

**MONMOUTH UNIVERSITY**  
**MARJORIE K. UNTERBERG**  
**SCHOOL OF NURSING AND HEALTH STUDIES**  
**Department of Nursing**  
**BSN NURSING STUDENT HANDBOOK**  
**2023 – 2024**

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Dear Nursing Student:

Welcome to the Marjorie K. Unterberg School of Nursing and Health Studies at Monmouth University!

Our expert faculty team is here to provide you with an excellent, personalized, and transformational educational experience with strong support from our dedicated administrators and staff. We are excited to offer you immersive learning, scholarship, and service opportunities that will enrich your nursing studies.

The Department of Nursing Student Handbook includes program specific information and resources to supplement the Monmouth University Undergraduate and Graduate Catalogs as well as the University Student Handbook. This handbook serves as a guide for your academic journey at Monmouth University. We ask that you familiarize yourself with its content and abide by the program, school, and university policies.

Please do not hesitate to contact your Academic Advisor, Program Coordinator, or Program Director for an appointment if you have any questions, feedback, or concerns. I am also available to assist you if needed.

Thank you for choosing Monmouth University! I wish you much success during your academic journey with us as we learn and grow together.

Sincerely,

A handwritten signature in black ink, appearing to read "Shannon N. Clifford". The signature is stylized with a large, looped initial "S" and a cursive-style name.

Shannon N. Clifford

Acting Dean

Associate Dean for Academic Affairs, Scholarship and Strategic Initiatives

Marjorie K. Unterberg School of Nursing and Health Studies

Email: [scliffor@monmouth.edu](mailto:scliffor@monmouth.edu)

Dear Future Registered Nurse (RN),

Congratulations!

Thank you for choosing Monmouth University!

I welcome you into the exciting profession of nursing. As you begin your professional career, I encourage you to focus on the excitement of this new opportunity. The world needs nurses who impact healthcare and improve patient outcomes. This exciting opportunity begins with you, developing a strong foundation as you move forward in the Baccalaureate of Science in Nursing degree program at Monmouth University.

This Department of Nursing Student Handbook includes program-specific information and resources to supplement the Monmouth University Undergraduate Catalog Graduate Catalog, as well as the University Student Handbook. An essential element of becoming a professional registered nurse includes owning your responsibility to familiarize yourself with these handbooks and catalogs so that you know how to abide by the program, school, and university policies. To support your success, become familiar with the many resources available.

Expert faculty committed to lifelong learning, along with support from dedicated administrators and staff, will provide you with a transformational educational experience. All are excited to offer you experiential learning, scholarship, and service opportunities that will prepare you for a career in the nursing profession. More importantly, your learning will transform you into a person prepared to address the healthcare needs of individuals, families, and populations in an increasingly complex interdependent world.

If you have questions, feedback, or concerns contact the faculty who teach your courses and your Academic Advisor. They are your first line of support.

I wish you much success during your academic journey with us as we learn and grow together.

*Dr. Colleen Manzetti*

Colleen Manzetti, DNP, CNE,  
Associate Professor & Graduate Faculty  
Chair, Dept. of Nursing  
Chief Nurse Administrator  
Program Director, Nurse Faculty Loan Program (NFLP)  
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### **History of the School**

- 1943- Monmouth Junior College offers pre-clinical training to nursing students in cooperation with the Monmouth Memorial School of Nursing (now Monmouth Medical Center) and the Ann May School of Nursing at Fitkin Memorial Hospital (now Jersey Shore University Medical Center).
- 1981- Monmouth College establishes upper division BSN program beginning with a faculty of three overseeing a cohort of 72 nursing students.
- 1985- RN to BSN program receives accreditation by the National League for Nursing (NLN).
- 1993- RN to BSN program reaccredited by NLN.
- 1995- The MSN program launched to meet the advanced education needs of experience nurses.
- 1998- Twenty students graduate from the first MSN class.
- 1998- The Department of Nursing becomes the Marjorie K. Unterberg School of Nursing and Health Studies. The school was named in honor of Marjorie K. Unterberg, a longtime advocate for nursing, namesake of the Unterberg Center for Nursing Excellence at Monmouth Medical Center, and former member of the Nursing Advisor Committee at Monmouth University.
- 2000- New Jersey Board of Nursing grants accreditation based on a site visit in October 1999.
- 2000- Monmouth University offers a Master's of Science in Nursing (MSN) with a concentration in forensic nursing and a post baccalaureate certificate in forensic nursing. Monmouth University becomes the first institution in New Jersey to offer the concentration.
- 2005- BSN and MSN programs reaccredited by CCNE.
- 2008- Health Studies major added to undergraduate curriculum of Marjorie K. Unterberg School of Nursing and Health Studies. Health Studies and Physical Education and HE/PE with an education endorsement followed a year later.
- 2009- Dr. Marilyn Lauria, founding Dean of the Marjorie K. Unterberg School of Nursing and Health Studies retires after a 28-year career at Monmouth University
- 2011- Doctor of Nursing Practice students begin classes under the leadership of Dean Janet Mahoney and inaugural Director of the DNP program Dr. Barbara Johnston.
- 2012- The School celebrates our 30th Anniversary (1981 – 2011).
- 2012- Commission on Collegiate Nursing Education accredits DNP program for the initial full five years.
- 2013- First class of seven DNP students graduate.
- 2014- Pre-Licensure Bachelor of Science in Nursing degree started – inaugural class of 24 students.
- 2014- The Accreditation Review Commission on Education for the Physician Assistant [ARC-PA] granted Accreditation- Provisional status to the Monmouth University Physician Assistant Program (2013). Master of Science Physician Assistant started – inaugural class of 17 students.
- 2015- Commission on Collegiate Nursing Education reaccredits the BSN, MSN, and Post Graduate APRN Certificate Programs for the full 10 years.
- 2017- Commission on Collegiate Nursing Education site visit for the DNP program. All four standards were met. Reaccreditation for the full 10 years.
- 2017- Physician Assistant graduated their 1st class with 19 students. 100% pass rate PANCE.
- 2018- PL-BSN graduated their 1st class with 19 students. 18/19 students passed NCLEX on first attempt.
- 2018- Physician Assistant graduate their 2nd class with 25 students. 100% pass rate PANCE.
- 2018- 2018 New Jersey Board of Nursing grants accreditation for full 8 years.

- 2019- PL BSN graduated their 2nd class with 28 students.
- 2019- DNP graduated largest class of 14 students in May and 1 student in summer 2019.
- 2020- BSN Program increased cohort size to 60 students.
- 2021- Occupational Therapy Program inaugural class started in the Fall of 2021.
- 2023- Occupational Therapy program granted Preaccreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). First class expected to graduate in spring 2024.

## **NURSING RESOURCES**

Nursing students at Monmouth University need to abide by the current policies and guidelines of the University and the Department of Nursing. Policies and guidelines that are presented in the Nursing Student Handbook, Undergraduate and Graduate catalogs, and University Student Handbook may change with each academic year. It is the student's responsibility to review the Nursing Student Handbook.

The Student Nursing Handbook website location is noted in all nursing syllabi and presented to students the first day of class: <https://www.monmouth.edu/school-of-nursing-health/student-resources>

The website for the Undergraduate and Graduate catalogs, and the University Student Handbook are listed below for your convenience:

<http://catalog.monmouth.edu/undergraduate-catalog/>

<http://catalog.monmouth.edu/graduate-catalog/>

[www.monmouth.edu/studenthandbook](http://www.monmouth.edu/studenthandbook)

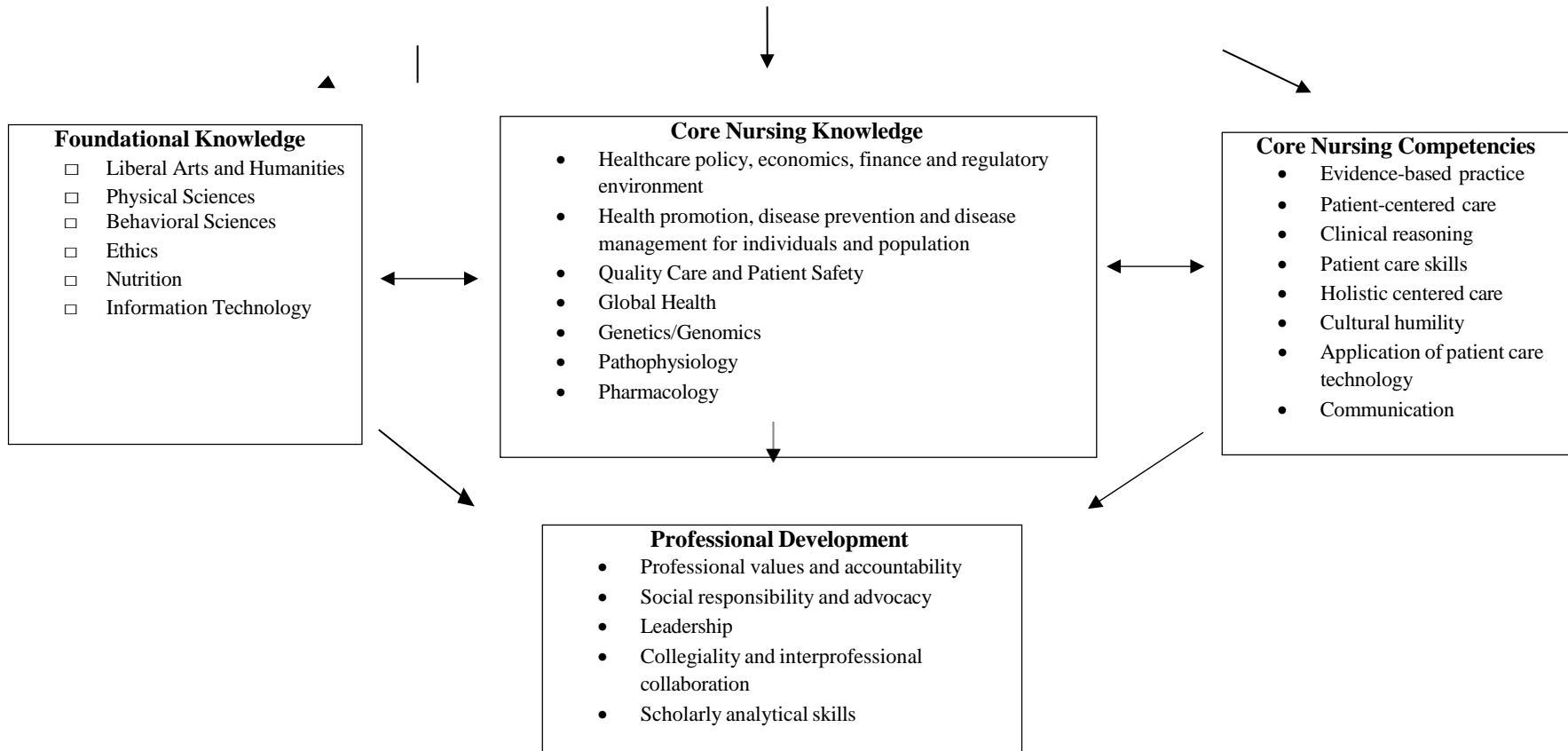
The baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and post-graduate APRN certificate programs at Monmouth University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

The address for the Commission on Collegiate Nursing Education is 655 K St., NW, Suite 750, Washington, DC 20001, 202-887-6791.



**Marjorie K Unterberg School of Nursing and Health Studies**  
**BSN Conceptual Framework for Core Nursing Knowledge**  
Monmouth University Mission  
Monmouth University School of Nursing and Health Studies Mission  
AACN Essentials of Baccalaureate Nursing Education  
Institute of Medicine Competencies for Nursing Education (QSEN)

Curriculum development and revision related to content, learning experiences, and teaching strategies are consistent with AACN Baccalaureate Essentials. Curriculum mapping will be based on competency as it relates to knowledge, skill, and attitude at the beginning, intermediate and advanced level throughout the program.





## **AMERICAN NURSES ASSOCIATION: CODE OF ETHICS FOR NURSES**

American Nurses Association. *Code of Ethics for Nurses with Interpretive Statements*. Silver Spring, MD. 2015.  
<https://www.nursingworld.org/coe-view-only>

## **MISSION STATEMENT OF MONMOUTH UNIVERSITY**

Monmouth University is an independent, comprehensive institution of higher education committed to excellence and integrity in teaching, scholarship, and service. Through its offerings in liberal arts, science, and professional programs, Monmouth University educates and prepares students to realize their potential as leaders and to become engaged citizens in a diverse and increasingly interdependent world.

## **DEPARTMENT OF NURSING MISSION**

The mission of Department of Nursing of the Marjorie K. Unterberg School of Nursing and Health Studies is to provide high quality baccalaureate and graduate education programs to a diverse student population for development of potential nurse leaders. Graduates are committed to lifelong service to the nursing profession and prepared to enhance the quality of life for individuals, families, diverse groups and the community in a global and increasingly interdependent society.

## **DEPARTMENT OF NURSING PHILOSOPHY**

The Department of Nursing reflects in its philosophy the mission of Monmouth University: to provide a learning process and environment that enables baccalaureate and graduate students to realize their full potential and to enhance wellness and the quality of life for individuals, families, diverse groups, and the community in a global and increasingly interdependent society.

The faculty believes that nursing is a learned profession with a unique body of knowledge. Nursing is not only a science arrived through scientific research but also an art which reflects the performance of skilled tasks and human interaction. Such breadth of professional knowledgeable can only be attained with the system of higher education.

Education for nursing is visionary and future-oriented yet sufficiently realistic to provide students with an opportunity to develop justifiable confidence in their intellectual, as well as clinical, proficiency in the practice of nursing. This preparation can occur only within an environment that allows for individual differences and fosters personal integration, healthy self-esteem, vital social awareness, enjoyment of leisure, and a sense of commitment to the attitudes and values of the nursing profession.

The Department of Nursing believes that the Monmouth University graduate programs in nursing prepare the graduate for advanced nursing practice and extend the values of autonomy, leadership, and professionalism that are stressed in the undergraduate nursing program to the nurse prepared at the graduate level. The function of the graduate is to promote, restore, and maintain health and/or allow for a peaceful, dignified death.

Professional nursing is an art and science that is concerned with human health and welfare. Nurses act individually and collaboratively by motivating persons to value health, promoting social change, and advocating for those in need.

## **CONCEPTUAL FRAMEWORK**

The conceptual framework of the Monmouth University BSN Program is derived from the philosophy and mission of the program. The conceptual framework provides a structure for the organization and synthesis of nursing knowledge and for the selection of appropriate learning experiences to meet program and student outcome.

Utilizing both a developmental and a holistic approach, this curriculum focuses on fostering high-level wellness among individuals, families, groups, and the community by promotion, restoration, and maintenance of optimum health.

## **DEVELOPMENT**

The developmental approach is implemented by viewing the individual's unique journey from birth through death on the wellness/illness continuum. Human development is a continuous, irreversible and complex process that is influenced by genetic characteristics interacting with environmental factors and life events. The study of human development focuses on both the quantitative and qualitative changes in the life process. The spheres of investigation include biophysical, psychosocial, sexual, cultural, and spiritual influences.

Human existence is a dynamic process. In progressing from birth to death, humans pass through predictable stages. Inherent in each stage is a developmental crisis, that is, a critical time for mastering a particular task. The individual needs to resolve each crisis successfully in order to optimize future development. The growth and development of individuals and families and their impact on the development of communities is an ongoing process. Nurses with knowledge of the developmental patterns of the lifespan are able to interact with clients to foster task mastery, crisis resolution, and development of optimum potential. Monmouth University graduates are prepared to take strong leadership roles in workplace and community settings. The philosophy of the nursing program is congruent with this emphasis. The faculty believes that the educational program offered at Monmouth University facilitates the development of BSN. Students advance in their continuing personal, as well as professional, growth.

The major concepts that reflect the conceptual framework of the curriculum are the individual, the environment, health, and nursing. A holistic approach is reflected in faculty beliefs about these concepts.

## **THE INDIVIDUAL**

Within each individual there is an innate potential that is actualized through constant interaction with the environment. Individuals are unique, holistic beings who have freedom of choice to shape their own destiny within the confines of their environment. We view individuals as open systems, greater than and different from the sum of their parts, who continuously exchange energy with the environment. Individuals use coping mechanisms as they strive toward full potential in their biophysical, psychosocial, sexual, cultural, and spiritual dimensions. Growth and development continue throughout the life span, and learning is a key factor in this process. As individuals evolve toward increasing complexity and diversity, a variety of learning styles is used to develop their optimum potential. Persons are, therefore, the result of their life experiences.

Each individual is viewed as an integral part of other systems, such as family, community, and society. Individuals join together into groups to maximize their potential within the environment. Groups are seen as being social, economic, religious, political, sexual, cultural, racial, and ethnic in nature. Patterns of behavior generated by the values, beliefs and perceptions of individuals, and of the groups to which they

belong, influence the health of the individual.

## **THE ENVIRONMENT**

The environment includes all of the internal and external experiences that influence the growth and development of the individual. Environmental experiences have physical, psychological, sociocultural, economic and political dimensions. For example, the groups with which the individual interacts become a part of the individual's environment. Individuals affect the environment in attempting to meet their own needs. In turn, the environment affects the individual. This ongoing process continually alters both the individual and the environment. Interplay between the individual and the environment is manifested in patterns of interactions that may be relevant to health.

## **HEALTH**

Health is a dynamic process that is influenced by the individual's holistic response to the environment. Health involves an interaction between the internal and external environment as the individual strives for harmonious balance. The level of health that individuals achieve is influenced by the choices they make to meet their needs and drives as well as their ability to develop to their full potential. The optimum level of health is unique for each individual at birth and throughout the lifespan. Health is influenced by physical, mental, spiritual, sexual, emotional, cultural and social factors.

## **NURSING**

Professional nursing is an art and a science that is concerned with human health and welfare. Nursing's unique function is to diagnose and treat human responses to actual or potential health problems. Nursing's purpose is to promote, maintain, and restore health and/or allow for a peaceful, dignified death. The focus of professional nursing is the individual, family, group, or community in constant interaction with the environment. Professional nursing is concerned as well with the quality of life and the preservation of human rights.

Nurses act individually and collectively to motivate persons to value health, to promote social change, and to advocate for those in need. Nurses work with consumers both independently and with other professionals to provide health care to all persons.

The nurse incorporates a variety of roles into professional practice. To the client, the nurse may be an advocate, collaborator, consultant, teacher, counselor, care giver and care systems manager. Within the health care system, the nurse is a leader, role model, collaborator and consultant. In all of these roles, the nurse demonstrates the accountability and responsibility that is characteristic of a professional. Professional nurses are independent practitioners who use critical thinking to make considered judgments upon which they act. They are responsible for their own professional growth and continued learning. They are accountable to their clients and to their profession for their practice.

Nursing seeks to advance its contributions to individuals and society through the nursing process, nursing leadership and nursing research.

## **NURSING PROCESS**

The nursing process is a conceptual approach used to meet the health needs of clients. It is a systematic approach to problem solving used by professional nurses and expected of students throughout the nursing

curriculum. The nursing process involves assessment, nursing diagnosis, planning, implementation, and evaluation. It starts with the individual and progresses to include families, groups, and the community. It recognizes both strengths and weaknesses of the client. The nursing process requires knowledge of the art and science of nursing, critical thinking, logical analysis, and ethical decision-making.

### **NURSING LEADERSHIP**

The curriculum is structured to prepare professional practitioners. The faculty believes that leadership is an integral component of professional nursing practice. As part of the professional role, the development of leadership skills are essential. This requires an examination of the following topics: nursing issues and ethics, informed consent and patient's rights, accountability to and advocacy for the client, autonomy and independent practice, the legal and political influences on nursing practice, change theory, assertive behavior, and management of client care and population aggregates.

### **NURSING RESEARCH**

Nursing research involves the identification, examination and expansion of the theoretical base of nursing. Baccalaureate nurses, as professionals, must interpret research, understand research methodologies, analyze findings, and utilize those results that will foster the optimum development of nursing practice. Logical and critical thinking is enhanced by the acquisition of knowledge about the research process and an appreciation of the rigor of the process.

Continuing development of a scientific body of knowledge is imperative for enhanced professionalism in nursing with the objective of improving client services. Therefore, understanding the scientific method of inquiry cannot be reserved for expert nurse researchers, alone. Practicing nurses, administrators and educators, who are the consumers of nursing research, must become familiar with the methods whereby the scientific body of knowledge grows. Decisions and actions which are based on scientifically documented knowledge bolster the professional accountability of nurses. Understanding and utilizing the methods and results of scientific inquiry are crucial to the development of both individual nurses and the profession of nursing.

The outcomes of the undergraduate program are derived from the mission, philosophy and the conceptual framework.

## **THE ESSENTIALS OF BACCALAUREATE EDUCATION FOR PROFESSIONAL NURSING PRACTICE (AACN, 2008)**

- I. Liberal Education for Baccalaureate Generalist Nursing Practice
- II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- III. Scholarship for Evidence Based Practice
- IV. Information Management and Application of Patient Care Technology
- V. Healthcare Policy, Finance, and Regulatory Environments
- VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- VII. Clinical Prevention and Population Health
- VIII. Professionalism and Professional Values
- IX. Baccalaureate Generalist Nursing Practice

## **AACN ESSENTIALS: CORE COMPETENCIES FOR PROFESSIONAL NURSING EDUCATION (2021)**

1. Knowledge for Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for Nursing Practice
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-Based Practice
8. Information and Healthcare Technologies
9. Professionalism
10. Personal, Professional, and Leadership Development

## **UNDERGRADUATE PROGRAM OUTCOMES (AACN, 2008)**

1. Incorporate knowledge from the humanities, the natural, and behavioral sciences and nursing science as basis for professional nursing practice. (Essential I; Domain I)
2. Identify opportunities for improvement in providing safe and evidence-based quality nursing care. (Essential II & Essential III; Domain II & Domain V)
3. Apply information and patient care technologies in a variety of clinical settings. (Essential IV; Domain VIII)
4. Recognize the influence of health policy, financial and regulatory requirements that affect professional nursing practice and guide patient care delivery systems. (Essential V; Domain VII)
5. Participate in inter-professional communication and collaboration for initiating change and improvement of patient care outcomes. (Essential VI; Domain VI)
6. Apply the nursing process to the promotion, maintenance, and restoration of health in diverse populations. (Essential VII; Domain III)
7. Demonstrate professional standards of ethical conduct and social responsibility. (Essential VIII; Domain IX)
8. Utilize research underlying evidence-based nursing interventions for the management of care of patients across the life span. (Essential IX; Domain IV)

9. Apply leadership principles to management and delegation of nursing care during health care delivery. (Essential IX; Domain X)

### **PRE-LICENSURE BSN REQUIREMENTS TO PRACTICE AS A REGISTERED NURSE**

Upon the successful completion of the SNHS course of study, students will graduate with a Bachelor of Science in Nursing (BSN) degree. In addition to the academic requirements for becoming a professional nurse, the graduate must attain professional licensure to practice. Upon graduation, an individual must pass the NCLEX-RN to obtain a license to practice as a registered nurse and use the title registered nurse (RN). Individuals must be licensed by a state board of nursing in order to practice in that state.

State Boards of Nursing govern licensing requirements, set continuing education and competency requirements, and handle disciplinary actions for violations filed against RNs. Once an RN, the nurse must practice following the requirements of the Nurse Practice Act in the state in which he/she practices as an RN. The following is the definition of nursing from the New Jersey Nurse Practice Act:

“The practice of nursing as a registered professional nurse is defined as diagnosing and treating human responses to actual or potential physical and emotional health problems, through such services as case finding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimens as prescribed by a licensed or otherwise legally authorized physician or dentist. Diagnosing in the context of nursing practice means the identification of and discrimination between physical and psychosocial signs and symptoms essential to effective execution and management of the nursing regimen. Such diagnostic privilege is distinct from a medical diagnosis. Treating means selection and performance of those therapeutic measures essential to the effective management and executive of the nursing regimen. Human responses mean those signs, symptoms, and processes which denote the individual’s health need or reaction to an actual or potential health problem.” (N.J.S.A. 45:11-23. Definitions)

Copies of the NJ NPA can be obtained by contacting: NJ Board of Nursing  
Division of Consumer Affairs  
NJ Department of Law & Public Safety  
P.O. Box 45010  
Newark, NJ 07101 (973) 504-6430

The New Jersey Nurse Practice Act can be found at: [New Jersey Division of Consumer Affairs \(njconsumeraffairs.gov\)](http://njconsumeraffairs.gov)

**B.S.N. IN NURSING (PRE-LICENSURE)**  
**2022-2023 SEQUENCE CHART**  
**[See Course Catalogue for Detailed Course Descriptions](#)**

**B.S.N. - Bachelor of Science in Nursing - Pre-Licensure (NU.PL.BSN)**

**Major Requirements/Pre-Licensure (44 credits)**

<b><u><a href="#">NU-205</a></u></b>	Pathophysiology <sup>1</sup>	3
<b><u><a href="#">NU-210</a></u></b>	Nutrition and Health <sup>1</sup>	3
<b><u><a href="#">NU-301</a></u></b>	Foundations of Nursing Practice I <sup>1</sup>	6
<b><u><a href="#">NU-301L</a></u></b>	Nursing I Lab	0
<b><u><a href="#">NU-301P</a></u></b>	Nursing I Practicum	0
<b><u><a href="#">NU-308</a></u></b>	Maternal, Pediatric, and Newborn Nursing <sup>1</sup>	6
<b><u><a href="#">NU-308PP</a></u></b>	Pediatric and Newborn Nursing Practicum	0
<b><u><a href="#">NU-308PM</a></u></b>	Maternal Nursing Practicum	0
<b><u><a href="#">NU-310</a></u></b>	Introduction to Pharmacology for Nurses <sup>1</sup>	3
<b><u><a href="#">NU-325</a></u></b>	Medical Surgical Nursing I <sup>1</sup>	6

<a href="#"><u>NU-325L</u></a>	Medical Surgical Nursing I Lab	0
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<a href="#"><u>NU-325P</u></a>	Medical Surgical Nursing I Practicum	0
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<a href="#"><u>NU-401</u></a>	Medical Surgical Nursing II <sup>1</sup>	6
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<a href="#"><u>NU-401P</u></a>	Medical Surgical Nursing II Practicum	0
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<a href="#"><u>NU-490</u></a>	Transition to Professional Practice <sup>1</sup>	6
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*(Gen\*Ed Reasoned Oral Discourse (RD) Effective 23/FA)*

<a href="#"><u>NU-490P</u></a>	Transition to Professional Practice Practicum	0
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<a href="#"><u>NU-492</u></a>	Mental Health Tertiary Care <sup>1</sup>	5
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<a href="#"><u>NU-492P</u></a>	Mental Health Practicum	0
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### **Major Requirements/Nursing (27 credits)**

<a href="#"><u>NU-100</u></a>	Technology and Health Informatics <sup>1</sup>	3
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*(Satisfies Technological Literacy (TL) in General Education)*

<a href="#"><u>NU-207</u></a>	Transcultural Health <sup>1</sup>	3
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*([NU-207](#) satisfies Cultural Diversity (CD) in General Education)*

<a href="#"><u>NU-215</u></a>	Issues and Trends in Professional Nursing <sup>1</sup>	3
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<a href="#"><u>NU-312</u></a>	Individual Health Assessment <sup>1</sup>	3
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<a href="#"><u>NU-312L</u></a>	Individual Health Assessment Lab	0
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<a href="#"><u>NU-355</u></a>	Research Methods in Nursing <sup>1</sup>	3
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<a href="#"><u>NU-390</u></a>	Nursing Care of the Aging Adult <sup>1</sup>	3
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<a href="#"><u>NU-400</u></a>	Population Focused Care <sup>1</sup>	6
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<a href="#"><u>NU-400P</u></a>	Population Focused Care Practicum	0
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<a href="#"><u>NU-450</u></a>	Leadership in Nursing and Healthcare <sup>1</sup>	3
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### **Interdisciplinary Requirements (31 credits)**

<a href="#"><u>MA-151</u></a>	Statistics with Applications <sup>1</sup>	3
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*(Satisfies Mathematics in General Education)*

<a href="#"><u>PY-103</u></a>	Introduction to Psychology	3
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*(Satisfies Social Science (SS.SV) in General Education)*

<a href="#"><u>SO-101</u></a>	Introduction to Sociology	3
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*(Satisfies Social Science (SS.SV) in General Education)*

<a href="#"><u>BY-107</u></a>	Microbiology in Health and Disease <sup>1</sup>	4
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<a href="#"><u>BY-111</u></a>	Anatomy and Physiology I <sup>1</sup>	4
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<a href="#"><u>BY-112</u></a>	Anatomy and Physiology II <sup>1</sup>	4
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*([BY-111](#) and [BY-112](#) satisfy Natural Science (NS) in General Education)*

<a href="#"><u>CE-109</u></a>	Introduction to General, Organic, and Biochemistry <sup>1</sup>	4
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3 Credits of a World Language	3
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(Satisfies Gen\*ed World Language Requirement)

Select 3 credits from courses with Course Type NU.EL	3
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### **Free Electives (0 credits)**

The number of free electives, if any, will be determined in consultation with your advisor.	0
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## General Education Requirements (18 credits) <sup>2</sup>

Complete 18 credits as outlined on the General Education table. <sup>2</sup>

18

### Total Credits

120

1

*Minimum Grade of C+ required*

2

*The General Education curriculum requires the completion of 45 credits. However, students may be able to share credits from within their major or interdisciplinary requirements. Please consult with your advisor to determine which [General Education](#) courses must be completed.*

#### Notes

- 54 credits must be completed at the 200 level or higher.
- Students in this program are required to have an overall GPA of 2.75.

## Sequence Chart

### First Year

FALL	CREDITS	SPRING	CREDITS
<a href="#"><u>EN-101</u></a> College Composition I	3	<a href="#"><u>EN-102</u></a> College Composition II	3
<a href="#"><u>BY-111</u></a> Anatomy and Physiology I (Gen*Ed Natural Science (NS) BY,CE,PH,SC,GL)	4	<a href="#"><u>BY-112</u></a> Anatomy and Physiology II (Gen*Ed Natural Science (NS) BY,CE,PH,SC,GL)	4
<a href="#"><u>PY-103</u></a> Introduction to Psychology (Gen*Ed Social Science Survey (SS.SV))	3	<a href="#"><u>SO-101</u></a> Introduction to Sociology	3
<a href="#"><u>NU-100</u></a> Technology and Health Informatics (Gen*Ed Technological Literacy (TL))	3	FO-xxx Gen*Ed World Language	3
Gen*Ed Historical Perspectives (HS.SV)	3	Gen*Ed Aesthetics (AT) AR,DA,MU,TH	3
<b>Semester Credits</b>	<b>16</b>	<b>Semester Credits</b>	<b>16</b>

### Second Year

FALL	CREDITS	SPRING	CREDITS
<a href="#"><u>BY-107</u></a> Microbiology in Health and Disease	4	<a href="#"><u>NU-205</u></a> Pathophysiology	3
<a href="#"><u>MA-151</u></a> Statistics with Applications	3	<a href="#"><u>NU-215</u></a> Issues and Trends in Professional Nursing	3
<a href="#"><u>NU-207</u></a> Transcultural Health	3	EN-2xx Gen*Ed Literature (LIT)	3

<a href="#">NU-210</a> Nutrition and Health	3	<a href="#">CE-109</a> Introduction to General, Organic, and Biochemistry	4
		NU-xxx Nursing Guided Elective (Course Type NU.EL)	3
<b>Semester Credits</b>	<b>13</b>	<b>Semester Credits</b>	<b>16</b>
<b>Third Year</b>			
<b>FALL</b>	<b>CREDITS</b>	<b>SPRING</b>	<b>CREDITS</b>
<a href="#">NU-301</a> Foundations of Nursing Practice I	6	<a href="#">NU-308</a> Maternal, Pediatric, and Newborn Nursing	6
<a href="#">NU-301L</a> Nursing I Lab	0	<a href="#">NU-308PP</a> Pediatric and Newborn Nursing Practicum	0
<a href="#">NU-301P</a> Nursing I Practicum	0	<a href="#">NU-308PM</a> Maternal Nursing Practicum	0
<a href="#">NU-310</a> Introduction to Pharmacology for Nurses	3	<a href="#">NU-325</a> Medical Surgical Nursing I	6
<a href="#">NU-312</a> Individual Health Assessment	3	<a href="#">NU-325L</a> Medical Surgical Nursing I Lab	0
<a href="#">NU-312L</a> Individual Health Assessment Lab	0	<a href="#">NU-325P</a> Medical Surgical Nursing I Practicum	0
<a href="#">NU-390</a> Nursing Care of the Aging Adult	3	<a href="#">NU-355</a> Research Methods in Nursing	3

<b>Semester Credits</b>	<b>15</b>	<b>Semester Credits</b>	<b>15</b>
<b>Fourth Year</b>			
<b>FALL</b>	<b>CREDITS</b>	<b>SPRING</b>	<b>CREDITS</b>
<a href="#"><u>NU-401</u></a> Medical Surgical Nursing II	6	<a href="#"><u>NU-400</u></a> Population Focused Care (Gen*Ed Experiential Education (ExEd)	6
<a href="#"><u>NU-401P</u></a> Medical Surgical Nursing II Practicum	0	<a href="#"><u>NU-400P</u></a> Population Focused Care Practicum	0
<a href="#"><u>NU-492</u></a> Mental Health Tertiary Care	5	<a href="#"><u>NU-450</u></a> Leadership in Nursing and Healthcare	3
<a href="#"><u>NU-492P</u></a> Mental Health Practicum	0	<a href="#"><u>NU-490</u></a> Transition to Professional Practice (Includes registration in NU-498P) Gen*Ed Reasoned Oral Discourse (RD)	6
PR-4xx Interdisciplinary Perspectives (ISP)	3	<a href="#"><u>NU-490P</u></a> Transition to Professional Practice Practicum	0
<b>Semester Credits</b>	<b>14</b>	<b>Semester Credits</b>	<b>15</b>
<b>Total Credits 120</b>			

## **Undergraduate Program Requirements**

### **Bachelor of Science in Nursing (BSN) – Pre-Licensure**

With the rising healthcare needs of today's society, there is currently a high demand for qualified registered nurses. To meet this demand and educate the nurses of tomorrow, Monmouth University is offering an entry-level Bachelor of Science in Nursing (BSN) program for students committed to a career in nursing. Nurses who hold a bachelor's degree are increasingly recognized as qualified generalists who advance in their field and are eager to realize their full potential. Through this program, students receive the necessary preparation for RN licensure, as well as a valuable, wide-ranging liberal arts education that will keep them ahead of the curve.

**MONMOUTH UNIVERSITY**  
**PRE-LICENSURE BACHELOR OF SCIENCE IN NURSING**  
**(BSN) PROGRAM TECHNICAL STANDARDS**

The Pre-Licensure of Bachelor of Science in the nursing program at Monmouth University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter the field of nursing in a variety of employment settings and to render safe health care to a wide spectrum of individuals and populations.

The technical standards set forth by PL BSN Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level registered nurse, as well as meet the expectations of the program's accrediting agency, Commission on of Collegiate Nursing Education (CCNE). The following abilities and expectations must be met by all students admitted to the PL BSN Program.

Candidates for selection to the Nursing Program (PL BSN) must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments as well as to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
7. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
8. The perseverance, diligence and commitment to complete the nursing program as outlined and sequenced.

Candidates for selection to the PL BSN Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards with reasonable accommodation.

---

PL BSN Student Signature

---

Date



## **Progression Requirements: Pre-licensure**

### **I.) Program progression for pre-licensure BSN students**

Once selected for the program, students will be required to meet certain benchmarks, including:

1. An overall GPA of 2.75 must be achieved at the end of each academic year. If the student's overall GPA falls below 2.75 but is above 2.5, the student will be placed on academic probation within the Department of Nursing. The student then has one academic year to achieve the overall GPA of 2.75. If the student's overall GPA at the end of the academic year falls below 2.5, the student will be dismissed from the nursing program. The student may be on academic probation only one time during the course of the program. Failure to meet these GPA requirements will result in dismissal from the PL-BSN program but not from Monmouth University.
2. Although C and D grades are not considered failing by university standards, they count as grades below C+ in our academic standards policy and are considered a failing grade within the Department of Nursing.
3. Achieving a minimum standard grade of C+ in prerequisite courses (BY 107, CE 109, BY 111, BY 112, MA 151). A grade below C+ must be repeated and can only be repeated one time with a grade of C+ or better.
  - Students who earn a grade below C+ in a prerequisite course or a nursing course are responsible to schedule a joint meeting with their academic advisor and the PL-BSN Academic Coordinator within two weeks of final grade posting to develop a remediation plan to follow as they progress through the repeated course.
4. Maintaining a standard grade of C+ in the following nursing courses (NU 100, NU 205, NU 207, NU 210, NU 215, NU 301, NU 308, NU 310, NU 312, NU 325, NU 355, NU 390, NU 400, NU 401, NU 450, NU 490, NU 492). A grade below C+ must be repeated and can only be repeated one time with a grade of C+ or better.
  - Students who earn a grade below C+ in a prerequisite course or a nursing course are responsible to schedule a joint meeting with their academic advisor and the PL-BSN Academic Coordinator within two weeks of final grade posting to develop a remediation plan to follow as they progress through the repeated course.
5. All clinical practicum courses (NU 301P, NU 302P, NU 308P, NU 400P, NU 401P, NU 490P, NU 492P) are pass/fail. A failure in the clinical practicum portion of the course will result in failure of the entire course.
6. All lab courses (NU 301L, NU 312L, NU 325L) are pass/fail. A failure in the lab portion of the course will result in failure of the entire course.
7. A prerequisite course or a nursing course may be repeated only once. The repeated course must be taken at Monmouth University.
8. Students will be dismissed from the program after two grades below a C+ in a prerequisite course or a nursing course.

## **Grading Policy**

All students are expected to conform to the School Standards of Professional Behavior included in this handbook. A student who fails to meet the Standards of Professional Behavior may fail a course despite grades earned on exams, papers, etc. The faculty of the School of Nursing and Health Studies at Monmouth University reserves the right to dismiss a student from the program regardless of cumulative grade point index if, in the opinion of the

faculty, the student fails to meet acceptable professional standards of behavior.

Course evaluations (grades) for each semester will be based on the objectives stated in the course outline. The methods of evaluation are documented in each course syllabus.

### **Grading Standards**

#### **Undergraduate**

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	lower than 60

### **Remediation Policy**

The purpose of this policy is to identify, remediate, and advise individuals who demonstrate academic, behavioral, and/or professional issues within nursing courses. The purpose of remediation is to support the student and to guide them towards success in the course.

1. The student is expected to schedule an appointment with the professor after the first test/quiz/assignment in which they earn below a 77%.
2. If the student earns below a 77% on a subsequent test/quiz/assignment they are expected to schedule an additional remediation session.
3. A written plan of action using the Remediation Form is to be developed between the professor and the student detailing the steps and timeline to improve their performance to be copied to the student file, the student's academic advisor, and the BSN Program Director within two weeks after the reported academic, behavioral, and/or professional issues. This form should be signed by both parties.
4. The student will be referred to the Center for Student Success where they are encouraged to participate in educational workshops as appropriate:
  - general educational tutors
  - test taking strategies and skills
  - time and stress management
  - workshops on note taking
  - general wellness as needed
5. Students are encouraged to seek out the following departmental support, such as study groups, peer tutors and utilizing web-based practice programs and exams.

In the event that the student is unsuccessful in meeting the course objectives, the BSN Program Director, or designee, and the Academic Advisor will be notified to determine progression. For nursing skills lab related issues please follow the Nursing Skills Lab Policy. Students may be referred to the Nursing Skills Lab for remediation using the Lab Referral Form. A remediation plan aims to promote improvement and successful completion of a course, though this is not a guaranteed result. Failure to develop and follow the remediation plan may result in failure of the course and progression in the program.

*(updated 12.7.23)*

### **Repeating a Course**

Students have one opportunity to repeat any course requiring a C+ in which a grade of F, D-, D, C or C- has been assigned. When a course is repeated, the second grade for the course will be used in calculating the cumulative grade point average, regardless of whether the second grade is higher or lower than the first. Nursing students who fail a course may repeat it once only. Two grades of “F” in any course or two grades below the required “C+” in designated courses, require the student to choose another major.

Nursing students need to maintain a 2.75 GPA. Grade points are awarded for each credit on the basis of grades as follows.

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7

### **I.) Academic probation**

1. Academic probation within the PL-BSN program exists when a student earns a grade of less than C+ in a prerequisite course or a nursing course. Academic probation also applies to students earning less than a 2.75 GPA at the end of each academic year.
2. Students on academic probation must raise their semester or overall GPA to 2.75 by the end of the following semester.
3. Failure to achieve the required overall GPA of 2.75 while on probation, will result in dismissal from the nursing program.

Students who fail to progress within their cohort for any reason are responsible to schedule a joint meeting with their academic advisor and the PL-BSN Academic Coordinator, or designee. The student will have a choice of one of the following two options:

1. If eligible, the student may be placed on the list of nursing students enrolled for the next academic year if they wish to re-join the nursing course progression; however, availability of seats in subsequent cohorts is dependent on enrollment.
2. Complete an e-form change of major for Health Studies or other major within the university.

Students are responsible for monitoring their progress to ensure they have met all of the requirements as stated above.

### **II.) Academic dismissal from the PL-BSN program**

Students who do not maintain an overall GPA of 2.75, or who earn less than a C+ in more than one prerequisite course or nursing course will be dismissed from the nursing program. The student will meet with the School of Nursing Department Chair to discuss their status. Dismissal notification will be sent by certified letter to the student's address of record. Dismissal from the PL-BSN program does not mean the student is dismissed from Monmouth University.

### **III.) Academic Dismissal Appeals Process (for Dismissal from the PL-BSN program)**

As per University policy, a student who is academically dismissed from the program may appeal the decision in writing to the School of Nursing Department Chair within six weeks of the receipt of final grades. If the student is not satisfied with the decision of the School of Nursing Department Chair they may file a letter with the Dean of the Marjorie K Unterberg School of Nursing and Health Studies. The decision of the Dean is final.

Approved by BSN Committee 05/12/21

## Grievance Process for Grade Appeal for Final Grades

- 1- The informal process for students with problems or concerns is that they should first speak with the faculty involved in hopes of resolving the problem at the level at which it is initiated.
- 2- A student may formally appeal within six weeks following the notification of final grade/s.
- 3- A student may formally appeal to the Chair of the Nursing Department for FINALGRADE APPEAL only in writing. The student will state their rationale for the dispute of the final grade.
- 4- The Chair initiates the Grade Appeal Committee. The committee is made up of 3 full-time professors selected by the dept Chair creating an unbiased approach to grade resolution. The committee cannot be comprised of the professor teaching the course.
- 5- The chair participates in the committee discussion but does not vote.
- 6- Within 2 weeks of notification of the request for final grade appeal the committee shall convene.
- 7- The student and the course Professor are invited to speak before the committee.
- 8- The committee hears all parties and decides within 3 business days.
- 9- **If the decision is in favor of the student**, the chair consults with the Course Professor and discusses the findings and recommendations of the committee. Only the course faculty can change the official grade at this point.
- 10- The student is notified in writing by the Chair within 1 week by email.
- 11- A student who is not satisfied with the decision of the Department Chair may appeal the decision in writing to the Dean of the School of Nursing and Health Studies. The decision of the academic Dean is final.

*(11/3/2023 meeting)*

## Student Clinical, Lab and Simulation Absence Policy:

1. Students are required to attend 100% of the clinical, lab, and simulation experiences which includes:

- \* Off-site clinical experiences including acute care hospitals, long-term care facilities, home health care, and community health settings, etc.

- \* On campus extensive simulation experiences in the Nursing Simulation Lab designed to mirror real life situational experiences to facilitate critical thinking and clinical care in a safe setting.

- \* On campus in the Nursing Skills Lab for completion of clinical skills as outlined in the nursing program curriculum.

2. In the event of unexpected illness or emergency, students are required to contact their clinical faculty as soon as they become aware that they will be absent. Failure to notify clinical faculty of an unexpected illness or emergency is seen as unprofessional behavior and will be reflected in their grade.

3. In the event of student observance of a religious holiday or athletic requirements, arrangements must be made in advance with the clinical faculty and the Course Lead to make up this missed clinical day. **It is mandatory that the clinical day be made up.** Failure to make up the missed clinical day/s will be reflected in the grade and adhere to the absence policies stated.

4. Students are expected to have all clinical requirements, [current CPR (AHA BLS certification), current physicals, immunizations, malpractice, fit-testing, TB, drug screenings, and background checks, etc.] submitted before the start of the clinical, laboratory, and/or simulation experiences for clinical courses. Any student who has not met the current clinical requirements will not be permitted to attend clinical and will be required to make up that day. Lack of meeting clinical requirements is considered a clinical absence and students will be required to make this day up. **More than 1 clinical absence regardless of reason is considered a failing grade.**

5. Students are responsible to notify faculty when they are going to be late. Late is defined as 3 minutes past the starting time. If a student is more than 30 minutes late, the student will be sent home and this will be considered a clinical absence. More than one lateness, less than 30 minutes, will result in a required clinical make up day.

6. Habitual lateness defined as more than 3 times in a semester, will result in a failing grade.

7. Students who miss a clinical day due to Monmouth University athletic obligations are required to make up all missed events provided they follow the athletic department policy.

8. Students are required to make up all missed clinical, lab, and simulation days based on the absent policy. This includes students who miss a clinical day due to athletic obligations.

9. A clinical make up day will be scheduled at the end of the semester for clinical absences. The date and time of the clinical make-up day is at the discretion of the BSN Program Director and Course Lead faculty.

**Students who do not attend a scheduled clinical make-up day will receive a failing grade for the course.**

10. If there are more than one clinical, lab, or simulation absences during a semester due to extenuating circumstances, continued progression in the course will be at the discretion of the Course Lead Faculty, BSN Program Director, and the Dept. Chair.

11. If a student is unable to **successfully** complete 100% of the required clinical, lab, and simulation experiences, the student's status regarding progression in the course will be evaluated by the by the **Course Lead Faculty**, BSN Program Director and the Department Chair. Program progression will also be determined at that time.

12. Students are able to file a final grade appeal; see Nursing final grade appeal policy.

*(September 2023)*

### **Clinical Requirement Information Managed in Collaboration with Exxat**

In order to participate in the clinical experience, your clinical requirements must be up-to-date. Monmouth University uses a secure record clearing house to review, approve and store your clinical requirement records as well as your background check. Instructions on completing the process will be provided spring semester of sophomore year. All clinical requirements are due **July 1 each year, NO EXCEPTIONS**. Failure to meet deadline will result in your inability to participate in the clinical practicum experience.

Students who fail to meet the deadline will be dropped from their clinical course.

Requirements are subject to change based on clinical site policies (For example, COVID vaccinations).

### **Current Physical**

A yearly physical must be documented prior to going to the clinical site. A health care provider must verify that the student is in good health and can participate in clinical practice. The Office Coordinator of Clinical Placements will supply the form.

### **Copy (lab work) of Titers stating immune for the following:**

**Rubella, Mumps, Rubeola, Varicella**

Lab work showing immunity (proof of positive IgG titer) with clinical requirement paperwork. If lab work states non-immune or equivocal, proof of revaccination is required.

### **Copy of titer or documentation of 3-dose series (dates) of vaccinations:**

**Hepatitis B**

Lab work showing immunity *or* 3-dose series (dates) of vaccinations. If lab work states non-immune or equivocal, proof of revaccination is required (3-dose will need to be repeated).

### **Documentation of the adult vaccine within the past 10 years Tdap-(Tetanus, diphtheria, acellular pertussis)**

Proof of the following adult vaccine: Adacel® or Boostrix® within the past 10 years. Childhood vaccines called DTAP are NOT acceptable substitutions.

### **2-step Mantoux test (Tb screening):**

PPD-2 step or TB blood test (Quantiferon Gold or IGRA).

All new students to clinical need a 2 step PPD or 1 Quantiferon, except for the students who got the BCG vaccine\*, a yearly TB test is needed.

\*Students who received the BCG vaccine will likely test positive on Quantiferon and need chest x-ray within the past 4 years. Once we receive the chest x-ray results they don't need a yearly Quantiferon.

If the student did not get the BCG vaccine and tests positive they need a chest x-ray.

**Flu Vaccine**

A flu vaccine is required annually of a clinical rotation during the flu season (October-May). Students waiving the flu vaccine may be prohibited from clinical sites as a result.

**Background Check**

Monmouth University currently uses the secure record clearinghouse for background reports. You must have a clear report in order to participate in the clinical experience.

**Current copy of Student RN Malpractice Insurance**

You must submit a copy from the insurance company with policy number and expiration date. Coverage minimum \$1,000,000/\$3,000,000. The purchase of a two-year policy is strongly recommended.

**HERE ARE SOME POSSIBLE CARRIERS:**

NSO [www.nso.com/insurance](http://www.nso.com/insurance)

**OR**

MARSH [www.proliability.com/professional-liability-insurance/nurses](http://www.proliability.com/professional-liability-insurance/nurses)

**Copy of BLS Healthcare Provider Certificate/Card-American Heart Association**

Only American Heart Association BLS Healthcare Provider will be accepted. (American Red Cross, Life Guard, First Aid are **NOT ACCEPTABLE**)

**Students who have not completed all clinical requirements will not be permitted in the clinical agencies as per facility contracts.**

\*If a student is medically unable to participate in clinical, they are required to submit a medical clearance form prior to resuming clinical, and as a result are responsible for making up any missed clinical days.

Approved by BSN Committee 05/12/21



## **Nursing Simulation Lab Policy**

### **Purpose:**

As part of the Marjorie K. Unterberg nursing curriculum, students are required to participate in an extensive lab simulation. The lab simulation is designed to mirror real life situational experiences and routine clinical expectations. Through simulation, students are given the opportunity to apply knowledge of course content and gain familiarity with healthcare environment scenarios.

### **Nursing Simulation Guidelines:**

- Simulation is a requirement which has been incorporated into nursing courses.
- Simulations are routinely video recorded for educational purposes which allow students to review the learning experience with faculty and become cognizant of one's own strengths and weaknesses.
- Students are required to sign the Monmouth University Consent and Release Form. If this form is not signed students will not be allowed to participate in simulation. This could result in course failure and therefore lack of student progression in the BSN program.
- Students are expected to come prepared for simulation by completing their pre-simulation research; i.e., reviewing appropriate readings and objectives related to the scenario.
- Students must wear a lab coat with student ID and closed-toe, white shoes, as described in the SNHS handbook. Students must wash their hands before handling Sim Man. No food or drink is allowed in the simulation lab.
- When students enter the simulation lab, they are to adhere to professional conduct that would be expected if in a clinical agency. The simulated "patient" will be treated with the same respect as any patient.
- Remember to communicate with your "patient/family members" in a clear and professional manner as your "patient" and those "family members" will interact with you.
- Proper patient identification, safety, and infection control practices are expected.
- This video recording is followed by debriefing and immediate dialogue about the student's performance in relation to critical thinking, patient communication and nursing skills. This allows both student and faculty member to reflect on the important traits that may or may not have been exhibited throughout the simulation.
- Recorded scenarios are deleted at the end of the semester, and are not saved in any format or on any type of server.
- The simulation scenarios are not to be discussed outside of the simulation lab. Unauthorized discussion of the simulation experience is considered a violation of the Nursing Simulation Policy and may result in a failing grade for that experience.

Student Signature: \_\_\_\_\_ Print Name: \_\_\_\_\_  
Date: \_\_\_\_\_

## **Nursing Skills Lab Policy**

- Appointments for tutoring, supervised practices and testing of nursing skills are made using Accudemia on the MU portal.
- Appointments for skill validation: if a student does not show within 15 minutes of the scheduled appointment time, then the appointment will need to be rescheduled. **Failure to meet at the appointed time may result in a grade deduction as outlined in the course syllabus.**
- Students must have instructor validation of satisfactory performance of each skill in the laboratory setting before performing the skill in the clinical setting.
- A supervised practice cannot be scheduled on the same day as the test out of that same skill.
- If the first attempt to validate a skill is unsuccessful, the student will need to make an appointment for remediation and review. An additional appointment must be made to re-test on the skill.
- The student has a maximum of three attempts to validate knowledge/performance of a nursing skill. Inability to validate performance upon the third attempt will result in a clinical failure. A clinical failure results in a failure of the course.
- If a student receives a lab referral from the clinical instructor, that student must make an appointment to remediate the skill. Knowledge/performance validation must be successfully completed prior to the next clinical day. The lead instructor and the academic coordinator must be notified of any remediation referral.
- All clinical skills listed in the course syllabus must be successfully completed by the due date specified in the syllabus to pass the course.
- No food or drinks are allowed at any time in the nursing skills, simulation, or computer labs.
- For proper lab attire refer to Appearance Guideline and Uniform Policy in nursing student handbook.

Approved by BSN Committee 05/12/21

## **PRE-LICENSURE BSN REQUIREMENTS**

### **Appearance Guidelines and Uniform Policy in the Clinical and Nursing Skills/Simulation Lab Setting:**

Appearance during clinical is an essential component of the level of professionalism and care that each student must exhibit. Grooming, attire and the manner in which students present themselves must reflect respect and consideration for patients, families and each other. Faculty reserve the right to dismiss any student who is not in full compliance with the dress code policy. The following guidelines delineate what is expected of Monmouth University students while representing the SNHS in the clinical setting.

#### **Personal Hygiene:**

Personal cleanliness and hygiene must be maintained at all times. Perfumes, colognes, or other strong fragranced lotions should not be used in a manner which would adversely affect the comfort and/or safety of others. Students must have a neat and clean appearance. Visible tattoos must be covered. Policies regarding handwashing and isolation precautions require strict adherence.

#### **Hair and Headwear:**

Hair should be pulled back and secured so as not to interfere with patient care. The overall

hairstyle for students must be neatly combed and pulled up off the collar. Facial hair must be neatly trimmed. Hats, head dress, and hoodies are generally not permitted unless part of religious attire. (see below for cultural/religious uniform accommodation). Hair color should be natural: brown, black, red, blonde or gray. No other colors will be permitted.

### **Nails:**

Artificial nails, tips, coverings or nail jewelry (including but not limited to: wraps, gels, and acrylics) are not permitted for healthcare workers who have direct physical contact with patients. Direct patient care providers' nails must be kept short (less than ¼ inch long), clean, and well-manicured. Keep nail polish (if worn at all), free from chips or cracks. Nail polish color should be clear, light pink, cream or beige. No fluorescent colors are permitted.

### **Jewelry:**

No jewelry is permitted in the clinical setting, except for stud earrings (**one per ear**), wedding bands and watches with a second hand (**No Smart Watches are permitted**). Visible body jewelry such as lip, tongue, nose, eyebrow rings/studs are **not** permitted in the clinical setting. No hoop earrings or ear gauges are permitted.

### **Uniforms:**

The approved SNHS nursing student uniform must be worn during the student's clinical experiences. In most cases, full uniform will be required. In some clinical situations and in the Nursing Skills/Simulation Lab, the student's lab coat over street clothes may be acceptable if allowed by the instructor. Student uniforms are purchased during the spring semester of sophomore year through the approved Monmouth University vendor. It is suggested that at least 2 uniforms be purchased. Vendor information and order deadlines will be provided. Please note the following requirements with regard to dress code compliance:

- Uniform should be laundered after each clinical day and be free of wrinkles and stains.
- Shoes must be white and made of leather or other wipe-able material. Sneakers are permitted as long as they are not canvas or another material that cannot be wiped clean, and must have minimal color trim. No open toe shoes or clogs are permitted.
- White socks or hose must be worn.
- Uniform must fit appropriately to allow for ease of movement while providing patient care.
- No additional sweaters, sweatshirts or hoodies may be worn with the uniform, unless the garment is specifically permitted and part of the official uniform. A long sleeve, plain white t-shirt may be worn under uniform top.

Student failure to comply with all aspects of the dress code will result in a clinical absence and the student will be dismissed.

### **Identification:**

For safety and security purposes, all students must wear their Monmouth University SNHS name badge purchased as part of the uniform through the Monmouth University approved vendor. In addition, students are required to wear the ID badge that will be provided to them by the clinical site.

**Equipment:**

- The student is required to wear a watch with a second hand.
- All students are required to have a stethoscope, bandage scissors, and a penlight.

Students should be prepared to have these items on hand during all clinical and lab experiences.

**Uniform Policy for Cultural/Religious Requirements:**

Students with special uniform needs pertaining to cultural or religious requirements should see the PL-BSN Academic Coordinator of the School of Nursing before purchasing uniforms. Reasonable accommodations will be made for students' cultural or religious obligations.

**Background Check and Substance Abuse Policy**

Students who do not pass the background check, or adhere to substance abuse policy (MU Student Handbook) may be dismissed from the nursing program.

See: [Permission to Take Courses at Another Institution | Academic Catalog | Monmouth University](#)

**CONSULT THE UNIVERSITY CATALOG FOR ADDITIONAL POLICIES.****Student Advisement**

In order to facilitate student progress through the undergraduate and graduate programs, every student has a nursing faculty member who acts as his/her advisor. Students are expected to meet with their advisors at least once each semester. In addition, students are urged to meet with their advisors, and/or the Academic Coordinator or Department Academic Coordinator (DAC) during non-registration periods whenever necessary. Faculty office hours are posted and announced in class. Appointments may be arranged at other times when necessary. Students are urged to review information posted on the School bulletin boards located outside of the school offices and classrooms in Birch Hall for ongoing information. In addition, students are urged to check their MU email and School of Nursing and Health Studies website at [School of Nursing and Health Studies | Monmouth University](#) everyday, if possible.

**Filing an Application for Graduation Form (Degree Audit)**

Filing this form with the Office of Registration and Records will provide the student with an official audit of his/her status with respect to graduation. It provides confirmation of all courses completed toward the degree, either by transfer or taken at Monmouth. The required fee needs to be paid only once, so it is to the student's advantage to file prior to the student's last year, especially in cases where the transfer of credit is in doubt. Students can review their academic audits at any time by using their WEBstudent account. To do this, steps are as follows:

1. Go to [www.monmouth.edu](http://www.monmouth.edu)
2. Click on "Academics"
3. Click on "Web Advisor" and then on "WEBstudent"
4. Look Under the Heading Registration Tools until you find Academic Audit.  
Click on Academic Audit
5. Follow instructions for entering User ID and Password

### **Pre-Licensure BSN Expected Student Behavior While in the Clinical Settings:**

- Students will conduct themselves in a professional manner while in the clinical agency.
- Students may not be on the clinical nursing units or use their agency badge to access the clinical facilities outside of the scheduled clinical hours.
- Cell phones are to be used only at the discretion of the instructor/institution. Cell phones can only be used for searching for resources related to patient care.
- You are strictly forbidden to take photographs or recordings of patient care activities. Distribution of photographs or recordings of patient care activities through/on any format of social media is strictly forbidden. Any student found taking or distributing photographs or recordings of patient care activities will be dismissed from the program.
- Strict adherence to the Health Insurance Portability and Accountability Act (HIPPA) policies are required at all times.

Approved by BSN Committee 05/12/21

### **Monmouth University Student E-Mail Accounts**

To access Monmouth University email, the library's research databases, and computers in campus labs, students must use a "username" and "password."

Your username is your student ID. For example, s0123456.

New students or students needing to retrieve their password, please call 732-923-4600 and follow the prompts to log in to get your password.

Accessing your Hawkmail@Live Email System:

1. Browse to <https://www.monmouth.edu/technology/new-to-mu/username-and-password-information>
2. Enter your Monmouth University email address in the User name field.
3. Enter your email password in the password field.
4. Click Sign In.

### **Graduation**

Only students who have met all requirements for graduation will be able to participate in Commencement. This applies to both undergraduate and graduate students. An e-form must be completed and submitted to the Registrar's office.

### **Requirements for Written Work**

Students are expected to keep a duplicate copy of all work submitted. Papers and other written work are expected to be of scholarly quality. Papers constitute a major portion of the students' course grade and should reflect appropriate learning. This encompasses content, style, format, grammar, spelling, and punctuation. All papers must be typed. American Psychological Association (APA) format is required for all papers.

### **Nursing Student Academic Grievance Process**

For students who are having problems or concerns about academic success, they should first attempt informal resolution by speaking with the faculty involved in hopes of resolving the problem at the level at which it is initiated. If the problem or concern persists, the student may submit a formal complaint to the

Department of Nursing Chair in writing detailing the reason for the complaint. A student who is not satisfied with the decision of the Chair may appeal the decision in writing to the Dean of the School of Nursing and Health Studies. The decision of the Dean is final.

### **Student Complaints about Grades**

A student who wishes to file a complaint about a course grade should attempt first to resolve the matter through a discussion with the faculty member who taught the course in question. If the faculty member is unable to resolve the matter, the student may contact the chair in writing, stating the basis of the complaint. Such complaints should be sent to the appropriate department chair within six weeks following the receipt of final grades. A student who is not satisfied with the decision of the department chair may appeal the decision in writing to the dean of the school housing the course. The decision of the academic dean is final.

### **Monmouth University-Distance Learning**

New Jersey is a member state of the National Council for State Authorization Reciprocity Agreements (NC-SARA or SARA) and Monmouth University is approved as a participating institution. Monmouth University-Distance Learning's policy is available at: <https://www.monmouth.edu/distance-learning>. Issues related to distance education may be addressed per the policy available at: <https://www.monmouth.edu/distance-learning/state-information>

### **Academic Amnesty Policy**

See the Undergraduate and Graduate Catalogs for detailed information.

[Undergraduate Catalog | Academic Catalog | Monmouth University](#)

[Graduate Catalog | Academic Catalog | Monmouth University](#)

### **Library Facilities**

Students are expected to familiarize themselves with the holdings of the Monmouth University Library as well as how to utilize the Library's resources to best advantage. Explore the

Monmouth University Library Site <http://library.monmouth.edu>.

### **Lambda Delta Chapter of Sigma Theta Tau**

Lambda Delta is the Monmouth University chapter of the nursing honor society, Sigma Theta Tau International. Undergraduate students who have completed one-half of their undergraduate nursing courses by the end of the Spring semester, have a 3.5 or higher-grade point average, have no incomplete grades, and meet the expectation of academic integrity, may apply to become a member of the Lambda Delta Chapter of Sigma Theta Tau.

Graduate students (MSN, DNP) who have completed one quarter of their graduate courses by the end of the Spring 2019 semester, have a 3.5 or higher-grade point average and no incomplete grades are eligible to apply.

### **Nursing Scholarships**

[Financial Aid Scholarship Information for Nursing and Health Professionals \(monmouth.edu\)](#)

[Financial Aid | Monmouth University](#)

[Monmouth Academic Awards | Financial Aid | Monmouth University](#)

## ATI TESTING AND REVIEW POLICY

### What does ATI offer?

- Assessment Technologies Institute (ATI) provides a data driven comprehensive testing and review program designed to enhance student success in our nursing program and, ultimately, NCLEX® success.
- The program offers multiple assessment, testing, and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with our nursing program content and clinical experiences, assist students to prepare effectively, helping to increase their confidence and familiarity with delivering evidence-based nursing care.
- ATI Orientation resources, such as the ATI Plan, can be accessed from “My ATI” tab. It is **highly recommended** that you spend time navigating through these orientation materials.
- All students are required to complete the ATI Student Orientation Activity

### Review Modules/eBooks

- ATI provides Content Mastery Series Review Modules in print and eBook formats. Students are encouraged to use these modules as per course syllabi requirements and assigned readings, and as part of preparation for the Proctored exams during each semester.

### Tutorials:

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions.

Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions.

Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic.

Features, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

### ATI Assignments:

- Faculty may assign ATI tutorials as part of course assignments
- Students will be required to maintain records of ATI transcripts to include:
  - o Duration and engagement of student activity in ATI module/tutorial
  - o Scores on post-tests
  - o Student completion of assigned deliverable related to module/tutorial

### Assessments, Focused Reviews, Active Learning and Remediation:

- There are practice assessments available for students as well as standardized proctored assessments that may be scheduled during courses. These assessments will help the student to identify what they know as well as areas requiring remediation called Topics to Review.
- Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®. The student's individual assessment report will contain a listing of the Topics to Review. The Focused Review after completion of any practice/proctored tests, contains links to ATI eBooks, media clips, and active learning templates.
- The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students can provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page and by submitting written Remediation Templates as required. Students are encouraged to use course notes and texts to complete remediation. (**Active Learning Templates must be neatly hand-written.**)
- ATI requirements will not be more than 10% of a course final grade.



## ATI Assessment Curriculum Integration

### KEY

Final: End of Semester

Midterm: Week before or after Midterm

Beginning: Start of Semester

Content Mastery Assessment	Course	Semester	Practice A Assessment & Remediation	Practice B Assessment & Remediation	Proctored Assessment
Anatomy & Physiology  <i>*starting in Fall 2023</i>	NU205	2 <sup>nd</sup> year, Spring	Required	Required	Required Final
Fundamentals	NU301	3 <sup>rd</sup> year, Fall	Required	Required	Required Final
Maternal Newborn	NU308	3 <sup>rd</sup> year, Spring	Required	Required	Required Final
Nursing Care of Children	NU308	3 <sup>rd</sup> year, Spring	Required	Required	Required Final
Targeted Mastery:  Perioperative Renal/Urinary GI Endocrine -----  Cardiovascular Neuro/ Musculoskeletal Respiratory	NU325  -----  NU401	3 <sup>rd</sup> year Spring      4 <sup>th</sup> year Fall	N/A	<i>Divided between MS I and MS II matched to curriculum in each course.</i>      Remediation required for each assessment (8).	N/A
Nutrition	NU210  -----  NU401	2 <sup>nd</sup> year, Fall  -----  4 <sup>th</sup> year, Fall	Required Final  -----  N/A	N/A  -----  Required Week 2	N/A  -----  Required Midterm
Adult Medical Surgical	NU325  -----  NU401	3 <sup>rd</sup> year, Spring  -----  4 <sup>th</sup> year, Fall	Required Final  -----  N/A	N/A  -----  Required	N/A  -----  Required Final
Pharmacology	NU401  -----	4 <sup>th</sup> year Fall  -----	Required  -----	N/A  -----	N/A  -----

	NU492 Tertiary Care (half semester)	4 <sup>th</sup> year, Fall	N/A	Required	Required Final
Mental Health	NU492 Mental health (half semester)	4 <sup>th</sup> year, Fall	Required	Required	Required Final
Community	NU400	4 <sup>th</sup> year, Spring	Required	Required	Required
RN 2019 Leadership	NU450	4th year Spring	Required	Required	Required Final
Capstone Form A	NU490	4 <sup>th</sup> Year Spring	Required	Required	Required Beginning
Capstone Form B	NU490	4 <sup>th</sup> Year Spring	Required	Required	Required Midterm
RN Comprehensive Predictor	NU490	4 <sup>th</sup> year Spring	N/A	N/A	Exam Required Final  Remediation not required

**Example 1, Practice Assessment Rubric:**

ATI Practice Assessment Grading Rubric		
___ point available per Practice Assessment		
Practice Assessment A	Practice Assessment B	Other Practice Assessment
<p>___point: Practice Assessments A – Remediation Due Week ?? (TBD per instructor schedule)</p> <p>Remediation:</p> <ul style="list-style-type: none"> <li>• Minimum one (1) hour Focused Review. For each topic missed, complete at least three critical points.</li> <li>• Complete Required <b><u>Post Quiz</u></b> if score on Practice Assessment is below 75%</li> </ul>	<p>___point: Practice Assessments B – Remediation Due Week ?? (TBD per instructor schedule)</p> <p>Remediation:</p> <ul style="list-style-type: none"> <li>• Minimum one (1) hour Focused Review. For each topic missed, complete at least three critical points.</li> <li>• Complete Required <b><u>Post Quiz</u></b> if score on Practice Assessment is below 75%</li> </ul>	<p>___point: Practice Assessments B – Remediation Due Week ?? (TBD per instructor schedule)</p> <p>Remediation:</p> <ul style="list-style-type: none"> <li>• Minimum one (1) hour Focused Review. For each topic missed, complete at least three critical points.</li> <li>• Complete Required <b><u>Post Quiz</u></b> if score on Practice Assessment is below 75%</li> </ul>
<p><b>0 points:</b> Practice Assessment A: Less than one (1) hour focused review or <b><u>Post Quiz</u></b> not completed if Practice Assessment is below 75% <b>*There will be no late submission accepted or partial credit for incomplete remediation.</b></p>	<p><b>0 points:</b> Practice Assessment B: Less than one (1) hour focused review or <b><u>Post Quiz</u></b> not completed if Practice Assessment is below 75% <b>*There will be no late submission accepted or partial credit for incomplete remediation.</b></p>	<p><b>0 points:</b> Practice Assessment: Less than one (1) hour focused review or <b><u>Post Quiz</u></b> not completed if Practice Assessment is below 75% <b>*There will be no late submission accepted or partial credit for incomplete remediation.</b></p>

**Example 2, Targeted Mastery Rubric:**

Targeted Mastery Assessment Grading Rubric		
___ points available		
Targeted Mastery Assessment (Perioperative _ points)	<p>Student fully completed ATI Targeted Mastery Assessment</p> <p><b>AND</b></p> <p>Student will complete a focus review including identifying 3 critical points for each topic missed. Student will complete a minimum of 30 minutes focus review time. All focus reviews should be handwritten and submitted by the required due date.</p>	<p>Student did not take or did not fully complete ATI Targeted Mastery Assessment</p> <p><b>And/or</b></p> <p>Student did not complete assigned focus review.</p> <p><b>*There will be no late submission accepted or partial credit for incomplete remediation on Targeted Mastery Assessments.</b></p>
Targeted Mastery Assessment (GI _ points)	<p>Student fully completed ATI Targeted Mastery Assessment</p> <p><b>AND</b></p> <p>Student will complete a focus review including identifying 3 critical points for each topic missed. Student will complete a minimum of 30 minutes focus review time. All focus reviews should be handwritten and submitted by the required due date.</p>	<p>Student did not take or did not fully complete ATI Targeted Mastery Assessment</p> <p><b>And/or</b></p> <p>Student did not complete assigned focus review.</p> <p><b>*There will be no late submission accepted or partial credit for incomplete remediation on Targeted Mastery Assessments.</b></p>
Targeted Mastery Assessment (Renal ___ points)	<p>Student fully completed ATI Targeted Mastery Assessment</p> <p><b>AND</b></p> <p>Student will complete a focus review including identifying 3 critical points for each topic missed. Student will complete a minimum of 30 minutes focus review time. All focus reviews should be handwritten and submitted by the required due date.</p>	<p>Student did not take or did not fully complete ATI Targeted Mastery Assessment</p> <p><b>And/or</b></p> <p>Student did not complete assigned focus review.</p> <p><b>*There will be no late submission accepted or partial credit for incomplete remediation on Targeted Mastery Assessments.</b></p>
Targeted Mastery Assessment (Endocrine ___ points)	<p>Student fully completed ATI Targeted Mastery Assessment</p> <p><b>AND</b></p> <p>Student will complete a focus review including identifying 3 critical points for each topic missed. Student will complete a minimum of 30 minutes focus review time. All focus reviews should be handwritten and submitted by the required due date.</p>	<p>Student did not take or did not fully complete ATI Targeted Mastery Assessment</p> <p><b>And/or</b></p> <p>Student did not complete assigned focus review.</p> <p><b>*There will be no late submission accepted or partial credit for incomplete remediation on Targeted Mastery Assessments.</b></p>

ATI Proctored Assessment Grading Rubric				
Maximum points available per Proctored Assessment				
Proctored Exam Score Level 3 Remediation Recommended	Proctored Exam Score Level 2 Remediation Required	Proctored Exam Score Level 1 Remediation Required	Proctored Exam Score Below Level 1 Remediation Required	No Focused Review Completed
4/4 points	*3.6/4	*3.1/4	*1.9/4	0/4 points
<b><i>Focused Review</i></b> For each topic missed, complete at least three critical points. Recommended but not required.	Minimum one (1) hour <b><i>Focused Review</i></b> . For each topic missed, complete at least three critical points.	Minimum two (2) hours <b><i>Focused Review</i></b> . For each topic missed, complete at least three critical points.	Minimum three (3) hours <b><i>Focused Review</i></b> . For each topic missed, complete at least three critical points.	<b><i>Focused review</i></b> not completed, or less than the required focused review time completed per score achieved on Proctored Assessment.  <b>*There will be no late submission accepted or partial credit for incomplete remediation.</b>

### **NU490 Transition to Professional Practice-Associated ATI Rubrics**

<b>RN Comprehensive Practice Assessment A and B Grading Rubrics</b>	
<b>__ point available per Practice Assessment (Total = course syllabus defines points)</b>	
<b>RN Comprehensive Practice A with NGN</b>	<b>RN Comprehensive Practice B with NGN</b>
<b>__ point:</b> Practice A Assessment due week 3:  Remediation: Minimum (1) hour focused review. For each topic missed, complete at least 3 critical points.	<b>__ point:</b> Practice B Assessment due week 9:  Remediation: Minimum (1) hour focused review. For each topic missed, complete at least 3 critical points.
<b>0 points:</b> Practice A Assessment: Less than (1) hour focused review.  <b>***Late submissions will not be accepted or earn partial credit***</b>	<b>0 points:</b> Practice B Assessment: Less than (1) hour focused review.  <b>***Late submissions will not be accepted or earn partial credit***</b>

<b>ATI Capstone Comprehensive Assessment A and B Grading Rubrics</b>	
<b>ATI Capstone Comprehensive Assessment A (__ point):</b> Due Week: Focused review and remediation	
<b>ATI Capstone Comprehensive Assessment B (__ point):</b> Due Week: Focused review and remediation	
<b>1 point available each (Total = __ points)</b>	
<b>__ point</b>	<b>0 points</b>
<b>Focused Review.</b> For each topic missed complete at least 3 critical points.	<b>Focused Review</b> not completed <b>or</b> Practice Assessment not completed.  <b>There will be no late submissions accepted or partial credit for incomplete remediation</b>

<b>Comprehensive Predictor Grading Rubric</b>	
<b>__ point available</b>	
<b>__ point</b>	<b>0 points</b>
Student takes Comprehensive Predictor.	Student does not take Comprehensive Predictor.  NOTE: This is a course requirement for completion of NU490.

<b>ATI Capstone and Virtual ATI (VATI) Grading Rubrics</b>	
<b>Total points available = __ points</b>	
<b>ATI Capstone: Points =__</b>	<b>Virtual ATI (VATI): Points = __</b>

<p>7 weeks of content modules:</p> <p>Full weekly engagement with completion of:</p> <ul style="list-style-type: none"> <li>○ Prepare <ul style="list-style-type: none"> <li>➤ Weekly tips</li> <li>➤ Review of concepts</li> <li>➤ Pre-assessment quiz</li> </ul> </li> <li>○ Test <ul style="list-style-type: none"> <li>➤ Weekly content assessment completed on Monday</li> </ul> </li> <li>○ Improve <ul style="list-style-type: none"> <li>➤ Focused Review</li> <li>➤ Post-assessment assignment</li> <li>➤ Weekly assignments will be due on Sunday by midnight</li> </ul> </li> <li>○ Must achieve total of 220 Capstone points</li> </ul>	<p>4 weeks of content modules pre-graduation</p> <p>Full weekly engagement with completion of:</p> <ul style="list-style-type: none"> <li>○ VATI assessments</li> <li>○ Individualized remediation for each weekly content module</li> <li>○ Pre-graduation modules week 1 (Beginning Review) <ul style="list-style-type: none"> <li>➤ Completing VATI survey</li> <li>➤ Orientation and review sources</li> <li>➤ NCLEX strategies</li> <li>➤ Nurse Logic advanced assessments</li> </ul> </li> <li>○ Fundamentals (25% stage) Pharmacology</li> <li>○ Beginning Medical Surgical (50% stage) Completed Med Surg Assessment</li> </ul> <p>Note: Must complete 50% of VATI during academic semester.</p>
<p><b>***There is no partial credit for engagement in the ATI Capstone/Virtual ATI programs. You must be fully engaged every week as required to receive the allotted points for each program which is worth 5% of your overall class grade***</b></p>	



The ATI Policy will be posted along with this attestation in each course with an ATI Assessment. Students will review the entire policy and sign this attestation in each course where ATI is utilized for grading.

Students, Initial all and sign below:

## Student Acknowledgement

I have received a copy of and have read and understand the Monmouth University Department of Nursing **ATI TESTING AND REVIEW POLICY** \_\_\_\_\_ (Student Initials)

I understand that it is my responsibility to utilize all of the books, tutorials, and online resources available from ATI, as designated by the Department of Nursing. \_\_\_\_\_ (Student initials)

Student printed name: \_\_\_\_\_

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_



## **ADDITIONAL RESOURCES**

### **ACADEMIC INTEGRITY** **STANDARDS OF PROFESSIONAL BEHAVIOR** **FOR MONMOUTH UNIVERSITY NURSING MAJORS**

#### I. Demonstrates responsible behavior

- 1.1 Shows punctuality in classroom, clinical assignments, appointments, and conferences.
- 1.2 Practices good health habits.
- 1.3 Dresses and grooms appropriately for professional practice.
- 1.4 Implements principles which maintain a safe environment for clients.
- 1.5 Meets professional goals as well as personal needs.
- 1.6 Takes responsibility for own learning.
- 1.7 Seeks out new learning situations within and beyond assignments.

#### II. Recognizes their own abilities and limitations

- 2.1 Asks for assistance when necessary.
- 2.2 Consults with appropriate resources.
- 2.3 Accepts criticism.
- 2.4 Uses criticism constructively.
- 2.5 Acknowledges mistakes.
- 2.6 Accepts supervision.

#### III. Shows sensitivity to human needs

- 3.1 Accepts individual differences (opinions, culture, personality, etc.).
- 3.2 Acts with a positive regard for individuals.
- 3.3 Listens attentively.
- 3.4 Responds within context of discussion.
- 3.5 Works cooperatively with other persons.
- 3.6 Demonstrates tact with other persons.
- 3.7 Practices assertiveness when appropriate.

#### IV. Demonstrates self-awareness

- 4.1 Identifies the effect of their behavior on the environment.
- 4.2 Evaluates the effect of their behavior on the environment and constructively modifies behavior.
- 4.3 Identifies the effect of the environment on their behavior.
- 4.4 Evaluates the effect of the environment on their behavior.

#### V. Promotes professional standards of behavior (ethics)

- 5.1 Demonstrates honesty.
- 5.2 Maintains confidentiality.
- 5.3 Promotes ethical behavior for self and others.
- 5.4 Fosters ethical practice in others.
- 5.5 Demonstrates accountability to their client.
- 5.6 Assists client in making informed health care choices.

## **PLAGIARISM STATEMENT**

### **Nursing**

#### **ACADEMIC INTEGRITY**

In order to provide a learning process and academic environment that permits students to pursue their educational goals, you are expected to exhibit honesty in this and every class in which you enroll at Monmouth University. Academic dishonesty includes cheating and plagiarism.

#### **Cheating:**

1. Submitting, without prior faculty permission, any work that has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.
2. Copying from someone's test.
3. Submitting material for academic evaluation that has been prepared by another individual or by a commercial agency.
4. Unauthorized collaboration with others on assignments, quizzes and examinations in Traditional, Hybrid and/or On-Line courses.

#### **Plagiarism:**

Submitting written material without proper acknowledgement of the source, deliberate attribution to or citation of a fictitious source, or submitting data which have been willfully altered or contrived.

Students cheating, plagiarizing and/or involved in unauthorized collaboration on any assignment, paper or examination will receive a grade of 'F,' with no opportunity to resubmit for partial credit. As per the Academic Dishonesty policy in the Nursing Student Handbook, nursing students may face additional sanctions, up to and including dismissal from the program and the university. Students should refer to the [Student Handbook](#) for guidance related to academic honesty and other relevant policies.

Go to Monmouth University Library website, click on "Get Help", and review the tutorial on plagiarism, [Understanding and Avoiding Plagiarism \(monmouth.edu\)](#)

#### **APA Format:**

**Go to the Monmouth University Library website, click on "Get Help", and review the tutorial on citations. OWL: Purdue Online Writing Lab, <http://library.monmouth.edu/man/content/citation>.**

**Go to: [MONMOUTH UNIVERSITY PROFESSIONAL NURSES ASSOCIATION](#)**  
**[MUPNA](#)**  
**[BYLAWS](#)**