

BLOOMFIELD COLLEGE

**Frances M. McLaughlin
Division of Nursing**



STUDENT POLICY MANUAL

2020-2021 Academic Year

NURSING ALUMNI HYMN

*We may not climb the heavenly steeps
To bring the Lord Christ down
In vain we search the lowest deeps
For Him no depths can drown*

*But warm, sweet tender even yet
A present help is He
And faith has still its Olivet
And love its Galilee*

*The healing of the seamless dress
Is by our beds of pain
We touch Him in life's throng and press
And we are whole again*

*O Lord and Master of us all
What e'er our name or sign
We own Thy sway, we hear Thy call
We test our lives by Thine*

Amen

W. Wallace – 1856

NOTE: **This student policy manual supersedes all other student policy manuals.
Rev. 8/2020**

Introduction

Welcome to the Frances M. McLaughlin Division of Nursing at Bloomfield College.

Program Goals

- integrate the arts, sciences, and liberal education framework to prepare graduates to function in a multidisciplinary health care system
- cultivate critical thinking required for patient safety and quality care based on evidence-based practice
- foster in graduates a commitment to caring as the foundation of nursing practice
- encourage continuous professional growth and lifelong learning

The goal of the Frances M. McLaughlin Division of Nursing of Bloomfield College is:

“to educate women and men who, as graduate nurses with a baccalaureate degree, will provide compassionate, evidence-based, and competent nursing care to those in need.”

This involves helping people to understand and adapt to their ever-changing environment. A strong theoretical foundation, technical skills, flexibility, clinical judgment, critical thinking, and the capacity to initiate change are characteristics required of the professional practitioner of nursing. Basic to these abilities and skills is an understanding of self, individuals, and society, and a desire to promote and maintain health.

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

The nursing program at Bloomfield College is accredited by:

- New Jersey Board of Nursing
- Commission on Collegiate Nursing Education

The information in this manual, along with the **College Student Handbook and the College Catalog**, has been organized to enable the student to gain a clear understanding of the program, its curriculum, and the expected student outcomes. It also provides a readily accessible resource regarding program governance and improvement, student representation, rights and responsibilities, and general, academic, and student related policies.

The faculty of the Frances M. McLaughlin Division of Nursing wishes you much success and fulfillment as you develop your professional nursing skills.

**Frances M. McLaughlin
Division of Nursing
Faculty and Staff Listing**

Faculty Full Time

<u>Name</u>	<u>Degree</u>	<u>Rank</u>	<u>Extension</u>
Doreen Gagnon	DNP, RN	Associate Professor	1134
Frances Figueroa Mal	D.M.H.,MA, RN-BC	Division Chair & Associate Professor	1120
Cathy McCormack	MSN, RN	Assistant Professor	1562
Ismat Mikky	Ph D, RN	Professor	1329
Phyllis More	Ph D, RN, CNE	Professor	1325
Lori Ann Palmieri	MSN, RN	Associate Professor	1330
Jennifer Ryan	MSN, RNC-OB	Assistant Professor	1323
Jacquelyn Svercauski	DNP, RN	Assistant Professor	1328

Adjunct Faculty

Phone list for adjunct faculty will be distributed by individual adjuncts as they deem necessary.
L. Ruiz can be alerted if students need to contact any faculty member.

Staff

		<u>Extension</u>
Lorraine Flood, MSN, RN	Director, Nursing Learning Resource Center	1659
Lisa Ruiz	Nursing Division Coordinator	1324
Diane Tobin	Lab Assistant	1375

ACADEMIC CALENDARS

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Fall Semester 2020

Orientation	August 28-29
First Day of Classes	August 31
Labor Day (No Classes)	September 7
Last day for New & Continuing Students to Register:	
Weekday Courses	September 9
Weekend Courses	September 12
Last day for Registered Students to be Added to an Open Course (Instructor's Approval Required):	September 14
Last Day to Drop a Course with 100% refund of tuition	September 14
Last day for Removal of Incomplete Grades from Spring and Summer 2020 Terms	September 21
Last day to Drop a Course with 75% refund of tuition	September 21
Last day to Drop a Course with 50% refund of tuition*	September 28
*Courses dropped after September 28 are not eligible for any refund of tuition	
Mid-Term Grades Due	October 23
Last Day to Withdraw with Grade of "W"	October 30
Advising and Registration for Spring Begins	November 2
Thanksgiving Recess Begins 8:00AM	November 24
Classes Resume	November 30
Last Day of Classes	December 11
Final Exam Period	December 14-18
Grades Due in Registrar's Office	December 21

Spring Semester 2021

First Day of Classes	January 14
Martin Luther King Holiday (No classes)	January 18
Last day for New & Continuing Students to Register:	
Weekend Courses	January 23
Weekday Courses	January 25
Last day for Registered Students to be Added to an Open Course (Instructor's Approval Required):	January 27
Last Day to Drop a Course with 100% refund of tuition	January 27
Last day to Drop a Course with 75% refund of tuition	February 3
Last Day to Drop a Course with 50% refund of tuition	February 10
*Courses dropped after February 10 are not eligible for any refund of tuition	
Last Day for Removal of Incompletes from Fall 2021 Term	February 15
Spring Break	March 8-12
Classes resume	March 15
Mid-Term Grades Due	March 19
Last Day to Withdraw with a Grade of "W"	March 29
Easter Break begins at 8:00 A.M.	April 1
Classes Resume	April 5
Advising and Registration for Fall Begins	April 5
Last Day of Classes	May 3
Final Exam Period	May 4-10
Grades Due in Registrar's Office	May 12
Commencement	May 27

BLOOMFIELD COLLEGE
Frances M. McLaughlin Division of Nursing

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Summer 2021

Intensive Session (3 weeks - IS)
May 17 – June 7

First Day of Class	May 17
Last Day for New Registration & Adding a Course with Open Seats (Instructor's Approval Required)	May 17
Last Day to Drop a Course	May 17
Memorial Day — No Classes	May 24-31
Last Day to Withdraw with a Grade of "W"	May 24
Make-up Day for Memorial Day	June 7
Last Day of Classes	June 7
Grades Due in Registrar's Office	June 9

Summer Session I (7 weeks - SS)
May 17 - July 6

First Day of Classes	May 17
Memorial Day — No Classes	May 24-31
Last Day for New Registration & Adding a Course with Open Seats (Instructor's Approval Required)	May 24
Last Day to Drop a Course	May 24
Last Day to Withdraw with a Grade of "W"	June 14
Make-up Day for Memorial Day	July 6
Last Day of Classes	July 6
Grades Due in Registrar's Office	July 8

Summer Session II (7 weeks - S2)
July 7 - August 24

First Day of Classes	July 7
Last Day for New Registration & Adding a Course with Open Seats (Instructor's Approval Required)	July 14
Last Day to Drop a Course	July 14
Last Day to Withdraw with a Grade of "W"	Aug 3
Last Day of Classes	Aug 24
Grades Due in Registrar's Office	Aug 26

Summer Trimester (14 weeks - SU)
May 17 - August 20

First Day of Classes	May 17
Memorial Day — No Classes	May 24-31
Last Day for New Registration & Adding a Course with Open Seats (Instructor's Approval Required)	June 1
Last Day to Drop a Course	June 1
Independence Day — No Classes	July 4
Last Day to Withdraw with a Grade of "W"	July 16
Last Day of Classes	Aug 20
Grades Due in Registrar's Office	Aug 22

Accelerated Program 2020-2021

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

Section I
The Nursing Program

Frances M. McLaughlin Division of Nursing

Vision:

The Division of Nursing at Bloomfield College seeks to be a transformative force in bringing evidence-based nursing care to individuals and communities.

Mission:

The Division of Nursing at Bloomfield College aims to provide innovative baccalaureate education inclusive of **all students from all backgrounds**. The program prepares graduates to provide safe, quality, exemplary care, who continue to practice nursing to their fullest potential.

Philosophy:

Nursing exists to provide essential health care to all people in society. Care focuses on promoting health, treating illness, and assisting patients to achieve a peaceful death. Within a society that encompasses great diversity of lifestyles and cultures, nurses must appreciate the uniqueness of individuals, and design care to meet individual needs. Care is based on principles of social justice, compassion, empathy, and respect for all. Nurses provide quality healthcare that is affordable, accessible, and acceptable to the consumer.

Nursing education aims to prepare beginning professionals with the theoretical knowledge and practical skills required for contemporary evidence-based practice that is cost effective, and outcomes driven. The educational process focuses on the primacy of engaging in collaborative relationships with the consumer while simultaneously cooperating in a similar fashion with all health care team members. The patient should be at the center of every decision made and every action taken.

Likewise, the entire health care cycle and the people within it (patients, nurses, and other professionals) continuously interact with multiple environments - physical, social, and psychological. Knowledge of the multiple ways environments affect people and health provides nurses with critical information needed to facilitate health promoting behaviors and reduce the potentially harmful effects of environments.

Revised 3.20.17, reviewed 8.21.20

Section II
The Curriculum

**Frances M. McLaughlin
Division of Nursing**

Faculty Philosophy of Education

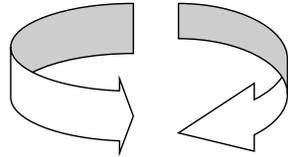
▼
Program Vision

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Program Mission

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Philosophy

▼
Goals

**Foundational
Standards and Guidelines**



Communities of Interest

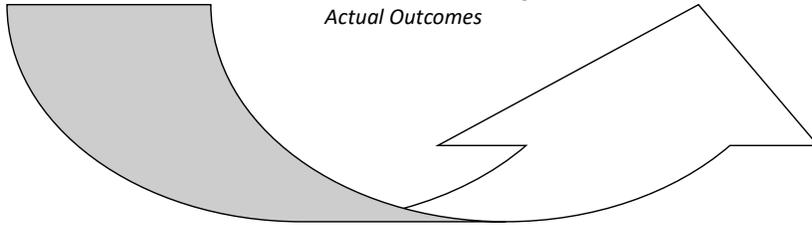
Student Learning Outcomes

↕
Collaborative Educational Process

↙
**Selection of Course Content
CURRICULUM**

↘
**Strategies of Active Learning
TEACHING-LEARNING**

*Assessments/Benchmarking
Actual Outcomes*



Performance Improvement

**Frances M. McLaughlin Division of Nursing
Curriculum for Generic Nursing Students
Entering Program or Beginning Major - Fall 2020**

GENERIC CURRICULUM PLAN

<u>Semester I</u>		<u>Semester II</u>	
BIO 205	1.0	WRT 108/109	1.0
WRT 105/106	1.0	BIO 206	1.0
MTH 130	1.0	MTH 140/141	1.0
NUR105-Nutrition*	0.5	NUR105-Nutrition*	0.5
Freshman Seminar	1.0	PSY/SOC 100	1.0
<u>Semester III</u>		<u>Semester IV</u>	
PSY/SOC 100	1.0	PSY 245 or Math 200	1.0
CHM 120	1.0	BIO 200	1.0
NUR 215 Prof Role Development	1.0	NUR 241 Adult Health 1	1.5
NUR 235 Health &Physical Assessment		NUR 236 Pathophysiology	1.0
<u>Semester V</u>		<u>Semester VI</u>	
NUR 358 Pharmacology	1.0	NUR 341 Adult Health II	1.5
NUR 355 Nursing Research (WI)**	1.0	NUR 351 Pediatrics & Maternity Nursing	1.0
NUR 323 Psychiatric & Behavioral Health Nursing	1.0	NUR 349 Growth & Development	0.5
Communication Skills (CSC)	1.0	AAC	1.0
<u>Semester VII</u>		<u>Semester VIII</u>	
NUR 441 Adult Health III	1.5	NUR 454 Community	1.5
NUR 460 Capstone Seminar (WI)**	0.5	NUR 461 Capstone Seminar	0.5
Multi/Trans (MGA)	1.0	NUR 404 Nursing Leadership	1.0
Problem Solving (PST) or Multi/Trans(MGA)	1.0		
Community Orientation (COC)	1.0		

In addition to Nursing courses, students must take all Gen Ed requirements as well as:

General Education Electives: 4 COURSE UNITS

MUST TAKE:

1 Aesthetic Appreciation (AAC)

1 Communication Skills (CSC)

AND

1 Multi/Transcultural and Global Awareness (MGA)

1 Problem Solving Critical Thinking (PST)

OR

1 Multi/Transcultural and Global Awareness (MGA)

1 Community Orientation/Citizenship (COC)

*Only one nutrition course needed it can be taken fall or spring ** Writing Intensive course

Revised 6/2019

**Curriculum for Registered Nurse Students
Entering RN/BSN Program - Fall 2020**

CURRICULUM PLAN

**Accelerated RN/BSN Nursing Curriculum
(Follows 7 week Accelerated Session Schedule)**

WRT 106, 107
CHEM 120
BIO 205, 206, & 200

MATH 140/141
PSY 245

Semester I

Semester II

NUR 305RN	Bridge to Prof Practice	1.0	NUR 345RN	Foundations in Community	1.0
NUR 335 RN	Health & Physical Assessment	1.0	NUR 355RN	Nursing Research (WI)**	1.0

Semester III

Semester IV

NUR 404RN	Leadership & Management	1.0	NUR 460RN	Capstone Seminar **	0.5
NUR 445RN	Community Nursing	1.5	NUR 461RN	Capstone Seminar **	0.5

*NUR 445RN Community II

** Writing Intensive Course

Consists of **one full day (6hrs) of clinical each week** for duration of course

Note: Registered Nurses must complete the general education requirements of the college and required courses prior to entrance in nursing sequence: Students must adhere to course prerequisites or demonstrate comparable experience.

Revised 7/20/16

**Frances M. McLaughlin Division of Nursing
Student Learning Outcomes**

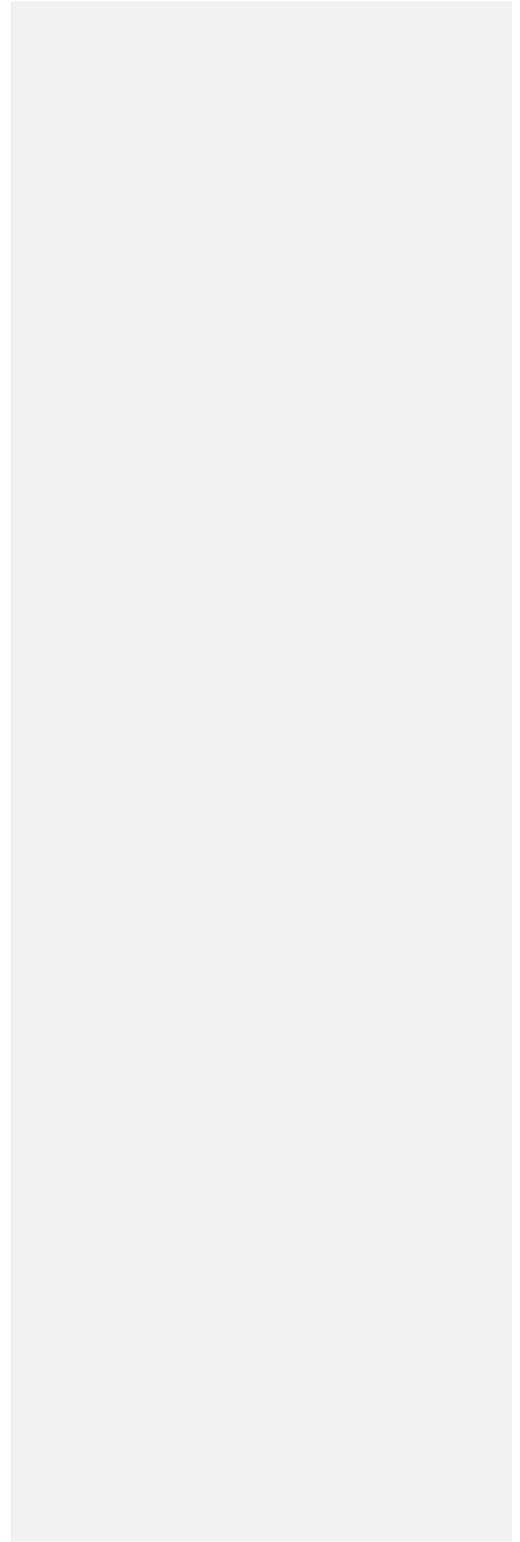
OUTCOME	SOPHOMORE	JUNIOR	SENIOR
1. Practices and cares with respect for human diversity.	1.1 Recognizes diversity among populations.	1.1 Provides culturally sensitive care to diverse populations with faculty guidance.	1. 1 Practices independently with respect for diversity.
	1.2 Interacts and cares with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

OUTCOME	SOPHOMORE	JUNIOR	SENIOR
3. Implements the role of the professional nurse including designer, provider, coordinator, and manager of care in and across all environments based on theory, empirical knowledge, and research.	3.1 Describes the range of professional nursing roles as applied across the continuum of care.	3.1 Implements the role of designer and provider of care in selected settings.	3.1 Implements the role of designer, provider, coordinator, and manager of care in selected settings.
	3.2 Recognizes that the nursing role includes management and delegation of care based on standards with consideration for allocation of resources	3.2 Demonstrates the ability to provide client care based on professional standards and available resources.	3.2 Provides organized nursing care based on professional standards and consistent with available resources.
	3.3 Identifies the relationship between healthcare cost and outcomes	3.3 Demonstrates appreciation of cost effective health care.	3.3 Applies concepts of cost effectiveness in designing and delivering care.
	3.4 Demonstrates effective communication skills in the class room setting.	3.4 Demonstrates effective written and oral communication skills with faculty, peers, health care providers and clients..	3.4 Consistently uses effective written and oral communication skills with faculty, peers, healthcare providers and clients.
	3.5 Uses selected technology and information systems in the role of the learner.	3.5 Uses selected technology and information systems to deliver quality care.	3.5 Evaluates the efficacy of technology and information system to meet client needs.
	3.6 Identifies personal strengths and weaknesses regarding own time management.	Commits to a time management plan that benefits self and others.	3.6 Practices time management to prioritize nursing care in unpredictable environments.
4. Uses inter- and intra-professional collaborative skills to deliver quality care that renders positive client outcomes.	4. Participates with members of the health care team to deliver, and evaluate client outcomes.	4.1 Interacts with members of the health care team to deliver and evaluate client outcomes.	4.1 Participates in the coordination and evaluation of client care.
	4.2 Identifies nursing measures that promote positive client outcomes	4.2. Selects nursing measures that promote positive client outcomes	4.2 Plans and implements health care services in the continuum of care.
5. Models personal and professional behavior that reflects a foundation built on professional values	5.1 Discusses ways for nurses to make a commitment to personal and professional development.	5.1 Appraises personal progress toward professional development.	5.1 Evaluates personal growth toward professional development.
	5.2 Identifies personal values in relation to professional values	5.2 Compares personal values to professional expectations	5.2 Practice reflects professional values.

5.3 Explores the responsibility of nurses toward social justice	5.3 Provides client care consistent with patient bill of rights.	5.3 Participates with appreciation for nurses' social responsibility.
5.4 Participates in performance appraisal of self and others according to existing criteria.	5.4 Participates in performance appraisal of self and others according to existing criteria.	5.4 Evaluates performance of self and others according to existing criteria and makes recommendations for change.
5.5 Demonstrates responsibility as an active learner.	5.5 Explores opportunities for life-long learning.	5.5 Establishes a prospective plan for Life-long learning

5.6 Explains how expectations of professional organizations, regulatory, and accrediting bodies influence nursing education, health care delivery systems, and professional development.	5.6 Begins to demonstrate patterns of personal practice consistent with expectations of professional organizations, regulatory agencies, and accrediting bodies that influence nursing education, health care delivery systems, and professional development.	5.6 Practices within guidelines of professional organizations, regulatory agencies, and accrediting bodies that influence nursing education, healthcare delivery systems, and professional development.
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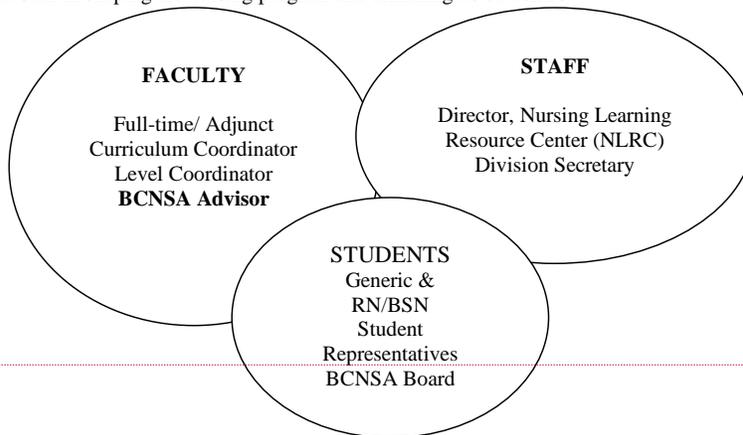
Section III
Program Governance



The Governance Model of the Frances M. McLaughlin Division of Nursing

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

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



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(Italics) indicates assigned roles/ not budgeted position. The Division Chairperson assigns roles, which may be funded depending on cost/benefit justification. In the case of students, representatives are chosen by student vote.

**BLOOMFIELD COLLEGE
FRANCES M. McLAUGHLIN DIVISION OF NURSING
BY-LAWS OF THE NURSING FACULTY COMMITTEE**

According to the By-Laws of the Nursing Division, student representatives are needed on the following committees:

Nursing Faculty Committee:

One (1) student and The Bloomfield College Nursing Students Association (BCNSA) President or designee.

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Curriculum Sub-Committee:

One (1) student from each level (sophomore, junior, senior)

Library/Information Technology Committee:

One (1) senior level nursing student (usually meets once a semester).

Research and Evaluation Committee:

One (1) senior level student representative.

Class representatives will be selected by class at the beginning of each semester.

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

The President of the Bloomfield College Nursing Students Association is a voting member of the Nursing Faculty Committee. The Bloomfield College Nursing Students Association may elect nursing students as voting representatives to participate in Nursing Faculty Sub-committees, as follows:

- Curriculum – three student representatives, one from each level (Sophomore, Junior, Senior)
- Library and Information Technology – one senior student representative
- Research and Evaluation – one senior student representative

Each class may elect representatives to attend Level meetings for the purpose of participation in identifying course or clinical issues that may impact program policies and/or curriculum planning.

• Level Meeting representatives

Student representatives from each level of the program. Didactic and clinical group representatives are suggested but not required. All representatives must solicit information from peers concerning universal concerns (this is not a forum to discuss personal or isolated issues.)

Responsibilities of Student Representatives

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

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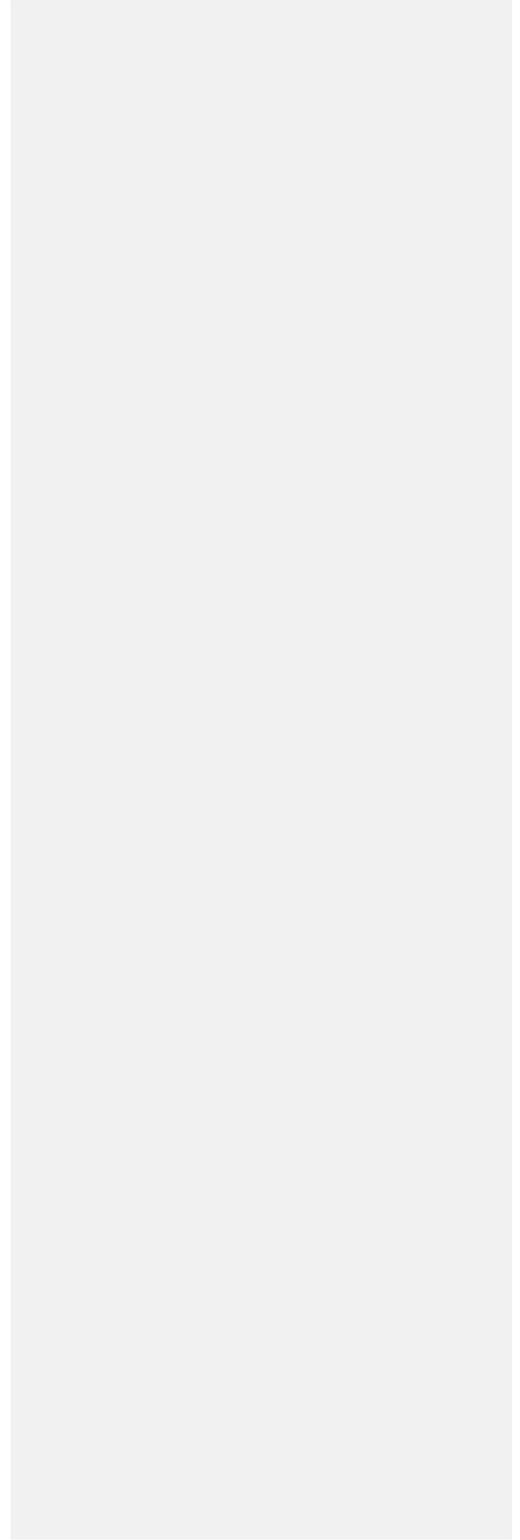
Calendar of Nursing Faculty Committee Meetings

Meetings will be scheduled for the 4th Thursday of each month 2:15 - 4pm unless noted otherwise. Meetings will be held virtually until further notice.

Calendar Curriculum Committee Meetings

Meetings will be scheduled on Tuesdays 2:15-4pm unless noted otherwise. Meetings will be held virtually until further notice.

Section IV
Students



BLOOMFIELD COLLEGE NURSING STUDENTS ASSOCIATION BY-LAWS

ARTICLE I - NAME

SECTION 1.

The name of this Association shall be known as the Bloomfield College Nursing Students Association (BCNSA).

ARTICLE II – PURPOSE AND FUNCTION

SECTION 1.

The purposes of this Association shall be to:

- A. Foster unity for all nursing students in the Bloomfield College community.
- B. Promote the ideals of the nursing profession.
- C. Provide programs representative of fundamental interests and concerns to nursing students.
- D. Encourage each member to uphold high personal, educational, and professional standards.

SECTION 2.

The functions of this Association shall be to:

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

ARTICLE III – MEMBERSHIP

SECTION 1.

Members in this Association shall consist of students enrolled in Bloomfield College who have expressed an interest in the Nursing Major.

SECTION 2.

Membership dues of ten dollars (\$10.00) shall be paid within thirty days (30) after the first association meeting during the fall semester.

SECTION 3.

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

SECTION 4.

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

ARTICLE IV – OFFICERS

SECTION 1.

The officers of this association shall be President, Vice President, Secretary, Treasurer, and Class Representatives.

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

ARTICLE V – DUTIES OF OFFICERS

SECTION 1.

The President shall:

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

SECTION 2.

The Vice President shall:

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

SECTION 3.

The Secretary shall:

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

SECTION 4.

The Treasurer shall:

- A. Collect all dues and deposit in BCNSA bank account.
- B. Keep an accurate record of receipts and payments.
- C. Make payment of bills having obtained authorized signatures.
- D. Submit a monthly Treasurer's report at the Executive Committee meeting and to the Association members.

SECTION 5.

The Class Representatives shall:

- A. Maintain effective communication to class members and organization.
- B. Announce all upcoming meetings, events, and programs to their respective class members.
- C. Serve as a member on one or more committees of the organization

ARTICLE VI – ELECTIONS

SECTION 1.

- A. The President and Vice President shall be Senior or Junior Nursing Students.
- B. The Secretary shall be a Senior, Junior, Sophomore or Freshman Nursing Student.
- C. The Treasurer shall be a Senior, Junior or Sophomore Nursing Student.

SECTION 2.

- A. Only those students who meet the academic standards of the Frances M. McLaughlin Division of Nursing are eligible to hold office in the Association.
- B. Officers shall be nominated from the floor and elected by secret ballot.
- C. No officer shall serve for more than two consecutive terms in the same office.
- D. There shall be a transition period of one month for all officers.

SECTION 3.

- A. Elections shall take place in April of each year.
- B. The office of President and Vice-President shall be two years. No election required for second year.
- C. The Vice-President shall become President with no elections necessary if the current President will be graduating.
- D. All other office terms shall be for one year and shall start in April of the election year.
- E. Transition period shall start the day after elections and continue for one month.
- F. All items belonging to the BCNSA shall be transferred during the transition period.

SECTION 4.

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

SECTION 5.

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

ARTICLE VII – MEETINGS

SECTION 1.

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

SECTION 2.

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

SECTION 3.

The order of business for each meeting shall be as follows:

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

ARTICLE VIII- EXECUTIVE BOARD

SECTION 1.

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

SECTION 2.

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

SECTION 3.

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

ARTICLE IX – COMMITTEES

Article IX not currently implemented, for details see By-law Binder held in Advisor's office.

ARTICLE X – DELEGATES

SECTION 1. Purpose and Function

The purpose and functions of the Delegate shall be:

- A. Serve as a spokesperson for the association at the annual state and/or national conventions.
- B. Present all proposed resolutions, amendments to state bylaws or policy change proposed by the Association to the New Jersey Nursing Students Inc.
- C. Keep the Association informed of current and proposed resolutions at the state and national levels.

SECTION 2. Qualification and Appointment

- A. Delegates shall be a member in Good Standing.
- B. Delegates shall be a member of the National Student Nurses Association
- C. Delegates shall be appointed by the Executive Board.

ARTICLE XI -ADVISOR

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

ARTICLE XII -AMENDMENTS

SECTION 1.

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

ARTICLE XIII – QUORUM

SECTION 1.

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

November 1969
Reviewed & Revised 2015 (LF)

The National Student Nurses' Association

Bill of Rights and Responsibilities for Students of Nursing

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.

13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.

14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.

15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.

16. Students have the right to belong or refuse to belong to any organization of their choice.

17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.

20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

Grievance Procedure Guidelines

The following guidelines were developed by the NSNA Board of Directors in January 1975, and updated in April 1991.

1. Before a set of grievance procedures can be discussed, a Student Bill of Rights and Responsibilities must be adopted. It is suggested that students use the guidelines developed by NSNA for this. The Bill should be a written statement mutually agreed upon by both faculty and students.

Rationale: The Student Bill of Rights and Responsibilities is the guideline on which the grievance committee can depend or to help in making a decision on the issue at hand.

2. The procedure for handling grievances should be a well-defined, written statement consistent with the principles of due process. Both faculty and students should have equal representation in the development of such a procedure.

Rationale: It is necessary to have a procedure that both students and faculty will support.

3. Once grievance procedures are developed, students should be made aware of the existence of these procedures at orientation.

Rationale: Students should know what steps they can take if a situation should develop where their rights are infringed upon.

Commented [FM6]: Are there any more current? Doesn't the college have a standard policy and procedure for this?

4. The grievance committee should be composed of an equal representation of students and faculty, with a minimum ratio of four to four.

Rationale: Equal representation with at least eight on the committee provides for broader range, more objective opinions.

- a. Student members on the committee should be composed of at least one representative from each class. These members should be elected by the student body.

Rationale: Students from different classes often have differing outlooks and viewpoints on a situation. Election insures that student members have the support of and are representative of the student body.

- b. Faculty members on the committee should be chosen by the faculty, except in the situation as described in item 12.

Rationale: Committee members should be representative of their group.

5. There should be a written statement, drawn up by student and faculty representatives, which indicates the actions that may be taken by the grievance committee, and the types of situations that fall under the committee's jurisdiction.

Rationale: Defining this will help to support the decisions made by the committee.

Some suggestions:

- Enforcement of the Student Bill of Rights and Responsibilities can be encouraged by including the following statement: "The Student Bill of Rights and Responsibilities shall be recognized by administration, faculty and students, and any violations of such bill shall be brought to the attention of the Grievance Committee for action."
- Review student evaluations of courses and faculty, and make recommendations to the appropriate people.
- Review curriculum and grading system on a yearly basis, and initiate change as necessary.
- Review dress code, if any, every 5 years.
- Review other grievances not necessarily included in Student Bill of Rights.

6. The committee should meet regularly—at least every other month, and all students should be informed as to the date, time, and place of these meetings.

Rationale: To give students an opportunity to voice comments and suggestions on a continuing basis.

7. Accurate records, including complete minutes, and in individual cases, a verbatim record, shall be kept on file for all meetings of the committee. Even when tape recordings are used, written minutes to officially document proceedings must be prepared. These minutes should be signed by the two recording secretaries, who shall be one faculty member and one student on the committee.

Rationale: To serve as evidence of the committee's action, and as a precedent for future committee action.

8. Any student shall have the right to ask for an "emergency meeting" of the grievance committee on matters that are crucial and cannot wait until the regularly scheduled meeting. The grievance committee shall define whether a matter is crucial, and may postpone consideration of the matter if a majority of the members considers the matter appropriate for a regularly scheduled meeting.

Rationale: To provide a means of handling grievances in a "crisis" situation.

9. State and local constituents of the National Student Nurses' Association may request their board members be available for advice and support for any student initiating a grievance.

Rationale: Students filing complaints need positive reinforcement in their efforts. Also, nursing students need to know that their Student Nurses' Association is truly interested in and representing them and their concerns.

10. As a preliminary step, the student's case will be heard by a subcommittee of the regular grievance committee. This subcommittee will consist of two faculty members and two students. If the subcommittee cannot satisfactorily solve the grievance, they will report to the main grievance committee, which will then hear the case and take action as necessary.

Rationale: Often grievance cases can be adequately handled by persons who are impartial. A subcommittee can conserve the workload of the entire committee, and narrow the issues in the cases that are presented to them.

11. The student appearing before the grievance committee should have the right to have a representative or advisor of his/her choice with him/her at the meeting.

Rationale: To allow the student to have the necessary resources he/she needs in order to adequately present his/her case. Also, sometimes students who are emotionally involved with a case are not able to present it in the way they would like.

12. If the grievance is against a member of the committee, the student should have a right to ask the member to abstain from participation in the committee while his/her grievance is being considered. The committee should then appoint someone to take that member's place.

Rationale: To protect the student from a biased decision by the committee, and to allow the student more freedom to express his/her opinion.

13. A mediator should be allowed to sit on the committee. This should be someone who is neither a faculty member nor a student, but is closely associated with nursing. The mediator should be without vote. The purpose of the mediator is to make sure that each member on the committee has an equal opportunity to speak and that full and fair review of the facts takes place.

Rationale: To prevent an individual or group on the committee from becoming too powerful and domineering.

14. Reasonable evidence, names of prospective witnesses, and background material concerning the case should be submitted to the committee at least three days prior to the date when the case is to be discussed. The evidence should be relevant to the issues and not discussed by committee members prior to the formal meeting.

Rationale: To allow the committee adequate time to examine documentary evidence.

15. Any charges against the student or faculty member should be in writing and be made available to both the committee and the student or faculty member at least seven days before his/her scheduled appearance.

Rationale: To give the student or faculty member adequate time to prepare a defense against charges.

16. The student should be given full opportunity to present evidence and witnesses that are relevant to the issue at hand. He/she should also be given the opportunity to question any witnesses against him/her and also be informed of any evidence against him/her and its source.

Rationale: To make sure that the facts are being presented fully and fairly.

17. The student should be allowed to continue class as usual until the committee has reached a decision. However, if the student is considered to present immediate danger to patient welfare, he/she should be removed from clinical practice areas.

Rationale: To avoid the possibility of falling behind in school while the case is being considered, and avoid any delaying tactics that may be employed to prevent the student from returning to class.

18. Group grievances should be presented to the committee by one representative of that group. That representative may then appoint a consultant to appear with him.

Rationale: To provide an organized systematic way of dealing with group grievances.

19. The decision of the committee should be made in writing to the student within two weeks of hearing the case.

Rationale: To assure a fair and timely review and conclusion of the student's case.

20. Decisions made by the committee are final, that is, immediately enforced by both faculty and students, except in cases with legal implications (example, discrimination, in which the student plans to take the case to court).

Rationale: To avoid delay in enforcing the decision.

21. Provision should be made for a "right of appeal," in which the student can take his case to the Dean or a governing board of the school. However, until the "appeals board" reaches a decision, the student is still bound by the "grievance committee's" decision.

Rationale: To allow the student a solution to take if he feels that his case has been unfairly handled by the committee.

Revised 8/2014

Section V
Academic Policies

Academic Policies

ACADEMIC DIFFICULTY

Students in academic difficulty are encouraged to seek assistance from the course faculty. Faculty may recommend or students may contact other possible resources including Office of Tutoring, Writing and Academic Support Services (OTWASS) Ext. 1256, Office for Student's with Disabilities Ext. 1650, or Personal Counseling, Ext. 1403.

ACADEMIC INTEGRITY

Members of the academic community are expected to observe strict integrity in all phases of their work. Cases of academic dishonesty may result in expulsion from the College. See Bloomfield College Catalog for range of penalties.

ASSIGNMENTS

Students should retain a copy of all assignments completed for nursing courses. See details in course syllabi.

CLASS ATTENDANCE

Undergraduates

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

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

RN to BSN Students

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

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

Revised 8/2017

CLINICAL POLICIES

Laboratory and Clinical study are an essential part of the nursing major.

Attendance is mandatory at the time and place of assignment.

In the event of illness, the student is to:

- notify the agency one hour before the time of assignment **AND**
- notify Lisa Ruiz in the Division of Nursing between 8:30 a.m. and 9:00 a.m. at 973-748-9000 Ext. 1324.
- For Nursing Learning Resource Center, call before 8:00 a.m. at 973-748-9000 Ext. 1375 and leave a message.

Students are expected to attend all clinicals as stipulated in each clinical course. A student who does not attend a 10-12 hour clinical day is considered absent for 2 clinical days. This places the student at high risk for failure in the course. Students absent from clinical experiences for documented illnesses, death in the immediate family, or a true emergency will be handled on a case by case manner. In the event of absence due to these circumstances, and at the discretion of the instructor, efforts will be made to offer an alternate means of satisfying the missed clinical objectives. Such means might include a written assignment, an activity in the learning laboratory, or a make-up day in the clinical area. If the clinical objectives are not satisfied, the student risks being unable to satisfactorily achieve course objectives, resulting in course failure.

Students are expected to be on time for all clinical experiences. Students should notify the instructor, the agency, and the nursing division of unavoidable lateness. *The instructor has the discretion of sending the student to the hospital library to write a paper on a topic selected by the faculty.* The student will receive a "0" on the clinical performance evaluation for that day. This implies a clinical failure for the day. More than two clinical absences will result in clinical failure for the course.

Students must provide their own transportation to clinical agencies. This also holds true for making community nursing visits to clients /agencies during the community nursing course (NUR 454.)

Students must obtain permission from the instructor to go to any clinical unit or agency at other than the assigned time.

revised 2019

Failure to Disclose

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

Falsification of Records

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

CPR CERTIFICATION

Students must be certified in cardiopulmonary resuscitation before entering the clinical area. The course offered by the American Heart Association is preferred. Only a hands-on course will be accepted, on-line only courses are not acceptable.

Students must present evidence of CPR certification **by the day of the nursing student orientation for incoming sophomores. Juniors and seniors must show current CPR certification by the first week of the semester.** Failure to meet this requirement may result in the student not being able to meet course requirements. A face to face course is required. An on-line only certification is not acceptable. Certification must be maintained throughout the remainder of the nursing program. A copy of the certification is to be given to Lisa Ruiz in the Division of Nursing Office.

DROPPING A NURSING COURSE OR WITHDRAWING FROM THE NURSING MAJOR

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

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

DRUG POLICY:

We abide by the policy of Bloomfield College found in the [Bloomfield College Catalog, 2018-2019, p. 281, section E. Violation of the Alcohol and Drug Policy](#)

Commented [FM7]: Update date

Rationale for requirement of drug testing each semester.

As nurses and healthcare providers we are entrusted with the health and well-being of our clients and the safety of all individuals we work with. When faculty and students are sent into healthcare institutional settings we expect that they are in full control of physical, emotional, and mental faculties. The presence of any substance such as drugs or alcohol, that interferes with clarity of thought and clinical judgment, whether considered legal or illegal, can pose as a possible risk for patients, colleagues, the institution, and the College. It is the responsibility of the Frances M. McLaughlin Division of Nursing to ensure (to the best of our ability) that faculty and students who attend any clinical setting be safe and efficient in the care they provide.

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

PROCEDURE FOR DRUG SCREENINGS:

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

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

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

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

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

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

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

Approved May 9, 2019. nvs

EDUCATIONAL COUNSELING AND GUIDANCE

Educational counseling and guidance is provided throughout the program. Individual conferences are scheduled by the instructor periodically during the semester. At this time, students are assisted in evaluating their progress in the theoretical content of the course and application in clinical practice. Appointments/Conferences with the Division Chairperson are to be arranged through the office secretary. Instructor's office hours will be posted on all course syllabi.

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

EXAMINATIONS AND QUIZZES

Students are required to take exams on scheduled dates stipulated by the course outline or as advised through Blackboard or e-mail, **IT IS AT THE DISCRETION OF THE INSTRUCTOR IF A MAKE-UP EXAM WILL BE GIVEN.** The student is **ULTIMATELY** responsible for

contacting the instructor prior to the SCHEDULED exam time should serious illness or circumstances beyond the student's control preclude the student from taking a test at the scheduled time. If the student is unable to contact the instructor directly, they must reach out to the Division Secretary. Documentation of illness is required. Other circumstances preventing attendance also require appropriate documentation.

Final Exam Policy

All students must take the final exam on the scheduled date and time. Students who fail to take the exam on the designated date will receive a zero grade.

Final Exam Policy All students must take the final exam on the scheduled date and time set for the entire class. Students who fail to take the exam on the designated date will receive a zero grade on the final. If a student has an *unexpected extenuating circumstance (death of an immediate family member, medical emergency, etc.) on the date of the exam they must notify the instructor immediately. Faculty will review such cases individually for consideration of an accommodation. Students with OSD accommodations will adhere to the exam schedule that has already been contracted.*

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

ATI Proctored Examinations - All students must take the ATI proctored exam on the scheduled date and time set for the entire class. Students who fail to take the exam on the designated date will receive a zero for that exam. If a student has an *unexpected extenuating circumstance (death of an immediate family member, medical emergency, etc.) on the date of the exam they must notify the instructor immediately. Faculty will review such cases individually for consideration of an accommodation.*

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

Revision 1/2/2018

Review of exams and/or quizzes must be made with individual faculty during office hours. Students must review an exam within two weeks of date of administration. **No quizzes or exams will be available during exam week.**

All exams are the property of the Division of Nursing.

Exam grades are posted on Blackboard. Final course grades are available on Web Advisor after they have been submitted to the registrar.

QUIZZES

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

CLASSROOM BEHAVIOR FOR EXAMS: Fall 2020 semester: Some exams will be administered virtually

Prior to the beginning of the exam period, students are required to bring all personal items to the front of the room. The **ONLY** materials allowed at the desk are writing implements and calculators if provided by the instructor/proctor. No food or beverages are allowed during the exam period.

Hats, hoodies and other head coverings are not permitted during exams (unless required for religious reasons). No ear buds are permitted during exams.

Cell phones and other electronic devices must be turned off and left with the instructor/proctor. The cell phone/electronic device will be returned when the exam period has ended.

It is highly recommended that students use the bathroom as needed **PRIOR** to the start of the exam. Students are not permitted to leave the room once the exam is in progress unless a note of medical necessity from a primary care provider has been submitted to the instructor/proctor.

Revised: 5/12/14

GRADING AND PROMOTION

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

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

To remain in the nursing major, 2.5 GPA or better is required.

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

BIO 200, BIO 205, BIO 206, CHM 120, PSY 100, *MTH 200, SOC 100, NUR 105, 215, 235, 236, 241, 323, 341, 349, 351, 355, 358, 404, 441, 454, 460, and 461.

* The Division of Nursing will allow nursing students to substitute MTH 200 for PSY 245.

A test average of 74.0% or higher is required in order to receive a passing course grade in all nursing courses. All exam grades (including the final and any ATI exam[s]) are added and divided by the total number of exams to obtain this averaged test grade. Quizzes are not included in the calculation of test average. All other learning activities in the course will be calculated in the final grade **ONLY** after a student has reached a 74.0% or better in the course testing. If this test average is not achieved the highest grade a student will achieve in the course will be a C=. (If a student's calculated course grade is less than a C= that is the grade the student

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

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

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

GRADE APPEAL PROCEDURE

A student who wishes to appeal a course grade should refer to the "Procedure for Student Grade Appeal" in the [2019-2020 Bloomfield College Catalog](#).

Commented [FM8]: Is this updated?

APPEAL BASED ON EXTENUATING CIRCUMSTANCES

Any student who has had extenuating circumstances that has led to dismissal from the major has the right to ask for an appeal based on those circumstances. **THERE IS NO GUARANTEE THAT AN APPEAL WILL BE GRANTED.**

Reinstatement PROCEDURE :

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

Students are to follow the steps below for consideration of readmission to the nursing major:

1. Meet with the course faculty to discuss the issues to ensure readmission consideration is appropriate.
2. Write a formal letter of intent to the Division Chairperson and the Nursing Faculty as a group. The letter should include the following.
 - a. Succinct summary of the circumstances leading to the failure (with enough information to describe the issues but not having to include personal details if not relevant).
 - b. Identifying specific steps to increase the likelihood of future success.
 - c. Include official documents that may be relevant such as medical papers, court documents etc.

- d. Submit all documents to the office secretary within 4 weeks of the failure.

INABILITY TO FUNCTION

Any student who demonstrates behavior(s) that suggests impairment of the student's ability to meet standards of performance, competence, and/or safety in clinical, laboratory, or classroom sites may be removed from the site by the instructor. Such behaviors must be observable, objective, and quantifiable. Examples of such behaviors include disrupting classroom/clinical, threatening actions, inattentiveness, drowsiness, sleeping, slurred speech, motor incapacities, and impaired judgment.

Removal of a student from an educational/clinical site for inability to function must be reported by the instructor to the Division Chairperson as soon as possible.

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

LATE ASSIGNMENTS

The grade for electronic submissions after the due date will be reduced:

- One grade notch (i.e. C to C-) for the first 24 hours (*first 24 hours begins five minutes after class begins*)
- An additional grade notch (i.e. C- to D+) for the second 24 hours.
- A third grade notch (i. e D+ to D) for the third 24 hours.

This deduction is made after the paper is given a grade reflective of the level of accomplishment. **NO CREDIT** will be given for assignments submitted 72 hours beyond the due date unless a special arrangement has been made with the instructor before the assignment was due. A grade of "0" will be entered if the requirements are not met.

It is expected that all papers will be handed to faculty members before or at the beginning of class on the due date. Should there be extenuating circumstances precluding the above, the student must contact the instructor by the due date and obtain permission to mail the paper. The date postmarked will be considered the date of submission.

CONTINUING STUDENTS – HEALTH AND PHYSICAL ASSESSMENT AND SKILLS EXAMINATIONS

All nursing students progressing to the spring sophomore, junior, and senior level are expected to be proficient in Physical Assessment Skills. Using the practicum guide provided in NUR 235 students will validate proficiency each semester in clinical and in campus laboratory settings. Instructors must direct students to the nursing learning resource center (NLRC) for remediation of these skills as required for each clinical course.

Revised August 2009

MATH PROFICIENCY POLICY

Students are required to demonstrate proficiency in medical math throughout the nursing program. These math competencies (as listed below) are identified in each course syllabus. **Students must achieve a 90% proficiency to pass the math exam(s) each semester.** Students who do not achieve the 90% proficiency on the first attempt of the math exam in each course are required to seek remediation in the Center of Innovation in Teaching to Enhance Learning (CITEL) prior to taking the math exam for a second time.

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

The math exam will be administered in the 1st weeks of classes for all clinical courses subsequent to NUR 215 (NUR 241,323,341,351,441 and 454). Students who do not pass the proficiency exam may not administer medications in the clinical site. This may constitute a clinical failure for the clinical day.

Students entering the first nursing course NUR 215 will take the math proficiency exam at the end of the course.

Transfer Students

Transfer students follow the above policy and must meet the 90% proficiency level in math for the course that they are entering in the nursing program. Transfer students are responsible for identifying their deficiencies and seeking remediation in CITEL prior to entering the nursing courses.

Math Competencies include the following:

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

Calculations for specialty areas include:

- Body surface area
- Critical care drug calculations
- Labor and delivery drug calculation
- Pediatric drug calculations
- Titration of drugs

Revised 7/30/12

NO EXCEPTIONS to SKILLS VALIDATION:

To become a registered professional nurse, each student must meet the standards of the profession, the requirements of our accrediting agencies and pass the NCLEX licensure

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

RETURNING AND TRANSFER STUDENTS – PHYSICAL ASSESSMENT AND NURSING SKILLS POLICY

If a student has a break in the usual nursing sequence of courses due to illness, failure or withdrawal, the student will be required to demonstrate competency of previously learned clinical and/or physical assessment skills before progressing in the nursing sequence. The student will be tested on both clinical and physical assessment skills previously learned prior to or during the first two weeks of the semester. The return proficiencies and proficiency levels for each clinical course are listed below:

If you are out a semester for **any** reason, you must test back in before beginning your clinical courses. Required testing prior to entering or repeating: NUR 215, NUR 241, NUR 323, NUR 341, NUR 351 and/or NUR 441:

Nursing 241: Physical Assessment (Head to toe): 80%	
Nursing 323: Physical Assessment (Head to toe): 80%	Interventions Skills List: 80%
Nursing 341: Physical Assessment (Head to toe): 80%	Interventions Skills List: 85%
Nursing 351: Physical Assessment (Head to toe): 80%	Interventions Skills List: 85%
Nursing 441: Physical Assessment (Head to toe): 80%	Interventions Skills List: 90%

i.e. Students who are successful in NUR 235 but not in NUR 215 must test out of NUR 235 prior to progressing to NUR 241.

The Student's requiring testing can then schedule the testing to take place prior to the start of the course. If the student is unsuccessful, one retake will be granted.

Any transfer student seeking transfer credit for NUR 235- Health and Physical Assessment, and/or NUR 241 – Adult Health I must successfully complete psychomotor testing (perform a head to toe physical assessment and/or validate nursing skills) to receive credit.

Revised 8/2012
Reviewed 8/2017

REPEATING COURSES

Students must successfully complete all required nursing courses in the nursing major to graduate with a major in nursing. A student may repeat a nursing course only once. A second course failure (in any nursing course) necessitates withdrawal from the major. Repeated courses must be taken in their entirety i.e. both academic and clinical components. Any student repeating a nursing course must hand in written assigned papers from the previous course at the time the new assignments are due. Students who *withdraw or fail* due to extenuating *circumstances* will have their situation reviewed by faculty for special consideration.

Revised August 2017

STANDARDIZED TESTS

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

- **ATI Assignments and Practice Assessments.** Students are required to complete all assigned ATI modules as indicated on individual course syllabi for selected classes and labs (due dates are course specific). Students must provide evidence of assignment completion at the beginning of the lab or class as indicated on syllabi.
- Weighting of ATI in each course is indicated on the course syllabus, students will receive full credit when they complete all ATI assignments and remediation indicated.
- If students have extenuating circumstances that make it impossible to submit ATI assignment on time, discuss this with your instructor and submit the evidence of completion at a mutually agreeable time.
- Focused reviews will be completed by the student after the Practice Assessment. Evidence of focused review completion must be submitted within two weeks of taking the Practice Assessment. Students **MUST** complete their focused review in order to complete the Proctored Assessment. Not all nursing courses require a focused review.
- **ATI Testing: All students are required to take the Proctored Assessment in specific nursing courses.** Assigned grades for proctored assessment are as follows:

LEVEL 3= 95%
LEVEL 2= 85%
LEVEL 1= 75%
Below level 1= 70%

An ATI Comprehensive Examination is given to all graduating seniors at the end of the spring semester as a measure of readiness to sit for the NCLEX examination. Graduating senior students must achieve satisfactory performance on the comprehensive examination prior to graduating as noted in their final course. Students may repeat the standardized comprehensive examination until successful. All senior nursing students must participate in the Capstone NCLEX Review as part of the senior level ATI coursework.

Revised 8/2018

STANDARDS FOR WRITTEN WORK

The Division of Nursing adheres to the guidelines for written work as stated in the latest American Psychological Association Manual (APA 7th edition). This publication may be purchased from the bookstore.

All formal papers must be word processed using the APA editorial style.

Students are to submit the **original and submit one copy electronically** of each formal required paper to the appropriate instructor. The original will be returned with comments and should be retained by the student for further reference. The copy will be retained by the instructor.

STUDENT AND TEACHER EVALUATIONS

At designated intervals, students will be expected to complete a self-evaluation for each clinical nursing course and to meet with the instructor with regard to their clinical progress.

Before grades are submitted to the Registrar, the student must have met **all** requirements for the course which includes a final clinical conference.

At the conclusion of each nursing course, all students evaluate the course and teaching methods as a means of improving the effectiveness of the curriculum. This evaluation is carried out in writing and is used by the Division of Nursing and the individual instructor to improve the course and ultimately the curriculum.

Revised 8/2012

SUBMISSION OF ASSIGNMENTS

If an assignment is not submitted directly to the appropriate instructor the student must have the Secretary or another faculty member place the time, date, and personal initials on the assignment. The Secretary or faculty member will then forward the assignment to the appropriate instructor. Failure to do so will result in application of the "Late Assignment" Policy.

TECHNICAL STANDARDS FOR ALL NURSING STUDENTS

Technical Standards for the Students in the Nursing Major

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

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

Commented [FM10]: When does this happen?

Reasonable Accommodations for Qualified Students with Disabilities

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

Technical Standards Competency Domains

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

Rationale: Effective communication is necessary to provide safe, high quality patient care in all healthcare settings.

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

2. Observation Competencies: The Technical Standards for Observation include meaningful participation in the classroom and clinical activities, interviewing skills, and accessing electronic, web-based and simulation information.

Rationale: Nursing student observation competencies include the knowledge, attitude, and skills necessary to provide quality and safe care to patients in all healthcare settings.

Students must be able to use and interpret information using diagnostic tools (i.e. sphygmomanometer, otoscope, stethoscope, EKG, IV's) to assess and evaluate physiologic conditions. Students must be able to discern signs and symptoms of disease, pain, infection and changes in patients' condition and safety concerns during a comprehensive or focused physical assessment, both in the live and clinical simulated situations.

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

Rationale: Nursing student Cognitive Competencies include demonstrating the knowledge, attitude, and skills necessary to provide quality and safe care to patients in all healthcare settings.

Students must be able to accurately follow course syllabi, assignment directions, patient protocols, and any action plan developed by faculty, staff and administrators, or health care agency staff. Students must demonstrate cognitive abilities related to course and program outcomes that indicate the student is able to carry out the nursing process. Students must be able to measure, calculate, reason, analyze and synthesize subjective and objective data to carry out the nursing process in a prompt and timely fashion.

4. **Motor Competencies:** The Technical Standards include the ability to demonstrate motor abilities in connection with the other identified nursing student competencies.

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

5. **Professional Competencies:** The Technical Standards include the ability to demonstrate professional abilities in connection with the other identified nursing student competencies.

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

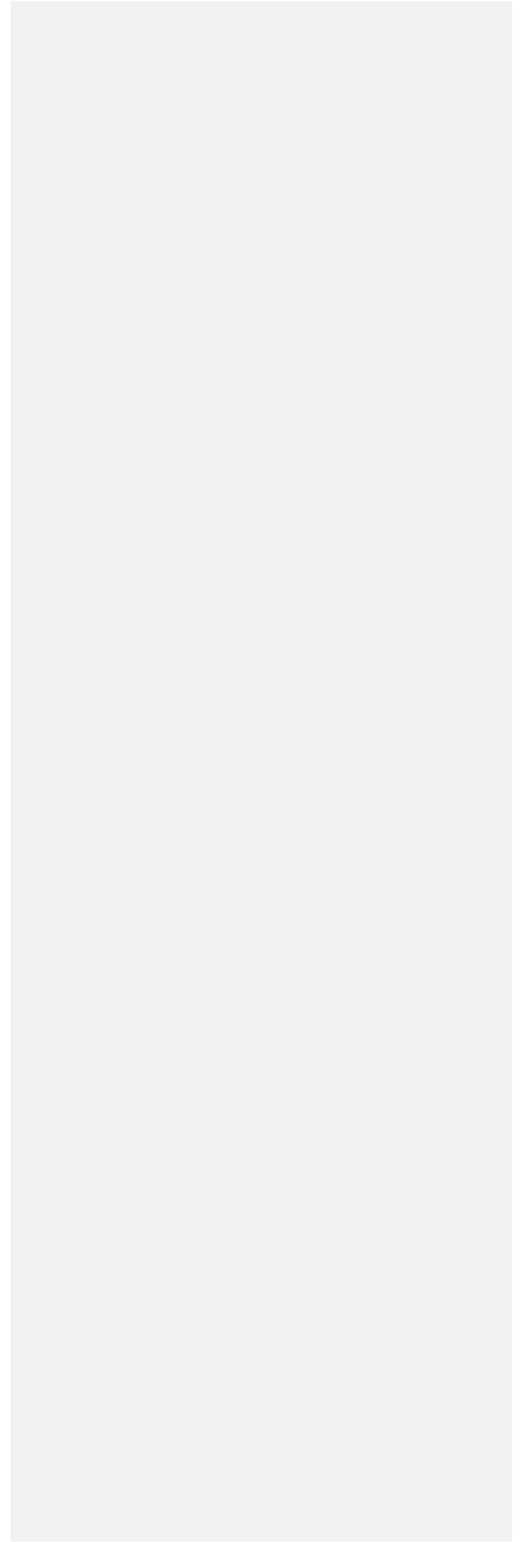
TRANSFER STUDENTS

Students who transfer nursing courses into the nursing major are required to be tested on both clinical and physical assessment skills before transfer credit is granted. Students who are unsuccessful will be required to take the course. Proficiency levels and fees are listed under the **RETURNING AND TRANSFER STUDENTS – PHYSICAL ASSESSMENT AND NURSING SKILLS POLICY** (found on page 44).

WITHDRAWALS AND COURSE ATTEMPTS

A grade of “W” and “WF” will be counted as a course attempt.

Section VI
General Policies



General Policies

CELL PHONE POLICY

Students are not encouraged to bring cell phones or other valuable items into the hospital. Clinical units have limited space and limited security for personal goods. Students will not be allowed to make personal phone calls while in clinical unless it is specifically during assigned break time. Recent clinical reports have noted that cell phones on standby have interfered with intravenous rates and monitoring equipment. The potential for injury to patients is great. Students can be contacted by unit phone in an EMERGENCY. Note: family and friends should not be calling to make arrangements for childcare or pickup. If the student needs to check in on his/her family, a student may take one five-minute break to use the payphone. If beepers are carried, they must be off or in vibrate mode.

Text messaging during class time demonstrates lack of respect for faculty and inattentive behavior. Faculty has the right to ask students demonstrating such behaviors to leave the classroom.

August 2008

CLINICAL AND CLASSROOM BEHAVIOR

Students are expected to behave professionally. This means the student adheres to the dress code and behaves in a manner that is fitting to the nursing profession. Students are expected to talk quietly and to be respectful of one another as well as patients. Students are not to argue or make unkind remarks about or to fellow classmates, staff, or faculty. Students are expected not to engage in behavior such as eye rolling or posturing to indicate disdain of a person or idea. Student behaviors that are threatening to faculty, staff or members of the professional community can result in expulsion from class or clinical.

August 2011

CLINICAL

It is the student's responsibility to:

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

FEES AND EXPENSES

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

- ATI Testing Fees
- Bandage Scissors
- CPR Course (including renewals as needed)
- Criminal Background Checks Yearly CastleBranch
 - Outside of NJ additional fees apply
- Drug Testing – required each semester
- Flashlight/Penlight
- Graduation and Pinning Expenses
 - Nursing Pin
 - Nursing Stole
 - Baccalaureate Robes
 - Graduation Fees
- Health Insurance Coverage with basic hospital and medical benefits.
- Student Malpractice Insurance <https://www.nso.com/>
- Liability Car Insurance
- Name Pin
- Nursing Convention
- Nursing Honor Society – if eligible for induction
- Physical Examination Fees
- School Uniform for Nursing Program
 - Visit Meridy’s Uniforms at <https://meridys.com/>
- Sphygmomanometer
- Stethoscope
- Hair should be worn up and away from the face
- Textbooks and supplies
- Transportation and Parking Expenses
 - Individual car transportation is each student’s responsibility. A car is required for the community health nursing courses.
- Watch with a second hand – no jewels

HEALTH POLICIES

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

Students who will be practicing nursing in a clinical setting must be cleared by the College Health Services before entering any health care agency.

Health clearance consists of a physical examination including necessary assessments and laboratory tests and a variety of immunizations and titers. This can be arranged through your private MD, Health Department (Bloomfield) or various clinics.

In order to conform to the NJ Department of Health requirements, each sophomore nursing student must be tested for **Rubella (German measles)** sensitivity using the **Rubella hemaagglutination inhibition test** or other tests approved by the Department of Health. Other evidence of rubella, such as date of disease will **NOT** be accepted. A copy of the laboratory result must be submitted. If the student is **NOT** immune to rubella he/she **must** receive this immunization and then be retested. Since it takes 60-90 days for the body to show immunity after the immunization, this test must be done in your freshman year, but no later than nursing orientation, if you are admitted into the nursing major.

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

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

An initial 2 step Mantoux is required of all students, after which the student is required to **submit proof of a negative Mantoux** (5 TU PPD) **yearly**. Students with a history of reaction or a positive Mantoux are to consult the school nurse for any additional screening.

Clinical agencies require that all nursing students receive an annual flu shot. Evidence of this must be submitted to L. Ruiz in the Division of Nursing office.

Bi-annual urine drug screening is also a clinical requirement from our agency partners.

Transfer students are to be completely cleared by the Division of Nursing and the Wellness Center before they will be allowed to attend clinical.

HEALTH CLEARANCES MUST BE COMPLETED BY AUGUST 15th OF THE YEAR ENTERING THE NURSING PROGRAM.

Commented [FM11]: When do students get this manual?

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

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

NEW JERSEY NURSING CONVENTION

Students in the generic program are expected to attend an Annual New Jersey Nursing Convention as part of their professional education. The cost of the convention is the students' responsibility. Registration fees are approximately \$100-\$200. Hotel is approximately \$80 per day.

Commented [FM12]: An ? shouldn't it be the NJSNA annual convention?

Commented [FM13]: Is that a discount?

NURSING LEARNING RESOURCE CENTER (NLRC/Nursing Lab)

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

Attendance at the Center is required as necessary to meet the course requirements. Students are to select a date & time from <https://signup.com/> Signup.com

Information based on required Learning Resource Center assignments may be included on quizzes or examinations at the discretion of the course instructors. Unless otherwise stated in the individual course descriptions, assignments in the Learning Resource Center will be considered part of the clinical study to be included in the clinical grade.

The hours that the Learning Resource Center will be open are posted on the bulletin boards in the Center and in the foyer of the Division offices.

During clinicals eating is prohibited in the lab. Please inform the Director if any equipment is broken or gets broken. We want to ensure that students are practicing with equipment that is safe. Students must seek permission from the Director of the lab to take pictures or video record.

PHOTOCOPYING

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

REGISTRATION AND ADVISEMENT

Nursing students are assigned a nursing faculty member for advisement. Sign-up sheets for student advisement will be posted (at the latest) several weeks week **prior to** the registration period on the bulletin board in the foyer of 74 Oakland Avenue. Students are expected see the faculty for advisement prior to the registration period. Students can meet with their advisors during faculty office hours. Prior to advising students should

1. Obtain an updated Progress Chart from the Registrar **prior to** meeting with your advisor.
2. Develop a tentative course schedule to discuss with your advisor.
3. Meet with your advisor.
4. Once you have registered, notify your advisor if you will be making any changes. An Add/Drop form must be signed.

NOTE: Only nursing faculty members may advise nursing students

RESEARCH AND THE USE OF HUMAN SUBJECTS

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

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

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

SNOW DAYS

In the unlikely event that classes are canceled or the College is closed due to inclement weather, such a decision will be announced on the Bloomfield College website (www.bloomfield.edu) in addition to the following:

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

If day classes are held but evening classes are canceled, the same stations will announce this information in the afternoon. **PLEASE DO NOT CALL THE COLLEGE SWITCHBOARD TO SEE IF CLASSES ARE BEING HELD.**

Students can also register with the College's Emergency Text Alerts using the following E2Campus link: http://www.bloomfield.edu/student_life/campussecurity/e2campus.aspx

STUDENT COMPLAINTS

Any student wishing to file a formal complaint regarding a course or any aspect of the program can review the complaint policy on the Bloomfield College website, and

Complaint Forms are found on page 67 of this manual.

TELEPHONE CHAIN

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

TRUTH IN ADVERTISING

The Frances M. McLaughlin Division of Nursing at Bloomfield College subscribes to a "truth in advertising" policy wherein publications or advertisements regarding the Division of Nursing, its

program, its faculty, and/or its achievements accurately represent the actual experience of the program and are supported by evidence.

UNIFORM DRESS CODE

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

DESCRIPTION OF THE SCHOOL UNIFORM

The uniform of the student consists of a uniform lab jacket with a white uniform top embossed with the school emblem and maroon trousers. A name pin is secured at the top of the pocket on lab jacket and a College picture ID is required. White shoes and socks are to be worn. This complete uniform is to be worn at all times while caring for clients. Students who require a modification of the uniform due to religious reasons must consult with the division chairperson.*

STREET DRESS FOR CLINICAL EXPERIENCES

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

SWEATERS

Sweaters should not be worn while giving direct patient care.

Revised 7/12

SHOES AND STOCKINGS

Regulation white shoes and stockings are worn with the uniform. Shoes must be kept clean and in good repair. Stockings are to be free from runs. Shoes with laces, ~~sneakers~~, sport shoes, sandals, or high heeled shoes are **NOT** acceptable. Fashion stockings and socks are not to be worn. No Crocs, and no backless shoes will be permitted.

Commented [FM14]: Even white sneakers???

NECESSARY EQUIPMENT

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

HAIR

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

HANDS

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

COSMETICS AND TATTOOS

Discrete cosmetics may be worn. No scented products should be worn. Tattoos should be covered by uniforms.

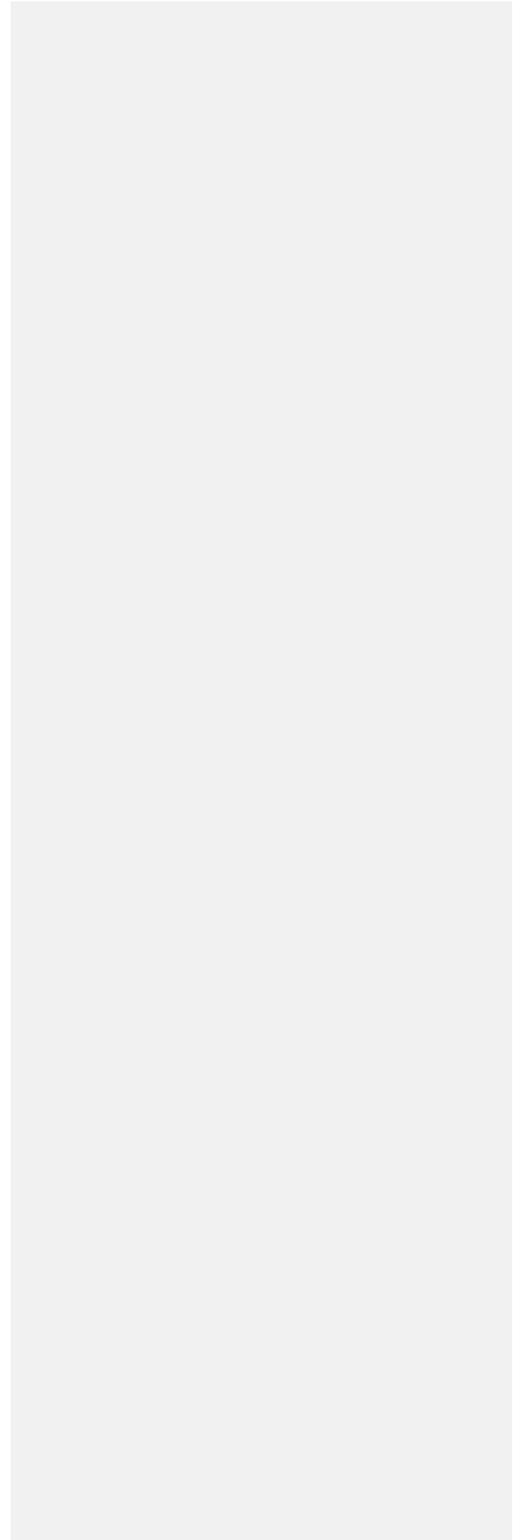
JEWELRY

A plain wedding band may be worn. Rings with stones are not acceptable. Religious items on chains may be worn if they are under the uniform below the collar line. Medical alert bracelet and chain may be worn. No other bracelets or chains may be worn. Only one pair of small gold, silver, or pearl button earrings are permitted with the uniform, no hoops are to be worn. No nose ornaments or tongue jewelry are to be worn in the clinical setting.

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

Revised 8/06

Section VII
Awards and Forms



Frances M. McLaughlin Division of Nursing Traditions and Awards

CONVOCAATION

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

PINNING CEREMONY

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

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

AWARDS – For certain Awards the Nursing GPA is calculated based solely on nursing coursework

Florence Nightingale Faculty Award

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

1. Demonstrates academic standing in upper 25% of the class.
2. Shows evidence of kindness, warmth, and caring.
3. Shows perseverance, determination, and leadership.
4. Shows interest and concern in the professional nursing program.

(Revised - 2017)

Commented [FM15]: When is this??

Frances M. McLaughlin Division of Nursing Alumni Award (Nurse With a Heart)

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

The recipient will receive a monetary award to be determined annually. The award is presented at the Pinning Ceremony by the President of the Frances M. McLaughlin Division of Nursing Alumni Association.

Commented [FM16]: I heard the alumni association was disbanded

Revised 8/20/17

Academic Recognition Award

The Academic Recognition Award is given by the Division of Nursing faculty to a student who has demonstrated outstanding academic performance in nursing courses. This student personifies the scholarly efforts required to attain such a prestigious standing in the class. This award is given to a senior nursing student and an RN nursing student who best meets the following criteria:

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

Pinning Speaker

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

Daisy In Training Award

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

Sigma Theta Tau International Honor Society of Nursing (STTI)

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

MEMBERSHIP INFORMATION:

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

STTI Faculty Advisor

Lorraine Flood, MSN, RN
Director, Nursing Learning Resource Center
Adjunct Faculty
College Hall, room 38

- **Sigma Theta Tau International Honor Society of Nursing (STTI)**

Iota Alpha Chapter

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

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

You are invited to join Iota Alpha Chapter to sustain the purposes:

- recognize superior achievement
- recognize the development of leadership qualities
- foster high professional standards
- encourage creative work
- strengthen commitment to the ideals and purposes of the profession of nursing

Membership Criteria

Undergraduate Students must:

- have completed ½ of the nursing curriculum
- achieve academic excellence (GPA of 3.0 or higher)
- rank in the upper 35 percentile of the graduating class
- meet the expectation of academic integrity
- demonstrated professional leadership potential

The purposes of Sigma Theta Tau International are:

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



**Sigma Theta Tau International
Honor Society of Nursing***

Membership Intent Form

_____ Chapter

Undergraduate Student

CRITERIA: Each undergraduate candidate for membership is required to meet the criteria for the undergraduate category of membership. Undergraduate students are required to have completed $\frac{1}{2}$ of the nursing curriculum, have achieved academic excellence (at schools where a 4.0 grade point average system is used, this equates to a 3.0 or higher), rank in the upper 35% of the graduating class and meet the expectation of academic integrity.

Name _____
(last) (first) (middle initial)

Present Address _____

City _____ State _____ Zip/Postal Code _____ Country _____

Permanent Address _____

City _____ State _____ Zip/Postal Code _____ Country _____

Phone _____ E-mail _____

Present Level in Nursing Program (circle one): Junior Senior

Undergraduate Nursing Courses Completed:

_____	_____
_____	_____
_____	_____
_____	_____

Under the provisions of the "Family Educational Rights and Privacy Act of 1974," I grant access to my academic record to the Chapter Governance Committee chairperson for consideration of my membership to Sigma Theta Tau International. I understand this invitation may be revoked between now and induction or thereafter if I am found guilty of a breach in academic integrity or other behaviors/actions inconsistent with the principles of the society.

Student's Signature

Date

Please attach to form two letters of support or membership endorsement forms. (At least one of the two endorsers is required to be a member of the nursing faculty. At least one of the two endorsers is required to hold active membership in Sigma Theta Tau International.)

* Option: A transcript may be required.

The purposes of Sigma Theta Tau International are:

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Sigma Theta Tau International
Honor Society of Nursing®

Endorsement for Membership

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

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

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

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

This candidate exhibits the following characteristics:

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

Signature _____ Date _____

Chapter Membership _____

Position _____

Relationship to Applicant _____

Comments (if desired):

***UNDERGRADUATE CRITERIA:** Each undergraduate candidate for membership is required to meet the criteria for the undergraduate category of membership. Undergraduate students are required to have completed 1/3 of the nursing curriculum, have at least a 3.0 GPA on a 4.0 grading scale, ranking the upper 35% of the graduating class, and meet the expectation of academic integrity.

***GRADUATE CRITERIA:** Each graduate (master's or doctoral) candidate for membership is required to meet the criteria for the graduate category of membership. Graduate students are required to have completed 1/3 of the required graduate curriculum, have at least a 3.5 GPA on a 4.0 grading scale or its equivalent, and meet the expectation of academic integrity.

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

AVAILABLE FOR JUNIOR STUDENTS – APPLY AT END OF JUNIOR YEAR

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

Linda Bonassi Scholarship Fund

PURPOSE:

To provide reward and recognition to an exemplary Nursing student of Bloomfield College. A \$500.00 stipend will be awarded to a student in good standing.

REQUIREMENTS:

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

- Be currently enrolled in a basic Registered Professional Nursing (RN) Program at Bloomfield College.
 - The scholarship should be used for tuition, fees, books, supplies and equipment required for the registered courses.
 - Student should hold a minimum GPA of 2.5 or greater.
- 1) Complete an Application Cover Page which includes:
 - full name
 - home address
 - home telephone number
 - email address, if available
 - anticipated graduation date
 - 2) Complete a resume which includes:
 - education
 - work experience
 - honors, scholarships, awards
 - community service
 - 3) Submit an essay that describes your career objectives, future goals and the contributions you hope to make to the Nursing profession. The essay must be a minimum of 250 words and typewritten.
 - 4) Supply two letters of recommendation: one must be from your Nursing clinical professor and the second from another professional, employer or community organization. The letter cannot be from a personal friend or family member.
 - 5) Submit a transcript or copy which includes last semester's grades.

Commented [FM17]: Who wrote these requirements?

Linda Bonassi Scholarship Fund

APPLICATION COVER PAGE

NAME _____

HOME ADDRESS _____

HOME TELEPHONE NUMBER _____

EMAIL ADDRESS (if available) _____

ANTICIPATED GRADUATION DATE _____

PROGRAM YOU ARE ATTENDING (include address) _____

Please send submission to:

**Clara Maass Medical Center
Director of Education
1 Clara Maass Drive
Belleville, N.J. 07109**

BLOOMFIELD COLLEGE: Student Complaint Procedures

PURPOSE

Bloomfield College is committed to enabling students to realize their intellectual and personal goals in a positive learning environment and to safeguarding conditions which will foster mutual respect and fair treatment. The College takes all student complaints seriously and reviews and responds to such complaints in a timely fashion. The purpose of this document is to provide students with the mechanism for expressing their concerns and to comply with federal and state laws as well as accreditation requirements.

DEFINITION OF "COMPLAINT"

A "**complaint**" is defined as a formal expression of protest, grievance, or dissatisfaction with a situation, decision or circumstance by which an individual or group perceives themselves as victims or recipients of unjust, wrongful, illegal actions/behaviors of another individual or group. Complaints may include but are not limited to: academic issues; mistreatment by fellow students or a college employee; wrongful assessment of fees; records, registration and grading errors; student employment issues; verbal or physical abuse or coercion; or any other violations of the Student Standards of Conduct or College policies.

PROCEDURES

Informal Inquiry (Step 1):

A complainant may select an informal or formal resolution process. An informal resolution process focuses on addressing the situation on a departmental level without a formal investigation. Whenever possible, students are encouraged to resolve an issue by having a calm discussion with the student, faculty member, or other person with whom there is an issue. It may be possible to resolve the issue without formal institutional action. The student should request an appointment with the other individual for this purpose. Resolution of an informal inquiry typically results in clarification of a misunderstanding or an apology from the respondent with assurance that the offending behavior will cease. If unresolved at this level, the student should request a meeting with the faculty member's division chairperson or the staff member's supervisor. If still unresolved, the student should proceed to the Formal Complaint process.

Formal Complaint (Step 2):

To initiate a formal complaint, a complainant should complete and submit the Student Complaint Form to the appropriate Vice President (see table below). The Vice President receiving the complaint will review the content included in this form and determine an appropriate response. The formal resolution process requires an investigation by the Vice President or his/her designee. The College will make every necessary effort to provide a preliminary response to the complaint within 48 hours. A permanent outcome of the complaint should be made available to the complainant within 30 business days. The student initiating a complaint must be the student who alleges she/he was treated unfairly.

A complaint, based on its nature, may be initiated *in person* through the Informal Inquiry or Formal Complaint process. A formal complaint must be submitted *promptly* via email to the appropriate individual listed in the table below. **Nature of Complaint**

- Complaint about a violation of or arbitrary or unfair application or use of a written College **academic** policy
- Complaint about a violation of or arbitrary or unfair application or use of a written College **student** policy
- Academic concerns (e.g., registration holds, advising, transfer credits, prior learning assessment)
- Mistreatment by a faculty member

- Complaint about academic/classroom facilities (e.g.,

Report to

- Dr. Michael Palladino, VP for Academic Affairs
Michael_Palladino@bloomfield.edu
- Dr. Patrick Lamy, VP for Student Affairs
Patrick_lamy@bloomfield.edu
- Dr. Michael Palladino, VP for Academic Affairs
Michael_Palladino@bloomfield.edu
- Dr. Michael Palladino, VP for Academic Affairs
Michael_Palladino@bloomfield.edu
- Dr. Michael Palladino, VP for Academic Affairs
Michael_Palladino@bloomfield.edu

Commented [FM18]: Michael goes here

**Bloomfield College
Student Complaint Form**

All complaints from students will be channeled to the appropriate Vice President. The Vice President receiving the complaint will review the content included in this form and determine an appropriate response. The College will make every necessary effort to provide a preliminary response to the complaint within 48 hours. A permanent outcome of the complaint should be made available to the complainant within 30 business days.

A complainant may select an informal inquiry or formal resolution process, as described in Steps 1-3 in the Student Complaint Procedures. An informal inquiry will generally result in a process that focuses on addressing the situation on a departmental level without a formal investigation. A formal resolution process requires an investigation by the appropriate College Officer (Vice President). Depending on the circumstances, both informal inquiry and formal resolution processes may be utilized.

Date Complaint Form Submitted

Date(s) of Incident Resulting in Complaint

First Name

Last Name

Student ID #

Summarize the nature of the complaint: Please specify the basis of the complaint. Include relevant dates and names of persons involved and witnesses, if any. Attach any supporting documentation required.

Desired Remedy:

Please provide a concise description of the desired outcome from the College's investigation of the complaint.

Copies also found on College website

Revised 8/2017

BLOOMFIELD COLLEGE HONORS PROGRAM APPLICATION

Commented [FM19]: What is the criteria?

Please type or print clearly the requested information in the right-hand column:

APPLICANT NAME	
STUDENT ID #	
EMAIL ADDRESS(ES)	
PERMANENT ADDRESS	
LOCAL ADDRESS	
TELEPHONE NUMBERS Cell Home Work	
ACADEMIC MAJOR (and minor, if any)	
ACADEMIC ADVISOR	
ARE YOU A FULL-TIME OR PART-TIME STUDENT <i>this semester</i> ? Full-time = 3 or more cu Part-time = fewer than 3 cu	
Names of Recommenders (2 are needed):	One recommender must be a faculty member.
Recommender #1	
Recommender #2	
ESSAY Type on a separate page Double-spaced	Please tell us: <ol style="list-style-type: none"> 1. Why you are interested in joining the Honors Program and what you hope to gain from being in the Program. 2. What you would contribute to the Program. 3. How your participation in service and leadership activities have enhanced your education and changed your view of the world.
DATE OF APPLICATION	
SIGNATURE	

SUBMIT YOUR APPLICATION TO:
Zachary Aidala, Ph D
Director Bloomfield College Honors Program
973.748.9000 x1105
zachary_aidala@bloomfield.edu

**RECOMMENDERS SHOULD BE ADVISED TO SUBMIT THEIR LETTERS OF REFERENCE
DIRECTLY TO ZACHARY AIDALA.
APPLICATIONS AND REFERENCE LETTERS WILL BE ACCEPTED VIA EMAIL.**

Revised 9-15-2020