FRANCES M. McLAUGHLIN
DIVISION OF NURSING

Policy Manual

2021-2022 Academic Year

Division of Nursing Policy Manual
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Introduction

College Mission Statement

Bloomfield College, founded in 1868, is an independent college historically related to the Presbyterian Church (U.S.A.) and strategically located in the New Jersey-New York metropolitan region. The College offers academic programs leading to the Bachelor of Arts and Bachelor of Science degrees. The curriculum is designed to provide students with a sound liberal arts grounding as well as with the expertise they will need in their careers. The mission of Bloomfield College is: to prepare students to attain academic, personal and professional excellence in a multicultural and global society.

The College is committed to enabling students, particularly those who have traditionally been excluded from higher education, to realize their intellectual and personal goals. Programs of study are rooted in the liberal arts and assist students in obtaining the skills, knowledge, and values they need to become empowered, active individuals engaged in renewing themselves, their relationships, their workplaces, and their communities.

Programs are designed to help students think critically and quantitatively, speak effectively, write clearly, develop aesthetic appreciation, and integrate feelings and values. We believe students must gain a greater understanding of and appreciation for other cultures and for the unique racial and cultural diversity of the United States.

One of the strengths of the College is the rich diversity of its students. The College is committed to this richness because it provides an ideal context for personal growth and a basis for a better society. In joining Bloomfield College, each person assumes a personal responsibility to strive to achieve academic excellence, to take full advantage of the resources offered, and to contribute to the quality of the College community.

Bloomfield College Basic Facts

[Bloomfield College 2020-2021 Fact Book](#)

Description: Bloomfield College is an independent, four-year, coeducational college, affiliated with Presbyterian Church (USA). Founded in1868. The College's mission is to prepare students to attain academic, personal and professional excellence in a multicultural and global society.

Location: Located in Bloomfield, New Jersey, a suburban residential community just 15 miles from New York City, the College attracts a geographically diverse resident and commuter population. The 11-acre tree- lined campus is easily reached by train, bus, or car. The nearby Meadowlands Sports Complex, Liberty Science Center, and PNC Bank Arts Center offer exciting events year-round. Beautiful beaches of the Jersey shore and first-rate ski areas are only an hour from Bloomfield.

Accreditation: Bloomfield College is chartered by the State of New Jersey and accredited by the Middle States Association of Colleges and Schools. Its academic programs are approved by the New Jersey Commission on Higher Education. The nursing program at Bloomfield is accredited by the American Association of Colleges of Nursing /Commission on Collegiate Nursing Education and the New Jersey Board of Nursing.

Faculty: 189(full/part time)
Enrollment: About 1362 students are enrolled at Bloomfield College either full or part time, with more than 50 nationalities represented on campus.
Student/Faculty Ratio: 7:1
Calendar: Semester

Computers: Over 200 available for use in computer centers, classrooms, and library. All computers on campus are connected to the campus network and the Internet.

Office of the President
Marcheta Evans, PhD
President
973-748-9000 Extension**:** 1290
Fax: 973-429-3507

Office of Academic Affairs
Michael Palladino, PhD
Vice President for Academic Affairs and
Dean of Faculty
973-748-9000 Extension**:** 1101
Fax: 973-748-1671

Office of Student Life
Jason Branch, PhD, LPC, ACS, NCC
Dean of Student Affairs
Sheila Wooten
Assistant Dean of Student Life and
Director of Athletics
973-748-9000 Extension: 1245

Office of Human Resources
Susan Dacey
973-748-9000 Extension: 1201
Fax: 973-259-0412

Welcome to the nursing faculty of the Frances M. McLaughlin Division of Nursing.

The goal of the Frances M. McLaughlin Division of Nursing (DON) of Bloomfield College is to educate women and men who, as graduate nurses with a baccalaureate degree, who will give the best in compassionate, intelligent, and competent nursing care to those in need. Today, this involves helping people to understand and adapt to their ever-changing environment. A strong theoretical foundation, technical skills flexibility, sound judgment, critical thinking, and the capacity to initiate change are characteristics required of the professional practitioner of nursing. Basic to these abilities and skills is an understanding of self, individuals, and society, and a desire to promote and maintain health.

It is our belief that a liberal arts education combined with professional nursing theory and practice not only prepares such a nurse, but also is the best means of encouraging personal growth and fulfillment of an individual. It also prepares the individual for a life of continued growth and contribution to the community.

The nursing program at Bloomfield College is accredited by the following accreditation entities:
- New Jersey State Board of Nursing. https://www.njconsumeraffairs.gov
- Commission on Collegiate Nursing Education. http://www.ccneaccreditation.org

The information in this manual for nursing faculty and nursing students, has been organized to enable the DON faculty and students to gain a clear understanding of the program, its curriculum, faculty/student duties and responsibilities, and the expected program outcomes. It also provides a readily accessible resource regarding program governance, policies pertaining to DON faculty and students, strategic planning, program performance improvements, and faculty development.

The following resources provide further information relevant to faculty and students' expectations, duties, and responsibilities at Bloomfield College:
  - College Faculty Handbook
  - College Student Handbook
  - College Course Catalog
  - AAUP Contractual Agreement

Division of Nursing Faculty and Staff Listing

Faculty Full Time

Name	Degree	Rank	Phone Extension
Doreen Gagnon	DNP, RN	Associate Professor	1134
Cathy McCormack	MSN, RN	Assistant professor	1562
Ismat Mikky	PhD, RN	Professor/Chairperson	1329
Lori Ann Palmieri	MSN, RN	Professor	1330
Jennifer Ryan	MSN, RNC-OB	Assistant professor	1323
Jacquelyn Svercauski	DNP, RN	Associate Professor	1328

Adjunct Faculty

Phone list for adjunct faculty will be distributed yearly

Staff

Name	Rank	Phone Extension
Diana Franchino	Division Office Coordinator	1325
Lisa Ruiz	Clinical Placement Coordinator	1324
Lorraine Flood	Director, Nursing Learning Resource Center	1659

Academic Calendars

Fall Semester 2021

First Day of Classes	August 30
Labor Day (No Classes)	September 6
Last day for New & Continuing Students to Register:	
Weekday Courses	September 8
Weekend Courses	September 10
Last day for Students to be Added to an Open Course (Instructor's Approval Required):	September 13
Last Day to Drop a Course with 100% refund of tuition	September 10
Last day for Removal of Incomplete Grades from Spring and Summer Terms	September 20
Last day to Drop a Course with 75% refund of tuition	September 17
Last day to Drop a Course with 50% refund of tuition*	September 24
*Courses dropped after September 24 are not eligible for any refund of tuition	
Mid-Term Grades Due	October 22
Last Day to Withdraw with Grade of "W"	October 29
Advising and Registration for Spring Begins	November 1
Thanksgiving Recess Begins 8:00AM	November 23
Classes Resume	November 29
Last Day of Classes	December 10
Final Exam Period	December 13-17
Grades Due in Registrar's Office	December 20

Spring Semester 2022

First Day of Classes	January 13
Martin Luther King Holiday (No classes)	January 17
Last day for New & Continuing Students to Register:	
Weekday Courses	January 24
Weekend Courses	January 24
Last day for Students to be Added to an Open Course (Instructor's Approval Required)	January 26
Last Day to Drop a Course with 100% refund of tuition	January 26
Last day to Drop a Course with 75% refund of tuition	February 2
Last Day to Drop a Course with 50% refund of tuition	February 9
*Courses dropped after February 9 are not eligible for any refund of tuition	
Last Day for Removal of Incompletes from Fall Term	February 11
Spring Break	March 7-11
Classes resume	March 14
Mid-Term Grades Due	March 18
Last Day to Withdraw with a Grade of "W"	March 25
Advising and Registration for Fall Begins	April 4
Easter Break begins at 8:00 A.M.	April 14
Classes Resume	April 18
Last Day of Classes	May 2
Final Exam Period	May 3-9
Grades Due in Registrar's Office	May 11
Commencement	May 19

Academic Calendars

Intensive Session (3 weeks - I5)
May 16 - June 6

First Day of Class	May 16
Last Day for New Registration & Adding a Course with Open Seats (Instructor's Approval Required)	May 16
Last Day to Drop a Course	May 16
Last Day to Withdraw with a Grade of "W"	May 23
Memorial Day — No Classes	May 30
Make-up Day for Memorial Day	June 6
Last Day of Classes	June 6
Grades Due in Registrar's Office	June 8

Summer Session I (7 weeks - S5)
May 16 - July 1

First Day of Classes	May 16
Last Day for New Registration & Adding a Course with Open Seats (Instructor's Approval Required)	May 23
Last Day to Drop a Course	May 23
Memorial Day — No Classes	May 30
Last Day to Withdraw with a Grade of "W"	June 10
Last Day of Classes	July 1
Grades Due in Registrar's Office	July 5

Summer Session II (7 weeks - S7)
July 5 - August 19

First Day of Classes	July 5
Last Day for New Registration & Adding a Course with Open Seats (Instructor's Approval Required)	July 13
Last Day to Drop a Course	July 13
Last Day to Withdraw with a Grade of "W"	July 29
Last Day of Classes	Aug 19
Grades Due in Registrar's Office	Aug 22

Summer Trimester (14 weeks - SU)
May 16 - August 19

First Day of Classes	May 16
Memorial Day — No Classes	May 30
Last Day for New Registration & Adding a Course with Open Seats (Instructor's Approval Required)	May 31
Last Day to Drop a Course	May 31
Last Day to Withdraw with a Grade of "W"	July 8
Last Day of Classes	Aug 19
Grades Due in Registrar's Office	Aug 22

Accelerated Program 2020-2021

	20/AC 1	20/AC 2	21/AC 3	21/AC 4	21/AC 5	21/AC 6
First Day of Classes	Monday, August 31, 2020	Monday, October 19 2020	Thursday January 14, 2021	Monday, March 15, 2021	Monday, May 17, 2021	Monday, July 12, 2021
Last Day for Registration	Wednesday, September 9	Monday, October 26	Monday, January 25	Monday, March 22	Monday, May 24	Monday, July 19
Last Day to Add Courses (with instructor approval only)	Wednesday, September 9	Monday, October 26	Monday, January 25	Monday, March 22	Monday, May 24	Monday, July 19
Last Day to Drop a Course	Wednesday, September 9	Monday, October 26	Monday, January 25	Monday, March 22	Monday, May 24	Monday, July 19
Last Day for Removal of Incompletes from Previous Session	Monday, September 14	Monday, November 2	Monday, February 1	Monday, March 29	Tuesday, June 1	Monday, July 26
Last Day to Withdraw With a Grade of W	Monday, September 28	Monday, November 9	Monday, F February 8	Monday, April 12	Monday, June 14	Monday, August 9
Last Day of Classes	Friday, October 16*	Friday, December 11	Wednesday, March 3	Friday, April 30	Monday, July 5*	Friday, August 27
Grades Due to Registrar's Office	Monday, October 19	Monday, December 14	Monday, March 8	Monday, May 3	Wednesday, July 7	Monday, August 30
HOLIDAYS WITH COLLEGE CLOSING / NO CLASSES	Labor Day September 7 *Make-up day needed	Thanksgiving Break Nov.23-29 *No make up day needed	Dr. King Day January 18 *Make-up day needed	Easter Break April 1 & 2 *Make-up days needed	Memorial Day May 31 *Make-up day July 5	

Accelerated Calendar 2021-2022

	21/AC 1	21/AC 2	22/AC 3	22/AC 4	22/AC 5	22/AC 6
First Day of Classes	Monday, August 30, 2021	Monday, October 25, 2021	Monday, January 10, 2022	Thursday, March 3, 2022	Thursday, May 5, 2022	Tuesday, July 5, 2022
Last Day for Registratio	Wednesday, September 8	Monday, November 1	Wednesday, January 19	Thursday, March 17	Thursday, May 12	Tuesday, July 12
Last Day to Add Courses (with instructor approval only)	Wednesday, September 8	Monday, November 1	Wednesday, January 19	Thursday, March 17	Thursday, May 12	Tuesday, July 121
Last Day to Drop a Course	Wednesday, September 8	Monday, November 1	Wednesday, January 19	Thursday, March 17	Thursday, May 12	Tuesday, July 12
Last Day for Removal of Incompletes from Previous Session	Monday, September 13	Monday, November 8	Monday, January 24	Thursday, March 24	Thursday, May 19	Tuesday, July 19
Last Day to Withdraw With a Grade of W	Monday, September 27	Monday, November 29	Monday, February 7	Thursday, March 31	Thursday, June 2	Tuesday, August 2
Last Day of Classes	Monday, October 18	Wednesday, December 15	Monday, February 28	Friday, April 29	Monday, June 27	Monday, August 22
Final Exam Day "For non-NUR courses only"	October 19-20	December 16- 17	March 1- 2	May 2-3	June 28-29	August 23-24
Grades Due to Registrar's Office	Friday, "October 22	Monday, December 20	Friday, March 4	Thursday, May 5	Friday , July 1	Friday, August 26
HOLIDAYS - NO CLASSES	Labor Day September 6	Thanksgiving Break Nov.22-28	Dr. King Day January 17	Easter Break April 14&15;	Memorial Day May 30 Juneteenth June 16-17	

Section I

The Nursing Program

Program Vision, Mission, and Philosophy (Revised 3/16/2021)

Vision:
The Frances M. McLaughlin Division of Nursing at Bloomfield College strives to be a transformative force in implementing evidence-based nursing care to individuals, families and communities.

Mission:
The Frances M. McLaughlin Division of Nursing at Bloomfield College provides innovative baccalaureate education for students from all backgrounds. The program prepares graduates to provide holistic care while practicing nursing to their fullest potential.

Philosophy:
Nursing is a dynamic process which provides independent and collaborative care to individuals, families, and communities in different settings. Nursing care encompasses health promotion, disease prevention, treatment of health conditions, and palliative/end of life care. Nursing promotes a culture of health and fosters client empowerment through education, awareness, support, advocacy, and effective nurse-client relationships.

Care involves a personal, individualistic approach within a multicultural society that encompasses the uniqueness of humans throughout the entire health care cycle. Nursing care is based on compassion, empathy, respect, principles of social justice and devotion to human welfare.

The profession of nursing is focused on the health of individuals, families and communities across the care continuum. Health is the state of physical, emotional, psychological, environmental, cultural and spiritual well-being. Nurses work to promote optimal health for people under their care, maximizing one's health potential under a variety of physical and environmental circumstances. Life conditions as well as physiological and psychological conditions define personal perspectives on health.

Within our program, we provide an environment conducive to the exchange of ideas between students, faculty, administration and stakeholders.

The teaching-learning process operationalizes the curriculum and requires strategies that facilitate student engagement to promote deep learning and clinical judgment. With a diverse and multigenerational student body, faculty design and facilitate the educational experience utilizing a variety of strategies to reach learners who have different learning styles and preferences.

Program Goals

- Develop in graduates a commitment to caring as the foundation of their nursing practice.
- Encourage continuous development of faculty and students in the theory and practice of nursing.
- Integrates the arts, sciences, and liberal education framework to prepare graduates for professional nursing practice.
- Prepare graduates who will influence their communities toward healthy living.
- Cultivate critical thinking required for safe care and evidence based practices

<div align="right">11-7-07 Revised</div>

Organizing Framework

Baccalaureate education for professional nursing practice is based on a foundation of study in the arts, sciences, and humanities. This liberal education develops the breadth of knowledge needed for professional practice. The foundational courses also foster the development of critical thinking, communication, responsibility for social commitment, sensitivity to personal responsibility as a learner, and a commitment to lifelong learning. Nursing courses build on this base using the following themes: levels of prevention; cultural competence, human development across the lifespan, nursing process, nursing research and evidence based practice, caring, and ethical reasoning.

Health promotion incorporates concepts of growth and development, teaching /learning, disease prevention, diagnosis and treatment. Nurses use these concepts to design educationally appropriate interventions to promote optimal health for individuals, groups and communities. Integral to health promotion is risk reduction which involves the comprehensive assessment of factors that may negatively impact well-being. Disease prevention is an extension of health promotion and risk reduction. It additionally addresses the needs of individuals, groups, and communities who are experiencing an alteration in health.

Nurses support healthy behaviors through numerous roles. These roles include advocate, change agent, educator, counselor, case finder, care manager, and care provider. Nurses serve clients who are diverse in terms of ethnicity, culture, religion, age, family structure, and life style choices. Cultural competence is essential for the nurse to develop into a global citizen. Nurses address environmental, economic and legal factors affecting healthcare. Nurses engage in partnerships with clients to determine the full range of health care needs, available services, resources, and course of action to be taken to yield effective outcomes. The demand for optimum quality of care, controlled costs, and positive client outcomes are key factors in educating nurses in a global society.
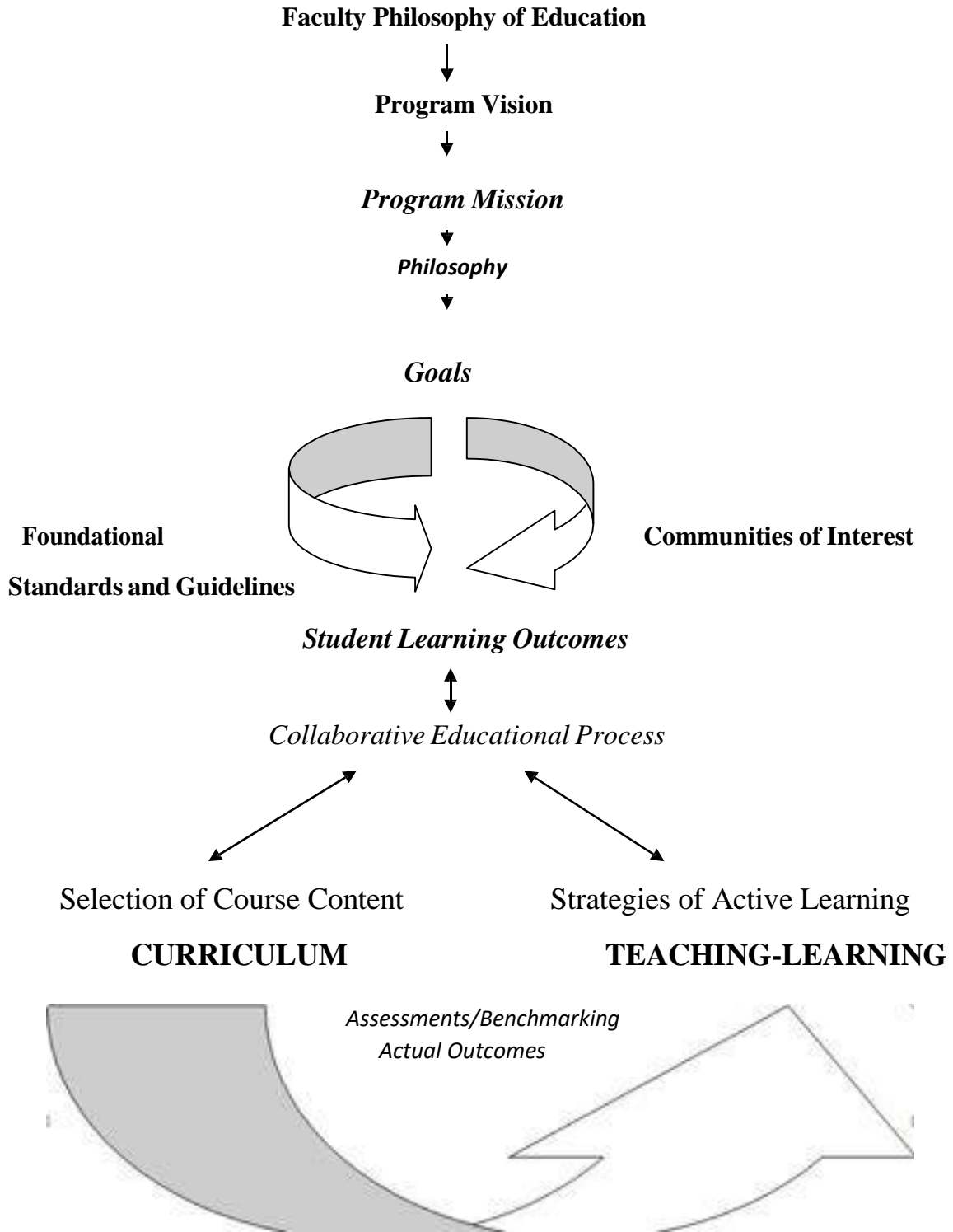
Changes in health care delivery, technological advances, increased acuity of clients combined with an aging population also require nurses to be competent in illness and disease management. Nurses apply traditional and non-traditional modalities designed to facilitate the client's transformation toward independent self-care management and psychosocial well-being. Knowledge of ethics and ethical decision making are essential for guiding practice.

The advancement of professional nursing knowledge is augmented through scholarly inquiry and ethical utilization of technology. Socialization to the political process is introduced through exposure and encouraged involvement in the political forum as it affects healthcare delivery. Knowledge pertaining to health care systems and policy making are essential for effective professional practice (ANA Social Policy Statement 2003).

<div align="right">Revised 9/2007
Reviewed 7/2019</div>

Section II

The Curriculum

FRANCES M. MCLAUGHLIN DIVISION OF NURSING

Faculty Philosophy of Education

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Program Vision

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Program Mission

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Philosophy

▾

Goals

Foundational

Standards and Guidelines

Communities of Interest

Student Learning Outcomes

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Collaborative Educational Process

Selection of Course Content   Strategies of Active Learning

CURRICULUM   **TEACHING-LEARNING**

Assessments/Benchmarking
Actual Outcomes

Curriculum for Generic Nursing Students
Entering Program or Beginning Major – Fall 2022

FALL - FRESHMAN YEAR		SPRING – FRESHMAN YEAR	
WRT 102/105/106	2/1.5/1	WRT 108/109	1.5/1
FYS 100	1	MTH 140/141	1
MTH 130	1	PSY 100/SOC 100: GEN ED - PROB SOLV	1
BIO 205/BIO 205L	1	BIO 206/BIO 206L	1
NUR 105*	0.5	NUR 105*	0.5
FALL – SOPHOMORE YEAR		**SPRING – SOPHOMORE YEAR**	
SOC 100/PSY 100: GEN ED - PROBLEM SOLV	1	PSY 245 or MTH 200	1
	1	BIO 200/BIO 200L	1
CHM 120/CHM 120L			
	1	NUR 241: Adult Health Nursing I	1.5
NUR 215: Foundation of Prof. Practice	1	NUR 268: Integrated Patho-Pharm I**	1
NUR 235:Health & Physical Assessment			
FALL – JUNIOR YEAR		**SPRING – JUNIOR YEAR**	
NUR 338: Integrated Patho-Pharm II***	1	NUR 341: Adult Health Nursing II	1.5
NUR 355WI****: Nursing Research	1	NUR 351: Maternity & Pediatric Nursing	1
NUR 323: Psychiatric/Behavioral Health Nursing	1	NUR 349: Growth & Development	0.5
	1	GEN ED - AESTHETIC APPRECIATION	1
GEN ED - COMMUNICATION SKILLS			
FALL – SENIOR YEAR		**SPRING – SENIOR YEAR**	
NUR 441: Adult Health Nursing III	1.5	NUR 454: Community Nursing	1.5
NUR 460WI****: Capstone Project I	0.5	GEN ED - CIVIC ENGAGEMENT*****	
GEN ED - TRANSCULTURAL & GLOBAL	1	NUR 461: Capstone Project II	0.5
GEN ED - TECH & DIGITAL LITERACY	1	NUR 404: Management & Leadership	1

NOTE: AT BLOOMFIELD COLLEGE EACH COURSE UNIT (1.00 CU) IS EQUIVALENT TO 4 CREDITS, 0.5 COURSE UNIT (0.5 CU) IS EQUIVALENT TO 2 CREDITS.

* Only one **Nutrition course** needed (Nutrition course can be taken during the Fall or Spring semester and can be substituted with BIO 115: Special Topics-Nutrition)

NUR 268: This course has replaced the former Pathophysiology (NUR 236); which was last offered in spring 2021.

*****NUR 338**: This course has replaced the former Pharmacology (NUR 358); which was last offered in Fall 2021.

****Writing Intensive Course
*****NUR 454 course satisfies the 'Civic Engagement' GEN ED competency.
In addition to Nursing courses, students must take 4 CUs to satisfy the 4 GEN ED competencies.

Revised 9.28.21… im

Curriculum for Registered Nurse (RN) Students
RN-BSN Track

(Follows 7-week Accelerated Session Schedule)

Registered Nurses must complete the General Education requirements of the college. Required courses prior to entrance in the Nursing sequence are:						
- WRT 105/106, 108/109 - CHM 120, BIO 200, 205, 206 - MTH 130, 140/141 - PSY 245 or MTH 200						
SEMESTER I (Fall)			**SEMESTER II** (Spring)		
NUR 305RN: Bridge to Prof. Practice	AC1	1	NUR 345RN: Foundations in Community	AC3	1
NUR 335RN: Health & Physical Assessment*	AC2	1	NUR 355RN: Nursing Research (WI)	AC4	1
SEMESTER III (Summer)			**SPRING IV** (Fall)		
NUR 404RN: Management & Leadership	AC5	1	NUR 460RN: Capstone Project I RN	AC1	.5
NUR 445RN: Community Nursing**	AC6	1.5	NUR 461RN: Capstone Project II RN	AC2	.5

*NUR 335RN: Health & Physical Assessment includes a **4-hour lab** component.
NUR 445: In addition to the Didactic component, NUR 445N course includes a **full (6hour) day of clinical each week.

NOTE: AT BLOOMFIELD COLLEGE EACH COURSE UNIT (1.00 CU) IS EQUIVALENT TO 4 CREDITS, 0.5 COURSE UNIT (0.5 CU) IS EQUIVALENT TO 2 CREDITS.

Note: RNs must complete all of the GEN ED requirements of the college.
Students must adhere to course prerequisites or demonstrate comparable experience.

THE RESIDENCY REQUIREMENT REQUIRES THAT A MINIMUM OF 8 COURSE UNITS (32 CREDITS) MUST BE TAKEN IN RESIDENCE AT BLOOMFIELD COLLEGE

Revised 9.27.21… im

Bloomfield College Frances M. McLaughlin DON
Student Learning Outcomes (SLOs)

OUTCOME	SOPHOMORE	JUNIOR	SENIOR
1. Practices and cares with respect for human diversity.	1.1 Recognizes diversity among populations.	1.1 Provides culturally sensitive care to diverse populations with faculty guidance.	1.1 Practices independently with respect for diversity.
	1.2 Interacts and cares with respect for peers and clients' beliefs, values, and practices that differ from one's own.	1.2 Designs care and practices with respect for peers and clients' beliefs, values, and practices.	1.2 Designs, prioritizes, and delivers care with respect for individual diversity
	1.3 Explains factors that impact on the health care needs of diverse populations.	1.3 Demonstrates the ability to apply knowledge regarding the health care needs of diverse populations	1.3 Uses the knowledge base related to diverse populations to individualize nursing care.
2. Uses critical thinking to arrive at reasoned judgments about health care.	2.1 Uses critical thinking processes to explore professional and health care issues.	2.1 Uses critical thinking to deliver organized nursing care	2.1 Uses critical thinking to arrive at reasoned judgments about health care with increasingly complex experiences.
	2.2 Explains how critical thinking, decision making skills, and ethical reasoning guide professional nursing practice.	2.2 Develops skill in applying critical thinking, decision-making, nursing process, and ethical reasoning, to professional practice.	2.2 Designs nursing care based on critical thinking, decision making skills, ethical reasoning, and nursing process.
	2.3 Identifies issues regarding the health care system and resource allocation that impact on current and future health care needs.	2.3 Relates current health care delivery issues, including resource allocation, to the health of individuals, families, and communities	2.3 Practices with a sensitivity to current health issues including resource allocation when caring for families, communities, and vulnerable aggregates.
	2.4 Develops awareness of reflective thinking that incorporates theory, empirical knowledge and research	2.4 Articulates a viewpoint based on reflective thinking that incorporates theory, empirical knowledge and research	2.4 Provides care based on reflective thinking of relevant theory, empirical knowledge, and research.
	2.5 Recognizes the need for evidence-based nursing practice.	2.5 Examines selected evidence-based findings for application to client care.	2.5 Analyzes the effectiveness of health care delivery according to evidence-based nursing practice.

OUTCOME	SOPHOMORE	JUNIOR	SENIOR
3. Implements the role of the professional nurse including designer, provider, coordinator, and manager of care in and across all environments based on theory, empirical knowledge, and research.	3.1 Describes the range of professional nursing roles as applied across the continuum of care.	3. 1 Implements the role of designer and provider of care in selected settings.	3.1 Implements the role of designer, provider, coordinator, and manager of care in selected settings.
	3.2 Recognizes that the nursing role includes management and delegation of care based on standards with consideration for allocation of resources.	3.2 Demonstrates the ability to provide client care based on professional standards and available resources.	3.2 Provides organized nursing care based on professional standards and consistent with available resources.
	3.3 Identifies the relationship between healthcare cost and outcomes.	3.3 Demonstrates appreciation of cost-effective health care.	3.3 Applies concepts of cost-effectiveness in designing and delivery of care.
	3.4 Demonstrates effective communication skills in the class room setting.	3.4 Demonstrates effective written and oral communication skills with faculty, peers, health care providers and clients	3.4 Consistently uses effective written and oral communication skills with faculty, peers, healthcare providers and clients.
	3.5 Uses selected technology and information systems in the role of the learner.	3.5 Uses selected technology and information systems to deliver quality care.	3.5 Evaluates the efficacy of technology and information system to meet client needs.
	3.6 Identifies personal strengths and weaknesses regarding own time management.	3.6 Commits to a time management plan that benefits self and others.	3.6 Practices time management to prioritize nursing care in unpredictable environments.
4. Uses inter- and intra-professional collaborative skills to deliver quality care that renders positive client outcomes.	4.1 Participates with members of the health care team to deliver, and evaluate client outcomes.	4.1 Interacts with members of the health care team to deliver and evaluate client outcomes.	4.1 Participates in the coordination and evaluation of client care.
	4.2 Identifies nursing measures that promote positive client outcomes.	4.2 Selects nursing measures that promote positive client outcomes.	4.2 Plans and implements health care services in the continuum of care.
5. Models personal and professional behavior that reflects a foundation built on professional values	5. 1 Discusses ways for nurses to make a commitment to personal and professional development.	5.1 Appraises personal progress toward professional development.	5. 1 Evaluates personal growth toward professional development.

OUTCOME	SOPHOMORE	JUNIOR	SENIOR
	5.2 Identifies personal values in relation to professional values	5.2 Compares personal values to professional expectations	5.2 Practice reflects professional values.
	5.3 Explores the responsibility of nurses toward social justice.	5.3 Provides client care consistent with patient bill of rights.	5.3 Participates with appreciation for nurses' social responsibility.
	5.4 Participates in performance appraisal of self and others according to existing criteria.	5.4 Participates in performance appraisal of self and others according to existing criteria.	5.4 Evaluates performance of self and others according to existing criteria and makes recommendations for change.
	5.5 Demonstrates responsibility as an active learner.	5.5 Explores opportunities for life-long learning.	5.5 Establishes a prospective plan for Life-long learning
	5.6 Explains how expectations of professional organizations, regulatory, and accrediting bodies influence nursing education, health care delivery systems, and professional development.	5.6 Begins to demonstrate patterns of personal practice consistent with expectations of professional organizations, regulatory agencies, and accrediting bodies that influence nursing education, health care delivery systems, and professional development	5.6 5.6 Practices within guidelines of professional organizations, regulatory agencies, and accrediting bodies that influence nursing education, healthcare delivery systems, and professional development

Revised: 8/21/08 based on CRT 6/18//0
Reviewed 7/2019

I. INTRODUCTION

The purpose of this packet is to inform nursing students for all clinical courses about the requirements for the clinical component of the courses throughout the curriculum. Nursing is a profession characterized by "Art" and "Science." The "Art" aspect incorporates individual characteristics of your background and the caring component is enhanced through clinical experiences. The "Science" aspect includes a specific knowledge base, skills and critical thinking.

All clinical nursing courses have a didactic and clinical/laboratory component. The didactic portion of the course focuses on theory that serves as the foundation for critical thinking and problem-solving in the various roles of the nurse. All of the clinical courses and related learning activities are based on the five Student Learning Outcomes of the Frances M. McLaughlin Division of Nursing, AACN's 11 Essential Clinical Resources for Undergraduates, ANA's Code of Ethics for Nurses with Interpretive Statements, Quality and Safety Education for Nurses (QSEN), and the New Jersey Nurse Practice Act.

The label "clinical", "lab or laboratory" will be used interchangeably throughout this curriculum. "Service Learning" is an essential component of the clinical experience. *All courses require a passing grade with 80% or higher on the summative evaluation for the clinical component in order to pass the course. In addition to passing the clinical component of the course, students must achieve 74% or higher in the didactic portion of the course. Failure in either the clinical or didactic portion constitutes a failure in the course. The clinical evaluation tool is designed to provide weekly feedback to the student during the first 10-12 weeks of the course. A summative evaluation is used to measure achievement of clinical competence during the last two weeks of the course.*

Clinical is an interactive experience either on or off the main College campus where the student interacts with one or several clients under the supervision of an instructor or preceptor. Laboratory experiences are interactive experiences within the Nursing Learning Resource Center (NLRC) or some other designated area where the student is expected to carry out a set of assigned work to reinforce theory under the direction of a faculty member or preceptor.

Service learning experiences are also under the umbrella of Clinical experiences. Under this program, students work with a defined population in a variety of settings in the community over the course of study at Bloomfield College.

"Preceptor" is defined as an appointed person who is taking the role of mentor or instructor in the absence of the faculty member. Students and faculty treat all clinical experiences as a professional learning environment where all the policies, standards, values and practices of the professional nurse and the student nurse are followed.

The terms "client", "patient", "resident", and "community" are defined as the recipients of nursing care and are used interchangeably in this packet.

The nursing courses with a clinical/laboratory component include NUR 235, NUR 241, NUR 323, NUR 335RN, NUR 341, NUR 351, NUR 441, NUR 454, and NUR 454RN.

> *Review this packet carefully to understand what is expected of you in the clinical setting throughout the nursing program*

CLINICAL EVALUATION

The clinical evaluation tool is designed to provide feedback to the student at weekly intervals up until the last two weeks of the clinical component of the course. During the initial weeks of the clinical course, faculty will use the tool to provide constructive feedback *on a weekly basis* to students   with suggestions and discussion on how to focus on areas needing improvement. Each category of assessment will receive a score of 0-4 based on the student's mastery at that time in the semester. A score of "1" indicates unsatisfactory achievement of course objectives, "2" is below average, "3" is average, "4" is above average and "0" indicates not applicable or not observed (*Refer to Table 1 below).* This is called the "**formative**" evaluation period. This phase of learning encourages the student to practice newly learned skills, test theories, and observe modeling behaviors in a safe, non- punitive environment. Students are encouraged to ask questions, seize opportunities for unique clinical experiences available at their sites, and gain confidence in their

nursing abilities. Students are expected to use the NLRC to practice skills on an ongoing basis, even after formal validations are completed. It is expected that students will continually practice previously learned skills to maintain competence. *Each semester, faculty may re-test selected skills using the "Jar" method. All previously learned skills will be placed on separate pieces of paper in a jar. The student will randomly select one skill for demonstration to the instructor. The purpose of this activity is to facilitate student retention of previously learned knowledge about skills and psychomotor abilities needed to carry out the skill safely in the clinical setting.*

Sophomore students are expected to meet the clinical objectives *on the evaluation tool and summative evaluation* with assistance from the instructor. Junior level students are expected to meet objectives with minimal assistance from the instructor. Senior level students are expected to be self- directed with minimal supervision from the instructor.

<div align="center">QSEN.org website</div>

A number "4" means the student (above expectations):	A number "2" means the student (below expectations):
- Demonstrates all the attributes of "3" meets expectations. - Functions consistently with *minimum* guidance in the clinical situation. - Recognized by staff, peers, patients, families, or community as practicing above and beyond expectations for course objectives. (exemplar required) ***An exemplar is defined as an ideal model that deserves to be copied.*** - The student must create an exemplar to satisfy above expectations objectives. Faculty will agree or disagree with the exemplar and have a discussion with the student. - Engages *consistently* in self-direction in approach to learning.	- Functions safely with *moderate to extensive* amount of guidance in the clinical situation. - Demonstrates adequate knowledge and requires *moderate* assistance in integrating knowledge with skills. - Requires some direction in recognizing and utilizing learning opportunities.
A number "3" means the student (meets expectations):	**A number "1" means the student (does not meet expectations):**
- Functions satisfactorily with *moderate to minimum* guidance in the clinical situation. - Demonstrates accurate and appropriate knowledge and integrates knowledge with skills and attitudes among interdisciplinary team members.	- Requires *intense* guidance for the performance of activities at a safe level. - Clinical performance reflects difficulty in the provision of nursing care. - Demonstrates gaps in necessary knowledge and requires frequent or almost constant assistance in integrating knowledge and skills.

II. OVERVIEW OF CLINICAL EVALUATION

A. Professional Behaviors

Nursing students are expected to act in a professional way at all times throughout the nursing program during all clinical and laboratory days. These behaviors include following the policies of Frances M. McLaughlin Division of Nursing, and the affiliating agency. It is expected the student will arrive promptly, report to faculty and staff about patient issues, change of shift or leaving the unit for any reason, participate in pre and post conference, accept responsibility for assignments, seek instructor's guidance before attempting a new procedure, apply knowledge from all previous courses, and adhere to all standard protocols.

Students are expected to follow the values, policies, standards, and practices of professional nurses as described in the ANA Code of Ethics for Nurses with Interpretive Statements. This includes wearing professional nursing attire and presenting oneself as a professional as defined in the student policy manual

during all clinical and lab experiences throughout the nursing program. It also includes the HIPAA rules of privacy and confidentiality as well as The Joint Commission protocols for affiliated agencies. Students are expected to arrive on time to the clinical unit.
Deviations from these behaviors may result in an unsatisfactory clinical day, failure in the course, and/or withdrawal from the program.

B. Skills Performance Validations
Some clinical courses require "skills validations" of essential skills. These skills must be successfully validated for the student to pass the course. Students are expected to meet at a minimum the critical elements of the indicated skills under the observation of one or two instructors. *Faculty will provide a skills checklist with all the elements of the skill. The student may use the checklist during practice sessions to internalize the skill and master competence.* Students have two chances to validate on each essential skill. Two failed attempts constitute a failure in the course.
The essential skills validated in clinical nursing courses are:

1. Communication	8. Oral and topical medication administration
2. Hand washing	9. Injectable medication administration
3. Universal/Standard precautions	10. Intravenous fluids
4. Sterile gloving	11. Blood transfusions
5. Establishing a sterile field/sterile dressing change	12. Suctioning (oropharyngeal, nasopharyngeal and endotracheal)
6. Changing an Occupied bed	13. Tracheostomy care
7. Measuring Vital Signs	14. Foley catheter insertion and removal

Two failed attempts constitute a failure for the skill and a failure in the course. Two faculty/lab staff will validate students on second attempts of any failed skill. The lead faculty member must be present for the second validation attempt of a failed skill. **Students who fail clinical during the semester may no longer attend the remainder of the scheduled clinical days either on or off campus.**

C. Critical Elements for Validated Skills
List of skills
All skills require appropriate communication (see essential components of "communication" listed below. The student must demonstrate logical connections between the skills by providing an appropriate theoretical rationale.

COMMUNICATION
1. Skill: Essential Communication Skills (for clinical evaluation)
Critical Elements
   1. Establishes interpersonal relations with patients, members of the interdisciplinary healthcare team, peers and instructor that facilitate goal achievement.
      o Demonstrates appropriate use of medical terminology
      o Uses 'SBAR' and 'AIDET' when appropriate
   2. Demonstrates non-verbal communication that includes:
      o Maintaining appropriate eye contact
      o Sensitivity to client's unique needs related to cultural considerations
      o Effective management (consideration of) of interpersonal space
      o Appropriate facial gestures and body language
      o Active listening

3. Utilizes patient-centered therapeutic communication techniques that convey compassion, empathy and respect. The therapeutic relationship and communication demonstrate:
   - o Introduction of self
   - o Articulate speech that is clear and understandable with appropriate volume and tone
   - o Active listening and attending
   - o Empathy
   - o Emotional support
   - o Information giving at level that patient understands – avoids jargon
4. Effective use of facilitating techniques (sharing observations/hope/humor, touch, silence, providing information, clarifying, focusing, paraphrasing, asking relevant questions, summarizing, confrontation, appropriate use of open-ended and close-ended questions)* *Potter, P., Perry, A., Stockert, P., and Hall, A. (2013). *Fundamentals of nursing.* (8th Ed.). St. Louis: Elsevier. pp. 320-322.
5. Maintains patient confidentiality and privacy.
6. Follows agency requirements for written communication. Such communication is accurate, grammatically correct and without spelling or punctuation errors.

ASEPSIS
2.   Skill: Hand washing, non-surgical
Definition: Using soap and water for visibly soiled hands to remove debris and reduce microorganisms.
Critical Elements
1. Follow CDC recommended timeframe of 15-20 seconds.
2. Use soap and water to wash front and back of hands thoroughly with warm water.
3. Rinse and dry completely.
4. Use paper towel to turn off faucet.

3.   Skill: Universal/Standard Precautions
Definition: Following recognized protective practices to prevent the spread of microorganisms.
Critical Elements
1. Don protective gear specific to type of isolation before entering room or as indicated by protocol.
2. Apply and remove mask, gown, gloves, footwear, and/or goggles without contamination.
3. Follow CDC, OSHA and hospital guidelines to handle soiled bag and items.
4. Label bags appropriately.

4.   Skill: Using sterile gloves
Definition: Protecting the vulnerable patient and/or self from the spread of microorganisms.
Critical Elements
1. Don gloves without contaminating them.
2. Remove gloves without contamination of self.
3. Remove first glove by touching only outside.
4. Remove second glove by touching only inside when two gloves are worn.
5. Touch only the inside of contaminated glove with bare skin

5.   Skill: Establishing a sterile field/sterile dressing change
 Definition: Providing a work area which is free of microorganisms
Critical Elements
1. Identifies situations in which a sterile field is required
2. Applies principles of asepsis while creating a sterile work area

6.   Skill: Changing an occupied bed
Definition: Removing soiled linens and applying clean linens to a bed occupied by a client who is unable to participate

Critical Elements
1. Removes soiled linens and applies clean linens while maintaining dignity, privacy and safety of patient and safety of self
2. Disposes soiled linens while maintaining infection control standards

HEALTH ASSESSMENT
7. Measuring Vital Signs
7A. Skill: Measuring oral temperature electronically
Definition: evaluating the degree of hotness in or coldness of the body (Tabers 19th ed.)
Critical elements
1. Ask client pre- questions
2. Apply protective sheath
3. Place probe in posterior sublingual pocket
4. Remove and record temperature reading, recognizing if temperature is within normal or abnormal range

7B. Skill: Measuring Radial pulse
Definition: counting the pulsations caused by the contraction and alternate expansion of an artery as the wave of blood passes through the vessel (Tabers, 19th ed.) over one minute
Critical elements:
1. Place tips of your index and middle finger and locate patient's radial pulse
2. Count rate of pulse over one minute, noting the rhythm and strength
3. Document rate, rhythm and strength, recognizing if pulse rate is within normal or abnormal range

7C. Skill: Measuring Respiratory rate
Definition: counting the rise and fall of the chest over one minute
Critical elements:
1. Without client's awareness, count the clients' breaths per minute, noting the rhythm and depth
2. Document rate and rhythm, recognizing if respiratory rate is within normal or abnormal range

7D. Skill: Pulse Oximetry
Definition: An electronic device which determines the oxygen concentration in arterial blood
Critical Elements:
1. Apply probe to finger
2. Note reading, recognizing if percentage is within normal or abnormal range

7E. Skill: Measuring Blood Pressure
Definition: Tension exerted by blood against arterial walls (Tabers, 19th ed.)
Critical elements:
1. Apply appropriate size cuff and assess client's blood pressure using the two-step method
MEDICATION ADMINISTRATION

8. Skill: Oral and topical medication administration
Critical Elements:
o Checks practitioner's order and the MAR while observing the 5 rights
o Checks for drug allergies
o Verbalizes purpose of medication and measures physiologic parameters as applicable
o Administers medication as prescribed while applying safety measures

9.   Skill: Injectable medication administration

Critical elements:
1. Check practitioner's order and the MAR while observing the 5 rights
2. Check for drug allergies
3. Verbalizes purpose of medication and measures physiologic parameters as applicable
4. Selects appropriate needle gauge, length and chamber
5. Demonstrates appropriate land marking
7. Skillfully administers injection

10.   Skill: Intravenous Therapy

Definition: The administration of fluid or medication into a vein

Critical Elements:
1. Identifies indication for intravenous therapy
2. Applies principles of safety, asepsis and communication during fluid administration
3. Demonstrates ability to administer secondary fluid, to convert primary line to saline lock, and discontinuation of primary IV line

11.   Skill: Blood Transfusions

Definition: The administration of a whole blood or a blood component (*i.e. PRBCs, FFP, Albumin, Immunoglobulin, Platelets*) to patients who require blood transfusion through a vascular access.

Critical Elements:
1. Draw specimen for blood type and cross-match.
2. Complete and attach blood identification wristband.
3. Obtain pre-infusion vital signs.
4. Have another nurse verify all data *(Verify blood band with blood unit and blood unit with request form).*
5. Set pump to deliver blood at 2 mL/min for 15 min.
6. Monitor patient for adverse reactions.

RESPIRATORY PROCEDURES

12.   Skill: Suctioning (different types; see below):

Definition: suctioning clears secretions from the airway of patients who cannot mobilize or expectorate secretions without assistance. This skill requires the aspiration of secretions through a catheter connected to a suction source.

12A. Skill: Nasopharyngeal suctioning / Nasotracheal suctioning

Definition: suctioning to remove secretions from the lower airway of patients who cannot cough and do not have an artificial airway in place.

Note*: use clean gloves for oropharyngeal and nasopharyngeal suctioning methods only.*

12B. Skill: Suctioning through an artificial airway (Endotracheal / Tracheostomy Suctioning)

Definition**:** Suctioning of airway secretions required to patients who have an endotracheal or tracheostomy tube in place via either the open or closed (in-line) method of suctioning.

Critical Elements:
1. Turn on suction device and adjust regulator (*suction pressure not to exceed 120 mm Hg*).
2. Pour sterile normal saline or water into basin.
3. Advance catheter into airway or tracheostomy catheter appropriately (*depth of catheter advancement vary according to suction type*).
4. Apply suction while slowly withdrawing the catheter with rotation.
5. Length of suction cycle is 10 to 15 seconds.

13.   Skill: Tracheostomy care

Definition**:** cleaning the tracheostomy tube and inner cannula (*or changing the inner cannula according to facility's policy*) and perform suctioning to remove secretions from the inner cannula and trachea.

Critical Elements:
1. Remove old stoma dressing and discard it using clean gloves.
2. Pre-moisten gauze and cotton-tipped applicator for cleaning.
3. Remove inner cannula safely.
4. Insertion of new-sterile/disposable cannula *(check institutional policy re. sterile vs. disposable)*
5. Clean outer cannula and tracheostomy site (stoma) with sterile moistened applicators.
6. Safely place fenestrated dressing underneath flanges of outer cannula.
7. Replace and securely fasten new tracheostomy ties (*Velcro vs. Twill tape*).

ELIMINATION PROCEDURES
14. **Skill: Foley catheterization**
Definition: A Foley catheter or an indwelling urinary catheter is a closed sterile system with a catheter and retention balloon that is inserted through the urethra for bladder drainage.
Critical Elements:
1. Identify the indications for urinary catheterization.
2. Apply the principles of asepsis when performing catheter-related interventions.
3. Demonstrate the insertion of an indwelling catheter for female clients.
4. Explain the routine care and management of patients with an indwelling catheter.
5. Demonstrate the removal of an indwelling urinary catheter.

D. Required Course Assignments
Each course may have additional learning experiences with required assignments. Students are expected to complete all assignments and paperwork within the timeframe indicated on the syllabus. Examples of these assignments may be concept maps, databases, critical analysis papers for observational experiences, and care plans.

E. Attendance at Clinical
Due to the essential experiences planned for each clinical course to meet the course objectives, it is very important for students to attend all assigned clinical days. Since these days are pre-arranged in various facilities, it is not possible to provide make-up days for missed clinical days. In the event of a true emergency, students must contact the clinical faculty member prior to the clinical experience. More than two clinical absences and/or failures will result in failure of the course. Students are expected to arrive 10 minutes prior to the start of the clinical day to receive their assignments. Students who arrive more than 5 minutes late will be counted as late. More than two latenesses count as a clinical absence.
Students who fail clinical during the semester may no longer attend the remainder of the scheduled clinical days either on or off campus.

F. Standard Protocols
Standard nursing competencies are essential in nursing practice to ensure the safety of the client. Standard protocols must be followed at all times in all aspects of nursing care to be safe. These are critical elements of every skill and must be performed consistently with every client for every interaction. Deviations from these standard protocols may result in an unsatisfactory clinical day, failure in the course, and/or withdrawal from the program.

1. **Asepsis** - Washes/sanitizes hands consistently following the CDC recommendations.

2. **Communication**- Uses verbal and nonverbal communication that demonstrates respect, caring and understanding.   Reports changes in client's condition to faculty and staff. Introduces self to clients with name and title. Maintains professional demeanor. Avoids patronizing, threatening or familiar communication and incivility.

3. **Ethics** - Demonstrates ethical principles of honesty, integrity, responsibility, and accountability at all times. Reports an error or incident immediately to faculty and staff. Adheres to legal standards regarding confidentiality and clients' right to privacy. "Any student who demonstrates behavior(s) that suggests impairment of the student's ability to meet standards of performance, competence, and/or safety in clinical, laboratory, or classroom sites may be removed from the site by the instructor…examples of such behaviors include but are not limited to inattentiveness, drowsiness, sleeping, slurred speech, motor incapacities, and impaired judgments." (Bloomfield College Student Nurses Policy Manual, p. 64; 2013-14) Removal from the clinical site constitutes a clinical failure for the day.

4. **Safety**- Checks patients' identity using two identifiers. Uses proper body mechanics to protect self and others. Uses side rails as indicated. Keeps client environment hazard free. Protects client from temperature extremes. Uses Universal/Standard precautions.

5. **Universal/ Standard precautions** - Follows Universal/Standard precautions. Protects self and others from cross contamination. Uses personal protective equipment (PPE) equipment according to OSHA standards. Blood and body secretions are always considered to be contaminated regardless of the patient's diagnosis.
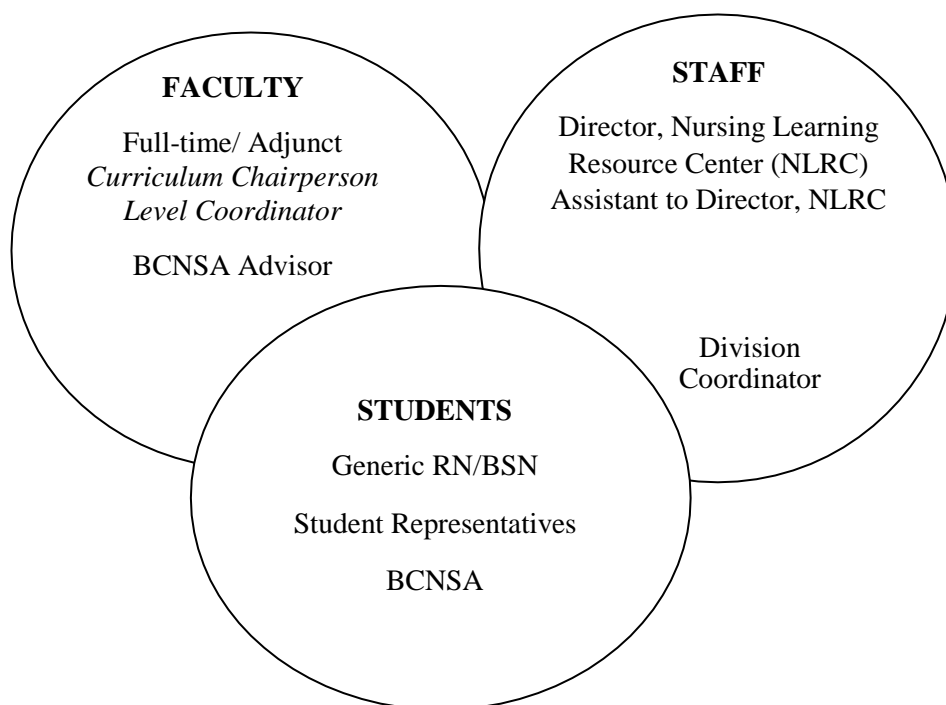
Once the formative phase of the clinical evaluation is complete, faculty will use "**summative"** evaluation to test the students' knowledge of key concepts, skills and knowledge related to the specific course. Faculty will inform students at the beginning of the semester about the method of summative evaluation used in their course. Students must "Pass" the summative evaluation with a score of 80% or higher to pass the course.

Section III

Program Governance

FRANCES M. MCLAUGHLIN DIVISION OF NURSING
PROGRAM GOVERNANCE

The Governance Model of the Frances M. McLaughlin Division of Nursing is *Participative/Affirmative*, in that it draws its strength from the collaborative and caring interaction among faculty, staff, and students. Central to the governance structure is the **Nursing Faculty Committee** and its **sub-committees**: **Curriculum**, **Level, Library/Information Technology**, and **Research and Evaluation**. Through this structure faculty, staff, and students engage in meaningful program planning and development, teaching-learning and curricular assessment, outcomes measurement, and performance improvement. All committee and sub- committee members have voice. There by maximizing each member's influence in the decision-making process. Faculty, staff, and student roles, as they relate to participation in the governance process, are clearly outlined in the *By-Laws of the Nursing Faculty Committee* and in both nursing student and faculty handbooks.

Tangential to the central governance structure are the **process groups** of the Division, including **level meetings**. Drawing upon the same inclusive and validating philosophy, faculty, staff, and students work to facilitate communication and problem-solving relative to course, level, and program issues. The Division governance structure is also supported by three distinct constituencies. The College's **Governing Body** and **Administration** and the communities of interest represented by the **Nursing Advisory Committee** affirm the decision-making of the Division, engage in the productive exchange of ideas and information, and provide resources for the Division to meet its mission and objectives. The **Bloomfield College Nursing Students Association (BCNSA)** through its leadership, student representatives, and collective membership provides feedback, generates ideas, and participates with faculty and staff in shaping the nursing program and affirming its outcomes.

FACULTY

Full-time/ Adjunct
Curriculum Chairperson
Level Coordinator

BCNSA Advisor

STAFF

Director, Nursing Learning
Resource Center (NLRC)
Assistant to Director, NLRC

Division
Coordinator

STUDENTS

Generic RN/BSN

Student Representatives

BCNSA

Note: The Division Chairperson assigns roles, which may be funded depending on cost/benefit justification. In the case of students, representatives are chosen by student vote.

Revised 7.2015
Reviewed 7/20

Director of the
Nursing Learning Resource Center (NLRC)

Qualifications:

Must be a registered professional nurse (RN) with a minimum of a Master's Degree in Nursing (MSN).

Responsibilities include:

1. Collaborate with the Division Chairperson to establish the budget for the Learning Resource Center.
2. Collaborate with the Nursing Faculty Committee and individual course faculty to coordinate the use of the Learning Resource Center with classroom and clinical experiences including use of simulation equipment.
3. Set priorities for purchase of supplies and equipment.
4. Assist Faculty in teaching physical assessment and nursing skills laboratory courses.
5. Assist Faculty with validation of laboratory skills
6. Survey the faculty to determine needed resources.
7. Maintain adequate supplies and equipment in the NLRC within budgetary constraints.
8. Orient members of the nursing division to the use of equipment.
9. Coordinate the scheduling of group and individual learning sessions and post times accordingly.
10. Demonstrate/teach procedures to students in clinical courses.
11. Submit an annual report to the Division Chairperson summarizing laboratory use, new purchases, and other updates to the NLRC.
12. Participate in administration and data analysis for selected instruments that evaluate program effectiveness.
13. Faculty Advisor for Bloomfield College Nursing Student Organization
14. Faculty Advisor for Sigma Theta Tau
15. Record math exam grades on spreadsheet
16. Maintain collection of course simulations in lab binder along with debriefing models for instructor facilitation.

**Assistant Director of the
Nursing Learning Resource Center (NLRC)**

Qualifications: Must be a registered nurse with a minimum of a BSN. MSN preferred.

Responsibilities Include:
1. Assist with annual inventory including donor gifts and acquisitions of simulation products.
2. Assist students to:
   - access computer assisted instructional programs.
   - use laboratory resources.
   - perfect skills through practice.
3. Assist Learning Lab Director in implementation of selected instruments that evaluate program effectiveness.
4. Reserve, set-up, and assist with all equipment needs.
5. Inform faculty members of acquisitions of equipment and other materials and teaching aids.
6. Set-up for laboratory sessions and cleanup of laboratory equipment.
7. Assist Lab Director with simulation activities.
8. Review skills if a student is sent back to NLRC by a faculty member.
9. Reinforce procedures and skills as needed for students
10. Notify the Secretary of College Services of arrival and addition of new equipment so that equipment may be marked for security purposes.
11. Arrange for necessary maintenance of supplies and equipment.
12. Identify, catalog, and inventory all equipment and supplies.
13. Assist Director with yearly inventory list of all new purchases.
14. Keep records summarizing laboratory use, new purchases, and other updates to learning laboratory and submit to the Lab Director for year-end report.
15. Record student attendance in the Learning Resource Center.

Revised 7.2015
Reviewed 2019

Sigma Theta Tau International Honor Society of Nursing (STTI) Faculty Advisor

The STTI Advisor is a member of the nursing faculty or staff. The major purposes of this role include:

1. To introduce students to a professional nursing organization and its mission.
2. To promote academic success.
3. To encourage development of leadership qualities.
4. To provide guidance to the students eligible for membership.

The key functions of this role include:

1. Identify those students who meet eligibility requirements for membership.
2. Serve on the Committee for New Members, Iota Alpha at - Large Chapter.
3. Attend local chapter meetings and communicate information to potential members.
4. Report to the Nursing Faculty Committee as needed during the semester.

Revised 7/2015
Reviewed 7/2019

Clinical Placement Coordinator (CPC)
Job Description

Position Summary

The Clinical Placement Coordinator (CPC) assumes a leadership role in establishing partnerships between the Bloomfield College (BC) Division of Nursing (DON) program and affiliated clinical agencies. The CPC is the primary contact for clinical placement and serves as the program's liaison who is responsible for securing quality clinical placements for nursing students. The CPC collaborates with the DON Chairperson, Nursing Faculty, and the Division Office Coordinator to develop a master clinical calendar; manage the health and safety compliance requirements for clinical placements, coordinate faculty and student orientation to clinical facilities; and manage student or faculty clinical placement concerns. The purpose of this position is to coordinate and plan for a successful clinical experience for all students in the Nursing program. This position is a 12-month position.
Occasional local travel required to other colleges, universities, and clinical agencies.

Duties and Responsibilities

Clinical Placement Coordination

1) Use effective communication skills to develop long-term professional and collegial relationships with clinical agency's staff/administrators.
2) Maintains open communication with the Academic Affairs office and the college legal advisor (Bloomfield College Attorney /Paralegal department) about new contracts and clinical-related issues.
3) Communicate via email, phone, and/or in-person with nurse educators and /or placement coordinators in hospitals and clinics to develop clinical placements.
4) Collaborate with the DON chairperson and faculty to determine the number and type of student placements needed for each program per semester.
5) Collaborate with affiliated clinical agencies to determine availability of the appropriate learning experiences for students at each clinical agency.
6) Proactively investigates and searches for new clinical affiliations as needed to fulfill program needs.
7) Travel to clinical sites as needed.
8) Attends clinical agency meetings to negotiate and secure days and hours for clinical placements.
9) Completes and submits all necessary paperwork and documentation to clinical agencies for clinical placement in a timely manner according to due dates.
10) Appropriately address scheduling issues related to students, faculty, and/or adjunct clinical instructors.
11) Determine the specific facility orientation requirements at each clinical placement and communicate these clinical entry requirements to faculty and student groups in a timely manner.
12) Collaborate with faculty and clinical agency staff to schedule agency-specific student orientation.
13)

Management of Health Requirements Records for Students and Faculty

1) Secures and monitors contractual agreements with agencies for students.
2) Maintains all clinical contracts in either electronic or paper file and ensures they are current.
3) Obtain the compliance requirements for each agency; communicate these to students and faculty; and document completion of agency-specific requirements.
4) Coordinate with clinical agency's staff to ensure students remain in compliance with clinical requirements through the duration of the program.
5) Provide affiliated clinical agencies all necessary documentation regarding student and faculty requirements (ie, CPR, PPD, background check, malpractice insurance, vaccinations … etc.)
6) Communicate with students and faculty on an ongoing basis to ensure that student information remains current.

7) Release health and requirements record of each student/faculty to affiliated clinical agency as required by the agency.
8) Resolve all student clinical placement and compliance issues.

Organizational Management

1) Attends internal/external meetings related to clinical placements.
2) Facilitate the acquisition and maintenance of clinical affiliation agreements between affiliated clinical agencies and the Division of Nursing (DON) at Bloomfield College (BC).
3) Ensure that all clinical affiliation agreements are current.
4) Collaborate with the DON Chairperson and faculty to plan for potential clinical placement sites and initiate communication with appropriate individuals at the prospective clinical agency.
5) Develop and manage the database for all affiliated clinical agencies to include contract status, contact information, renewal dates, clinical requests, placement confirmation or denial, and clinical compliance requirements.
6) Manage a clinical faculty database to include contact information, placement confirmation, health clearances, and compliance with agency-specific requirements.
7) Manage clinical site evaluations and visits associated with approval, accreditation, and regulatory requirements.
8) Performs other duties appropriate to the position as assigned.
9) Collaborates with admissions and participates in recruitment activities of the college, including open houses.
10) Assists Chair with special projects as needed.

Francis M. McLaughlin Division of Nursing
Nursing Division Office Coordinator
Job Description

<u>**General Responsibilities:**</u>

Provide coordination and support to full-time and part-time division faculty to maintain a productive workflow within the division.

Specific Duties:

1) Serve as divisional liaison for internal and external constituents maintaining a professional attitude while imparting accurate information about the programs, procedures, degree requirements, and facilities. Field telephone calls and emails, and relay necessary messages.
2) Manage sensitive and confidential personal and proprietary information with discretion and confidentiality.
3) Type, scan, create and process correspondence using Microsoft Office Suite, Google Apps or other appropriate software to create reports, etc., as requested. Assist faculty with textbook orders, key requests forms, and order office supplies.
4) Handle mail distribution for full-time faculty.
5) Collect and track all syllabi (Spring, Fall, Summer & Independent Study) for full-time and adjunct faculty and upload to the Academic Affairs shared drive.
6) Prepare emails, portal announcements and enter divisional events on the MyBloomfield calendar.
7) Maintain the division's external website faculty information.
8) Maintain and update the full-time faculty and adjunct listings in Catalog.
9) Xeroxing for Division faculty when necessary.
10) Process purchase orders, check expense budget balances in WebAdvisor and assist faculty with the College's financial procedures.
11) Maintain divisional files.
12) Help to arrange for maintenance and repair of equipment and facilities.
13) Proctor make-up exams when necessary during regular office hours.
14) Supervise student clerical workers.
15) Prepare and upload the data for the Faculty Course Evaluations using Informer and the course evaluation I/A System.
16) Assist Division Search Committee during faculty searches.
17) Assist faculty to plan and execute events on and off-campus as well as assist Academic Affairs with other AA events or College-wide events as needed.
18) Other duties as requested by the Division Chair and the Office of Academic Affairs.

<u>**Responsibilities and Duties Specific to Nursing Division.**</u> **All work listed below is performed in consultation with the Nursing Division Chair:**

1) Assist the DON Chairperson to revise/update the DON Policy Manual annually and as needed.
2) Process orders and invoices related to program accreditations, professional memberships, faculty participation in conferences … etc.
3) Assist the Clinical Placement Coordinator (CPC) to complete required forms for clinical groups as needed.
4) Assist the Chairperson of the Research & Evaluation Committee during the phase of survey launch (exit surveys and alumni surveys) and data collection as needed.
5) Compile and track alumni and advanced educational data for accreditation and program evaluation (AACN

survey, CCNE accreditation, State Boards … etc.).
6) Work closely with faculty and students during the Advisement and Registration period:
    a. send faculty reminders to meet students prior to the advisement period/week.
    b. prepare and distribute/post the list of advisees for each faculty and be accessible to students.
    c. assist faculty to manage student meetings for advisement and registration.

This is a 9-month position. M-F, Hours 8:30 am – 4:30 pm, 1-hour lunch

Revised: 11.9.2021

Assigned Roles

The Chairperson of the DON may assign the following roles for each academic year.

Curriculum Coordinator

The curriculum Coordinator is a member of the nursing faculty. The major purposes of this role include:
1. To ensure the integrity of the curriculum as a whole and at each level of the program.
2. To operationalize the curriculum through oversight of course development and implementation.
3. To ensure that course and level evaluation is carried out as part of the program's performance improvement.

Key functions of this role include:

1. Serves as chairperson of the Curriculum Committee.
2. Participates as a member of the Nursing Faculty Committee, serving as Committee chairperson in the absence of the Division chairperson.
3. Maintains relationship with the program's communities of interest through membership in the Nursing Advisory Committee.
4. Works with the Level Coordinator to develop and carry through concepts, content, and teaching-learning strategies and oversees foundational document utilization in generic and RN/BSN courses.
5. Oversees the evaluation matrix in relation to curriculum components.
6. Reviews all syllabi for consistency with course and level outcomes.
7. Ensures implementation of recommended curricular changes based on the input of students, faculty, and communities of interest.
8. Retains the minutes of Curriculum Committee meetings.
9. Acts as a resource to new faculty to the curriculum.
10. Distributes meeting packets to committee members prior to the meeting.
11. Provides guidance and mentoring to student representatives on the committee.
12. Financially supported by *AAUP Agreement*

Research and Evaluation Chairperson

The major purposes of this role include:

1. Provides oversight for the review, revision, and implementation of the Division's *Master Plan for Program Evaluation*.
2. Coordinates the collection and interpretation of data generated from the Division's program evaluation and performance improvement activities.
3. Serves as the Division of Nursing Research Review Board.

4. Ensures compliance with professional standards and governmental regulations on the use of human subjects in research.
5. Fosters collegial support of scholarship within the nursing faculty.

Key functions of this role include:

1. Oversees the implementation of the *Master Plan for Program Evaluation*.
2. Reviews and makes recommendations regarding the *Master Plan for Program Evaluation*.
3. Oversees the program evaluation data collection process.
4. Interprets data regarding program evaluation.
5. Provides analysis and interpretation of data generated from the performance improvement activities of the division.
6. Reviews research proposals submitted within the Division of Nursing.
7. Coordinates the submission of Division of Nursing research proposals involving the use of human subjects to the College's Institutional Review Board (IRB).
8. Facilitates the implementation of approved divisional research proposals.
9. Provides collegial critique for faculty scholarly activities.
10. Completes an annual evaluation of the committee's purposes and functions.

*This role is **not part of the AAUP Agreement** and may/or may not be financially supported through the Administrative offices.*

*Level Coordinator

The Level Coordinator is a member of the nursing faculty. The major purposes of this role include:

1. To ensure that courses with multiple sections and diverse faculty are implemented in a manner consistent with the curriculum plan and educational philosophy of the program.
2. To ensure the integrity of the curriculum as it is implemented for generic (all levels) and RN/BSN students.

The key functions of this role include:
1. Participates as a member of the Nursing Faculty and Curriculum Committees.
2. Collaborates with the faculty of multiple section courses to ensure consistency with course outcomes.
3. Collaborates with the faculty teaching within a level to ensure that level outcomes are met (includes RN/BSN program when applicable).
4. Reports to the Curriculum Committee monthly regarding course and level issues.
5. Assures that course evaluations are completed and submitted in a timely fashion.
6. Submit meeting minutes to the Chairperson.
7. Provides a report regarding level activities to the Curriculum Committee at the end of each semester. This report should analyze the issues and summarize minutes – including recommendations so that this analysis can be included in the Curriculum End-of-Year Report

* This role would require representation at all three levels of curriculum to be most effective. This role is not part of the *AAUP Agreement* and may/or may not be financially supported through the Administrative offices.

BCNSA Advisor

The BCNSA Advisor is a member of the nursing faculty or staff appointed by the Chairperson. The major purposes of this role include to:

1. To provide a formal communication between students and the program leadership through the vehicle of organized student government.
2. To promote the concepts of participative/affirmative governance.
3. To provide guidance to the student group.
4. To enhance the relationship between alumni and current students of the program. The key functions of this role include:
1. Meets with the Executive Board of BCNSA prior to the scheduled meetings.
2. Attends all BCNSA meetings.
3. Provides guidance relative to the nursing program and regulatory/ accreditation/professional standards or requirements.
4. Enhances communication between the Nursing Faculty Committee, and the Bloomfield College Nursing Students Association.
5. Serves as a role model and mentor in professionalism.
6. Advocates methods of decision making and consensus building that are consistent with a participative/affirmative model of governance.
7. Reports monthly to the Nursing Faculty Committee or as needed during the semester.

Sigma Theta Tau International Honor Society of Nursing (STTI) Faculty Advisor

The STTI Advisor is a member of the nursing faculty or staff. The major purposes of this role include:
1. To introduce students to a professional nursing organization and its mission.
2. To promote academic success.
3. To encourage development of leadership qualities.
4. To provide guidance to the students eligible for membership. The key functions of this role include:
1. Identify those students who meet eligibility requirements for membership.
2. Serve on the Committee for New Members, Iota Alpha at-Large Chapter.
3. Attend local chapter meetings and communicate information to potential members.
4. Report to the Nursing Faculty Committee as needed during the semester.

These roles are not part of the *AAUP Agreement* and may/or may not be financially supported through the Administrative offices.

Reviewed & revised 7.2019

BY-LAWS OF THE NURSING FACULTY COMMITTEE

ARTICLE I: NAME
The name of this organization shall be the ***Nursing Faculty Committee*** of the Frances M. McLaughlin Division of Nursing of Bloomfield College.

ARTICLE II: PURPOSE AND FUNCTIONS:
PURPOSE:
The purpose of this organization is to promote the vision and goals of the Division of Nursing.

FUNCTIONS:
1. Interpret the philosophy and goals of the nursing program within the college and the community.
2. Develop, implement, and evaluate the curriculum.
3. Develop, implement, and evaluate policies that are relevant to the nursing program.
4. Evaluate the nursing program in light of the mission of the College, the Division of Nursing's mission, philosophy, and goals, and the criteria established by accrediting, licensing, and regulatory bodies.
5. Review and recommend action regarding the academic and clinical progress of the students in the nursing major.
Promote personal and professional growth of the faculty through planned programs and the encouragement of scholarship.
6. Increase awareness of matters concerned with health, nursing, and nursing education in the community.
7. Work collaboratively with other units within the College to enrich the education of nursing students.
8. Engage in strategic planning in concert with direction of the College, the program goals, professional standards, and the needs/expectations of the interested communities.
9. Use performance improvement methods to achieve the program goals.

ARTICLE III: MEMBERSHIP
The members of this committee shall include all full-time faculty, the Director of Nursing Learning Resource Center and/or Assistant Director, and the Advisor of the Bloomfield College Nursing Students Association (BCNSA) or designee.

ARTICLE IV: VOTING
1. All members of the Nursing Faculty Committee of the Frances M. McLaughlin Division of Nursing of Bloomfield College have voting rights.
2. Show of hands is the usual method of vote.
3. Any member may call for a secret ballot.
4. A simple majority shall rule.
5. In case of a tie, the vote will be repeated until a decision is reached.
6. All adjunct faculty will be invited guests at the first and final meetings of this committee in each academic year.
7. Invited guests shall have voice but not vote.

ARTICLE V: OFFICERS AND APPOINTMENTS
1. The officers of this committee shall be:
1. Chairperson
2. The Chairperson of the Division shall be the permanent chairperson of this committee.

ARTICLE VI: DUTIES OF OFFICERS

1. The **<u>Chairperson</u>** shall:
1. Preside at meetings. If absent, the Curriculum Coordinator, as the chairperson of the Curriculum Committee, shall assume this responsibility.
2. Prepare the agenda for the meeting and distribute it to all committee members before the meeting.
3. Appoint the Curriculum Coordinator, the Level Coordinator, and other sub-committee chairpersons and members.
4. Appoint sub-committees and/or special committees as necessary.
5. Serve as the Chairperson of the Nursing Advisory
6. Serve on the Divisional Chair Committee of the Vice President of Academic Affairs (VPAA).
7. Provide oversight of College-wide and community publications related to the nursing program.

2. The **Division Office Coordinator** shall:
   A. Keep minutes of the meetings, providing one copy when approved to the Chairperson for permanent filing, and retaining one copy.
   B. File reports important to the committee electronically and submit to DON Chairperson. The Division Office Coordinator will maintain a hard copy of the minutes of all DON meetings.

ARTICLE VII: SUB COMMITTEES

1. **Curriculum**:
   1.   This committee shall consist of:
1. Full-time members of the nursing faculty, including the faculty members assigned to the roles of Level
Coordinator and Curriculum Coordinator.
 2. Three student representatives; one from each level (Sophomore, Junior, and Senior) as available.
 3. The Director of Nursing Learning Resource Center (NLRC).
 4. Adjunct faculty may attend.

B. The Curriculum Coordinator shall serve as chairperson.

C. Purposes
The Curriculum Committee:
   1. Ensures congruence between the mission, philosophy, and goals of the program and the educational philosophy of its faculty.
   2. Ensures that the curricular plan provides opportunity for students to achieve the student learning outcomes in a manner consistent with the program's mission and philosophy.
   3. Ensures that the curricular plan is responsive to the needs and expectations of the program's communities of interest.

D.   Functions
The Curriculum Committee
   1. Evaluates the program goals for clarity and relevance to the current practice of nursing at the baccalaureate level.
   2. Evaluates the clarity and relevance of student learning outcomes in course, level, and program completion knowledge, skills, and attitudes.
   3. Uses the Nursing Advisory Committee as a vehicle to ensure the curriculum's responsiveness to the needs and expectations of the program's communities of interest.

   4. <u>Provides oversight in the development and implementation of a curriculum that:</u>
      1. reflects the program's vision, mission, philosophy, and goals;

2. meets current accreditation and licensing standards for professional nursing practice at the baccalaureate level;

3. draws upon foundational study in the arts, sciences, and humanities;

4. organizes content and learning experiences in a sequential, logical order;

5. includes foundational documents that are relevant to current baccalaureate nursing practice;

is appropriate and effective in achieving the program's goals;

6. prepares graduates who are employable in entry level baccalaureate nursing positions, at a minimum;

7. includes general course pre-requisites for Master's level nursing study;

8. includes evaluation of student mastery in the expected knowledge, skills, and attitudes.

5. Assesses that teaching-learning practices:

1. are congruent with the educational philosophy of the program's faculty;

2. provide opportunities for students to practice nursing in a manner consistent with the program's foundational and professional standards and guidelines;

3. are appropriate and effective for the curricular plan.

6. Uses information derived from the *Master Plan for Program Evaluation* and from the performance improvement process to implement curricular change.

7. Recommends methods for implementing the curriculum.

8. Evaluates facilities and resources of cooperating community agencies and makes recommendations regarding utilization.

9. Evaluates the curriculum in accordance with the *Master Plan for Program Evaluation*.

10. Works collaboratively with other sub-committees of the Nursing Faculty Committee regarding the adequacy of resource and environmental support for the curriculum.

11. Receives reports from Level meetings and from other committees.

12. Completes a self-evaluation of the Committee's purposes, functions, and effectiveness annually.

2. Level Committee

A. This committee consists of

1. One nursing faculty member who serves as Level Coordinator

2. Faculty from each of the course sections from each level (i.e. faculty teaching sophomore, junior, or senior level students). Adjunct faculty teaching clinical and didactic sections are expected and encouraged to attend the level meetings.

3. Student representatives from each nursing course section including clinical lab sections at the sophomore, junior and senior level of the generic nursing curriculum.

4. The Level Coordinator shall serve as the chairperson for the level meetings.

B. Purposes

The Level Committee:

1. Serves as a venue for students and faculty to share ideas for improvement in specific nursing courses.

2. Ensures feedback between students and faculty for quality improvement purposes in the evaluation of the master plan for the nursing program.

3. Ensures that the course syllabi/pedagogical practices serve to meet the learning needs of the students.

C. Function

The Level Committee Coordinator:

1. Recruits student volunteers to represent each of the course sections at two meetings per semester.

2. Selects two dates for level meetings each semester for the sophomore, junior and senior levels.

3. Meets twice a semester with all student and faculty representatives from all courses at the specific level.

4. Guides student representatives to gather information about the class they are representing for the meetings. Emphasizes the positive aspects of this open forum for student/faculty communication.

5. Records minutes for each meeting and posts minutes on the appropriate level student Blackboard site.

6. Analyzes trends in student/faculty feedback from level meetings and provides this information to the Curriculum Chairperson and Division Chairperson at the regularly scheduled meetings.
7. Post all meeting minutes on the Curriculum blackboard site.

3. Library and Information Technology Committee
A. This committee shall consist of two full-time members of the nursing faculty, one of whom will serve as chairperson, and a senior level student representative.

B. Purposes
The Library and Information Technology Committee:
1. Recommends library and information technology resources required to meet the student learning outcomes.
2. Recommends library and information technology resources required for the nursing faculty to meet their objectives.
3. Assesses the availability of the information technology resources required by the Division in order to meet its strategic objectives.
4. Maintains accurate, current information related to the program's foundational curricular materials.
5. Collaborates with other faculty members, staff, and administration regarding library and information technology issues.

C. Functions
The Library and Information Technology Committee:
1. Uses data from the student and faculty evaluations of library, learning lab, and information technology to assure the availability of required resources.
2. Completes an annual review of professional standards relevant to nursing practice, pertinent regulatory and licensing requirements, and applicable clinical practice guidelines for inclusion in the curriculum's foundational documents.
3. Recommends additions, deletions, and/or revisions to the foundational documents.
4. Maintains the collection of current curricular foundational documents.
5. Participates in college wide activities related to the purchase or evaluation of information technology and library resources.
6. Inspects nursing program related college wide and community publications, including printed, electronic, and audiovisual, for appropriateness to the mission, philosophy, and goals of the program.
7. Inspects nursing program related publications for compliance with truth in advertising policies.
8. Completes an annual evaluation of the committee's purposes and functions.

4. Research and Evaluation Committee
A. This committee shall consist of two full-time members of the nursing faculty, one of whom will serve as chairperson, the Director of Nursing Learning Resource Center, and a senior level student representative.

B. Purposes
The Research and Evaluation Committee:
1. Provides oversight for the review, revision, and implementation of the Division's *Master Plan for Program Evaluation*.
2. Coordinates the collection and interpretation of data generated from the Division's program evaluation and performance improvement activities.
3. Serves as the Division of Nursing Research Review Board.
4. Ensures compliance with professional standards and governmental regulations on the use of human subjects in research.
5. Fosters collegial support of scholarship within the nursing faculty.

C. Functions
The Research and Evaluation Committee:

1. Oversees the implementation of the *Master Plan for Program Evaluation*.
2. Reviews and makes recommendations regarding the *Master Plan for Program Evaluation*.
3. Oversees the program evaluation data collection process.
4. Interprets data regarding program evaluation.
5. Provides analysis and interpretation of data generated from the performance improvement activities of the division.
6. Reviews research proposals submitted within the Division of Nursing.
7. Coordinates the submission of Division of Nursing research proposals involving the use of human subjects to the College's Institutional Review Board (IRB).
8. Facilitates the implementation of approved divisional research proposals.
9. Provides collegial critique for faculty scholarly activities
10. Completes an annual evaluation of the committee's purposes and functions.

5. Nursing Advisory Committee

A.   This committee shall consist of no more than twenty members representing communities of interest as determined by the faculty and the Nursing Advisory Committee. Included in the membership will be the Division Chairperson, Curriculum Coordinator and a faculty member-at-large.

B.   Purposes
The Nursing Advisory Committee:
1.   Provides consultation to the Chairperson of the Division.
2.   Represents the nursing program's communities of interest.
3.   Participates in the evaluation of the nursing program.
4.   Serves as a steward for the nursing program in the community at large.

C. Functions
The Nursing Advisory Committee:
1. Promotes positive relationships between the nursing program and the relevant community groups and agencies.
2. Communicates the mission, goals, and outcomes of the nursing program.
3. Evaluates the congruence of the program's mission, philosophy, and goals with the needs and expectations of its communities of interest.
4. Evaluates the responsiveness of the program's curriculum and teaching-learning practices to the needs of its communities of interest.
5. Provides input regarding the program and student learning outcomes in meeting the needs and expectations of its communities of interest.
6. Identifies potential resources to assist the program in meeting its goals.
7. Completes an annual evaluation of the committee's purposes and functions.

Nursing Advisory Board Members for 2021-2022

Advisory Board Member w/Credentials	Contact Information
Ismat Mikky, PhD, MSN, BSN, RN Professor and DON Chairperson Research & Evaluation subcommittee, chairperson	Bloomfield College Frances M. McLaughlin Div. of Nursing 467 Franklin Street Bloomfield, NJ 07003 Phone: 973-748-9000 Ext. 1329 ismat_mikky@bloomfield.edu
Lorraine Flood, MSN, RN Director of Nursing Learning Resource Center	Bloomfield College Frances M. McLaughlin Div. of Nursing 467 Franklin Street Bloomfield, NJ 07003 Phone: 973-748-9000 Ext. 1659 Lorraine_flood@bloomfield.edu
Jacquelyn Svercauski, DNP, RN Associate Professor Curriculum sub-committee, Chairperson	Bloomfield College Frances M. McLaughlin Div. of Nursing 467 Franklin Street Bloomfield, NJ 07003 Phone: 973-748-9000 ext. 1328 Jacquelyn_Svercauski@bloomfield.edu
Alcina Fonseca, DNP, MBA, CCRN, NE-C	Morristown Memorial Hospital 100 Madison Avenue Morristown, NJ 07960 973-971-5201 – Work 908-472-0179 – Cell cinafonseca@yahoo.com
Norma Rodgers, BSN, RN, CCRA Senior Clinical Research Associate	1208 Watchung Ave. Apt.2 Plainfield, NJ 07060 Phone: 908-822-7355 C: (908) 342-7341 Normarn1208@gmail.com
Frances Paulison, RN MSN Clinical Education Specialist Interprofessional Development	St. Joseph's Medical Center 703 Main Street Paterson, NJ 07503 Phone: (973)754-5906 paulisof@sjhmc.org
Claire Grande RN, MS Consultant	9 Delaware Drive Wayne, NJ 07470 Phone: 973-768-3196 npgcrg@optonline.net
Carmelita Manning MSN, BA, RN Director, Nursing Education and Research	Newark Beth Israel 201 Lyons Avenue Newark, NJ 07112 Work: 973-926-5534 Cell: 973-803-8376 Carmelita.Manning@rwjbh.org

Lora Bognar PhD, RN, ANP-BC Director, Clinical Partnerships & Nursing Programs	The Valley Hospital 223 N. Van Dien Avenue Ridgewood, NJ 07450 Phone: 201-447-8000 Ext. 8282 lbognar@valleyhealth.com
Steven Zurlo, BSN Alumni Community Representative	P.O. Box 1093 Bloomfield, NJ 07003 Cell: 973-493-6911 SJZurlo@hotmail.com
Donna Penn, MSN, RN, CNE, NEA-BC Director	Holy Name Sister Claire Tynan School of Nursing 333 Hudson Terrace Englewood Cliffs, NJ 07632 Office: (551) 248-4604 Fax: (551) 248-4699 dpenn@hnmcson.org
Pia Salazar, Nurse Manager	Clara Maass Medical Center 1 Clara Maass Drive Belleville, NJ 07109 Work: 973-450-2509 Pia.salazar@rwjbh.org
Jessica Graessle, BSN, RN-BC **Department of Nursing Education &** **Research**	St. Barnabas Medical Center 94 Old Short Hills Road Livingston, NJ 07039 973-322-2765 Jessica.Graessle@rwjbh.org

ARTICLE VIII: MEETINGS

 1. Faculty Committee Meetings
 1. Nursing Faculty Committee meetings shall be held at least once a month during the academic year. The
     September meeting will be a planning and orientation meeting and the May meeting will be for
     purposes of evaluation.
 2. Special meetings may be called by the Chairperson or upon the written request of two or more nursing
     faculty members. Such request must be made two days in advance of the requested meeting.

 2. Subcommittee Meetings
     A. The Curriculum Committee shall meet monthly during the academic year. Two additional meetings
     will be scheduled, one at the
     beginning and one at the completion of each academic year for the purposes of planning and evaluation.
     B. The Nursing Advisory Committee shall meet twice a year in fall and spring of the academic year.
     C. Other subcommittees shall meet at least once each semester.
     D. Additional meetings of the subcommittees may be convened by the committee chairperson on an as
     needed basis.

ARTICLE IX: AMENDMENTS

The By-Laws of the Nursing Faculty Committee may be amended at any regular meeting of the committee by
a two-thirds vote of the members present, providing that a copy of the proposed amendment has been sent to
all members one week prior to the meeting.

ARTICLE X: QUORUM

Two-thirds of the full-time faculty will constitute a quorum

<div align="right">Reviewed 7/2019</div>

SECTION IV

Students

Responsibilities of Student Representatives to Committees

1. Attend level or committee meetings; if unable to attend, contact alternate.
2. Contact Nursing Secretary for the proposed schedule of meetings, prior to the start of the semester.
3. Represent the student body by seeking student opinions about the proposed agenda, and voice student concerns or suggestions for improvement.
4. Inform students of meeting discussions, concerns, and proposed program changes through the following:
   - Use of the bulletin board outside of the Nursing Lab to post appropriate notices;
   - Informal presentation of material during class breaks;
   - Maintenance of a binder with a "student copy" of minutes in the Nursing Lab.

BLOOMFIELD COLLEGE NURSING STUDENTS ASSOCIATION (BCNSA) BY-LAWS

ARTICLE I: NAME
SECTION 1.
   The name of this Association shall be known as the Bloomfield College Nursing Students Association (BCNSA).

ARTICLE II: PURPOSE AND FUNCTION
SECTION 1.
   The purposes of this Association shall be to:
   A. Foster unity for all nursing students in the Bloomfield College community.
   B. Promote the ideals of the nursing profession.
   C. Provide programs representative of fundamental interests and concerns to nursing students.
   D. Encourage each member to uphold high personal, educational, and professional standards.

SECTION 2.
   The functions of this Association shall be to:
   A. Promote and encourage participation in community affairs and activities focused on health care and related social issues.
   B. Promote good health practices on campus and within the community.
   C. Promote and encourage students' participation in interdisciplinary activities.
   D. Represent the nursing students on campus, in the community, and to other organizations.
   E. Promote and encourage collaborative relationships with the NSNA, NJNS and other related organizations.
   (NSNA-National Student Nurses Association and NJNS-New Jersey Nursing Students, Inc.)

ARTICLE III: MEMBERSHIP
SECTION 1.
   Members in this Association shall consist of students enrolled in Bloomfield College who have expressed an interest in the Nursing Major.
SECTION 2.
   Membership dues of ten dollars ($10.00) shall be paid within thirty days (30) after the first association meeting during the fall semester.

SECTION 3.
   Only those members who have paid their dues shall be eligible to vote, hold office in the association, or act as a class representative.

SECTION 4.
    Pre-Nursing students have the same rights as members, with the exception of holding
    office as President, Vice President or Treasurer.

ARTICLE IV: OFFICERS
SECTION 1.

The officers of this association shall be President, Vice President, Secretary, Treasurer, and Class
Representatives.
    A. The Office of President and Vice President may be held by a Junior or Senior Nursing student.
    B. The Office of Secretary may be held by a Pre-Nursing, Sophomore, Junior or Senior Nursing
        student.
    C. The Office of Treasurer may be held by a Sophomore, Junior, or Senior Nursing Student.
    D. No officer shall serve more than two consecutive terms in the same office.
    E. All officers must be members in *good standing**.

**(A member in good standing is a member who has attended all but two meetings per semester and has been
an active participant in BCNSA activities. The member must also meet the academic standards of the
Frances M. McLaughlin Division of Nursing.)*

ARTICLE V: DUTIES OF OFFICERS
SECTION 1.

The President shall:
    A. Preside at all association meetings.
    B. Represent the association when necessary.
    C. Be an ex-officio member of all committees.
    D. Authorize payment of bills.
    E. Appoint special committees.
    F. Call special meetings of the association.
    G. Submit a monthly President's report at the Executive Committee meeting and to the Association's
    members.
    H. Submit an annual report to the Division Chairperson and Faculty Advisor.

SECTION 2.

The Vice President shall:
    A. Assume the duties of the President in his/her absence.
    B. Co-Represent the Association with the President.
    C. Submit a monthly Vice-President's at the Executive Committee meeting and to the Association's
    members.

SECTION 3.

The Secretary shall:
    A. Record minutes of all meetings and distribute them to members of the Executive Board, Faculty
    Advisor and post them on the Bloomfield College Nursing Students Association bulletin board.
    B. Maintain communication by posting all notices, activities, and meeting dates.
    C. Record attendance at all meetings.
    D. Reserve rooms, space, and any equipment needed for the Association activities.
    E. Submit a monthly Secretary's report at the Executive Committee meeting and to the Association's
    members.
SECTION 4.

The Treasurer shall:
    A. Collect all dues and deposit in BCNSA bank account.
    B. Keep an accurate record of receipts and payments.

C. Make payment of bills having obtained authorized signatures.

D. Submit a monthly Treasurer's report at the Executive Committee meeting and to the Association members.

SECTION 5.

The Class Representatives shall:

      A. Maintain effective communication to class members and organization.

      B. Announce all upcoming meetings, events, and programs to their respective class members.

      C. Serve as a member on one or more committees of the organization

ARTICLE VI: ELECTIONS

SECTION 1.

      A. The President and Vice President shall be Senior or Junior Nursing Students.

      B. The Secretary shall be a Senior, Junior, Sophomore, or Freshman Nursing Student.

      C. The Treasurer shall be a Senior, Junior or Sophomore Nursing Student.

SECTION 2.

      A. Only those students who meet the academic standards of the Frances M. McLaughlin Division of

        Nursing are eligible to hold office in the Association.

      B. Officers shall be nominated from the floor and elected by secret ballot.

      C. No officer shall serve for more than two consecutive terms in the same office.

      D. There shall be a transition period of one month for all officers.

SECTION 3.

      A. Elections shall take place in April of each year.

      B. The office of President and Vice-President shall be two years. No election required for second year.

      C. The Vice-President shall become President with no elections necessary if the current President will be graduating.

      D. All other office terms shall be for one year and shall start in April of the election year.

      E. Transition period shall start the day after elections and continue or one month.

      F. All items belonging to the BCNSA shall be transferred during the transition period.

SECTION 4.

Class Representatives will be elected at the first Association meeting of the school year by the members of the Association. There will be two representatives from each class.

SECTION 5.

Delegates (for NJNS Convention) shall be selected by the Associations Executive Board.

ARTICLE VII: MEETINGS

SECTION 1.
   A. There shall be one regular meeting of the Association once a month at the convenience of the members.
   B. Meeting dates and location shall be posted on the Association's Blackboard shell, and e-mailed to all members by the Secretary

SECTION 2.
Special meetings may be called by the President of the Association and/or the Executive Board.

SECTION 3.
The order of business for each meeting shall be as follows:
   A. Call to order
   B. Roll call of Executive Board President declares quorum
   C. Reading and approval of minutes of the previous meeting.
   D. Treasurer's report
   E. Report from officers
   F. Reports from standing Committees
          -Newsletter Committee
          -Program Committee
          -Community Service Committee
          -Membership Committee
   G. Old Business
   H. New Business
   I. Dates and Times of next meeting
   J. Announcements
   K. Adjournment

ARTICLE VIII: EXECUTIVE BOARD

SECTION 1.
The Executive Committee shall consist of the Officers of the Association and the Faculty Advisor.

SECTION 2.
This committee shall meet prior to regular meetings of the Association and discuss the agenda to be approved.

SECTION 3.
This committee shall appoint a delegate to represent the Association for the state and/or national conventions.

ARTICLE IX: DELEGATES

SECTION 1. Purpose and Function
The purpose and functions of the Delegate shall be:
   A. Serve as a spokesperson for the association at the annual state and/or national conventions.
   B. Present all proposed resolutions, amendments to state bylaws or policy change proposed by the Association to the New Jersey Nursing Students Inc.
   C. Keep the Association informed of current and proposed resolutions at the state and national levels.

SECTION 2. Qualification and Appointment
   A. Delegates shall be a member in Good Standing.
   B. Delegates shall be a member of the National Student Nurses Association
   C. Delegates shall be appointed by the Executive Board.

ARTICLE X: ADVISOR

 A. A member of the Frances M. McLaughlin Division of Nursing shall serve as Advisor to the Association.
 B. The Advisor shall meet with the Executive Board prior to the scheduled meetings.
 C. The Advisor shall attend meeting of the Association without voting privileges.
 D. The Advisor may attend the State Student Nurses Annual Convention.
 E. The Advisor shall attend any committee meeting (ex-officio) as requested by the Committee Chairperson.

ARTICLE XI: AMENDMENTS

SECTION 1.
 The Bylaws may be amended at any regular meeting of the Association by two-thirds vote of the members. The proposed amendments must be posted one week before the meeting.

ARTICLE XIII: QUORUM

SECTION 1.
A simple majority of the members shall constitute a quorum for a regular or special meeting of the Association
 Revised 2019

National Student Nurses' Association

The National Student Nurses' Association is a nonprofit organization founded in 1952 in the United States to mentor nursing students preparing for initial licensure as a Registered Nurse and promote professional development. In 2019, there are over 60,000 members. Wikipedia: National Student Nurses' Assoc.
Retrieve 7/26/2019

For publications and annual meetings:
  https://www.nsna.org/meetings.html

Section V

Faculty

General Faculty Responsibilities (Full-Time and Adjunct Faculty)

ABSENCES: Class or Clinical

If a faculty member must be absent from the clinical area, or a class meeting, **the Chairperson is to be notified.** Alternate plans for that learning experience should be arranged. Faculty persons should also notify the Division Secretary concerning anything pertinent to assignments etc. for students seeking information. The office of the Dean must also be notified of faculty absences.

ADVISING: Nursing Students

All nursing faculty participate in the advising of students in the nursing major. This includes general counseling of these students during the year, academic counseling, pre-registration advisement, and the processing of registration materials for the fall, spring, and summer semesters. Orientation to the process for new faculty will be done through the Office of Student Advising. The Office of Student Advising also offers assistance to faculty during the advising period.

Students records are all kept centrally in the office of the Division Coordinator. Faculty advisement notes are to be kept in these files. Lists of advisees are distributed to the faculty at the beginning of each academic year and revised as needed at mid-year.

Hours required for registration generally exceed the regularly scheduled office hours. Extra advising hours for registration are to be submitted to the Division Secretary and posted on the bulletin board at the entrance of the Division offices.

Refer to the student policy manual for the procedure to be followed by students during the Advising Period.

Procedure Revised 7/2017

BOOK AND MULTIMEDIA

Desk Copies
Desk copies of textbooks being used in nursing courses are generally not available. Faculty seeking textbook copies should leave the name book requested with the Division Coordinator who will contact the publishers. Complimentary copies of textbooks are most commonly sent as e-versions of the book. All textbooks in hard copy become the property of the Division of Nursing. Adjunct faculty is expected to return books at end of the semester if not expecting to teach in subsequent year.

Book Orders
Orders for books to be used as class texts are to be processed through the on-line bookstore. Each faculty member is responsible for ordering the books they need for each course. The Division Coordinator **does not handle book orders**.

Acquisitions
Faculty is responsible for reviewing library acquisitions, multimedia collections, and information technology for currency and adequacy in their area of teaching. Suggestions for new acquisitions should be submitted to the Chairperson of the Library and Information Technology Sub-Committee of the Nursing Faculty.

Standards and Guidelines

Faculty is responsible for reviewing the supportive documents, standards, and guidelines used in the curriculum as they relate to their area(s) of teaching. Each faculty member should complete an annual check of relevant organizational/professional web sites.

At the Nursing Curriculum Committee meeting, Faculty should make suggestions related to additions or deletions to the supportive documents listing.

COMMUNICATIONS: INTRA-DEPARTMENT

Bulletin Boards are located in the foyer of the Division of Nursing and at the Nursing Learning Resource Center.

The College Blackboard site is also used for posting of Division and student information. All faculty and students should access this source periodically for current information.

General Information Board   Located in foyer at 74 Oakland Avenue
Includes current information, special messages   for students, and items of professional interest
Also notices of opportunities, & communication for employment.

Nursing Learning Resource Center   Located in the NLRC, College Hall – ground floor

BCNSA Bulletin Board   Located next to NLRC
Includes all notices posted by the Association. Includes all notices related to student participation

Division Bulletin Board   Located in foyer at 74 Oakland Avenue.
    Includes faculty office hours, Advisee list, registration and sign-up sheets.

Faculty Bulletin Board   Located in foyer at 74 Oakland Avenue.
Includes general information, current issues, announcements, special notices, etc.

COMPLAINTS

Any faculty member wishing to express a formal complaint should do so through the college website.
Academic Affairs Important Links - Forms

Educational

Educational counseling and guidance are provided throughout the program. Individual conferences are scheduled by the instructor at mid-term and at the end of each semester for every student attending that instructor's course. At this time the student is assisted to evaluate his/her progress in the theoretical content of the course and application in clinical practice.

An instructor may request to see a student who is having academic or clinical difficulties at any time. A student may request conference time also. An effort is made through these individual conferences to assist the student to explore effective means for improving academic or clinical progress. Students are free to seek personal or academic advisement from any faculty member on the campus. Anecdotal notes should be kept by the instructor who is advising any student. All notes should be placed in student file in division office.

The Chairperson of the Division is to be notified by the instructor about "at risk" students at mid-term and prior to assigning a final grade. "At risk" students are those who are in danger of failing a course and/or of being terminated from the program.

Any student who is in danger of failing a course based on their grade at mid-term will receive written notice from the instructor. The instructor will provide mid semester advisement for the student.

Professional

Professional counseling services are available by appointment with the College Counselors. For further information, contact the Health and Wellness Center at Health and Wellness Center

COURSE ELEMENTS: GUIDELINES FOR CHANGING

Key course elements are those that the faculty believes are critical to achieving the expected student outcomes at course, level, and program completion points. These elements include content areas, required text, and teaching-learning activities inclusive of major projects or assignments.

It is the policy of the Nursing Faculty to discuss any recommended changes at the Curriculum Committee. It is the intent of this guideline to retain a collaborative process in making change while maintaining the integrity of the curriculum as a whole.

Reviewed & revised 8/2011

DISABILITIES

Assurance of equal educational opportunity rests upon legal foundations established by federal law, specifically the Rehabilitation Act of 1973 including Section 504, and the Americans with Disabilities Act of 1990 (Bloomfield College Course Catalog, p.1,).American With Disabilities Act Policy

For complete College policy, please refer to the *Americans with Disabilities Act Policies and Procedures for Students with Disabilities* in the Bloomfield College Course Catalog, 2020-2021, p. 57-59.
Americans with Disabilities Act Policies & Procedures for Students with Disabilities

DOCUMENTS TO CHAIRPERSON

Course Packet, Grades, and Evaluation

It is expected that each faculty member will submit a complete course packet to the division coordinator at the beginning of each semester. The updated Syllabus template for DON is posted on the Curriculum Committee's Blackboard shell. At the conclusion of the semester, evaluation surveys and course grades are submitted to complete the course files.

Course grades are submitted at the Division's Promotion meeting, prior to being submitted to the Registrar's Office. A copy of the course failures and course commendations is submitted to the Division Office Coordinator for correspondence with students. A copy of the Course Evaluation report is submitted to the Curriculum Committee Blackboard site.

Both faculty and student course and clinical site evaluations are analyzed prior to the Division's Evaluation meeting. Written summary reports are to be submitted by faculty on or before the Evaluation meeting.

Resume/Curriculum Vitae, RN License, Malpractice, CPR Certification

Faculty should maintain a current resume/curriculum vita, beyond the one submitted when first employed. Proof of current New Jersey R.N. License and malpractice insurance face sheet should be submitted when first employed and each time license and malpractice policy are renewed. In addition, a copy of current CPR Certification, Mantoux testing, yearly flu vaccination, and criminal background checks (as specified by agencies) should be submitted through the Castle Branch website.

Rubella/Rubeola Immunity/Hepatitis B Vaccine/Varicella Titer/Mantoux

Evidence of rubella and rubeola immunity is to be submitted when first employed. Those faculty born before 1957 need not submit this. Clinical faculty must provide proof of varicella titer and annual Mantoux. Mantoux testing and the Hepatitis B Vaccine is available through the Bloomfield Health Department.

Faculty Summary Sheet

At the end of the school year, each faculty member completes a Faculty Summary Sheet (*the updated version of the Faculty Summary Sheet is posted on the DON Blackboard shell Faculty Summary Template*) indicating faculty accomplishments during the year in the areas of teaching, scholarship, service, and practice. This document also includes a section on faculty goals that is required by the New Jersey State Board of Nursing. This is submitted to the Chairperson of the Division of Nursing yearly for inclusion in the personnel file and in the development of the Annual Report.

EVALUATIONS

Institutional Requirements

Each semester, every course and every faculty member is evaluated by students through a formal process. The College has adopted the University of Washington Instructional Assessment System as the mechanism to evaluate teaching effectiveness. The Office of Academic Dean notifies faculty in advance regarding how to use this form and when to administer it. The form may be delivered paper or electronic.

An additional expectation of the Bloomfield College Administration and the Bloomfield College Committee on Tenure and Faculty Advancement is that peer evaluation be conducted yearly based on in-class observations. The Chairperson of the Division of Nursing also conducts a class and clinical observation of each faculty member as indicated in the guidelines provided.

Divisional Requirements

The Division of Nursing has adopted a standardized template for the purpose of summative evaluation of each course. The data provided is used by faculty to so that the course can be improved each time it is offered (see Documents to Chairperson, Course Packets, Grades, and Evaluations).

The Division of Nursing also has adopted a performance improvement model. Central to this effort is the work of the sub-committees of the Nursing Faculty Committee in collecting, analyzing, interpreting data and recommending action to improve the nursing program. Data elements, individual (s) responsible for information, and timeframes are included in the *Master Plan for Program Evaluation* (See Section VIII p. 96-Master Plan). Faculty is expected to cooperate in the collection of data in the classroom and in its interpretation and evaluation.

In accordance with the By-Laws of the Nursing Faculty Committee, each sub-committee is required to complete a written evaluation summarizing activities and functions annually (Year End Report) and submit to the Chairperson of the Division.

EXAMINATIONS

Proctoring
All full-time faculty and/or staff are responsible for proctoring examinations including all standardized testing such as ATI examinations as determined by the Division Chairperson.

EXPENSES AND REMUNERATION

Conferences – Workshops – Professional Meetings
Requests for attendance at professional meetings should be given to the Chairperson well in advance of a conference a full-time faculty member may wish to attend. Applications for travel and overnight accommodations are found under the Human Resources tab on the College Website. Expenses in excess of this amount should be requested from the Faculty Development Committee. Forms are found in the Full-time Faculty Blackboard Site.

Equipment
Requests for equipment for the clinical laboratory should be submitted to the Director or Assistant Director of the Nursing Learning Resources Center (NLRC). Requests for office or research needs should be submitted to the Chairperson.

Travel
Attach expense documentation as required when you submit your request. Mileage is reimbursed **only to and from the College** to the agencies.

FOCUS QUESTIONS

The faculty supports the use of focus questions for each class and has agreed to make this a teaching strategy for most courses. Feedback from students validates that it assists them in their readings, preparation for class, and examinations.

Reviewed and revised 2019

INTEGRITY OF CURRICULUM

It is the responsibility of the faculty to maintain the integrity of the curriculum and to revise courses based on student and faculty course evaluations. The integrity of the curriculum is maintained by meeting all course outcomes. Course outcomes reflect the overall program goals and student learning outcomes. Faculty are expected to implement teaching strategies that assist the students in meeting course outcomes as well as cover identified content of the course.

Faculty is responsible for using the *foundational documents* as they relate to the course content being taught. Faculty is responsible for coordinating document utilization and evaluation of document relevance at the course level. Faculty recommendations for revisions, deletions, and additions to the foundational documents may be brought to the Curriculum Committee for action. It is the responsibility of the Library and Information Technology Committee to provide current information regarding on line access.

Summaries of Faculty and student course evaluations are found in the Division and/or Curriculum Blackboard shells and should be consulted for recommendations of revisions based on prior evaluations.

Reviewed 7.2019

COURSE ELEMENTS: GUIDELINES FOR CHANGING

Key course elements are those that the faculty believes are critical to achieving the expected student outcomes at course, level, and program completion points. These elements include content areas, required text, and teaching-learning activities inclusive of major projects or assignments.

It is the policy of the Nursing Faculty to discuss any recommended changes at the Curriculum Committee meetings. It is the intent of this guideline to retain a collaborative process in making change while maintaining the integrity of the curriculum as a whole.

Revised 7/2019

GUIDELINES FOR FACULTY IN ADMINISTERING THE MEDICAL MATH PROFICIENCY EXAMINATION

1. Include the Medical Math Proficiency Exam Policy in course syllabus.
2. All math exams with the exception of NUR 215, will be administered in the first week of class.
3. All math exams will have 10 math questions.
4. Initial math examination is given by course faculty. The staff in the Nursing Learning Resource Center (NLRC) will schedule and administer all retesting.
5. Timing of the test: Sophomore level - 30 minutes
                               Junior and Senior level - 45 minutes
6. Faculty will distribute exams face down and begin all testing at the same time. Students will remain in their seats until allotted time has passed.
7. Instructor will provide calculators (stored in NLRC)
8. If students require remediation, faculty is responsible for filling out form to the Center of Student Success (CSS) indicating areas in need of remediation**.**
9. All faculty is to use the same set of directions and format on examinations. *
i.e. *"Answer each question using (DA) or (method of your choice). Show all work and record your answer in the space provided. Round to the nearest tenth when appropriate."*
= gm for GRAM
= turn all statements into questions
= list all medications by generic name and trade name in parentheses
=spell out all medical terms and then list abbreviation in parentheses
= all test questions are based on the most recent NCLEX Detailed test plan.
= <u>faculty from the course preceding* the math exam administered will create</u> appropriate exam for next nursing course
10. Faculty will submit three electronic versions of the math exams to be used the next semester to Mrs. Ruiz and Prof. Flood by the 7th week of the current semester. NLRC staff will track test results and notify faculty.

Textbooks: NUR 215
Craig, GP.(ed.) <u>Clinical calculations made easy.</u> (5th ed.) Philadelphia: Lippincott, Williams & Wilkins.
All clinical courses –
Kee, J., & Marshall, S. (ed.). <u>Clinical Calculations with Applications to General and Specialty</u> Areas (7th ed). Elsevier, Mosby.

<div align="right">Revised 7/30/12</div>

NOTE: medical math content that is taught in course student is currently in is not tested until the following semester's clinical course. Therefore, the current instructor creates the math questions for testing in the subsequent semester's course.

MEETINGS

Course/Level Meetings
Faculty is expected to attend scheduled course and level meetings. These meetings may focus upon general course progression, setting outcomes, examinations, learning experiences, student evaluation, etc. If, for some reason, a faculty member is not able to attend the meeting, he/she is responsible for reading the minutes carefully. Any question about the minutes should be referred to the course or level coordinator.

Nursing Faculty Committee and Sub-Committee Meetings

In accordance with the division's governance model, attendance and active participation is expected. Committee and Sub-Committee membership, purposes, and functions are defined in Section V of the <u>By-Laws of the Nursing Faculty Committee</u> (See By-Laws, Section III p. 38). Each faculty member is expected to serve on

one/more sub-committees as assigned. Each committee completes an annual evaluation of its purposes and functions as represented by the members individually. The Chairperson of each faculty sub-committee functions as a mentor for student representatives to the committee. This is meant to facilitate student/faculty collaboration and to promote the professional behaviors expected of committee members.

Graduation and Ceremonies
All full-time faculties are expected to attend the Nursing Division's Fall Convocation, the College Convocation, Baccalaureate, and Pinning Ceremony, as well as the College Graduation ceremony each year.

College Faculty
Meetings Refer to the College Faculty Handbook found under Full-time Faculty Blackboard site.

OFFICE HOURS

Student Advising

In accordance with College policy, each faculty member is responsible for three office hours per week. During the Advising period faculty should add additional hours to meet with students.

Individual faculty member's office hours shall be submitted to the Division Coordinator to be posted with a sign-up sheet on the Division Bulletin Boards located in the Nursing Division building. Faculty should be available to students during these hours. Care should be taken not to schedule conflicting meetings during these times. Hours should also be convenient for the student and be scheduled so as not to conflict with classes or clinical.

If an emergency or unforeseen circumstance occurs and faculty is unable to be present during office hours the Chairperson and Division Coordinator must be notified. If a student has an appointment arrangement must be made to contact the student.

PARKING

Parking on school property requires a parking sticker. Faculty should secure an application for this sticker on line. Cars without stickers will be ticketed/towed by campus security.

PHOTOCOPYING

Copying services are available for the nursing faculty through the division secretary. This office abides by copyright laws so the faculty should review this policy in this manual and in the College Faculty Handbook before requesting duplicating. Items to be duplicated should be given to the secretary with written instructions. Copying of items in the nursing division should be limited to no more than five copies. Each faculty member is also encouraged to take into consideration the cost of such services. Entire articles should **NOT** be copied for every student. Instead, five copies should be put on **RESERVE** in the library for the student's use.

REFERENCES – RECOMMENDATION LETTERS

Student

Guidelines for Letters of Recommendation for Nursing Students
1. Students who need letters of recommendation for externships, scholarships, grants, and other reasons should follow the following guidelines and procedures:
    1. Contact the faculty member(s) who will write the letters. Contact all faculty at the same time for the same letter of recommendation for a specific agency.
    2. Provide faculty member(s) with contact information and the name of the award for which you are applying.
    3. Provide the faculty member(s) with an initial draft of a letter including the essential information needed in the letter. Also provide your resume to the faculty member(s) for review and information that could be used in the letter. The resume should include academic information such as current GPA, any honors and awards, extracurricular activities, community service activities and individual strengths and weaknesses. The student must also provide a contact person to whom the letter will be going, along with credentials, mailing address, and position student is seeking.
    4. If more than 5 letters are required to different agencies, the faculty member will write a "To whom it may concern" letter. If fewer than 5 letters are required, the faculty member will write a personal letter to each of the agencies.
    5. The faculty member(s) will have <u>one week</u> from the initial contact with the student to write the letter. The Division Coordinator will have one week from receipt of the letter from the faculty member to prepare the hard copy of the letter for the student. The total turnaround time will be two weeks.

    6. If a student needs a copy of a letter that has already been written by a faculty member in the same academic year, the student will contact the Division Coordinator to obtain a copy of that letter with the appropriate mailing address to the agency. This process will require one week notice before the student may pick up the letter from the Division of Nursing.
    7. Students are responsible for the pickup and mailing of letters to the appropriate agencies. Only one copy of the letter will be given to the student. An additional copy will be placed in the student's file.
    8. No letters will be written during final exam week or the week of graduation and pinning.

Faculty

Refer to tenure and promotion procedure for guidelines regarding references and in-class observations. The faculty member has the option of having these references placed in the divisional folder and/or the school-file in the Office of the Dean of Faculty/Vice President for Academic Affairs (VPAA).

SALARY AND CONTRACTS

Faculty should refer to the AAUP Contract for discussion of salary and contract issues.

SCHOOL CLOSURE

Snow Days

In the unlikely event that classes are canceled or the College is closed due to inclement weather, such a decision will be announced on the following:

Channel 4 Morning News www.nj1015.com /101.5 FM Radio www.bloomfield.edu

Instructors will develop a telephone chain for students on the first day of class for each semester so that students may be notified easily of cancellation of Clinical. **DO NOT CALL THE COLLEGE SWITCHBOARD.**

Faculty can choose to have emergency text messages, such as school closings, sent to their personal cell phones by signing up via the BC Portal and under "My Resources" clicking on E2 Campus Sign Up or click E2 Campus Sign Up.
If day classes are held but evening ones are canceled, the same stations will announce this information in the afternoon.
PLEASE DO NOT CALL THE COLLEGE OPERATOR TO SEE IF CLASSES ARE BEING HELD.

Snow Chain

Faculty should develop a snow chain for students in their clinical course on the first day of class for the fall and spring semester so that students may be notified easily about cancelations in clinical courses. If the College is closed for a snow day all clinical sections are canceled.

<div align="right">Revised 8/2011</div>

SECRETARIAL SERVICES

Divisional
The Division Office Coordinator is available to assist the faculty member with typing, proofing, Xeroxing, taking phone messages, making student contacts, etc. All work related to courses, especially course packets and examinations should be submitted with sufficient time allowed for completion (**minimum one week**). Specific instructions such as date needed, number of copies and kind of copies desired, whether copies need to be stapled or collated, put on special sizes of paper or color, must be included.

STUDENTS WHO FAIL

When a student achieves a failing grade in a nursing course at the end of the semester, the student shall be notified by the faculty. The faculty member may request a meeting with the student. If the faculty member feels it is appropriate to discuss the failed grade via telephone, they may do so.
Final grades may be posted on Blackboard. Once grades are submitted to the Registrar they are available through WebAdvisor.

TEACHING SCHEDULE

A copy of each faculty member's class, clinical, and advising schedule is to be given to the Division Coordinator so that faculty may be reached at all times. For clinical placements, include the number/name of the unit and the telephone number.

<div align="right">All Reviewed & revised as needed 7.2019</div>

For DON Faculty:
The updated versions of the following templates have been moved from this manual and were saved on the **Curriculum Blackboard** Shell under "*Templates/Forms*" tab:
- Template for Course Packet Construction.
- Template for Course Evaluation Construction (End-of-Semester Student Course Evaluation).
- Template for Summary Course Evaluation (End-of-Semester Faculty Course Evaluation).
- Template for Faculty Evaluation of Clinical Agency.
- Template for Faculty Summary Sheet (Professional Activities Summary Sheet).

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Template for Clinical Evaluation Tool Construction

Clinical Evaluation Requirements for Bloomfield College Nursing Courses

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Section VI

Academic Policies

EVALUATION OF TRANSFER CREDIT – GENERIC STUDENTS

There is potential for generic transfer students to receive credit for selected nursing courses taken outside of Bloomfield College. After acceptance by the College and satisfactory placements on the Bloomfield College English and Mathematics placement tests, if required, students must submit the following materials for evaluation by the nursing Chair in conjunction with the nursing faculty:
- Course syllabi and supporting information relevant to completed courses in nursing
- Catalog of the institution where courses are taken
- Copy of student transcripts

Nursing Chair will evaluate the courses for comparability to the nursing curriculum and appropriate placement in the major. If course content matches that of courses, the student is required to complete the following steps:

- Have a GPA of 2.75 minimum in the following courses: WRT 105/106, WRT 108/109, MTH 130, MTH 140/141, BIO 205, BIO 206, BIO 200, CHM 120, and MTH 200 or PSY 245(Statistics), all with minimum grade of C.
- Successful achievement on a standardized examination as determined by the Nursing Division
- Health clearance must be obtained from the College Health Service.
- Students enrolled in the Nursing program, must complete a criminal background check (annual fee required.)
- Clinical clearance through the Wellness Center and the Clinical Placement Coordinator in the Division of Nursing is required.

Courses that may have direct transfer credit after the syllabus is reviewed by the Chairperson.
NUR 105 – Nutrition or BIO 115
NUR 215 – Professional Role Development
NUR 349 – Growth and Development – if taken within 5 years of evaluation

Course that requires assessment of competencies:
- NUR 235 – Health and Physical Assessment – Before receiving credit students must pass the skills practicum and write up for this course.
- NUR 241 – Adult Health I – Students must demonstrate proficiency in selected nursing intervention skills and pass written examination and medical math examination.

Courses **NOT** transferable:

NUR 236 – Pathophysiology (*last offered: spring 2021*)
NUR 358 – Pharmacology (*last offered: fall 2021*)
NUR 268 – Integrated Pathophysiology and Pharmacology for Nursing Practice I (*first time offered: spring 2022*)
NUR 323 – Psychiatric/Behavioral Health NUR 341 – Adult Health II
NUR 351 – Maternity and Pediatrics Nursing
NUR 355 – Nursing Research
NUR 338 – Integrated Pathophysiology and Pharmacology for Nursing Practice II (*first time offered: fall 2022*)
NUR 441 – Adult Health III
NUR 404 – Management and Leadership NUR 454 – Community Nursing
NUR 460 – Capstone Project I NUR 461 – Capstone Project II

ACADEMIC DIFFICULTY

Students in academic difficulty are **strongly** encouraged to seek assistance from the course faculty. Faculty may recommend or students may contact the Center for Student Success & Office of Tutoring, Writing and Academic Support Services (OTWASS) Ext 1256 or Personal Counseling, Ext. 1403. *If you are in need of tutoring services, please reach out to OTWASS using this* link.

ACADEMIC INTEGRITY

Members of the academic community are expected to observe strict integrity in all phases of their work. Cases of academic dishonesty may result in expulsion from the College. *Academic dishonesty includes plagiarism, cheating and other forms of dishonesty.*
Refer to Standards of Conduct Academic Integrity (pp. 75-87).
- o **Plagiarism:** "Plagiarism is the copying of a passage or idea from a book, article, notebook, laboratory report, video, Internet, or other source published or unpublished, without acknowledging the source of passage or idea. Text extracted from another source without substantial paraphrasing must be cited as a quotation, or it too will be considered plagiarism. Finally, any replication of another student's work or a student's own work from prior semester or other course will be considered as plagiarism, unless the instructor's approval for such usage has been obtained. Penalties for plagiarism can include a written warning/reprimand and a combination of one or more of the following actions administered by the Vice President for Academic Affairs and Dean of the Faculty/designee:
    - - redoing the assignment
    - - obtaining a failing grade for the assignment
    - - obtaining a failing grade in the course
  Vice President of Academic Affairs and Dean of Faculty/designee may issue a written warning/reprimand and/or impose additional sanctions up to and including suspension or expulsion from the College. In addition, students who have committed acts of academic dishonesty may be ineligible for academic honors." (2020-2021 Bloomfield College Course Catalog).
  The Official College Sanctions begin on page 80 the Course Catalog. If a student chooses to exercise their right to appeal, the procedure can be found on page 84 of the 2020-2021 Bloomfield College Course Catalog.

ASSIGNMENTS

Students should retain a copy of all assignments completed for nursing courses. Assignments are to be submitted before the beginning of class period. Electronic submissions after class will be considered late. Students may be required to submit a hard copy of the assignment in addition to the electronic copy. The assignment MUST BE submitted (hard copy or electronic) at the beginning of class as designated by the instructor.

LATE ASSIGNMENTS

The grade for submission of assignments after the due date will be reduced:
· One grade notch (i.e. C to C-) for the first 24 hours (*first 24 hours begins five minutes after   class begins*)
· A second grade notch (i.e. C- to D+) for the second 24 hours.
· A third grade notch (i.e. D+ to D) for the third 24 hours.
This deduction is made after the paper is given a grade reflective of the level of accomplishment. NO CREDIT will be given for assignments submitted 72 hours beyond the due date unless a special arrangement has been made with the instructor before the assignment was due. A grade of "0" will be entered if the requirements are not met.
Standards for Written Work: The Division of Nursing adheres to the guidelines for written work as stated in the latest American Psychological Association Manual. This publication may be purchased from the bookstore. All papers must be word processed using the APA editorial style. Students are to submit the original and one

copy of each formal required paper to the appropriate instructor. The original copy will be returned with comments and should be retained by the student for further reference. The copy will be retained by the instructor. Faculty may opt for students to submit one electronic copy of the paper to Safe Assign on Blackboard and one printed hard copy to the instructor.

ATI Assignments. Students are required to complete all assigned ATI modules as indicated on individual course syllabi for selected classes and labs (due dates are course specific). Students must provide evidence of assignment completion at the beginning of the lab or class as indicated on syllabi.

Weighting of ATI in each course is indicated on the course syllabus, students will receive full credit when they complete all ATI assignments and remediation indicated.

If students have extenuating circumstances that make it impossible to submit ATI assignment on time, discuss this with your instructor and submit the evidence of completion at a mutually agreeable time.

Focused reviews will be completed by the student after the **Practice and Proctored Assessments.** Evidence of focused review completion must be submitted within two weeks of taking the Practice Assessment. Students MUST complete their focused review in order to complete the Proctored Assessment.

- **Math Proficiency Policy:** Students are required to demonstrate proficiency in medical math throughout the nursing program. These math competencies (as listed below) are identified in each course syllabus. **Students must achieve a 90% proficiency to pass the math exam each semester**. Students who do not achieve the 90% proficiency on the first attempt of the math exam in each course are required to seek remediation at the Center for Student Success & Office of Tutoring, Writing and Academic Support Services and contact the course professor prior to taking the math exam for a second time.

  All math exams contain 10 questions. Sophomore courses allow 30 minutes to complete the exam. Junior and senior courses allow 45 minutes to complete the exam. **The first attempt of the math proficiency exam counts as 5% of the student's <u>final course grade</u>.** The math proficiency exam <u>will not count in the overall test average</u>. The second and third attempts are for proficiency only. **Students who fail on the third attempt fail the course.**

  The math exam will be administered in the first two weeks of classes for all clinical courses subsequent to NUR 215 (NUR 241,323,341,351,441 and 454). Students who do not pass the proficiency exam may not administer medications in the clinical site. This may constitute a clinical failure for the clinical day.

  <u>Math Competencies include the following</u>:
  - fractions, decimals, percentage, medical abbreviations
  - conversions within the metric and household systems
  - interpretations of drug labels and drug orders
  - calculating for individualized drug dosing (body weight)
  - calculations for oral and injectable preparations
  - mixing medications from two vials
  - reconstitution of powdered drugs
  - IV drop factors with macro and micro tubing, drip rates, IV drug calculations
  - calculating intake and output

  <u>Calculations for specialty areas include:</u>
  - Body surface area
  - Critical care drug calculations
  - Labor and delivery drug calculation
  - Pediatric drug calculations
  - Titration of drug

Transfer Students

Transfer students follow the above policy and must meet the 90% proficiency level for the course that they are entering in the nursing program. Transfer students are responsible for identifying their deficiencies and seeking remediation in the Center for Student Success & Office of Tutoring, Writing and Academic Support Services prior to entering the nursing courses.

ATTENDANCE
Class
▪ The Division of Nursing engages in an active learning environment. Success in the nursing program is related to attending class and being engaged. An active learner arrives on time, has completed the assigned preparatory material, and makes meaningful contributions to the class discussions and in-class activities.

The Division of Nursing is cognizant of the fact that students do incur sickness, emergencies, and/or other circumstances beyond their control. Therefore, four missed classes are not penalized in the course grade. For each absence beyond those four missed classes, your final grade will be dropped by one grade notch. For example, five absences will reduce a final course grade of C to C-. To progress in the nursing program, you must achieve a grade of C or better. In addition, you must achieve a 74% test average.

Students are expected to be on time for class. **Arriving late to class is disruptive** to the class and the professor.
- A pattern of lateness can affect your grade as you will be missing important class content and possibly beginning of class quizzes which cannot be made up.
- Students are responsible for their behavior and are accountable for arriving to class on time.

The Policy for accelerated courses (7-week courses) is similar to the above stated policy. However, student grades will be penalized after TWO missed classes using the same format described above.
Clinical:
 Attendance is mandatory at the time and place of assignment.
 In the event of illness, the student is to:
 - notify the clinical instructor one hour before the time of assignment **AND**
 - notify the clinical instructor, lead course instructor and Division Coordinator Lisa Ruiz in the Division of Nursing via Bloomfield College email.
 - for the Nursing Learning Resource Center experience, call Professor Flood at 8 am at 973-748-9000, Ext 1659.
Students may be absent from clinical experiences only for documented illnesses, death in the immediate family, or a true emergency. In the event of an absence and at the discretion of the instructor, efforts will be made to offer an alternate means of satisfying the missed clinical objectives. Such means might include a written assignment, an activity in the Nursing Learning Resource Center, or a make-up day in the clinical area. This is in an attempt to assist students to meet clinical objectives and **does not erase** the clinical absence. If the clinical objectives are not satisfied, the student risks being unable to satisfactorily achieve course objectives, resulting in course failure.

Students are expected to be on time for all clinical experiences. Students must provide their own transportation to clinical agencies. This also holds true for making community nursing visits to clients/agencies during the community nursing course (NUR 454). Students should notify the instructor, the agency, and the Nursing Division of unavoidable lateness. The student will receive a "0" on the clinical performance evaluation for that day. This implies a clinical failure for the day. **More than two clinical absences will result in clinical failure for the course.**

 *Clarification regarding the maximum number of clinical absences: The student who misses one full clinical day (10 or 12 hours clinical day) is considered as two (2) clinical absences. Therefore, the absenteeism of more than one full clinical day will result in a course failure according to the DON clinical policy.

EXAMINATIONS AND QUIZZES

Students are required to take exams on scheduled dates stipulated by the course outline or as advised through Blackboard or e-mail, IT IS AT THE DISCRETION OF THE INSTRUCTOR IF A MAKE-UP EXAM WILL BE GIVEN. The student is ULTIMATELY responsible for contacting the instructor prior to the SCHEDULED exam time should serious illness or circumstances beyond the student's control preclude the student from taking a test at the scheduled time. If the student is unable to contact the instructor directly, students must reach out to the Division Secretary. Documentation of illness is required. Other circumstances preventing attendance also require appropriate documentation.

Appointments to review exams and/or quizzes must be made with individual faculty during office hours. Students must review an exam within two weeks of date of administration.
No quizzes or exams will be available for review during exam week.
All exams are the property of the Division of Nursing.
Exam grades are posted on Blackboard. Final course grades are available on Web Advisor after they have been submitted to the registrar.

Quizzes may be scheduled or unscheduled (refer to specific course packet for details). Quizzes are generally given at the start of class. If a student arrives after the quiz has been given the student will receive a grade of zero. Quizzes cannot be made-up regardless of the reason for missing the quiz.

Time allowed on exams: All exams are timed as follows (objective style questions):
- Sophomore level courses: 90 seconds/question
- Junior level courses: 75 seconds/question
- Senior level courses: 60 seconds/question

If an exam has both objective and subjective components, the objective component will be given first following the above allotted time. After the student completes and submits this part of the exam to the instructor/proctor, the subjective component will be handed to the student. Time allocated for the subjective component will be determined by the instructor and will be stated in the directions.

Make up examinations – may be very different from the original exam that other students in course have taken. The content of the exam will be consistent with the original.

Proctored Online Exams: during the online exams (*electronically administered*), students are NOT allowed to open any web browser except the TEST browser (*Blackboard, ATI...etc*). An attempt to log-onto or open any non-testing browser will be considered as a violation to the Plagiarism college policy and will be reported as a dishonesty incident (*refer to Plagiarism Policy for Bloomfield College*)

Classroom Behavior for exams:
Prior to beginning the exam period, students are required to bring all personal items (including all cell phones, electronic devices, earbuds, headphones and electronic watches) to the front of the room. The ONLY materials allowed at the desk are writing implements and calculators if provided by the instructor/proctor. **No food or beverages are allowed during the exam period.** Hats, hoodies and other head coverings are not permitted during exams (unless required for religious reasons).
It is highly recommended that students use the bathroom as needed PRIOR to the start of the exam. Students are not permitted to leave the room once the exam is in progress unless a note of medical necessity from a primary care provider has been submitted to the instructor/proctor.

Final Exam Policy
All students must take the final exam on the scheduled date and time set for the entire class. If a student has an unexpected extenuating circumstance (death of an immediate family member, medical emergency, etc.) the date of the exam they must notify the instructor immediately. Students who fail to notify the instructor will receive a

zero grade on the final. Faculty will review such cases individually for consideration of an accommodation. Students with OSD accommodations will adhere to the exam schedule that has already been contracted.

The **Clinical Summative Exam/and or Practicums** must be completed on the date/time set by the instructor. Failure to complete on the designated date/time may result in a clinical failure. If a student has an unexpected extenuating circumstance (*death of an immediate family member, medical emergency, etc.*) on the date of the exam they must notify the instructor immediately. Faculty will review such cases individually for consideration of an accommodation.

<u>**Standardized Tests**</u>
Standardized tests are administered at various points in the nursing program. Such tests may be used by the faculty for diagnostic purposes, general data collection, and program evaluation. Where costs are the responsibility of the student, advance notification will be given and payment is due as scheduled before the test is administered. All generic nursing students will be required to take standardized examinations at the beginning or conclusion of specific nursing courses. The Nursing Program utilizes Assessment Technologies Institute (ATI) as a resource for learning.

- **ATI Proctored Examinations** - All students must take the ATI proctored exam on the scheduled date and time set for the entire class. Students who fail to take the exam on the designated date will receive a zero for that exam. If a student has an *unexpected extenuating circumstance (death of an immediate family member, medical emergency, etc.) the date of the exam they must notify the instructor immediately. Faculty will review such cases individually for consideration of an accommodation.*
- **ATI Testing: All students are required to take the Proctored Assessment in specific nursing courses**. Assigned grades for proctored assessment are as follows:
    - **Model 1 with 4 levels normed scores:**
    - LEVEL 3= 95%
    - LEVEL 2=85%
    - LEVEL 1=75%
    - Below level 1= 65%
    - **Model 2 with three levels:**
        - Exceeds expectations= 90%
        - Meets expectations= 80%
        - Below expectations= 70%
    - **Model 3 with no levels:**
- Faculty will analyze student raw scores using descriptive statistics (mean, median, mode, range, SD) to derive grade for the exam.
- An ATI Comprehensive Assessment is given to all graduating seniors at the end of the spring semester as a measure of readiness to sit for the NCLEX examination. The date of the Comprehensive Assessment is noted on the senior level course syllabi. The ATI Comprehensive Assessment assists students to identify their areas of strengths and weaknesses in preparation for the NCLEX examination. Therefore, any student may be required to repeat the standardized ATI Comprehensive Assessment after providing evidence of remediation to address identified areas of needs. This is done by completing an ATI focused review and providing evidence of work completed during time spent in the focused review.
- All senior students must provide documentation of successful completion of a division approved NCLEX review program before the candidate is endorsed for the licensing examination.
- Students will be financially responsible for the cost of standardized testing.

SKILLS VALIDATION POLICY

NO EXCEPTIONS to SKILLS VALIDATION:
To become a registered professional nurse, each student must meet the standards of the profession, the requirements of our accrediting agencies and pass the NCLEX licensure examination. The NCLEX examination evaluates both knowledge and skill preparation. All professional nurses are expected to be proficient in a variety of nursing skills. To ensure that each student has achieved the expected skill proficiency of the profession, the BC nursing curriculum validates student performance through assessments throughout the curriculum. This validation process is directly linked to the essential knowledge and skill proficiency required by the profession. For these reasons, it is imperative that each BC nursing student successfully perform all skill validations required in the nursing curriculum. No student can be exempt from learning any required skill and passing the corresponding validation.

Failure to Disclose

Any student who, in the course of clinical practice, fails to disclose an error, an omission, or information relative to their knowledge of such an error or omission may be subject to disciplinary action up to and including termination from the program. Disclosure of information must be timely and complete.

Falsification of Records

Any student who, in the course of clinical practice, falsely documents a clinical record may be subject to disciplinary action, up to and including termination from the program.

CPR CERTIFICATION

Students must be certified in cardiopulmonary resuscitation (CPR) before entering the clinical area. The Certification course must be the Health Care Provider from the **American Heart Association**. This is the only CPR certification accepted. Students must present evidence of this certification **before August 15th** of each year. Certification must be maintained throughout the remainder of the nursing program. A hard copy (or electronic proof) of the certification is to be submitted to the Division Coordinator or Clinical Coordinator.

DROPPING A NURSING COURSE OR WITHDRAWING FROM THE NURSING MAJOR

Before taking any steps to drop a nursing course or withdrawing from the nursing major, students should discuss their reasons with the professor/instructor. The following steps should then be taken:

1. Obtain the proper form from the Registrar and have the form signed by the designated people.
2. Make an appointment to see the Chairperson of the Division of Nursing.
3. Notify classroom and clinical instructors of the last day you expect to participate in the course.

DRUG POLICY:

We abide by the policy of Bloomfield College found in the current Bloomfield College Electronic Catalog, *Violation of the Alcohol and Drug Policy*

Rationale for requirement of drug testing each semester.

As nurses and healthcare providers we are entrusted with the health and well-being of our clients and the safety of all individuals we work with. When faculty and students are sent into healthcare institutional settings we expect that they are in full control of physical, emotional, and mental faculties. The presence of any substance such as drugs or alcohol, that interferes with clarity of thought and clinical judgment, whether considered legal or illegal, can pose as a possible risk for patients, colleagues, the institution, and the College. It is the

responsibility of the Frances M. McLaughlin Division of Nursing to ensure (to the best of our ability) that faculty and students who attend any clinical setting be safe and efficient in the care they provide.

Due to the possible legalization of marijuana use in NJ, this policy is to facilitate and clarify the policy on drug use. Regardless of changes in state law the nursing program of BC abides by Federal guidelines in which drug use is against the law. The majority of clinical agencies we work with all specifically state they follow federal guidelines regarding drug use. Any student attending a clinical component must undergo drug screening prior to admission to a clinical agency. Any student who has positive results (indicating drug use) <u>will be removed from the clinical course</u>. Any student whose test result returns as inconclusive will also be prohibited from engaging in a clinical course. Clinical agencies may conduct random drug screening on any faculty or student working in that setting at any time without prior notice. Clinical sites have the right to refuse any student for clinical placement based on concerns about that student's ability to deliver safe practice.

PROCEDURE FOR DRUG SCREENINGS:

All students will be tested for a 12-panel drug screening on admission to the major and each semester on the following schedule:

Sophomores will be screened at the end NUR 215 & NUR 235 – results must be submitted by **December 15th**

Sophomores progressing to Junior Year will be screened again in August – results must be submitted by **August 15th**

Returning Juniors (who have been out a semester) will be screened at the beginning of junior semester in August results must be submitted by **August 15th**

Juniors progressing to spring courses will be screened - results must be submitted by **December 15th**

Seniors entering fall semester - results must be submitted **by August 15th**

Seniors progressing to spring courses - results must be submitted by **December 15th**

Approved May 9, 2019

INABILITY TO FUNCTION

Any student who demonstrates behavior(s) that suggests impairment of the student's ability to meet standards of performance, competence, and/or safety in clinical, laboratory, or classroom sites may be removed from the site by the instructor. Such behaviors must be observable, objective, and quantifiable. Examples of such behaviors include inattentiveness, drowsiness, sleeping, slurred speech, motor incapacities, and impaired judgment. Removal of a student from an educational site for inability to function must be reported by the instructor to the Division Chairperson as soon as possible.

The student will receive a "0" on the performance evaluation for that day. Further observations of such behaviors or the observation of patterns of behavior will result in the student's immediate removal from the setting and referral to the College Health Services.

EDUCATIONAL COUNSELING AND GUIDANCE

Educational counseling and guidance is provided throughout the program. Individual conferences are scheduled by the instructor periodically during the semester. At this time, students are assisted in evaluating their progress in the theoretical content of the course and application in clinical practice.

Students are encouraged to seek help on their own initiative from their instructor as necessary. The instructor may request to see a student at any time. An effort is made through these individual conferences to assist students to explore effective means for improving academic or clinical progress.

Conferences with the Division Chairperson or instructors are to be arranged through Division Coordinator. Instructor's office hours will be posted on the official bulletin board.
Students are required to stop at the Division Coordinator's office prior to their scheduled appointment.

REPEATING COURSES

Only one nursing course (NUR designation) may be repeated once. A withdrawal or grade of C- or below on the second attempt necessitates withdrawal from the major.
Students must successfully complete all required nursing courses in the nursing major to graduate with a major in nursing. Withdrawal or a failing course grade on the second attempt necessitates withdrawal from the major. Repeated courses must be taken in their entirety i.e. both academic and clinical components. Students who *withdraw or fail* due to extenuating *circumstances* may have their situation reviewed by faculty for special consideration (See "Reinstatement to the Nursing Division" Policy).

GRADING AND PROMOTION

All courses which are required to be successfully completed for a given major are said to constitute that major. The Nursing Major consists of:

BIO 200, BIO 205, BIO 206, CHM 120, PSY 100, PSY 245*, SOC 100, NUR 105, 215, 235, 236, 241, 268, 323, 338, 341, 349, 351, 355, 358, 404, 441, 454, 460, and 461.
* The Division of Nursing will allow generic and RN students to substitute MTH 200 for PSY 245 when PSY 245 is not offered.

A minimum cumulative grade point average (based on courses and credit earned at Bloomfield College) of 2.0 is required for graduation. Grades are recorded under the letter system as follow:

A	=	94-100	C	=	74-76
A-	=	90-93	C-	=	70-73
B+	=	87-89	D+	=	67-69
B	=	84-86	D	=	64-66
B-	=	80-83	D-	=	60-63
C+	=	77-79	F	=	59

A test average of 74% is required to pass each nursing course. All exam grades (including the final and select ATI exams) are added and divided by the total number of exams to obtain this grade. **All other learning activities in the course will be calculated in your final grade ONLY after you have reached a 74% or better on the test average. If this test average is not achieved, the highest grade you will achieve in the course will be a C-.**

Once this criterion is met, the course grade will be a weighted calculation and will include all exams, assignments, papers, presentations AND a satisfactory clinical evaluation of the student's clinical performance by the clinical faculty.

All clinical experiences are graded on a Pass/Fail basis. Students must achieve passing grades in both the theory and laboratory (clinical) components of the course to pass the course. **A failing clinical grade will result in a final course grade not higher than a C**-, **regardless of the grade earned in the theory component**. Both the didactic and clinical components of the course must be repeated. See policy on repeating courses.

All sophomore level nursing courses must be successfully completed prior to entering junior level nursing courses. All junior level nursing courses must be successfully completed prior to entering senior level nursing courses. All senior level fall semester nursing courses must be successfully completed prior to entering senior level spring semester courses.

GRADE APPEAL PROCEDURE

A student who wishes to appeal a course grade should refer to the "*Grade Appeal Policy*" in the current *Bloomfield College Catalog.*

REINSTATEMENT TO THE NURSING PROGRAM BASED ON EXTENUATING CIRCUMSTANCES

Students who are dismissed from the program due to extenuating circumstances have the right to appeal to nursing faculty.
THERE IS NO GUARANTEE THAT AN APPEAL WILL BE GRANTED.

Reinstatement Procedure:

Students who are applying for reinstatement into the nursing program due to extenuating circumstances will be evaluated by the faculty. Reinstatement is not guaranteed to students and each case is evaluated individually. If students are considering **a grade appeal, that avenue is to be pursued first** and is a different process, students must refer to the Bloomfield College *Course Catalog* and follow the directions/steps found there.

Students should follow the steps below to be considered for the Reinstatement Application Process into the nursing major:
1. Meet with the course faculty to discuss the issues and factors that have contributed to the student's failure in the course to ensure reinstatement consideration is appropriate.
2. Submit a letter of the intent to be reinstated to the DON Chairperson and the Nursing Faculty as a group. The letter should include the following:
    a. Succinct summary of the circumstances leading to the failure (*with enough information to describe the issues/factors but not having to include personal details if not relevant*).
    b. Identifying specific steps to increase the likelihood of future success (clear and specific **Plan for Success**).
    c. Include official supportive documents that may be relevant such as medical papers, court documents etc.
3. Submit the letter and all supportive documents to the Division Office Coordinator **within 4 weeks of the recent course failure(s) or program dismissal**.

While considering the student's complete adherence to the aforementioned Reinstatement steps. The nursing faculty will complete the Reinstatement Rubric (page 92) and the reinstatement to the nursing program will be granted upon achieving a minimum score of 74/100 on that form.

Students Returning Due to Extenuating Circumstances

Students who return to the major after consideration of their extenuating circumstances must begin nursing courses in the next semester the failed course is offered. Returning students cannot delay the return for more than one semester or the special consideration will be voided. All students who return are subject to the testing required of all students who transfer or fail out of nursing courses. Students who are re-considered for the major must be successful in all future courses to remain in the nursing major.

Rationale: delay in re-entry puts the student at higher risk for future failure. Returning students also impact clinical sections of courses that can result in additional sections being needed.

WITHDRAWALS AND COURSE ATTEMPTS
A grade of "WF" will be counted as a course failure.

RETURNING STUDENTS

If a student has a break in the usual nursing sequence of courses due to illness, failure or withdrawal, the student will be required to demonstrate competency of previously learned clinical and/or physical assessment skills before progressing in the nursing sequence. **The student will be tested on both clinical and physical assessment skills previously learned prior to the beginning of the semester.**

Required testing prior to entering or repeating is as follows.

Students who pass NUR 235 but fail NUR 215 must demonstrate proficiency of the Head-to Toe Physical Assessment with a minimum of 80% before they can progress to NUR 241. Returning students into NUR 241, NUR 341, NUR 351 and NUR 441 must revalidate the appropriate skills required at that level prior to the beginning of the semester. Students are responsible for contacting the Nursing Learning Resource Center Director prior to scheduling an appointment for testing.

TECHNICAL STANDARDS FOR ALL NURSING STUDENTS

The Frances M. McLaughlin Division of Nursing (DON) of Bloomfield College is committed to producing lifelong learners who excel in their careers and are recognized as leaders in their field. The DON Technical Standards for Core Professional Nursing Competency Performance ("Technical Standards") are an integral part of the DON academic requirements that identify core professional nursing competencies in five specific domains- Communication, Observation, Cognitive, Motor, and Professional Attitudes. Nursing students must meet all the requirements of the technical standards with or without reasonable accommodations, in order to successfully progress through and graduate from the nursing program. These requirements apply to all settings including lab/clinical and classroom settings. Students applying to the DON are encouraged to review the Technical Standards requirements for completing the program of study.

All DON students must review the Technical Standards, sign the acknowledgement page, and return the document to the DON, at 74 Oakland Avenue, Bloomfield, New Jersey, 07003 upon entering the nursing program.

Reasonable Accommodations for Qualified Students with Disabilities

The DON is committed to providing educational opportunities to qualified students with disabilities to afford such students the opportunity to complete the nursing program. A qualified student with a disability" is one who, with or without reasonable accommodations, meets the DON academic requirements and Technical Standards. Qualified students with a disability who require accommodation must seek reasonable status and assists students in obtaining appropriate accommodations. The OSD determines these accommodations on a case by case basis. A request for accommodations may be made at any time, but may not be implemented retroactively. The DON is not required to provide accommodations that fundamentally alter or waive essential program requirements.

Technical Standards Competency Domains
1. **Communication Competencies**: The Technical Standards for communication include the ability to
 communicate with a wide variety of individuals.

Rationale: Effective communication is necessary to provide safe, high quality patient care in all healthcare settings. Students must be able to speak, hear, and observe in order to elicit information from patients, families/significant others, health team members, faculty, peers, of diverse ethnic, religious, and cultural backgrounds, examine patients, describe changes in mood, activity, and posture, and to perceive non-verbal communication. Communication includes not only speech, but also reading and writing in English. They must also be able to communicate sensitively, effectively, and efficiently in oral and written form, in the professional nursing practice setting as well as the academic setting.

2. **Observation Competencies**: The Technical Standards for Observation include meaningful participation in the classroom and clinical activities, interviewing skills, and accessing electronic, web-based and simulation information.
Rationale: Nursing student observation competencies include the knowledge, attitude, and skills   necessary to provide quality and safe care to patients in all healthcare settings.
Students must be able to use and interpret information using diagnostic tools (i.e. sphygmomanometer, otoscope, stethoscope, EKG, IV's) to assess and evaluate physiologic conditions. Students must be able to discern signs and symptoms of disease, pain, infection and changes in patients' condition and safety concerns during a comprehensive or focused physical assessment, both in the live and clinical simulated situations.

3. **Cognitive Competencies:** The Technical Standards include the ability to demonstrate cognitive abilities in connection with the other identified nursing student competencies.

Rationale: Nursing student Cognitive Competencies include demonstrating the knowledge, attitude, and skills necessary to provide quality and safe care to patients in all healthcare settings.
Students must be able to accurately follow course syllabi, assignment directions, patient protocols, and any action plan developed by faculty, staff and administrators, or health care agency staff.
Students must demonstrate cognitive abilities related to course and program outcomes that indicate the student is able to carry out the nursing process.
Students must be able to measure, calculate, reason, analyze and synthesize subjective and objective data to carry out the nursing process in a prompt and timely fashion.

4. **Motor Competencies**: The Technical Standards include the ability to demonstrate motor abilities in connection with the other identified nursing student competencies.
 Rationale: Nursing student Motor Competencies include demonstrating the knowledge,
 attitude, and skills necessary to provide quality and safe care to patients in all healthcare settings. Students must possess fine and gross motor movements to facilitate physical examination (Palpation, Auscultation, Percussion). They must have functional use of the senses of touch, vision and hearing. Students should have sufficient endurance to perform required patient care   duties including moving and transferring patients, navigating patient rooms and operating equipment (i.e. manual BP, IV pumps) typically found in a health care environment.
Students must be able to perform CPR and respond to emergencies in a timely manner.

5. **Professional Competencies**: The Technical Standards include the ability to demonstrate professional abilities in connection with the other identified nursing student competencies.
Rationale: Nursing student Motor Competencies include demonstrating the knowledge, attitude, and skills necessary to provide quality and safe care to patients in all healthcare settings. Students must possess the emotional stability required for full utilization of intellectual abilities. Students must be able to tolerate physical and mentally taxing workloads and adapt to changing environments. Students must exercise good judgment for effective patient, work and academic relationships in a diverse health care environment. Students must complete all patient responsibilities in a timely manner. Students must show compassion, integrity, honesty and concern for others. Students must be appropriately attired and prepared for all clinical work.

Section VII

General Policies

CELL PHONE POLICY

All students must comply with the policy of the clinical agency regarding cell phones.
Note: family and friends should not be calling to make personal arrangements. If the student needs to check in on his/her family, a student may ask permission from the instructor and take a break to use the phone. If phones are carried, they must be off or in vibrate mode. The instructor has the authority to remove students from the clinical area if they are not compliant with program and/or agency policies. Cell phone usage in the classroom will be at the discretion of individual faculty.

May 2002/ August 2009/June 2021

CLINICAL AND CLASSROOM BEHAVIOR

Students are expected to behave professionally at all times. This means the student adheres to the dress code and behaves in a manner that is fitting to the nursing profession. Students are expected to talk quietly and to be respectful of one another as well as patients. Students must refrain from private communication and personal conversations in foreign languages in the presence of clients, peers, faculty, and or staff unless specifically requested by appropriate personnel. Students are not to argue or make unkind remarks about or to fellow classmates, staff, or faculty. Students are expected not to engage in behavior such as eye rolling or posturing to indicate disdain of a person or idea. Student behavior should be consistent with that of a professional nurse. **Inappropriate student behavior will not be tolerated and will be documented in the student's file.** The instructor will develop a Performance Improvement Plan (PIP) to address the behavior.

May 2002/ June 2021

CLINICAL

It is the student's responsibility to:
1. Determine the location of the clinical experience at least one day before the assignment.
2. Secure a map of the area, as needed. Check the directions on the map.
3. Make a "dry run" before the clinical experience, if the student is unsure of the directions.
4. Leave ample time to arrive at the clinical agency on time. Students should allow at least 20- 30 minutes extra traveling time to allow for untoward events such as traffic, getting lost, or car trouble.

FEES AND EXPENSES

Special fees and expenses can be expected in the nursing major due to the varied and extensive experiences needed to meet the expected student outcomes. Examples of such expenses include:

- CPR Course (including renewals as needed, which should be obtained from American Heart Association only)
- Criminal Background Checks (via Castlebranch.com)
- Drug Testing (via Castlebranch.com)
- Clinical-related supplies (Stethoscope, sphygmomanometer, watch with a second hand, pen light, bandage scissors)
- School Uniform for Nursing Program (Meridy's Uniforms)
- Name Pin

Graduation and Pinning Expenses (Costs for senior year runs close to $1000.00)
- Nursing Pin
- Nursing Stole (optional)
- Baccalaureate Robes
- Graduation Fees
- Fees for Licensure and Testing

- Health Insurance Coverage with basic hospital and medical benefits. Locks for Locker, Key Deposit or ID Badge Deposit as indicated by the agency.
- New Jersey Nursing Students Inc. Convention.
- Student Liability Insurance.
- Textbooks and supplies

TRANSPORTATION AND PARKING EXPENSES
Students are responsible for providing their own transportation to assigned clinical sites as well as any parking fees.

PHOTOCOPYING
Students are responsible for seeking the services of and bearing the cost of materials duplicated at the Service Center or the College Library. **The Division of Nursing is not responsible for supplying these services.**

HEALTH POLICIES

In addition to the health standards required by Bloomfield College, the following policies are mandatory for students in the nursing major:

Students who will be practicing nursing in a clinical setting must be cleared by Clinical Placement Coordinator before entering any health care agency.

Health clearance consists of a physical examination including necessary assessments and laboratory tests which may be arranged (by appointment only) through the College Health Services for a modest fee. The services of a personal health care provider are acceptable.

In order to conform with the NJ Department of Health requirements, each sophomore nursing student must be tested for **Rubella (German measles)** sensitivity using the **rubella hemaagglutination inhibition test** or other tests approved by the Department of Health. Other evidence of rubella, such as date of disease will **NOT** be accepted. A copy of the laboratory result must be submitted. If the student is **NOT** immune to rubella he/she **must** receive this immunization and then be retested.
Since it takes 60-90 days for the body to show immunity after the immunization, this test must be done by **October 1** in the sophomore year of the nursing major.

The student must also show immunity to **Rubeola (Regular Measles) and Varicella (Chickenpox).**
If a student has not had rubeola, they are to receive MMR immunization.

Junior and senior nursing students who have shown immunity do not have to be retested. The student must show proof of vaccination for HBV – Hepatitis B Virus.

The student is required to submit proof of a negative Mantoux (5 TU PPD) yearly unless history of significant reaction is known. Students with a positive Mantoux are to consult the school nurse for any additional screening. Quantiferon results are acceptable.
Transfer students are to be completely cleared by the College Health Service before they will be allowed to attend clinical.

COVID-19 Statement: Effective Fall 2021

In response to the COVID-19 pandemic, the College has instituted a number of precautions to protect the health and safety of our campus community. College requirements for Fall 2021 are guided by the [Updated COVID-19 Recommendations and Best Practices for New Jersey Institutions of Higher Education](#) issued by the *Office of the Secretary of Higher Education*. These standards recommend a range of preventative measures including face coverings and hygiene directions, as well as screening, testing, and contact tracing protocols. The Bloomfield College Fall 2021 plan is provided at the [Planning for the Fall Semester](#) site.

Instructional environments this year will involve several important measures to meet safety expectations. These include:

● Every day prior to coming to campus, complete the [LiveSafe Daily Health Questionnaire](#) using the LiveSafe app or at this [link](#).

● All persons entering a campus building will be required to wear a face covering.

● Students <u>will not</u> be permitted to attend class without wearing a face covering. If you forget your face covering or if your face covering breaks, please go to the Campus Security Office (225 Liberty Street) and a replacement will be provided for you.

● Students and faculty will be required to wipe clean working areas (e.g., desks, tables, benchtop spaces, etc.) prior to leaving a classroom or lab. Cleaning supplies will be available in each classroom and lab.
 If you are infected with COVID-19, follow the reporting and contact tracing protocol described on the College's website and reach out to your instructor to make alternate arrangements for your courses.
Violation of these or other requirements necessitated by the College's response to the COVID-19 pandemic will subject students to the range of disciplinary actions described in Section IV – Official College Sanctions of the Catalog. Students with documented medical concerns that prevent them from adhering to these requirements need to contact the Office for Students with Disabilities (OSD) at extension 1650 or 1654 or via e-mail at margaret_adams@bloomfield.edu.

In addition:

1. Students are required to follow the attendance policy requirements for each course. With appropriate documentation in accordance with our contact tracing protocol and COVID-reporting requirements, students who test positive for COVID-19 and are required to miss in-person classes, will be treated as a medical absence and would be provided accommodations to make-up class work accordingly.

Effective August 30, 2021: Mandatory COVID-19 Vaccination Policy for nursing students has been approved by Academic Affairs after being reviewed by the college legal department. (Appendices Page 90)

HEALTH CLEARANCES MUST BE SUBMITTED BY AUGUST 15TH EACH YEAR BY ALL STUDENTS. STUDENTS WHO FAIL TO COMPLY WILL BE WITHDRAWN FROM CLINICAL COURSES.

Every nursing student enrolled at Bloomfield College **must** have health insurance coverage which provides basic hospital and medical benefits. Evidence of insurance coverage must be validated and this coverage must remain in effect throughout the period of the student's enrollment. **Group Health Insurance** is available for full-time students at a small cost. Additional information can be obtained from the College Health Services Office or Business Office.

Necessary **Emergency Medical Care** received at the hospital by a student during clinical experience is usually done on a fee for service basis. The individual student is financially responsible for these costs. Costs incurred are paid according to the fee schedule of the insurance carrier. Costs not covered by the policy are the responsibility of the student.

STUDENT COMPLAINTS

A student who wishes to file a formal complaint regarding a course or any aspect of the program may do so. All complaints from students will be channeled to the appropriate Vice President. Please click on the following link to access the electronic Student Complaint Form:
https://bloomfield.edu/about-us/consumer-information/student-complaint-form

NEW JERSEY NURSING STUDENTS, INC. CONVENTION

Senior students in the generic program are expected to attend the Annual New Jersey Nursing Students, Inc., Convention as part of their professional education. The cost of the convention and hotel accommodation is the students' responsibility.

NURSING LEARNING RESOURCE CENTER (NLRC)

The Nursing Learning Resource Center, located on the campus in the College Hall, is available for students to increase their knowledge and refine nursing skills through practice and the use of audiovisual materials.

Attendance at the Center is required as necessary to meet the course requirements. Students are to sign the register for each attendance as directed. Information based on required NLRC assignments may be included on quizzes or examinations at the discretion of the course instructors. Unless otherwise stated in the individual course descriptions, assignments in the NLRC will be considered part of the clinical study to be included in the clinical grade.

The NLRC hours will be posted on the bulletin boards outside the NLRC.

REGISTRATION AND ADVISEMENT

Students are assigned to a nursing faculty member for advisement purposes. The list is posted on the Bulletin Board in the foyer of the Division of Nursing located at 74 Oakland Avenue.

Students are expected to complete the registration process within the designated time period. The process for registration is as follows:
1. Obtain an updated Progress Chart from the Registrar **prior** to meeting with your advisor.
2. Develop a tentative course schedule to discuss with your advisor.
3. Sign up for an appointment for registration.
4. Fill out all the registration material including the courses you know you will be taking. Fill in course number, name, and computer number.
5. Meet with your advisor.
6. Notify your advisor if you will be making any changes. An Add/Drop from must be signed.

NOTE: Students are assigned a nursing advisor when they enter the major. All advisement for nursing students is done by nursing faculty advisors.

REPRESENTATION TO NURSING FACULTY COMMITTEE, SUB-COMMITTEES AND LEVEL MEETINGS

The BCNSA may elect nursing students as representatives to participate in Nursing Faculty Sub-committees, as follows: Curriculum – three student representatives, one from each level (Sophomore, Junior, Senior), Library and Information Technology – one student representative, Research and Evaluation – one junior or senior student representative. Each level may elect representatives to attend Level meetings for the purpose of participation in course related policy making and curriculum planning. Each RN/BSN class may also elect a representative to serve on committees.

RESEARCH AND THE USE OF HUMAN SUBJECTS

All activities that involve the use of human subjects in research must be reviewed and approved by the College's Institutional Review Board (IRB). The Board's role is to ensure compliance with governmental regulations on the use of human subjects.

Approval from the IRB must be obtained PRIOR to the involvement of subjects. A human subject is defined as an individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual or (2) identifiable private information.

Procedures for submitting a research project for review may be obtained from the Chairperson of the IRB.

TRUTH IN ADVERTISING

The Frances M. McLaughlin Division of Nursing at Bloomfield College subscribes to a "truth in advertising" policy wherein publications or advertisements regarding the Division of Nursing, its program, its faculty, and/or its achievements accurately represent the actual experience of the program and are supported by evidence.

UNIFORM DRESS CODE

The uniform should be worn proudly and correctly. To the public, our clients and the community, the uniform is the symbol of our profession. It commands respect and signifies certain qualities not qualifications. These concepts place responsibilities upon the wearer.

All students are required to have a Bloomfield College Photo ID and a lanyard which can be obtained through the Admissions Department or CSLE. Photo ID's are obtained through the IT Helpdesk, located at 185 Liberty Street between 9-5 pm & by appointment.

DESCRIPTION OF THE SCHOOL UNIFORM

The uniform of the student consists of a maroon uniform lab jacket, a white uniform polo top trimmed in gold and maroon trousers. A name pin is secured at the top of the pocket on lab jacket. White shoes and socks are to be worn. A white uniform dress is optional for the female student if necessary.

This complete uniform is to be worn at all times while caring for clients. The appropriate length for professional dress is to the base of the knee.

STREET DRESS FOR CLINICAL EXPERIENCES

When street clothes are to be worn for clinical experiences, the instructor will inform students about the appropriate attire.

SWEATERS

Sweaters should not be worn while giving direct patient care.

Revised 11/2004

SHOES AND STOCKINGS

Regulation white shoes (no laces) and white stockings or socks are worn with the uniform. Shoes must be kept clean and in good repair. Stockings/socks are to be free from runs. Sneakers, sport shoes, sandals, or high heeled shoes are **NOT** acceptable. Fashion stockings or colored socks are not to be worn. No clogs or slip on shoes are to be worn.

NECESSARY EQUIPMENT

Necessary equipment includes name badge, bandage scissors, watch with a second hand, penlight, notepad, pen and a pencil, and a stethoscope. Students are expected to carry these articles whenever the uniform is worn for clinical experiences.

HAIR

Hair is to be attractively arranged and should contribute to the neat appearance of the student. Hair should be kept off the collar and away from the face whenever any uniform is worn. Elaborate hairstyles are inappropriate for all clinical settings. Hair ribbons, pins, and other items used to secure the hair in place are to be neutral in color without ornamentation.

HANDS

Hands and nails must be kept clean in order to prevent spread of infection. Nails should be kept short and manicured with neutral shades of nail polish, if not chipped. Wraps, tips, and nail art are unacceptable.

COSMETICS AND TATTOOS

Discrete cosmetics may be worn. No scented products should be worn. Tattoos must be covered as per clinical agency policies.

JEWELRY

A plain wedding band may be worn. Rings with stones are not acceptable. Religious items on chains may be worn if they are under the uniform below the collar line. Medical alert bracelet and chain may be worn. No other bracelets or chains may be worn. Only one pair of small gold, silver, or pearl stud earrings are permitted with the uniform, no hoops are to be worn. No facial ornamentation or tongue jewelry is to be worn in the clinical setting. When piercing is removed a clear or skin tone plug must be inserted while in the clinical setting.

- Students requiring special modification for religious or cultural reasons **must** notify faculty prior to start of clinical sessions.

Reviewed and revised 7.2019

Section VIII

Information

Division of Nursing Traditions and Awards

CONVOCATION

The Nursing Convocation is held at the beginning of the fall semester and is attended by all nursing students and the nursing faculty. This is a time when we recognize the contributions and achievements of the faculty and students in the nursing major, announce Convocation Award recipients and initiate a dialogue concerning our commitment to the profession. Family members may attend.

PINNING CEREMONY

The generic student who satisfactorily completes the Nursing Program and degree requirements will receive the Bloomfield College Nursing Pin at a ceremony held prior to graduation. Special awards in nursing are given at this time. The Bachelor of Science Degree awarded at graduation will enable the graduate to take the National Examination for Licensure as a professional nurse.

The RN student who successfully completes the Nursing Program may choose to receive the pin of the school at the Pinning Ceremony.

AWARDS

Florence Nightingale Faculty Award

The Florence Nightingale Award, consisting of a medal, a certificate and a monetary gift, is given by the faculty of the Division of Nursing at the Pinning Ceremony to a senior nursing student and an RN nursing student who best meets the following criteria:

1. Demonstrates academic standing in upper third of the class.
2. Shows evidence of kindness, warmth, and caring.
3. Shows perseverance, determination, and leadership.
4. Shows interest and concern in the professional nursing program.

Academic Recognition Award

The Academic Recognition Award, consisting of a Sigma Theta Tau pin (if student is a member), a certificate and a monetary gift, is given by the Division of Nursing faculty to a senior nursing student, and an RN nursing student who has demonstrated outstanding academic performance in nursing courses. This student personifies the scholarly efforts required to attain such a prestigious standing in the class. This award is given to a senior nursing student and an RN nursing student who best meets the following criteria:

1. Have a GPA in the top 10% of the senior class

Nurse with a Heart Award – Generic student only

The recipient of the nurse with a heart award is chosen by the senior class and is considered by their classmates to be a concerned and competent nurse. The student selected will have achieved a satisfactory grade point average in the nursing major and will exemplify the nurse with a "heart" who, through the quality of patient care rendered, shows a sense of devotion and dedication to their work. The person chosen is considered and outstanding nurse.

A medal, a certificate and a monetary award will be presented at the Pinning Ceremony.

Revised 3/4/10

Pinning Speaker

The speaker at the Pinning Ceremony will be the student with the **highest GPA in nursing courses (includes senior year, spring semester grades)**. GPA's will be calculated after final grades are submitted in the spring semester of senior year. A generic as well as an RN student (if attending) will be notified for this honor.

A certificate and a monetary award will be presented at the Pinning Ceremony.

Daisy In Training Award

> The Daisy In Training is designed to recognize students, who even on their hardest days in nursing school remember why they want to be nurses.   To a student who beyond the physical care they given continue to show compassion to patients and their families as they are learning. They exemplify what it means to be a nurse.

A certificate, a Daisy pin and a Healing Sculpture will be presented at the Pinning Ceremony.

Nursing Awards are determined by nursing faculty and staff. These are based solely on student's performance in nursing courses and not on the major course work as defined by the College.

APPENDIX A

FORMS

Iota Alpha at-Large Chapter, Sigma Theta Tau International Honor Society of Nursing (STTI)

The Honor Society of Nursing, Sigma Theta Tau International provides leadership and scholarship in practice, education, and research to enhance the health of all people. The society supports learning and professional development of its members who strive to improve nursing care worldwide.

MEMBERSHIP INFORMATION:
- Membership is by invitation only to baccalaureate and graduate nursing students who have demonstrated excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing.
- Worldwide, more than 340,000 members have been inducted
- STTI is the second largest nursing organization in the world
- Sixty-one percent of active members hold masters and/or doctoral degrees. Forty-eight percent are clinicians, twenty-one percent are administrators or supervisors, and twenty percent are educators or researchers.
- There are 423 chapters on 523 college campuses in the U.S., Canada, Hong Kong, Pakistan, South Korea, Australia, Brazil and The Netherlands.

STTI Faculty Advisor:
>Jacquelyn Svercauski, DNP, RN
>Assistant Professor
>74 Oakland Ave. Room 8

- **Iota Alpha at-Large Chapter, Sigma Theta Tau International Honor Society of Nursing (STTI)**

Bloomfield College has been invited to induct our students into the Iota Chapter of William Paterson University, as of September 2012. This allows on-going collaboration with colleagues, participation in annual research programs, and availability of research grants to further nursing scholarships.

The selection process begins in the fall of the current year. Eligible candidates are mailed an invitation to join, along with the application. Candidates selected are notified by e-mail in November.

You are invited to join Iota Alpha Chapter to sustain the purposes:
- recognize superior achievement
- recognize the development of leadership qualities
- foster high professional standards
- encourage creative work
- strengthen commitment to the ideals and purposes of the profession of nursing
  Membership Criteria Undergraduate Students must:
- have completed ½ of the nursing curriculum
- achieve academic excellence (GPA of 3.0 or higher)
- rank in the upper 35 percentile of the graduating class
- meet the expectation of academic integrity
- demonstrated professional leadership potential
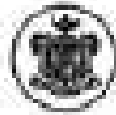
Sigma Theta Tau International
Honor Society of Nursing

Endorsement for Membership

Definition: An endorsement is a letter or statement supporting an individual for membership* in the chapter. Individuals are encouraged to submit two endorsements in order for an application to be considered by the Chapter Eligibility Committee. Nursing students should include one letter or statement of support from a nursing faculty member. At least one of the two endorsements is to be from an active member of the Honor Society of Nursing, Sigma Theta Tau International.

This endorsement enables the candidate to be considered for membership. The Eligibility Committee of the chapter invites your letter or statement of endorsement supporting the following individual for membership:

_____ is applying for membership in the _____ Chapter
(Name)

On the basis of this individual's achievement and my knowledge of the purposes of Sigma Theta Tau International, I hereby endorse this individual for membership in the chapter.

This candidate exhibits the following characteristics:

☐ Potential for leadership
☐ Superior achievement
☐ Academic and/or professional integrity

Signature_____ Date_____

Chapter Membership _____

Position _____

Relationship to Applicant _____

Comments (if desired):

_____

_____

_____

*UNDERGRADUATE CRITERIA: Each undergraduate candidate for membership is required to meet the criteria for the undergraduate category of membership. Undergraduate students are required to have completed ½ of the nursing curriculum, have at least a 3.0 GPA on a 4.0 grading scale, ranking in the upper 35% of the graduating class, and meet the expectation of academic integrity.

*GRADUATE CRITERIA: Each graduate (master's or doctoral) candidate for membership is required to meet the criteria for the graduate category of membership. Graduate students are required to have completed ¼ of the required graduate curriculum, have at least a 3.5 GPA on a 4.0 grading scale or its equivalent, and meet the expectation of academic integrity.

* NURSE LEADER CRITERIA: A nurse leader is eligible for membership if the leader is a registered nurse, legally recognized to practice in his/her country with a minimum of a baccalaureate degree or the equivalent in any field, and has demonstrated achievement in nursing.

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If you have additional questions contact L. Ruiz in the Division of Nursing

Linda Bonassi Scholarship Fund

PURPOSE:

To provide reward and recognition to an exemplary Nursing student of Bloomfield College.

A $500.00 stipend will be awarded to a student in good standing.

REQUIREMENTS:

In order to compete for the Linda Bonassi Scholarship, applicants must:

- Be currently enrolled in a basic Registered Professional Nursing (RN) Program at Bloomfield College.
- The scholarship should be used for tuition, fees, books, supplies and equipment required for the registered courses.
- Student should hold a minimum GPA of 2.5 or greater.

1) Complete an Application Cover Page which includes:
   - full name
   - home address
   - home telephone number
   - email address, if available
   - anticipated graduation date

2) Complete a resume which includes:
   - education
   - work experience
   - honors, scholarships, awards
   - community service

3) Submit an essay that describes your career objectives, future goals and the contributions you hope to make to the Nursing profession. The essay must be a minimum of 250 words and typewritten.

4) Supply two letters of recommendation: one must be from your Nursing clinical professor and the second from another professional, employer or community organization. The letter cannot be from a personal friend or family member.

5) Submit a transcript or copy which includes last semester's grades.

Linda Bonassi Scholarship Fund

APPLICATION COVER PAGE

NAME _____

HOME ADDRESS _____

HOME TELEPHONE NUMBER _____

EMAIL ADDRESS (if available) _____

ANTICIPATED GRADUATION DATE _____

PROGRAM YOU ARE ATTENDING (include address) _____

_____

_____

_____

Please send submission to:

Clara Maass Medical Center
Attn: Sharon McEvoy, RA, MAS, BSN
Sharon.McEvoy@rwjbh.org
1 Clara Maass Drive
Belleville, N.J. 07109

<div align="center">**Mandatory Nursing Student COVID-19 Vaccination Policy**</div>

Over the past year and a half, Bloomfield College has put in place many safety protocols and procedures to reduce the transmission of COVID-19. The College has been guided by federal, state, and local authorities, and has made modifications to protocols as circumstances have changed and requirements have been updated. As we near the start of the Fall 2021 semester, Bloomfield continues to evaluate ways to reduce the risk of transmission of COVID-19 among the College community so that we are able to provide an enriching and safe on-campus experience for all.

VACCINATION REQUIRED OF NURSING STUDENTS PARTICIPATING IN CLINICAL PLACEMENT

At this time, Bloomfield College's Frances M. McLaughlin Division of Nursing (DON) is requiring that all nursing students participating in clinical placements during the 2021-2022 academic year be fully vaccinated against COVID-19 unless the student has been granted an exemption from the vaccination requirement (see below). This is in addition to the College's COVID-19 vaccination requirement for all residential students and student athletes. All other students, faculty, and staff are strongly encouraged to get vaccinated against COVID-19.

The College's decision to implement this policy was based on:
- Data from the Centers for Disease Control and Prevention (CDC) that shows surging COVID-19 cases, hospitalizations, and deaths in the United States, most caused by the Delta variant.
- Scientific evidence that shows the benefits of vaccination and supports the safety and effectiveness of COVID-19 vaccines to protect those who are vaccinated and to help prevent further spread of the virus.
- Notifications from many of our clinical partners that COVID-19 vaccination is required as a condition for participation in clinical experiences held at their healthcare facilities.

Nursing students must receive clinical clearance from the DON prior to the start of their clinical practice. This includes providing proof of COVID-19 vaccination in accordance with this policy. Clinical Requirements for Nursing Students and Exemption Form an be located at the following URL address: https://bloomfield.edu/campus-life/health-and-wellness/forms-resources

EXEMPTION REQUESTS

Students may be exempted from the COVID-19 vaccine requirement for medical reasons or for sincerely held religious beliefs. In accordance with the College's Exemption Policy **Exemption Policy** for required immunizations, students requesting an exemption from the COVID-19 vaccination requirement for medical reasons must provide a statement signed by a primary healthcare provider (physician or advanced practice nurse) explaining why the student cannot be vaccinated at this time. Resident students seeking a religious exemption from the COVID-19 vaccination requirement must provide a written statement, signed by the student, explaining how the administration of the COVID-19 vaccination conflicts with the student's religious beliefs.

Requests for exemptions must be submitted by [**First day of classes**] to the DON's CPC at [Lisa_Ruiz@bloomfield.edu]. Please note that submitting a request for an exemption does not guarantee that the exemption will be approved. Any questions regarding the exemption process should be directed to Student Affairs at saffairs@bloomfield.edu.

Please be aware that clinical sites may have COVID-19 safety protocols and policies for vaccinations and exemptions that differ from those of Bloomfield College. The College has no control over third parties' policies or requirements. If you choose not to be vaccinated and/or fail to comply with a clinical site's COVID-19 policies, it may impact the College's ability to place you at a clinical site, which may impact/delay your progression through the Nursing program.

PROOF OF VACCINATION TIMELINE

Nursing students participating in clinical placements must provide proof of at least one dose of a COVID-19 vaccine (Moderna, Pfizer, Johnson & Johnson) by [**four weeks prior to first clinical day**]. For purposes of this policy a student is considered fully vaccinated two weeks following the second dose of a two-dose vaccine (Moderna or Pfizer) or one dose of a single dose vaccine (Johnson & Johnson). Those who have not yet completed vaccination series must submit proof of the second dose of the vaccine by [**two weeks prior to first clinical day**].

Nursing students who fail to provide documentation of COVID-19 vaccination or an approved exemption by the applicable deadlines will be withdrawn from their clinical course and their academic status in the DON may be in jeopardy.

Individuals with an approved exemption or who have not yet completed the vaccination series will be required to comply with additional testing and other preventive requirements.

If you have any questions about this policy, please contact saffairs@bloomfield.edu

Bloomfield College reserves the right to modify this policy at any time in its sole discretion to adapt to changing circumstances and College needs, consistent with its commitment to maintaining a safe and healthy campus community.

Useful Resources:
 - Currently FDA-approved vaccines are listed here; currently WHO-approved vaccines are listed here.
 -Medical contraindications and precautions for immunizations are based on the most recent General Recommendations of the Advisory Committee on
  Immunization Practices (ACIP)/CDC, available at
 -https://www.cdc.gov/vaccines/hcp/acip-recs/general-recs/contraindications.html   or
 -https://www.cdc.gov/vaccines/covid-19/index.html or
 -https://redbook.solutions.aap.org/redbook.aspx

NURSING STUDENT ATTESTATION:

By signing below, I attest to the following:
- I have read and understand Bloomfield College's Mandatory Nursing Student COVID-19 Vaccination Policy (the "Vaccination Policy").
- I understand that if I fail to comply with the College's Vaccination Policy, I will be withdrawn from my clinical course, which may impact my standing in the Nursing program.

Student Name: _____

Student Signature: _____

Date: _____

Student Name: _____ Student ID: _____
Semester/Year:_____

Course Number & Title _____ Instructor/Evaluator
_____

Students who are applying for reinstatement/readmission into the nursing program due to extenuating circumstances will be evaluated using the enclosed rubric. Reinstatement is not guaranteed to students and each case is evaluated individually. If students are considering a grade appeal that avenue is to be pursued first and is a different process, students must refer to the Bloomfield College Student Handbook and follow the directions/steps found there.

I- Evidence of preparation to be considered for the Readmission Process:
Students are to follow the steps below for consideration of readmission to the nursing major (14 possible points):

Item	Max Points	Student's points
1. Meet with the course faculty or Nursing advisor to discuss the issues related to the failure and begin a discussion for a plan of correction.	3	
2. Write a formal letter of intent to the Division Chairperson and the Nursing Faculty as a group. The letter should include the following:		
A. Succinct summary of the circumstances leading to the failure (with enough information to describe the issues but not having to include personal details if not relevant).	3	
B. Identifying specific steps that will be taken to increase the likelihood of future success.	3	
C. Include official documents that may be relevant such as medical papers, court documents etc. (If N/A score 3 points)	3	
3. Submit all documents to the Division Office Coordinator within 4 weeks of the failure.	2	
14 possible Points	Total	

II- Motivation and Accountability (16 possible points):

To be completed by Didactic & Clinical Faculty	Always 4	Usually 3	Occasionally 2	Rarely 1	Never 0	Total
Class Preparation (Didactic Faculty)						
Class Participation (Didactic Faculty)						
Seeks Guidance Appropriately (Didactic Faculty)						
Seeks Guidance Appropriately (Clinical Faculty)						
16 Possible Points				Total		

Class Preparation (Didactic Faculty) The student is prepared for class.	**Class Participation** (Didactic Faculty) The student participates in class.	**Seeks Guidance Appropriately** (Clinical Faculty) The student seeks out appropriate guidance from faculty for advisement, questions or individual help.	**Seeks Guidance Appropriately** (Didactic Faculty) The student seeks out guidance from faculty for advisement/questions/exam review.

III- Professionalism in the Classroom (16 possible points):

Professionalism (To be completed by Didactic Faculty)	Always 4	Usually 3	Occasionally 2	Rarely 1	Never 0	Total
Attitude						
Behavior/ Conduct						
Independent Work/Care						
Collaborative Work/Care						
16 possible points	Total					

Attitude	Behavior/Conduct	Independent Work	Collaborative Work
Positive attitude Enthusiastic Motivated - Takes initiative/self-motivated	Displays professional and appropriate behavior (i.e. shows respect and displays courteous behavior towards Faculty and peers during class) Demonstrates accountability and responsibility for course requirements Does not display disruptive behavior	Completes assignments without prompting Demonstrates time management skills (assignments submitted on time) Demonstrates professional communication with Faculty	Cooperative with peers during group work or assignments Actively participates during group work, discussion or assignments

IV- Professionalism Clinical Area (20 possible points):

Professionalism (To be completed by the Clinical Instructor)	Always 4	Usually 3	Occasionally 2	Rarely 1	Never 0	Total
Appearance						
Attitude						
Behavior/ Conduct						
Independent Work/Care						
Collaborative Work/Care						
20 possible points	Total					

Appearance	Attitude	Behavior/Conduct	Independent Work/Care	Collaborative Work/Care
Always in uniform Always looks neat and clean Wears appropriate jewelry (no nose, or tongue piercings) Follows fingernail/tattoo policy	Positive influence on peers Enthusiastic Works well with all members of the healthcare team Motivated - Takes initiative/self-motivated	Displays professional and appropriate behavior (i.e. shows respect and displays courteous behavior towards instructor, peers, healthcare team and patients/family) Maintains confidentiality Demonstrates accountability and responsibility for self Does not display disruptive behavior	Completes assignments without prompting Demonstrates time management skills (assignments submitted on time) Demonstrates professional communication with healthcare team	Cooperative/helpful with peers and healthcare team Offers assistance to peers and healthcare team Displays leadership skills (i.e. team player, creativity, flexibility, problem solving skills, acts as a mentor) Actively participates with peers and faculty

V- Clinical Scoring (20 possible points):

Clinical Scoring (To be completed by the Clinical Instructor)	Always 4	Usually 3	Occasionally 2	Rarely 1	Never 0	Total
Theory (Student transfers nursing theory to clinical practice)						
Communication (Student communicates effectively with staff, peers, instructor & patients)						
Psychomotor Skills (Student demonstrates psychomotor skills proficiently)						
Documentation (Student documents in an accurate and timely manner)						
Organizational Skills (Student displays organizational skills related to patient care i.e. Knowledge of patient. medications. able to verbalize plan of care for that day, able to prioritize and adjust for time management as needed)						
20 possible points					Total	

VI- Academic Performance (14 possible points):

Academic Performance (To be completed by Didactic Faculty)	Upward Trend 4	Steady Trend 3	Inconsistent Trend 2	Downward Trend 1	Total
Trending on Exams					
GPA (at time of failure) (Choose one) - **3.0 or higher = 10 pts** - **2.5 - 2.9 = 6 pts** - **2.0 - 2.4 = 4 pts**					
14 Possible points				Total	

Total Points possible = 100

A total of 74 points minimum needed for re-entry into the program (Total Points _____)

Student Readmitted _____ Yes   No _____

Instructor's final comments:

APPENDIX B

TEMPLATE FOR
MASTER PLAN FOR EVALUATION

Based on CCNE Standards