



Graduate Student Handbook 2024-2026

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Table of Contents

SECTION I: WELCOME TO THE RUTGERS SCHOOL OF NURSING–CAMDEN

1. *Welcome to the Rutgers School of Nursing-Camden*
2. *Acknowledgement of Receipt of Student Handbook*
3. *Graduate Programs Leadership Team*
4. *About Rutgers School of Nursing-Camden*
 - a. *Mission*
 - b. *Vision*
 - c. *Belief Statement*
 - d. *Non-discrimination Policy Notice*
 - e. *Academic Calendar*

SECTION IIA: GRADUATE AND PROFESSIONAL PROGRAMS

1. *School Nurse Specialty Program*
2. *Wound Ostomy Continence Nurse Education Program*
3. *Post-Masters Nurse Educators Certification Program*
4. *DNP Program*

SECTION IIB: ADMISSION AND REGISTRATION

1. *Administration and Registration*
2. *Curricular Plans*
3. *Continuous Registration*
4. *Maintaining Matriculation*
5. *Administrative Withdrawal*
6. *Change of Registration and Withdrawal*
7. *Transfer Credit*
8. *Course Waiver and Substitution*

SECTION IIC: COMPLIANCE POLICIES

1. *Compliances*
2. *Malpractice Liability Insurance*
3. *Document Tracking*
4. *Technical Standards and Office of Disability Information*
5. *Protection of Minors Policy*
6. *Student Policy on Sexual Harassment, Violence and Misconduct*

SECTION III: CLINICAL PLACEMENTS AND EXPECTATIONS

1. *Clinical Rotations and Attendance*
2. *Typhon*

3. *Clinical Performance Evaluation*
4. *Clinical Warning Policy*
5. *Professional Behavior in Clinical Settings*
6. *Nursing Code of Ethics*
7. *Clinical Expectations*
 - a. *Appearance*
 - b. *Pregnancy*
 - c. *Injury*

SECTION IV: ACADEMIC POLICIES AND PROCEDURES

1. *Student Conduct*
2. *Academic Integrity*
3. *Attendance Policies*
4. *Course Formats*

SECTION V: PROGRAM PROGRESSION AND ACADEMIC POLICIES

1. *Academic Advisement*
2. *Nursing Courses*
3. *Course Grade Requirements*
4. *Grading Formats for Nursing Courses*
5. *Academic Policies*
6. *Withdrawal Policy for Nursing Courses*
7. *Academic Probation Policy*
8. *Dismissal Policy*
 - a. *Academic Dismissal Appeal*
 - b. *Readmission Following Academic Dismissal*
9. *Course and Clinical Incompletes*
10. *Mid-term/Mid-semester Warnings*
11. *Course Grade Grievance Policy*
12. *Formal Student Complaint*
13. *Test Time Allotment*
14. *Nursing Curriculum Plans*
15. *Student Course Evaluations*

SECTION VI: COMPUTING, TECHNOLOGY, AND SOCIAL MEDIA CONDUCT

1. *Raptor Connect*
2. *Computing and Technology*
3. *Social Media Policy*

SECTION VII: STUDENT SERVICES AND RESOURCES

1. *Student Activities*
2. *Student Organizations*

3. *Student Representation on School of Nursing Committees*

SECTION VIII: GRADUATION REQUIREMENTS

1. *Requirements for Graduation*

SECTION IX: INDEPENDENT STUDY

1. *What is Independent Study?*

APPENDICIES

Appendix A: Transfer of Credit Guidelines

Appendix B: Course Waiver and Substitution Form

Appendix C: Compliances Health and Background Requirements

Appendix D: Technical Standards

Appendix E: Re-Application After Student Dismissal Policy

Appendix F: Independent Study Form

Appendix G: Substance Use/Abuse Policy

SECTION I: WELCOME TO THE RUTGERS SCHOOL OF NURSING–CAMDEN

The Graduate Student Handbook serves as a resource for any graduate student enrolled in a graduate nursing program at Rutgers School of Nursing–Camden (SNC). It details program expectations and policies; informs nursing students of their roles and responsibilities; and is the primary resource for students to successfully become advanced practice and professional nurses. You are responsible for understanding and following the policies included in this Handbook and in the Rutgers–Camden Graduate Catalog Academic Policies and Procedures (<http://catalogs.rutgers.edu>). Our faculty look forward to working with you.

The master’s degree program in nursing at Rutgers School of Nursing-Camden is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>). The Doctor of Nursing Practice program at Rutgers School of Nursing-Camden is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

State of New Jersey
Board of Nursing
P.O. Box 45010
Newark, NJ 07010
202-887-6791

<http://www.state.nj.us/lps/ca/nursing>

The Rutgers School of Nursing–Camden Graduate Student Handbook is applicable to all graduate and professional programs. Specific sections of this handbook outline expectations for graduate and professional programs.

Disclaimer:

Rutgers University and the School of Nursing–Camden reserve the right to amend any regulations, fees, policies, conditions, and courses described herein as circumstances may require. Students will be notified of substantive changes via their official Rutgers email address. The provisions of this handbook are not and may not be regarded as contractual between the Rutgers School of Nursing–Camden and the students or its employees.

Acknowledgement of Receipt of Student Handbook

All students will acknowledge receipt of the Rutgers School of Nursing–Camden Graduate Student Handbook via an electronic sign-off. Each student is responsible for reading and abiding by the information contained within the Graduate Student Handbook and the Rutgers University Camden Catalog, both of which contain important information needed during student experiences at Rutgers University. Students will be provided with a link in Raptor Connect to complete this acknowledgement.

**RUTGERS SCHOOL OF NURSING, CAMDEN
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For the complete listing of Leadership, Administration, and Staff, please see the following link: <https://nursing.camden.rutgers.edu/leadership-administration-and-staff>

Rutgers School of Nursing, Camden Faculty

For the complete listing of Full-Time Faculty, please see the following link:

<https://nursing.camden.rutgers.edu/faculty>

Rutgers School of Nursing–Camden **faculty are recognized experts in their fields of study and clinical practice** who are committed to motivating students and to fostering their academic success. These dedicated mentors model resilience and encourage our students to identify—and surpass—their academic and career goals. Our faculty, comprising 33 full-time professors and more than 200 part-time lecturers, contribute to a campus-wide climate of cross-disciplinary collaboration, engaged civic learning, and evidence-based research. At the School of Nursing–Camden, faculty are hands-on practitioners and researchers who investigate topics such as poverty and vulnerable communities; health promotion, disease prevention, and health literacy; access to care; community-based research; and social determinants of health – to name a few

Lecturers

A number of well-qualified professionals—our lecturers—supplement the full-time nursing faculty. Lecturers have a master’s degree in nursing, or a doctoral degree 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.

About Rutgers University Mission

Rutgers, The State University of New Jersey has a threefold mission (<http://www.rutgers.edu/about>): instruction, research and public service, with each component supporting the other two. The Rutgers community on the Camden Campus recently completed the process of strategic planning (<http://www.camden.rutgers.edu/pdf/StrategicPlan.pdf>), elaborating upon the university mission: *Bringing the Rutgers experience to southern New Jersey and the Delaware Valley, Rutgers University-Camden prepares the next generations of leaders by delivering interdisciplinary and innovative research, rigorous academic programs and engaged experiential learning opportunities, and solution-oriented services that change communities.* Likewise, the mission of the Rutgers School of Nursing–Camden elaborates upon the University mission and advances the concept of nursing education “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.”

About Rutgers School of Nursing–Camden

Mission

We educate clinically excellent nurses who become strong, interprofessional team members; visionary advocates and leaders; and engaged citizens who build healthy communities in southern New Jersey and beyond.

Vision

Rutgers School of Nursing–Camden's vision is to be known for excellence in nursing education, advancements in nursing science, and a vibrant, innovative, and trusting milieu.

Belief Statement

Our Philosophy of Nursing and Nursing Education was originally crafted by faculty leader Carol Germain, Ed.D., RN, FAAN in 2010. It reflects enduring beliefs that guide our mission, vision, and core values.

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 diverse, multicultural and underserved populations. Every 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, 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, creative thinking, and interaction with students and faculty from other disciplines. Within such a setting, the nurse 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 and guides them in identifying and meeting their learning objectives, in applying what they have learned, and in becoming excellent nurses.

Non-discrimination Policy Notice

Rutgers, The State University of New Jersey, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, disability, age, or any other category covered by law in its admission, programs, activities, or employment matters. Please click the following link to identify further information on the notice of nondiscrimination or who have been designated to handle inquiries regarding the nondiscrimination policies: <https://uhr.rutgers.edu/non-discrimination-statement>

Academic Calendar

Academic calendar information can be found at: <https://registrar.camden.rutgers.edu/calendars-catalogs>

SECTION II: GRADUATE AND PROFESSIONAL PROGRAMS

Section IIA: PROGRAM DETAILS AND OUTCOME

School Nurse Specialty Program

<https://nursing.camden.rutgers.edu/school-nurse>

The Rutgers School of Nursing–Camden School Nurse Specialty Program prepares registered nurses to fill the important role of school nurse in K-12 educational institutions across New Jersey and become vital partners who advance academic success of students and contribute to the well-being of families and communities. Our population health-focused graduate program offers two tracks: a School Nurse certificate and a School Nurse certificate with a Master of Science in Nursing.

***The Rutgers–Camden MSN School Nurse graduate will be able to:**

1. Demonstrate clinical judgement and practice innovation informed by basic, social, cultural, and nursing sciences in the school nursing role to promote optimal student outcomes.
2. Demonstrate individualized, holistic care with family, school, and societal contexts when evaluating evidence-based, coordinated school nursing
3. Apply knowledge of population health policies and processes to school nurse student populations for health promotion to disease management to promote optimal, equitable health outcomes
4. Utilize processes and techniques of scientific inquiry to promote evidence-based practice to improve health outcomes of students and the school community.
5. Incorporate principles of safety and improvement science to enhance school nursing patient safety and minimize risk for patients and providers.
6. Collaborate with health care, family, school, and community team members to optimize school nursing care and improve student health outcomes
7. Practice school nursing effectively and proactively within schools and complex health systems to promote optimal school nursing care for diverse populations
8. Practice school nursing in the context of evolving health information systems capacities and technology to promote safe, efficient care delivery
9. Develop and nourish a sustainable professional school nursing identity that includes accountability, perception, and collaborative spirit reflecting school nursing's highest values including ongoing school nurse board certification

10. Practice self-reflection and targeted activities to foster personal health, resilience, and lifelong learning supporting school nursing expertise and leadership

**Based on AACN Essentials, 2021*

Certificate Track

Coursework (21 Credits):

- 58:705:557 School Nurses as Population Health Leaders (3)
- 58:705:556 Trends and Best Practices in School Health Education (3)
- 58:705:555 Foundations of School Nursing Practice (3)
- 58:705:561 Improving Population Health (3)
- 58:705:559 21st Century School Nursing Seminar (3)
- 58:705:560 School Nurse and Health Educator Practicum (3)
- 58:705:521 Advanced Physical Assessment (3)

Master of Science in Nursing (Additional 15 Credits)

Sample Coursework:

- Same coursework as the School Nurse Certificate track, plus:
- 58:705:525 Advanced Pharmacology (3)
- 58:705:523 Advanced Pathophysiology (3)
- 58:705:517 Evidence-based Prevention, Promotion & Practice (3)
- 58:705:580 Interprofessional Ethics for Advanced Practice (3)
- 58:705:691 Leading Interprofessional Collaborative Teams in Healthcare (3)

* A modified MSN track is also available for *Post-baccalaureate – Certified School Nurses*

Requirements

Requirements for the School Nurse Certificate and MSN Program are listed on the Rutgers School of Nursing, Camden School Nurse Specialty Program webpage:

<https://nursing.camden.rutgers.edu/school-nurse>

The Wound, Ostomy, Continence Nursing Education Program (WOCNEP)

<https://nursing.camden.rutgers.edu/wound-ostomy-continence-nurse>

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 develop a plan of study with the program director.

Nationally Accredited, Graduate-Level Program

The Rutgers School of Nursing–Camden WOCNEP is fully accredited by the Wound Ostomy and Continence Nurses Society and is the only graduate level tri-specialty nursing certificate program in the nation. In addition, the WOC nursing specialty is recognized by the American Nurses Association. Graduates of the WOCNEP are qualified to sit for the Wound Ostomy Continence Nursing Certification Exams offered by the Wound Ostomy Continence Nursing Certification Board (WOCNCB), which began certifying nurses in 1978. The WOCNCB certification is valid in every state.

***The Rutgers–Camden WOCNEP graduate will be able to:**

1. Demonstrate clinical judgement and practice innovation informed by basic, social, and nursing sciences in the wound, ostomy, continence (WOC) nursing role to promote optimal patient outcomes.
2. Demonstrate individualized, holistic care with family and societal contexts when evaluating evidence-based, coordinated WOC nursing care
3. Apply knowledge of population health policies and processes to WOC patient populations for health promotion to disease management to promote optimal, equitable health outcomes
4. Utilize processes and techniques of scientific inquiry to promote evidence-based WOC health outcomes
5. Incorporate principles of safety and improvement science to enhance WOC patient safety and minimize risk for patients and providers.
6. Collaborate with health care, family, and community team members to optimize WOC nursing care and improve patient health outcomes
7. Practice WOC nursing effectively and proactively within complex health systems to promote optimal WOC care for diverse populations
8. Practice WOC nursing in the context of evolving health information systems capacities and technology to promote safe, efficient care delivery
9. Develop and nourish a sustainable professional WOC nursing identity that includes accountability, perception, and collaborative spirit reflecting WOC nursing's highest values including ongoing WOC board certification
10. Practice self-reflection and targeted activities to foster personal health, resilience, and lifelong learning supporting WOC nursing expertise and leadership

**Based on AACN Essentials, 2021*

Required courses for Wound, Ostomy, Continence Program

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

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

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

*The WOCNEP clinical hours (160) can be used to cover the clinical hours in Specialty Residency III in the DNP program.

Format

Online

- Provides three graduate nursing courses totaling 13 credits.
- Combines exceptional classroom instruction with clinical experience.
- Two (5)-credit didactic courses are taught during fall and spring semesters in a once weekly, late afternoon-early evening format. A 3-credit course: The summer contains the 160-hour clinical practicum.

Experienced faculty, distinguished WOC nurses, and interprofessional colleagues present on topics including wound care, urinary and fecal diversions (ostomy), and urinary/fecal incontinence for on-campus students. The (3)-credit clinical course component consists of a 160-hour clinical practicum with an expert credentialed preceptor, plus a bi-weekly class that meets in the summer semester or periodically online.

Requirements

Requirements for the WOCNEP are listed on the Rutgers School of Nursing, Camden WOCNEP webpage: <https://nursing.camden.rutgers.edu/wound-ostomy-continence-nurse>

Post-Masters Nurse Educator Certification Program

<https://nursing.camden.rutgers.edu/nurse-educator-courses>

Certification in any field is a mark of professionalism. For academic nurse educators, it establishes nursing education as a specialty area of practice and creates a means for faculty to demonstrate their expertise in this role (NLN, 2022). The Post Master's Certification Program will prepare master's or doctoral degree nurses with advanced knowledge and skills to teach in the classroom, clinical and online settings. Upon completion of the program, students will meet the requirements (Option A) * to sit for the National League for Nursing Certified Nurse Educator (CNE or CNE-cl) exams.

The Rutgers–Camden Post-Masters Nurse Educator Certification Program graduate will be able to:

1. Demonstrate the knowledge and skills to educate nursing students in the classroom, clinical and online settings through the development of the Nurse Educator Core Competencies.
2. Utilize theoretical knowledge and evidence-based strategies to support the transition from clinical practitioner to nurse educator in the classroom, clinical and online settings
3. Become nationally certified as a Nurse Educator by the National League for Nursing (NLN)

Required courses for Post-Master Nurse Educator Certification Program

58:705:542 Foundations of Nursing Education (3 credits)

58:705:540 Curriculum Development in Nursing Education (3 credits)

58:705:544 Assessment and Evaluation Methodologies in Nursing Education (3 credits)

58:705:546 Teaching Practicum (includes 60-hour clinical practicum) (3 credits)

Formats

Online

- Provides four (4) graduate nursing courses totaling 12 credits.
- Consists of online (asynchronous) and periodic remote synchronous activities.
- Three 3-credit didactic theory courses are taught entirely online during fall and spring semesters.
- The (3)-credit teaching practicum requires a one-day virtual immersion, a 60-hour teaching practicum with a credentialed preceptor, and periodic remote synchronous meetings during the spring semester.

Requirements

Requirements for the Post-Masters Nurse Educator Certification Program are listed on the Rutgers School of Nursing, Camden Post-Masters Nurse Educator Certification Program webpage:

<https://nursing.camden.rutgers.edu/nurse-educator-courses>

Doctor of Nursing Practice (DNP) Program

<https://nursing.camden.rutgers.edu/DNP>

DNP Mission Statement

The DNP graduates will be prepared to become clinical leaders in healthcare delivery through the development and application of evidence-based practices 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 individual/family 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 National Academy of Medicine, Committee on the Future

of Nursing 2020–2030 to prepare nurses to identify and act on the complex social, economic, and environmental factors that influence health and well-being

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.

***The Rutgers–Camden DNP graduate will be able to:**

1. Demonstrate advanced levels of clinical judgement and practice innovation informed by integrating, translating, and applying evolving knowledge from nursing as well as the natural and social sciences, liberal arts, ethics and other scientific sources of knowledge
2. Demonstrate individualized, holistic care within family and societal contexts building on a scientific body of knowledge regardless of nursing specialty focus promoting respectful, compassionate, coordinated, evidence-based healthcare
3. Apply knowledge of population health principles and policies across the health promotion-disease management continuum in support of effective, equitable health and healthcare
4. Engage in evidence-based focused scholarship that contributes to optimal, equitable health outcomes
5. Incorporate principles and processes of safety and improvement science to enhance patient safety and minimize risk of harm to patients and providers at individual clinician and systems levels
6. Collaborate intentionally with interprofessional partners, patients, families, and other stakeholders to optimize care and improve health outcomes
7. Practice effectively and proactively within complex health systems to provide coordinated, safe, and high-quality equitable care for diverse populations
8. Utilize information and health care technologies to provide care and gather data for driving evidence-based decision making and safe, high-quality, best-in-practice care delivery
9. Develop and nourish a professional nursing identity characterized by accountability, collaboration, perceptiveness, and comportment reflecting nursing's highest values
10. Engage in lifelong learning, self-reflection, and targeted activities to foster personal health, professional development, and nursing and leadership expertise

**Based on AACN Essentials, 2021*

Program Details and Admission

DNP Program Description:

Family Nurse Practitioner and Adult Gerontology Primary Care Doctor of Nursing Practice

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 students for the nurse practitioner role in either adult gerontology or individual/family across the lifespan. Graduates are prepared to assume responsibility and accountability for care and practice at the most independent level of nursing. This includes using conceptual and analytic skills to evaluate 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 the student 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

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 (*must be taken within five years of program completion for board certification. If pharmacology is older than five years, the student will need to retake the course.*)
- Advanced Health/Physical Assessment

Courses that Support the Nurse Practitioner Role within a Population Focus

Adult-Gerontology and Individual/Family across the Lifespan

- Primary Care Theory
- Primary Care Residency

Adult-Gerontology only

- Adult-Gerontology Complex Care Theory
- Adult-Gerontology Complex Care Residency II
- Adult-Gerontology Specialty Residency III
- Adult-Gerontology Practicum

Individual/Family across the Lifespan only

- Family Health Theory and Residency Complex Care
- Family Health Theory and Residency: Women's Health and Perinatal
- Family Health Theory and Residency: Pediatrics
- Family Health Practicum

Project Courses

- DNP Project Planning Seminar (Seminar I)
- DNP Project Implementation Seminar (Seminar II)
- DNP Project Evaluation and Dissemination Seminar (Seminar III)

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
- Evidence-based Prevention, Promotion & Practice
- Epidemiology & Biostatistics
- Interdisciplinary Ethics for Advanced Practice
- Health Information Systems & Technology
- National & Global Health Policy
- Financial Management in Healthcare
- Leading Interprofessional Teams in Health Care Organizations
- Foundations of Nursing Education
- APN Role Transition

Undergraduate Student Course Work in the DNP program

Courses: (Advanced Pathophysiology, Advanced Health Assessment)

Students may elect to take the three credit Advanced Health Assessment and Advanced Pathophysiology courses while they are still enrolled in the undergraduate program at Rutgers School of Nursing, Camden. 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 higher in order to obtain graduate credit.** Students must consult with undergraduate advisors AND the DNP Program Director before taking these courses.

Doctor of Nursing Practice (DNP) Program Entry Options

Early Entry Options

Students in the Traditional, Accelerated Second Degree Nursing Program (ABS) and the RN to 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. 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:
<https://nursing.camden.rutgers.edu/DNP>.

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). 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.

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 9 graduate nursing credits (i.e., 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.

Full-time students are strongly encouraged to consider their academic studies as their primary responsibility. Full-time employment can create challenges that are difficult for a full-time student to successfully manage.

Post BS/BS students

Completion of required number of credits in the post baccalaureate portion of the DNP program:
67 credits for the Adult-Gerontology Track
74 credits for the Family Health Track
Completion of a minimum of 1000 graduate clinical residency hours

Post Master's Option

Post MS students must complete a minimum of 440 clinical residency hours. A **gap analysis** will be conducted by the Program Director to determine the number of clinical hours required to total 1000 graduate clinical residency hours.

Program Outcomes

Post-Master's students must complete the DNP program within 4 years after their initial enrollment. Post Baccalaureate students must complete the DNP program within 5 years after their initial enrollment and 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 Family track students 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. 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:

<https://www.njconsumeraffairs.gov/nur/Pages/Advanced-Practice-Nurses.aspx>

DNP 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 Requirements Toolkit***

Three scholarly seminar courses in the curriculum support the project:

- DNP Project Planning Seminar (Seminar I) is designed to support students in developing project plans. Students must submit and gain approval for project proposals upon the completion of DNP Project Planning Seminar.
- During DNP Project Implementation Seminar (Seminar II), students should implement projects and collect any project-related data.
- DNP Project Evaluation and Dissemination Seminar (Seminar III) is designed to support students in analyzing and synthesizing project data and preparing work for dissemination. In this seminar, students will write abstracts that may be submitted to professional conferences and

manuscripts suitable for publication. Acceptance of an abstract or publication of a manuscript is not a requirement for completion of the program.

Before the DNP Project Planning Seminar, students will identify doctoral-prepared Rutgers School of Nursing–Camden faculty who will serve as DNP Team Chairs. Students should work informally with faculty members of their own choosing and identify their DNP Team chair before going to Seminar I. The DNP Team Chair should have expertise in the student’s area of interest and ensure that the student is maintaining a steady pace and focus. **Students must be proactive in seeking guidance and support from their DNP Team Chairs in the planning, design, and implementation of projects.**

The student is also required to work collaboratively with a partner in the practice-service setting where the project is conducted, clearly communicating the goals and 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 DNP project team. However, the final decision as to whether the student meets the terminal learning objectives of the project will lie solely with the DNP project team.

The DNP Team Chair must confirm that the project work has been successfully completed, and the student must work proactively with the DNP Team Chair to set dates for the presentation of the DNP project and for the submission of the scholarly paper. Project presentation is an open event and the SNC faculty and student body are invited. This presentation is not a defense; it is the first step in disseminating the work.

The American Association of Colleges of Nursing (AACN, 2015) recommended group or team projects as another option for students to meet the final scholarly project requirement in a Doctor of Nursing Practice (DNP) program. Student wishing to do a DNP project as a group of two must show evidence and a rubric of division of labor that there is enough content and work for both students. A group project must be approved by the DNP Chair, for more information on group projects, refer to the ***DNP Project Requirements Toolkit***.

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

<https://grad.admissions.rutgers.edu/Diploma/Login.aspx>

Prior to the DNP Team Chair and Program Director signing off on this form, the DNP Team Chair must sign off on the final iteration of the scholarly paper and the student must show evidence of submitting the paper to a scholarly journal (it does not need to be accepted for publication).

SECTION IIB: ADMISSION AND REGISTRATION

Admissions and Registration

Admissions and registration can be complicated processes. Administrators, staff, and faculty are available to assist you as you navigate these systems. The information below is written to help graduate students understand the basic information needed for enrollment. Faculty, staff, and administrators are accessible for guidance as needed.

Curricular Plans

Full time and part time options

Students enrolled in 9 or more credits per semester are full-time, whereas students enrolled in less than 9 credits are considered part-time. 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 may only be offered once a year, and many require pre-requisites. Students who are contemplating a part-time plan of study must meet with the Program Director prior to beginning classes.

Continuous Registration

Students are expected to be continuously registered every semester (Fall and Spring) from the date of matriculation. If a student needs/decides to take a semester off, the student must file for **maintaining matriculation** (see Maintaining Matriculation below). For semesters in which a student is not taking classes, they must pay any associated fees for maintaining matriculation (see below). Continuous registration applies to all students, regardless of whether they are attending in-person, remote, hybrid, or online classes. In other words, there are no formal student “leaves of absences” once matriculated.

Students receiving financial aid should be aware of any implications of not taking any classes for a semester. Please consult with the financial aid office for additional information. Students with any type of hold (financial, registrar, compliance, and/or student health) will not be permitted to register for classes until the hold is resolved. *(Approved by Faculty Org 12/7/2021)*

Maintaining Matriculation

Students who need to interrupt their studies may, with approval from their Program Director and Associate Dean, register for Maintaining Matriculation.

This category of registration is available only to students not using faculty time or university/research facilities. Students may apply for maintaining matriculation a maximum of two consecutive semesters at any one time during their tenure as a graduate student. Permission to register for maintaining matriculation for additional semesters (beyond 2 consecutive semesters) may be requested for extenuating circumstances and will be reviewed on a case-by-case basis by the Program

Director and Associate Dean. In the absence of this waiver, the student must reapply to the program (and readmission is not guaranteed). *(Approved by Faculty Org 12/7/2021)*

Administrative Withdrawal from the School of Nursing

Inactive students (not registered for a course or Maintaining Matriculation) will be administratively withdrawn ONE WEEK AFTER THE END OF THE ADD DROP PERIOD and notified by the Office of the Registrar. Students who are administratively withdrawn will need to reapply to the program. *(Approved by Faculty Org 12/7/2021)*

Change of Registration and Withdrawals

All students, regardless of program, are **required** to speak with their course faculty and Program Director before course withdrawal to ensure there is complete understanding regarding its effect on their academic plan of study and a new plan is developed. For graduate students, prerequisite/co-requisite course requirements will not be waived. Because all courses are not offered every semester, a student may have to wait more than one semester to reenroll in a course. For some, this may delay academic progression and anticipated program completion. *(Approved by Faculty Org 12/7/2021)*

Transfer Credit

Request for transfer of credits for graduate courses completed at another accredited institution will only be reviewed upon admission (**before the start of the first semester**) to the School of Nursing-Camden.

The following limits are set on the maximum number of graduate degree credits transferable into the School of Nursing–Camden. **No more than 9 credits from an accredited institution earned for the degree may be transfer credits.** Students who have completed nursing course credits elsewhere are evaluated on an individual basis. Nursing courses taken elsewhere are not guaranteed to transfer into the program.

The school will consider applications for transfer credit based on the following criteria:

- Course documents support comparable graduate or doctoral level coursework at an accredited college or university.
- The student earned a B or better in the course(s) being transferred.
- The course(s) was/were not taken more than 7 years before the transfer request. Please note, advanced pathophysiology, advanced pharmacology, and advanced health assessment **must have been completed less than 5 years before admission.**
- The maximum number of credits that can be transferred is 9 credits
- Credits transferred for a course will not exceed the number of credits for the course offered at Rutgers School of Nursing-Camden

- Credits transferred for the course will not exceed the number of credits granted by the outside school.
- Clinical theory and practicum courses are not transferrable.

The student is considered admitted if currently enrolled in one of the Master's, DNP, or certification programs (School Nurse, WOC, and Post-Masters Nurse Educator Programs).

The Request for Transfer Credit form, official transcript(s) with final grade posted, and supporting documents (syllabus including course description/objectives and content outline) must be submitted to the student's Program Director for review before admission. *See Appendix A.*

(Approved by Faculty Org 12/7/2021)

Course Waiver and Substitution (Internal Transfer of Credit)

Students applying credits previously earned at Rutgers University/the School of Nursing/UMDNJ School of Nursing must meet with their Program Director to review which courses may be applied to their program of study. This is not a "transfer of credit" per se, but a process to apply for credits previously earned at Rutgers to replace or substitute required courses in the student's plan of study.

The form to be completed and submitted by the student to the Program Director is entitled Course Waiver and Substitution Form. If upon review, the Program Director deems the course is deemed equivalent or acceptable for transfer (see criteria for transfer of credit above), the Program Director will submit the completed form to the Associate Dean for review and final review/authorization/approval. When a course substitution/waiver is granted and approved, the Office of the Registrar will record/note the application of credit(s) on the student's transcript/in the student file. *See Appendix B.*

(Approved by Faculty Org 12/7/2021)

SECTION IIC: COMPLIANCE POLICIES

Compliances

Adherence to the health requirements for all students at Rutgers School of Nursing–Camden is required. Immunization and health testing information must be completed to meet New Jersey law and University requirements and to assist in maintaining your health and the health of others you meet while on campus. These forms should be submitted as directed in your admissions materials.

The School of Nursing–Camden also requires additional health, criminal background and other compliances as set forth by affiliate clinical agencies. Students must remain 100% compliant with these requirements in order to participate in on and off campus lab experiences. Missed clinicals due to non-compliance may result in failure of that particular clinical. Students will not be permitted to attend clinicals if they are non-compliant. Additionally, registration holds may be

placed on the accounts of non-compliant students, preventing them from registering for classes and delaying their program progression.

Malpractice Liability Insurance

School Nurse, WOCNEP, and DNP students must carry personal malpractice/liability insurance.

Employment:

Given the rigorous nature of graduate education, students may find it difficult to maintain full-time employment. If the student makes the decision to maintain employment during graduate education, it is expected that employment will not interfere or impede any portion of the student's academic responsibilities. This includes, but is not limited to, attendance at synchronous class sessions, examinations, clinical lab experiences, completion of assignments, and clinical practicum experiences.

Students are **not permitted** to complete their APN clinical hours at their current place of employment to ensure a diverse learning experience and avoid potential conflicts of interest. All clinical hours must be completed at an approved, separate clinical site.

Document Tracking

Students are required to submit immunization records, medical records, background information, and healthcare certifications directly to a tracking system managed by Castle Branch, a secure online platform. Required documentation should not be submitted to School of Nursing–Camden personnel.

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To accessing the Castle Branch tracking system, go to <https://portal.castlebranch.com/RU21>

1. Click on the Package Selection tab.
2. Select “Camden” for School Nursing, or WOCNEP, OR select “Graduate Nursing” for DNP
3. Review the package summary and payment information. Check the box acknowledging that you have “Read this Information,” then “Click to Continue”.
4. Complete the requested information on the following pages.
5. Classification: follow the instructions provided in your Welcome Letter.
6. The Instruction Package will give a detailed outline with the package cost of \$200 which is all inclusive.
7. Additional requirements include online E-Learning modules. Related work modules may not substitute for the E-Learning modules.
8. Students must keep all documents current such as annual TB requirements, biennial CPR, annual health insurance card, current nursing Student Handbook acknowledgement form, background checks, urine drug screen, and RN license (if applicable).

Students must upload all required documents into the Castle Branch tracking system by the assigned due date. *See Appendix C*

Technical Standards and Office of Disabilities Information

The School of Nursing–Camden faculty members are responsible for determining, at any point in a student’s academic program, whether that student has demonstrated or is able to demonstrate appropriate levels of skills and abilities. Students who fail to demonstrate appropriate levels of skills and abilities may have their progression interrupted until they are able to demonstrate skills at the appropriate levels. Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where he/she is officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the **Registration form**: <https://ods.rutgers.edu/contact-ods/rutgers-university-camden>. *See Appendix D for Technical Standards.*

Protection of Minors Policy

Rutgers University welcomes minors on campus for a variety of reasons that range from child-care and behavioral health services to a host of other academic and athletic programs during the summer and the academic year. Minors are regularly on campus as prospective students, as enrollees in university-sponsored programs or camps, as patients or interns, as volunteers in laboratories, and as participants in other community outreach and enrichment activities (some of which may meet off-campus). In its continued commitment to ensure the well-being and safety of minors, the university adopted a [Protection of Minors Policy](#).

Student Policy on Sexual Harassment, Violence and Misconduct

Disclosures from a student in which sexual assault, sexual misconduct, domestic violence, relationship violence, stalking, sexual exploitation, hostile environment, or gender-based discrimination has occurred prior to when the student was enrolled is not mandatory but is highly encouraged. In many instances, our students disclose because they are seeking and in need of support and it is only through a report or referral to our office that we are able to connect the student to services. Our campus climate survey found that 49% of our students experienced some form of trauma prior to enrolling at Rutgers, so our hope is that we can provide a safe and supportive environment for student academic success. We can only provide opportunities when we all work together. For further information, please visit: <https://policies.rutgers.edu/> and <https://respect.camden.rutgers.edu/>

SECTION III: CLINICAL PLACEMENTS AND EXPECTATIONS

Clinical Rotations and Attendance

Clinical or residency hours associated with clinical courses will involve work with individual preceptors. Location of preceptors can be a coordinated effort between the DNP student, the CARES office, the Program Director, and faculty. Please follow all directions provided by email from all involved regarding preceptor placement. Once a preceptor is secured, students must fill out the **Graduate Clinical Placement Form** provided by Rutgers–Camden. The information in this form is needed to gain final approval and to ensure that the proper agency affiliation agreements are in place. The student is responsible for arranging schedules with the preceptor and is expected to accept the clinical schedule that the preceptor offers.

Students are **not permitted** to complete their APN clinical hours at their current place of employment to ensure a diverse learning experience and avoid potential conflicts of interest. All clinical hours must be completed at an approved, separate clinical site.

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. Students are responsible for asking 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. In case of a missed site visit, the student must notify the site visitor and reschedule, negotiate make-up time with the preceptor, and notify course faculty at the next scheduled class meeting about any missed clinical time.

The Typhon NPST™ - Nurse Practitioner Student Tracking System functions as a complete electronic student tracking system that facilitates the recording of each student's patient encounter logs during their clinical rotations. The system is web based, HIPAA compliant, and allows students to quickly and easily enter patient encounter information such as demographics, clinical information, diagnosis and procedure codes, medications and brief clinical notes. Each student enrolled in the Nurse Practitioner program is required to purchase and install this product on their desktop/laptop computer for use in all clinical courses. Students are encouraged to record encounters on the day of their clinical experience.

In addition to the entry of clinical hours in Typhon:

1. Initialed time logs: The form indicating the number of clinical hours with the initials of your

preceptor must be done each day when you are in your clinical setting and signed by your preceptor. These forms must be submitted on the day of the mid-term evaluation and on the final day of class.

2. **Clinical Performance Evaluation:** It is the responsibility of the student to give their preceptor a copy of the course syllabus, the letter of introduction and the clinical evaluation form the first day of clinical. It is the responsibility of the student to complete the self-evaluation and have their preceptor complete both a mid-course and a final clinical evaluation. Please be sure to remind and provide your clinical preceptor adequate time to complete these evaluations.

a. Course faculty will make contact to preceptors and site visits as needed 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.** Please initial and have your preceptor sign and initial the daily time log sheet each day you attend.

3. **Typhon documentation:** Typhon is graded as a pass/fail requirement. **Students are strongly advised to document clinical hours in Typhon within 72 hours of their clinical day. However, students are required to do so within five (5) business days.** It is imperative that students record these hours in a timely fashion to ensure accuracy and completeness. Failure to record hours in Typhon within five (5) business days of their clinical day will result in warnings. One (1) late submission will result in a clinical warning. Two (2) clinical warnings will result in a student being disallowed to count these clinical hours towards their clinical course requirement. Students will not be allowed to register or progress to the next semester if clinical requirements have not been met.

Typhon entries must include:

- Proper semester, preceptor, course, clinical site,
- Patient demographics: age, race, gender and transgender, insurance, referral
- Clinical information:
 - o Time with patient in minutes
 - o Consult time with preceptor in minutes
 - o Type of decision making: (straightforward, low complex, moderate complex, high complex)
 - o Student participation: (observation, less than shared, shared 50%-50%, primary >50%)
 - o Reason for visit (new consult, follow up routine etc.)
 - o Chief complaint
 - o Type of HP (problem focused, expanded problem focused, detailed, comprehensive)
 - o Social problems addressed (housing, legal, substance abuse etc.)
- ICD10 codes

- CPT billing codes
- Medications
 - o OTC Medications taken currently
 - o Prescriptions currently prescribed
 - o Types of new / refilled medications

Current Typhon account for clinical logs is required. Typhon instructions available at this link:

<http://sn.rutgers.edu/mobile/>

[This Typhon Policy was FO approved 3.2021]

Clinical Performance Evaluation

Students are responsible for providing their preceptors with a copy of the course syllabus, a letter of introduction and the clinical evaluation form the first day of clinical, and for having their preceptors complete both a mid-course and a final clinical evaluation. Course faculty will make appropriate site visits to directly observe the student during the clinical rotation and, along with the preceptor, provide feedback for the student to improve his/her clinical performance. Students who receive a failing grade on the final clinical evaluation fail the clinical component of a course, which will result in a failure for the course.

Clinical Warning Policy

The Clinical Warning Policy applies to all graduate nursing courses that contain a clinical practicum/residency component. The primary objectives of the policy are:

- (1) to advise the student that they did not meet and/or follow established guidelines/policies/protocols as outlined in the RSNC student handbook or course syllabus and
- (2) to provide guidance and direction for student learning.

The Clinical Faculty may issue a **Clinical Warning** for the following reasons:

1. The graduate student failed to schedule the required site visit or was not present when the clinical faculty arrives at the site.
2. The graduate student failed to communicate effectively with clinical faculty as required or to follow up on the previous plan of action.
3. The graduate student has not documented in Typhon within 5 days of their clinical day as required.
4. The documentation in Typhon was incomplete, falsified, or not related to the current clinical site.
5. Observation at the clinical site or consultation with the clinical preceptor revealed the following, warranting a clinical warning:
 - The student was not prepared to care for the client(s) assigned

- The student did not follow basic safety standards when caring for the client(s)
- The student's performance at the clinical site(s) was less than satisfactory with regards to current clinical standards and guidelines or did not follow the clinical agency's policies or guidelines.

6. Other issues

If a Clinical Warning is deemed necessary by the Clinical faculty, he/she will discuss the situation directly with the student as soon as possible. The student will receive a copy of the Clinical Warning from the Clinical faculty (hard copy or via email) describing the specific reason for the warning. The Clinical faculty are required to notify the Graduate Program Director regarding the issue of the Clinical Warning. The faculty will devise a plan of action with the student, the Graduate Program Director, and the clinical preceptor (if applicable) **within 7 business days of the incident**. Failure of the student to successfully meet the plan of action will result in a clinical failure and failure to progress within the graduate program. *(Approved by Faculty Org 3/1/2022)*

Professional Behavior in Clinical Settings

Rutgers-Camden Nursing students will demonstrate professional behavior during all clinical preceptor experiences, following the legal and ethical codes of nursing. Professional behavior promotes the well-being of clients, 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 civil, non-threatening, and therapeutic environment.

Student behavior 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 graduate 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 preceptor of non-attendance or lateness at a scheduled clinical experience
- b. lack of adherence to clinical procedures as required by the agency
- c. behavior which does not promote student compliance with policies

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

Excellent performance includes but is not limited to the following:

- a. adequate preparation for clinical practice
- b. adequate written and verbal communication
- c. adherence to procedures in preparation, administration, and documentation of medications and other nursing procedures
- d. reporting to preceptor and clinical course faculty any questionable nursing practice that affects client welfare
- e. performance after receiving adequate orientation or theoretical preparation or appropriate assistance/supervision
- f. compliance with punctuality and attendance
- g. compliance with health, criminal background, or agency requirements
- h. adherence to Code of Ethics
- i. adherence to agency policies (i.e., regarding smoking, e-cigarettes/vaping, dress code)

Nursing Code of Ethics

The student practices according to the NSNA Code of Ethics for Nursing Students (2015) (<https://www.nsna.org/nsna-code-of-ethics.html>) and the ANA Code of Ethics for Nurses (ANA House of Delegates, 2015; <https://www.nursingworld.org/coe-view-only>), and actively promotes the values and ethics of the nursing profession. Acting under ethical principles ensures that the provided care does not jeopardize the Client's basic rights or endanger professional relationships.

Clinical Expectations

A. Graduate Nursing Student Clinical Dress Code

It is expected that all graduate students will arrive at their clinical site and labs appropriately dressed and groomed in professional attire. If you are working with a preceptor, ask about the expected dress code for the clinical site and adhere to that policy if it is more conservative. Clothing that is worn should only be representative of Rutgers not your place of employment. (Jackets, scrubs, etc. from your place of employment may not be worn to a graduate clinical site placement.)

Professional Attire Consists of:

Jewelry:

- Jewelry should be conservative. Small earrings are permissible but no more than two pairs: no other visible piercings or tongue jewelry. A wedding ring or a conservative ring is permitted. Bracelets are prohibited unless they are medical alert bracelet.

Nails/Hair/Skin:

- Nails should be well trimmed and not extend beyond ¼ inch from the end of the finger. No artificial nails are allowed. Nail polish should be neutral if worn. Nail polish should be consistent with the institutional policy. Extreme hair colors are not permitted.

- Tattoos should not be visible and covered always while in clinical.
- Perfume, fragrant lotions, cologne, and other strong scents are prohibited due to possible allergic reactions.
- Makeup should be subtle, natural, and not distracting or extreme.
- Facial hair must be kept neat and trimmed, so it does not interfere with patient or provider safety. Every facility has different specifications about what they consider an appropriate length

Shoes:

- Shoes should be appropriate for a day's standing. No high heels, open toes, or heels allowed. Sandals and flip-flops are never to be worn even if other providers wear them.

Clothing:

- Jeans, sweats, and yoga pants are not appropriate even if your preceptor or other members of the staff wear them.
- Head coverings cannot be worn unless they are for religious, cultural, or infectious control, or safety reasons. Hair bands that are worn for securing or tying one's hair back should be a solid color.
- It is expected students dress in business casual consisting of: dress slacks, shirts with collars, dresses or skirts no shorter than 2 inches above the knee, and no cleavage showing. Clothing should be clean, wrinkle-free, and fit appropriately. Scrubs should only be worn if directed to do so by your preceptor/site. Scrubs or lab jackets should not represent any other institution. Rutgers scrubs are permitted if approved by the preceptor. A Rutgers graduate scrub can be purchased from: <https://scrubpro.com/> in Westville, NJ
- **Title VII of the Civil Rights Act of 1964 must make exceptions to their usual rules or preferences to permit applicants and employees to follow religious dress and grooming practices.** Examples of religious dress and grooming practices may include: wearing religious clothing or articles (*e.g.*, a Christian cross, a Muslim hijab (headscarf), a Sikh turban, a Sikh kirpan (symbolic miniature sword)); observing a religious prohibition against wearing certain garments (*e.g.*, a Muslim, Pentecostal Christian, or Orthodox Jewish woman's practice of wearing modest clothing, and of not wearing pants or short skirts); or adhering to shaving or hair length observances (*e.g.*, Sikh uncut hair and beard, Rastafarian dreadlocks, or Jewish peyes (sidelocks)). **Please notify the course faculty of your needs for dress practices at the start of each semester if the above is applicable to you.**

Lab Coats:

A wrinkle-free and clean lab coat is expected unless you are directed not to wear one by your preceptor. The lab coat must have the Rutgers University designation neatly affixed to the coat on the left side of the upper front of the coat. Your Rutgers student badge must be always worn, and your name and picture should be visible to the patient and staff at all times.

(Dress Code Policy Approved by Faculty Org 12/5/2023)

B. Pregnancy

A student who is pregnant may continue in clinical placement as long as her health status is satisfactory, and she is able to complete the needed clinical hours. A note from the healthcare provider indicating safety of participation in clinical activities may be required. For their safety, pregnant students must not enter areas where radioisotopes or x-ray therapy is being administered. Students who are pregnant should consult the SNC CARES office well in advance of their clinical assignment. Clinical agencies may have policies that determine the placement of students during pregnancy, and assignments may be made accordingly.

C. Injury and Exposure to Hazardous Material in the Clinical Setting

Students who sustain injuries at the clinical site should immediately notify clinical faculty and follow injury reporting procedures for both the clinical agency and the Rutgers School of Nursing–Camden. All students must have and maintain current health insurance and show verification of coverage as required. Rutgers-Camden and the clinical agencies that provide clinical experiences for our students are not responsible for providing medical follow-up. When injury occurs, the student should assume full responsibility for initiating medical care and subsequent follow-up, using their current health insurance. The student must report the injury to the SNC CARES office within 24 hours.

In the event of exposure to infectious or hazardous materials, blood, and/or body fluids, the student should follow infection control procedures of the clinical agency, immediately notify clinical faculty, and follow exposure reporting procedures for both the clinical agency and Rutgers School of Nursing–Camden. All students must have and maintain current health insurance and show verification of coverage as required. Neither Rutgers School of Nursing–Camden nor the clinical site is responsible for providing medical follow-up. When exposure occurs, the student should assume full responsibility for initiating medical care and subsequent follow-up, using their current health insurance.

A Rutgers School of Nursing–Camden Incident Report should be completed within 24 hours of the occurrence by contacting the CARES offices at 856-225-6358. Students carry their own medical insurance and should use their own discretion in seeking medical care. It is also recommended that the student follow-up with notification to Rutgers-Camden Student Health Services within 24 hours.

SECTION IV: ACADEMIC POLICIES AND PROCEDURES

Student Conduct

Student conduct is outlined in the University Code of Student Conduct:

<https://studentconduct.rutgers.edu/processes/university-code-student-conduct> In the event of academic, clinical, or interpersonal misconduct, an academic improvement plan may be developed by the clinical or theory faculty and/or the Program Director. A formal complaint for violation of the

University's Code of Student Conduct may be placed:

<https://deanofstudents.camden.rutgers.edu/student-conduct> A violation of the University code of student conduct could result in course failure or dismissal from the Rutgers School of Nursing–Camden nursing program.

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 thereof 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 address allegations of academic integrity violations. 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.

Rutgers University takes academic dishonesty very seriously. By enrolling in any course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Community Standards.

Academic dishonesty includes (but is not limited to):

- cheating
- plagiarism
- aiding others in committing a violation or allowing others to use your work
- failure to cite sources correctly
- fabrication
- using another person's ideas or words without attribution
- re-using a previous assignment
- unauthorized collaboration
- sabotaging another student's work

If in doubt, please consult the instructor. Please review the Academic Integrity Policy at <https://deanofstudents.camden.rutgers.edu/sites/deanofstudents/files/Academic%20Integrity%20Policy.pdf>.

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: <https://deanofstudents.camden.rutgers.edu/>

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.

Artificial Intelligence (AI): In this course, students are *not permitted* to use generative AI applications such as ChatGPT, Grammarly, Bard, or Bing, in whole or in part, to generate course materials or assignments. Grammar and spell-checking tools such as those integrated into MS Word may be used. If you have any questions about whether a particular tool or specific use is permitted, check with the professor

Attendance Policies related to Nursing Courses, University Policy, 10.2.7

Course Attendance

A. Attendance at all regularly scheduled course meetings is expected. A student shall be permitted to make up assignments 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 makeup 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 Rutgers School of Nursing–Camden that students attend all clinical activities, as clinical learning is considered essential to the completion of the nursing program. The School expects students to recognize that they have entered a profession in which full participation in the learning environment is an essential component of what will become a style of lifelong learning. Students should not expect to be excused from required coursework for personal/family events.

Students should note that any absence from a clinical experience may place the student in jeopardy of not satisfying the minimum clinical hour requirements. If a student must miss time due to illness or personal emergency, the student is responsible for calling the clinical preceptor as well as the clinical site prior to the start of the clinical experience.

Course Formats

There are four options for instructors to facilitate class sessions:

1. In-Person

Classes run in person at the School of Nursing - Camden per the course offering schedule published each semester by the registrar's office

2. Remote Synchronous

Remote Synchronous classes run in real-time, with students and instructors attending together from different locations at an established scheduled time. Synchronous virtual classrooms operate much like traditional classrooms, with set schedules and live discussions. Synchronous classes foster engagement and interaction among instructors and students, allowing students to ask questions in real-time of their classmates and instructors.

3. *Asynchronous (Fully Online)*

Asynchronous classes are flexible and run on the student's schedule. Asynchronous learning is self-paced and self-guided and requires students to work more independently. Asynchronous classrooms often feature prerecorded lectures that students watch independently and must submit assignments and make a post at designated required times.

4. *Hybrid (Classroom plus Online/ Remote Synchronous)*

Combines traditional classroom teaching with online/remote activities (synchronous classes). Some classes will be remote synchronous, and some classes will be face-to-face as established by the instructor throughout the semester.

SECTION V: PROGRAM PROGRESSION AND ACADEMIC POLICIES

Academic Advisement

Program Directors serve as the student's faculty advisor and provide academic and professional guidance throughout a student's course of study. The Program Directors assist students to identify strengths and weaknesses and establish short- and long-range academic and professional goals. The student and Program Director should meet at least once each term to review the student's progress and discuss goals. At the time of initial registration, the Program Director and the student review the plan of study which assures the student can meet all program and degree requirements. This plan reflects the student's course selections for each term of enrollment and outlines the course sequence for completion of degree requirements. Modifications in the program plan may be made, if necessary, in collaboration with the Program Director. It is the student's responsibility to register for courses based upon the agreed plan of study. In the case of unforeseen circumstances, changes to program plans will be considered. Any questions regarding the course of study should be discussed with the Program Director. Students who deviate from their program plan without consulting their /Program Director may jeopardize their graduation date and/or successful program completion

Nursing Courses

Nursing courses designated as School 58:705 must be taken in the sequential order listed on the appropriate program plan of study. Deviations from the plan of study must be approved by the Program Director. To progress in the graduate nursing programs, a grade of a B or higher must be earned in each nursing course.

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 Program Director to review a revised plan of study.

Students who earn **lower than a B in one nursing course** will be placed on **academic probation** (see academic probation policy). Students who earn **lower than a B in two (2) nursing courses** will be **dismissed** from the program (see **Dismissal policy**).

Grading Format for Nursing Courses

- A 90-100
- B+ 85-89
- B 80-84
- C+ 75-79 Unacceptable for progression
- C 70-74 Unacceptable for progression
- D 60-69 Unacceptable for progression
- F 59 and below Unacceptable for progression

Academic Policies

Scholastic Standing is determined at the conclusion of each semester.

Poor Academic Standing Policy

Poor academic standing: **Students who do not earn a B or better in all graduate nursing courses are considered to be in poor academic standing.** Students in poor academic standing are required to meet with the Program Director to develop a plan for improving academic standing. 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 3.00 are also defined as having poor academic standing and can be placed into four different scholastic standing categories: academic warning, academic probation, continued probation, or dismissal. *(Approved by Faculty Org 12/7/2021)*

Academic Warning Policy

All students who earned a term/semester grade point average of below a 3.00, REGARDLESS OF cumulative grade point average, are placed on academic warning. Students are notified of an

academic warning. 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 3.00 provided that their cumulative grade point average is at least a 3.00 as well. *(Approved by Faculty Org 12/7/2021)*

Withdrawal Policy for Nursing Courses

All graduate nursing students, regardless of program, are **required to contact their Course Faculty and their Program Director prior to course withdrawal** to ensure a complete understanding of the effect the withdrawal will have on their plan of study. When a student withdraws from a course, a new progression plan may be needed. Specific courses may not be offered every semester; therefore, a student may have to wait more than one semester to reenroll in the course. This delay may affect academic progression and/or anticipated program completion. If no courses are available for the student, an application for ***maintaining matriculation*** must be submitted by the student.

A student's extenuating circumstances may also necessitate a complete withdrawal from all courses.

Meeting with the Program Director will be required in order that students understand the financial, academic and progression implications of withdrawal. When a student returns from a complete withdrawal, a meeting with a Program Director must occur to revise and implement the academic progression plan to create the least amount of delay in program completion. **If a student does not register for more than two semesters after withdrawal, a re-enrollment process will be required.**

A student with a complete withdrawal from all courses in one semester and then subsequent individual withdrawals from the same courses would be considered for dismissal from the program.

Students are permitted only two attempts to successfully complete a graduate nursing course; a withdrawal counts as an attempt.

A student who withdraws from a graduate nursing course and earns a grade less than a B on a subsequent attempt at the same course will be considered for dismissal from the nursing program.

A student who withdraws from a graduate nursing course being repeated due to a previous withdrawal or for earning a grade less than B, will be considered for dismissal from the nursing program.

A student withdrawing from two or more different nursing courses in the same semester will not be dismissed from the program; however, the withdrawal will count as an attempt to successfully complete a nursing course.

(Approved by Faculty Org 12/7/2021)

Academic Probation Policy

Students earning less than a B in one Graduate 58-courses will be identified as “at risk” and placed on academic probation. Students will be formally notified by the Program Director for the graduate program and must meet the plan outlined by the Program Director.

Note: Students earning less than a B in two Graduate 58-courses will be dismissed from the graduate program.

Probational Outcome: Students who fail to meet all the conditions of their academic probation will be dismissed from the school. Students who meet ALL the conditions of their academic probation, will be removed from academic probation.

(Amended and Approved by Faculty Org 5/5/2020; Changed to reflect school 58)

Dismissal Policy

A graduate student will be considered for dismissal from the School of Nursing–Camden for any one or more of the following circumstances:

- A. Not meeting the conditions of the conditions of the probationary period *(refer to the Academic Probation Policy - above)*.
- B. Earning less than a B in two or more required nursing courses. (Earning less than a B in the same required nursing course twice.)
- C. Previously withdrawing from a 58-nursing course and repeating the course with a grade earned less than a B
- D. Earning a grade less than a B and then withdrawing from the course upon a second attempt.
- E. Withdrawing twice from the same 58-nursing course will be considered two unsuccessful attempts.
- F. Graduate students who do not maintain a B in two Graduate 58- courses will be considered for dismissal.

(Amended and Approved by Faculty Org 5/5/2020) [Changed to reflect school 58]

Academic Dismissal Appeal

A student may appeal academic dismissal. These appeals go directly to the Associate Dean of the Graduate and Professional Programs. Anyone wishing to appeal a dismissal must submit a letter in writing within 10 school days (days on which the university is open for business) of receipt of the decision for dismissal. The appeal letter must state the basis for the appeal and must be consistent with the following grounds: (1) technical error, (2) new information, or (3) extenuating circumstances. The Associate Dean, whose decision is final, shall render a decision within 10 school days of receiving the appeal. During the dismissal appeal process, the student may maintain active status within the university to ensure access to email and other resources pending dismissal.

(Approved by Faculty Org 12/7/2021)

Readmission Following Academic Dismissal

Students who are academically dismissed or who voluntarily withdraw from the School may apply for readmission during the open application period. Applications for readmission are reviewed by the Admissions Committee, Program Director, and Associate Dean. Readmission is not guaranteed. Students who were academically dismissed and offered readmission will undergo an individual assessment by the Program Director in collaboration with the Associate Dean to determine the conditions of readmission including courses to be taken and/or repeated and the timeline for program completion. *(Approved by Faculty Org 12/7/2021)* See Appendix E.

Course and Clinical Hour Incompletes

In general, faculty and students are strongly discouraged from granting or requesting incompletes in a course; they should only be given when circumstances beyond the control of the student necessitate additional time for completion of assignments or clinical hours. Faculty should only consider granting an incomplete if at least 2/3 of the assignments have been completed. The faculty must notify the Graduate Program Director prior to granting an incomplete in a course or clinical hours.

Incomplete Clinical Hours

This section describes incomplete clinical hours that are related to a student's issue or circumstances that interfered with a student completing their clinical hours and that were not related to a lack of hours at/with the site/preceptor (If the student is not obtaining the hours they need at their clinical site, they should notify the faculty as soon as possible).

If the faculty reviews the students' clinical schedule and consults with the practice site/preceptor to obtain information or documentation that confirms the student had adequate time to complete the required clinical hours, then the faculty does not have to grant an extension for the completion of clinical hours. Faculty should consult with the Graduate Program Director in this circumstance.

A student with incomplete clinical hours must complete any outstanding clinical hours by or before progressing to the next semester. If extenuating circumstances arise, an exception may be made by the course faculty and program director on a case-by-case basis.

A student needs to submit a detailed plan/schedule of how the clinical hours will be completed to the course faculty as well as the graduate program director. The student will receive an "I" (incomplete) for both the theory and clinical until all course and clinical requirements have been met.

(Approved by Faculty Org 5/3/2022)

Incomplete Course Work

The student must work with the faculty of the course to establish due dates for the required assignment(s) to be submitted. The faculty will have the discretion to set the timeframe of when the assignment needs to be submitted to meet the course requirements. However, it is strongly encouraged that incomplete assignments do not extend into the next semester.

In the event that a student fails to remove the incomplete within the designated time frame, students will not be allowed to progress until the requirement for the incomplete has been satisfied. A graduate student cannot graduate with an incomplete grade in the graduate program.

Any student that fails to remove an incomplete after 1-full year from receiving the incomplete or fails to satisfy their established plan will face dismissal from the program.

a. the grade will be converted to an “F” if the student failed to remove the incomplete after the designated timeframe, The student can reapply to the program and will be required to repeat the course in its entirety including clinical hours if applicable and meet all financial requirements.

A student who has more than one incomplete will be granted one semester to remove the incompletes, after which he or she will not be allowed to register for additional courses until all incompletes are removed. An “Abandoned” option will not be allowed within the graduate program ("Abandoned" refers to a situation in which the student has agreed that the course may no longer be completed, and the program has agreed to allow the student to continue with permanent incompletes on his or her record.)

The faculty of record or the Graduate Program Director may change the grade once all requirements have been met. *(Approved by Faculty Org 5/3/2022)*

Mid-term/Mid-semester Warnings

At course mid-semester, students in jeopardy of unsatisfactory performance in a graduate nursing course may receive written or electronic notification from the course faculty in Raptor Connect. A mid-semester academic warning is assigned to any student for reasons including, but not limited to, an average nursing course grade less than “B”; unsatisfactory, unsafe, unethical clinical performance; and/or poor attendance.

Following a mid-semester academic warning, it is the responsibility of the student to contact the faculty who issued the warning and develop an action plan. Students are responsible for monitoring their own progress in the course to ensure they are performing at a satisfactory level. Absence of a mid-semester warning does not guarantee a student will pass the clinical and/or didactic portion of a course(s).

Course Grade Grievance Policy

All faculty members are expected to grade fairly and provide clear and consistent grading policies on their course syllabus. All grade disputes should be resolved in a timely fashion.

A grade grievance results from a student’s perception that their final grade in a course was based on something other than academic performance or assigned arbitrarily by the faculty member. While

students have the right to grieve final course grades, being dissatisfied with one's earned grade or failure to notify the faculty of personal circumstances which may have affected academic performance are not grounds for a grade grievance.

Arbitrary grades are defined as those:

- a. assigned to a student on some basis other than performance in the course OR
- b. assigned to a student but the student is being held to a different standard compared to other students in that course

Of note:

- If the student feels that an error has been made in calculating the final course grade, they should bring this to the attention of the faculty member teaching the course (prior to submitting a course grade grievance).
- Failing to notify faculty of personal circumstances which may have affected academic performance prior to submitting an assignment or sitting for a quiz, exam, or assessment, is not grounds for filing a grade grievance.
- Receiving a grade that is “close” to the passing grade but does not quantify as passing (*e.g., passing grade is 80 and student scores 79.34*) is not grounds for filing a grade grievance.

If filing a grade grievance, the student can go to this link:

(https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=59) and complete the course grade grievance form (please review Process below for timeline). All grade grievances should be completed in a timely fashion.

Progression: When a student receives a course grade less than B **and** that course is a prerequisite for subsequent courses, the student may progress to those courses until the grievance process has been resolved. The student will be advised that if the grade is upheld, they will be required to withdraw from the course(s). This withdrawal will not count as an attempt as per the Withdrawal Policy.

Process: The student shall attempt to reconcile the grade in question by first emailing the faculty member teaching the course regarding the grade conflict. This must be done within **three (3) business days** from the day grades are posted in REGIS by the professor. The faculty member may then communicate with the student electronically or schedule a meeting with the student.

The student has **three (3) business days** from the **initial** email to the faculty member to formally submit a course grade grievance to the Program Director using the link provided above. A formal grievance submitted after this three (3) day timeframe will not be accepted. The student has the option to submit supporting documentation to the grade grievance application. Documentation could include, but is not limited to: course syllabus, any course material related to the grievance, email correspondence between the student and the faculty member, and a written statement explaining why the student believes a grade grievance is warranted. All of this information should be uploaded into

the Grievance Portal when completing the application. If the Program Director requires more information from the student, a request will be sent to the student by Rutgers email.

Once the Program Director reviews the grievance, the decision will be communicated to the student through Rutgers email. The student has the option to request a meeting with the Program Director within **three (3) business days** of receiving the decision. If the course grade grievance is denied by the Program Director, the student has the option of meeting with the Associate Dean of Graduate and Professional Programs. The student will need to make an appointment to meet with the Associate Dean within **three (3) business days** of receiving the Program Director's decision. The Associate Dean will make the final decision if the grievance is justified or not justified.

The Associate Dean will notify the student and faculty in writing of the final decision within **two (2) business days** with a letter sent by Rutgers email.

(Approved Faculty Organization 4/9/19, 3/5/2022, and revised to reflect graduate program)

Formal Student Complaint

"Students who believe they have been treated in an arbitrary or punitive manner by their instructors in matters other than grades should review the matter with the faculty member, then, if not resolved, the Associate Dean for Graduate Programs, and finally the Dean of Students (if necessary)."

Test Time Allotment

The majority of scheduled tests in the graduate programs 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 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. Students must follow university policies to receive this accommodation and are referred to the Office of Disability Services

<https://success.camden.rutgers/disability-services>

Nursing Curriculum Plans

For specific nursing curriculum plans (DNP, MSN, WOCNEP, Post-Masters Nurse Educator Certification

Program, etc.), refer to the **School of Nursing–Camden website:** <https://nursing.camden.rutgers.edu/>

Student Course Evaluations

Each semester, students receive a link (via Rutgers email) to the Student Instructional Rating Survey (SIRS) and are encouraged to provide feedback regarding the quality of their courses. The director of the graduate program makes program decisions based on the results of these data.

SECTION VI: COMPUTING, TECHNOLOGY, AND SOCIAL MEDIA CONDUCT

Raptor Connect

Rutgers University-Camden's Student Success Management System, [Raptor Connect](#), provides an integrative approach to student success that promotes shared ownership for academic progress among students, faculty, advisors, tutors, and staff. It serves as the foundation that connects services that help students to formulate and advance toward educational goals, including advising, tutoring, counseling, progress tracking, and academic early alerts. The platform documents educational plans, improves data analysis, offers self-service resources that reduce advisor workloads, and triggers interventions based on student behavior or faculty input.

All students have access to the Raptor Connect, a software solution that connects you with a network of advisors and other support services that can help your academic success. You may access Raptor Connect by using your NetID. Once you log in, the platform will allow you to

- Make appointments with academic and other student support staff
- Communicate with your advisors
- Keep track of classes and any appointments booked through the system on a printable calendar page
- Receive reminders for important tasks from your advisor
- Receive reminders about upcoming appointments via email or text

Computing and Technology

While the School of Nursing–Camden does not require the purchase of any specific computing hardware, students must acquire a computer that meets the standards set forth. Students are responsible for ensuring that they have required software for every course in which they are enrolled and are able to easily access required sites. Students are required to take computerized exams in class on their own laptop/tablet computers. For further information on compatibility and hardware and software operating systems used by the school please visit <https://nursing.camden.rutgers.edu/laptop-requirements>. If you have any questions, please email support@camden.rutgers.edu.

Social Media Policy

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, networks such as Facebook; video sharing sites like YouTube, Instagram, Vine, Keek, Tumblr; photo sharing 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 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 to use 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 using 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, found online at https://www.ncsbn.org/NCSBN_SocialMedia.pdf

Other available resources include:

Rutgers University Social Media Guidelines: See “Conduct on Personal Social Media Accounts”
<https://communications.rutgers.edu/resources/social-media-guidelines>

Rutgers University–Camden Social Media Behavior and Cyberbullying
<https://deanofstudents.camden.rutgers.edu/social-media-behavior-and-cyberbullying>

SECTION VII: STUDENT SERVICES AND RESOURCES

Student Activities

Sigma International, Eta Mu Chapter, the Honor Society for Nursing

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

Graduate students who have completed one third of their MS and 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. STTI headquarters will provide information regarding fee structures and payment deadlines. For more information visit the website: <http://www.nursingsociety.org/>

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 in the SNC.

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.

SECTION VIII: GRADUATION REQUIREMENTS

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 for the graduate and professional programs.

Clinical hours are associated with the residency courses for the DNP Program, WOCNEP, School Nurse Certification and MSN Programs, and the Post-Masters Nurse Educator Program, as well as certain non-clinical courses (see the plan of study). DNP Students, hours spent directly on the DNP scholarly project are counted as clinical hours.

SECTION IX: INDEPENDENT STUDY

What is an Independent Study?

Independent Study is a course proposed and designed **by a graduate student** for an in-depth project of a unique topic or area of interest.

The proposed topic must be one that is not currently covered by an existing course and should be decided upon after a meeting between the student and the professor. The Independent study is considered as equivalent to seminars in workload and hence they count as an elective course for your degree requirements.

How do Independent Studies work?

The graduate student makes the initial proposal, and approaches a Rutgers University-Camden, School of Nursing faculty sponsor to serve as a guide, mentor, and/or facilitator.

The faculty member and graduate student must work out the final design of the Independent Study Course Plan before the start of the semester. **Ultimately, it is up to the graduate student to manage his/her own work in the designated timeframe agreed upon by his/her faculty sponsor.**

Who is eligible?

Any Rutgers University–Camden, School of Nursing graduate student may request an independent study during their graduate program. Independent Study graduate students must have at least a 3.0 GPA to apply for this Independent Study option. Independent studies require a commitment of approximately six hours a week (assuming a 3-credit course). At the end of the semester, the professor submits a grade, like in a regular course. A student can only take one independent study course during their time in the DNP program.

Are there other considerations?

Faculty members are not required to take on any Independent Study proposals. They receive no extra compensation for doing so. This one-to-one mentoring is a personal investment made by the faculty member, based on good faith that the graduate student will effectively manage the process and produce high-quality work. Therefore, it is extremely important for the graduate student to recognize and respect the level of trust placed in them and make every effort to meet—or exceed—expectations.

How do I submit a proposal?

It is the graduate student's responsibility to initiate the discussion with the prospective faculty sponsor. **This must occur in the semester before the planned independent study, in advance of the registration period for the planned Independent Study.** Ideally, the graduate student will seek out a faculty member who has related clinical specialty interest, related research, and/or teaching in a field closely related to the proposed Independent Study topic and discuss their interest and willingness in sponsorship.

Submit the following information to a full-time faculty member during the preregistration period for the semester:

- Completed application form
- Unofficial transcript
- Your proposal outline, closely following the guidelines below:

An outline including the following information must be given to the prospective faculty sponsor:

1. Topic description
2. Topic objectives

3. Strategies for achieving objectives
4. Criteria for evaluation

****Refer to the guidelines attached to this document to guide the development of your proposed plans.***

It is up to the faculty member to accept or decline a graduate student's Independent Study proposal. Faculty may suggest further discussions and/or revisions. The student and faculty member must reach an agreement on the Independent Study, compile a syllabus that specifies the required reading and writing requirements as well as the meeting schedule, and documentation of their agreement are sent to the **Associate Dean of Graduate and Professional Programs** who may immediately accept the proposal or request additional information for clarification. The Associate Dean of Graduate and Professional Programs may retain documentation in a central file for later reference.

If the Independent Study topic and proposal are approved, the **Independent Study Form** is signed by the faculty member and by the Associate Dean of Graduate and Professional Programs. The faculty member will then provide the Special Permission Number (SPN) required for the student to enroll in the course 58:705:587 Special Topics in Advanced Nursing

What happens after my proposal is accepted and approved?

With enrollment to this course complete, you will begin your work on your Independent Study. Please note that it is **solely your responsibility** to set the necessary appointments with your faculty mentor and adhere to the proposal timeline.

What happens when the work is finished?

Upon completion, you will provide all deliverables to your faculty mentor, in accordance with the descriptions and deadlines put forth in the final, approved proposal.

Simply completing the work is no guarantee of an A grade. High-quality work is expected. When the graduate 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 your 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.

Record Retention:

The Associate Dean of Graduate and Professional Programs maintains a file of Independent Study Projects. This should contain the original agreement document, a copy of the final written outcome of the project and a copy of the student's signed permission to use as guide for future projects.

Independent Study Proposal Outline Guidelines

- Specify a **clinical or research question**—a clear statement of the specific issue or issues you plan to examine, and what makes it interesting and important. As a best practice, provide strong documentation of your own personal interest in the subject matter.
- Provide **background** to this question via a brief summary of previous related research.
- Explain the **methodology** that you plan to use in the implementation of your proposed project. The more detail you can provide, the better you will make your case for the importance of the project or study.
- Provide a clear **timeline** showing your deliverables on specific dates throughout the duration of the project [criteria for evaluation]. Deliverables may include any written work or presentations. Make sure to schedule in progress meetings where you can review portions of your work and receive feedback.
- Describe the **anticipated benefits** of the project. Benefits can be the potential contribution for other clinicians and/or researchers. This should also include your **expected outcomes for your own learning**, and it fits in both your degree program and your career goals after graduation. See **Appendix F**.

Appendices

Appendix A

Transfer of Credit Guidelines

This form is to be completed by the student and submitted with an official transcript showing the courses for which credit is requested to the Rutgers School of Nursing-Camden Graduate Program Director. After the Graduate Program Director endorses the application, the form and the transcript will be forwarded for review to the Associate Dean of Graduate Programs. When approved, one copy and the accompanying transcript are sent to the Office of the Registrar and another copy is returned to the Graduate Program Director.

Transfer Credit Guidelines:

1. Students must be formally accepted into the program and currently matriculated in order to transfer credits.
 - 1) Transfer of credit is allowed only for formal graduate-level course related to the student's program of study and in which grades of B or better were received. No credit may be transferred for thesis research work, independent study, or ungraded courses. P, R, or S grades are eligible for transfer if equivalent to a grade of B or better and accompanied by a letter from the instructor of the course testifying to that equivalent. Credit for clinical hours done in other programs may not be accepted in transfer.
 - 2) The course must have been taken at an accredited institution of higher education.
 - 3) The syllabi from a course for which credit is requested will be reviewed by program faculty with expertise in the content area. Their recommendations will be factored into the final decision regarding the acceptance of transfer credits for that course.
 - 4) Credit is not normally transferred for courses taken **more than six years prior to the application for transfer of credit**. Appeals for waiver of this time limit may be made to the Graduate Program Director, in writing, with a statement verifying the current level of the student's information on the subject or that the course material is still current.
 - 5) No more than one-third (1/3) of the credits required for a master's degree may be transferred in. For doctoral programs, the number of credits transferred in is at the discretion of the graduate director and the associate dean.
 - 6) Quarter credits will be converted to semester credits by reducing the total by 1/3 (e.g., 9 quarter credits = 6 semester credits).

Transfer of Credit Form

Student Name _____ Date _____

Graduate Program _____

RUID _____ Telephone _____

Email _____

Credits Completed at Rutgers University-Camden _____

TRANSFER OF CREDIT REQUESTED

Please include the following information:

Institution	Course Title & Number	Semester & Year	Credits	Grade
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Total credits recommended

Recommendation of Graduate Director:

Graduate Director (Sign and Print)

Date

Total Credits Approved _____

Approval of Associate Dean of Graduate Programs:

Associate Dean of Graduate Programs (Sign and Print)

Date

Appendix B

Course Waiver and Substitution Form

This form is to be completed by the student and submitted with an official transcript showing the courses for which credit is requested to the Rutgers School of Nursing-Camden Graduate Program Director. After the Graduate Program Director endorses the application, the form and the transcript will be forwarded for review to the Associate Dean of Graduate Programs. When approved, one copy and the accompanying transcript are sent to the Office of the Registrar and another copy is returned to the Graduate Program Director.

Student Name _____ Date _____

Graduate Program _____

RUID _____ Telephone _____

Email _____

Please identify the Rutgers or UMDNJ course number and title to be waived and the substitution.

Course Waived [Course Number/Title]

Course Substitution [Course Number/Title]

Comments/reason for change

Total Credits Recommended: _____

Recommendation of Graduate Director:

Graduate Director (Sign and Print)

Date

Total Credits Approved _____

Approval of Associate Dean of Graduate Programs:

Associate Dean of Graduate Programs(Sign and Print)

Date

Appendix C

Compliances Health and Background Requirements

Document Tracking

Students are required to submit immunization records, medical records, background information, and healthcare certifications directly to Castle Branch, a secure online tracking management system, rather than to the School of Nursing–Camden.

Directions for accessing the Castle Branch tracking system are as follows: Go to

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

1. Click on the Package Selection tab.
2. Select “Camden” for School Nursing, or WOCNEP, OR select “Graduate Nursing” for DNP.
3. Select the package from the drop-down menu. If you have a question about which package to order please contact the CARES office.
4. Review the package summary and payment information. Check the box acknowledging that you have “Read this Information,” then “Click to Continue”.
5. Complete the requested information on the following pages.
6. Classification: follow the instructions provided in your Welcome Letter.
7. The Instruction Package will give a detailed outline with the package cost of approximately \$158.50 plus two additional co-pays of \$10 for PA Child Abuse Clearance and \$27.50 for Fingerprints (*prices are subject to change*).
8. Additional requirements include online E-Learning modules. Related work modules may not substitute for the E-Learning modules.
9. Students must keep all documents—such as annual TB requirements, biennial CPR, annual health insurance card, current nursing Student Handbook acknowledgement form, background checks, urine drug screen, and RN license (if applicable)—current.

Students are responsible for uploading all required documents into the Castle Branch tracking system by the assigned due date.

NOTE: Only the Rutgers School of Nursing–Camden Student Health Records Packet, available through <https://nursing.camden.rutgers.edu/nursing-student-health-forms>, will be accepted. Please do not use personal health care providers’ standard health/physical forms.

Summary of Required Compliances

Physical exam, Immunizations, titers (follow-up for negative/equivocal titers required), 2 step PPD (7-30 days apart) OR QuantiFERON Gold (annual 1 step PPD OR QuantiFERON Gold), and seasonal influenza vaccine (annual seasonal influenza due between late-August -10/31) are required. Students can either go to a primary health care provider, or Rutgers–Camden Student Health Services

for their physical exam and other related requirements. Even if a primary health care provider is used, students are encouraged to 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 Castle Branch.

1. 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.
2. Background Check Items and Urine Drug Screen: Criminal background check, child abuse clearance and fingerprinting are required. Should any problems be encountered with either Background Check items or Urine Drug screening results, students should immediately contact: the Director of SNC CARES (undergraduate students), the Associate Dean for Graduate Programs (DNP students), the Director of the RN to BS program (RN to BS students), the Director of the WOCNEP program (WOCNEP students), or the Director of the School Nursing Program (School Nursing students).
3. 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 is required).
4. Copy of signed Student Handbook Acknowledgement form for the upcoming school year is required annually. The Handbook is updated each September.
5. Copy of RN license.
6. Malpractice/liability insurance: School Nurse and WOCNEP students must carry and provide documentation of personal malpractice/liability insurance.

Requirements are subject to change based on the needs of Rutgers School of Nursing- Camden and our clinical affiliates. See Castle Branch for specific requirements for each program.

Drug Screening

Clinical Agencies require urine drug screening of all nursing students. Students must use the vendor selected by the School of Nursing–Camden, accessed through Castle Branch, and follow all instructions provided. Should any problems be encountered with urine drug screening results, students should immediately contact the Director of SNC CARES.

In the event of a drug screening result indicating use of an illegal drug or controlled substance without a legal prescription, the student will not be permitted in the clinical setting. Students who are licensed/registered health professionals will be reported to the Professional Licensing Agency in the state(s) where they hold a license.

Immunizations

Covid-19: As of April 1, 2024, Rutgers no longer requires students, faculty, staff, and university affiliates to be immunized against the COVID-19 virus.

<https://coronavirus.rutgers.edu/covid-19-vaccine/>

Measles /mumps /rubella (MMR): Serologic proof of immunity (primary titers) to measles, mumps and rubella are required. If possible, documented dates of two MMR (measles, mumps, and rubella) vaccinations given after the first birthday. If titer the primary titer is negative or equivocal, a booster is required followed by secondary titers 4-6 weeks after booster.

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

Diphtheria, pertussis, and tetanus (Tdap): Documentation of a booster within the last 10 years.

Hepatitis B: A three dose series is required. Serological proof of immunity (primary titer) to HEPATITIS B virus will meet this requirement (Hepatitis B surface antibody only). If the primary titer is negative or equivocal, a booster, or repeat three dose series is required, followed by secondary titers 4-6 weeks after booster or last vaccine in series.

Meningitis: 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 five years or more have elapsed since first dose.

Seasonal Influenza: A current seasonal influenza vaccination is required for participation in lab/clinical activities. Annual renewal is required between late August and October 31st.

Tuberculosis (TB) Protocol Initial TB Protocol: A two Step TB Skin Test (PPD) 7-30 days apart OR a QuantiFERON Gold or T-Spot Blood Test is required to meet the Initial TB Protocol Requirement and to participate in lab/clinical activities.

If the result is negative, the renewal date for the Annual TB Protocol will be set for one year from the date of the testing initiation.

If the result is positive, please provide a chest x-ray (lab report required) and make an appointment with Rutgers–Camden Student Health Services to complete a TB Questionnaire. Documentation of clearance for clinical from Rutgers–Camden Student Health Services is required.

The renewal date for the Annual TB Protocol will be set for one year from the date of Rutgers–Camden Student Health Services Clearance for Clinical.

Annual TB Protocol: This compliance must be maintained in order to continue participating in lab/clinical activities.

If the Initial TB Protocol results were negative, a one-step TB Skin Test (PPD) OR a QuantiFERON Gold or T-Spot Blood Test is required.

If the result is negative, the renewal date for the Annual TB Protocol will be set for one year from the date of testing.

If the result is positive, when it was previously negative, please follow the directions under "Initial TB Protocol Requirement" for a positive result. If the Initial TB Protocol results were positive, please make an appointment with Rutgers–Camden Student Health Services to determine your future course of action. Documentation of clearance for clinical from Rutgers–Camden Student Health Services is required in order to continue participating in lab/clinical activities.

Medical Waiver

Medical contraindications may indicate a waiver of certain vaccinations which include: immune deficiency, pregnancy, or anaphylactic allergy to one of the vaccine components (Excludes Seasonal Influenza). Medical contraindication for Seasonal Influenza includes only severe anaphylactic allergy to one of the vaccine components.

A medical waiver form must be completed by a healthcare provider. The Medical Waiver must be reviewed and approved by Student Health Services. A copy of the Medical Waiver can be retrieved by contacting the SNC CARES office.

Criminal Background Check, Child Abuse Clearance and Fingerprint Background Check

Upon acceptance to the nursing program, students are required to have a criminal background check, child-abuse clearance and fingerprinting through the School's approved vendor, Castle Branch: <https://www.castlebranch.com/>. Results will be sent directly to the Rutgers School of Nursing–Camden, which must receive the report by the assigned due date. Clinical agencies use background checks and clearances on individual workers to help protect their clients/patients. Several accrediting bodies have established a mandate that agencies include nursing students in criminal background checks and clearances.

Should any problems be encountered with background check items, students should immediately contact: the Assistant Director of SNC CARES. Additional information will be requested and must be expediently provided. The School will confidentially notify the clinical agency if the student has an event that requires reporting to the agency, which is solely responsible for determining whether the student is permitted to participate at the agency. Clinical agencies may require additional background and other clearances. Although the School of Nursing–Camden 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, thus impeding the student's progress in the program and prohibiting its completion.

The National Council of State Boards of Nursing has mandated that an application for a nursing license will include a question about any past criminal history, in addition to requiring a biometric criminal background check similar to that required of students. At the conclusion of the program, when applying for licensure, all misdemeanors, felonies or plea agreements must be reported. The Board of Nursing will determine if the applicant is eligible for licensure.

Mandatory Pre-Clinical Agency Requirements/On-Boarding

Some clinical agencies may have additional mandatory pre-clinical requirements that must be completed before the start of the clinical experience. These requirements and instructions for completing them can be found by logging into the SNC CARES Student Portal at: <https://nursing.camden.rutgers.edu/clinical-operations>. Students must complete all requirements associated with their clinical assignment and comply with all posted deadlines or they will be removed from their clinical group for non-compliance, thus impeding progress in the program and prohibiting program completion. The SNC CARES office will email students a questionnaire, which should be completed to further assist with the pre-clinical on-boarding process.

Appendix D: Technical Standards

The Rutgers School of Nursing-Camden (SNC) is rapidly emerging as an important leader in nursing education, research, and the expert delivery of health care across southern New Jersey, the Delaware Valley, and beyond. We became the fourth designated school at Rutgers University–Camden in 2011, but our tradition of excellence in nursing education extends to 1972 when the Rutgers University–Camden Department of Nursing was first established. For more than 45 years, Rutgers–Camden has prepared world-class nurses right here in the heart of southern New Jersey – educating health care providers, scholars, and leaders who will work to create healthy communities and make a difference. The curriculum focuses on preparing nurses to provide care across the continuum—from acute to primary care. We inspire students to disrupt nursing stereotypes – to understand the full scope of nursing practice and to pursue unlimited opportunities. Rutgers School of Nursing-Camden is committed to standards and policies that ensure that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status or sexual orientation.

As a program accredited by Commission on Collegiate Nursing Education, candidates must develop broad knowledge, skills, behaviors, and a commitment to ongoing self-directed learning that will enable them to serve as competent, ethical nursing practitioners and render a wide spectrum of patient care. In addition to the clearly defined academic standards specified in the School of Nursing-Camden (<https://nursing.camden.rutgers.edu/>) program and in the Student Handbook under Scholastic Standing Requirements, the School has identified a set of technical standards that specify the non-academic attributes, abilities, and skills candidates must demonstrate for admission, retention, progression and graduation in the School of Nursing-Camden.

Admission to the School of Nursing-Camden is conditional on the candidate's* ability to achieve and meet these technical standards in conjunction with the academic standards, with or without reasonable accommodation, and depends on a process that examines and values the pertinent skills, attitudes, and attributes of each candidate on a case-by-case basis. The School of Nursing adheres to the highest ethical and professional standards of the nursing profession. In doing so, the School of Nursing-Camden reserves the right to deny admission to candidates or to dismiss candidates who, upon completion of the interactive process, cannot meet these technical and/or academic standards or who would be deemed to pose a threat to patients and others in the educational and clinical environment. Under all circumstances, a candidate should be able to perform in an independent manner. The use of an intermediary in the clinical setting is ordinarily not permitted and may never be used as a substitute for a candidate's judgment or intellectual acumen. The use of an intermediary

* The term "candidate" refers to current nursing students who are enrolled and seek to progress and graduate.

would be considered only when it does not alter an essential element or function of these technical and/or academic standards.

Technical Standards

A candidate for the School of Nursing-Camden degree must possess abilities and skills, which include those that are observational, communicational, dexterity/motor, intellectual-conceptual (integrative and quantitative), behavioral and social. The School of Nursing-Camden adheres to the following technical standards which are required of all candidates for the undergraduate or graduate degrees in nursing for admission, progression, and graduation, with or without reasonable accommodation. The attainment of knowledge mandates that the candidate participates in course activities, laboratories and experiential rotations as defined by the School of Nursing-Camden policies. All courses in the curriculum must be successfully completed. In order to acquire the knowledge and skills to function in a variety of clinical situations and to render a wide spectrum of patient care, students for the undergraduate and graduate degrees in nursing must have abilities and skills in the following five areas:

1. Observation:

Observation requires the use of visual, auditory, olfaction, palpation, and somatic senses (or the functional equivalent) in a variety of areas related to contemporary nursing practice. Candidates must have the ability to observe and evaluate in classroom settings, small group teaching exercises, one-on-one evaluation, patient care settings, nursing practice, and clinic sites. Candidates must be able to observe demonstrations and participate in didactic courses and simulated learning opportunities. Candidates must be able to observe a patient accurately at a distance and close at hand, and to interpret technology of physiological phenomenon (such as EKGs) and particularly as related to disease state monitoring.

2. Communication:

A candidate should be able to communicate effectively and efficiently; observe patients in order to elicit information; describe or detect changes in mood, activity, and posture; perceive nonverbal communications; and establish a therapeutic relationship. A candidate must be able to respectfully communicate effectively, efficiently and sensitively (using English and/or a functional equivalent) in clinical and classroom settings with patients, their families, faculty, peers and all other members of the health care team in both immediate and recorded modes. Communication includes not only speech but reading and writing or the functional equivalent.

3. Dexterity/Motor:

Candidates should be able to perform nursing skills requiring the use of gross and fine motor skills. Candidates should have sufficient motor function to elicit information from patients by palpation, percussion, auscultation, and other basic diagnostic procedures or assessment techniques. Candidates must be able to execute motor movements reasonably required to provide nursing care

and emergency response to patients, such as IV insertion, venous blood draw, urinary catheter insertion, airway management, cardiopulmonary resuscitation, and application of pressure to control bleeding. Candidates should also be able to assist and/or participate in various lifting activities. All actions included in this section require the coordination of gross and fine muscular movements, equilibrium, and use of the senses of touch and vision or the functional equivalent.

4. Intellectual, Conceptual, Integrative, and Quantitative Abilities:

Candidates are required to measure, calculate, reason, analyze, integrate, synthesize, and retain complex information. In addition, candidates must be able to recall and apply information from course materials, lectures, current literature and journals, as well as real world nursing practice sites. Necessary abilities include critical thinking and reasoning, problem solving, measurement, and mathematical calculation in order to provide optimal nursing care. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

5. Behavioral-Social:

Candidates must act ethically with integrity and demonstrate compassion and concern for others. Candidates are expected to exhibit professionalism, personal accountability, motivation, and interpersonal skills, including accepting and applying feedback and respecting boundaries, and caring for all individuals in a respectful and effective manner regardless of sex, gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Candidates must have appropriate hygiene and a professional appearance. Candidates must possess the emotional health required to fully utilize their intellectual abilities, exercise good judgment, work as effective members of a healthcare team, and function successfully under emotionally, intellectually, and physically demanding workloads within the classroom and clinical settings. This requires the ability to take responsibility for one's personal actions and emotional stability in stressful situations, with long hours and personal fatigue, dissatisfied patients, and tired colleagues. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical environment.

Candidates must be able to develop skills necessary to recognize when they may need the support or assistance of other health care professionals and seek help when needed. Candidates are expected to maintain the highest ethical standards in their behavior. Candidates are expected to meet the ethical standards set forth by the nursing profession. Candidates must be able to develop professional relationships with patients, patients' families and/or caregivers, and other healthcare providers to provide effective nursing care while maintaining patient confidentiality. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admissions and educational process.

Candidates must pass criminal background checks and submit a drug screen during the program. Candidates must also have the required health certification documentation. Moreover, during the course of their matriculation, the candidates will be required to have additional immunizations and testing as required by the School of Nursing-Camden. In addition, candidates must adhere to and comply with all policies in the School of Nursing-Camden Student Handbook and the Rutgers University Code of Student Conduct <http://studentconduct.rutgers.edu/university-code-of-student-conduct>

6. Practice and Experiential Education

An integral part of the nursing education process is the completion of introductory, intermediate and advanced nursing practice experiences. Within the constraints established by law, in these experiences, student-nurses are placed in healthcare practice settings and expected to function at the professional level of a student nurse with the highest ethical standards.

Candidates are expected to maintain a high standard of professional behavior including: attire, personal demeanor, and effective communication skills. Additionally, candidates are expected to adhere to HIPAA regulations, which include but are not limited to maintaining patient confidentiality, and the protection of access to patient records. Candidates are expected to take responsibility for their own learning and demonstrate a willingness to engage patients, ancillary personnel, health care providers, and others in the provision of patient-focused services and care.

A candidate, whose behavior or performance raises questions concerning his/her ability to fulfill the technical standards and essential functions, may be required to obtain an evaluation and/or testing by a health care provider. Students will be referred to the Student Wellness Center (<https://wellnesscenter.camden.rutgers.edu/>) on the Camden campus for an evaluation. The results of this evaluation will be provided to the Divisional Chair of Baccalaureate or Graduate Programs and shared with the appropriate leadership of the School to determine whether the student is fit to pursue the educational and/or clinical program. If the candidate is deemed fit to pursue the program, the School reserves the right to require actions recommended by the health care provider, including but not limited to further testing, counseling, monitoring, and leaves of absence.

Candidates who cannot meet the technical standards with or without accommodations may be subject to review to determine the appropriate action, which can include dismissal from the program. Candidates must be proactive in addressing deficiencies in meeting the standards and follow appropriate University policies set forth in doing so.

The School of Nursing-Camden complies with all applicable laws concerning applicants and candidates with disabilities. For any eligible student, Rutgers University provides reasonable accommodations in order to ensure that all candidates have an equal opportunity to participate in all programs, services, and practical training activities. These technical standards are not intended to

deter any candidate for whom reasonable accommodation would allow the fulfillment of the complete curriculum. The School of Nursing-Camden will provide reasonable accommodations, according to University policies and procedures, to otherwise qualified applicants and matriculated candidates with disabilities unless: (a) such accommodations impose undue hardship to the institution, (b) direct threats of substantial harm to the health and safety of others due to the disability cannot be eliminated by any reasonable accommodations available, or (c) such accommodations fundamentally alter the educational program or academic standards.

By submitting this document, the candidate certifies that they are able to meet, with or without accommodations, the technical standards enclosed in this document, which are required for admission, matriculation, and completion of the School of Nursing-Camden program. If the candidate requires any accommodation in order to perform these functions, the candidate agrees to request accommodation, if needed, by promptly following the established policies and procedures set forth by the University.

If you have any general questions about this form or its contents, please contact the Director of SNC CARES (nursing@camden.rutgers.edu). Candidates with questions regarding what types of accommodations may be considered to achieve these standards are encouraged to contact the Office of Disability Services-Camden at 856-225-6442 or email (disability-services@camden.rutgers.edu) immediately to begin discussions and register for services at <https://ods.rutgers.edu/students/applying-for-services>.

Appendix E

Re-Application to the School of Nursing–Camden (SNC) After Student Dismissal Policy

Students who are academically or clinically dismissed from the SNC may reapply to the school during the fall or spring application period.

If the student has left Rutgers University (whether or not haven taken courses at other schools), the student should submit an application using the reenrollment link:

<https://nursing.camden.rutgers.edu/element/reenrollment-application-requirements>

All updated transcripts must be submitted prior to consideration for readmission. Students must comply with application deadlines posted on the Office of Graduate and Undergraduate Admissions for fall and spring semester: <https://admissions.rutgers.edu/apply/dates-deadlines>

Appendix F Independent Study Agreement Form

Instructions:

A graduate student wishing to enroll in an independent study should complete this form before registration for the term in which the course is to be taken. The independent study agreement must include an outline as described below and the signature of the three (3) responsible parties [**Graduate Student, Faculty Advisor, and Program Director**].

The completed form must be submitted to the ----- for processing. The original agreement will be retained in the student's **permanent** record and the registration processed.

Student name: _____ Phone: _____
(home)

Address: _____

E-mail: _____

Student RUID: _____

Previous credits taken in independent study: Yes _____ No _____

Semester: _____ Year: _____ Expected graduation date: _____

Number of credit hours for the study already taken (if applicable): _____

Number of credit hours for this Independent Study: _____

Reason(s) for interest in taking this Independent Study. **Select all that apply.**

Need to maintain credit load for Financial Aid, Scholarships, or Employer Reimbursement: _____

No other additional courses within student plan of study offered in the upcoming semester: _____

OTHER REASON:

Reason(s) for interest in the topic:

An outline including the following information must be given to the prospective faculty sponsor:

1. Topic description

2. Topic objectives
3. Strategies for achieving objectives
4. Criteria for evaluation

****Refer to the guidelines attached to this document to guide the development of your proposed plant.***

Student [Name, Signature, Date]

Independent Study Faculty Sponsor [Name, Signature, Date]

Program Director [Name, Signature, Date]

THE SCHOOL OF NURSING-CAMDEN AT
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
TECHNICAL STANDARDS FOR ADMISSION, MATRICULATION, PROGRESSION AND
COMPLETION OF THE NURSING PROGRAM

By signing below, I _____ hereby certify that I have read and understand the Technical Standards for Admission, Matriculation, Progression and Program Completion at the School of Nursing-Camden at Rutgers University.

Additionally, I acknowledge that I have access to the information on the technical and essential standards required for admission, matriculation, progression and completion of the School of Nursing-Camden program. If I require any accommodations in order to perform these functions, I agree to request accommodations promptly and in writing. I understand that the University's Office of Disability Services in collaboration with the School of Nursing-Camden, will evaluate the reasonableness of the accommodation before acting on the request.

If my circumstances should change related to these technical standards, I will promptly notify the Program Director of my graduate program at the School of Nursing-Camden and/or the Office of Disability Services if reasonable accommodations are required.

PRINT NAME: _____

SIGNATURE: _____ DATE: _____

Approved 8-2019

Appendix G
Student Substance Use / Abuse Policy
Effective May 1, 2021

Purpose

The purpose of this policy is to address the issue of substance use/abuse and how it relates to the profession of nursing, code of conduct, patient safety, and clinical experiences. The School of Nursing (RUSC) recognizes the importance of educating its students about the problems associated with **student substance use/abuse** issues. It is vital that students recognize that substance use/abuse is a professional hazard and can limit one's ability to think critically and make comprehensive safe decisions in practice.

This policy impacts upon and augments the student's ability to maintain personal and professional integrity and facilitates the student's success both clinically and didactically. It promotes a healthy learning environment for the student. In the clinical setting, this policy enhances patient safety. It also fosters the development of professional nurses who are well educated about the prevalence and adverse outcomes of substance abuse.

Policy

This policy applies to all nursing students who have matriculated in the School of Nursing into lab and/or clinical courses. Students are never permitted to possess, use, manufacture, distribute, or divert any illegal substances. Students are also prohibited from being under the influence of controlled substances or alcohol while in the classroom and/or performing clinical duties. Improper use of any substance may constitute removal from the clinical experience and/or cause for termination from the program.

Failure or refusal to comply with the substance use/abuse policy and procedures outlined below may be grounds for disciplinary action, including dismissal from the program. Any attempt to delay, hinder, or tamper with any testing or to alter the results of testing will be considered a refusal to comply with this policy. In addition, failure, or refusal to comply with any aspect of the substance abuse policy may be reported to the University's Office of Student Conduct for possible disciplinary action in accordance with the University's Student Conduct Policy.

A student convicted of or arrested for violating any federal, state or local law or regulation pertaining to the manufacture, possession, sale, use or distribution of a drug or alcohol or misuse of prescribed or over-the-counter medications must report this conviction or arrest to the Director of SNC-CARES within five days of the conviction or arrest.

All students must follow the Rutgers University policy **10.2.14 Alcohol and Other Drugs Policy for Students** and Rutgers University policy **60.1.11 Alcohol and Other Drugs Policy**, as well as the **Rutgers University-Camden** policy on substance abuse and reporting available at: <https://deanofstudents.camden.rutgers.edu/reporting>

Procedures

I. Drug / Alcohol Testing - Examples of Prohibited Controlled Substances

Substances tested may include but are not limited to the following examples:

Amphetamines, barbiturates, benzodiazepines, cannabinoids, cocaine, creatinine, meperidine, methadone, opiates, oxycodone, phencyclidine, propoxyphene, tramadol, etc.

Although marijuana is legal in the state of New Jersey, marijuana is a Schedule 1 substance under federal law and continues to be an illegal substance for the purposes of this policy. Please also be aware that it is possible for CBD use to result in a positive drug screen and it will be treated as such.

II. Drug / Alcohol Testing – Routine

As part of the initial CastleBranch compliance requirements to attend clinical, all students are required to undergo drug testing during the first nursing lab course. Students will be directed to submit a specimen (urine) at a designated laboratory within a specific time frame.

III. Drug / Alcohol Testing – Suspicion of Being Under the Influence

A student in the Rutgers School of Nursing-Camden may be required to undergo drug or alcohol testing when it is determined through direct observation or outside report that there is reasonable suspicion that a student is impaired due to illegal drug or alcohol use, the use or misuse of prescribed or over-the-counter medications based upon, but not limited to:

1. Unusual or aberrant behavior
2. Physical symptoms indicative of being under the influence
3. Patterns of abnormal or erratic behavior
4. Inconsistent quality of work performance
5. Conviction for drug-related offenses
6. Being identified as the subject of a drug-related criminal investigation
7. Credible information from independent sources
8. Evidence of drug tampering or misappropriation
9. Consistently discrepant daily drug counts in clinical

10. Accidents or illnesses caused by substance abuse
11. Impairment or intoxication in the clinical and/or didactic setting
12. Patterns of absenteeism and/or lateness
13. Alterations in student clinical and/or didactic performance that may not be attributed to other causes
14. Following a work-related injury or illness
15. Observation of poor judgment or careless acts which caused or had the potential to cause patient injury, jeopardize the safety of self or others, or resulted in damage to equipment

A student who suspects possible substance abuse or a violation of this policy by another student has the responsibility to report this information. A report can be made to the course instructor, any member of nursing leadership, and or the Dean of Students Office. The identity of the individual making the report will be kept confidential to the greatest extent possible consistent with the need to investigate the report and subject to legal requirements.

IV. Reporting

Any student who receives a positive drug screen will be notified through the Castlebranch system and must report it immediately to the Director of SNC CARES via email. The student will need to meet with the Director to discuss the positive drug screen and potential interventions/outcomes.

V. Testing Procedure

All initial drug testing will be performed during the first lab course in the program. The following steps will be included in the process:

1. Each student will provide a urine specimen to an independent laboratory specified by Castlebranch within a specified time frame as designated by the Castlebranch compliance due date.
 - a. Urine will be screened for controlled substances (see list) or any other controlled substances
 - b. that are suspected of being abused or used by the student.
2. If the urine analysis comes back negative, no further testing will be required at this time.
3. If the urine analysis comes back positive, and the student disputes the results, the student may request a retesting of the sample by the facility; however, the cost of the additional testing would be borne by the student. This request must be made within 5 days of the initial report being provided to the student. A new sample will not be required, the lab stores all specimens and will retest of the original sample.
4. If the urine test is inconclusive or reported as “diluted positive” the screening will be treated as positive. If a urine comes back “diluted negative” it will be treated as a negative result.

VI. Actions for Positive Drug Testing

If a student's drug testing comes back positive the following actions will be taken:

1. The student will be required to notify the SNC CARES Director as soon as they are notified of a positive result. Failure to do so will be considered a violation of this policy.
2. Students will be allowed to continue in all theory courses not linked to a clinical course
3. Students will be removed from the lab and/or clinical setting
4. Students will be referred to the Drug and Alcohol Counselor on the Camden campus for continued assessment and intervention. During the same semester in which a positive result occurs, students will be required to complete a program approved and/or provided by the counselor. Once completed, students must submit a signed form to validate successful completion which will be placed in the student's file. If a student chooses not to attend the counseling program or does not complete an approved program by the end of the semester, he/she will not be able to progress in the nursing program.
5. Any student who had a positive drug screen and then completed counseling must submit a new urine sample prior to beginning clinical experiences in the next semester of the program. If at this time the drug screen comes back positive, students will be dismissed from the program.
6. The requirement that a student be tested as well as the test results will remain confidential and disclosed only to those individuals within Rutgers University as well as any licensing, registering, or certification boards that have a need to know. Any affiliated clinical sites with a need to know or as required by law or regulation will also be notified.
7. There may be circumstances when students may take prescriptive medication that impact the results of a drug screen. Many of them including marijuana are banned regardless of the existence of a prescription. Please be aware that it is the student's responsibility to contact the CARES Department to discuss the options if prescribed any prohibited substances when reaching the program level that involves lab courses or beyond. Students should contact the CARES department prior to the initial drug screening if the medication is prescribed prior to that point in the program and/or immediately upon obtaining a prescription if this occurs after that point in the program. Review of drug test results will be conducted by the Medical Director of the designated vendor to determine a passing or failing level. The decision made by that individual will be final.

VII. Voluntary Self-Disclosure

Students who voluntarily self-disclose a substance or alcohol abuse problem to a faculty member, academic advisor, Office of Student Services staff member or the Associate Dean for Academic Programs, prior to a positive drug/alcohol test result, and who are willing to enter in and complete an appropriate program of treatment may be granted a medical leave of absence while she/ he undergoes treatment. Students who are referred to drug and alcohol counseling treatment may also be referred to the Student Wellness Center.

In consultation with her/his health care provider and providers from the University (Counseling and Psychological Services and/or the Student Health Service), a treatment program will be identified, and the student will be assisted in entering it. The student must sign appropriate University forms providing designated University providers (Counseling and Psychological Services and Student Health Services) to communicate with the student's private providers about her/ his recovery status and with the School of Nursing.

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