vaccination and post vaccination screening HbsAb
5. Evidence of recent TB surveillance that meets NJDOH baseline assessment criteria. Tuberculosis screening shall consist of a baseline two-step Mantoux completed within a three week period with repeat annual one-step testing thereafter or laboratory result of an Interferon gamma release assay (IGRA) (QFT-GIT or T-Spot) baseline and annual IGRA testing thereafter. Students who are Mantoux or IGRA positive for tuberculosis must have an initial baseline negative 2 view chest X-Ray within the past 12 months and submit a TB questionnaire. Annual surveillance for Mantoux or IGRA positive students will be the completion of an annual TB questionnaire and review by a licensed HCP.
6. In addition to the above, annual influenza vaccination prior to November 1st or evidence of exemption/mandatory masking per Meridian Health student policy is required. Please note that influenza vaccine offers protection for approximately six months, so vaccination prior to October is not recommended.

Once the initial health status reporting requirements are met, the following health status reporting is required on an annual basis:

1. History and Physical
2. Annual Influenza vaccination prior to November 1st or evidence of exemption/mandatory masking per Meridian Health student policy.
3. Evidence of recent TB surveillance that meets NJDOH baseline assessment criteria (see #5 above for complete details).

In addition to the above, a drug screen will need to be performed annually prior to student entering NU271 or as may be required by clinical agencies or GC-HMH faculty. A tetanus booster within the past ten years also is recommended. In addition, students may need to meet additional health clearance
requirements as they arise from clinical or regulatory agencies.

Students who have withdrawn from clinical nursing courses or have taken an LOA from the nursing program will need to supply medical clearance before returning to the clinical experience.

Students should contact the GCU Health Office to obtain and submit a health status report form. 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 current Basic Life Support (BLS) for the Healthcare Provider certification. 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 $3,000,000 in the aggregate. A copy of the policy reflecting the amount of coverage must be submitted to the School of Nursing and updated as necessary prior to 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.

External vendors are used to conduct the background investigation. Approved vendor contact information will be provided to students between their Freshman and Sophomore year. Each student must contact the vendor and arrange to have the approved background investigation conducted prior to the first clinical course.

Proof of meeting all of the above clinical requirements must be submitted to the Office of the GCU-HMH School of Nursing at least one week 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, to and from clinical sites, advanced skills laboratories and other off-campus locations.

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 B.S.N. 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 which is 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 the manner in which students present themselves must reflect respect and consideration for patients, families and each other. The following guidelines have been prepared so that students know what is expected of them while representing the GC-MH School of Nursing 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 manner which would adversely affect the comfort and/or safety of others. Students must appear neat and clean. Visible tattoos must be covered.

Hair and Headwear
Hair should be pulled back and secured so as not to interfere with patient care. The overall hairstyle for students must be neatly combed and pulled up off the collar. Facial hair must be trimmed appropriately. Hats and head dress are generally not permitted (unless part of religious attire).

Nails: Artificial nails, acrylic nails, wraps, gel overlays, and nail jewelry are not permitted during the clinical experience. Fingernails must be cleaned and trimmed.

Jewelry: Students should refrain from wearing jewelry in the clinical setting, except for stud earrings (one per 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.

Uniforms: The approved GCU-MH School of Nursing 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 GCU-MH emblem) over street clothes may be acceptable. Student uniforms must be purchased by the first semester of the sophomore year. It is suggested that at least 2 full uniforms and at least 1 lab coat be purchased. Georgian Court – Meridian Health uniforms must be purchased from the following vendor:

Belle Uniforms
266 Main St, Paterson, NJ 07505
(973) 977-9733

Complete student uniform consists of royal blue pants or skirt, royal blue top, lab coat with GCU-MH School of Nursing badge, name pin, and white shoes.
• Shoes must be white, either 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.
• Socks or hose must be worn.
• No additional sweaters, sweatshirts or t-shirts may be worn with the uniform.
• The student is required to wear a watch with a second hand.
• Uniforms must be laundered after each clinical day.

Equipment: Students must purchase their own stethoscope, watch with second hand, bandage scissors
and pen light. These may be purchased from the uniform supplier (Belle Uniforms) or other medical supply vendor of the student’s choice or suggested by the SON.

*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 as well as the official GC-MH School of Nursing Name Badge. Name badges should be worn in an upright, readable position on the outermost layer of clothing on the left shoulder area. The cost of the GC-MH name badge is $15.

*Uniform policy for cultural/religious requirements:* Students with special uniform needs pertaining to cultural or religious requirements should see the Chair of the School of Nursing before purchasing uniforms. Accommodations will be made for the student’s cultural or religious obligations.
Classroom and Clinical/Laboratory Standards

Classroom Standards

Attendance Policy for Didactic Nursing Courses: Faculty believe that classroom lecture attendance is essential to student success in the nursing program. It is the expectation of the School of Nursing that each student report to class on time, attend all classes, and complete all activities, including online assignments. At the discretion of faculty more than 2 classroom lecture absences may result in lowering the final course grade up to 5 points. Please also see “Policy Regarding Absence for Religious Holidays” below.

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

1) Students are expected to take all exams/quizzes/in-class assignments at the time and date assigned or designated by the instructor. 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. Students who miss an exam/quiz/in-class assignment must provide the instructor with a doctor’s note or documentation of the emergency or will be given a 0 for the exam/quiz/in-class assignment.

2) Dedicated handheld calculators will be allowed at the discretion of the instructor/proctor. Cell phones and other electronic devices will not be allowed to be used as calculators under any circumstances.

3) 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.

Classroom Use of Personal Electronic Devices: The School of Nursing requires that students have use of 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. In particular, 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 (7.3.2), 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 placed in the front of the classroom prior to the beginning of the test.

Use of Social Media: The use of social media such as Facebook, YouTube, Instagram, Twitter, Allnurses.com, blogs, etc., provide 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 (7.3.2), #17, 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 (7.3), 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 is an important investment in the student’s nursing education at GCU. Many of the nursing textbooks will be used in multiple courses throughout the program and all textbooks are important resources for student NCLEX exam preparation.

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


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 GC-MH School of Nursing.

Students are expected to be on time for the clinical experience. Lateness will not be tolerated without a reasonable excuse 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 in order to complete patient care experiences. Therefore, students should 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.

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 reserve the right to remove a student from the clinical setting at any time if the student demonstrates dangerous or unsafe practice.

Policy on Attendance for Laboratory Experiences: Attendance is required for all clinical and laboratory experiences. Students have the responsibility to meet all clinical and laboratory objectives by the end of the course. Because of this, attendance at all clinical and laboratory experiences is extremely important.

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.

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. If students in a clinical course cannot reach their faculty member, they should call the nurse in charge of the unit or the appropriate person at the agency to which she/he is assigned a least one hour before the scheduled assignment. In addition, students must also notify the GCU-MH School of Nursing Office by calling 732-987-2183 and leaving a voicemail message.

When calling to report an absence, give the nurse in charge, or the appropriate individual at the agency where the clinical or fieldwork experience is being held, the following information:

- Name of student and name of school
- Hours of clinical experience
- Name of instructor to whom the message should be given
- Nature of your absence

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 and Laboratory Experience Make-up Days: All missed clinical/fieldwork experiences must be made up. Clinical make-up days will be scheduled at the end of the semester and will be available for no more than two clinical absences. The make-up days may be scheduled over a week-end or over the scheduled break. The date and time of the clinical make-up days is at the discretion of the faculty. Students who do not attend a scheduled clinical make-up experience will receive a failing grade for the course. An additional fee may be incurred for clinical make-up.

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.

Policy Regarding Absence for Religious Holidays: The School of Nursing recognizes that there are several major religious holidays that a number of our students observe, including, but not limited to, Rosh Hashanah, Yom Kippur, the first two days of Passover, Christmas, Easter and Good Friday. In consideration of the significance of these observances, no assignments should be scheduled for these days. If course examinations are scheduled, a comparative make-up examination should be offered. If an examination is scheduled on the first day of class after a holiday, it should not cover material introduced in classes that were given during the holiday. Faculty should recognize that Jewish holidays begin at sundown on the evening before the published date of the holiday, so late afternoon examinations should be avoided on those days, as well as on Fridays.

It also is recognized that additional holidays such as the last two days of Passover, Sukkot, Shavuot, Shemini Atzerat, Simchat Torah, the Muslim New Year and Eid Al-Fitr and Eid Al-Adha may be observed by some students. Students wishing to observe these holidays must inform all of their instructors no later than the first two weeks of each semester of their intent to observe the holiday, even when the exact date of the holiday may not be known until later, so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity.

Students who make these advance arrangements will not be required to attend class or take examinations on those designated days and faculty will provide reasonable opportunities for such students to make up any missed assignments and examinations. All clinical absences for these holidays must be made up by the student during the scheduled clinical/laboratory make-up days.

Clinical Agency Use of Personal Electronic Devices: As per the University’s Student Code of Conduct (7.3.2), number 17, “…violation of the ethical code of one’s intended profession by… undergraduate students in clinical courses or settings related to their intended profession.” 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 prior to entry onto 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 a variety of settings, during orientation to the clinical or laboratory experience, the faculty will advise students as to the procedure for receiving emergency messages.
Standards of Behavior for Hamilton Hall Nursing Laboratory: Students should wear street clothes with GCU-HMH lab coat for nursing laboratory experiences in Hamilton Hall or at the labs at the Meridian Health hospital sites. All laboratory practice will be conducted under the guidance of clinical instructors or assigned tutors. Students should adhere to the same clinical safety requirements in the lab that would be 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 for Hamilton Hall or the labs at Hackensack Meridian Health hospitals. All equipment should be cleaned after use and returned by student to the appropriate area.
School of Nursing Activities

GC-HMH School of Nursing Committees: Students may be asked to participate in School of Nursing Committees. For further information, please contact the Chair of the School of Nursing.

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

National Student Nurses Association: (NSNA), GC-HMH SON Chapter: The GC-HMH SON 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.

GC-HMH Mentor Program: This program pairs upper level nursing students with freshman or sophomore 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.nsna.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