

RUTGERS

School of Nursing

NEWSLETTER

December, 2020
Volume 9, Issue 9

Department of Student Engagement

Remote Semester in Review—Fall 2020

Surreal, challenging, amazingly productive, interesting, creativity—just a few words used to describe the RUSON remote Fall 2020 semester. We asked RUSON students, staff, and faculty about their experiences working and learning remotely this semester, and here's what they had to say:

Based on your experience, how was the remote semester overall for you?



The remote semester has both positive and negative aspects for me. In a way, I enjoy online classes because they take away the need to travel across campus. I'm so fortunate that other nursing students are living near Rutgers this semester, so we can get together (safely!) and practice for test outs. Sometimes it can be challenging, but I think adapting to the new normal makes us more resilient.

Julia Lombardi

New Brunswick Peer Mentor & RSNA PR Chair

Overall, I worked harder than I ever did. Being home meant 24/7 email. I think the students stayed in touch with me more than they would have before. But it was a good, productive semester.

Mary Kamienski

Specialty Director FNP in Emergency Care



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Is there anything you liked about the remote semester?



I enjoyed being able to engage in classes from the comfort of my own desk! Not having to rush around as much and being able to sleep in a little more has also been nice. I found that I had more freedom to structure my days the way I wanted them to go. I also found that I have been able to focus more on self-care and stress relief throughout the day which helps after you have been sitting behind a computer for 6 plus hours. Most importantly, having remote lectures has helped me appreciate all of the times I have been in-person for clinical.

Samantha DeMarco

Health, Outreach Promotion and Education (HOPE) Alcohol and other Drugs Peer Educator & Faculty Nominated Peer Tutor- RUSON



Remote Semester in Review (continued)

What was the most challenging part of the remote semester for you?

One of the challenges, which is probably consistent with many students, is finding a space with zero interruptions. Being in a home environment, you end up managing things that you wouldn't be in a classroom or office setting, such as barking dogs, neighbors knocking on the door, and family members popping into the room. It can be managed but not always perfectly controlled, and I've learned to be okay with that.

Jane Ferrick

Director, Office of Academic Success



In the beginning the technology was challenging but it's much better now.

Dione Sandiford

Clinical Learning Facilitator

**Do you have any tips or tricks for succeeding during the remote semester that helped you?**

Try to plan out as much as you can and stay organized. It is so easy to let all the work pile up. Personally, I love using planners and calendars to stay organized and motivated. It feels refreshing being able to cross off all the things I have accomplished in the day. Also, it is important to take time to yourself when needed. It is so easy to get overwhelmed. We must not forget the importance of self-care during these trying times.

Cathryn Garcia

Newark Peer Mentor Coordinator, University Senator, RUSON Senate: Senior Representative & Director of Correspondents: Men in Nursing



Making time for yourself—I ate lunch outside every day I could and watched a lot of baseball on TV.

Karen D'Alonzo

Associate Professor





RUSON Welcome Month Recap

BY ANGELIC MCDOWALL

Administrative Assistant, Student Engagement

September 2020 was RUSON’s first fully virtual welcome month!

We kicked off with the Dean’s Welcome Event for new incoming students on the Newark and New Brunswick campuses. Dr. Wendy Budin, Associate Dean for Entry to Baccalaureate Nursing Practice Division, and Dr. Kyle D. Warren, Senior Vice Dean – Administration and Student Services shared what students should expect in academic and professional development. Dr. Warren gave students three tips for being successful in the nursing program: (1) You must plan (2) You must communicate with us (3) You must work hard. Dean Budin connected with students about social and academic experiences at the School of Nursing and encouraged them to become involved in student organizations. When asked what she loves about nursing, Dr. Budin responded that she loves that nursing treats the entire person: the physical, emotional, and the psychological.

The Department of Student Engagement also hosted a “Get to Know Student Services” social media campaign and weekly “Trivia Knights.” Students had the opportunity to learn more about their resources at the School of Nursing and showed their knowledge of Rutgers fun facts. Ten lucky students won “I Heart Nursing” shirts for participating in the social media campaigns.

Our graduate students started the new semester connecting and supporting each other during their annual Graduate Student Mixer. They also learned time management techniques to prepare them for a successful semester. Virtual welcome month would not have been complete without the programs facilitated by student leaders on the Newark, New Brunswick, and Blackwood campuses. Programs included Coffee/Tea with Newark Peer Mentors, a Welcome Back Session with Blackwood Peer Mentors, and An Introduction to RUSON from New Brunswick Peer Mentors.





RUSON Welcome Month Recap

BY ANGELIC MCDOWALL

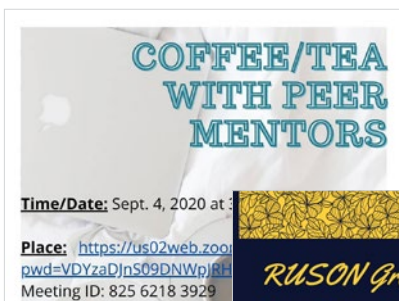
Administrative Assistant, Student Engagement

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School of Nursing Student Leadership Retreat Recap

BY LAURA STONE

Senior Student Program Coordinator for Student Engagement

On Sunday, September 27th the Department of Student Engagement held its annual Student Leadership Retreat. Approximately 50 student leaders attended that represented all of our student leadership organizations. This included the Student Senate, Peer Mentors, RSNA, and Men in Nursing, with representations from all of our undergraduate programs and campuses. At the Student Leadership Retreat, student leaders participated in a variety of sessions to support their leadership, professional and academic growth. These sessions included Balancing Life as a Student Leader, Résumé Building, a Leadership Communication workshop, and an Identity Mapping Activity.

The session Balancing Life as a Student Leader was hosted by the Office of Academic Success and explored the unique challenges of being a student leader while also maintaining a high academic standard. This workshop included sample schedules provided by peer tutors, tips on effective study habits, and a review of academic support resources that are available.

The Out of Hospital Residency Program hosted the Résumé Building workshop. In this workshop, student leaders learned about the various ways that including their student leadership experience on their résumés can be valuable to employers. Students also learned about the application processes for hospitals and other employers, ways to make their résumés stand out, and common mistakes that students can make in the application process.

The Leadership Communication workshop was hosted by the Office of Leadership and Experiential Learning. In this interactive workshop, students who were divided into breakout sessions had to find different ways of communicating when given different limits on means of communication. Student Leaders were able to take away that the methods and means of communication matter in how tasks are completed and learned to think creatively on how to best achieve their collective goals.

The last session was an Identity Mapping activity. In this session student leaders were asked to create a diagram that listed the most important aspects of their identity that they personally valued. This could include their interpersonal relationships, work/education, personality traits, cultural or religious identities, among others. Students were then encouraged to share these charts to be able to learn about each other and make connections between organizations and campuses.

The Department of Student Engagement would like to thank all students, staff, and presenters who made this event possible. We look forward to hosting the next retreat during the fall 2021 semester!



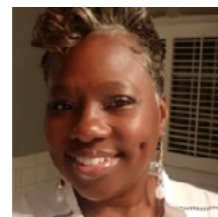
Cultural Competency Panel Recap

Members of the School of Nursing Alumni Association shared their expertise on the topic of cultural competency in a panel hosted on October 16, 2020. Here are some highlights from the panel!

Cultural competency is a fairly broad concept. Please share what cultural competency means to you.

“Cultural competency to me means recognizing your patient’s world view and providing care in a manner that acknowledges that. Culture expands beyond just race and ethnicity; it includes religion, food, and other norms.”

Mitchellene Swann, RN, MSN CPHQ – *External Quality Review Specialist, The Carolinas Center for Medical Excellence*



“The core of Cultural Competency is respecting the divinity of the person you are caring for and understanding how it may differ from who you are. Respect is the key to make sure that you both are working towards the same thing.”

Lois V. Greene, DHA, MBA, BSN, RN, NEA-BC, CPPS – *Director of Patient Safety & Clinical Risk Management, University Hospital*



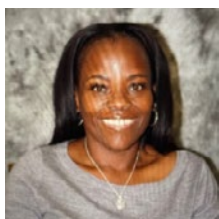
What are some steps that students can take in their clinical settings to implement cultural competency in their practice?



“Develop self-awareness, be aware of your prejudices, biases, and blind-spots and understand your patient’s needs and one of the ways the students could do that in a clinical setting is having a conversation with the patient at their bedside”.

Rahshida Atkins, PhD, RN, APN, FMP-BC – *Assistant Professor, The College of New Jersey School of Nursing, Health and Exercise Science*

What are the benefits of ethics and gender diversity in nursing?



“As you take care of patients who are different from your own, you become an advocate for your patient and that population. This is when you show up to programs which makes you aware that there are other things out there before yourself”

Shanda Johnson, PhD, APN-C, FNP
Assistant Professor of Nursing, New Jersey City University



“As nurses, we have an ethical responsibility to do no harm. Not understanding diversity is a safety issue.”

Rahshida Atkins, PhD, RN, APN, FMP-BC – *Assistant Professor, The College of New Jersey School of Nursing, Health and Exercise Science*



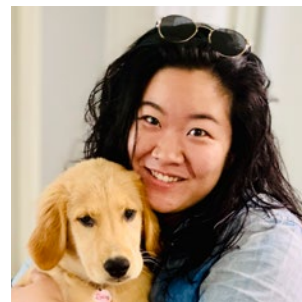
Dr. Margaret Ames



Dr. Bruce Ruck



Ms. Aishat Adeniji



Ms. Sakura Ando

Nursing During COVID-19 Panel Recap

BY TAYLOR SINKWAY

Student Engagement Graduate Student Intern

On Tuesday, October 27, the Department of Student Engagement hosted “Nursing During COVID-19,” a virtual panel discussion featuring a variety of practitioners in the field. Students and staff heard from **Dr. Margaret Ames**, RUSON faculty member and Chief Nursing Officer at RWJ Barnabas Health, **Dr. Bruce Ruck**, Managing Director of the NJ Poison Information and Education System, **Ms. Aishat Adeniji**, SON graduate student and Family Nurse Practitioner at Horizon BCBSNJ-Newark Employee Clinic, and **Ms. Sakura Roberta Ando**, SON graduate student and Labor & Delivery Nurse at the Valley Hospital. The panelists shared their experiences on the ground during the pandemic, what they know about the virus, and advice for future nurses.

As Dr. Ames pointed out, “nursing wasn’t easy before COVID, and this is a different kind of hard.” The panelists remarked that while they thought the CDC did a good job disseminating information that was based on science, the guidelines changed daily and it was easy to feel overwhelmed by constantly shifting safety procedures and knowledge about the nature of the virus. They emphasized the importance of remaining flexible and accepting that the guidelines were “the best answer today”, but might be different tomorrow.

The panelists also stressed that while we have come a long way since the beginning of the pandemic, there are still many unknowns about the virus. For instance, there is still so much to be discovered about the long-term effects of COVID-19, as well as how long people are immune post-infection. Dr. Ruck, who manages the NJ COVID hotline, knows of people who haven’t felt well for weeks and months after recovering from the initial virus symptoms. Ms. Adeniji mentioned that she has noticed a rise in post-COVID cardiovascular issues, including post-viral arthritis. In terms of unknowns regarding immunity, Ms. Ando said she had a mild case of COVID early on in the pandemic, but two months later tested negative for antibodies. There is still much research to be done.

The panelists were able to offer a lot of great advice for future nurses. They emphasized the importance of continuing education and lifelong learning to remain abreast of new research and developments in the field. In addition, the panelists highlighted the importance of prioritizing your mental health during such an uncertain, chaotic time, pointing out that you need to take care of yourself in order to take care of others. Some recommendations for self-care included taking a walk, meditating and relaxing with a pet. Most importantly, Ms. Adeniji stressed that as nurses, we have an ethical responsibility to do the right thing. Be a leader, wear a mask, practice social distancing and encourage those around you to do the same!



Prep and De-Stress with these December Events



RUTGERS

School of Nursing

Division of Student Services

December 2020

from
Dec 1

Final Exam Planning – Self-Guided Workshop

Access throughout the month of December via

<https://sites.rutgers.edu/sn-oas/final-exams/>

Open to all nursing students

Created by OAS Academic Coaches

Finals Tips & Review with the Peer Mentors

6:00pm-7:30pm

Webex: <https://go.rutgers.edu/6k0iwml>

Program for Blackwood students

Presented by Blackwood Peer Mentors

Dec 1

Dec 7

Quick Healthy Smoothies for the Busy Nursing Student

Tune in to our Instagram page @ru_engagedson

Open to all students

Presented by Student Engagement

Study Session

6:30pm-8:00pm

Zoom: <https://go.rutgers.edu/f51zm0hs>

Open to Newark traditional students

Presented by Newark Peer Mentors

Dec 7

Dec 9

Virtual Pet Therapy

1:30pm-2:30pm

Zoom: <https://go.rutgers.edu/4h6chsqc>

Open to all nursing students

Presented by Student Engagement

Destress with Skribbl.io

7:00pm-8:00pm

Zoom: <https://go.rutgers.edu/jywcashf>

Open to New Brunswick traditional students

Presented by New Brunswick Peer Mentors

Dec 10



@ru_engagedson



<https://www.facebook.com/ruengagedson/>



<https://nursing.rutgers.edu/students>



Building Your Academic Resiliency Skills Set: Lessons from Alumni

BY JANE FERRICK—Director, Office of Academic Success and
STEPHANIE PFEIFER—Academic Support Specialist

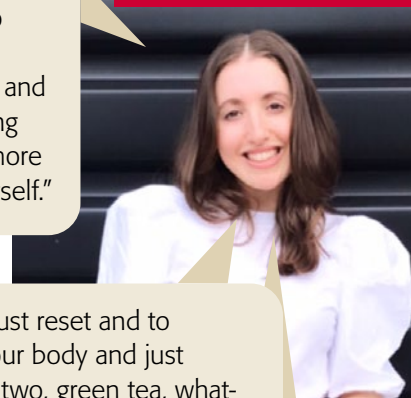
The Office of Academic Success had the opportunity to speak with three of our recent alumni who graduated just before and after the pandemic. As part of the conversation, we talked about the importance of self-care and what that looks like post nursing school. Overlapping themes for self-care described by SON Alumni follow a Resilience Skill Set from UPENN’s Positive Psychology Center which includes components of Self-Awareness, Self-Regulation, Mental Agility, Strength of Character, Connection, and Optimism.

Self-Awareness

The ability to pay attention to your thoughts, emotions, behaviors, and physiological reactions.

“Knowing where, how and when you’re filling up your cup to then be able to give back because nursing is a giving profession. And if you are just giving and giving and giving, and there is nothing left to give, then you can’t get any more so it’s important to take care of yourself.”

Chana Greenblatt, 2019



Self-Regulations

The ability to change one’s thoughts, emotions, behaviors, and physiology in the service of a desired outcome.

“Just giving your body the ability to just reset and to detox. To then be able to care of your body and just relax, drink a good cup of coffee or two, green tea, whatever you are into, just allowing yourself to just be and not go on to the next thing so quickly.”

Mental Agility

The ability to look at situations from multiple perspectives and to think creatively and flexibly.

“Take a look at what’s going on in my life and knowing that while this may have been the most incredible position and I have learned so much, but also just knowing that it’s okay to close a chapter.” - Chana Greenblatt 2019

Strengths of Character

The ability to use one’s top strengths to engage authentically, overcome challenges, and create a life aligned with one’s values.

“In nursing school, I had this grandiose idea of how I had to be someplace for two years to leave. I had self-imposed limiting beliefs and I have found that most of that stuff does not really exist. If you really want something and you really put your mind to it, you will find the opportunity to get it.”

Luke Lipari, 2019



Connection

The ability to build and maintain strong, trusting relationships.

“You need to talk about how you feel to your loved ones, your closest people that you feel comfortable talking to because it rests on your chest.”

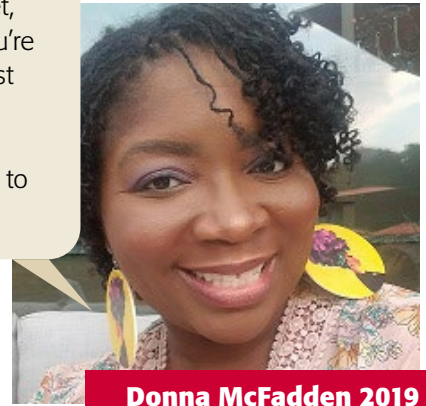


Building Your Academic Resiliency Skills Set: Lessons from Alumni (continued)

Optimism

The ability to notice and accept the positive, to focus on what you can control, and to take purposeful action.

“You have to take a moment to reset, you’re no good to yourself when you’re running on fumes. So even if it is just watching like a 30-minute clip, from your favorite show, you know, just something to kind of bring you back to reality that there is more to life.”



Donna McFadden 2019

Building a self-care routine in nursing school will supply a foundation for you to build upon in your nursing career. Visit the OAS Canvas page for self-care tools and tips to build your academic resiliency.

RESOURCES TO TRY TODAY



Mediation App that includes personalized frequency, rhythmic entertainment, binaural beats gamma waves, and 3D Sounds

synctuition.com



CLEARER
THINKING

Interactive tools and mini-courses that you can use to change your habits, make better decisions, and achieve your goals.

clearerthinking.org

LEARN MORE ABOUT RESILIENCE SKILL SET

Resilience Skill Set. (2020). University of Pennsylvania. <https://ppc.sas.upenn.edu/resilience-programs/resilience-skill-set>



**November
2020**

The Student Wellness Program

Timely Topic

Understanding Relationship Conflict In This Time Of COVID-19

Published by
**Employee Assistance Program
Student Wellness Program**

Piscataway (732) 235-5930
Newark (973) 972-5429
Voorhees (856) 770-5750

Services

- Student Counseling
- Educational Trainings
- Consultations
- Psychiatry Services
- Orientations
- Crisis Debriefing

Ways to relieve relationship stress

Begin a journal

Reach out to a trusted friend/family for support

Connect to your faith, pray and meditate

Resolve an issue that caused you to hold a grudge without constantly revisiting the hurt

Speak with a counselor to resolve family conflict

Incorporate mindfulness, yoga, guided meditation in your daily schedule

Exercise and follow a work out or exercise plan

In this time of COVID-19 pandemic, we are faced with innumerable uncertainties and forced to experience hardships we could not have ever anticipated. These uncertainties and traumatic sequelae that are the result of the pandemic inevitably bring increased conflict into our lives and relationships. COVID fatigue, stress, job or loved one loss all contribute to our distress. Conflict in and of itself is not bad. It may not be particularly comfortable at the time, but essentially involves a difference of opinions, beliefs or attitudes. These beliefs, attitudes or opinions in turn, can lead to strong feelings. Consequently, these feelings may serve to 'over ride' our thinking and lead to harsh or toxic reactions. Consider the last time you held a strong opinion that was challenged by a relative, partner or child! It is difficult to remain totally neutral in many of these situation if we believe our core beliefs may be challenged. Some common sources of relationship conflict are listed below:

- -Struggle with work/family life balance
- -Different communication styles
- -Finances
- -Unresolved arguments
- -Differences in parenting styles
- -Change in the Family Structure (ex. as a result of divorce, death, relocation, illness, etc.)

Unresolved conflict may lead to the following emotional consequences:

- Avoidance-In avoidance, we simply find ways of avoiding having to face uncomfortable situations, things or activities.
- Indecisiveness-not settling an issue; being ambiguous or vague
- Emotional eating-is defined as overeating in order to relieve negative emotions
- Anger-a strong feeling of annoyance, displeasure, or hostility
- Fear/Anxiety-an unpleasant emotion caused by the belief that someone or something is dangerous.

The benefits of healthy conflict resolution include:

- -more satisfying/healthier relationships
- -less anxiety, anger, and/or depression
- -more positive perception of yourself and others

Student Wellness Services

Remember the SWP is available to you and any family members residing in your household, should you be experiencing any stress-based events.

All services are free and confidential. Your school has already provided this as another benefit to

you. No information is shared with your academic program without written consent from you.

Not only is the SWP available for concerns related to stress, we also work with individuals, couples and families for reasons such as personal difficulties, relationship concerns, grief, anxiety management, parenting issues, time management,

and substance abuse.

Whatever your concerns, we are here for you. Feel free to reach out to us by telephone if you have any questions, concerns or would like to schedule an appointment.

**We're a phone call away.
1-866-EAP-UBHC
(1-866-327-8242)**



Showing Up for Abuse Survivors in the Healthcare Setting

BY KERRY CAMERER, MSW, LSW

Director, RBHS Office for Violence Prevention & Victim Assistance

Those in the nursing field, as with other health professions, have the unique opportunity to provide a safe and private space for those that have experienced violence. As a nurse, you will likely encounter victims/survivors of domestic violence, sexual violence, or previous child abuse (whether or not they disclose that history to you). Knowing this, nurses have the opportunity to bring trauma-sensitive practices to daily interactions with patients. Here are some ways that you can empower these patients to feel more comfortable or safe during your time together.

- Share Control & Information.
- Be transparent about each step of the examination or visit.
- Ask the patient about their comfort levels regarding aspects of their visit.
- Inform patients that they can stop or pause at any time. Let them develop ways to indicate they need a break.
- Allow them to share their needs and offer options or alternatives for them to choose.
- Display Respect & Boundaries
 - Before entering the room, remember to knock first and wait for permission to enter.
 - If gowns are used, ensure that there are sizes for all body types.
 - Ask for consent from the patient continuously throughout the process.
 - Watch for body language that indicates discomfort and be comfortable with checking in.
- Understand Sexual Abuse & Healing
 - Educate yourself on signs of abuse and the effects and symptoms of trauma.
 - A patient may not be ready or willing to disclose the abuse or trauma. Give them opportunities to make adjustments without having to share their stories.
 - All survivors do not have the same response to trauma, and responses can be different each visit. Identify how their needs may change over time.
 - Be willing to offer them options and resources to get help at a local domestic or sexual violence program.

The most important thing a nurse can do is show that they are willing to have the conversation about ways to make the patient feel most comfortable. RBHS VPVA offers a training about addressing interpersonal violence in these settings. If interested in this training, reach out to vpva@rbhs.rutgers.edu. Learn more about our office at <https://go.rutgers.edu/rbhsvpva>

Sources: Schachter, C.L., Stalker, C.A., Teram, E., Lasiuk, G.C., Danilkewich, A. (2008). Handbook on sensitive practice for health care practitioner: Lessons from adult survivors of childhood sexual abuse. Ottawa: Public Health Agency of Canada.

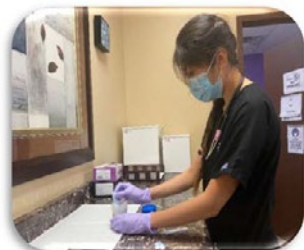


OUT-OF-HOSPITAL NURSE RESIDENCY PROGRAM



WINTER INSTITUTE | NURSING ELECTIVE | EXTERNSHIP | RESIDENCY

REGISTER: [NURSING.RUTGERS.EDU/RESIDENCY](https://nursing.rutgers.edu/residency)
 CONTACT US: NURSERESIDENCY@SN.RUTGERS.EDU



OUR SERVICES

The Out-of-Hospital Nurse Residency Program, funded by a grant from the Helene Fuld Health Trust, provides programs that give Rutgers University undergraduates an opportunity to receive information, education, and exposure to non-hospital settings and connects new bachelor's degree nursing graduates with career opportunities outside of hospitals.

Generally, new graduates have not pursued opportunities in out-of-hospital settings due to limited exposure in school.

This program will help new nurses begin their career in practice settings other than inpatient hospital environments by establishing immediate connections with preceptors at their new job while continuing professional development through continuing education and academic courses at Rutgers.

Through this grant, Rutgers work with the facilities to identify and train preceptors who coach the new graduates with the new graduates and provides education, support, and scholarship for new graduates through their first year of employment.

Out-of-Hospital Nurse Residency Program Project Staff



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OOH PROGRAM COMPONENTS

WINTER INSTITUTE

The Winter Institute is offered to junior, senior, and 2nd degree L2 & L3 nursing students. This program exposes students to out-of-hospital (OOH) settings consisting of shadowing nurses and clinical education classes.

NURSING ELECTIVE

This hybrid course is designed to examine concepts impacting the practice of nursing and healthcare delivery in OOH settings.

- 3 credits toward bachelor's degree
- Fosters career planning
- Opportunity to interact with future employers

For more details about the Spring Elective, contact Katherine Black, MSN, RN-BC, Clinical Assistant Professor.

EXTERNSHIP

The externship is a 9-week summer program paid for by the Helene Fuld Health Trust. The externship is offered to **juniors** entering their senior year in the fall. Externs will work and learn in an out-of-hospital setting.

NURSE RESIDENCY PROGRAM

The OOH Nurse Residency is a 12-month program designed to promote nursing careers in non-hospital settings for new bachelor's degree nursing graduates.

The program supports new graduates with the knowledge and tools to transition from student to a career in non-hospital settings.

Nurse residents are eligible for **two graduate courses** paid for by the grant after successful completion of the Nurse Residency Program and continued employment.



Follow Us on Social Media!



RUSON Student Engagement



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Contact Us!
student.engagement@sn.rutgers.edu



nursing.rutgers.edu