

RUTGERS

School of Nursing | Camden

Student Handbook 2016-2017

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SECTION I

Welcome to the Rutgers School of Nursing - Camden!

Our programs have excellent reputations and will equip you to succeed and thrive in the world of professional nursing. We hope that this handbook will help you in your program of study. Nursing students are responsible for understanding and following the policies included in this Handbook and in the Rutgers-Camden Undergraduate Catalog Academic Policies and Procedures (<http://catalogs.rutgers.edu>).

The faculty and I look forward to working with you and wish you success in your time with us.

Joanne P. Robinson, PhD, RN, FAAN
Dean and Professor

The Rutgers School of Nursing - Camden is fully accredited by the Commission on Collegiate Nursing Education and is approved by the State Board of Nursing of the State of New Jersey.

Commission on Collegiate Nursing Education
Nursing Education (CCNE)
One DuPont Circle, NW, Suite 530
Washington, D.C. 20036
202-887-6791
<http://www.aacn.nche.edu>

State of New Jersey
Board of Nursing
P.O. Box 45010
Newark, NJ 07010
973-504-6430
<http://www.state.nj.us/lps/ca/nursing>

The Rutgers School of Nursing - Camden Student Handbook is applicable to the Bachelor of Science in Nursing (BS) pre-licensure program, the RN to BS in Nursing program, the Accelerated BS in Nursing (ABS) program, the School Nurse Certification Program, the Wound, Ostomy, Continence Certification Program, and the Doctor of Nursing Practice (DNP) program.

Disclaimer:

Rutgers University and the School of Nursing-Camden reserve the right to amend any regulations, fees, conditions, and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. Students will be notified of substantive changes by their official Rutgers email address. The provisions of this handbook are not and may not be regarded as a contractual between the Rutgers School of Nursing-Camden and the students or its employees.

Acknowledgement of Receipt of Student Handbook

My signature below acknowledges receipt of the 2016-2017 Rutgers School of Nursing - Camden Student Handbook. I understand that I am responsible for reading and abiding by the information contained within the Student Handbook and the Rutgers University-Camden Catalog, both of which contain important information needed during my student experiences here.

Signed: _____ Date: _____

Printed Name: _____

Rutgers School of Nursing -Camden (SNC) Directory

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Part Time Lecturers (PTLs)

The full-time nursing faculty is supplemented by a number of well-qualified professionals known as PTLs. PTLs have a master's degree or a doctoral degree in nursing if they are involved in clinical courses or clinical supervision. Other supportive faculty with graduate degrees in related fields may participate on the nursing faculty team to enrich and augment nursing education. A listing is not provided here because clinical requirements and agency assignments change frequently.

About Rutgers School of Nursing – Camden

Mission

The mission of the Rutgers School of Nursing – Camden (SNC) is to prepare professional nurses who are knowledgeable, competent and innovative providers of care in the areas of health promotion, disease prevention, and care of sick and dying patients across the life span locally, nationally, and globally. This is consistent with the Rutgers University motto: Jersey Roots—Global Reach.

Vision

During the next decade, we envision a marked expansion of the SNC, not just through increased baccalaureate program enrollments, but through the establishment of graduate programs and an international reputation for excellence in nursing research and clinical scholarship.

Statement of Philosophy of Nursing

Nursing is a discipline and a profession that blends its own knowledge base with the knowledge of other disciplines. Because humans are holistic beings, nursing knowledge for professional practice involves, but is not limited to, the synthesis of empirics (science), aesthetics, ethics, and understanding of the self and others. In recognition of this human totality, professional nursing integrates arts and humanities with the findings of nursing research into the more highly developed, evidence-based practice required in a multicultural and global society.

In a free society, access to care and decision-making regarding one's care are rights, not privileges. Nurses, as professional leaders and advocates, have the individual and disciplinary responsibility to increase access to adequate care across the continuum of health promotion, disease prevention, sickness, recovery, rehabilitation, and end of life, especially for underserved populations. Each individual, regardless of economic or social status, has dignity and worth. Each must be recognized as an active participant in his or her health care decisions.

In addition to collaborating with care recipients, baccalaureate prepared nurses, as autonomous professionals, collaborate with professionals from other disciplines to promote optimal health and wellness among individuals, families, groups, communities, and larger societies. Education for professional nursing is best accomplished in an academic setting that encourages inquiry, discovery, and creative thinking. Within such a setting, the future practitioner can gain understanding and awareness of nursing roles and functions in society and become a contributing member through the development of individual potential.

Learning is the acquisition of knowledge and skills that results in behavior change and which nurtures intellectual curiosity. Early in the nursing student's education, courses in the humanities and in the natural and social sciences are integrated with the study of nursing in order to promote the appreciation of individuals as physical, psychological, socio-cultural and spiritual beings.

As co-learners, faculty and students should mutually respect each other in their designated roles. As role models for clinical practice and professional character, faculty members are responsible for creating a climate that encourages students to think critically, to communicate clearly, and to become increasingly self-directed learners. The faculty facilitates learning for students who possess a wide range of abilities and experiences. Faculty guide students in identifying and meeting their learning objectives, in applying what they have learned, and in becoming independent practicing nurses.

SECTION II BACCALAUREATE PROGRAM

The goals of the faculty are to educate graduates who will:

1. Integrate knowledge from the arts, humanities, and natural, cultural, social, and behavioral sciences that will inform assessments, diagnoses, interventions and evaluations of their nursing practice whether in health promotion, disease prevention, or care during sickness, illness, or disease across the life span, including end of life, in a variety of settings.
2. Use critical thinking and the nursing process to provide systematic evidence-based care to individuals, families, groups, and communities of diverse populations.
3. Use skills of inquiry, analysis, synthesis, informatics and patient care technology to direct clinical practice decisions.
4. Be competent in the manual and technical skills required in the practice site when providing direct or delegated care to patients.
5. Use communication, collaboration, advocacy, and mentoring skills to provide safe and high quality inter-professional care in the delivery of direct or delegated nursing care.
6. Employ scientific evidence, professional practice guidelines, professional standards, processes of quality improvement, ethical guidelines, and patient/client input in the planning, delivery, and evaluation of nursing care.
7. Engage in moral, ethical, and legal conduct appropriate for a professional nurse.
8. Value and demonstrate the tenets of professionalism including comportment, competence, accountability for direct and delegated care, leadership, participation in professional associations, and lifelong learning for excellence in one's choice of nursing practice, education, administration, or research.
9. Promote a positive image of nursing through appropriate self-care and comportment, as well as critique and response to negative nursing representations.

10. Maintain a global perspective regarding changes in health and disease patterns as well as advances in new and emerging fields such as genetics and genomics.
11. Be an informed consumer/participant in health care and social policy development that affects nursing resources for safe, high quality care.

Admission to the Nursing Program

4-Year Pre-Licensure (Traditional) BS Program

The 4-year track is designed for students who will enroll as freshmen and complete all degree requirements at Rutgers-Camden. Nursing courses start in the first year, with science, arts, and humanities courses integrated throughout the curriculum. Transfer students, upon admission, will be considered individually and a proposed course of study will be discussed and developed.

Accelerated Pre-Licensure BS Program (ABS)

The ABS program is designed for students who have attained a previous bachelor's degree and satisfy pre-requisite courses prior to enrolling. Students' progress through the nursing courses in four semesters, which includes summer session. Currently, students are admitted into either Fall (fall, spring, summer, fall) or Spring (spring, summer, fall, spring) cohorts. Pre-requisite course requirements can be found on the School of Nursing-Camden website.

RN to BS Nursing Program (for Registered Nurses)

The Rutgers School of Nursing-Camden welcomes Registered Nurse (RN) students. Upon admission each student will be considered individually and a proposed course of study will be discussed and developed.

The Rutgers School of Nursing-Camden RN to BS program is designed for those who have already completed their basic nursing education, have successfully passed NCLEX-RN, and are licensed registered nurses. Students apply directly to the program of their choice (Mercer, Atlantic Cape, Camden, and Online).

Transfer Credits

The following limits are set on the maximum number of degree credits transferable into the School of Nursing-Camden: No more than 60 credits from two-year institutions, no more than 90 credits from four-year institutions and no more than 12 of the last 42 credits earned for the degree may be transfer credits. A maximum of 90 credits may be transferred from any combination of two- and four-year institutions. Students who have completed nursing course credits elsewhere are evaluated on an individual basis. There is no guarantee that nursing courses taken elsewhere will transfer into the program. Matriculated students at Rutgers School of Nursing-Camden (SNC) are required to complete all coursework at Rutgers Camden, unless they receive permission in advance to take a course at another institution.

Compliances

Health Requirements

Adherence to the requirements for all students at Rutgers School of Nursing - Camden (Prior to enrollment, immunization and health testing information is needed to meet New Jersey law requirements and University requirements, and to assist in maintaining your health and the health of others you come in contact with while on campus.) These forms should be submitted as directed in your admissions materials.

The School of Nursing will provide additional directions on the submission of materials related to health records and other information required by clinical agencies. Minimally, students are required to utilize a secure online platform for immunization records, medical records and healthcare certifications. The student submits information, directly, to a tracking system managed by CastleBranch. Required documentation should not be submitted to School of Nursing personnel.

Directions for accessing the CastleBranch tracking system are as follows:

Go to <https://portal.castlebranch.com/RU21>

1. Click on the Package Selection tab.
2. Select "Camden" from the drop down menu.
3. Select the appropriate nursing program, (Accelerated, RN to BSN, Traditional, etc.).
4. Select the package from the drop down menu for the appropriate nursing program.
5. Review the summary of the package and payment information. Check the box acknowledging that you have "Read this information," then "click to continue".
6. Complete the requested information on the following pages.
7. Classification: Traditional students should select the year of anticipated graduation. (Example: Incoming Traditional sophomores from Fall 2016 would select Class of 2019.) Accelerated students should select the semester and year in which the program was started. (Example: Incoming ABS students Fall 2016 should select Fall 2016).
8. The Instruction Package will give a detailed outline with the package cost of approximately \$158.50 plus two additional co-pays for \$10 for PA Child Abuse Clearance and \$27.50 for Cogent Fingerprints. (Prices subject to change.)
9. Additional requirements include an online E-Learning HIPPA and OSHA training module.
10. Students must keep all documents current such as annual PPD, bi-annual CPR, RN license, bi-annual health insurance card, and current nursing Student Handbook acknowledgement page.
11. Castle Branch has its own mandatory education modules. Related work modules may not substitute for this.

It is the student's responsibility to upload all of the required documents into the CastleBranch tracking system by June 30, 2016.

NOTE: Only the forms on the Rutgers-Camden Nursing website can be used (<http://nursing.camden.rutgers.edu/students/student-health-forms>). These are the only forms that will be accepted. Please do not use personal physician's standard forms.

Summary of Required Documents

1. Physical exam, Immunizations, titers, 2 step PPD (7-30 days apart), and annual influenza or flu vaccine (between late-August and 10/30). Students can either go to a primary health care provider, or Campus Health Services. Even if a primary health care provider is used, the student must make an appointment with Student Health Services at 856-225-6005 for a “Nurse Review” to ensure that all the requirements/forms/labs are completed before they are uploaded to CastleBranch.
2. CPR card –Must be American Heart Association (Health Care Providers/BLS Providers Course) and must include student signature. Students must take an in-person/hands-on course.
3. Background Check and Urine Drug Screen; should any problems be encountered with either the Background Check or Urine Drug screening, for undergraduate students contact the undergraduate Director of Clinical Operations. DNP students contact DNP Director, RN to BS students contact RN to BS Director.
4. Proof of personal Health Insurance, with last name matching the name on the card. (If name does not match that of the primary card holder, further proof of coverage may be required).
5. Copy of signed Student Handbook Acknowledgement for the upcoming school year is required annually, each year in September it is updated.
6. Requirements subject to change based on the needs of Rutgers School of Nursing-Camden clinical affiliates.

Drug Screening

In the event of a drug screening result indicating use of an illegal drug or controlled substance without a legal prescription, students will not be permitted in the clinical setting. If the student is a licensed/registered health professional, a report will be made to the Professional Licensing Agency in the state(s) in which the applicant holds a license.

Immunizations

Measles /mumps /rubella: Serologic proof of immunity (titers) to measles, mumps and rubella are required. If possible, documented dates of 2 MMR (measles, mumps, rubella) vaccinations given after the first birthday.

Varicella: 2 doses more than one month apart. If student has had the disease, a titer is required.

Diphtheria, pertussis and tetanus: Documentation of a primary immunization series. The last booster must be within 10 years.

Tuberculosis: One of the following is required: 2 step PPD TB Skin Test (7-30 days apart) OR QuantiFERON Gold Blood Test, OR T-Spot Test. If positive results, provide a clear chest x-ray (lab report required) or proof of treatment. Please consult with Rutgers Student Health Services - Camden for evaluation and treatment as indicated. The renewal date will be set for 1 year. Upon renewal, one of the following is required: 1 step PPD TB Skin Test, OR QuantiFERON Gold Blood Test, OR T-Spot Test. If previous positive results, provide completed TB Questionnaire from Rutgers Student Health Services – Camden.

Hepatitis B vaccine: A 3 dose series is required. Serological proof of immunity (titer) to HEPATITIS B virus will meet this requirement (Hepatitis B surface antibody only).

Meningococcal vaccine: Required for all undergraduate, graduate, and transfer students who are new to Rutgers University and are new to University housing. The CDC recommends a booster dose (additional) if it has been 5 years or more since your 1st dose.

Flu Vaccine: Required annually between August and October 30th. A waiver is to be signed if there is a medical contraindication.

Medical contraindications permitted for waiver of any of these vaccines include: immune deficiency, pregnancy, or anaphylactic allergy to one of the vaccine components.

Criminal background check, child abuse clearance and fingerprint background check

All pre-licensure students are required to have a criminal background check, child-abuse clearance and fingerprinting through the School's approved vendor, CastleBranch, <https://www.castlebranch.com/>, upon acceptance to the nursing program. Results will be sent directly to the Rutgers School of Nursing –Camden. The Rutgers School of Nursing must receive the CastleBranch report by June 30th*. The use of background checks and clearances on individuals working in clinical settings is one of the means agencies use to help protect their clients/patients. Several accrediting bodies have established a mandate that agencies include nursing students in criminal background checks and clearances. The School will confidentially notify the clinical agency if the student has an event that requires reporting to the agency. The clinical agency is solely responsible for determining whether or not the student is permitted to participate at the agency. Although the School of Nursing will work collaboratively with agencies to find a suitable agency placement, some offenses may interfere with the student's ability to participate in required clinical activities. Clinical agencies may require additional background and other clearances.

Students who hold a New Jersey RN license are required to have appropriate clearances as a condition of licensure. The School of Nursing currently requires no additional background checks. Clinical agencies may require additional background check and other clearances.

WOCNEP students are also required to meet health and background check information with CastleBranch. Specific information for WOCNEP students will be shared by the WOCNEP program director. CastleBranch will be used by WOCNEP students. Students will need to set up an account with CastleBranch. A special WOCNEP package code will be shared by the WOCNEP program director.

*Dates subject to change based on nursing program and enrollment start date.

Academic Policies

Office of Nursing Student Success (ONSS) /Academic Advisement

Undergraduate students are encouraged to seek academic advisement every semester prior to registering for courses. Graduate students should seek advising from their program director. It is the students' responsibility to be familiar with program requirements. Appointments for academic advising can be made through the Administrative Coordinator for the Office of Nursing Student Success (856-225-6281) or by emailing onss@camden.rutgers.edu.

Students enrolled in any of the undergraduate programs are advised by academic staff assigned in the Office of Student Success. Students enrolled in Honors College should meet with staff in ONSS as well as an advisor in Honors College assistant dean. All changes in a students' curriculum plan (Withdrawals/Drop/Add) must be approved by staff in ONSS. Students who do not seek advisement risk not being able to progress or graduate on time due to insufficient coursework, credits, and completion of requirements.

Students are also required to meet with the staff in ONSS for issues related to admission, progression, honors/awards, scholarships, remediation, graduation, and licensure. Students are encouraged to make an appointment with personnel in the Office of Nursing Student Success if they have difficulty with course work or need help with study skills, etc. by emailing onss@camden.rutgers.edu or by calling 856-225-6281.

Academic Integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. This academic integrity policy is designed to guide students as they prepare assignments, take examinations, and perform the work necessary to complete their degree requirements.

The University administration is responsible for working with faculty and students to foster a strong institutional culture of academic integrity, for providing effective educational programs that create an understanding of and commitment to academic integrity and for establishing equitable and effective procedures to deal with allegations of violations of academic integrity. The faculty shares with the administration the responsibility for educating students about the importance and principles of academic integrity. Faculty members are expected to inform students of the particular requirements regarding academic integrity within their specific courses, to make reasonable efforts to minimize academic dishonesty, and to respond appropriately to violations of academic integrity. Faculty members are strongly encouraged to provide a statement concerning academic integrity and a link to the Academic Integrity Policy on their course syllabi.

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also

encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

The School of Nursing Camden follows the Academic Integrity policies and procedures of the University. A full description of the academic integrity policy, disciplinary process, and resources for students can be found on the University website:

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>.

Academic Policies

Scholastic Standing is determined at the conclusion of each semester (DNP students see section IV of this handbook)

1. Poor Academic Standing policy

Poor academic standing: Students who fail to earn a C+ or better in nursing courses and a C or better in required non-nursing courses are in poor academic standing. To register for clinical courses, students must be in good academic standing. Students in poor academic standing are required to meet with ONSS staff to develop a remediation plan for improving academic standing. Remediation plans must be satisfied within the specified timeframe to allow for student progression. To graduate from the program, students must be in good academic standing.

Students whose term or cumulative grade point average is below a 2.00 are also defined as having poor academic standing and can be placed into 4 different scholastic standing categories: academic warning, academic probation, continued probation or dismissal.

2. Academic Warning Policy (DNP students see section IV of this handbook)

All students who earned a term/semester grade point average of below a 2.00, REGARDLESS OF cumulative grade point average, are placed on academic warning. Students are sent a letter via email notifying them of their academic warning status for the upcoming semester.

Students will be removed from academic warning once they achieve a term/semester grade point average during the next full academic term (either Fall or Spring) of at least a 2.00 provided that their cumulative grade point average is at least a 2.00 as well.

3. Academic Probation Policy (DNP students see section IV of this handbook)

All students who have a cumulative grade point average of under a 2.00 at the end of the term are placed on academic probation. This is provided that the student was either in his/her first term at Rutgers or had a cumulative grade point

average of at least a 2.00 at the conclusion of the prior full academic term.

Students will be removed from academic probation if their cumulative grade point average is at least a 2.00 at the conclusion of the probation term.

Students on academic probation who do not earn a cumulative grade point average of at least a 2.00 at the conclusion of the probation term will either be dismissed from the university or placed on continued probation depending on the decision of the Faculty Committee on Scholastic Standing. Students will be notified in writing via email as to the decision.

4. Continued Academic Probation Policy

Students who are placed on continued probation are sent specific requirements as to what term grade point average they must achieve, the maximum number of credits for which they are allowed to register and any additional conditions such as meeting with university staff members on a regular basis, or completion of an academic remediation plan.

Students who are placed on continued probation are required to earn a 2.00 term GPA, register for no more than 12 credits and meet on a regular basis with an Academic Advisor to develop an academic plan for the upcoming term.

Students who fail to meet all of the conditions of their continued probation will be dismissed from the school unless they also raise their cumulative grade point average to at least a 2.00.

Students who meet all of the conditions of their continued probation, but who still have a cumulative grade point average of below a 2.00 will be placed on continued probation for an additional term or may be dismissed from the school.

5. Dismissal Policy

Students may be dismissed from the School of Nursing Camden for any one or more of the following circumstances:

- a. The student fails to meet the conditions of their probation or continued probation status.
- b. The student has not met the conditions of their academic remediation plan.
- c. The student fails more than one required nursing course (either the same course or two different courses).
- d. The student fails the same required non-nursing course twice.
- e. The student fails two required non-nursing courses.
- f. The student fails a required non-nursing course and a required nursing course.
- g. The student fails to uphold the standards of the nursing profession.

Attendance Policy

University Policy, 10.2.7 COURSE ATTENDANCE

(DNP students see section IV of this handbook)

- A. Attendance at all regularly scheduled meetings of a course shall be expected. A student shall be permitted to make-up required exercises and examinations missed as a result of absences when these are authenticated. Each college or school shall designate an appropriate authority to authenticate the reason for absences from any regular part of a course including final examinations.
- B. It is the policy of the University not to cancel classes on religious holidays. However, students should exercise their own judgment as to attendance in accordance with the dictates of specific school or program policies and requirements governing class attendance. Generally no public ceremonies should be scheduled for these religious holidays. In any case, any ceremonies necessary on these days should be cleared through the Executive Vice President for Academic Affairs or the appropriate campus Chancellor.

It is also the policy of the University, when consistent with specific school or program policies and requirements governing class attendance, to excuse without penalty students who are absent because of religious observances and to allow the make-up of work missed because of such absence. Except when related to clinical assignments, examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

- C. The President of the University or an official appointed by him or her is authorized to cancel classes at the University or any part thereof in the event that weather conditions so dictate.
- D. The recognized grounds for absences from class are:
 - 1. Illness requiring medical attention.
 - 2. Curricular or extracurricular activities approved by the faculty.
 - 3. Personal obligations claimed by the student and recognized as valid.
 - 4. Recognized religious holidays.
 - 5. Severe inclement weather causing dangerous traveling conditions.

Attendance Policies Related to Nursing Courses

Students must be registered for class in order to attend. Students who do not appear on the roster should be directed to the Registrar to address their registration issues.

Course Absences: Students are expected to attend all lectures, to be on time, and to stay for the entire class. If unable to attend class, students are expected to inform the course professor by email. Students will be asked to provide course faculty with reasonable documentation regarding their absences. Students are responsible for the missed

material.

Clinical Absences: It is the expectation of The Rutgers University School of Nursing-Camden (SNC) that students attend all clinical activities, as clinical learning is considered essential to the completion of the nursing program. The SNC expects that its students will recognize that they have entered a profession in which commitment to full participation in the learning environment is an essential component of what will become a style of life-long learning. Students should not expect to be excused from required coursework for personal/family events.

In extraordinary circumstances an absence may be excused at the discretion of the theory instructor and clinical instructor collaboratively. The request may be reviewed by the Program Director and Associate Dean, as necessary. This policy is designed for special circumstances and it should not be considered a guarantee that a student will be granted the permission.

Students should note that any absence from a clinical experience or clinical lab may place the student in jeopardy of not satisfying the minimum course requirements thus resulting in possible failure. If a student must miss time due to illness or personal emergency, it is the responsibility of the student to call the clinical instructor/preceptor as well as the assigned unit/clinical site prior to the start of the clinical experience. Proper documentation will be required for any absence to be considered excused (Health Provider note, etc.)

A student will receive a clinical warning for the following:

- Any student who does not receive prior authorization for their absence (non-excused)
- Any student with two clinical absences (excused or non-excused). Two clinical absences place the student in serious jeopardy of being unable to complete clinical objectives.

All clinical absences, whether excused or unexcused, will require a make-up assignment. The theory instructor, in consultation with the clinical instructor, will determine the nature of the clinical make-up experience. Decisions regarding clinical makeup assignments are based on the student's progress in meeting course objectives as determined by the clinical instructor. It is the student's responsibility to follow up with the clinical instructor regarding make-up assignments.

Social Media Policy

The School of Nursing Camden recognizes the important role of social media as a communication and collaboration tool. Students who participate in social networking are expected to abide by a common sense of respect for all persons and the policies described below.

Definition:

Social media are various types of electronic communication created and shared by users. Social media include, but are not limited to, social networks such as Facebook; video

sharing through sites like YouTube, Instagram, Vine, Keek, Tumblr; photo sharing on sites such as Flickr; audio sharing through podcasts, soundcloud and other venues; professional networks such as LinkedIn; user created pages such as Wikis and Wikipedia; public comment on webpages such as allnurses.com; social bookmarking through Diggit and similar applications; blogs and Twitter and similar forms of information sharing.

Code of Conduct regarding social media:

Professional standards of behavior apply to social media use. Students are responsible for the content they post or promote in any online form. HIPAA guidelines apply to social media and prohibit the sharing of identifiable, confidential and any patient information. Students are to refrain from accessing or using social media at clinical sites. The National Council of State Boards of Nursing has developed guidelines for nurses and nursing students for using social media responsibly.

Guidelines for Social Media Use:

1. Patient privacy and confidentiality must be maintained online. Students may not post or transmit any patient information.
2. Patients should never be videotaped or photographed.
3. Students should safeguard personal information by utilizing privacy settings when available.
4. Anonymity does not exist; postings can be accessed broadly and indefinitely. Be aware that anyone, including colleagues, educational institutions and employers may be able to view content, regardless of your intended audience.
5. Students must observe and maintain boundaries with patients in accordance with ethical and professional guidelines.
6. The National Council of State Boards of Nursing has developed comprehensive guidelines for nurses and nursing students for using social media responsibly. They can be found online at https://www.ncsbn.org/NCSBN_SocialMedia.pdf

Independent Study

What is an Independent Study? In an Independent Study Course, a full-time faculty member acts as guide, mentor or facilitator on a study project initiated by the student. The final design of the course plan may be worked out between faculty member and student, but it is the students' responsibility to make the initial proposal, to approach a suitable faculty sponsor, and to manage their own work throughout the assigned timeframe (Appendix C).

Who is eligible? Any School of Nursing student is eligible to request an independent study. Additionally, a current GPA of at least 3.0 is strongly encouraged.

Are there other restrictions related to taking an Independent Study? No more than 6 credits of Independent Study can be counted toward graduation requirements.

Faculty role Faculty members are not obligated to serve as independent study advisors and they receive no compensation for doing so. Providing this type of mentoring is a personal investment based on confidence that the student will effectively manage the

process and produce high quality work. Just as with any other professional mentoring situation, it is important that the student recognize this placement of trust and make every effort to meet or exceed expectations.

What is necessary to put forward a proposal? Following are four recommended steps to take the student from an idea through the proposal and to enrollment in an Independent Study.

STEP #1. Two of the most common types of independent study are shown below with specific features to include in a

<p>A proposal for Research with a Faculty Member:</p> <ol style="list-style-type: none"> a. Specify a <u>research question</u> a clear statement of the specific issues you plan to investigate and why this is interesting and important. The question should have both practical and theoretical significance. b. Provide <u>background</u> to this question in a brief summary of previous related research. Include a reference list from both academic journals. c. Explain the <u>methodology</u> you plan to use in your investigation of the topic (i.e. surveys, readings, interviews, etc.). The more detail you can provide, the better. d. Provide a clear <u>timeline</u> that shows responsibility for deliverables on specific dates throughout the time of the project. These might include deadlines for written work or presentations, or scheduled progress meetings at which to review specific portions of the work and receive feedback. e. Describe the anticipated <u>benefits</u> of the project – the expected outcomes for your own learning and its fit in your educational program, as well as the potential contribution of resulting information for other researchers and business people. 	<p>A proposal to study specific information for which no class is currently offered:</p> <ol style="list-style-type: none"> a. Describe the <u>body of knowledge</u> you want to study, including why this is important to your overall program of study. This should include an overview of available courses that you have investigated and verified they do not cover what you are seeking. b. List proposed <u>sources for information</u> you want to study. This could include books, articles in professional journals, academic research articles, and others. Include full bibliographic information along with your reasoning for use of each source. c. Specify the <u>final product</u> of your work and intended audience (written paper or chapter on the topic, oral presentation to a class, related business proposal, etc.). d. Provide a clear <u>timeline</u> that shows responsibility for deliverables on specific dates throughout the time of the project. These might include deadlines for written work or presentations, or scheduled progress meetings at which to review specific portions of the work and receive feedback.
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<p>(For this type of project, you would seek out a faculty member who does related research)</p>	<p>e. Describe the anticipated <u>benefits</u> of the project – the expected outcomes for your own learning and its fit in both your education program (as referenced in item a), and your career ambitions after graduation.</p> <p>(For this type of project, you would seek out the faculty member whose area of teaching and research is most closely related to your topic area)</p>
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STEP #2. The student submits (1) a completed application form, (2) an unofficial transcript, and (3) the proposal following guidelines above to a full-time faculty member. The faculty member may agree to the proposal, suggest further discussion and possibly revisions, or decline involvement. NOTE: The application should be submitted to the faculty member during the time of pre-registration for the semester in which the work will occur.

STEP #3. If the student and faculty member reach agreement on the Independent Study, documentation of their agreement is sent to the Dean/Associate Dean who may request additional information for clarification or simply initial the application and, if desired, retain documentation in a central file for later reference.*

STEP #4. If given a “go-ahead” on the proposal (form is signed by faculty member and by the Dean/Associate Dean), the student contacts the Administrative Coordinator for the ONSS to obtain the Special Permission Number required for the student to enroll in the course.

Then what happens? With enrollment complete, the student begins the work on the agreed project. It is the student’s responsibility to set all necessary appointments with the faculty mentor and manage time commitments to adhere to the proposal timeline.

Completion: The student provides deliverables according to the descriptions and deadlines put forth in the final, approved proposal. High quality work is expected. Simply completing the work is no guarantee of an A grade. When the student and the faculty mentor agree that the work is complete, the faculty member assigns a grade and submits that to the registrar for posting to the student’s record. To allow for any needed discussions at this point in the process, it is wise to schedule completion of the planned work a week or more before the standard grade submissions for that semester.

Progression in the Pre-Licensure Nursing Program

Nursing Courses

Nursing courses designated as School 57:705 must be taken in the sequential order listed on the appropriate program template. To enroll in the next semester nursing courses, a grade of a C+ or better must be earned in each nursing courses. To register for any clinical nursing course, students must be in good academic standing.

The curriculum has been designed so that the theory and laboratory components of the course support each other to facilitate understanding and application of materials. Therefore, a grade of less than C+ in a nursing theory course will result in the assignment of a grade of “no credit” for the co-requisite nursing laboratory course. Likewise, failure of a nursing laboratory course will result in the assignment of no credit for the co-requisite nursing theory course. Both the failed course and the course for which no-credit is assigned must be repeated if the student remains eligible for progression in the program. Students who fail the nursing laboratory course for documented unsafe practice are subject to administrative/faculty review for dismissal from the nursing program. Students who fail more than one nursing course or who fail the same nursing course twice are subject to program dismissal (see academic policies).

Non-Nursing Courses

Successful completion of non-nursing courses taken to satisfy School of Nursing requirements is considered to be a grade of C or higher. If a student fails to earn a grade of C or higher in a required non-nursing course, the student may repeat the course one time. If the student does not earn a grade of C or higher when repeating the course, the student is dismissed from the school of nursing. Non-nursing required courses must be taken in the sequence outlined on the 8 semester program template, with the exception of transcultural courses and general education requirements (civilization and heritage requirement, literature fine arts requirement and free electives).

Grading

Passing grades for school 57:705 undergraduate nursing courses are a C+ or higher. Passing grades for non- nursing courses for the program are C or higher.

Grading format – Nursing Courses

A	90-100	Outstanding
B+	85-89	Good
B	80-84	Good
C+	75-79	Passing
C	70-74	Failing
D	60-69	Failing
F	59 and below	Failing

Note: a grade less than C+ in a nursing course is considered a failure. A grade of less

than C in a non-nursing required course is considered a failure. If a student fails a theory course with a grade of less than C+, the student will receive no credit (NC) for the clinical portion of the course. Nursing theory courses may not be taken without their corresponding clinical component.

Student Conduct

In the event of academic, clinical, or interpersonal misconduct, an academic improvement plan will be developed by the clinical or theory faculty, course director, Director of the Office of Student Success and the Associate Dean. Failure to comply with the terms of the academic plan will result in course failure, dismissal from the nursing program, and/or a formal complaint for violation of the University's Code of Student Conduct

<http://studentconduct.rutgers.edu/disciplinary-processes/university-code-of-student-conduct/>

Student Grievance

All academic concerns and complaints are taken seriously and nursing faculty are highly responsive and supportive of all parties involved. The classroom, clinical, or laboratory instructor has the responsibility for assignment of grades. Students have the right to know the components of their final grade, to be graded fairly, and to understand why they were given a particular grade.

If students have an academic concern or complaint during the nursing program, they should communicate with individual faculty and administrators in the order outlined below:

1. Discuss a resolution with the course instructor(s). If unresolved:
2. Discuss the matter with the program director. If unresolved:
3. Discuss the matter with the Director, Office of Nursing Student Success, who will facilitate the written presentation of the grievance to the Associate Dean for baccalaureate programs or the Associate Dean for Professional Programs for Graduate Students. If the student feels that the concern or complaint has not been resolved satisfactorily, then the student may:
4. Schedule an appointment to discuss the matter with the Senior Associate Dean for Faculty and Student Affairs.
5. The student must present a written account of a grievance related to the assignment of a grade within 10 business days.

Test Time Allotment

The majority of scheduled tests in the pre-licensure program in the Rutgers School of Nursing– Camden will be timed (i.e. a certain amount of time will be allotted per question on the test). The faculty reserves the right to allow a minimum of 60 seconds and a maximum of 75 seconds per question on any given test. Faculty may add time as they determine considering the type of questions asked and answers required. Additional time may not be assigned to individual students unless they have documented accommodations through the Office of Disability Services. Timed tests are necessary in order to prepare pre- licensure nursing students to take the National Council Licensure Exam-RN (NCLEX-RN), which is a timed test. Students who require accommodations

must follow university policies and to receive this accommodation and are referred to the Office of Disability Services <http://learn.camden.rutgers.edu/disability-services>.

Nursing Curriculum Plans 4 Year Pre-Licensure BS Students

FRESHMAN						
Course	Course #	Credits		Course	Course #	Credits
Principles of Biology	50:120:127 or 50:120:101 and 50:120:107 (lab)	3 4		Genetics	50:120:231	3
General Organic Biochemistry If transferring in requirement, Chemistry I and II with labs accepted	50:160:103	4		Statistics for Social Sciences <i>or</i> Elementary Applied Statistics	50:830:250 <i>or</i> 50:960:183	3
English Composition I	50:350:101	3		English Composition II	50:350:102	3
Intro. to Psychology	50:830:101	3		Transcultural Health & Diversity*		3
Intro. to Sociology	50:920:207	3		Seminar on Professional Nursing Honors Seminar on Professional Nursing	57:705:101 <i>or</i> 57:705:102	2 3
SOPHOMORE						
Anatomy & Physiology I & Lab.	50:120:253 50:120:255	3 1		Anatomy & Physiology II & Lab.	50:120:254 50:120:256	3 1
Transcultural Health & Diversity*		3		Microbiology & Lab.	50:120:211 50:120:212	3 1
Human Development	50:830:222	3		Nutrition	57:705:255	3
Biomedical Ethics	50:730:249	3		Civilizations and Heritages		3
Wellness and Health Assessment	57:705:205	2		Basic Clinical Nursing Competencies Theory	57:705:210	2
Wellness and Health Assessment Lab.	57:705:206	1		Basic Clinical Nursing Competencies Lab.	57:705:211	2
JUNIOR						
Research in Nursing	57:705:411	3		Pharmacology	57:705:489	3
Free Elective		3		Nursing of Adults- Theory	57:705:303	3
Nursing of Women and The Childbearing Family – Theory	57:705:301	3		Nursing of Adults – Lab.	57:705:304	3
Nursing of Women and The Childbearing Family – Lab.	57:705:302	3		Nursing of Children & Adolescents - Theory	57:705:305	3
Pathophysiology	50:120:347	3		Nursing of Children & Adolescents – Lab.	57:705:306	3
SENIOR						
Literature or Fine Arts Requirement		3		Free Elective		3
Gerontological Nursing – Theory	57:705:401	3		Community Health Nursing and Global Health – Theory	57:705:405	3
Gerontological Nursing – Lab.	57:705:402	3		Community Health Nursing and Global Health – Lab.	57:705:406	3
Psychiatric – Mental Health Nursing – Theory	57:705:403	3		Nursing Management and Leadership – Theory	57:705:407	3
Psychiatric – Mental Health Nursing – Lab.	57:705:404	3		Nursing Management and Leadership – Theory	57:705:408	3

Total credits = 124

*For a partial listing of transcultural courses, visit:

<http://nursing.camden.rutgers.edu/academics/transcultural-health-diversity-courses>

If trying to decide if a course meets transcultural course requirements, please email onss@camden.rutgers.edu

The Accelerated Baccalaureate of Science in Nursing Program (ABS)

Level I First Semester	Course #	Credits		Level II Second Semester	Course #	Credits
Health Promotion in a Multicultural Society	57:705:336	2		Pharmacology	57:705:321	3
Basic Clinical Nursing Competencies Theory	57:705:332	2		Research in Nursing	57:705:421	3
Basic Clinical Nursing Competencies Lab.	57:705:333	2		Nursing of Adults Theory	57:705:340	3
Wellness and Health Assessment	57:705:338	2		Nursing of Adults Lab	57:705:341	3
Wellness and Health Assessment	57:705:339	1		Psychiatric Mental Health Theory	57:705:466	3
Pathophysiology	50:120:347	3		Psychiatric Mental Health Lab.	57:705:467	3
Level III Third Semester	Course #	Credits		Level IV Fourth Semester	Course #	Credits
Gerontologic Nursing Theory	57:705:430	3		Community Health Nursing and Global Health – Theory	57:705:460	3
Gerontologic Nursing Lab.	57:705:431	3		Community Health Nursing and Global Health – Lab.	57:705:461	3
Nursing of Women and The Childbearing Family – Theory	57:705:380	3		Nursing Management and Leadership – Theory	57:705:462	3
Nursing of Women and The Childbearing Family – Lab.	57:705:381	3		Nursing Management and Leadership – Lab.	57:705:463	3
Nursing of Children & Adolescents – Theory	57:705:360	3		Capstone	57:705:472	3
Nursing of Children & Adolescents – Lab.	57:705:361	3				

*The courses in the Accelerated Baccalaureate Program are offered in a cohort model and must be taken in the order listed, i.e., successful completion of all courses in level 1 is required in order to enter level 2, etc.

Undergraduate RN to BS in nursing program

The Rutgers School of Nursing-Camden offers an RN to BS in Nursing for registered nurses who are seeking the Bachelors of Science in Nursing (RN to BS in Nursing). This program has been designed to build upon the existing foundation of nursing knowledge and clinical experience possessed by registered nurses.

Courses in the RN to BS in Nursing program include online, hybrid, and face-to-face classroom sessions.

Admission Process and Requirements

Applicants may apply to the School of Nursing Rutgers-Camden for admission any semester. Applicants must have a Registered Nurse license to enroll in the program.

Graduates of an AS from a regionally accredited program will be awarded 60 credit hours and students admitted to the RN to BS program will be awarded 33 credits for passing the NCLEX –RN licensure examination. The last 30 credits toward a Rutgers degree **must** consist of courses taken at Rutgers. The program length will depend on credits transferred to Rutgers University and must meet the course requirements for the degree. Upon acceptance the student meets with the program director to develop an individualized academic plan of study.

Academic Advisement

Students are encouraged to seek academic advisement every semester prior to registering for courses. It is the students' responsibility to understand program requirements. **Academic advisement is provided on the student's selected campus of enrollment as follows:**

Rutgers at Atlantic Cape Community College, Mays Landing, NJ
Contact: Manager of Academic Programs
Phone: 609-837-2900 x 2912
Email: Rutgers-acc@dceo.rutgers.edu

Rutgers-School of Nursing –Camden
Contact: Director, RN to BS Program
Phone: 856-225-6175
Email: sayerspa@camden.rutgers.edu

Rutgers at Mercer County Community College Campus, West Windsor, NJ.
Contact: Manager of Academic Programs
Phone: 609-570-3490 or 609-570-3419
Email: Rutgers-mccc@dceo.rutgers.edu

All changes in a students' curriculum plan (Drop/Add) must be approved by the RN to BS Campus Manager of Academic Programs Program, RN to BS Director, or Director of Office (ONSS) of Nursing Student Success. Students who do not seek advisement risk not being able to progress or graduate on time due to insufficient coursework, credits, and completion of requirements.

Required Courses for RN to BS (RN) Students

Course	Course #	Credits	Notes	Course	Course #	Credits
English Composition I	50:350:101	3	Not needed with associate in science	Genetics	50:120:231	3
English Composition II	50:350:102	3	Not needed with associate in science	Any Chemistry	50:160:	3
Intro. to Psychology	50:830:101	3	Not needed with associate in science	Statistics for Social Sciences or Elementary Applied Statistics	50:830:250 or 50:960:183	3
Intro. to Sociology	50:920:207	3	Not needed with associate in science	Transcultural Health & Diversity		3
Anatomy & Physiology I & Lab.	50:120:253 50:120:255	3 1		Transcultural Health & Diversity		3
Anatomy & Physiology II & Lab.	50:120:254 50:120:256	3 1		Pathophysiology	50:120:347	3
Microbiology & Lab.	50:120:211 50:120:212	3 1		Conceptual Foundations	57:705:358	3
Human Development	50:830:222	3		Wellness and Health Assessment	57:705:203	3
Biomedical Ethics	50:730:249	3		Research in Nursing	57:705:411	3
Nutrition	57:705:255	3		Community Health Nursing and Global Health – Theory	57:705:412	3
Civilizations and Heritages		3	Not needed with associate in science	Community Health Nursing and Global Health – Lab.	57:705:413	3
Free Elective		3	Not needed with associate in science	Pharmacology	57:705:480	3
Free Elective		3	Not needed with associate in science	Nursing Management and Leadership – Theory	57:705:414	3
Literature or Fine Arts Requirement		3	Not needed with associate in science	Nursing Management and Leadership – Theory	57:705:415	3

Credits received for having RN licensure= 33 RN TOTAL CREDITS: 120

RN students who have received their Associate Degree in Nursing from a community college (2 year college) may transfer in 60 credits towards the BS degree. Transcripts are evaluated upon acceptance to determine which courses may be applied as transfer credit. When the RN student is accepted to the RN to BS in nursing program, they will be awarded 33 credits for previous nursing courses taken if they have passed the National Council Licensure Exam for RNs (NCLEX-RN) . Students must have passed the NCLEX-RN in order to register for RN to BS courses. **The last 30 credits toward a Rutgers degree must be taken at Rutgers.**

Clinical Agency Notification

The School will confidentially notify the clinical agency if the student has an event that requires reporting to the agency. The clinical agency will determine if the student is permitted to participate at the agency, and is solely responsible for that decision. Although the School of Nursing will work collaboratively with agencies to find a suitable placement, some offenses may interfere with the student's ability to participate in required clinical activities.

Students who hold a New Jersey RN license are required to have appropriate clearances as a condition of licensure. The School of Nursing currently does not require RN background checks. However, a recent background check may be required by clinical preceptor agencies.

Clinical Laboratory Experiences

(DNP students see section IV of this handbook)

All nursing students at Rutgers School of Nursing - Camden must have the capacity to demonstrate those skills and competencies that are described in Appendix D, with or without reasonable accommodations, in order to function safely in a clinical setting.

Clinical laboratory settings are chosen by the faculty to provide experiences congruent with theoretical course content. A variety of agencies are used throughout the program to provide students with a range of experiences and also to expose students to many professional nursing roles. Agencies include day care centers, nursing homes, hospitals, clinics, and various public health agencies.

The clinical laboratory site varies depending upon the specific nursing course and clinical experiences may be scheduled throughout the Region and Philadelphia area. The Office of Clinical Operations in conjunction with the Program Directors will assign students to clinical sites and will make the scheduled clinical sites and times available to the students at the start of each semester

Evening and weekend clinical hours may be required. Students are responsible for their own transportation to the clinical agency. Students are expected to be prepared for nursing clinical laboratory courses.

Professional Behavior in Clinical Settings

Rutgers Nursing Students will demonstrate professional behavior during all clinical placements in all settings, following the legal and ethical codes of nursing. Professional behavior promotes the well-being of clients, significant others, health care workers, and self; reflects accountability in preparation for, and documentation of, continuity of care; and reflects respect for the rights of individuals. Professional behavior also contributes to the maintenance of a peaceful, non- threatening, and therapeutic environment.

Student behavior that is considered unsafe, according to the professional judgment of the instructor or agency, is cause for immediate removal from the clinical site and faculty/administrative review for dismissal from the nursing program.

1. **Contractual:** The student must practice within the contractual agreements between Rutgers and the affiliating agency and the objectives of the specific course. Students must be dressed and groomed according to school policy and wear Rutgers student identification. Conduct and demeanor must be professional at all times within the agency and surrounding areas. DNP students must dress according to the standards of the practice setting.

Examples of substandard performance include but are not limited to the following:

- a. failure to notify the agency and clinical instructor of non-attendance as scheduled clinical experience as outlined in the course syllabi;
- b. failure to complete clinical compliance procedures as required;
- c. behavior which results in dismissal of student by the agency;
- d. any behavior resulting in a clinical warning.

2. **Accountability:** The student must demonstrate responsibility in preparing for, implementing and documenting comprehensive client care.

Examples of substandard performance include but are not limited to the following:

- a. inadequate preparation for clinical practice resulting in dismissal from the clinical area;
- b. inadequate and/or poor written and verbal communication;
- c. errors in preparation, administration, and documentation of medications and other nursing procedures;
- d. failure to report to instructor questionable nursing practice that affects client welfare;
- e. attempting activities without adequate orientation or theoretical preparation or appropriate assistance/supervision;
- f. dishonesty.

3. **Ethics:** The student practices according to the American Nurses' Association Code of Ethics for Nursing with Interpretive Statements (ANA, 2001); <http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>; Nursing: Scope and Standards of Practice (ANA, 2010); Nursing's Social Policy Statement (ANA, 2010); and the Nurse Practice Act governing practice in the state where the clinical learning experience occurs.

Examples of substandard performance include, but are not limited to the following:

- a. refuses assignment based on client's race, culture, national origin, diagnoses, gender, disability, sexual orientation, or religious preference
- b. inappropriate behavior in any assigned activity related to clinical practice such as:
 1. falsifying documents, signatures, or assignments,
 2. discussing personal and/or professional information within clinical agencies or other public places,
 3. making prejudicial statements within clinical agencies or other public places,
 4. not reporting known errors in practice.
- c. ignoring unethical behaviors(s) of other health care persons which affect clients' welfare.

4. **Promotion of Health and Environment:** The student's practice assists in meeting the biopsychosocial needs of individuals, families and staff through provision of a confidential, safe, non-threatening, therapeutic environment.

Examples of substandard performance include, but are not limited to the following:

- a. failure to recognize and seek treatment for mental, physical, or emotional

- behavior(s) which may affect the safety/well-being of others.
- b. failure to follow through on suggested referrals or interventions to correct deficient areas which may affect the safety/well-being of others.
 - c. omission of appropriate care.
 - d. abuse of clients, such as, but not limited to: physical, mental, or emotional abuse, failing to recognize or correct, or contributing to hazardous conditions or circumstances.
 - e. interpersonal relationships with agency staff, co-workers, peers, faculty resulting in miscommunications, disruption of client care, and/or functioning
 - f. reporting for clinical practicum under the influence of drugs and/or alcohol
5. **Human Rights:** The student's conduct reflects respect for the individual client, health team member, faculty, and self.

Examples of substandard performance include but are not limited to the following:

- a. failure to maintain confidentiality of interactions
- b. failure to maintain confidentiality of records
- c. failure to abide by the appropriate patient's Bill of Rights

Clinical Expectations

Appearance

Uniforms: Undergraduate nursing students are expected to portray professionalism by being well-groomed and dressed appropriately for the clinical agency being utilized. Unless the instructor specifies otherwise, students are required to wear a red scrub top and black scrub pants when uniforms are required in the clinical area. The scrub top must have the "Rutgers School of Nursing- Camden" embroidered logo. Students are not permitted to wear T-shirts, turtlenecks or sweaters under the scrub top that extends past the sleeve of the scrub top.

Only the official red embroidered lab "warm up jacket" may be worn over the scrub top. Students will be able to purchase the scrub tops and jackets (the black scrub pants may be purchased at the retailer of the student's choice) at the University Bookstore as of the Spring 2017. All White or all Black leather shoes or sneakers are required. These may be purchased at the retailer of the student's choice. Student name pins should also be purchased at the University Bookstore. DNP students are required to wear name tags identifying themselves as Nurse Practitioner students from Rutgers School of Nursing-Camden.

Hair must be kept in a neat and clean manner without extreme fads, styles or color (eg- pink or green or any color not naturally found on humans.) The wearing of caps, sweatbands or hair ornaments is not appropriate in the clinical area. Hair that extends past chin length must be tied back or fastened.

1. The wearing of wigs, hairpieces, etc., is permissible, if consistent with the description above.
2. Facial hair is acceptable provided it does not interfere with the wearing of protective equipment (i.e.: respirator mask) Mustaches, beards and sideburns must be kept neatly trimmed.

No artificial nails are permitted. Only clear or neutral tone nail polish is permitted in the clinical areas. Nail length must not exceed ¼". All tattoos must be covered when in the clinical setting. Regarding jewelry, only small post earrings in the lobes of the ear and a wedding band may be worn. Other visible body piercings may not be worn in the clinical setting. Students should limit any personal product containing a perceptible fragrance (perfume, hair products, lotion, hand gel, etc.) as this may affect clients with allergies, asthma and nausea. Modifications or additions to the policies above may be required by clinical instructors based on professional judgment and/or the requirements dictated by the clinical agency or setting.

Equipment

Traditional and ABS students must obtain a "Nurse Pack" when enrolling in any Health assessment course (Traditional, ABS, or Advanced). This pack is available at the University Bookstore. This pack includes a stethoscope, blood pressure cuff, penlight, scissors, hemostat, and other items frequently used in the clinical laboratory. The Nurse Pack fee was added to course fees for the fall 2016 semester. Beginning Spring 2017, the Nurse Pack fee will not be part of course fees. Instead, students are required to purchase the Nurse Pack directly from the campus bookstore. Additionally, students are required to purchase a watch with a second hand, as well as a simple calculator for performing medication calculations.

Clinical Enhancement Policy

(DNP students see section IV of this handbook)

The purpose of the Clinical Enhancement Policy is to identify students enrolled in clinical courses who are not meeting clinical objectives and provide them with assistance to improve their performance. The policy is intended to provide students with a clear plan to improve their skills in a non-threatening environment.

Process

Any student who has an identified deficiency in the clinical setting will be counseled by the clinical instructor as soon as the deficiency is noted.

If the Clinical Instructor determines the student needs additional practice on a skill in addition to what he/she can receive at the clinical site, then the student will receive a written Clinical Enhancement Tool (CET; Appendix A) from the clinical instructor within two days of the counseling session. On the tool, the instructor will identify the objective that is not being met and provide a clear description of skills or behaviors needing enhancement. If required, the student will make an appointment for lab remediation within 48 hours of receiving the CET. Lab remediation may include skills practice or simulation experiences.

The clinical instructor is responsible for monitoring and approving the student's clinical enhancement plan and its success.

After the enhancement session in the lab has been completed, the laboratory instructor assisting the student will provide the student with written feedback on the CET, clearly indicating success or lack thereof. The student will be provided a copy of the CET to return to their clinical instructor. The CET will be attached to the student's clinical evaluation and placed in their file.

The CET policy does not replace the Clinical Warning Policy. Clinical Instructors should identify the objectives that students are not meeting early in the semester in order for students to have sufficient time to meet the objectives, either in the lab or in the clinical setting.

Clinical Warning Policy

The Clinical Warning Policy applies to all nursing courses that contain a clinical component. The primary objectives of the policy are: (1) to provide the student with information based on the clinical instructor's observation that he/she did not follow established guidelines, policies or protocols, or that patient, staff or student safety was placed in jeopardy; (2) a student is not meeting one or more clinical objectives; and (3) to provide guidance and direction for student learning.

The Clinical Instructor may use the Clinical Warning Form (Appendix B) for the following situations (this is not an inclusive list):

1. If student performance or behavior is deemed unsafe
2. If the student does not come prepared to care for the clients who have been assigned to his/her care
3. If the student does not follow basic safety standards when caring for clients
4. If the student acts in any manner that may be considered uncivil, disrespectful or violent
5. If the student does not adhere to the Professional Behaviors in the Clinical Setting Policy
6. If the student does not adhere to any policy that can be found in the Nursing Student handbook
7. Any other situation identified by the Clinical Instructor that may warrant a Clinical Warning (e.g. not following the clinical agency's policies or guidelines)
8. The student is not meeting one or more of the clinical objectives of the course.
9. For failure to follow any part of the Professional Behavior in the Clinical Setting as noted on pages 38-40.

If the clinical instructor deems a clinical warning is necessary, he/she will discuss the situation with the student and the Theory Instructor and Program Director on the day the situation occurs. The student will receive a copy of the Clinical Warning from the clinical instructor within 48 hours of the occurrence (printed copy or email) which will describe the specific behavior(s) the student was not demonstrating, its relationship to clinical course objectives and plan of action. It will be at the Theory and Program Director's discretion regarding how the clinical faculty should proceed with a plan of action or whether the

occurrence requires the notification of the Associate Dean for Undergraduate Programs.

The clinical faculty has the right to dismiss the student from the clinical experience the day of the occurrence. Students will be required to make up the clinical time. Failure of the student to successfully meet the plan of action will result in a clinical failure.

Exposure to Hazardous Material

(DNP students see section IV of this handbook)

Nurses may be at a higher risk for exposure to hazardous material than other health care groups because more of the reported exposures have occurred in patient rooms where nurses administer care. In addition, there is a higher number of nurses documenting and reporting their exposures either to the occupational health services or agencies such as the CDCP and EPI net (surveillance network system used to track health care worker blood exposures).

Sources of exposure include all body fluids, tissues, and substances such as blood cells, cerebrospinal, amniotic, peritoneal, pleural, synovial, and pericardial fluids, inflammatory exudates, human milk, viral cultures, vaginal secretions, and semen. The three types of occupational exposure are: percutaneous, muco-cutaneous, and non-intact skin.

If a student is exposed, IMMEDIATELY post exposure they should:

- Contact instructor and notify the agency;
- Wash needle sticks and cuts thoroughly with soap and water;
- Flush mucosal exposure (mouth, or nose) with sterile saline or sterile water;
- Irrigate ocular exposure with sterile saline or sterile water. **Note:** Sterile 0.9% sodium chloride is preferred; other solutions may cause more irritation and further cell damage. The use of caustic agents such as bleach is not recommended.

Once the student reports the exposure to their clinical instructor and agency personnel, the clinical instructor or agency personnel will then contact the appropriate hospital or agency departments (Occupational Health and Infection Control). It is very important to make prompt and accurate reports for proper post-exposure treatment and management. In some cases, treatment may need to be initiated within the first 1-2 hours post exposure.

The student is to seek medical treatment at the nearest emergency department and follow-up with notification to the University Student Health Services within the next 24 hours. The student should receive additional information regarding post-exposure treatment (including chemoprophylaxis and available psychological support). An HIV serum test should be performed at this time to determine baseline HIV status. The student should be followed with an additional test sequence: 6 weeks, 12 weeks, 6 months, and one year after exposure to determine if transmission has occurred. Students are advised to check their medical coverage for accidental exposures when selecting an insurance carrier.

It is vitally important for both the patient and the nursing student that standard precautions

be practiced during every patient encounter. The Hospital Infection Control Practices Advisory Committee has published revised CDCP guidelines for the traditional use of isolation precautions applied in hospitals to prevent or control nosocomial infections.

The best prevention is to become informed before an accident happens. Upon beginning each clinical rotation, all students must become familiar with the policies and procedures related to the handling and disposal of human waste and tissue samples for each of the respective facilities. If an exposure occurs, **it must be reported** so the best medical care can be provided.

Malpractice Liability Insurance

Malpractice/liability insurance is carried by the university and covers students in the program. If students prefer additional coverage, they may purchase their own malpractice insurance. WOCNEP students must carry personal malpractice insurance for the WOCNEP clinical Practicum.

Medication Calculation Testing

(Undergraduate pre-licensure students only)

The ability to accurately calculate medication dosages and administration rates is one of many important skills for the nursing student to master for safe patient care. Pre-licensure students must demonstrate competency in medication calculation skills throughout the program. This competency will be evaluated in the following manner:

1. A medication calculation test will be administered during the first two weeks of class in ALL nursing courses with a clinical component. Students are encouraged to use medication calculation textbooks and/or medication calculation software to complete self-study medication related activities.
2. The passing grade for the medication calculation test is a minimum score of 90%.
3. Students who are unable to pass the test with a score of 90% the first time will have the opportunity to remediate and will be permitted to retest. It is the student's responsibility to schedule follow-up remediation and retesting.
 - a. All students who do not receive a passing grade on the initial medication calculation test will be responsible for attending a **mandatory** medication calculation refresher session **prior to** the 1st retest. Group remediation sessions will be offered by the Simulation Lab Coordinator.
 - b. The first retest will be given by the Theory Faculty or Course Assistant within one week of the first test.
 - c. Students who are unsuccessful on the 1st retest must schedule an individual appointment with the Simulation Lab Coordinator to remediate and take a 2nd retest within one week.
4. Students may not administer medications at their assigned clinical site until they have successfully passed the medication calculation test with a score of 90% or better.
5. If a student does not pass the medication calculation test by the 3rd attempt (2nd retest), he/she will be required to meet with the Director of the Office of Student Success and the Director of the Undergraduate Nursing Program (Traditional or

ABS) the same week to discuss progression in the program and ability to meet clinical course objectives.

Student Activities

Honor Societies

Sigma Theta Tau International, the Honor Society for Nursing

Sigma Theta Tau is the International Honor Society of Nursing which recognizes the outstanding achievement, leadership, and creativity of its members. Sigma Theta Tau International, Eta Mu Chapter was chartered in 1984 at Rutgers- Camden.

Undergraduate Membership for Sigma Theta Tau requires that students:

- have completed half of the nursing curriculum (second semester junior or level 3 or 4 in the ABS program)
- Rank in the top 35% of the student population
- Met the leadership and ethical requirements of the organization
- Have a minimum cumulative GPA of 3.0

Please note: this does not mean that all students with a 3.0 or higher GPA will be asked to join. We will rank all students in the undergraduate programs according to GPA and requirements and only invite those in the top 35% of this list. Students who have failed and repeated nursing courses are not eligible to be invited to STT. Failure and repeat of non-nursing courses will not impact the decision.

Student Organizations

Students are encouraged to join the various student organizations on campus in order to stimulate interests outside of the profession and to contribute to their personal growth. They are also encouraged to volunteer for committee service within college administration.

The Student Nurses' Association (SNA) is an organization which serves as a vehicle for communication among undergraduate students, the Rutgers School of Nursing – Camden and the New Jersey State Student Nurses' Association, and the National Student Nurses' Association. All Rutgers School of Nursing Students are eligible for membership in the Student Nurse Association and our school's Student Nurse Association (SNA). This is your pre-professional organization. The fee for membership is included in your school fees. There is no additional fee to apply. However, applications must be completed annually during the first week of each academic year. You are encouraged to complete the application and participate in SNA activities. Participation affords students opportunities for leadership (national, state, and local), networking, community service, scholarships, discounts on malpractice insurance, conferences, and a variety of merchandise, as well as many other benefits.

Emails announcing meeting dates and times will be sent by a representative of the SNA to all nursing students during the first month of each semester.

Student Representation on School of Nursing Committees

According to the Faculty By-Laws, there is to be student representation on the Faculty Organization, Curriculum, and Educational Resources Committees. Each student representative determined by the SNA shall participate in the committee discussions but

shall have no vote. Representatives are expected to bring to the committees the opinions and stated needs of the students they represent and to report back to the SNA regarding the proceedings of the faculty committees.

Graduation Policies

Credit Requirements

Undergraduate students in the traditional Bachelors of Science in Nursing program must have successfully completed a minimum of 120 credits. A minimum of 60 credits taken at Rutgers University Camden is required for the accelerated bachelors of science in nursing program (ABS) and is combined with 60 credits awarded from the students' first baccalaureate degree to equal 120 credits.

RN students in the RN to BS Campus Based Programs must have successfully completed a minimum of 120 credits. 30 of the last 42 credits earned must be at Rutgers Camden. Students must apply for their diploma, by the published deadline on the registrar's website: <http://www.ugamissions.rutgers.edu/Diploma/Login.aspx>

Graduation with Honors

To be eligible for an honors designation, a student must successfully complete at least 45 credits at Rutgers, The State University of New Jersey, as a matriculated student in accordance with Rutgers University policy. The Bachelor's Degree is conferred with cum laude on all degree candidates with a minimum cumulative grade-point average of 3.5; the requirement for magna cum laude is a cumulative grade-point average of 3.7; the minimum requirement for summa cum laude is 3.9.

Representative Nursing Program Awards and Scholarships

(Please Note: Awards may vary from year to year based on funding and availability. New awards are noted through the university universal scholarship application. Due to the changing nature of awards & scholarships year-to-year, periodic information letters can be emailed to students as applicable.)

Each spring semester, nursing students will be invited to apply for scholarships through the Rutgers University Camden universal scholarship application. This is an online application which will list the requirements for each award. Nursing students must submit a recommendation for support for a specific award from a School of Nursing faculty or administrator that includes the student's behaviors which support their eligibility for the award. Non-nursing faculty should not be asked to provide support for a nursing scholarship asking about specific behaviors related to nursing traits or patient care behavior. Clinical faculty may be asked for letters of recommendation. Non-nursing faculty may provide letters of support for general scholarships.

SECTION III: GRADUATE CERTIFICATE PROGRAMS

Please see applicable topics on grading, attendance, insurance, health requirements, CastleBranch, course registration, etc. in section I-III of this student handbook

School Nurse Certification Program

The School Nurse Certification Program prepares nurses to handle the challenges of school nursing and to play pivotal roles in schools to make students healthy, fit, and ready to learn. Students apply directly to the program and a plan of study is developed with the program director.

The goals of the faculty are to educate School Nurse Certification graduates who will:

1. Be prepared to handle the challenges of school nursing.
2. Play a pivotal role of making students healthy, fit, and ready to learn.
3. Learn the laws and policies that govern school nursing practice.
4. Develop the skills and knowledge they need to assess student health.
5. Develop plans for care management of student populations.
6. Serve as first responders.
7. Engage in the public health functions of disease surveillance and health promotion.

Required Courses for School Nurse Certification Students

57:705:495 Principles of School Nursing and School Health Services (3)

57:705:496 Methods and Issues in Health Education (3)

57:705:497 Contemporary Issues in School Nursing (4)

57:705:498 Contemporary Issues in School Nursing Practicum I (3 – 75 hours)

57:705:499 Contemporary Issues in School Nursing Practicum II (3 – 75 hours)

The Wound, Ostomy, Continence Certificate (WOCNEP) Program

The Wound, Ostomy, Continence Certification Program prepares nurses to specialize in wound, ostomy, and continence care in acute, sub-acute and long-term care facilities as well as in the home or community. Students apply directly to the program and a plan of study is developed with the program director.

The Wound, Ostomy, Continence Program Goals

At the completion of the Rutgers-Camden WOCNEP, the graduate will be able to:

1. Demonstrate theory-based knowledge in the area of wound, ostomy, and continence nursing to promote the health of patient systems.
2. Evaluate patient systems via the evidence-based nursing process when promoting optimal patient health.
3. Critically analyze wound ostomy continence research and clinical findings to strengthen the scientific evidence base of practice.

4. Use the process and techniques of scientific inquiry for the achievement of safe, effective wound ostomy continence nursing.
5. Incorporate quality improvement and safety initiatives into WOC Nursing delivery process.
6. Implement strategic care interventions to improve the health state of patient systems.
7. Practice wound ostomy continence nursing in the context of evolving health information systems and technology.
8. Value continuing professional development including WOC board certification.

Required courses for Wound, Ostomy, Continence Program

58:705:551 Wound, Ostomy, Continence Nursing I (5)

58:705:552 Wound, Ostomy, Continence Nursing II (5)

58:705:553 Wound, Ostomy, Continence Nursing Clinical Practicum (3 -160 hours plus classroom time)

SECTION IV: GRADUATE DNP PROGRAM

DNP Program

DNP Mission Statement

The DNP graduates will be prepared to become leaders in healthcare delivery through the development and application of evidence-based approaches to improve the quality of care. The program prepares primary care nurse practitioners as well as nurses in indirect roles who seek to improve care for systems and populations.

DNP Program Vision

The program focuses on improving care for individuals and populations. The program seeks to prepare providers in either a direct or indirect role. Direct care providers function in the nurse practitioner role. These practitioners provide primary care to selected populations such as adult-gerontology or families across the lifespan. Graduates may also function in an indirect role and provide leadership to improve the quality of care within healthcare systems or for aggregate populations. The program provides advanced nursing education that:

1. Responds to recommendations by the Institute of Medicine (IOM) to double the nations doctorally prepared nursing workforce by 2020.
2. Prepares nurses to practice to the full extent of their education and training.
3. Provides for the seamless academic transition of nurses from the baccalaureate degree to the DNP.
4. Prepares nurses for certification, licensure, and practice as DNPs with a clinical focus in care of one of two population foci: adult-gerontology and individual/family across the lifespan.

5. Provides nurses with the skills needed to translate research into clinical practice and participate in scholarship that leads to practice improvement.
6. Fosters the design, examination, implementation, evaluation and dissemination of best practice models of advanced practice nursing care
7. Increases the number of advanced practice nurses with expertise in specialty practice (end of life care, palliative care, oncology care, wound care, women's health care, mental health care, and care of the frail older adult)
8. Promulgates the University's statements of vision, mission, goals, and commitment to excellence.

DNP Program & Student Learning Outcomes

The DNP program prepares the graduate to:

1. Demonstrate advanced levels of clinical judgment informed by an integrated knowledge of the basic sciences, nursing science, ethics, law, and other relevant scientific sources of knowledge.
2. Develop leadership and management skills that contribute to systems change associated with improved healthcare outcomes
3. Engage in evidence-based scholarship that contributes to improved healthcare outcomes.
4. Utilizes information and patient care technology to improve quality outcomes at the individual and systems level.
5. Apply knowledge of local, national and global health policy in support of effective care as well as advocacy for the needs of patients and populations.
6. Collaborate with professionals within and across disciplines to improve healthcare outcomes.
7. Apply evidence-based health promotion and health protection strategies to improve health outcomes for patients and populations.
8. Synthesizes knowledge of the DNP essentials in a manner that informs the development of excellence in highly autonomous clinical practice and applies knowledge and skills in order to achieve improved health outcomes for patients and healthcare systems.

DNP Program Description

DNP Primary Care Nurse Practitioner Program

The Doctor of Nursing Practice Program has a direct care focus and prepares the student to deliver high quality care as primary care nurse practitioners. The program prepares student for the nurse practitioner role in either one of two different population foci: adult-gerontology or family/individual across the lifespan. Graduates are prepared to assume expanded responsibility and accountability for care and practice at the most independent level of nursing practice. This includes the use of conceptual and analytic skills in evaluating the interdependent nature of practice, organizational, population, fiscal and policy issues. Leadership and scholarship are supported through coursework and supervised experiences in developing and implementing their project as well as analyzing, synthesizing and disseminating the results of this work.

DNP Scholarship

The program prepares students to engage in the scholarship of practice as defined by the American Association of Colleges of Nursing (AACN).

<http://www.aacn.nche.edu/publications/position/defining-scholarship>

Definition of Nursing Scholarship:

Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods. This definition is applied in the following standards that describe scholarship in nursing.

Description of the Scholarship of Practice:

The focus is on the scholarship generated through practice. Practice is conducted through the application of nursing and related knowledge to the assessment and validation of patient/health care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the development and analysis of innovative health care delivery models.

DNP Courses

APRN core courses: (Students must successfully complete Advanced Pathophysiology and Advanced Health Assessment prior to starting the first clinical course. They may take Advanced Pharmacology concurrently with the first clinical course).

- Advanced Pathophysiology
- Advanced Pharmacology
- Advanced Health/Physical Assessment

Clinical courses that support the nurse practitioner role within a population focus

Adult-Gerontology and Individual/Family Across the Lifespan

- Principles of Adult-Gerontology Primary Care (3cr.)
- Adult-Gerontology Primary Care Residency I (4cr.)
- APRN Role Transition (2cr.)

Adult-Gerontology only

- Principles of Adult-Gerontology Complex Care (3cr.)
- Adult-Gerontology Complex Care Residency II (4cr.)
- Adult-Gerontology Specialty Residency 3 (3 cr.)
- Adult-Gerontology Specialty Residency 4 (3 cr.)

Individual/Family Across the Lifespan only

- Family Health Theory and Residency Complex Care (4 cr.)
- Family Health Theory and Residency: Women's Health and Perinatal (3cr.)
- Family Health Theory and Residency: Pediatrics (3cr.)

- Family Health Practicum (4 cr.)

Project Courses

- Scholarly Seminar I (3 cr.)
- Scholarly Seminar II (3 cr.)
- Scholarly Seminar III (3 cr.)

Non-Clinical Courses that Support the DNP Role

(Students must successfully complete Foundations of Nursing Science and Evidence-Based Prevention, Promotion & Practice prior to taking the first clinical course).

- Foundations of Nursing Science (3 cr.)
- Evidence-based Prevention, Promotion & Practice (3 cr.)
- Epidemiology & Biostatistics (3cr.)
- Interdisciplinary Ethics for Advanced Practice (3cr.)
- Health Information Systems & Technology (3cr.)
- National & Global Health Policy (3cr.)
- Financial Management in Healthcare (3cr.)
- Leading Interprofessional Teams in Health Care Organizations (3cr.)
- Best Educational Practices (2cr.)

4 Credit Role Courses: (Advanced Pathophysiology, Advanced Health Assessment, Advanced Pharmacology)

Students may elect to take special 4 credit advanced practice nurse (APN) role courses (advanced pharmacology, advanced health assessment and advanced pathophysiology) while they are still enrolled in the undergraduate program. These courses are offered to traditional, advanced accelerated program and RN-BS students. Upon successful completion of one or more of these courses the student receives credit that can be counted toward both the undergraduate and the DNP program course requirements. Students must achieve a grade of B or better in order to obtain graduate credit.

DNP Program Entry Options

Early Entry Options

Students in the Traditional, Accelerated Second Degree Nursing Program (ABS) and the RN-BS program may apply to the DNP program in the last semester of their undergraduate studies. Acceptance ensures a continuous progression from the undergraduate into the DNP program. It also allows those students who take the 4 credit APN role courses to apply credits from these courses in the DNP program. Students should apply according to the normal process for the DNP program. For details see the DNP webpage on the Rutgers School of Nursing-Camden website:

Early entry students in the Traditional and Accelerated Second Degree Program (ABS) must pass the NCLEX and obtain RN licensure in the state of New Jersey prior to taking

the first clinical course (58:705:660, Primary Care Theory).

Post Baccalaureate Option

This option is designed for the registered nurses who have completed a baccalaureate degree in nursing from an accredited nursing program. *Post Baccalaureate* students can obtain transfer credit for up to four graduate nursing courses (i.e., Advanced Pharmacology, Advanced Physiology/Pathophysiology, and Advanced Health/Physical Assessment and one elective course). Faculty who teach the equivalent course in our program will review the syllabus and indicate whether the requested transfer course meets the program requirements.

All DNP students are strongly encouraged to attend the DNP program full-time, including summers, and complete all requirements in two years. Full-time students are strongly discouraged from any attempt to work full-time during the program. A part-time option is offered. The student must develop an individualized plan of study with their advisor in constructing a part-time plan of study.

Post Master's Option

Students who have a master's degree in nursing as well as a certification as an advanced practice nurse may enroll as post-master's students. These students will take the non-clinical courses that support the DNP role as well as the scholarly seminar courses that support the project.

Advisement and Supervision of Student Work

Upon entering the program students are advised by the program directors in consultation with the director of the graduate program. It is expected that students will proactively communicate with these advisors regarding any non-course related questions or issues that arise in their course of study. Students should attempt to address any course-related issues with their course faculty directly. If the course-related issues cannot be resolved with the course leader or clinical faculty member, the student should make an appointment with the DNP program director.

A faculty member will be designated as the DNP scholarly project advisor. The DNP scholarly project advisor in collaboration with faculty teaching in the scholarly seminar courses will guide in the development, implementation, evaluation and dissemination of the project. The student may request that a project advisor be assigned as soon as they are ready to begin to develop the project.

Course Grade Requirements

Students must achieve a grade of B or better in order to successfully complete any graduate course. Some theory (didactic) courses and clinical (residency) courses are offered concurrently as co-requisites. Students must repeat both the theory and clinical (residency) co-requisite courses if they fail to achieve a satisfactory grade in either course within a particular semester. Students who fail to successfully complete a course may repeat the course once. Students who must repeat a course must meet with their advisor to review a revised plan of study.

Clinical Rotations and Attendance

Clinical or residency hours associated with clinical courses will involve work with individual preceptors. These preceptors will be assigned by the program. Once a preceptor is assigned, it is the responsibility of the student to arrange their schedules with the preceptor. It is expected that students will work around the schedules of the preceptor and accept the clinical schedule that the preceptor offers. Students must fill out the Graduate Clinical Placement Form <http://nursing.camden.rutgers.edu/current-students/graduate-clinical-placement-form>. The information in this form is needed by the program to ensure that the proper agency affiliation agreements are in place.

Attendance is mandatory for all in-person or synchronous on-line didactic components of the program. Course faculty should communicate course-specific policies related to attendance. It is the responsibility of the student to ask about these policies at the beginning of the semester if they are not explicitly stated.

Attendance for residency courses is mandatory. The student is responsible for meeting the total number of clinical hours stipulated in the syllabus for the residency course. Students must establish a mutually agreeable plan for notifying the preceptor regarding unanticipated absence. If there is a site visit scheduled, the student must notify the site visitor and reschedule the site visit. The student must negotiate make-up time with the preceptor. The student must notify course faculty at the next scheduled class meeting about any missed clinical time.

Clinical Performance Evaluation

It is the responsibility of the student to give their preceptor a copy of the course syllabus, a letter of introduction and the clinical evaluation form the first day of clinical. It is the responsibility of the student to have their preceptor complete both a mid-course and a final clinical evaluation. Course faculty will make appropriate site visits to directly observe student performance during the clinical rotation. It is in the interest of the student to identify any areas of weakness based on feedback from the preceptor and faculty in order to seek assistance in making the needed improvements in clinical performance. Students who receive a failing grade on the final clinical evaluation fail the clinical component of a course. Failure in the clinical component of the course will result in a failure for the course.

Injury and Exposure to Hazardous Material in the Clinical Setting

Students who sustain injuries or potential exposure to blood-borne pathogens or hazardous material at the clinical site should use their own discretion in seeking medical care.

Program GPA Requirements for Retention and Progression

DNP students must maintain a cumulative GPA of 3.0 or greater. If the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. The student must raise their cumulative GPA to 3.0 or greater by the end of the semester in which they are placed on probation. Failure to correct probationary status after one semester will result in dismissal from the DNP Program and academic withdrawal from the University. Students must satisfactorily complete course prior to progressing. See catalog for pre-requisites.

Grading and GPA Measures

Grade	Percentage	Interpretation	Quality Points
A	90%-100%	Excellent	4.0
B+	85%-89%	Very Good	3.5
B	80%-84%	Good	3.0
C+	75%-79%	Unsatisfactory	2.5
C	70%-74%	Unsatisfactory	2.0
F	69% or less	Failure	0

Incomplete Grades

The SNC expects students to complete coursework in a timely manner. Course faculty may choose to offer the student the option of taking an incomplete when the student has compelling reasons for needing more time to complete the requirements of the course. Students who take an incomplete in a pre-requisite course may not progress to subsequent courses that require the necessary pre-requisites. Students and faculty should develop a detailed plan for completion of the course requirements when an incomplete grade is granted.. Students and faculty must fill out the incomplete grade request form. This form can be found at the following location:

<http://registrar.camden.rutgers.edu/sites/registrar/files/IncompleteExtRevised2.pdf>

Sigma Theta Tau: Nursing Honor's Society

DNP students who have completed one third of the DNP curriculum and have a GPA > 3.5 are eligible for induction into Sigma Theta Tau International (STTI). The program sends a list of eligible students to STTI and the organization contacts students directly with invitations to join. Students who wish to join must return the acceptance form with the appropriate fees. Fee structures and deadlines for payment will be listed in the information sent from STTI headquarters. Late submission of fees will invalidate the application for induction. For more information visit the website:

<http://www.nursingsociety.org/>

Student course evaluations

Students are encouraged to provide feedback regarding the quality of their courses through the Student Instructional Rating Survey (SIRS). Students receive a link to this survey each semester via the Rutgers email system. The director of the graduate program reviews these data and makes program decisions based on the results.

Requirements for Graduation

In addition to achieving a cumulative GPA of 3.0 or greater, graduation requirements include completion of a minimum number of course credits and a minimum number of clinical hours. Clinical hours are associated with the residency courses for nurse practitioner students as well as certain non-clinical courses (see plan of study). Hours spent directly on the DNP scholarly project are counted as clinical hours.

Post BS/BSN students

Completion of required number of credits in the post baccalaureate portion of the DNP program

63 credits for the Adult-Gerontology Track

70 credits for the Family Health Track

Completion of a minimum of 1000 graduate clinical residency hours

Post MSN students

35 credits

Post MSN students must complete a minimum of 440 clinical residency hours.

Program Outcomes

Post Baccalaureate students must complete the DNP program within 5 years after their initial enrollment. Post-Master's students must complete the DNP program within 4 years after their initial enrollment. Post-Baccalaureate students must sit for a specialty certification upon completion of the program. The student may take certification exams offered either by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). Students should consult faculty when choosing which exam to take. Adult-Gerontology track students must sit for the Adult-Gerontology Primary Care Nurse Practitioner exam and student in the Family track should take the Family Nurse Practitioner exam. In order to become licensed as a nurse practitioner, applicants must pass one of the two certification exams. In addition, in New Jersey and many other states, applicants must have passed an advanced pharmacology course no more than 5 years prior to the application for licensure. Applicants who have taken advanced pharmacology more than 5 years prior to the application for licensure should review available options listed on the New Jersey State Board of Nursing website:

www.njconsumeraffairs.gov/nursing/apncert.htm.

DNP Curricular Plans

Full time and part time options

The full-time plan of study allows all students to complete the program in 2 years. Although the program offers a part-time option, courses are only offered once a year. Many courses require pre-requisites. Students who are contemplating a part-time plan of study must meet with an advisor prior to beginning classes.

Early entry option

Undergraduate students who fully intend to apply for the DNP program may take special 4 credits advanced pharmacology, advanced pathophysiology and advanced health assessment. Important information regarding these courses may be found in appendix E. It is important for students to seek advisement with both undergraduate advisors as well as the DNP track coordinators before taking these courses. Undergraduates may apply to the DNP program in the last semester of their senior year.

DNP Scholarly Project

All students will produce scholarly work that contributes to practice improvement. A more detailed description of the expectations and processes associated with the project may be found in the DNP Project Handbook.

There are three scholarly seminar courses in the curriculum that support the project. Scholarly Seminar I is designed to support the student in developing their project plan. Student must submit and gain approval for a proposal of their project upon the completion of Scholarly Seminar I. During Scholarly Seminar II the student should implement their project and collect any data related to the project. Scholarly Seminar III is designed to support the student in analyzing and synthesizing project data and prepare the work for dissemination. In Scholarly Seminar III the student will write an abstract that may be used for submission to a professional conference and a manuscript suitable for publication. Acceptance of an abstract or publication of a manuscript is not a requirement for completion of the program.

Before or during Scholarly Seminar I, students will be paired with a doctorally-prepared Rutgers School of Nursing-Camden faculty member who will serve as a project advisor. Students should work closely with the chair of the graduate department in identifying and choosing a project advisor. Prior to the selection of a project advisor the student is encouraged to work informally with faculty members of their own choosing. Project advisors should have expertise in the student's area of interest. The project advisor will ensure that the student is maintaining a steady pace and focus. It is vital that students understand that they must be very proactive in seeking guidance and support in the planning, design and implementation of their project.

The student is also required to work collaboratively with a partner in the practice-service setting where the project is conducted. The student must be able to clearly communicate the goals and project plan to the partner in the practice setting in developing their project

plan in order to ensure proper support from the practice setting. This partner in the practice setting will serve in a consultative role to the project committee. However, the final decision as to whether the student meets the terminal learning objectives of the project will lie solely with the project committee.

The project advisor must give assent that the project work has been successfully completed. The student must work proactively with their project advisor to set a date for the presentation of the scholarly project as well as the date for the submission of the scholarly paper. The presentation of the project will be an open event and an invitation will be disseminated to the faculty and the RSONC student body. This presentation is not a defense. Rather, it is the first step in the dissemination of the work

All DNP candidates complete an application for admission to candidacy for degree form.

<http://graduateschool.camden.rutgers.edu/files/Application-for-Admission-to-Candidacy-for-Degree.pdf>

This form needs to be signed by the project advisor and the DNP program director. The student must have the project advisor sign off on the final iteration of the scholarly paper and the student must show evidence that they have submitted the paper to a scholarly journal (it does not need to be accepted for publication) prior to the project advisor and the program director sign off on the admission for candidacy form.

RN-BS DNP Early Entry

Program of study will be individualized based on the student's pre-requisite courses and pre-licensure program courses already completed. Students may apply to the DNP program in the last year of study.

Course	Course #	Credits	Course	Course #	Credits
Any Chemistry		3	Genetics	50:120:231	3
English Composition I	50:350:101	3	Statistics for Social Sciences <i>or</i> Elementary Applied Statistics	50:830:250 <i>or</i> 50:960:183	3 3
Intro. to Psychology	50:830:101	3	English Composition II	50:350:102	3
Intro. to Sociology	50:920:207	3	Transcultural Health & Diversity		3
Nutrition	57:705:255	3	Conceptual Foundations	57:705:358	3
Anatomy & Physiology I & Lab.	50:120:253 50:120:255	3 1	Anatomy & Physiology II & Lab.	50:120:254 50:120:256	3 1
Transcultural Health & Diversity			Microbiology & Lab.	50:120:211 50:120:212	3 1
Human Development	50:830:222	3	Advanced Pathophysiology	58:705:516	4
Biomedical Ethics	50:730:249	3	Civilizations and Heritages		3
Advanced Health and Physical Assessment	58:705:519	4	Community Health Nursing and Global Health – Theory	57:705:412	3
Research in Nursing Session must state RN to BS only	57:705:411	3	Community Health Nursing and Global Health – Lab.	57:705:413	3
Free Elective		3	Advanced Pharmacology	58:705:518	4
Free Elective		3	Nursing Management and Leadership – Theory	57:705:414	3
Literature or Fine Arts Requirement		3	Nursing Management and Leadership – Theory	57:705:415	3
Students Begin DNP Sequence					
Summer: Foundation of Nursing Science	58:705:511	3	Summer: Evidence Based Practice	58:705:517	3

Post BS/BSB to DNP: Adult Gerontology Track

		Pre-requisites or Co-requisites	
		705:523 Advanced Physiology/Pathophysiology (can be transferred in)	3
		705:521 Advanced Health/Physical Assessment (can be transferred in)	3
		705:525 Advanced Pharmacology (can be transferred in)	3
		Credit Total	9
Summer		Summer	
705:511 Foundations of Nursing Science (Hybrid Summer I and II)	3	705:517 Evidence-based Prevention, Promotion & Practice (Hybrid Summer I and II)	3
Credit Total	3	Credit Total	3
Fall AY 1		Spring AY 1	
705:660 Adult/Gerontology Primary Care Theory	3	705:661 Adult/Gerontology Complex Care Theory	3
705:662 Adult/Gerontology Primary Care Res. I (Residency=240 hrs.)	4	705:663 Adult/Gerontology Complex Care Res. II (R=240 hrs.)	4
705:580 Interprofessional Ethics for Advanced Practice	3	705:671 Scholarly Seminar I (Residency =120 hrs.)	3
705:525 Advanced Pharmacology (if needed)	(3)		
Credit Total	10 (13)	Credit Total	10
Summer AY2		Summer AY3	
705:607 Health Information Systems & Technology (Summer I and II)	3	705:695 National & Global Health Policy (Summer II only with Residency=40hrs.)	3
705:581 Best Educational Practices (Summer I only)			
Credit Total	3	Credit Total	3
Fall AY 2		Spring AY 2	
705:698 Epidemiology & Biostatistics	3	705:676 Specialty Res. IV (R=120hrs.)	3
705:606 Financial Management in Healthcare	3	705:673 Scholarly Seminar III (R=120 hrs.)	3
705:672 Scholarly Seminar II (R=120 hrs.)	3	705:691 Leading Interprofessional Collaborative Teams in Healthcare Organizations (with Residency=40hrs.)	3
705:675 Specialty Res. III (with Residency=120 hrs.)	3	705:526 APN Role Transition	2
Credit Total	12	Credit Total	13
		9 Credit Hours for Pre-requisites	
		57 Credit Hours after Pre-requisites	
		66 Credit Hours TOTAL Post BSN DNP	
		1160 Residency Hours (including DNP project hours in seminar courses)	

Post MSN-DNP Plan of Study

Summer AY1		Summer AY1	
705:511 Foundations of Nursing Science (Hybrid Summer I and II)	3	705:517 Evidence-based Prevention, Promotion & Practice (Hybrid Summer I and II)	3
Credit Total	3	Credit Total	3
Fall AY1		Spring AY1	
705:580 Interprofessional Ethics for Advanced Practice	3	705:671 Scholarly Seminar I (Residency =120 hrs.)	3
Credit Total	3	Credit Total	3
Summer AY2		Summer AY2	
705:607 Health Information Systems & Technology	3	705:695 National & Global Health Policy (Summer II only with Residency=40hrs.)	3
705:581 Best Educational Practices (Summer I only)	2		
Credit Total	3	Credit Total	3
Fall AY2		Spring AY2	
705:698 Epidemiology & Biostatistics	3	705:673 Scholarly Seminar III (R=120 hrs.)	3
705:606 Financial Management in Healthcare	3	705:691 Leading Interprofessional Collaborative Teams in Healthcare Organizations (R=40hrs.)	3
705:672 Scholarly Seminar II (Residency =120 hrs.)	3		
Credit Total	9	Credit Total	6
		35 Credit Hours	
		440 Residency Hours	

Traditional BSN Early Entry DNP

FRESHMAN						
Course	Course #	Credits		Course	Course #	Credits
Principles of Biology	50:120:127	3		Genetics	50:120:231	3
	or 50:120:101 and 50:120:107 (lab)	4				
General Organic Biochemistry If transferring in requirement, Chemistry I and II with labs accepted	50:160:103	4		Statistics for Social Sciences <i>or</i> Elementary Applied Statistics	50:830:250 <i>or</i> 50:960:183	3
English Composition I	50:350:101	3		English Composition II	50:350:102	3
Intro. to Psychology	50:830:101	3		Transcultural Health & Diversity		3
Intro. to Sociology	50:920:207	3		Seminar on Professional Nursing	57:705:101	2
				Honors Seminar on Professional Nursing	or 57:705:102	3
SOPHOMORE						
Anatomy & Physiology I & Lab.	50:120:253	3		Anatomy & Physiology II & Lab.	50:120:254	3
	50:120:255	1			50:120:256	1
Transcultural Health & Diversity		3		Microbiology & Lab.	50:120:211 50:120:212	3 1
Human Development	50:830:222	3		Nutrition	57:705:255	3
Biomedical Ethics	50:730:249	3		Civilizations and Heritages		3
Advanced Health and Physical Assessment	58:705:519	4		Basic Clinical Nursing Competencies Theory	57:705:210	2
				Basic Clinical Nursing Competencies Lab.	57:705:211	2
JUNIOR						
Research in Nursing	57:705:411	3		Advanced Pharmacology	58:705:518	4
Free Elective		3		Nursing of Adults- Theory	57:705:303	3
Nursing of Women and The Childbearing Family – Theory	57:705:301	3		Nursing of Adults – Lab.	57:705:304	3
Nursing of Women and The Childbearing Family – Lab.	57:705:302	3		Nursing of Children & Adolescents – Theory	57:705:305	3
Advanced Pathophysiology	58:705:516	4		Nursing of Children & Adolescents – Lab.	57:705:306	3
SENIOR						
Literature or Fine Arts Requirement		3		Free Elective		3
Gerontological Nursing – Theory	57:705:401	3		Community Health Nursing and Global Health – Theory	57:705:405	3
Gerontological Nursing – Lab.	57:705:402	3		Community Health Nursing and Global Health – Lab.	57:705:406	3
Psychiatric – Mental Health Nursing – Theory	57:705:403	3		Nursing Management and Leadership – Theory	57:705:407	3
Psychiatric – Mental Health Nursing – Lab.	57:705:404	3		Nursing Management and Leadership – Theory	57:705:408	3
Students Begin DNP Sequence						
Summer: Foundation of Nursing Science	58:705:511	3		Summer: Evidence Based Practice	58:705:517	3

Accelerated Second Degree Baccalaureate Program (ABS) DNP Early Entry

Level I first semester	Course #	Credits	Level II Second Semester	Course #	Credits
Health Promotion in a Multicultural Society	57:705:336	2	Advanced Pharmacology	58:705:518	4
Basic Clinical Nursing Competencies Theory	57:705:332	2	Research in Nursing	57:705:421	3
Basic Clinical Nursing Competencies Lab	57:705:333	2	Nursing of Adults Theory	57:705:340	3
Advanced Health and Physical Assessment	58:705:519	4	Nursing of Adults Lab	57:705:341	3
Advanced Pathophysiology	58:705:516	4	Psychiatric Mental Health Theory	57:705:466	3
			Psychiatric Mental Health Lab.	57:705:467	3
Level III Third Semester	Course #	Credits	Level IV Fourth Semester	Course #	Credits
Gerontologic Nursing Theory	57:705:430	3	Community Health Nursing and Global Health – Theory	57:705:460	3
Gerontologic Nursing Lab.	57:705:431	3	Community Health Nursing and Global Health – Lab.	57:705:461	3
Nursing of Women and The Childbearing Family – Theory	57:705:380	3	Nursing Management and Leadership – Theory	57:705:462	3
Nursing of Women and The Childbearing Family – Lab.	57:705:381	3	Nursing Management and Leadership – Lab.	57:705:463	3
Nursing of Children & Adolescents – Theory	57:705:360	3	Capstone	57:705:464	3
Nursing of Children & Adolescents – Lab.	57:705:361	3			
Students Begin DNP Sequence					
Summer: Foundation of Nursing Science	58:705:511	3	Summer: Evidence Based Practice	58:705:517	3

Appendix A Clinical Enhancement Tool (CET)

Rutgers University – Camden School of Nursing

Student Name: _____ RUID: _____

Date CET Received: _____

Responsibilities:

Clinical Instructor: Please complete the CET & send a copy to the student and Clinical Director within two days of your verbal counseling session. Complete one form for each objective not met.

Student: Once form is received, set up an appointment within the next 48 hours to meet with the Lab Coordinator at digiacda@camlink.rutgers.edu.

Lab Coordinator: Schedule lab time with student, meet with student & review CET. Work with student on individual remediation plan. Provide additional guidance & support as needed. Once the student has successfully completed the remediation plan, sign off on the form & have student sign it. Make a copy to keep in Remediation Tool Book in lab & return a copy to the student to bring back to the Clinical Instructor.

Clinical Objective:

a) Description of deficiency:

b) Plan to meet objective: (Please include self- learning activities, lab sessions, review of videos, etc.)

Clinical Instructor /Date

Student/ Date

To Be Completed by Lab Coordinator:

Date(s) of lab session: _____ **Duration of lab session(s)** _____

___ Student successful with plan outlined to improve skills

___ Student requires additional enhancement to improve skills

Comments: (include how student was able to meet objective)

Lab Coordinator/Date

Student/Date

Additional Comments:

Lab Coordinator or Clinical Instructor

Appendix B Clinical Warning Form
Rutgers University – Camden School of Nursing

Student Name: _____ RUID: _____

Date of Occurrence: _____ Clinical Experience: _____

Reason for Clinical Warning:

- 1. Student is not meeting clinical objective(s).
- 2. Student's performance or behavior was unsafe.
- 3. Student was not prepared to care for the client(s) who was assigned to his/her care.
- 4. Student did not follow basic safety standards when caring for clients
- 5. Student acted in a way that was considered uncivil, disrespectful or violent
- 6. Student did not adhere to the Professional Behaviors in the Clinical Setting Policy
- 7. Student did not adhere to one of the policies that can be found in the Nursing Student Handbook:
- 8. Any other situation identified by the Clinical Instructor that may warrant a Clinical Warning:

Description of Occurrence/clinical objective:

Action Taken: _____

- Student counseled regarding Clinical Warning including reason, action and plan
- Student sent home from clinical experience
- Clinical director notified of Clinical Warning
- Theory professor notified of Clinical Warning
- Program Director notified of Clinical Warning
- Clinical Agency notified of occurrence (provide specifics)

Remediation Plan: Please include dates and specific outcomes.

APPENDIX C Independent Study Application

Rutgers University – Camden School of Nursing

To be completed by the student at time of initial proposal

Student name: _____ Rutgers ID: _____

Current GPA: _____ Number of Credits Completed to Date: _____

Proposed term for Independent Study:

Spring 20 _____ Fall 20 _____ Summer 20 _____

Student signature: _____ Date: _____

To be completed after student and faculty member have agreed on form and content of independent study project.

Title of Independent Study project:

has been approved for the above noted semester, for a total of academic _____ credits.
The approved proposal is attached.

Signature of Faculty Member: _____ Date: _____

Printed name of Faculty Member: _____

Signature of Associate Dean: _____ Date: _____

Printed name of Associate Dean: _____

Course # _____

Index # _____

Special Permission# _____