

2007-2008 School of Nursing Graduate Student Handbook

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NONDISCRIMINATION

It is the policy of THE COLLEGE OF NEW JERSEY to comply with federal and state laws that prohibit discrimination in college programs and activities. Educational opportunities are offered on the basis of merit without regard to race, color, sex, religion, national origin, age or handicap. All members of the college community are expected to honor this policy in both letter and spirit.

PURPOSE

The purpose of this supplement to the Graduate Bulletin is to provide information specific to the School of Nursing. It is the belief of the Dean and Faculty that the academic and professional goals of students in the graduate nursing programs can best be achieved by knowledge of the philosophy, policies, regulations and procedures of the School.

PLEASE KEEP THIS HANDBOOK READILY AVAILABLE THROUGHOUT YOUR PROGRAM OF STUDY

WELCOME FROM THE DEAN

Dear Graduate Student:

As the Dean of the School of Nursing, it gives me great pleasure to welcome you as we begin the new academic year. The faculty, staff and I look forward to establishing a close working relationship with you as you

pursue your education for advanced practice nursing. In particular, I look forward to meeting you.

As you are aware, this is an exciting and challenging time for the nursing profession. Never before, have nurses had such an opportunity to make a major impact on the health care delivery system and the wellbeing of the population. Nurses with advanced education will be at the forefront of this trend in health care. They will need, however, cutting edge skills.

The Graduate Program, School of Nursing, at The College of New Jersey offers you the opportunity to gain the essential knowledge and skills necessary for advanced nursing practice, as well as for doctoral study and continuing personal and professional growth.

We invite you to become an active participant in the School of Nursing through the channels described in this handbook. We are committed to working with you to enable you to meet your educational and professional goals.

If I can ever be of any assistance to you, please feel free to contact me.

Sincerely,

Susan Bakewell-Sachs, PhD, RN, CS, APN,C
Dean, School of Nursing

Faculty/Staff Profiles

The Faculty is comprised of dedicated nursing professionals representing a wide range of roles. They are all highly student-focused, making themselves available and approachable to students both in and out of

the classroom. The average Faculty-to-student ratio within the School of Nursing is 1 to 10. Upon matriculation to The College, each student is assigned an advisor within the School of Nursing from the members of the full-time faculty.

- Full-time Faculty
 - Adjunct Faculty
 - Administrative Staff
-

Full-time Faculty

Eileen M. Alexy, PhD, RN, APRN, BC

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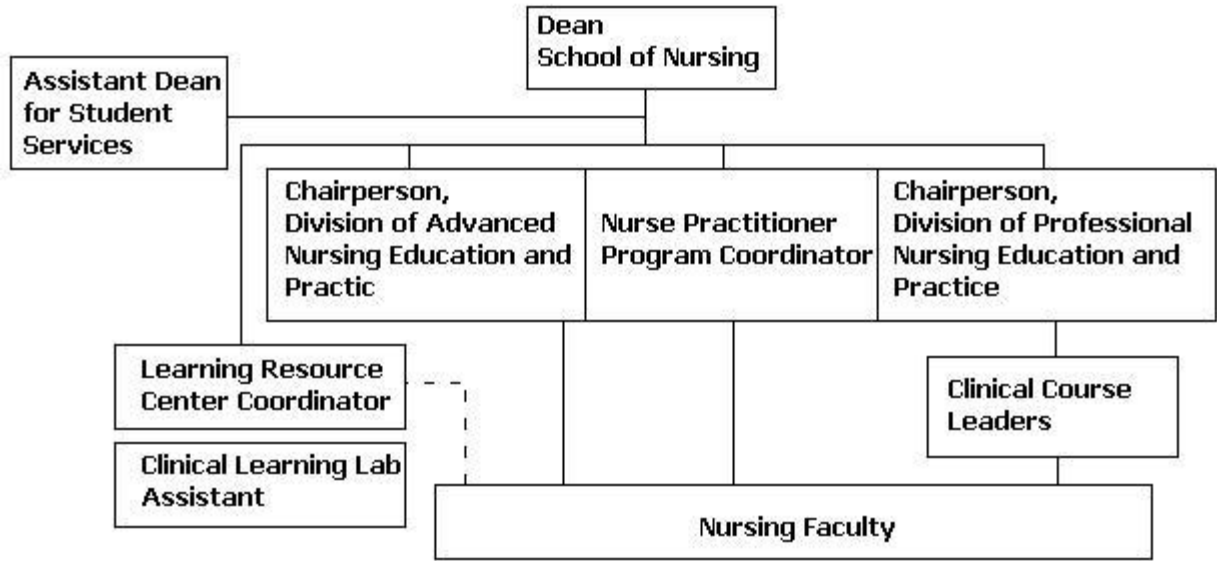
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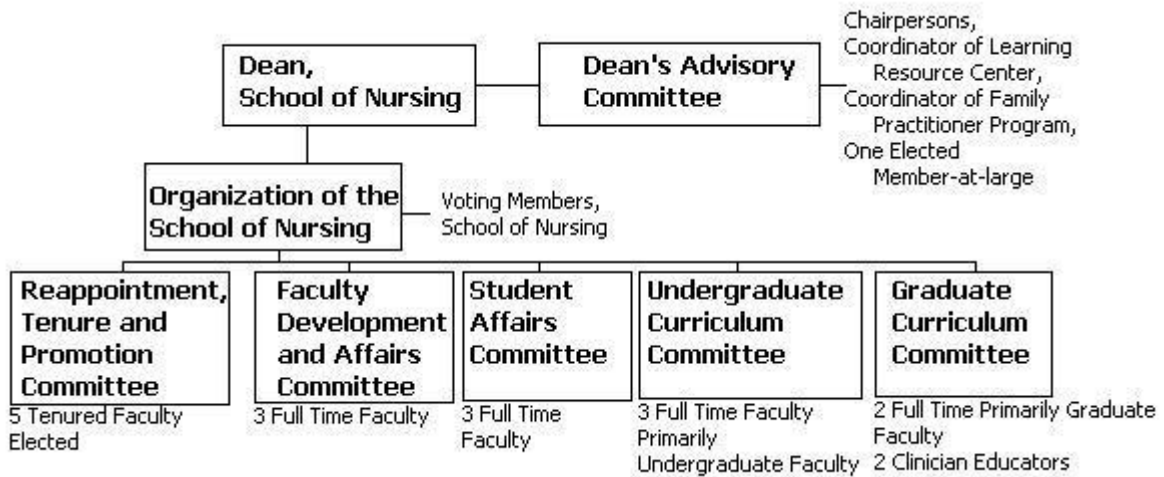
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Administrative Flowchart



Faculty Governance Structure and Standing Committees



MISSION STATEMENT

The mission of the School of Nursing is congruent with the mission of The College of New Jersey in promoting excellence, valuing diversity and providing a service to society from within a diverse community of learners.

The mission of the School of Nursing is to serve the people of New Jersey and the nation by preparing professional nurses at the baccalaureate and masters levels and by ensuring that all graduates are prepared to be successful, ethical and visionary leaders in a multicultural, highly technical and increasingly global world. The School of Nursing will accomplish its mission by emphasizing caring, critical thinking, independent judgment, clinical and ethical decision making and autonomous behaviors.

PHILOSOPHY

The philosophy of the School of Nursing at THE COLLEGE OF NEW JERSEY reflects the beliefs of the faculty, provides the foundation and a direction for its programs and thereby contributes to excellence in professional nursing.

We, the faculty, espouse a philosophy that is humanistic in nature and emphasizes the uniqueness, dignity, and worth of each person. The faculty believe that each person has a dynamic, creative drive with the potential toward higher levels of self-actualization. Nursing is viewed as a human science of persons and health experiences that are mediated by professional, personal, scientific, aesthetic and ethical human-to-human care transactions.

METAPARADIGM CONCEPTS

HUMAN BEINGS

Human beings are viewed as open energy fields with unique life experiences. As fields, they are greater than and different from the sum of their parts and cannot be predicted from knowledge of their parts. Humans, as holistic beings, are unique, dynamic, sentient, and multidimensional, capable of abstract reasoning, creativity, aesthetic appreciation and self-responsibility. Language, empathy, caring, and

other abstract patterns of communication are aspects of an individually high level of complexity and diversity and enable one to increase knowledge of self and environment. Humans are viewed as valued persons, to be respected, nurtured and understood with the right to make informed choices regarding their health.

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

ENVIRONMENT

Environment is the landscape and geography of human social experience, the setting or context of experience as everyday life and includes variations in space, time and quality. This geography includes personal, social, national, global, and beyond. Environment also includes societal beliefs, values, mores, customs, and expectations. The environment is an energy field in mutual process with the human energy field and is conceptualized as the arena in which the nursing client encounters aesthetic beauty, caring relationships, threats to wellness and the lived experiences of health. Dimensions that may affect health include physical, psychosocial, cultural, historical and developmental processes, as well as the political and economic aspects of the social world.

HEALTH

Health, a dynamic process, is the synthesis of wellness and illness and is defined by the perception of the client across the life span. This view focuses on the entire nature of the client in physical, social, aesthetic, and moral realms. Health is contextual and relational. Wellness, in this view, is the lived experience of congruence between one's possibilities and one's realities and is based on caring and feeling cared for. Illness is defined as the lived experience of loss or dysfunction that can be mediated by caring relationships. Inherent in this conceptualization is each client's approach to stress and coping. The degree or level of health is an expression of the mutual interactive process between human beings and their environment.

NURSING PRACTICE

Nursing is an academic discipline and a practice profession. It is the art and science of holistic health care guided by the values of human freedom, choice, and responsibility. Nursing science is a body of knowledge arrived at through theory development, research, and logical analysis. Nursing and other supporting theories are essential to guide and advance nursing practice. The art of nursing practice, actualized through therapeutic nursing interventions, is the creative use of this knowledge in human care. Nurses use critical thinking and clinical judgment to provide evidence-based care to individuals, families, aggregates, and communities to achieve an optimal level of client wellness in diverse nursing settings/contexts. Clinical judgment skills are therefore essential for professional nursing practice.

Human caring as the moral ideal of nursing is the central focus of professional practice. It involves concern and empathy, and a

commitment to the client's lived experience of human health and the relationships among wellness, illness, and disease. The nurse, as a person, is engaged as an active partner in the human care transactions with clients across the life span.

Human care and human care transactions seek to protect, enhance and preserve human worth and dignity. Human caring involves values, a will and a commitment to care, communication, knowledge, caring actions and consequences. Human care is an epistemic endeavor that defines both nurse and client and requires study, reflection, and action. Caring is contextual, specific and individual and involves organized, specific practice that is related to caring for and about others. Caring is nursing's source of power.

Nurses function autonomously and use power to shape the profession and empower clients through caring partnerships and other transactions. Within this framework, power is defined as the capacity to participate knowingly in the nature of change and is characterized by awareness, advocacy, choice, freedom to act intentionally, healing and involvement in creating changes.

Nurses use critical thinking to facilitate translation of knowledge and skill into professional nursing practice. The nursing process, a form of critical thinking is a methodology for nursing practice, deliberate, systematic, and goal-oriented. Deliberative behaviors for the process are observation, intuition, reflection, caring, empowering, communication, assessment, and choice of alternative actions. Nursing practice incorporates intellectual, interpersonal, communication and psychomotor skills in the care of individuals, families, aggregates and communities, regardless of

setting, and emphasizes a collaborative relationship with other health care providers.

Multiple aspects of the complex role of the humanitarian nurse, such as learner, clinician and leader derive from the responsibility to provide diagnostic, technologic, supportive and therapeutic care; to protect the rights, safety and welfare of clients; to improve health care delivery to influence health and social policy and to contribute to the development of the profession.

The goal of nursing is humanistic enhancement of health potential in human beings as well as caring for the well, ill and the dying. Excellence in nursing requires commitment, caring and critical thinking in terms of mastery, status and control over practice.

LEARNING

Learning is a dynamic, self-initiated, life long process, that when successful manifests in the ability to change in thinking, valuing and behaving. Learning is facilitated through systematic inquiry, expert role modeling, mutual respect and dynamic transactions among faculty, students, nurses, clients and others. Ultimately, learning is the application of information into the lived experience, translating cognitive acquisition to praxis, with the goal of benefiting the larger society.

The baccalaureate graduate practices at the advanced beginner level, (Benner, 1984) and operates on abstract principles, formal models and theories to function safely in a clinical situation. With this knowledge base and through experience, the new graduate can develop context-dependent judgment and skill that can be acquired only in real situations. Building on advanced beginner skills and knowledge, the master's

graduate moves toward the expert level of practice.

Caring in this curriculum mandates that the nurse possess the characteristics of empathy, respect, altruism and caring (AACN, pg. 8). Preparation for the first professional degree in nursing is at the baccalaureate level and best occurs in institutions whose primary aim is a liberal education and which foster a commitment to human dignity, individual worth, social justice and multicultural understanding in a pluralistic society. Baccalaureate nursing education is based upon a study of nursing, the sciences and general studies and provides a foundation for graduate study as well as for continuing personal and professional growth.

The whole academic community shares responsibility for the education of the student. Knowledge acquired at the college or university level builds on previous experience and learning and is enhanced by collaboration among faculty from many disciplines. Nursing faculty are responsible for helping students to integrate knowledge from the liberal arts and sciences into professional nursing education and practice. Liberally educated nurses make informed and responsible ethical choices and help shape the future of society as well as the nursing profession (AACN, pg. 7,8). Baccalaureate and Master's nursing education provides a course of study which promotes increasing independence in the acquisition of knowledge, critical thinking, communication, analytical and leadership skills. Value formation and openness to diversity are necessary to function as a productive member of the community and as a professional nurse.

The purposes of the Bachelor of Science in Nursing program at THE COLLEGE OF NEW JERSEY are to prepare nurses to:

1. Enter the practice of professional nursing as an advanced beginner.

2. Assume the responsibilities of an educated person in society.
3. Participate in the advancement of the profession.
4. Pursue advanced study.
5. Engage in life long learning.

Preparation for the second professional degree in nursing is at the Master's Degree level and best occurs in institutions that have graduate education as part of their mission. Graduate education focuses on the integration of three processes; transmission, utilization and development of knowledge. Through advanced study in a specialized role, emphasis is placed upon the synthesis of theory and praxis, which is utilized, in professional nursing. Advanced study emphasizes analysis, synthesis and utilization of knowledge from diverse areas of learning combined with systematic investigation of the concepts underlying advanced nursing practice and leadership in changing environments.

The purpose of the graduate program in nursing is to prepare nurses for advanced practice. To that end, the program provides opportunities for the student to develop further competency in the areas of critical thinking, clinical decision-making, scientific inquiry and leadership as they pertain to the health of individuals and families.

The purposes of the Master of Science in Nursing program are to prepare nurses to:

1. Utilize theoretical and empirical knowledge as a basis for advanced nursing practice.
2. Use critical thinking and advanced clinical decision making to assess the health needs of individuals and families and to develop comprehensive, quality, cost-effective health promotion and illness management plans.

3. Pursue doctoral study.

The faculty of THE COLLEGE OF NEW JERSEY School of Nursing gratefully acknowledges the works of Martha Rogers, Jean Watson, and Patricia Benner. The study of their writings has reaffirmed for us the joy, wonder and excitement of the profession of nursing as art and science. From their theories, observations and ideas we have derived many of our philosophical explanations and definitions.

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The philosophy of the School of Nursing was approved by faculty in February of 1991 and reaffirmed periodically. Revisions were made May 2001, May 2002 and October 2002.

Accepted by Total Faculty 10/2/02

END OF PROGRAM OBJECTIVES

MSN End of Program Objectives

1. Synthesize theoretical knowledge from nursing, organizational, social, and biological sciences and apply to advanced nursing practice in the areas of health promotion, illness prevention and management, and maintenance of function across the health-illness continuum with individuals and families.

2. Critique and analyze research knowledge and utilize scientific evidence as a basis for advanced nursing practice.
3. Analyze individual, societal, political, and health care system forces that affect the health of individuals and families in the community, and advanced nursing practice roles in providing quality, cost-effective, and ethical care.
4. Utilize holistic health assessment, critical thinking, and clinical decision making skills to develop and monitor comprehensive, client-based, culturally competent, and holistic plans of care.
5. Gain competency in transitioning to the advanced practice roles of health care provider, collaborator, consultant, advocate, teacher, and professional nursing leader.

GLOSSARY

Advanced Practice Nurses: Registered Nurses who have completed graduate level nursing education and are certified in an area of specialization (ANA, 1992).

Autonomy: the ability to be self-actualizing, self-defining, self-regulating, and to work independently and collaboratively; as manifested by high regard for self, nurses, and others and advocacy and activism for self and others.

Caring: commitment and deep respect for the dignity of each person; the foundation of nursing practice and the source of nursing power. It involves

values, a will and a commitment to care, communication, knowledge, caring actions and consequences.

Client: recipient of nursing actions. At the graduate level clients are well or ill individuals and families.

Clinical Nurse Leader: an advanced generalist clinician with education at the master's or post-master's degree level in a formal CNL education program.

Complexity Science: An interdisciplinary science that examines systems comprised of multiple interacting agents and the principles and dynamics which affect how those systems change and evolve. Key concepts of complexity science include nonlinearity, self-organization and emergence.

Communication abilities: the transmission of information, opinion, feelings and interaction between and among individuals, families, and communities. It includes verbal, non-verbal, spoken and written forms.

Coping: what people do when personal meanings are disrupted and smooth functioning breaks down. The goal of coping is the restoration of meaning and not a series of strategies that people choose from a list of unlimited options. Coping is always bound by the meanings and issues inherent in what counts as stressful to each client.

Critical thinking: a complex process based on the mastery of a body of knowledge and the ability to apply that knowledge for the purpose of problem solving. It involves the processes of analyzing, synthesizing and

evaluating and is manifested by such activities as examining case studies, using context dependence and using reflection, storytelling, poetry, debate, and dialogue to explore concepts. Further, critical thinking is manifested by pursuing quantitative and qualitative research, developing projects with goal orientation, creating presentations reflecting openness to divergent ideas, writing scholarly papers, and using the Socratic method in classroom and clinical settings (Benner, 1984; Watson, 1988).

Diversity: differences in ethnicity, culture, gender, religion, social class, and family forms.

Environment: context (personal, social, national, global and beyond) or landscape and geography of human social experience as everyday life. The environment includes physical, psychosocial, cultural, development, economic, political, and historical dimensions.

Empowerment: commitment to growth and enacting values, within the context of living with others.

Expert level of practice: the stage in the Dreyfus Model of skill acquisition in which the performer no longer relies on an analytic principle (rule, guideline, maxim) to connect her or his understanding of the situation to an appropriate action, but has an intuitive grasp of each situation and zeroes in on the accurate region of a problem without wasteful consideration of a large range of unfruitful, alternative diagnoses and solutions (Benner, 1984).

Family: a living system consisting of two or more individuals which comprise a basic unit of society. The family usually represents individuals

bound together by the common interest of its members, emotional ties or attachment, some degree of permanence and shared responsibility of members.

Family health pattern: the complex configuration of family interaction processes which is influenced by ethnicity, culture, social class, family form, life cycle and local, national, global and transgenerational events. These processes include health behavior, habits, roles, communication, power hierarchies, alliances, boundary regulation, and the balance between stability and change.

Family Life cycle: the motion of the three or four-generational family system moving through time as it experiences transitions which call for first and second order change (Carter & McGoldrick, 1989).

Health: a dynamic process which is the synthesis of wellness and illness and is defined by the perception of the client across the life span.

Holism/holistic: unitary patterns reflective of human beings.

Human beings: holistic, greater than and different from the sum of their parts; unified wholes (Rogers, 1970) in continuous interaction with the environment, include biological, psychological, spiritual, intellectual, and socio-cultural dimensions, characterized by growth and development from conception through old age.

Hypothesis testing: formulating relational statements based on data from assessment which will later be verified, reformulated, or discarded. These statements guide the family health nurse in mutually establishing goals

with individuals and families.

Illness: the lived experience of loss or dysfunction that can be mediated by caring relationships.

Leadership: implementation of the behaviors of the Family Nurse Practitioner.

Landscape: a view or vista of the environment; includes the social, political and economic aspects of everyday life and personal, social, national, global and extraterrestrial systems; includes the characteristics of the environmental field, the geography, that which is closest to the client and as far off as the limits of space.

Learning: cognitive acquisition to praxis; simple to complex, known to unknown; quality interactions and dialogue.

Lived experiences: the way people encounter situations in terms of their own personal concerns, background meanings, temporality, habits, culture, emotions, and reflective thought.

Nursing: a process that links the nurse to the others. At the graduate level this is enacted through the advanced practice role of the nurse practitioner with the recipient of care being the well or ill individual or family.

Objectives: assessable outcomes of the instructional process (NLN definition), operational in the graduate program as core courses and Nurse Practitioner Program content. Personal practice model: a

framework developed and modified by students in the family health specialization courses which provides the basis for nursing practice with individuals and families and which is based on the nursing models of Rogers, Watson, Benner and Wrubel plus selected theories from the physiological and behavior sciences, including family systems theory.

Power: the capacity to participate knowingly in the nature of change, characterized by awareness, advocacy, choice, freedom to act intentionally, healing and involvement in creating changes.

Praxis: practical application or exercise of a branch of learning; nursing practice.

Sentience: sense perception, consciousness; feeling as distinguished from perception or thought.

Stress: the disruption of meaning, understanding, and smooth functioning so that harm, loss or challenge is experienced and sorrow interpretation or new skill acquisition is required.

Therapeutic nursing intervention abilities: those behaviors on the part of nurses that are based on theory, knowledge and assessment data with the goal of promoting wellness of individuals, families and communities. These behaviors are protecting, enhancing and preservative. They include the deliberative nursing behaviors of observation, intuition, reflection, caring, empowering, communication, assessment, choice of alternative actions and evaluation.

Wellness: the lived experience of congruence between one's possibilities and ones' realities, based on caring and feeling cared for.

Graduate Curricula

The curricula for all of our graduate programs, as well as additional information, can be found on the individual program links on the navigation bar along the left side of this page.

COURSE DESCRIPTIONS

Nursing 501: Perspectives in Advanced Nursing Practice

This course focuses on current and emerging issues affecting advanced nursing practice. Examination of internal and external pressures affecting advanced nursing practice is included. A special emphasis is placed on the historical, political, legal, technological, ethical, and economic factors that impact advanced nursing practice.

3 Credits

Nursing 503: Pharmacology for Advanced Nursing Practice

This course examines concepts and principles related to pharmacology and the therapeutic use of drugs. Pharmacokinetics and pharmacodynamics are emphasized related to organ systems and disease processes.

3 credits

Prerequisite: NURS 504

NURS 504: Advanced Human Pathophysiology

This is an advanced course that concentrates on the pathogenesis of common conditions affecting children and adults as a basis for clinical management. Emphasis is placed on dysfunction of histologic and systemic regulatory mechanisms which lead to illness. The influence of pathogens, environmental factors, genetics, and human behavior on cellular and organ physiology is described. The human biopsychosocial manifestations of pathophysiologic processes are presented to enable learners to synthesize ideas regarding holistic health care.

3 credits

NURS 506: Theoretical Foundations for Advanced Nursing Practice and Research

This course provides the graduate nursing student with an introduction to the theoretical foundations that support advanced nursing practice. Students engage in a critical analysis of selected theories that are used to support nursing education, practice, and research. The wide range of relevant theories that the student is exposed to in this course include those used in nursing as well as the natural, social, organizational, and biological sciences. Knowledge of both relevant theory and current research provide a firm foundation for advanced nursing practice.

3 credits

NURS 603: Individual, Family, and Community Systems

This course provides a foundation for nurses engaged in advanced nursing practice to view individuals, families, and communities as complex adaptive systems. Graduate students apply critical thinking skills to assess

the needs of and plan culturally sensitive and competent care for individuals and families across the lifespan recognizing the diversity of these members of the global health care community.

3 credits

NURS 604: Research and Evidence-Based Nursing for advanced Nursing Practice

This course provides the graduate nursing student with the knowledge and skills necessary to engage in evidence-based practice in the healthcare environment. The course focuses on analysis of research and its application to practice. Students learn to design intervention strategies based on current best evidence, and to measure patient outcomes related to the implementation of evidence-based practice.

3 credits

Prerequisite or Corequisite: Nurs 506

NURS 633: Advanced Holistic Health Assessment

This clinical course provides lecture and clinical laboratory experience where students learn and refine comprehensive health assessment abilities consistent with advanced nursing practice. This course allows students to sensitively and skillfully elicit a comprehensive health history, which includes aspects of the client's biopsychosocial, cultural, and spiritual profile. Students will develop and practice communication and observation skills through interviewing, as well as performing physical, functional and risk assessments on clients across the lifespan. Clinical practicum of 75 hours is supervised by a preceptor in a clinical setting to

refine the skills necessary in the advanced nursing practice role. The course includes 4 hours/week of lecture and laboratory experiences plus 75 hours of supervised clinical experience.

4 credits

Prerequisite: NURS 504

Prerequisites or Corequisites: NURS 503 and 603

NURS 634 - Primary Care of Women

This course focuses on gynecological and reproductive health care of women over the lifespan. Students develop competence in comprehensive health assessment and clinical management of primary care for women. Students are assigned to ambulatory care settings, clinics, private offices, and other community settings where nurse practitioners, midwives, and/or physicians will serve as preceptors. Clinical experience includes health promotion and disease prevention, management of prenatal, postpartum, primary, and episodic, health care for women of all ages. Emphasis is placed on therapeutic interventions appropriate for the management of women's health care. The course includes 3 hours of didactic and one hour of clinical seminar weekly plus 135 hours of supervised clinical experience.

5 credits

Prerequisites: NURS 633

NURS 635 - Primary Care of Children

This clinical course focuses on the delivery of primary health care to

children and adolescents. Students are assigned to ambulatory care settings, clinics, private offices, and other community settings where nurse practitioners and/or physicians will serve as preceptors. Clinical experience includes comprehensive health assessment of children, including health promotion, growth and development, family and cultural dynamics, physical and psychosocial dimensions. Emphasis is placed on therapeutic interventions appropriate for the management of children experiencing primary, episodic, and continuing health problems and disabilities.

5 credits

Prerequisites: NURS 633

NURS 636 - Primary Care of Adults and Elders I

This clinical course focuses on the delivery of primary care to individuals from young adulthood through older adulthood. Emphasis is placed on therapeutic interventions appropriate for management of adults experiencing acute and chronic illness as well as strategies for health promotion and disease prevention. Students have the opportunity to develop knowledge and skills relevant to the delivery of primary care through lecture and clinical practice under the guidance of a nurse practitioner, or physician preceptor. The course includes 3 hours of didactic and one hour of clinical seminar weekly plus 135 hours of supervised clinical experience.

5 credits

Prerequisites: NURS 633

NURS 637 - Primary Care of Adults and Elders II

This second of a two course sequence focuses on the delivery of primary

health care to individuals from young adulthood through older adulthood. While continuing to expand on the role of the nurse practitioner in health promotion and disease prevention, and acute and chronic illnesses, emphasis is placed on strategies for management of the adult experiencing multiple or complex illnesses. Students have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary care through lecture and clinical practice under the guidance of a nurse practitioner, or physician preceptor. The course includes 3 hours of didactic and one hour of clinical seminar weekly plus 135 hours of supervised clinical experience.

5 credits

Prerequisite: NURS 633

NURS 638 - Primary Care of Adults: Special Populations

This clinical course focuses on the delivery of primary health care to specific populations that are included in the scope of practice of the adult nurse practitioner, including adolescents and women. Emphasis is placed on health assessment, health promotion and therapeutic interventions appropriate for management of acute and chronic illnesses in these populations. Students are assigned to ambulatory care settings, community settings, and other settings where nurse practitioners and/or physicians will serve as preceptors. Students will have the opportunity to develop knowledge and skills through lectures, discussions and clinical practice. Clinical practice occurs under the guidance of a nurse practitioner, or physician preceptor. The course includes 3 hours of didactic and one hour of clinical seminar weekly plus 135 hours of supervised clinical experience.

5 credits

Prerequisites: 633

NURS 685: Health Promotion for Advanced Nursing Practice

This course focuses on health promotion for individuals, families, and communities. Primary, secondary, and tertiary prevention are addressed.

Emphasis is placed upon strategies that promote health and prevent disease. The advanced nursing practice role in modifying disease processes through education, counseling, facilitating, stress reduction, and life style changes is explored.

3 credits

NURS 690 - Practicum in the Nurse Practitioner Role

The primary focus of this course is to provide the student with an opportunity to integrate and develop further competencies in the role of the nurse practitioner in the primary care setting. Continued emphasis is placed on clinical decision making as well as strategies for evaluation of health care practice, marketing, legal and employment issues.

Interdisciplinary experiences are pursued and collaborative practice emphasized, allowing students to explore the role of the nurse practitioner in the current health care system. Students have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary health care through lecture and clinical practice under the guidance of a nurse practitioner or physical preceptor, of 180 clinical hours.

5 credits

Prerequisites:

for FNP Students: NURS 633, 634, 635, 636, 637

for ANP Students: NURS 633, 636, 637, 638

NURS 695: Practicum in the Clinical Nurse Leader Role

This course provides the student with the opportunity to develop advanced competencies required for implementation of the clinical nurse leader role within a healthcare agency. The focus is on acquisition of advanced knowledge in key areas such as finance/economics, quality management patient safety/risk management, healthcare technology and informatics. Practicum experiences will take place in one or more healthcare settings under the guidance of an expert clinical preceptor. Course includes three hours/week of on-campus seminar plus 490 clinical practicum hours.

6 credits

Prerequisites: NURS 633, 685, 660

NURS 705: Capstone Project

Every candidate for a graduate degree must complete a capstone project that provides the candidate with the opportunity to demonstrate the ability to synthesize theoretical knowledge, critique and analyze research findings, and utilize scientific evidence as a basis for advanced nursing practice. These will be demonstrated through the development, implementation, and evaluation of an evidenced-based practice project.

The following courses offered by Thomas Jefferson University are required for students in the TCNJ Neonatal Nurse Practitioner Program (NURK).

NU 662: Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner I.

Introduces the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other healthcare

members in meeting the health needs of the pregnant mother with prenatal care and neonates at birth. Includes concepts, theories and research related to health promotion, health maintenance and prevention of illness and injury of epidemiological significant problems. Integrates core and support course content as well as the use of critical thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis, and management of primary healthcare needs. Total clinical hours that are required are 224 in a clinical practicum with a preceptor.

3 credits

Pre requisites: Graduate pathophysiology course, NU 665, 666

NU 663: Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner II

Addresses the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate. Presents common variations in pregnancy and neonates. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other healthcare members in meeting the health needs of the pregnant mother with prenatal care and the neonates at birth. Includes concepts, theories, and research related to health promotion, health maintenance, and prevention of illness and injury of epidemiologically significant problems are included. Integrates core and support course content as well as use of critical-thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis, and management of primary healthcare needs. Total clinical hours that are required are 224 in a clinical practicum with a preceptor.

3 credits

Pre requisites: Graduate pathophysiology course, NU 665, 666, 662

NU 664: Diagnostic Reasoning and Clinical Decision Making for Neonatal Nurse Practitioner III

Focuses on the management of the high-risk neonate. This course will prepare the student to assume the role of a care provider, and to contribute and support the collaborative responsibility of other health care members in meeting the health needs of the high-risk neonate and family. Includes concepts, theories, and research related to management of care and prevention of complications, as well as health promotion, health maintenance, and prevention of illness and injury of epidemiologically significant problems . Integrates core and support course content as well as use of critical-thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis and management of healthcare needs. Sixteen hours per week of clinical practicum with a preceptor is required (224 clinical hours).

3 credits

Pre requisites: Graduate pathophysiology course, NU 665, 666, 663

NUR 665: Comprehensive Assessment for Clinical Decision Making for the Mother and Neonate.

Refines and expands upon prior health assessment skills, including comprehensive history taking, developmental and psychosocial assessment, and recognition of pathological changes as well as variations of normal. Stresses the development of clinical-decision-making skills, taking into consideration life circumstances and economic, cultural, and developmental variations. Emphasizes taking a detailed problem-based history of the mother, physical assessment of the neonate, and the

development of case presentation skills and charting. Students learn to differentiate, interpret, and document normal and abnormal findings.

3 credits

NU 666: Advanced Pharmacotherapeutics for Neonatal Nurse Practitioner
Designed to meet the needs of nurses in advanced practice who are eligible for prescriptive privileges. Provides a comprehensive and clinically pertinent analysis of pharmacokinetics, and pharmacodynamics of selected agents. Emphasizes the pharmacotherapeutic agents commonly used in the intensive care nursery, delivery room, and in high-risk follow-up the neonate. Discusses medication for the pregnant woman with a pre-existing condition prior to pregnancy or during pregnancy. Critically analyzes mechanisms of action, bioavailability, adverse effects, toxicities, and cultural, social, and economic aspects of pharmacodynamics, which are used as a foundation for clinical decision-making.

3 credits

ACADEMIC POLICIES

COURSE PAPERS

The Publication Manual of The American Psychological Association (5th Ed.) (2001) lists the required format for all papers written for any Nursing course. Copies are available in the library and in the college book store.

GRADING POLICIES FOR THE SCHOOL OF NURSING

The following grade distribution is followed in the School of Nursing for graduate students.

Letter Grade=Percent

- A=95-100
- A-=94-90
- B+=89-87
- B=86-83
- B-=82-80
- C+=79-78
- C=77-75
- C-=74-72
- F=71 and below

Graduate studies policies on academic standing are found in the Graduate Bulletin of the College of New Jersey.

ACADEMIC POLICY STATEMENT ON MINIMUM GRADE IN ALL NURSE PRACTITIONER PROGRAMS (MSN AND POST-MASTER'S CERTIFICATE PROGRAMS)

Clinical courses include theoretical learning in the classroom as well as practice in a clinical setting. For Adult and Family Nurse Practitioner Students, the clinical courses include NURS 633 Advanced Holistic Health Assessment; NURS 634 Primary Care of Women; NURS 635 Primary Care of Children; NURS 636 Primary Care of Adults and Elders I; NURS 637 Primary Care of Adults and Elders II, NURS 638 Primary Care of Adults: Special Populations, and NURS 690 Practicum in the Nurse Practitioner Role. For Neonatal NP students, these include the Thomas Jefferson University courses NU 662, NU 663, and NU 664. Graduate students in these clinical courses must achieve a grade of B- or higher in order to continue in the sequence of clinical courses. A student who receives a C- or F in a clinical course may be dismissed from the program. A student who receives a C or C+ may repeat the course once, the next time the course is offered. A student who repeats the course and does not achieve a grade of B- or higher, will be dismissed from the program.

CODE FOR NURSES: AMERICAN NURSES ASSOCIATION

Nursing students at TCNJ are held accountable to the [American Nursing Association's Code of Ethics](#). Please review that Code by [clicking here](#)

ACADEMIC INTEGRITY POLICY

Academic Honesty: All students are expected to adhere to standards of academic honesty in their study at the College. The College of New Jersey defines academic dishonesty as:

any attempt by the student to gain academic advantage through dishonest means; to submit, as his or her own, work which has not been done by him or her; or to give improper aid to another student in the completion of an assignment. Such dishonesty includes, but is not limited to, submitting as one's own a project, paper, test, or speech copied from, partially copied, or partially paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. These standards apply to any academic work, whether it is graded or ungraded, group or individual, written, or oral.

(TCNJ Academic Integrity Policy. Accessed 7/21/2006 at:

<http://www.tcnj.edu/~studlife/judaff/academic.html>)

Cheating and plagiarism are each grounds for academic jeopardy or dismissal. Students are referred to the TCNJ Graduate Bulletin for further information on academic policies and standards of conduct. All students are expected to read and abide by the TCNJ Academic Integrity Policy which is available at:

<http://www.tcnj.edu/~studlife/judaff/academic.html>.

GUIDELINES CONCERNING BEHAVIOR IN CLINICAL SETTINGS

Definitions of Safe, Satisfactory or Acceptable Performance

The student will demonstrate patterns of professional behavior which follow the legal and ethical codes of nursing; promote the actual or potential well being of clients, health care worker, and self; demonstrate accountability in preparation, documentation, and continuity of care; and show respect for the human rights of individuals. Students who are not meeting the academic requirements of the theoretical component of the course at any time during the semester, may not be considered safe and may, at the discretion of the instructor, automatically be excluded from clinical experience.

Indicators To Be Used As Guidelines For Evaluating Practice Are:

1. Regulatory: The student practices within the boundaries of The College of New Jersey, School of Nursing, the guidelines and objectives of the School of Nursing, and follows the rules and regulations of the health care agency. Examples of unsafe, unsatisfactory or unacceptable performance include but are not limited to the following:
 1. failure to notify the agency and/or clinical instructor of clinical absence as outlined in the course descriptions.
 2. presenting for clinical practicum under the influence of drugs and/or alcohol.
 3. failure to make up clinical absences if deemed necessary by the clinical instructor.
 4. habitual tardiness or absenteeism to clinical assignments.

2. Ethical: The student practices according to the American Nurses' Association Code of Ethics, Standards of Practice, and the Nurse Practice Act governing practice in the state where the clinical learning experience occurs. Examples of unsafe, unsatisfactory or unacceptable performance include but are not limited to the following:
 1. refuses assignment based on client's race, life style, culture, religious preferences, diagnosis, or condition of client.
 2. inappropriate behavior in any assigned activity related to clinical practice such as:
 1. not reporting known errors in practice;
 2. falsifying documents, signatures, or assignments
 3. ignoring unethical behavior(s) of other health care persons which affects clients welfare.
3. The promotion of well being of clients, other health care workers and self: The student's practice strives to meet the needs of the human system considering the biological, psychological, sociological, and cultural perspectives. Examples of unsafe, unsatisfactory, or unacceptable performance include but are not limited to the following:
 1. failure to recognize and seek treatment for mental, physical, or emotional behavior(s) which may affect the well-being of others.
 2. failure to follow through on suggested referrals or interventions to correct deficit areas which may result in harm to others.
 3. omission of appropriate care, such as, but not limited to, medication errors.

4. abuse of clients, such as, but not limited to: physical, mental or emotional abuse failing to recognize, or correct or contributing to hazardous conditions or circumstances.
 5. interpersonal relationships with agency staff, co-workers, peers, faculty resulting in miscommunications, disruptions of clients care and/or functioning.
4. Accountability: The student's practice demonstrates the expected level of responsibility in the preparation, implementation, documentation and promotion of continuity in the care of clients. Examples of improper accountability include but are not limited to the following:
1. failure to provide concise, inclusive, written and verbal communication.
 2. failure to accurately record comprehensive client behaviors. .
 3. failure to report to instructor questionable nursing practice(s) which affect client welfare.
 4. attempting activities without adequate orientation or theoretical preparation or appropriate assistance.
 5. dishonesty.
5. Human Rights: The student's conduct shows respect for the individual client. Examples of unsafe, or unacceptable performance include but are not limited to the following:
1. failure to maintain confidentiality of interactions.
 2. failure to maintain confidentiality of records.
 3. dishonesty in relationships.
 4. utilization of stereotypical judgments which are detrimental to patient care.
 5. failure to recognize and promote every patient's rights.

A student whose behavior is unsafe or whose pattern of behavior is unsatisfactory may be subject, at the discretion of the instructor, to being removed from direct contact with clients.

COLLEGE ATTENDANCE POLICY

Every student is expected to participate in each of his/her courses through regular attendance at lecture and laboratory sessions. It is further expected that every student will be present on time and prepared to participate when class sessions begin.

At the first meeting of a semester, instructors are expected to distribute in writing the attendance policies which apply to their courses. While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion, laboratory work, performance, studio practice, field experience or other activities which may take place during class sessions. If these areas for evaluation make class attendance essential, the student may be penalized for failure to perform satisfactorily in the required activities.

GRADUATE STUDENT COMPLAINT PROCEDURE

The student complaint procedure establishes a process by which student complaints are processed and resolved, except in cases involving alleged discrimination. Complaints of discrimination on the basis of race, color, religion, sex, ancestry, national origin, marital status, life style (including but not limited to sexual preferences), age, handicap or liability for service in the Armed Forces of the United States shall be processed according to the Affirmative Action Complaint Procedure for Students.

All graduate programs at TCNJ utilize the college-wide graduate student complaint procedure. That process can be found under the heading

"Policies and Procedures" of the Graduate Bulletin page of the Graduate Studies homepage.

GUIDELINES AND REQUIREMENTS FOR CLINICAL COURSES

NURS 609, 633, 634, 635, 636, 637, 638, 690, and, for Neonatal Nurse Practitioner Students, Thomas Jefferson courses, NU662, 663, 664, and 665:

- License to practice as a registered nurse in New Jersey. License to practice as an RN in Pennsylvania may be required.
- CPR Certification
Basic CPR for Health Care Providers is required.
- Health Requirements:
 1. Annual Mantoux test (PPD)
Positive test reaction must be followed by a chest x-ray unless there is a letter documenting treatment with INH.
 2. Rubella Titer
If the results indicate a low titer, this must be followed with a Rubella Vaccination.
 3. Hepatitis B Vaccination is recommended.
Three doses are required. A waiver must be signed if the student refuses.
 4. Varicella titer or documented history of disease.
- Other immunization requirements: Any student born before 1957 will be exempt from documenting these immunization requirements.
Those born after 1956 must have the following:
 1. Two doses Measles Virus Vaccine (two doses MMR recommended)
 2. One dose Mumps Virus Vaccine
 3. One dose Rubella Vaccine
- Td within the past 10 years.

- Before the start of Nursing 633, students are required to provide proof of required immunizations, titers and other health requirements (above) to Director of Health Services. . Health Service hours are:
Monday through Thursday, 8:30 a.m. to 8:00 p.m.
Friday, 8:30 a.m. to 4:00 p.m.
Saturday, 9:00 a.m. to 11:30 a.m.
- Current NJ RN license, CPR certification, and proof of negative PPD within one year or negative chest x-ray within 10 years must be shown to advisor each time students register for a clinical course. Students who fail to comply with these requirements will not be allowed to register and/or enter the clinical area.
- Malpractice Insurance - Some clinical sites may require malpractice coverage of 1 million per occurrence and 3 million aggregate. Proof of malpractice insurance is a xerox copy of the face sheet.
- Criminal and child Abuse Background clearances are required for students taking clinical courses at Thomas Jefferson University and may be required for some clinical sites in New Jersey.
- Clinical Site Attire - You are a representative of The College of New Jersey School of Nursing whenever involved in off-campus study. Please wear hair neatly off the collar, minimal jewelry, minimal perfume, and short fingernails (without dark nail polish). A white lab coat worn over street clothes is required unless otherwise stated by clinical agency or preceptor. Trousers should not be denim jeans or jean-type. Closed, low-heeled shoes are required. T-shirts are not appropriate. An ID badge which has your name and identifies you as a Student Nurse Practitioner or Graduate Nursing Student is required.

- Equipment For Advanced Health Assessment: Students may purchase their own or use equipment in the lab for class.
 1. Welch-Allyn Diagnostic Kit
 2. Aneroid sphygmomanometer (optional)
 3. Littman II Classic adult stethoscope
 4. Littman II Classic pediatric stethoscope
 5. Tuning forks c512 and c1024
 6. Student may purchase the above as a group. Students in Nursing 633 also purchase a lab kit and pay for surrogates for examinations. Students will be informed of the charges in advance of the course.
- Clinical Experience - Clinical experiences for the nurse practitioner courses and for the School Nurse Practicum, Nursing 609 will take place during daytime hours and on weekdays. Students should consult course descriptions for the number of clinical hours required.

Although every effort is made to place students close to the area in which they live, this is not always possible. Because of the above stipulations, you need to have flexibility for negotiating your time at the clinical sites. If you have a site and preceptor you would like to use for an experience, you need to keep in mind that it may take up to two months to negotiate the arrangements. In addition, your clinical experience may not be at your work site.

GUIDELINES FOR HEALTH ASSESSMENT

In order to insure that all M.S.N. students have baseline knowledge and skills in health assessment upon which to build in nursing courses, one of the following is required prior to admission to the program.

1. Graduation from a CCNE or NLN accredited program with a Bachelor's degree in nursing (Since 1982 all NLN accredited programs have included health assessment content).
2. Health assessment course credit on a college transcript.
3. A continuing education certificate for a health assessment course that included all body systems.
4. A statement from an employer or supervisor that you are currently practicing health assessment which includes all body systems.

FACULTY ADVISORS

To ensure timely progression through their program, students should consult with their advisor prior to registering for classes as well as to make schedule changes or other changes which affect their program. Taking courses out of sequence or registering for classes without completed prerequisites can delay students' program completion and/or graduation. The advisor is available to help the student by suggesting program alternatives and additional sources of information and/or providing guidance within the program. Please contact your advisor prior to pre-registration in order to obtain advisement.

Registering on the Web (TESS)

- TESS can be accessed in one of the following methods:
directly at <http://tess.tcnj.edu>
from the TCNJ Home Page at <http://www.tcnj.edu> by selecting Especially for Students, then Student Services. Click on TESS, Registration Functions and follow the prompts.
from the Records and Registration site at
<http://www.tcnj.edu/~admsys/records/rframe.html>

- You may use TESS to see what classes are being offered and whether they are open or closed. The class schedule on TESS will always be up-to-the-minute. To check the class schedule on TESS, follow the directions above. If you have a question about a class, check TESS first.
- Once you are into TESS, select the Registration Functions. Select Add/Drop Classes and follow the easy directions. Once you have registered, you may add and drop as often as you like. You may also use the Conditional Add/Drop to instruct TESS to drop a class ONLY if it can add you into another, different class. Because of various College restrictions, you may not be able to use TESS to register for some classes such as Independent Studies, Internships, and certain restricted courses, even though they appear on TESS. You must register for these courses in person in The Office of Records and Registration.
- You can also use TESS to view and print your own schedule once you have registered.
- TESS is available Monday through Thursday 8:30am - 11:00pm and Friday 8:30am - 6:00pm. TESS can also be accessed Saturday and Sunday 8:00am - 6:00pm; however, operator assistance is not available on weekends.

If you experience difficulty with TESS, you may call the REGISTRATION HOT-LINE 609-771-2648. The Hot-Line will be staffed Monday through Friday, 8:00am to 4:30pm.

COMPUTER FACILITIES

Graduate nursing courses require access to a personal computer with word processing and presentation software, as well as internet access. A current version of Adobe Acrobat reader is also required. Microsoft Word,

or ability to convert documents to Microsoft Word, is required for compatibility with College software. Computer facilities for nursing students and nursing computer software that is required or recommended by the faculty is available in the lower level of Loser Hall. Laboratory hours are posted on the door. Students may access the College computer network through any on-campus computer laboratory. Access to a personal computer at home, or in another off campus location, although not required, is highly recommended.

Email is the official communications method of the School of Nursing and The College of New Jersey. All students must have a TCNJ email account and check their emails frequently while enrolled at the college.

STUDENT MAILFOLDERS

Masters students have individual mail folders located in the hallway of lower level of Loser Hall. It is hoped that individual student mail folders will facilitate communication among students and between students and faculty. Please use them as much as possible.

OPPORTUNITIES FOR STUDENT REPRESENTATION

Graduate nursing students have opportunities for student representation to the Faculty Organization and on the following School of Nursing Faculty Organization Committees: Student Affairs Committee, and the Curriculum Committee. Students are encouraged to volunteer as student representatives by contacting the Chairperson for Advanced Nursing Education and Practice. There are additional opportunities for student involvement at the Graduate School level.

CAPSTONE PROJECT

All MSN students must complete a capstone project prior to graduation. Students will begin work on this project early in their academic careers, and continue this work during their enrollment. This project must be completed during the last semester of course work or in the semester or summer session following the completion of course work. Students register for the Capstone Project during the regular registration period, prior to the semester in which they will take the exam. The Capstone Project requires students to demonstrate the ability to synthesize theoretical knowledge, critique and analyze research findings, and utilize scientific evidence as a basis for advanced nursing practice.

Students enrolled in certificate programs do not have to take comprehensive examinations.

GRADUATION

In the semester prior to completion of degree requirements, students must fill out a conferment of degree form which is available on the Graduate Studies web site and in the Graduate Studies office. Those who complete the graduation requirements (including passing the comprehensive exam) in August, December, or May are invited to attend graduation ceremonies in May.

THE GRADUATION FEE

All Applications for Graduation must be accompanied by payment of a one time, non-refundable Graduation Fee.

See the Graduate Studies website: www.tcnj.edu/~graduate or the Graduate Bulletin for further information or requirements for graduation

SIGMA THETA TAU-INTERNATIONAL HONOR SOCIETY

DELTA NU CHAPTER

A Nursing Honor Society of Trenton State College was established in Fall 1977 and petitioned for chartership to the International Honor Society of Nursing (Sigma Theta Tau) in Fall 1978. The Nursing Honor Society of the College of New Jersey was chartered in the Spring of 1980.

Purposes - the purposes of this society are to:

1. Recognize superior achievement.
2. Recognize the development of leadership qualities.
3. Foster high professional standards.
4. Encourage creative work.
5. Strengthen commitment to the ideals and purpose of the profession.

Qualifications for Regular Membership:

- Candidates shall have demonstrated superior scholastic achievement, evidence of professional leadership and marked achievement in the field of nursing.
- Candidates shall be elected from students enrolled in the Division of Professional Nursing and the Division of Advanced Nursing Education and Practice. Students who have completed at least one-half of the required curriculum and have demonstrated ability in nursing shall be eligible.
 - All students within the School of Nursing who have completed NURS 320/324 and have a cumulative average of 3.0 or better shall be considered initially.

Students must also be in the top 15% of their class as Juniors or the top 30% of their class as Seniors.

- The number of students from any one class shall not exceed 35% of the total number expected to graduate from that class.
- Students with prior nursing experience and education (RN) shall account for no less than five percent of the total number from any one class.
- Students in the Division of Advanced Nursing Education and Practice are eligible for membership if they achieve a grade point average of at least 3.5 and do not rank lower than the highest 35% of their class in scholarship.
- Alumni and Community Membership: A graduate nurse with a baccalaureate degree or higher who has demonstrated marked achievement in the field of nursing shall be eligible for membership in any chapter.

Selection of Regular Members:

- All candidates ordinarily must be present to be inducted. Exceptions may be made for valid reasons as determined by the officers of the chapter.
- Candidates for regular membership shall be voted upon openly by the Chapter. A favorable vote of at least three-fourths of members present is necessary for election to membership.
- Candidates shall be considered without regard to sex, creed, or color.
- Candidates shall pay all national fees before admission to membership.

- Deadline for applications is February 15th.