KEAN

Department of Nursing

Caring • Holism • Ethics • Integrity • Excellence



Bachelor of Science in Nursing Student Handbook
(RN - BSN)
2024-2025
WELCOME

To our students,

Welcome to Kean University Department of Nursing! At Kean, we provide a holistic student-centered education committed to excellence. Providing a holistic student-centered nursing education comes with the expectation that the students will ultimately provide holistic client-centered care to their clients, families, and the communities they serve. Kean University offers an innovative education for the mind, body, and spirit.

The faculty facilitates the education of students in the art and science of nursing to provide ethical, holistic, culturally competent, and population-based care in collaboration with various healthcare systems. We pride ourselves on creating an energetic, engaging learning environment that emphasizes self-care, evidence-based nursing, critical thinking, ethical practice, community service, and a commitment to social justice.

The Department of Nursing has a rich history of innovation across its nursing programs, including the first three-year Prelicensure BSN (PLBSN) Program in New Jersey utilizing a clinical immersion model. We take pride in the quality of our graduates. Throughout New Jersey hospitals and tertiary institutions of learning, graduates from our programs are at the head of organizations and departments, leading teaching and practice innovations in classrooms and healthcare organizations.

In the Department of Nursing, we believe in:

- A strong emphasis on nursing ethics
- A knowledgeable, caring, committed faculty who are expert clinicians, researchers, teachers, and mentors
- A commitment to improve the health and well-being of culturally diverse individuals, groups, and communities across the nation and globe
- Technology-infused, evidence-based programs

We are pleased to have you as part of our Department of Nursing.

Sincerely,

Prisca Anuforo

Prisca Anuforo, PhD, DNP, RN, CTN-A

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Introduction

The Department is one of ten academic departments within the College of Health Professions and Human Sciences (CHPHS). The Department of Nursing administrator, the Executive Director, reports to the Dean of CHPHS.

History of the Department of Nursing

Baccalaureate Degree Program

RN- BSN Option

In January 1980, then Kean College of New Jersey was one of two institutions among fourteen selected by the Department of Higher Education in New Jersey to develop an upper-division baccalaureate program in nursing for registered nurse students only. In 1983, the initial National League for Nursing (NLN) accreditation was granted. Beginning in the Fall of 2016, the RN-BSN program was offered online. Today, the 120-credit program may be completed in 2 years or less of full-time study and is offered in person on the main campus in Union Township and online.

Pre Licensure BSN Option

In 2024, the Department of Nursing received approval from the New Jersey (NJ) Board of Nursing and the NJ State President's Council and Commission on Higher Education to begin a Pre Licensure BSN program. The first cohort was admitted in Fall 2024. The PLBSN option uses in person instruction and is located at the main campus in Union, NJ.

MSN Programs

Planning for the MSN program began in 1985. The program approval document was presented to the College in January of 1993. Final permission to open the program was received by the NJ

State President's Council and Commission on Higher Education in December 1994. The first track available for the Master of Science in Nursing specializing in clinical management with a transcultural focus, opened in January 1995, and admitted ten students to the 33-credit program. Over the years, Community Health and School Nurse options were added. Initial accreditation was granted by the National League for Nursing Accrediting Commission (NLNAC) in 2001. The curriculum has undergone several revisions since its inception to align with current changes in the healthcare environment. Today, the MSN program has two options: Nursing Leadership and Community Health Nursing. The Nursing Leadership option is a 32-credit program, while the Community Health Nursing option has 38 credits. The graduate program was designed as an evening program to accommodate the working student; additionally, a student may complete any of the MSN programs within 2 years of full-time study. The university policy stipulates a limit of 10 years to complete any degree. Currently, the MSN program courses are offered in a hybrid format.

School Nurse Certificate

A Graduate Certificate in School Nursing was added in 2019 following approval by the Department of Education (DOE). It has two tracks: Instructional and Non-Instructional. The non-instructional track has 12 credits in addition to 11 credits of prerequisite courses. The instructional track has 16 credits in addition to 11 credits of prerequisite courses. Students are admitted in the summer of each year. Courses are offered in a hybrid format in the evenings and weekends.

University Mission Statement

Kean University, New Jersey's first Urban Research University, creates a world-class,

innovative, and inclusive society through equity and excellence in teaching, learning, global research, and impactful public engagement. The mission statement can be found here.

College of Health Professions and Human Services Mission Statement

Our Mission

Prepare future professionals to provide culturally responsive, holistic, evidence-based care to individuals through interprofessional education and collaborative practices.

Department of Nursing Mission

The mission of the Department of Nursing is to advance the standards of practice in the region and to provide the breadth and depth of academic and clinical experiences to prepare students for clinical practice and leadership roles as professional registered nurses within the context of an ever-changing healthcare system.

Nurses educated at the baccalaureate level are prepared as nurse generalists able to practice in a variety of settings and clinical situations with the aim of improving health outcomes for individuals, families, and communities. Nurses educated at the master's level are prepared for nursing leadership roles in various healthcare and community settings, with a focus on improving patient outcomes, reducing health disparities, continuous quality improvement, and implementation of evidence-based practice.

The Department of Nursing embraces the values of caring, holism, ethics, integrity, and excellence, which are essential in the provision of person-centered care. We are committed to training culturally competent nurses who can think critically, creatively, holistically, and globally, and who excel in dynamic social, economic, and technological conditions within the

healthcare environment.

Department of Nursing Philosophy

The philosophy of the Department of Nursing includes beliefs related to the nursing metaparadigm as well as beliefs about levels of nursing practice and values underlying nursing education.

The Department of Nursing's philosophy includes beliefs related to the nursing metaparadigm, beliefs about levels of nursing practice, and values underlying nursing education.

Human Beings

The faculty believes that people are holistic beings with dynamic capacities for evolution and growth across the lifespan, and whose life experiences influence their perceptions and interactions with their environment. Evolution and growth, in this sense, are uniquely constituted in each person's systems of meanings and values, which are shaped by biological, psychological, and sociocultural factors.

Understanding humans as holistic beings relies upon the discovery of everyone’s values and beliefs that inform their behaviors, providing meaningful insight into their healthcare and lifestyle choices.

Environment

The environment is the surroundings or conditions in which the human being lives and operates. Understanding the ongoing and dynamic interactions between individuals and their surroundings, and how these interactions influence health or health decisions, is essential in

nursing. These interactions occur within a multitude of biological, physical, geographical, ecological, and social contexts. Environment can be conceived as the immediate space or the community where the patient lives, to broader levels such as the state, country, world, and the universe. These environmental contexts influence individuals and their communities, shaping health behaviors, outcomes, and overall well-being. Individuals may have the capacity to influence and transform their environments to support their health and enhance their healthcare outcomes. However, the individual's environment may also be impacted by biases, social injustices, and other factors beyond their control that influence health outcomes. Thus, the environment is a dynamic component of health that both affects and is affected by individuals, underscoring the importance of considering environmental factors, including the social determinants of health, in nursing practice and healthcare delivery.

Health

Health is a universal concept that is socially and culturally defined, valued, and practiced and reflects a continuum of wellness and illness across the lifespan. Health is a manifestation of complex, multifaceted interactions between humans and their environment and is conceived to be dynamic, constantly changing, and evolving as life itself. It reflects the ability of individuals or groups to function productively and participate in society's activities in a manner that is congruent, beneficial, and meaningful to their lifeway (Leininger, 1991). Phenomenological, biological, social, ecological, and cultural dimensions characterize health. The meaning of health is embedded in the emic worldview of the individual, family, and society. Health can be a resource or an obstacle in the achievement of life goals. The same conceptualization of the health continuum is applicable to systems. Health, in this sense, is the

system‘s ability to function productively with optimal participation by its members in goal achievement.

Nursing

Care is the essence of nursing and is the distinct, dominant, central, and unifying focus of nursing (Leininger, 1991, 2006). Human caring is universal, but its nature, characteristics, and meanings are culturally defined. Caring consists of assistive, facilitative, and enabling acts and decisions by professional nurses, which incorporate the cultural values, meanings, and practices of the individual, family, community, and/or society. Nursing's overriding goal is to assist individuals, families, groups, and communities in achieving their health potential and affirming a state of well-being. Health goals are subject to human choice and may be facilitated through culturally congruent, competent, and outcomes-oriented nursing care. Nursing practice is guided by knowledge, theory and research in the discipline of nursing, as well as from a broad base of knowledge from other disciplines. Nursing practice entails the care of the sick in and across all environments, the promotion of health and well-being, and community and population-focused health care. Nursing has both process and outcome. The nursing process is grounded in critical thinking, clinical judgment, and a scientific body of knowledge. It is a collaborative process between the nurse and their patient, emphasizing empathic, caring, and therapeutic relationships. The provision of compassionate and competent holistic nursing care facilitates the achievement of improved client outcomes. Nursing values include caring, holism, ethics, integrity, and excellence. Aware of the internal and external trends and demands, nurses take an active role in defining and shaping healthcare delivery. Addressing these evolving challenges and complexities of healthcare delivery requires the

nurse to commit to lifelong learning. The faculty upholds the baccalaureate degree as entry to professional nursing practice and the MSN as entry to advanced nursing practice.

Levels of Nursing Practice

Baccalaureate-prepared nurses have the generalist foundation to function across the primary, secondary, and tertiary care continuum. Graduates of baccalaureate programs are prepared to provide holistic, person-centered care in all settings, with an emphasis on health promotion, disease prevention, population health, and cost-effective, coordinated care. The baccalaureate curriculum prepares professional nurses for expanding roles in the rapidly changing healthcare system. The baccalaureate curriculum is grounded in professional standards of care defined by the American Nurses Association (ANA), National League for Nursing (NLN), American Association for Colleges of Nursing (AACN), Quality and Safety for Education of Nurses (QSEN), and the New Jersey Board of Nursing, and individual specialty organizations. Professional nursing practice demands critical thinking, sound clinical judgment, effective decision-making, and proficient use of technology. This role entails the design and management of holistic patient care through interprofessional collaboration, health promotion, patient education, and advocacy.

Master's level nursing education builds upon the generalist foundation of the baccalaureate graduate. Master's level nursing education is appropriate for nursing professionals seeking advanced knowledge and skills to lead care delivery. This specialized preparation is necessary to meet the changing needs of the healthcare system in providing quality, cost-effective, and culturally competent care to diverse populations in various settings. To conclude, the faculty

endorses the domains recommended by AACN (2021), including knowledge for nursing practice, person-centered care, population health, scholarship for nursing practice, quality and safety, interprofessional partnerships, system-based practice, information healthcare technologies, professionalism, and personal and professional leadership development.

Underlying Values of Nursing Education

The approach to teaching used by the Department of Nursing is rooted in the values of caring, holism, ethics, integrity, and excellence. The faculty respects the unique experiences each student brings to the learning environment. These experiences are used to examine the complexity and meanings of nursing phenomena and extend and refine understanding and valuing of nursing. Faculty serve as facilitators, mentors, and role models of professional nursing practice. The faculty recognizes that students possess diverse learning styles and preferred modes of learning and are committed to preparing teaching strategies that ensure student success.

The faculty views learning as a dynamic process of growth and change. For effective learning to occur, the environment must be both supportive and challenging, providing essential resources and diverse methods for their use while engaging with the demands of the learning process. To foster such growth, the faculty commits to creating a positive and equitable learning environment that recognizes a progression in complexity from baccalaureate to graduate level education. The faculty serves as facilitators and role models of scholarship and excellence in nursing practice. In this environment, collegial relationships between faculty and students thrive, accelerating the overall learning experience.

Essential Functions for Nursing

Participation in and successful completion of the Nursing program at Kean University requires that all students possess the ability to acquire academic knowledge, perform essential physical functions, and demonstrate professional attitudes and behaviors involved in nursing practice. The nursing degree awarded at the completion of the program certifies to the public that each individual has acquired this broad foundation of knowledge and skills requisite for safe, effective, and efficient care to the community. The Department's faculty have outlined the Technical Standards deemed essential for the successful completion of the nursing curriculum and future success in the provision of nursing services.

Students admitted to the nursing program must review the Technical Standards and submit a signed form at the time of matriculation. Every student in the Kean nursing program must demonstrate the ability to perform these essential functions throughout the program. Kean University has a strong commitment to full inclusion and equal opportunity for all people with disabilities. The University adheres to the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Every effort is made by our staff to provide every student with the opportunity to participate in all areas of student life.

The Office of Accessibility Services at Kean University (OAS) provides assistance and accommodation for all students with documented physical, medical, learning, emotional, and/or

psychological disabilities, both temporary and permanent. The OAS website is located at https://www.kean.edu/oas. Students should review the "How to Apply" section on the website for information about the required documentation and how to submit a request for accommodations.

Expectations for Nursing Students

Nursing students must demonstrate numerous competencies across three key learning domains: cognitive, psychomotor, and affective. These competencies are developed, practiced, and verified in various settings, including classrooms, simulation labs, and clinical environments.

Classroom Setting: In the classroom, nursing students must perceive, assimilate, and integrate information from diverse sources such as oral instruction, printed materials, visual media, and live demonstrations. Students are expected to:

- Actively participate in classroom discussions.
- Work both individually and collaboratively within groups.
- Deliver oral presentations.
- Pass written and computer-based examinations.

Achieving these tasks requires cognitive skills like reading, writing, and problem-solving. Students must also be physically capable of classroom activities, including hearing, seeing, speaking, sitting, and touching.

***Simulation Laboratory*:** Nursing simulation laboratories offer students opportunities to observe demonstrations, practice with medical devices, and perform simulated clinical

procedures. In these labs, students must:

- Demonstrate psychomotor skills in manipulating patients and equipment.
- Perform procedures without critical errors, requiring high levels of cognitive, perceptual, and psychomotor function.
- Assemble equipment, stand while using both hands, perform fine motor skills, and conduct procedures demanding significant strength, such as moving patients and performing CPR.

***Clinical Setting*:** Clinical education involves applying synthesized knowledge and skills acquired in classrooms and labs to real patients. In the clinical setting, students must:

- Demonstrate skills such as client assessment, safe and effective person-centered nursing care, clinical reasoning, problem-solving, refining care plans, and troubleshooting equipment.
- Exhibit professional behaviors, including controlled and constructive responses to emergencies, deaths, stress, and complex interactions with healthcare team members.
- Show respect for others, demonstrate empathy, efficiency, integrity, and initiative.
- Accept responsibility for own actions

Professional Behaviors in All Settings: Nursing students are expected to exhibit professional behaviors, including teamwork, emotional regulation, effective interpersonal communication, honesty, integrity, and accountability. They must interact effectively with patients, families, peers, instructors, preceptors, and others they encounter during their

education. In all settings, students must uphold the standards set forth in the Department of Nursing, College of Health Professions and Human Services, and Kean University policies.

Essential Functions for Nursing, Examples,

Students Gross Motor Skills:

- Move within confined spaces.
- Sit and maintain balance.
- Stand and maintain balance.
- Reach above shoulders (e.g., ECG monitors).
- Reach below waist (e.g., plug electrical appliances into wall outlets).

Fine Motor Skills:

- Pick up objects with your hands.
- Grasp small objects with hands.
- Write with a pen or pencil.
- Key/type (e.g., use a computer).
- Pinch/pick or otherwise work with fingers.
- Twist (e.g., turn objects/knobs using hands).
- Squeeze with fingers (e.g., eye dropper used for medication administration).

Physical Endurance:

- Stand for long periods (e.g., at the client's side during therapeutic activities).
- Sustain repetitive movements (e.g., CPR, chest physiotherapy).
- Maintain physical tolerance for continuous activities.

Physical Strength:

- Lift, push, and pull with assistance (mechanical or coworker) the weight of the average patient- specific to the area of clinical work.
- Use upper body strength (e.g., perform CPR, physically restrain a client).
- Squeeze with hands (e.g., operate a fire extinguisher).

Mobility:

- Twist, bend, stoop, and squat.
- Move quickly (e.g., respond to an emergency).
- Climb (e.g., stools, stairs).
- Walk for extended periods.

Sensory Characteristics:

- Adequate visual acuity to see and read clearly (objects in client's environment, equipment, computer screen, markings on measurement instruments, etc.).
- Distinguish colors accurately in various lighting conditions.
- Use peripheral vision.
- Recognize three-dimensional and spatial relationships.
- Discriminate physical examination findings using inspection, auscultation, percussion, and palpation.
- Discriminate between sizes, shapes, temperature, and texture by touch.
- Detect changes in position, pressure, movement, and vibrations.
- Detect odors related to a patient's condition, noxious spills, or fumes.

- Detect sounds related to bodily functions, monitoring devices, telephones, and emergency signals.
- Prepare and dispense correct quantities of medication or therapeutic agents.

Reading:

- Read and understand written documents in English (e.g., policies, protocols, charts, medication inserts).

Arithmetic Competence:

- Read and understand columns of writing (flow sheets, charts).
- Read digital displays.
- Convert numbers to and from the metric system.
- Read graphs (e.g., vital sign sheets).
- Tell and measure time (e.g., count spontaneous respirations).
- Count rates (e.g., pulse).
- Use measuring tools (e.g., spirometers).
- Read measurement marks (e.g., scales).
- Add, subtract, multiply, and divide whole numbers.
- Compute fractions (e.g., medication dosages).
- Use a calculator.
- Write numbers in records.

Emotional Stability:

- Provide patients with emotional support.

- Adapt to changing environments and stress.
- Deal with unexpected situations (e.g., client condition worsens).
- Focus attention on tasks.
- Monitor and regulate one's own emotions.
- Receive and accept constructive feedback.
- Accept responsibility for one's own actions.
- Maintain self-awareness.
- Perform multiple responsibilities concurrently.
- Process strong emotions while maintaining a safe clinical environment (e.g., grief).

Critical and Analytical Thinking:

- Transfer knowledge from one situation to another.
- Process information, categorize results, and create therapeutic plans.
- Use clinical judgment in making decisions about patient care.
- Solve problems and prioritize tasks.
- Use long-term and short-term memory effectively.

Interpersonal Skills:

- Negotiate interpersonal conflicts.
- Respect individual differences (e.g., religion, lifestyle choices, migrant status, political affiliation).
- Establish rapport with clients, peers, preceptors, faculty, and healthcare team members.

Communication Skills:

- Communicate clearly, timely, and effectively in various situations and modalities (including online).
- Teach clients and families about healthcare.
- Explain procedures.
- Give oral reports (e.g., report on client's condition).
- Interact with others (e.g., healthcare workers, patients, significant others).
- Speak on the telephone.
- Direct activities of others.
- Convey information through writing (e.g., progress notes).
- Tactfully suggest alterations in patient care or treatment.
- Demonstrate skills in using client care technologies and information systems, including clinical information systems.

After reviewing the Expectations for Nursing Students and Essential Functions for Nursing Students , applicants should assess their abilities and contact the Office of Accessibility Services to discuss any specific concerns regarding the physical, emotional, or cognitive requirements needed to complete the nursing program at Kean University.

Reasonable accommodation may not: (1) fundamentally alter the nature of the didactic or clinical education curriculum, (2) compromise the essential elements of the program, (3) cause an undue financial or administrative burden for the University, or (4) endanger the safety of patients, self or others. It should also be noted that completion of all clinical education courses is a graduation requirement and some facilities with which the program affiliates may not be able to meet the same accommodations as those offered to the students by the University

during the didactic portion of the curriculum.

While certain technological compensations can be made for some disabilities on a case-by-case basis, a candidate/student should be able to perform in all of the standard areas reasonably independently and in a timely manner. Reliance on another individual, such as a trained intermediary, means that an applicant/student's judgment must be mediated by someone else's power of selection and observation, and as such, it is unacceptable.

A student already in the nursing program may be withdrawn if it becomes apparent that the student is unable to perform any of the essential functions or meet any of the technical standards.

Pregnant and Parenting Students

The Office of Affirmative Action Programs provides important information for pregnant and parenting students via this website. Please contact the Kean University Title IX Coordinator at titleix@kean.edu with any questions or to request support services and accommodations.

Accreditation

The RN-BSN nursing program at Kean University at the Union and Ocean County College campus located in Union and Toms River, New Jersey is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

(404) 975-5000

https://www.acenursing.org

The most recent accreditation decision made by the ACEN Board of Commissioners for the RN-BSN nursing program is Continuing Accreditation.

RN to BSN Program Overview

- The Bachelor of Science in Nursing (BSN) is a 120-credit upper-division program open to registered nurses
- (RNs) only. The program is offered online and in a hybrid format at Kean's Main Campus in Union and Ocean County College in Toms River,
- The baccalaureate curriculum is grounded in professional standards of care defined by the American Nurses Association, National League for Nursing, American Association for Colleges of Nursing, and individual specialty organizations. Educational preparation at the baccalaureate level provides you with clinical knowledge and credentials to advance your nursing career in a booming healthcare industry.
- Kean graduates have rewarding, stable careers working in healthcare systems, physician offices, schools, government agencies, insurance companies, and the pharmaceutical industry, advancing care and improving lives.

BSN Program Outcomes

- > Integrate theories and concepts from liberal education into nursing practice, to build a holistic understanding of the human experience across the life span.

- > Apply leadership concepts, skills, and decision-making in the provision of high-quality nursing care, interprofessional\ care coordination, and assume accountability for one's own and delegated nursing care delivery in a variety of healthcare settings
- > Utilize evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating healthcare and outcomes.
- > Demonstrate skills in using patient care technologies, information systems, and effective communication to support culturally congruent and safe nursing practice.
- > Apply critical thinking, ethical principles, and client advocacy to address social policies on health care, especially for vulnerable populations from a holistic caring framework.
- > Evaluate the impact of health/illness beliefs, values, attitudes, and sociocultural practices of individuals, families, groups, communities, and diverse populations across the health-illness continuum.
- > Demonstrate professionalism, including respect for self and others, and attention to professional boundaries with patients, families, and caregivers

Bachelor of Science in Nursing (BSN) Curriculum

- KEAN UNIVERSITY – COLLEGE OF HEALTH PROFESSIONS AND HUMAN SERVICES

  (84104) B.S. IN NURSING: 120 SEMESTER HOURS (S.H.)

  MAJOR GPA: 2.5 DECLARATION GPA: 2.5 GRADUATION GPA: 2.5

GENERAL EDUCATION REQUIREMENTS: 33 S.H.		**ACADEMIC MAJOR% 61 S.H.**	
Foundation Requirements:	13 S. H.	Lower Division Nursing Courses:	**30 S.H**.
GE Transition to Kean: -or- GE 3000 Transfer Transitions	1	NURS 1999 NCLEX (exam (C8E)	30
ENG 1030 College Composition	3	Upper Division Nursing Courses*	**28 S.H**.
MATH 1016 Statistics	3	NURS 3000 Conceptual Foundations in Nursing	3
COMM 1402 speech Communication	3	NURS 3015 Heath Assessment	3
GE 2024 Research & Technology	2	NURS Foundations of Transcultural Care	3
DISCIPLINARY & INTERDISCIPLINARY DISTRIBUTION REQUIREMENTS		NURS 3030 Issues in Professional Nursing; Practice	3
Humanities:	6 S.H.	NURS 3400 Health Information Literacy and Technology	3
ENG 2403 World Literature		NURS 4020 Population-focused Nursing in the Community	5
Select one course from below		NURS 4200 Research and Evidence-Based Practice Nursing	
Fine Arts/ Arts History	3	NURS 4400 Prof. NursingLeadership and Innovation	5
Foreign Languages (Must take I and II)	3	**Major Capstone:**	**3 H.S.**
Music and Theatre	3	NURS 4500Transition to Professional Nursing Practice	3
Interdisciplinary	3	Free Elective 1000-4000 Level: free completed 3000-4000	**4 S.H.**

Social Sciences:	**6 S. H.**		
HIST 1062 Worlds of History	3		
PSY 1000 General Psychology (3,4)		**Special Notes:**	
Science and Mathematics:	**8 S. H.**	1. See prerequisites & equivalencies	
BIO 2403 Anatomy and Physiology (3,4)	4	2. University requirements for all undergraduate students must be satisfied in one of two ways: Complete GE 1000 (all freshmen and transfers transferring with 0-29 credits: CR complete GE (transfers entering with 30 credits or more).	
BIO 2404 Anatomy and Physiology (3,4)	5		
Additional Required Courses (3,4)	**22 S. H.**	3. These Courses require a grade of C or higher	
PHIL 1100 Intro to Philosophy	3	4. Prerequisites for Nursing Major	
SOC 1000 Intro to Sociology	3	5. All courses under GE Disciplinary/Interdisciplinary distribution requirements must be selected from the approved GE Distribution Course List (GEHU) Humanities; GESS Social Sciences: GESM Science and Mathematics; GEHPE Health and Physical Education.	
CPS 1032 Micro Computer Apps	3		
BIO 2305 Medical Microbiology	4		
SOC 2100 Sociology	3		
PSY 3110 Life-Span Developmental Psychology	3		
HED 3200 Holistic Health			

Transfer Admissions

External Transfer Applicants

Policies applicable for external transfer students can be found on Kean University's Transfer Application Instructions Page. A minimum 2.5 GPA is required to apply for the RN to BSN program.

- Individuals with disciplinary action (academic or otherwise) on their record are not eligible for admission to the program.

External Transfer Applicants RN Pathways Program

The following policies apply to applicants who are currently enrolled as Nursing students and are applying to RN to BSN Program.

- A minimum 2.5 GPA is required to apply from the students transferred courses.

Provisional Admissions to the RN to BSN Program

All Nursing students in the RN Pathways program are admitted provisionally to the RN to BSN Program and must meet established criteria to be eligible for selection into the Program. The established criteria are defined by the memoranda of understanding (MOU) guiding the Kean University nursing department and the affiliated Community College. RN pathways program students are eligible to take General education courses and lower division nursing courses and must pass with a letter grade of C or better to progress into the upper division courses.

An unencumbered New Jersey RN license is required from the students in the RN Pathways program as well as completion of the general education courses before eligibility to proceed to upper-division nursing courses

Prior to registration, an advising appointment is scheduled by the student with their faculty advisor to prepare and update the students' plan of completion. The student

receives approval of the necessary petitions required for the Nursing courses from their faculty advisor.

A grade of a C+ or higher is required for all BSN nursing courses and prerequisite courses as indicated in the Curriculum Guide Sheet. A minimum of a 2.75 GPA is required to remain in the program.

Nursing Course Descriptions

Distribution of Credits

The program is composed of 120 credits that include: 33 credits of General Education courses, 22 credits of Additional Required courses, 30 credits of lower division nursing courses awarded for prior nursing education (awarded after RN verification), and 31 credits in Nursing. In addition, there are 4 credits of required free electives. These courses constitute the major in nursing at Kean.

General Education and Additional/ Required Credits

The RN-BSN is a transfer-only program; however, students will complete 33 credits identified as General Education. Students entering may transfer a total of 50 credits from prior coursework, which satisfies courses within the general education requirement as well as BSN prerequisite courses identified as additional required courses. These include but are not limited to, such courses as:

- English Composition I and II
- Speech Communication

- General Psychology
- Introduction to Sociology
- Anatomy and Physiology I and II
- Microbiology
- Free electives

Each student receives an individualized transfer credit evaluation after they have been accepted. This evaluation is reviewed with your nursing advising prior to registration for courses. It should be noted that these evaluations are highly individualized.

Prior to registration, it is important to schedule an advising appointment to prepare and update your plan of completion as well as acquire the necessary petitions required for the Nursing courses.

Lower Division Nursing Courses

The 30-credit lower division nursing requirement is satisfied once a student successfully completes their RN program and passes the National Council Licensure Examination (NCLEX). The 30 credits are awarded once a student submits the University major-minor status change form, which can be found on Kean University's Registrar webpage. In addition to the form, students must attach their RN verification which they should access through the New Jersey Division of Consumer Affairs website.

Both the form and verification should be sent to the Department of Nursing at nursing@kean.edu to be signed and processed. Students are notified once the additional credits have been awarded to their account.

Upper Division Nursing Courses

The 31-credit upper division nursing requirement, which includes the senior capstone course, can be completed completely online or through a hybrid model. There are two clinical courses: NURS 4020 Population Focused Nursing in the Community and NURS 4400 Nursing Leadership and Innovation that require in-person clinical experience. Additionally, students must complete clinical compliance prior to the course.

A grade of C or better is required for all BSN nursing courses and prerequisite courses, and a minimum of a 2.5 GPA.

Nursing Course Descriptions

The upper-division nursing requirements for RNs in the BSN degree program are listed below in the suggested sequence of completion. All courses require a petition for students to register that is obtained during an advising appointment.

NURS 3000 Conceptual Foundations in Nursing (3 cr)

Course Description: A comprehensive exploration of historical and contemporary nursing and related knowledge, including systems, the metaparadigm, philosophies, conceptual models, and middle and grand theories as fundamentals of nursing practice.

Course Student Learning Outcomes:

Upon completion of this course, students will demonstrate the ability to:

A. Examine the relationships between nursing history and theory development in contemporary nursing practice.

B. Describe the development of nursing as an art and science as it guides practice, education, research, and administration.

C. Explain the components of nursing knowledge.

D. Discuss selected conceptual models used in holistic professional nursing practice.

NURS 3400 Health Information Literacy and Technology (3 cr)

Course Description: Introduction to healthcare information technology. Provides students with an understanding of the basics of healthcare informatics with emphasis on clinical applications of electronic medical records and utilization of healthcare software. Information on current trends in meaningful use and issues surrounding electronic medical records, including privacy, regulatory, and security concerns will be emphasized.

Course Student Learning Outcomes:

Upon completion of this course, students will demonstrate the ability to:

A. Discuss the key concepts relating to health information technology and information science.

B. Explain the role of health information technology as it relates to clinical guidelines protocols, procedures, and accessibility.

C. Analyze clinical situations for compliance with privacy and security regulations.

D. Demonstrate efficient use of health information technology.

NURS 3015 Health Assessment (3 cr)

Course Description: Introduction to holistic health assessment and physical examination. Comprehensive health assessment to include physiological, and psychosocial, with an emphasis on social determinants of health, cultural, developmental nutritional, genetic, and mental status assessment.

The focus is on data-gathering techniques, therapeutic communication skills, and the use of a body systems approach to physical examination. Documentation of findings and use of the nursing process will facilitate clinical decision-making in designing client-centered health promotion, risk reduction, and disease prevention activities.

Course Student Learning Outcomes:

Upon completion of this course, students will demonstrate the ability to:

A. Conduct a comprehensive health assessment of an essentially well individual utilizing the appropriate technology

B. Apply therapeutic communication techniques in history taking/interviews with clients.

C. Utilize a holistic approach in determining a client's health status.

D. Formulate an evidence-based, client-centered health promotion plan for a well client.

E. Demonstrate responsibility and accountability for the design and provision of holistic, developmentally appropriate, and culturally congruent nursing care

NURS 3020 Foundations of Transcultural Care (3 cr)

Course Description: An introduction to concepts and theories relevant to healthcare for diverse populations. Diversity is examined relative to social organization, roles, expectations, communication patterns, and values/beliefs underlying health-illness behaviors between Western and on-Western cultures. Emphasis on the development of knowledge and skills in culturally congruent communication and cultural assessment. A comparative approach to global healthcare by understanding similarities and differences among commonly encountered diverse population groups.

In addition, there is an introduction to the multiple dimensions of social determinants of health including cultural, socioeconomic status, race, ethnicity, age, gender equity, sexual orientation, and religion/spirituality.

Course Student Learning Outcomes:

Upon completion of this course, students will demonstrate the ability to:

A. Define social determinants and cultural concepts that impact health.
B. Explain the relationship between culture and beliefs/practices related to health, life transitions, and illness.
C. Describe social and cultural influences of health in family and social organization and communication.
D. Describe cross-cultural similarities and differences in the conceptualization of roles, expectations, beliefs, and practices pertinent to healthcare.
E. Apply culture-specific knowledge gained from cultural assessment in caring.

NURS 4020 Population Focused Nursing in the Community (5 cr)

Course Description: Integration of population health concepts in the design, coordination, and care management of diverse populations across the lifespan in the community setting. Emphasis is on client-centered health promotion and risk reduction with a population as the unit of care. Social determinants of health and the resulting health disparities they cause will be examined. Exploration of various professional nursing roles in the community setting. Clinical activities are centered around interprofessional approaches to the care of vulnerable populations in the community setting, with a focus on the role of the baccalaureate-prepared nurse.

Course Student Learning Outcomes:

Lecture: Upon the completion of this course, students will demonstrate the ability to:

A. Describe the concepts of health promotion and population-focused nursing practice as applied across the lifespan.
B. Formulate population-focused health promotion interventions that address the goals of state, national, and global health objectives.
C. Discuss the influence of social determinants of health on population health outcomes.
D. Demonstrate effective use of information-based technology in planning population-focused health promotion in the community.
E. Describe the roles of the BSN-prepared nurse in various community settings.

Clinical: Upon the completion of this course, students will demonstrate the ability to:

A. Demonstrate critical thinking in the design, coordination, management, and evaluation of culturally congruent and developmentally appropriate population-focused health promotion interventions in the community setting.
B. Organize an interprofessional population-focused community health promotion event that addresses risks identified in a community assessment.

NURS 4200 Research and Evidence-Based Practice in Nursing (3 cr)

Course Description: Introduction to research and evidence-based practice in nursing. Approaches to critical appraisal of research reports and systematic review of research findings will be explored.

Course Student Learning Outcomes:

Upon the completion of this course, students will demonstrate the ability to:

A. Discuss the steps of the research process and steps of evidence-based practice.
B. Identify interrelationships among practice, theory, and research.
C. Describe legal and ethical issues in healthcare research.
D. Explain the hierarchy of evidence for application to nursing practice.
E. Critique selected research reports based on identified criteria.

NURS 3030: Issues in Professional Nursing Practice (3 cr)

Course Description: In-depth analysis of professional nursing history as it relates to an exploration of contemporary trends and issues in professional nursing. The importance of national nursing organizations, ethical imperatives, legal principles, standards of care, and healthcare policy are emphasized. The interrelationship of dialectical approaches as well as web-enhanced technology facilitates the development of critical thinking skills.

Course Student Learning Outcomes: At the completion of the course students will demonstrate the ability to:

- Discuss the image of nursing and articulate the knowledge, skills, and attitudes of the nursing profession (CSLO 1).
- Apply knowledge of social and cultural factors to selected healthcare issues (CSLO 2).

- Illustrate the professional standards of moral, ethical, and legal conduct in professional nursing practice (CSLO 3).
- Use appropriate information technology methods and sources to enhance communication across disciplines and the exploration of nursing information (CSLO 4).
- Recognize the relationship between personal health, self-renewal, and the ability to deliver sustained quality of care. (CSLO 5).

NURS 4400 Professional Nursing Leadership and Innovation

Course Description: Introduction to the principles of leadership and management in nursing with the integration of evidence-based practice, research, and quality improvement methods in direct and non-direct nursing practice. Topics include healthcare issues and policies that influence the decision-making process of the nurse leader in determining effective, quality patient care within complex healthcare delivery systems. Utilization of an inter-professional and holistic approach for improved patient outcomes will be explored.

Prerequisites: PSY3110 Life Span Developmental Psychology, SOC 2100 of the Family. Must complete clinical compliance.

Course Student Learning Outcomes: At the completion of the course students will demonstrate the ability to:

- Compare and contrast the differences between leadership and management, and various leadership and management theories within diverse healthcare settings. (CSLO 1)

- Examine the structural and financial framework of healthcare organizations and its influence on quality patient-centered care. (CSLO 2)
- Discuss professionalism, communication, and conflict resolution strategies utilized by the nurse leader in interprofessional collaboration within complex healthcare systems. (CSLO 3)
- Assess ethical principles in leadership management, health care policy, and regulatory standards that influence population health outcomes. (CSLO 4)
- Critique quality improvement initiatives utilizing the established criteria of research, evidence-based practice, cultural congruency, innovative design, and its impact on patient outcomes. (CSLO 5)

Clinical Field Observation: Upon the completion of this course, students will demonstrate the ability to:

- Analyze the role of the nurse leader as a member of an inter-professional team providing direct and indirect patient care within a complex healthcare system. (CSLO 6)
- Evaluate the process and goals of a formal professional meeting. (CSLO 7)

NURS 4500 Transition to Professional Nursing Practice

Course Description: This concluding course in which the students synthesize knowledge from the liberal arts, along with nursing theory and practice gained throughout their baccalaureate education

in the creation of an innovative nursing project. All other coursework must be completed, except for the upper-level elective, which may be taken concurrently.

Prerequisites: NURS 4020 Pop. Focused Nursing in the Community, NURS 4200 Research and Evidence-Based Practice in Nursing, 4400 Professional Nursing Leadership and Innovation.

Course Student Learning Outcomes: At the completion of the course students will demonstrate the ability to:

- Synthesize learning from the humanities and the physical, social, and nursing sciences in the development of a capstone project. (CSLO 1)
- Integrate appropriate research findings in project proposal and dissemination. (CSLO 2)
- Analyze the personal and professional significance of transitions in the development of baccalaureate nurse practice roles in holistic population-based care. (CSLO 3)

Policies and Procedures

Kean University Catalog

All information pertaining to University-wide polices can be found on the Kean University webpage under "Catalog" or by clicking here. Students must review and will be held accountable for information provided within the catalog. Students are governed under the catalog the year they begin their studies.

Ethics:

Ethics in professional practice and academia is the policy of Kean University and the Department of Nursing that the highest ethical principles are applied in academic endeavors. Therefore, any student who falsifies clinical or classroom work, or presents the work of others, as his/her own will be

penalized according to the Academic Integrity Policy as stated in the Kean University Catalogs and Department of Nursing Handbook. More information regarding ethics at Kean University can be found by clicking here.

Academic Integrity Principles

Kean University is committed to nurturing the growth of intellectual reasoning, academic and professional values, individual ethics, and social responsibility in all members of the campus community. Kean University provides academically rigorous undergraduate and graduate programs that adhere to the twin principles of honesty and academic integrity. These principles are essential for ensuring and maintaining excellence in the quality of its academic instructional programs and facilitating the intellectual development of its students, led by the faculty, staff, administration, and Board of Trustees of the University. Therefore, academic dishonesty in any form - written or non-written, media or technology - seriously compromises the Kean University mission to provide quality programs and opportunities for the optimum development of all students and employees. Detailed information regarding Academic Integrity can be found by clicking here. It is expected that students will review this information and will be held accountable.

Student Code of Conduct

At Kean, student members of the community are expected to abide by certain standards of conduct that form the basis of the Student Code of Conduct [Code] and ensure that their guests and visitors do likewise. These standards are embodied within a set of core values that include integrity, fairness, respect, community, and responsibility. When students fail to adhere to community standards, appropriate proceedings may be initiated under the Code to address the failure and its consequences.

Detail information regarding the Student Code of Conduct can be found by clicking here. It is expected that students will review this information and will be held accountable.

Equal Opportunity and Affirmative Action

Kean University is committed to providing equal opportunity in employment and education, as well as equity of conditions for employment and education, to all employees, students and applicants without regard to race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability. Sexual harassment is a form of unlawful gender discrimination and will not be tolerated.

Detailed information regarding Equal Opportunity and Affirmative Action can be found by clicking here. It is expected that students review this information and will be held accountable.

Americans with Disabilities and Non-Discrimination

Office of Accessibility provides assistance and accommodation for all students with documented medical, learning, emotional and/or physical disabilities both temporary and permanent. As an Americans with Disabilities Act (ADA)-compliant employer, Kean is committed to prohibiting discrimination and harassment and providing reasonable accommodations to employees and applicants with disabilities, to provide equal employment opportunities. Detailed information as well as information on how to request an accommodation can be found by clicking here.

Title IX

Title IX of the Education Amendments of 1972 (Title IX) prohibit discrimination on the basis of sex in education programs or activities. Sexual harassment in any form will not be tolerated at Kean University. Sexual harassment by students should be reported to the Office of Affirmative Action Programs, Office of the Vice President for Student Affairs or the Office of Community Standards and Student Conduct immediately. Detailed information about the University's Sexual Misconduct Policy can be found by clicking here. It is expected that students review this information and will be held accountable.

Grade Grievances

The Department of Nursing adheres to the Kean University policy for grade grievances which can be found in its entirety in the University Catalog by clicking here. It is expected that students review this information and will be held accountable.

Course Withdrawal

After initial registration, students can make changes to their schedule during the add/drop period. Once the add/drop period has ended in order to remove course(s) from their schedule the student will need to complete a withdrawal form. The full course withdrawal procedure can be found by clicking here or by visiting the Kean University webpage. It is expected that students review this information and will be held accountable.

Open Educational Resources

Open Educational Resources (OEP) is an online resource for students to have access to textbooks online for free or at a reduced price. For more detailed information regarding this resource, please visit the Nancy Thompson Library Learning Commons or by clicking here.

Academic Advisement

Full time faculty members advise nursing students. Each semester students communicate with their academic advisor prior to registering for classes to discuss any questions or concerns and to review course offerings.

Faculty advisors are, many times, your first source of communication and information, share with them any accomplishments and concerns about the program. Students should arrange meeting times with their academic advisors and should not walk in without a previously arranged appointment with the faculty advisor.

Email Accounts

Upon admission, all Kean University students are assigned an email account and expected to use it. All Kean University and Department of Nursing correspondence will be communicated via this Kean email account.

Questions regarding your email account can be directed to the Office of Computer and Information Services (OCIS) at 908-737-6000.

Learning Management System

Canvas LMS, commonly referred to as Canvas, is a learning management system Kean University uses for all its courses. Students have access to and are required to use Canvas. To access, students

may visit the Kean University homepage and from the “Quick Links” dropdown menu select “Canvas” and will then be prompted to sign in with your Kean credentials.

RN to BSN Program-Specific Policies

Grading Scale

A minimum grade of a C+ is required for all nursing and additional courses required.

Numerical scores are converted to letter grades using the following scale: **Letter Grade**	**Numerical Scores**	Grade	Grade Points
A	94-100	A	4.0
A-	90-93	A-	3.7
B+	87-89	B+	3.3
B	83-86	B	3.0
B-	80-82	B-	2.7
C+	76-79	C+	2.3
C	70-75	C	2.0
D	60-69	D	0
F	59 and below	F	0
INC		0	
AF		0	
W/WD		0	
NC		0	

Progression in the Nursing Program

Students must pass all prerequisite courses, maintain a minimum GPA of 2.75, and progress through the BSN program following the planned nursing course sequence offerings. All nursing program-specific courses require a minimum satisfactory pass grade of C+.

Course Sequencing

Students must progress through the program following the scheduled sequence of course offerings, building on the prerequisite knowledge foundation and skills that prepare them for the advanced-level didactic and clinical courses.

Required Clinical Competencies

Students must successfully progress through nursing program clinical rotations, and demonstrate clinical competence by meeting expected performance evaluation criteria. Students must successfully pass clinical competency assessment scheduled throughout the program to progress through the program.

Late Registration Policy: Students must complete registration for all nursing program didactic courses before the start of classes and complete registration for clinical courses by the due date of their clinical documentation and clearances. Rationale: Attendance on all didactic and clinical courses are required by the start of class.

Repeat Registration

Nursing Courses

Students can repeat only one nursing course (didactic or clinical) in the program after achieving a C or lower, or after withdrawing from a nursing course for any reason. To progress, a minimum grade of C+ must be achieved in the repeated course or the student may be dismissed from the program.

Prerequisites

Students may repeat up to two prerequisite courses of C or below at once, including any courses that have been transferred. The grade achieved must be a C+ or above from the repeated class. The prerequisite courses include GE 1000, ENG 1030, PSY 1010, BIO 2403, HIST 1062, COMM

1402, MATH 1016, GE 2024, ENG 2403, BIO 2404, SOC 1000, BIO 2305, PHIL 1100, PHIL 2300, CPS 1032, PSY 3110.

Timeline for Completion of Pre Licensure BSN Program

The program must be completed in the allotted time, and courses taken in sequence. An extension may be granted in extenuating circumstances with approval from the Executive Director. Such extenuating circumstances may include a personal emergency, documented illness, or an unusual circumstance.

Withdrawal From a Course

Withdrawal from a nursing course may result in delay in program completion. Withdrawal is only permitted in extenuating circumstances, which will require the student to submit a written statement for consideration by the Executive Director.

Leave of Absence

Students must request written approval of leave of absence and submit in writing a letter requesting to be reinstated into the program four weeks before the start of a semester. A leave of absence is submitted to the Department of Nursing for approval by the Executive Director and Dean. The student will be provided with a written approval or denial of the request to return to classes and the conditions under which the student is permitted to return to the program.

Readmission

Students who wish to return after a break in continuous enrollment will not be readmitted unless they meet the required nursing competencies to date and are considered in good standing with a GPA of at least 2.75. Additional readmissions policies also apply in this situation, including but not limited to the following:

- Upon readmission, students are held to the curricular requirements in effect at the time of readmission.
- Students who attend and earn credits at other institutions after leaving Kean University must submit official transcripts for evaluation.
- An application for readmission with all required supporting documents must be submitted by the application deadline for the readmission term.
- More information can be found in the Kean University Undergraduate Catalog found here.

Academic Probation and Dismissal from the RN to BSN Program

The Department of Nursing follows the overall policy of the University regarding academic probation and dismissal, with the exception of the GPA requirement. Matriculated students earning a cumulative grade point average of less than 2.75 are subject to academic probation. A cumulative average that would place a student on academic probation for the second time makes the student subject to dismissal from the nursing program.

Academic dismissal decisions are made after each academic year (after the conclusion of the spring semester). Students dismissed from the nursing program are notified by Kean University email and regular mail from the appropriate college dean. Detailed information regarding Academic Probation and Dismissal from the University can be found in the University Catalog by clicking here. It is expected that students review this information and will be held accountable.

Policy on Professionalism

Professionalism is a fundamental aspect of nursing practice. It encompasses behaviors, attitudes, and values that are essential for providing high-quality patient care and maintaining the trust of

patients, families, and the healthcare team. This policy outlines the expectations for professional conduct, including attendance, interprofessional interactions, hygiene standards, and dress code in clinical and classroom environments for students enrolled in nursing programs at Kean University.

Attendance

Attendance is crucial for the successful completion of the BSN program and for ensuring the continuity and quality of patient care.

General Attendance Requirements

- Students are expected to attend all scheduled classes.
- Attendance is mandatory for all planned clinical and related activities.
- Absences must be reported to the course instructor and the clinical site (if applicable) in advance of the start of the scheduled class or activity.
- Unexcused absences or repeated tardiness may result in disciplinary action, up to and including failure of the clinical course, or dismissal from the program.

Excused Absences

- Excused absences are granted for personal illness, family emergencies, or other extenuating circumstances on a case-by-case basis.
- Documentation will be required to validate the reason for the absence.
- Students must follow the appropriate procedure for notifying the instructor and clinical

site (if applicable).

Make-Up Policy

- Students are responsible for arranging and completing make-up lab and clinical hours as directed by the instructor.
- Make-up sessions must be completed in a timely manner to ensure course requirements are met within the allocated clinical semester.

Clinical Warning and Remediation for Absence and Tardiness

Absence from Clinical

- Any unexcused absence from clinical places the student in a clinical warning status requires a meeting with the instructor and the program coordinator to create a remediation plan.
- A second absence, regardless of whether excused or unexcused, requires a meeting with the instructor and program coordinator to create (or update) a remediation plan, which will include a plan to complete the required activity, assignment, or clinical hours. If a third clinical absence occurs, or, if the student fails to abide by the terms of the previously established remediation plan, the student will be at risk of failing the course.

Tardiness

If there is anticipated tardiness, the faculty should be notified before the start of clinical hours. Tardiness for more than 30 minutes is considered an absence. It shall be treated

as such and will follow the absence policy. Repeated instances of tardiness less than 30 minutes will result in a clinical warning status and the student will be required to meet with the instructor and program coordinator to create a remediation plan.

Professional Conduct

Maintaining professional conduct is essential for the integrity of the nursing profession and the quality of patient care.

Substance Use Policy

The Department of Nursing upholds Kean University's Substance Use Policy. Additionally, due to the nature of the Nursing curriculum and experiential education, students suspected of impairment due to substance use and who are deemed a safety risk to patients, themselves, or others may be removed from the lab or clinical setting and may be required to complete a drug test at their own expense. Drug test results must be submitted to and reviewed by the Department of Nursing prior to returning to clinical.

Interprofessional Interactions

Professionalism in nursing extends to interactions with all members of the healthcare team, including physicians, nurses, allied health professionals, support staff, and peers, as well as stakeholders in the community setting. Students are expected to abide by the clinical agency's policies and procedures.

Respect and Collaboration

- Students are expected to treat others with respect and dignity, upholding Kean University's commitment to inclusivity by recognizing that our strength lies in the varied perspectives and experiences within the learning community.
- Effective communication and collaboration are essential for providing high-quality nursing care.
- Students should actively engage in team meetings, rounds, and discussions, offering input and seeking guidance when necessary and appropriate.

Communication Standards

- Communication should be clear, concise, and appropriate for the audience.
- Students must always use professional language and tone, foul or abrasive language is not permitted.
- Documentation in patient records and other communications must be accurate, timely, and reflect the highest standards of professional practice.

Conflict Resolution

- Conflicts should be addressed promptly and professionally.
- Students are encouraged to use problem-solving and conflict resolution skills to handle disagreements with peers.
- If a conflict cannot be resolved independently, students should seek guidance from their

instructor.

Ethical Practice

- Students must adhere to the American Nurses Association (ANA) Code of Ethics for Nurses and other relevant ethical guidelines.
- Confidentiality of patient information must be maintained at all times (HIPAA).
- Any form of dishonesty, including falsifying records or plagiarism, is strictly prohibited and will result in disciplinary action.

Social Media Use

The Department of Nursing upholds the guidelines set forth in the National Council of State Boards of Nursing's (NCSBN) A Nurse's Guide to the Use of Social Media. Further, students are STRICTLY PROHIBITED from creating social media posts, or commenting on others' social media posts with content that has the potential to compromise confidentiality of patient information or that contains any image showing a clinical partner site or community setting where a clinical rotation is occurring.

Accountability and Responsibility

- Students are accountable for their actions and must take responsibility for their learning and professional development.
- Students should receive feedback with openness and use it constructively to improve their practice.

- Errors or omissions in patient care must be reported immediately, and appropriate corrective actions should be taken.

Dress Code and Personal Hygiene

Uniform and Clothing

Uniform: The official uniform for the Pre Licensure BSN program consists of navy blue scrub tops with the official embroidered school logo, navy blue scrub pants, and the regulation lab coat. The lab coat must have an embroidered Department of Nursing logo. The uniform, including the lab coat, must be purchased as a complete set through the Department of Nursing. A short- or long-sleeved shirt may be worn under the scrub top and MUST ONLY be white, with no writing or logos. Additional layered clothing is not to be worn with the uniform.

Students in the RN-BSN and graduate programs are expected to maintain business-like professional attire with the regulation lab coat when in the clinical/community setting. The lab coat must have an embroidered Department of Nursing logo and must be purchased through the Department of Nursing.

- Community/Psychiatric Settings: Professional attire as deemed appropriate by the agency is required when the Department of Nursing uniform is not specified.

Name Identification

- Student ID must be worn visibly and securely fastened in all clinical settings.

Hosiery and Socks

- Socks/Hosiery: White, black, or natural-colored socks (if wearing slacks) or neutral- colored hosiery (if wearing a dress or skirt) are required.

- Footwear: Non-permeable shoes of a neutral color with a closed-toe and closed-heel are required in the clinical setting.

Hair and Personal Grooming

- Hair: Hair must be above the collar, either short or securely fastened, and be neat and clean. Men must be clean-shaven or have a neatly trimmed beard and/or mustache. Hair of unnatural color (other than naturally occurring human hair color), hairstyles that impair vision, or hairstyles that may be an infection control risk are not permitted in the clinical setting. For religious purposes, hair may be covered with a solid-color scarf to match the color of the uniform.

- Nails: Fingernails should be kept short (no longer than the fingertip) and well-manicured. Clear nail polish only. Decals, charms, artificial nails, gel polish, and airbrushing are not permitted.

- Jewelry: Jewelry must be minimal. Only a plain wedding band, single post earrings, and a watch with a second hand. No visible facial jewelry, neck chains, bracelets, or tongue jewelry.

- Body Jewelry/Tattoos: Body jewelry in visible places on the face such as eyebrows, nose, lips, and tongue is not permitted during clinical rotations or professional meetings. Tattoos should be covered to the extent possible. Tattoos on the arms or

neck must not be visible in clinical practice areas.

- Cosmetics: No heavy or excessive makeup. No fake eyelashes in the clinical setting because of potential for cross contamination. Strongly scented perfumes, perfumed lotions, and aftershaves are prohibited, as they may become respiratory triggers for patients and others

Personal Hygiene

Students must maintain good personal hygiene. Unclean appearance, unpleasant body or breath odors, including smoke odors (from firsthand or secondhand smoke).

Miscellaneous

- Headphones/Earbuds: Not permitted in clinical, lab, or classroom settings.
- Cell phones: Strictly prohibited in clinical, lab, or classroom settings, unless specifically authorized by clinical, lab, or classroom faculty. Cell Phone use may be allowed by the instructor only in designated areas
- Watches: An analog watch with a second hand is required for lab and clinical rotations.
- Assistive Devices: Students may not have casts/orthopedic braces or assistive devices in clinical areas that interfere with patient care. Withdrawal from the course may be necessary if an injury occurs during the semester.

Disciplinary Actions

Failure to adhere to this professionalism policy may result in disciplinary actions, which could include:

- Verbal or written warnings
- Remediation Plan
- Probation
- Suspension from clinical activities
- Dismissal from the RN to BSN program

Conclusion

Adhering to the standards of professionalism outlined in this policy is essential for the development of competent and ethical nurses. By meeting these expectations, students contribute to a positive learning environment, improve patient outcomes, and uphold the integrity of the nursing profession.

Important Offices and Resources

Admissions	Phone: 908-737-7100 Email: admitme@kean.edu Location: Kean Hall First Floor
Bookstore	**Union** Phone: 908-737-4940 Location: Green Lane Bldg. First Floor **Ocean** Phone: (732) 255-0333 Location: 1 College Drive Bldg. 8 Toms River, NJ 08754
Campus Police and Security	**Union** Phone: 908-737-4800 **Ocean** Phone**:** 732.255.0400, press 8
Career Services	Phone: 908-737-0320 Email: career@kean.edu Location: CAS Building, Room 123
Computer and Information Services	Phone: 908-737-6000 Email: support@kean.edu Location: Technology Building 122
Financial Aid	Phone: 908-737-3190 Email: finaid@kean.edu Location: Administration Building 3rd
Health Services	**Union** Phone: 908-737-4880 Location: Downs Hall 126 **Ocean** Phone: 732-255-0365 or 732-255-0364
Library	**Union** Phone: 908-737- 4629 Email: library@kean.edu Location: Main Campus **Ocean**

	Phone: 732-255-0392
One-Stop Services	Phone: 908-737-3290 Email: regme@kean.edu Location: Center for Academic Success (CAS) Building, 1st floor ***Note: any questions regarding transfer credits should be directed to the Transfer Admissions Office at transfer@kean.edu***
Office of Accessibility Services	**Union** Phone: 908-291-3137 Location: Downs Hall Email: accessibilityservices@kean.edu **Ocean** Phone: 732-255-0400 x2945 Location: ICCT Bldg. #22 Room 108.
Student Accounting	Phone: 908-737-3240 Email: stuactg@kean.edu Location: Administration Building 3rd
Tutoring Services	**Union Location** Phone: 908-737-0339 Location: Center for Academic Success room 111A **Ocean** Location: Bartlett 203
Writing Center	**Union** Phone: 908-737-0317 Location: Center for Academic Success **Ocean** Phone: 732-255-0400 x2083 Location: Russell 238 Email: thewritingcenter@ocean.edu

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*This handbook is intended to inform students about policies, procedures, and services available at the University and within the Department of Nursing. Policies in this handbook are subject to change and the **University reserves the right to change policies and procedures without notice**. Hence, this handbook is not intended to be and should not be considered a contract between the University, the Department; and/or any student or other person.*

By signing this handbook, I acknowledge that I have read and will abide by the policies and procedures of the Department of Nursing and the University as outlined in this handbook.

Name . Signature . Date .