# Student Handbook

Revised 2017-2019  
(Revised August 2018)

## Table of Contents

### SECTION I

- Welcome to the Rutgers School of Nursing-Camden! ................................................................. 5
- Acknowledgement of Receipt of Student Handbook ....................................................................... 5
- Rutgers School of Nursing-Camden (SNC) Leadership and Administration ................................. 6-7
- Rutgers School of Nursing-Camden (SNC) Faculty and Part-Time Lecturers (PTLs) ..................... 7
- About Rutgers University Mission .................................................................................................. 8
- About Rutgers School of Nursing-Camden .................................................................................... 8
- Mission ....................................................................................................................................... 8
- Vision .......................................................................................................................................... 8
- Belief Statement .............................................................................................................................. 9

### SECTION II: BACCALAUREATE PROGRAMS .............................................................................. 10

- Admission to the Nursing Program ............................................................................................... 10
- 4-Year Pre-Licensure (Traditional) BS Program ........................................................................... 10
- Accelerated Pre-Licensure BS Program (ABS) ............................................................................... 11
- RN to BS Nursing Program (For Registered Nurses) .................................................................... 11
- Transfer Credits ............................................................................................................................... 11
- Compliance .................................................................................................................................. 11
- Malpractice Liability Insurance ...................................................................................................... 11
- Clinical Laboratory Experience ....................................................................................................... 12
Professional Behavior in Clinical Settings ................................................................. 12-13
1. Contractual .................................................................................................................. 13
2. Accountability .............................................................................................................. 13
3. Ethics ............................................................................................................................ 13
Clinical Expectations .................................................................................................... 14
Appearance ..................................................................................................................... 14
Injury and Exposure to Hazardous Material in the Clinical Setting ...................................... 14-15
Academic Integrity ......................................................................................................... 15
Academic Policies .......................................................................................................... 15-18
  1. Poor Academic Standing Policy .................................................................................. 16
  2. Academic Warning Policy ......................................................................................... 16
  3. Academic Probation Policy ....................................................................................... 16
  4. Continued Academic Probation Policy ....................................................................... 16-17
  5. Dismissal Policy ......................................................................................................... 17-18
Attendance Policies Related to Nursing Courses .................................................................. 18
  Course Absences .......................................................................................................... 18
  Clinical Absences ......................................................................................................... 18-19
Clinical Enhancement Process ........................................................................................ 19
Clinical Warning Form .................................................................................................. 19-20
Medication Calculation Testing ....................................................................................... 20-21
Social Media Policy ........................................................................................................ 21
Code of Conduct ............................................................................................................ 21-22
Independent Study ......................................................................................................... 22-24
Progression in the Pre-Licensure Nursing Program ............................................................ 24
  Nursing Courses .......................................................................................................... 24
  Non-Nursing Courses .................................................................................................. 24
  Grading Format for Nursing Courses .......................................................................... 25
Student Conduct ............................................................................................................. 25
Student Grievance .......................................................................................................... 25
Test Time Allotment ....................................................................................................... 25-26
Nursing Curriculum Plans .............................................................................................. 26
Undergraduate RN to BS in Nursing Program .................................................................. 26
Student Activities ....................................................................................................................................................... 27
Honor Societies ......................................................................................................................................................... 27
Student Organizations ............................................................................................................................................. 27
Student Representation on School of Nursing Committees ...................................................................................... 27
Graduation Policies ...................................................................................................................................................... 28
Graduation with Honors ............................................................................................................................................. 28
Representative Nursing Program Awards and Scholarships ................................................................................................. 28

SECTION III: GRADUATE CERTIFICATE PROGRAMS ........................................................................................................... 29
Compliances .............................................................................................................................................................. 29
Malpractice Liability Insurance .................................................................................................................................. 29
School Nurse Certification Program .......................................................................................................................... 29-30
The Wound, Ostomy, Continence Certificate (WOCNEP) Program .................................................................................. 30

SECTION IV: GRADUATE DOCTOR OF NURSING PRACTICE (DNP) PROGRAM ................................................................. 31
Doctor of Nursing Practice (DNP) Program .................................................................................................................. 31
DNP Mission Statement .............................................................................................................................................. 31
DNP Program Vision .................................................................................................................................................. 31
DNP Program & Student Learning Outcomes .......................................................................................................... 31-32
DNP Program Description ......................................................................................................................................... 32
DNP-MBA Dual Degree Program .................................................................................................................................. 32
DNP Scholarship ......................................................................................................................................................... 32
Definition of Nursing Scholarship .................................................................................................................................. 32
Description of the Scholarship of Practice .................................................................................................................. 32
DNP Courses ............................................................................................................................................................. 33
Non-Clinical Courses that Support the DNP Role ...................................................................................................... 33-34
DNP Program Entry Options ....................................................................................................................................... 34
Early Entry Options ..................................................................................................................................................... 34
Post Baccalaureate Option .......................................................................................................................................... 34
Post Master’s Option .................................................................................................................................................... 34
Advisement and Supervision of Student Work ........................................................................................................... 35
Course Grade Requirements ........................................................................................................................................ 35
Clinical Rotations and Attendance........................................................................................................................ 35-36
Clinical Performance Evaluation........................................................................................................................... 36
Compliances......................................................................................................................................................... 36
Malpractice Liability Insurance .............................................................................................................................. 36
Injury and Exposure to Hazardous Material in the Clinical Setting ....................................................................... 36
Program GPA Requirements for Retention and Progression................................................................................. 36
Grading and GPA Measures ................................................................................................................................ 37
Incomplete Grades ............................................................................................................................................... 37
Sigma Theta Tau: Nursing Honor’s Society............................................................................................................... 37
Student course evaluations ....................................................................................................................................... 37
Requirements for Graduation ................................................................................................................................. 37
Post BS/BSN students .......................................................................................................................................... 38
Post MSN students ............................................................................................................................................... 38
Program Outcomes.................................................................................................................................................... 38
DNP Curricular Plans ................................................................................................................................................ 38
Full time and part time options ............................................................................................................................. 38
Early Entry Options ............................................................................................................................................... 38
DNP Scholarly Project .......................................................................................................................................... 39
RN-BS DNP Early Entry ....................................................................................................................................... 39

Appendix A Compliances ..................................................................................................................................... 40-43
Appendix B Clinical Enhancement Tool (CET) ..................................................................................................... 44-46
Appendix C Clinical Warning Form........................................................................................................................ 47
Appendix D Independent Study Application ........................................................................................................ 48
Appendix E Re-Application to the School of Nursing–Camden (SNC) after Student Dismissal Policy .......... 49-50
Appendix F Re-Application to the School of Nursing (SNC) after a Leave of Absence (LOA) ....................... 51
Appendix G Remediation Policy for Nursing Courses ......................................................................................... 52-53
Appendix H DNP Project Handbook .................................................................................................................. 54-64
SECTION I

Welcome to the Rutgers School of Nursing–Camden!

Our programs have excellent reputations and will equip you to succeed and thrive in the world of professional nursing. The information in this handbook has been developed by faculty and staff to assist you to understand the expectations associated with the student role and to succeed in your journey towards professional nursing. The handbook serves as a resource to locate pertinent information necessary for you to be successful and fully benefit from the education you will receive at the Rutgers, School of Nursing-Camden. You are responsible for understanding and following the policies included in this Handbook and in the Rutgers–Camden Undergraduate Catalog Academic Policies and Procedures (http://catalogs.rutgers.edu). Our faculty look forward to working with you.

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

Commission on Collegiate Nursing Education State of New Jersey
Nursing Education (CCNE)                                Board of Nursing
One DuPont Circle, NW, Suite 530                        P.O. Box 45010
Washington, D.C. 20036                                  Newark, NJ 07010 202-887-6791
973-504-6430 http://www.aacn.nche.edu                    http://www.state.nj.us/lps/ca/nursing

The Rutgers School of Nursing–Camden Student Handbook is applicable to all programs, specific sections of the handbook outline expectations for undergraduate, 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

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

Signed:                                               Date: ______________________
Printed Name: ________________________________________


Rutgers School of Nursing–Camden (SNC) Directory

Leadership

**Donna M. Nickitas**, PhD, RN, NEA-BC, CNE, FNAP, FAAN  
Dean and Professor  
donna.nickitas@rutgers.edu

**Marie T. O'Toole**, Ed.D., RN, FAAN  
Senior Associate Dean, Academic Affairs and Professor  
marie.otoole@rutgers.edu

**Lynne C. Borucki**, PhD, RN, RNC-OB  
Divisional Chair, Center of External Affairs and Clinical Excellence  
and Clinical Associate Professor  
lborucki@camden.rutgers.edu

**Katherine Soss Prihoda**, DNP, PPCNP-BC  
Divisional Chair, Center of Academic Excellence – Division of Advanced Nursing Practice  
and Clinical Assistant Professor  
prihodks@camden.rutgers.edu

**Patricia D. Suplee**, PhD, RN, RNC-OB  
Divisional Chair, Center of Academic Excellence – Division of Baccalaureate Nursing Practice and Associate Professor  
suplee@camden.rutgers.edu

**E. Renee Cantwell**, DNP, RN, CNE, CPHQ  
Program Director, ABS Program and  
Clinical Associate Professor  
renee.cantwell@rutgers.edu

**Kevin R. Emmons**, DrNP, RN, APN, AGPCNP-BC, CWCN  
Program Director, BS Traditional Programs and Clinical Associate Professor  
kremmons@camden.rutgers.edu

**Bonnie Jerome-D'Emilia**, PhD, MPH, RN  
Program Director, RN-BS Program and Associate Professor  
bjem@camden.rutgers.edu

**Janice Beitz**, PhD, RN, CS, CNOR, CWOCN-AP, CRNP, MAPWCA, ANEF, FAAN  
Program Director, WOCN Program and Professor  
janice.beitz@camden.rutgers.edu

**Sharon Conway**, MSN, RN, CSN-NJ  
Director, School Nurse Certification Program  
sharon.conway@rutgers.edu
Robert Scoloveno, PhD, RN, CCRN MAPWCA, ANEF, FAAN
Director, Clinical Simulation Labs and Assistant Professor
rscolove@rutgers.edu

Administration

Laurie Davis, MSN, RN, NE-(BC)
Director, Office of Clinical Operations
Clinical Instructor lbdavis@camden.rutgers.edu

Jana L. Nelson, MA, Ed
Director, Office of Nursing Student Success
jana.nelson@rutgers.edu

Barbara McAleese,
Senior Public Relations Specialist
barbara.mcaleese@rutgers.edu

Gary Rago, MBA, CPA
Director, Finance and Administration
rago@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, comprised of 31 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, prevention, and literacy; access to care; community-based research; and social determinants of health – to name a few https://nursing.camden.rutgers.edu/faculty.

Part Time Lecturers (PTLs)

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

Our Mission is: 1) to educate nurses to become clinically excellent, strong interprofessional team members, visionary advocates and leaders, engaged citizens, and learned members of society; and 2) to build healthy communities, populations, and lifelong learners through excellence in our teaching, research, clinical practice, leadership and service in southern New Jersey and beyond.

Our Vision is to be known for excellence in nursing education, advancements in nursing science, in a vibrant, innovative, and trusting milieu.
Belief Statement

Our Philosophy of Nursing and Nursing Education was originally crafted by faculty lead by 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. Each individual, regardless of economic or social status, has dignity and worth. Each must be recognized as an active participant in his or her health care decisions.

In addition to collaborating with care recipients, 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.
SECTION II BACCALAUREATE PROGRAMS

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

Integrate knowledge from the arts, humanities, and natural, cultural, social, and behavioral sciences that will inform assessments, diagnoses, interventions and evaluations of their nursing practice whether in health promotion, disease prevention, or care during sickness, illness, or disease across the life span, including end of life, in a variety of settings.

Use critical thinking and judgment to provide systematic evidence-based care to individuals, families, groups, and communities of diverse populations.

Use skills of inquiry, analysis, synthesis, and health information technology to assist and direct clinical practice decisions.

Be competent in the manual and technical skills required in the practice site when providing direct or delegated care to patients.

Use communication, collaboration, advocacy, and mentoring skills to provide safe and high quality inter-professional care in the delivery of direct or delegated nursing care.

Employ scientific evidence, professional practice guidelines, professional standards, processes of quality improvement, ethical guidelines, and patient/client input in the planning, delivery, and evaluation of nursing care.

Engage in moral, ethical, and legal conduct appropriate for a professional nurse.

Value and demonstrate the tenets of professionalism including comportment, competence, accountability for direct and delegated care, leadership, participation in professional associations, and lifelong learning for excellence in one’s choice of nursing practice, education, administration, or research.

Promote a positive image of nursing through appropriate self-care and comportment, as well as critique and respond to negative nursing representations.

Maintain a global perspective regarding changes in health and disease patterns as well as advances in new and emerging fields such as genetics and genomics.

Be an informed consumer/participant in health care and advocate for social policies that affects nursing for safe, high quality care.

Admission to the Nursing Program

4-Year Pre-Licensure (Traditional) BS Program

The 4-year track is designed for students who will enroll as freshmen and complete all degree requirements at Rutgers–Camden. Nursing courses start in the first year, with science, arts, and humanities courses integrated throughout the curriculum. Transfer students, upon admission, will be considered individually and a proposed course of study will be discussed and developed.
Accelerated Pre-Licensure BS Program (ABS)
The ABS program is designed for students who have attained a previous bachelor's degree and satisfy pre-requisite courses prior to enrolling. Students' progress through the nursing courses in four semesters, which includes summer session. Currently, students are admitted into either fall (fall, spring, summer, and fall) or spring (spring, summer, and fall, spring) cohorts. Pre-requisite course requirements can be found on the School of Nursing Camden website.

RN to BS Nursing Program (for Registered Nurses)
The Rutgers School of Nursing–Camden welcomes Registered Nurse (RN) students. Upon admission, each student will be considered individually and a proposed course of study will be discussed and developed.

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

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

Compliances (also see Appendix A)
Adherence to the health requirements for all students at Rutgers School of Nursing–Camden is required. Prior to enrollment, immunization and health testing information are needed 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 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 labs/clinicals due to non-compliance may result in failure of that particular lab/clinical. Additionally, registration holds may be placed on the accounts of non-compliant students.

Malpractice Liability Insurance
Malpractice/liability insurance is carried by the university and covers students in the program. If students prefer additional coverage, they may purchase their own malpractice insurance. School Nurse and WOCNEP students must carry personal malpractice/liability insurance.
Clinical Laboratory Experiences
(DNP students see section IV of this handbook)

For traditional and ABS students, clinical labs and/or clinical settings are selected to offer experiences congruent with theoretical course content. A variety of agencies are used throughout the program to provide students with a range of experiences and to expose students to a variety of professional nursing roles. Agencies include day care centers, nursing homes, hospitals, clinics, and various public health entities.

Undergraduate students are placed into clinical groups by the Office of Clinical Operations. Assignments/rosters are emailed to students, and students have the opportunity to switch their assignment with a classmate during a 48-72 hour switch period. After that time, clinical assignments/rosters cannot be changed.

For school nurse, and WOCNEP students, Program Directors will assign students to clinical sites.

For RN-BS students, location of preceptors can be a coordinated effort between the student, the Office of Clinical Operations, and the Course Faculty/Program Director. RN-BS Fully Online Program students locate their own preceptors.

The Office of Clinical Operations will make the scheduled clinical sites available to students prior to the start of each semester so that pre-clinical agency requirements can be completed. Students who wish to drop or withdraw from a clinical section should make an appointment with the Office of Clinical Operations and the Office of Nursing Student Success.

Please note that registration holds may be placed on the accounts of students non-compliant with their health, criminal background, and agency requirements. Additionally, students must remain 100% compliant with these requirements at all times, in order to participate in on and off campus clinical/lab experiences (See Health and Background Requirements). Students can access pre-clinical agency requirements through the Clinical Operations Student Portal located on the Rutgers School of Nursing–Camden website.

Students may experience clinical and laboratory experiences from 6:30 AM to 11:00 PM, seven days a week. Clinical sites may be up to 60 miles from Rutgers–Camden. Students are responsible for their own transportation to the clinical agencies. Students should also be aware that transportation to clinical agencies might involve tolls or parking fees.

Undergraduate students may submit special lab/clinical requests, including military and accommodation requests, to the Office of Clinical Operations as directed prior to clinical assignment for consideration. Special requests will be reviewed and honored based on the nature of the request. Not all special requests can be honored. Work schedules do not apply as a special request. After clinical/assignments/rosters are completed and submitted to clinical partners, changes cannot be made.

Lab/clinical sites/days/times may change after registration and/or assignment due to circumstances beyond the control of Rutgers–Camden. The School of Nursing–Camden reserves the right to amend any lab or clinical sections assigned or registered for without prior notice to persons who might thereby be affected. Students will be notified of substantive changes by their official Rutgers email address.

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

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

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

   Examples of substandard performance include but are not limited to the following:
   
   a. failure to notify the agency and clinical instructor of non-attendance at a scheduled clinical experience as outlined in the course syllabi;
   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. follows procedures in preparation, administration, and documentation of medications and other nursing procedures;
   d. reports to instructor any questionable nursing practice that affects client welfare;
   e. performs activities after receiving adequate orientation or theoretical preparation or appropriate assistance/supervision;
   f. no tardiness, or unreported absences;
   g. compliance with health, criminal background, or agency requirements;
   h. follows through on suggested referrals or interventions to correct any identified deficient areas, which were identified through a Clinical Warning or Clinical Enhancement Tool;
   i. honesty.
   j. follow agency policies (i. e. smoking, and/or electronic cigarettes/vaping, dress code)

4. **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 care being provided does not jeopardize the Client's basic rights or endanger professional relationships.
Clinical Expectations

Appearance

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

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

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

Facial hair is acceptable provided it does not interfere with the wearing of protective equipment (i.e.: respirator mask) mustaches, beards and sideburns must be kept neatly trimmed.

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

Cultural or religious reasons may be considered for altering these clinical expectations. Please correspond directly with your clinical instructor.

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 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 lab/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, utilizing their current health insurance. The student must report the injury to the Office of Clinical Operations within the next 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, utilizing their current health insurance. The student must report any exposure to infectious organisms to the Office of Clinical Operations within the next 24-hours. It is also recommended that the student follow-up with notification to Rutgers- Camden Student Health Services within the next 24-hours.

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

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

1. The School of Nursing Camden follows the Academic Integrity policies and procedures of the University. A full description of the academic integrity policy, disciplinary process, and resources for students can be found on the University website: [http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/).

2. Faculty members will provide a statement concerning academic integrity and a link to the Academic Integrity Policy on their course syllabi.

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Policies
Scholastic Standing is determined at the conclusion of each semester (DNP students see section IV of this handbook)
a. Poor Academic Standing policy

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

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

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

All students who earned a term/semester grade point average of below a 2.00, REGARDLESS OF cumulative grade point average, are placed on academic warning. Students are sent a letter via email notifying them of their academic warning status for the upcoming semester. Students will be removed from academic warning once they achieve a term/semester grade point average during the next full academic term (either Fall or Spring) of at least a 2.00 provided that their cumulative grade point average is at least a 2.00 as well.

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

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

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

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

d. Continued Academic Probation Policy

Students who are placed on continued probation are sent specific requirements as to what term grade point average they must achieve, the maximum number of credits for which they are allowed to register and any additional conditions such as meeting with university staff members on a regular basis, or completion of an academic remediation plan.
Students who are placed on continued probation are required to earn a 2.00 term GPA, register for no more than 12 credits and meet on a regular basis with an Academic Advisor to develop an academic plan for the upcoming term.

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

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

e. Dismissal Policy

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

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

For policy on Re-Application to the School of Nursing–Camden (SNC) after Student Dismissal Policy see Appendix E

For policy on Re-Application to the School of Nursing (SNC) after a Leave of Absence (LOA) see Appendix F

For School of Nursing Remediation Policy for Nursing Courses see Appendix G

Attendance Policy

University Policy, 10.2.7 COURSE ATTENDANCE
(DNP students see section IV of this handbook)

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

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

Students should note that any absence from a clinical experience or clinical lab may place the student in jeopardy of not satisfying the minimum course requirements. If a student must miss time due to illness or personal emergency, it is the responsibility of the student to call the clinical instructor/preceptor as well as the assigned unit/clinical site prior to the start of the clinical experience. Proper documentation will be required for any absence to be considered excused (Health Provider note, etc.) A student will receive a clinical warning for the following:
• Any student who does not receive prior authorization for their absence (non-excused)

• Any student with two clinical absences (excused or non-excused). Two clinical absences place the student in serious jeopardy of being unable to complete clinical objectives.

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

Clinical Enhancement Process
(DNP students see section IV of this handbook)

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

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

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

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

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

Clinical Warning Form (also see Appendix C)

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

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

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

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

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

**Medication Calculation Testing**
(Undergraduate pre-licensure students only)

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

1. A medication calculation test will be administered during the first two weeks of class in ALL nursing courses with a clinical component. Students are encouraged to use medication calculation information from previous courses and/or medication calculation software to complete self-study medication related activities.
2. The passing grade for the medication calculation test is a minimum score of 90%.
3. Students who are unable to pass the test with a score of 90% the first time will have the opportunity to remediate and will be permitted to retest. It is the student's responsibility to schedule follow-up remediation and retesting.
   a. All students who do not receive a passing grade on the initial medication calculation test will be responsible for attending a **mandatory** medication calculation refresher session prior to the 1st
retest. Medmath review sessions will be offered by Course Assistants and/or Group remediation sessions will be offered by the Simulation Lab Coordinator.
b. The first retest will be given by the Theory Faculty or Course Assistant within one week of the first test.
c. Students who are unsuccessful on the 2nd retest must schedule an individual appointment with the Simulation Lab Coordinator to remediate and take a 3rd retest within one week.

4. Students may not administer medications at their assigned clinical site until they have successfully passed the medication calculation test with a score or 90% or better.

5. If a student does not pass the medication calculation test by the 3rd attempt (2nd retest). He/she will be required to meet with the Director of the Office of Nursing Student Success and the Program Director of the Undergraduate Nursing Program (Traditional or ABS) the same week to discuss progression in the program and ability to meet clinical course objectives.

Social Media Policy

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

Definition:
Social media are various types of electronic communication created and shared by users. Social media include, but are not limited to, social networks such as Facebook; video sharing through sites like YouTube, Instagram, Vine, Keek, Tumblr; photo sharing on sites such as Flickr; audio sharing through podcasts, soundcloud and other venues; professional networks such as LinkedIn; user created pages such as Wikis and Wikipedia; public comment on webpages such as allnurses.com; social bookmarking through Diggit and similar applications; blogs and Twitter and similar forms of information sharing.

Code of Conduct regarding social media:

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

Guidelines for Social Media Use:

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

Independent Study (also see Appendix D)

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

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

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

What is the faculty role? Faculty members are not obligated to serve as independent study advisors and they receive no compensation for doing so. Providing this type of mentoring is a personal investment based on confidence that the student will effectively manage the process and produce high quality work. Just as with any other professional mentoring situation, it is important that the student recognize this placement of trust and make every effort to meet or exceed expectations.

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

**STEP #1.** Two of the most common types of independent study are shown below with specific features to include in a proposal for research with a faculty member:

**STEP #2.** The student submits (1) a completed application form, (2) an unofficial transcript, and (3) the proposal following guidelines above to a full-time faculty member. The faculty member may agree to the proposal, suggest further discussion and possibly revisions, or decline involvement. NOTE: The application should be submitted to the faculty member during the time of pre-registration for the semester in which the work will occur.

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

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

Then what happens? With enrollment complete, the student begins the work on the agreed project. It is the student's responsibility to set all necessary appointments with the faculty mentor and manage time commitments to adhere to the proposal timeline.
Completion: The student provides deliverables according to the descriptions and deadlines put forth in the final, approved proposal. High quality work is expected. Simply completing the work is no guarantee of an A grade. When the student and the faculty mentor agree that the work is complete, the faculty member assigns a grade and submits that to the registrar for posting to the student's record. To allow for any needed discussions at this point in the process, it is wise to schedule completion of the planned work a week or more before the standard grade submissions for that semester.

A proposal for Research with a Faculty Member:

a. Specify a research question a clear statement of the specific issues you plan to investigate and why this is interesting and important. The question should have both practical and theoretical significance.

b. Provide background to this question in a brief summary of previous related research. Include a reference list from both academic journals.

c. Explain the methodology you plan to use in your investigation of the topic (i.e. surveys, readings, interviews, etc.). The more detail you can provide, the better.

d. Provide a clear timeline that shows responsibility for deliverables on specific dates throughout the time of the project. These might include deadlines for written work or presentations, or scheduled progress meetings at which to review specific portions of the work and receive feedback.

e. Describe the anticipated benefits of the project — the expected outcomes for your own learning and its fit in your educational program, as well as the potential contribution of resulting information for other researchers and business people.

A proposal to study specific information for which no class is currently offered:

a. Describe the body of knowledge you want to study, including why this is important to your overall program of study. This should include an overview of available courses that you have investigated and verified they do not cover what you are seeking.

b. List proposed sources for information you want to study. This could include books, articles in professional journals, academic research articles, and others. Include full bibliographic information along with your reasoning for use of each source.

c. Specify the final product of your work and intended audience (written paper or chapter on the topic, oral presentation to a class, related business proposal, etc.).

d. Provide a clear timeline that shows responsibility for deliverables on specific dates throughout the time of the project. These might include deadlines for written work or presentations, or scheduled progress meetings at which to review specific portions of the work and receive feedback.
(For this type of project, you would seek out a faculty member who does related research)

(For this type of project, you would seek out the faculty member whose area of teaching and research is most closely related to your topic area)

e. Describe the anticipated benefits of the project – the expected outcomes for your own learning and its fit in both your education program (as referenced in item a), and your career ambitions after graduation.

Progression in the Pre-Licensure Nursing Program

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

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

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

Student Conduct

Student conduct is outlined in the University Code of Student Conduct.
http://studentconduct.rutgers.edu/disciplinary-processes/university-code-of-student-conduct/
In the event of academic, clinical, or interpersonal misconduct, an academic improvement plan may be developed by the clinical or theory faculty, Course Coordinator, Director and/or the Divisional Chair. A formal complaint for violation of the University's Code of Student Conduct may be placed http://studentconduct.rutgers.edu/disciplinary-processes/university-code-of-student-conduct/. A violation of the University code of student conduct could result in course failure or dismissal from the SNC nursing program.

Student Grievance

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

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

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

Test Time Allotment

The majority of scheduled tests in the pre-licensure 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. Timed tests are necessary in order to prepare pre-licensure nursing students to take the National Council Licensure Exam-RN (NCLEX-RN), which is a timed test. Students who require accommodations must follow university policies and to
receive this accommodation and are referred to the Office of Disability Services http://learn.camden.rutgers.edu/disability-services.

Nursing Curriculum Plans

For specific nursing curriculum plans (traditional BS, accelerated BS, DNP, etc.) see School of Nursing website.

Undergraduate RN to BS in Nursing Program

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

Courses in the RN to BS nursing program include online, hybrid, and face-to-face classroom sessions. For curriculum plan see School of Nursing website.

Academic Advisement- RN-BS

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

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

Rutgers-School of Nursing –Camden
Contact: Dr. Bonnie Jerome-D’Emilia, Program Director
RN to BS Program
Phone: 856-225-2313
Email: bjdem@camden.rutgers.edu

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

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

Honor Societies Sigma Theta Tau International, the Honor Society for Nursing

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

Undergraduate Membership for Sigma Theta Tau requires that students:

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

Please note: this does not mean that all students with a 3.0 or higher GPA will be asked to join. All students in the undergraduate programs will be ranked according to GPA and requirements and only those in the top 35% of this list will be invited for membership.

Student Organizations

Students are encouraged to join the various student organizations on campus in order to stimulate interests outside of the profession and to contribute to their personal growth. They are also encouraged to volunteer for committee service within college administration. The Student Nurses’ Association (SNA) is an organization which serves as a vehicle for communication among undergraduate students, the Rutgers School of Nursing – Camden and the New Jersey State Student Nurses’ Association, and the National Student Nurses’ Association. All Rutgers School of Nursing Students are eligible for membership in the Student Nurse Association and our school’s Student Nurse Association (SNA). This is your pre-professional organization. The fee for membership is included in your school fees. There is no additional fee to apply. However, applications must be completed annually during the first week of each academic year.

You are encouraged to complete the application and participate in SNA activities. Participation affords students opportunities for leadership (national, state, and local), networking, community service, scholarships, discounts on malpractice insurance, conferences, and a variety of merchandise, as well as many other benefits.

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

Student Representation on School of Nursing Committees

According to the Faculty By-Laws, there is to be student representation on the Faculty Organization, Curriculum, and Educational Resources Committees. Each student representative determined by the SNA shall participate in the committee discussions but shall have no vote. Representatives are expected to bring to the committees the opinions and stated needs of the students they represent and to report back to the SNA regarding the proceedings of the faculty committees.
Graduation Policies

Credit Requirements

Undergraduate students in the traditional Bachelors of Science in Nursing program must have successfully completed a minimum of 121-124 credits. A minimum of 60 credits taken at Rutgers University Camden is required for the accelerated bachelors of science in nursing program (ABS) and is combined with 60 credits awarded from the students’ first baccalaureate degree to equal a minimum of 121-124 credits.

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

Graduation with Honors

To be eligible for an honors designation, a student must successfully complete at least 45 credits at Rutgers, The State University of New Jersey, as a matriculated student in accordance with Rutgers University policy. The Bachelor's Degree is conferred with cum laude on all degree candidates with a minimum cumulative grade-point average of 3.5; the requirement for magna cum laude is a cumulative grade-point average of 3.7; the minimum requirement for summa cum laude is 3.9. Credits for clinical or lab courses are not included in the calculation of final GPAs, just theory courses.

Representative Nursing Program Awards and Scholarships

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

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

Please see applicable topics on grading, attendance, course registration, etc. in section I-II of this student handbook.

Compliances (also see Appendix A)

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

The School of Nursing also requires additional health, background and other compliances as set forth by affiliate clinical agencies. Students must remain 100% compliant with these requirements in order to participate in clinical rotations/hours. Non-compliance may result in delayed completion, or the inability to complete clinical rotations/hours. Additionally, registration holds may be placed on the accounts of non-compliant students.

Malpractice Liability Insurance

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

School Nurse Certification 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 accelerated program offers two tracks—a School Nurse certificate and a School Nurse certificate with a pathway to a Master of Nursing with Specialty in School Health Services.

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

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

Certificate Track

Sample coursework:

- School Nurses as Population Health Leaders
- Issues and Trends in Health Education
- Care Coordination in the School Health Office
- School Nurse Practicum
- School Nurse Practicum Seminar
Certificate Track with Master of Nursing Pathway

Sample coursework:

- Same coursework as the School Nurse Certificate track, plus:
  - Advanced Pharmacology
  - Advanced Pathophysiology
  - Advanced Physical Assessment
  - Population Health
  - Evidence-Based Practice

The Wound, Ostomy, Continence Certificate (WOCNEP) Program

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

The Wound, Ostomy, Continence Program Goals

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

1. Demonstrate theory-based knowledge in the area of wound, ostomy, and continence nursing to promote the health of patient systems.
2. Evaluate patient systems via the evidence-based nursing process when promoting optimal patient health.
3. Critically analyze wound ostomy continence research and clinical findings to strengthen the scientific evidence base of practice.
4. Use the process and techniques of scientific inquiry for the achievement of safe, effective wound ostomy continence nursing.
5. Incorporate quality improvement and safety initiatives into WOC Nursing delivery process.
6. Implement strategic care interventions to improve the health state of patient systems.
7. Practice wound ostomy continence nursing in the context of evolving health information systems and technology.
8. Value continuing professional development including WOC board certification.

Required courses for Wound, Ostomy, Continence Program

58:705:551 Wound, Ostomy, Continence Nursing I (5)
58:705:552 Wound, Ostomy, Continence Nursing II (5)
58:705:553 Wound, Ostomy, Continence Nursing Clinical Practicum (3 -160 hours plus classroom time)
SECTION IV: GRADUATE DOCTOR OF NURSING PRACTICE (DNP) PROGRAM

Doctor of Nursing Practice Program

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 families across the lifespan. Graduates may also function in an indirect role and provide leadership to improve the quality of care within healthcare systems or for aggregate populations. The program provides advanced nursing education that:

1. Responds to recommendations by the Institute of Medicine (IOM) to double the nation’s doctorally prepared nursing workforce by 2020.
2. Prepares nurses to practice to the full extent of their education and training.
3. Provides for the seamless academic transition of nurses from the baccalaureate degree to the DNP.
4. Prepares nurses for certification, licensure, and practice as DNPs with a clinical focus in care of one of two population foci: adult-gerontology and individual/family across the lifespan.
5. Provides nurses with the skills needed to translate research into clinical practice and participate in scholarship that leads to practice improvement.
6. Fosters the design, examination, implementation, evaluation and dissemination of best practice models of advanced practice nursing care.
7. Increases the number of advanced practice nurses with expertise in specialty practice (end of life care, palliative care, oncology care, wound care, women’s health care, mental health care, and care of the frail older adult).
8. Promulgates the University’s statements of vision, mission, goals, and commitment to excellence.

DNP Program & Student Learning Outcomes
The DNP program prepares the graduate to:

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

DNP Program Description

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

Doctor of Nursing Practice-Masters in Business Administration Dual Degree

The DNP-MBA program in health care administration is designed for nurses aspiring to become CNO's/CNE's, COO's CEO's or other executive leadership positions. Through innovative leadership development graduates are prepared to shape the future of health care at a systems level in promoting and sustaining best practices in quality, safety, and healthcare outcomes. Students gain experience in healthcare finance, accounting, budgeting, transformational leadership and management, and evidence-based organizational practices in health care.

DNP Scholarship

The program prepares students to engage in the scholarship of practice as defined by the American Association of Colleges of Nursing (AACN). http://www.aacn.nche.edu/publications/position/defining-scholarship

Definition of Nursing Scholarship:

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

Description of the Scholarship of Practice:

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

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

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

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

*Adult-Gerontology and Individual/Family Across the Lifespan*

- Principles of Adult-Gerontology Primary Care
- Adult-Gerontology Primary Care Residency I
- APRN Role Transition

*Adult-Gerontology only*

- Principles of Adult-Gerontology Complex Care
- Adult-Gerontology Complex Care Residency II
- Adult-Gerontology Specialty Residency 3
- Adult-Gerontology Specialty Residency 4

*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

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

Non-Clinical Courses that Support the DNP Role

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

- Foundations of Nursing Science
- 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
- Best Educational Practices
DNP-MBA dual degree program
Students in the DNP-MBA program will complete the DNP courses, the scholarly seminar courses, as well as three executive leadership practicum courses.

Undergraduate Student Course Work in the DNP program

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

Doctor of Nursing Practice (DNP) Program Entry Options

Early Entry Options
Students in the Traditional, Accelerated Second Degree Nursing Program (ABS) and the RN-BS program may apply to the DNP program in the last semester of their undergraduate studies. Acceptance ensures a continuous progression from the undergraduate into the DNP program. It also allows those students who take the 4 credit APN role courses to apply credits from these courses in the DNP program. Students should apply according to the normal process for the DNP program. For details see the DNP webpage on the Rutgers School of Nursing–Camden website:
Early entry students in the Traditional and Accelerated Second Degree Program (ABS) must pass the NCLEX and obtain RN licensure in the state of New Jersey prior to taking the first clinical course (58:705:660, Primary Care Theory).

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

All DNP students are strongly encouraged to attend the DNP program full-time, including summers, and complete all requirements in two years. Full-time students are strongly 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 Master’s Option
Students who have a master’s degree in nursing as well as a certification as an advanced practice nurse may enroll as post-master’s students. These students will take the nonclinical courses that support the DNP role as well as the scholarly seminar courses that support the project.
Advisement and Supervision of Student Work

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

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

Course Grade Requirements

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

Clinical Rotations and Attendance

Clinical or residency hours associated with clinical courses will involve work with individual preceptors. Location of preceptors can be a coordinated effort between the DNP student, the Office of Clinical Operations, the Program Coordinator 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 by the program to gain final approval and to ensure that the proper agency affiliation agreements are in place. It is the responsibility of the student to arrange their schedules with the preceptor. It is expected that students will work around the schedules of the preceptor and accept the clinical schedule that the preceptor offers.

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

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

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.

**Clinical Performance Evaluation**

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

**Compliances (also see Appendix A)**

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

The School of Nursing also requires additional health, background and other compliances as set forth by affiliate clinical agencies. Students must remain 100% compliant with these requirements in order to participate in clinical rotations/hours. Non-compliance may result in delayed completion, or the inability to complete clinical rotations/hours. Additionally, registration holds may be placed on the accounts of non-compliant students.

**Malpractice Liability Insurance**

Malpractice/liability insurance is carried by the university and covers students in the program. If students prefer additional coverage, they may purchase their own malpractice insurance.

**Injury and Exposure to Hazardous Material in the Clinical Setting**

Students in the DNP program who sustain injuries or potential exposure to blood-borne pathogens or hazardous material at a clinical site should follow injury or exposure policies and procedures of their hosting facility. A Rutgers School of Nursing–Camden Incident Report should be filled out within 24 hours of the occurrence by contacting the Office of Clinical Operations at 856-225-6358. Students carry their own medical insurance and should use their own discretion in seeking medical care.

**Program GPA Requirements for Retention and Progression**

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

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

Incomplete Grades

The SNC expects students to complete coursework in a timely manner. Course faculty may choose to offer the student the option of taking an incomplete when the student has compelling reasons for needing more time to complete the requirements of the course. Students who take an incomplete in a pre-requisite course may not progress to subsequent courses that require the necessary pre-requisites. Students and faculty should develop a detailed plan for completion of the course requirements when an incomplete grade is granted. Students and faculty must fill out the incomplete grade request form. This form can be found at the following location: [http://registrar.camden.rutgers.edu/sites/registrar/files/IncompleteExtRevised2.pdf](http://registrar.camden.rutgers.edu/sites/registrar/files/IncompleteExtRevised2.pdf)

Sigma Theta Tau: Nursing Honor’s Society

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

Student course evaluations

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

Requirements for Graduation

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

Completion of required number of credits in the post baccalaureate portion of the DNP program
   63 credits for the Adult-Gerontology Track
   70 credits for the Family Health Track
   80 credits for the Dual Degree DNP-MBA program

Completion of a minimum of 1000 graduate clinical residency hours

Post MSN students

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

Program Outcomes

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

DNP Curricular Plans

Full time and part time options

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

Early entry option

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

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

There are three scholarly seminar courses in the curriculum that support the project.

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

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

The student is also required to work collaboratively with a partner in the practice-service setting where the project is conducted. The student must be able to clearly communicate the goals and project plan to the partner in the practice setting in developing their project plan in order to ensure proper support from the practice setting. This partner in the practice setting will serve in a consultative role to the project committee. However, the final decision as to whether the student meets the terminal learning objectives of the project will lie solely with the project committee.

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

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

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

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

RN-BS DNP Early Entry

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

Health and Background Requirements

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

The School of Nursing also requires additional Health and Background 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 labs/clinicals due to non-compliance may result in failure of that particular lab/clinical. Additionally, registration holds may be placed on the accounts of non-compliant students.

Document Tracking

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

Directions for accessing the CastleBranch tracking system are as follows: Go to https://portal.castlebranch.com/RU21

1. Click on the Package Selection tab.
2. Select “Camden” for Accelerated, RN to BSN, Traditional, 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 Office of Clinical Operations, Carla Atkins-Bland at Carla.atkins.bland@rutgers.edu
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 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 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).

It is the student’s responsibility to upload all of the required documents into the CastleBranch tracking system by the assigned due date.

NOTE: Only the Student Health Records Packet on the Rutgers–Camden Nursing website can be used (https://nursing.camden.rutgers.edu/nursing-student-health-forms). This is the only form that will be accepted. Please do not use personal health care providers’ standard health/physical forms.
Summary of Required Compliances

1. 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 CastleBranch.

2. CPR card –Must be American Heart Association (Health Care Providers/BLS Providers Course) and must include student signature. Students must take an in- person/hands-on course.

3. Background Check 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 Clinical Operations (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).

4. Proof of personal Health Insurance, with last name matching the name on the card. (If name does not match that of the primary card holder, further proof of coverage is required).

5. Copy of signed Student Handbook Acknowledgement form for the upcoming school year is required annually. Each year in September it is updated.

6. Copy of RN license.

7. Malpractice/liability insurance: School Nurse and WOCNEP students must carry and provide documentation of personal malpractice/liability insurance.

Requirements subject to change based on the needs of Rutgers School of Nursing- Camden and our clinical affiliates. See CastleBranch 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, accessed through CastleBranch, and follow all instructions provided. Should any problems be encountered with urine drug screening results, students should immediately contact: the Director of Clinical Operations.

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. If the student is a licensed/registered health professional, a report will be made to the Professional Licensing Agency in the state(s) in which the applicant holds a license.

Immunizations

Measles /mumps /rubella (MMR): Serologic proof of immunity (primary titers) to measles, mumps and rubella are required. If possible, documented dates of 2 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: 2 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 3 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 3 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 it has been 5 years or more since your 1st dose.

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

Tuberculosis (TB) Protocol Initial TB Protocol: A 2 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 1 year from the date of the initiation of testing.

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 1 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 1 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 1 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 Office of Clinical Operations.

**Criminal Background Check, Child Abuse Clearance and Fingerprint Background Check**

All nursing students are required to have a criminal background check, child-abuse clearance and fingerprinting through the School’s approved vendor, CastleBranch, https://www.castlebranch.com/, upon acceptance to the nursing program. Results will be sent directly to the Rutgers School of Nursing – Camden. Rutgers School of Nursing must receive the CastleBranch report by the assigned due date. The use of background checks and clearances on individuals working in clinical settings is one of the means agencies use to help protect their clients/patients. Several accrediting bodies have established a mandate that agencies include nursing students in criminal background checks and clearances.

Should any problems be encountered with Background Check items, students should immediately contact: the Assistant Director of Clinical Operations. At this time, the student will be asked to provide additional information, and must expediently comply with this time sensitive request. The School will confidentially notify the clinical agency if the student has an event that requires reporting to the agency. The clinical agency is solely responsible for determining whether or not the student is permitted to participate at the agency. Clinical agencies may require additional background and other clearances. Although the School of Nursing will work collaboratively with agencies to find a suitable agency placement, some offenses may interfere with the student’s ability to participate in required clinical activities thus impeding the student’s progress in the program and prohibiting program completion.

The National Council of State Boards of Nursing have mandated that an application for a nursing license will include a question asking the applicant about any past criminal history. This is in addition to requiring a biometric criminal background check similar to that required of you as students. At the conclusion of the program, when applying for licensure, you must report all misdemeanors, felonies or plea agreements. The Board of Nursing will make the determination if the applicant is eligible for licensure, not the school.

**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 Clinical Operations 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. Students will also be sent a questionnaire by email from the Office of Clinical Operations. Students should fill out the fields in full to further assist with the pre-clinical on-boarding process.
Appendix B: Clinical Enhancement Tool (CET)

Rutgers University – Camden School of Nursing

Student Name: _______________________________ RUID: _______________________

Date CET Received: __________________________

Responsibilities:

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

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

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

Clinical Objective:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

a) Description of deficiency:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

_____________________________  ________________________________
Clinical Instructor /Date         Student/ Date

To Be Completed by Lab Coordinator:

Date(s) of lab session: __________  Duration of lab session(s) ___________

___  Student successful with plan outlined to improve skills

___  Student requires additional enhancement to improve skills

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Lab Coordinator/Date  ________________________________

Student/Date

Additional Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Lab Coordinator or Clinical Instructor
Appendix C: Clinical Warning Form

Rutgers University – Camden School of Nursing

Student Name: ________________________________ RUID: ________________________________

Date of Occurrence: ___________ Clinical Experience: ________________

Reason for Clinical Warning:

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

______________________________________________________________________________

______________________________________________________________________________

Description of Occurrence/clinical objective:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Action Taken: __________________________________________________________________

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

Remediation Plan: Please include dates and specific outcomes.

______________________________________________________________________________

______________________________________________________________________________
Appendix D: Independent Study Application

Rutgers University – Camden School of Nursing

To be completed by the student at time of initial proposal

Student name: ________________________________________ Rutgers ID: ______________________

Current GPA: ____________________ Number of Credits Completed to Date: ______________________

Proposed term for Independent Study:
Spring 20 ______ Fall 20 ______ Summer 20 ________

Student signature: ____________________________ Date: ______________

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

Title of Independent Study project:
________________________________________________________________________

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

Signature of Faculty Member: ____________________________ Date: ______________
Printed name of Faculty Member: ____________________________

Signature of Divisional Chair: ____________________________ Date: ______________
Printed name of Divisional Chair: ____________________________

Signature of Associate Dean: ____________________________ Date: ______________
Printed name of Associate Dean: ____________________________

------------------------------------------------------------------------------------------------------------------------

Course # ____________
Index # ____________
Special Permission# ____________
Appendix E: Re-Application to the School of Nursing–Camden (SNC) after Student Dismissal Policy

I. Students who are academically or clinically dismissed from the SNC may reapply to the school during the fall or spring application period.
   a. If the student has remained a student within Rutgers University-Camden, the student should utilize the school to school transfer application link (found on the SNC website) for readmission.
   b. If the student has left Rutgers University (whether or not they have taken courses at other schools), the student should utilize the reenrollment link https://www.ugadmissions.rutgers.edu/reenrollment/ to submit an application.
   c. All updated transcripts must be submitted prior to consideration for readmission. Application Submission: Students must comply with application deadlines posted on the Office of Graduate and Undergraduate Admissions for fall and spring semester and available on this link: http://www.camden.rutgers.edu/admissions.

II. All students who have been academically dismissed from the SNC, and are considering a request for readmission are required to seek advisement from the Office of Nursing Student Success (ONSS) as early as possible post notification of dismissal. Students will be provided with advice about re-application and guidance regarding next steps. Students will also be provided with a remediation plan which must be completed in order to be considered for re-admission.

   All students interested in applying to either the traditional or ABS Nursing program are required to submit a letter outlining the reasons that he/she was not academically successful in the past and how he/she plans to overcome those obstacles in the future. This letter must be submitted to the ONSS and will then be forwarded to the SNC Scholastic Standing and Recruitment Committee (SSRC) where it will be reviewed along with the application for readmission and all transcripts. Any additional documentation supporting his/her statement may also be submitted at that time.
* All students who reapply for admission to the SNC will be reviewed on a case by case basis with no guarantee that readmission will be granted.
**Students may only reapply once to another nursing program.

III. Students who have finished a degree in another major and plan to apply to the Accelerated Bachelor of Science (ABS) Nursing Program post dismissal from the traditional nursing program should be aware of the following:
   a. Acceptance into the ABS Program will follow current policies and procedures for student admission. Applicants will be considered along with the students in the current application pool.
   b. Nursing courses in which the student earned a grade of C+ or higher may be transferred from the Rutgers traditional program to the ABS program pending approval of the SSRC.
   c. If accepted, the student who was dismissed from the Rutgers School of Nursing traditional program must meet with the Director of the Office of Nursing Student Success to determine what courses, if any, can be transferred to the ABS program.

IV. Students interested in applying to the traditional nursing program after dismissal from the ABS nursing program should be aware of the following:
   a. Acceptance into the traditional nursing program will follow current policies and procedures for student admission. Applicants will be considered along with the students in the current applicant pool.
   b. Nursing courses in which the student earned a grade of C+ or higher may be transferred from the ABS program to the traditional program pending approval of the SSRC. c. If accepted, the student who was
dismissed from the Rutgers School of Nursing ABS nursing program must meet with the Director of the Office of Nursing Student Success to determine the semester of the traditional nursing program they can enter (to be determined by previous courses taken).

V. Due to residency requirements, the last 30 credits of each nursing program must be taken in the program in Rutgers Camden.

VI. Readmitted students will be subject to dismissal upon failure of ANY subsequent nursing course and will not be considered for readmission to a nursing pre-licensure program in the future.

Approved 2/2016
Revised 4/2017
Appendix F: Re-Application to the School of Nursing–Camden (SNC) following a Leave of Absence Policy

I. Students who take a leave of absence from the SNC must re-apply to the school during the fall or spring application period using the reenrollment link: https://www.ugadmissions.rutgers.edu/reenrollment/ to submit an application.

Application Submission: Students must comply with application deadlines posted on the Office of Graduate and Undergraduate Admissions for fall and spring semester and available on this link: http://www.camden.rutgers.edu/admissions.

II. All students who have taken a leave of absence (personal, medical, or military) and are considering a request for readmission are required to seek advisement from the Office of Nursing Student Success (ONSS) as early as possible prior to the application dates above. Students will be provided with advice about re-application and guidance regarding next steps. A remediation plan will be discussed with the student during this advisement session.

New Policy 4/2017
Appendix G: Remediation Policy for Nursing Courses

The goal of remediation is to identify, based on course objectives and evidenced by unsatisfactory performance on an examination(s) or final course grade, areas in need of improvement (i.e. content mastery, test taking strategies), and, once identified, to assist the student in overcoming those areas in need of further development.

A satisfactory grade for any nursing examination (excluding HESI or ATI exams) is represented by achieving a grade \( >75\% \). Any grade \( <75\% \) on an examination constitutes an unsatisfactory grade and requires content remediation.

While Enrolled in a Course:

The opportunity to remedy academic deficiencies will be coordinated through the Office of Student Nurse Success (ONSS). Remediation may occur based upon the recommendation of the course faculty or self-identified student referral. A remedial plan will be completed according to the following schedule:

- Course faculty will direct students to the ONSS for an initial evaluation of problem areas (test taking skills, note taking, content mastery, etc.) by an academic advisor. After meeting with the student, the Academic Advisor will decide on the remediation plan.

- After faculty submit midterm warning notices, the ONSS Academic Advisors will within two weeks contact any nursing students who have received a W1, W2, and W3. These students will be informed of the need to meet with an academic advisor.

- After the initial assessment by the ONSS Academic Advisor, appropriate referrals will be made such as:
  1. Math remediation (ONSS)
  2. Test Taking Skills (ONSS) or Rutgers–Camden Learning Center (RCLC)
  3. Academic Support (ONSS or RCLC)
     Students in need of overall academic support in areas such as time management, organization, goal setting, note taking, and test taking strategies and learning style assessment can contact the RCLC.
  4. Study Skills (ONSS or RCLC)
  5. Clinical Skills (Nursing Lab)

Students in need of improvement in clinical skills will be directed by the clinical faculty to the lab coordinator to set up a remediation plan.

Tutoring and Writing Assistance (RCLC)

Of note, off campus students (remote campus and online) can also utilize tutoring and writing assistance services at the RCLC. All tutoring sessions occur by appointment only and students can make an appointment online at http://learn.camden.rutgers.edu. The RCLC also offers real time live Online Tutoring in many classes as well. Students seeking online tutoring will first select “Online Tutoring” as the subject area and then scroll to find the OL course for which they seek tutoring.
The opportunity to remedy academic deficiencies at times, other than when the course is regularly scheduled may be extended to nursing students.

**Following a Course:**

Faculty will direct students to the ONSS to meet with an Academic Advisor who will provide the student with a remediation plan. Prior to the student re-enrolling in the course, the remediation plan must be successfully completed and signed off by the Academic Advisor. The student has up to one week prior to the first day of the start of the repeated course to complete the remediation plan. If the plan is not completed, students will not be allowed to re-enroll in the course.

**Following Dismissal from the Nursing Program:**

Students who were not successful in the nursing program may reapply to the program (See the Reapplication Policy in the Student Handbook). Although there is no guarantee the student will be readmitted, he/she must meet with an academic advisor to develop a remediation plan prior to reapplication.

3/2017 - SRRC
Introduction:

The DNP scholarly project should demonstrate a process of rigorous systematic inquiry to generate or apply evidence to address translation of health-related knowledge in programs, policy, practice or populations. It is expected that students will conduct significant, original projects to generate evidence that may improve practice. This inquiry is to be performed in a manner consistent with the principles of DNP scholarship as put forth by the American Association of Colleges of Nursing. Each student has flexibility in developing a final project that meets his/her individual interests and career goals. The project should demonstrate the student’s development of knowledge or skills associated with the eight domains as proscribed in the DNP Essentials (see Appendix B). DNP program outcomes are linked to these eight essentials. The student in collaboration with the project team leader and course faculty must ensure demonstration and competence in these essentials. The student should carefully review and integrate the DNP Essentials (see here: http://www.aacn.nche.edu/dnp/Essentials.pdf and Appendix B) in the project.

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 standard that describes clinical scholarship in nursing:

Clinical Scholarship (AACN):

Clinical scholarship focuses on the translation of new science, its application and evaluation. DNP graduates also generate evidence through their practice to guide improvements in practice and outcomes of care providing leadership for evidence-based practice. This requires competence in knowledge application activities: the translation of research in practice, the evaluation of practice, improvement of the reliability of health care practice and outcomes, and participation in collaborative research (DePalma & McGuire, 2005).
Purpose and Aims of the DNP Project:

The Rutgers School of Nursing–Camden supports and approves DNP projects that seek to inform practice or policy in ways that may lead to improved healthcare outcomes for individuals and populations. These projects must seek to inform efforts to achieve sustainable improvement in the delivery of care for individuals and populations.

DNP projects may incorporate various approaches. These include specific improvement projects (translation of research) that measure outcomes associated with evidence-based innovations introduced into particular healthcare settings or populations. Specific aims of the DNP project should incorporate evidence to inform practice. These innovations are usually informed by external evidence that is generated through research or reported outcomes in practice settings.

Projects may also be designed to generate health or healthcare improvement, apply and evaluate knowledge or evidence, in community settings. These projects may explore phenomena that can be linked to develop strategies to improve care of individuals or populations. The design and structure of these projects must be logically linked to some potential improvement in population health and the delivery of healthcare services.

Students may utilize a variety of methods to support inquiry in the project. These methods may include qualitative as well as quantitative techniques.

DNP Project Team: The DNP project team is responsible for supporting, overseeing and approving DNP project work. Early in the program (before the start of scholarly seminar I). The student will need to consult with the Graduate Director in order to obtain guidance in identifying a project team, and final approval of their DNP project team leader. Ideally the project team will consist of members with the appropriate methodological and clinical expertise.

DNP Advisor/Team leader and Second Faculty Team Member:

The DNP project team advisor/team leader will be a standing member of the faculty at the Rutgers School of Nursing–Camden and will have an earned doctorate. This person has the ultimate responsibility to support, oversee and approve the student's DNP project. Each student should consult with their DNP team leader regarding the inclusion of a second faculty member to serve on the team. The second team member should be able to provide additional support and insight into the DNP project. The DNP team leader should have a team meeting soon after the formation of the team to discuss roles and responsibilities of the team.

Students may need to seek outside support to improve skills such as writing and accessing the appropriate literature. It will be the responsibility of the student to obtain the necessary support services to improve these skills.

DNP Clinical Partner

All DNP projects must have an external clinical partner. The clinical partner should have expertise in the content area. This individual(s) should also have legitimate standing within the population/practice setting in which the project is conducted. The clinical partner should be able to adequately support the project within the DNP project setting. The team leader will work collaboratively with the student to identify a clinical partner.
### Development and Progression of the DNP Scholarly Project

<table>
<thead>
<tr>
<th>Course</th>
<th>Prior to taking Foundations of Nursing Practice and Evidence Based Practice</th>
<th>By the completion of scholarly seminar I (see required elements of the project proposal paper below)</th>
<th>By the completion of Scholarly Seminar II</th>
<th>By the completion of Scholarly Seminar III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin to work with faculty advisors to identify a question/project</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin background reading that relates to the project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify broad interest area</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish Gap in Evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify practice/population</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish DNP project team formation including: Project team leader, a second faculty team member and the project clinical partner (person at the project site who has the expertise and legitimate power to support the success of the project).</td>
<td>X</td>
<td>DNP project team will work collaboratively with the scholarly seminar 1 faculty to develop the project plan. The Scholarly seminar 1 faculty will approve the paper that outlines the scholarly project by the end of this course. (See requirements for DNP project plan proposal in appendix A.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| CITI Training (copy of successful completion record printed and included as an addendum to the project proposal paper.) | | X | | | (This includes assuring all faculty team members are compliant.)
<p>| IRB Preparation | X | | | |
| Proposal defense | | | | X |</p>
<table>
<thead>
<tr>
<th>IRB submission</th>
<th>X (occurs between seminar I and seminar II)</th>
<th>IRB approval prior to the start of Scholarly Seminar II</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP scholarly project implementation</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Data/outcome analysis</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Project evaluation (facilitators and barriers)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>DNP Scholarly Project Defense</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Dissemination of findings: Paper presentation Poster presentation Manuscript development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DNP Scholarly Project Proposal Defense:**

1. The project team leader along with the seminar 1 faculty should be involved in the development of the project plan in an ongoing manner. This will ensure that the student is making the necessary changes and modifications during seminar 1.
2. The project team leader is responsible for sharing the project plan paper with members of the project team (including the project clinical partner). Team members should be afforded a minimum of two weeks to provide suggestions and feedback.
3. The seminar 1 faculty should support the quality of the writing of the project plan but it is the responsibility of the project team leader to approve the plan.
4. Once the plan is approved by the project team leader an oral presentation of the project plan can be scheduled. All members of the project team should be in attendance at this presentation. Feedback at this point should serve to help the student improve their presentation of the plan. There should not be any need for substantive changes on the part of the student once the project plan is approved by the project team leader.
5. Once approved, the DNP Scholarly Project Approval Form (Appendix B) must be signed by all team members and placed in the official academic folder.
6. Students and faculty team members are required to successfully pass the CITI certification exam in order to submit a proposal to the IRB [https://www.citiprogram.org/Default.asp?](https://www.citiprogram.org/Default.asp?). Students must also apply for an IRB account as per Rutgers University policy.
7. IRB approval is required before proceeding with any aspect of the project (students should consult with the project team leader to ensure that there is no violation of this requirement). IRB approval is a lengthy process requiring multiple levels of approval including departmental and university.
Outline of the DNP Project Process:

The student is expected to follow a structured process in developing, implementing and disseminating the findings from the DNP project. The student is expected to collaborate with their DNP project team members in a continuous manner throughout the project. Evidence of ongoing contact of the student with the project clinical partner, shared with the team leader, of the team is advised. The DNP project team leader should establish a contractual timeline with the student that identifies deadlines for important phases of the project. Once the project has been presented and finalized by the project team, any modification in the project must be discussed and approved by the DNP project team leader prior to initiating any change. Any modifications of the protocol requires approval of the project team and IRB.

DNP Scholarly Project Final Oral Presentation

Successful completion of the DNP Scholarly Project will require approval by the DNP project Team leader in consultation with the DNP project team. The DNP project team leader will review the final paper which will be a report that describes the outcomes, analysis and practice recommendations that were generated as a result of implementing the project.

The final project paper should build upon previous written work related to the project. Material from the project proposal should not need to be re-written since it was already approved. The only exception to this is when there was a need to re-design the project.

The additional elements that are needed in the final paper include a section on the data generated in the project, an analysis of the data according to the methods described in the project plan, a synthesis and discussion of the data and strategies for practice or population health or healthcare improvement.

DNP Project Residency Hours

Residency hours are assigned for work completed outside of class that relates to the unique work of the DNP project of a student. Class time and other time that is spent in meeting the requirements of a course not directly linked to the project may not count as project residency hours. For post-BSN students it is important to understand the difference between residency hours that are required for the NP role vs. residency hours that are assigned to the DNP project.

DNP students should engage proactively with the project team leader and course faculty to develop the project. It is the student’s responsibility to seek guidance and assistance. Project residency hours should be recorded in the Typhon clinical tracking system: https://www.typhongroup.net/np/.

DNP project residency hours: DNP work will require a total of 360 residency hours in conjunction with the three seminar courses (120 hours of clinical hours per course). This does not include assigned course-related work). You should consult with the DNP team leader to ensure that these clinical hours logically support the development of knowledge and skills related to the project.
The following activities are some examples of time that can be applied toward residency hours that are associated with the scholarly seminar courses:

- Observational, meeting time with identified experts
- Organizational planning meetings to determine goals/approached for project
- Attending seminars, meeting with clinical partners related to project problem
- Learning new skills appropriate to the project topic
- Reviewing the literature, evaluating and appraising evidence for the project
- Producing educational materials related to the project topic
- Developing tools for assessment and evaluation related to the project topic
- Engaging in organizational work related to the project
- Engaging in policy development related to project
- Poster, paper presentations of findings in agency or at conference
- Staff in-services related to project implementation
- Manuscript preparation


Appendix A.
DNP project proposal paper guidelines

The DNP Project Proposal must be reviewed and approved by the students' project team leader in collaboration with other members of the project team (including the on-site clinical partner), and faculty from the Scholarly Seminar 1 Course. This approval by the team leader must occur before the student may proceed with submission to the IRB.

<table>
<thead>
<tr>
<th>DNP Project Title/Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concise and accurate/Provides direction for the project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Statement/Background and Significance of the Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describes the phenomenon, its importance to healthcare and affected stakeholders.</td>
</tr>
<tr>
<td>b. Introductory materials with brief evidentiary statement to justify the topic and describe how the project might address gaps in the evidence and lead to potential practice improvement.</td>
</tr>
<tr>
<td>c. Purpose statement, clearly and concisely states specific aims of the project</td>
</tr>
<tr>
<td>d. Clear identification of the question(s) driving the inquiry. The question(s) focuses on translation of science, its application and evaluation, generating evidence through practice to guide improvement or to inform practice or policy related to health or healthcare in a practice or population.</td>
</tr>
<tr>
<td>e. If a direct practice-improvement project, outcome measures must be identified.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review and synthesis of Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Literature search strategy and databases used</td>
</tr>
<tr>
<td>b. Thorough review of the critical analysis of the literature</td>
</tr>
<tr>
<td>c. Synthesis of the evidence supporting the clinical question and project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theoretical Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Description of model or framework to be used to guide the project. This should include nursing theory but may additionally include organization theories or models.</td>
</tr>
<tr>
<td>b. Justification and relevance of the framework to the clinical question</td>
</tr>
</tbody>
</table>
## Design and Methodology

- **Project Design**
- **Setting**
- **Population/Sampling**
- **Recruitment strategies**
- **Outcome measures**
- **Implementation/inquiry plans**
  - Thorough description of implementation or inquiry process.
  - Psychometric properties of any instruments used (reliability and validity)
  - Procedures for data collection (including qualitative methods as appropriate).
- **Project evaluation including a plan for data analysis**
- **Time line for project**
- **Practice improvement projects must address issues of sustainability**
- **Other projects must provide a tentative plan as to how the findings might provide a foundation for further work to improve practice.**

## Organizational Assessment & Cost Effectiveness Analysis

- **If a practice improvement project:** An assessment of the organization, group or population in which the practice improvement project will occur. This assessment should include:
  - **Readiness for change**
  - **Facilitators and barriers**
  - **Risks and/or unintended consequences**
  - **Cost factors associated with the project**
  - **Potential short and long-term costs of any sustainable practice improvement**
  - **Potential savings associated with implementation**

## IRB Approval (if applicable)

- **Draft of IRB proposal which includes the following:**
  - **Potential threats to human subjects and how these potential threats will be handled**
    - i. Protected health information
    - ii. Other privacy issues
    - iii. Burden to participants

## Timeframe

- **Reasonable and comprehensive**
- **Negotiate due dates**
<table>
<thead>
<tr>
<th><strong>Project reflects and demonstrates the AACN Essentials of Doctoral Education for Advanced Nursing Practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Articulate specific essentials that are met with the proposed project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Writing, References, APA Format, Title Page</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing is grammatically correct, crisp, clear, and succinct. The writer incorporates the active voice when appropriate. Follows current APA format guidelines.</td>
</tr>
</tbody>
</table>
Appendix B
Eight DNP Essentials

Essential I: Scientific Underpinnings for Practice. The practice doctorate in nursing provides the terminal academic preparation for nursing practice. The scientific underpinnings of this education reflect the complexity of practice at the doctoral level and the rich heritage that is the conceptual foundation of nursing.

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking. Organizational and systems leadership are critical for DNP graduates to improve patient and healthcare outcomes. Doctoral level knowledge and skills in these areas are consistent with nursing and health care goals to eliminate health disparities and to promote patient safety and excellence in practice.

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice. Scholarship and research are the hallmarks of doctoral education. Although basic research has been viewed as the first and most essential form of scholarly activity, an enlarged perspective of scholarship has emerged through alternative paradigms that involve more than discovery of new knowledge (Boyer, 1990). These paradigms recognize that (1) the scholarship of discovery and integration “reflects the investigative and synthesizing traditions of academic life” (Boyer, p. 21); (2) scholars give meaning to isolated facts and make connections across disciplines through the scholarship of integration; and (3) the scholar applies knowledge to solve a problem via the scholarship of application (referred to as the scholarship of practice in nursing). This application involves the translation of research into practice and the dissemination and integration of new knowledge, which are key activities of DNP graduates. The scholarship of application expands the realm of knowledge beyond mere discovery and directs it toward humane ends. Nursing practice epitomizes the scholarship of application through its position where the sciences, human caring, and human needs meet and new understandings emerge.

Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care: DNP graduates are distinguished by their abilities to use information systems/technology to support and improve patient care and healthcare systems, and provide leadership within healthcare systems and/or academic settings. Knowledge and skills related to information systems/technology and patient care technology prepare the DNP graduate to apply new knowledge, manage individual and aggregate level information, and assess the efficacy of patient care technology appropriate to a specialized area of practice.

Essential V: Health Care Policy for Advocacy in Health Care: Health care policy-- whether it is created through governmental actions, institutional decision making, or organizational standards--creates a framework that can facilitate or impede the delivery of health care services or the ability of the provider to engage in practice to address health care needs. Thus, engagement in the process of policy development is central to creating a health care system that meets the needs of its constituents.

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes: Today's complex, multi-tiered health care environment depends on the contributions of highly skilled and knowledgeable individuals from multiple professions. In order to accomplish the IOM
mandate for safe, timely, effective, efficient, equitable, and patient-centered care in a complex environment, healthcare professionals must function as highly collaborative teams.

**Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health**: Clinical prevention is defined as health promotion and risk reduction/illness prevention for individuals and families. Population health is defined to include aggregate, community, environmental/occupational, and cultural/socioeconomic dimensions of health. Aggregates are groups of individuals defined by a shared characteristic such as gender, diagnosis, or age. These framing definitions are endorsed by representatives of multiple disciplines including nursing (Allan et al., 2004).

**Essential VIII: Advanced Nursing Practice**. The increased knowledge and sophistication of healthcare has resulted in the growth of specialization in nursing in order to ensure competence in these highly complex areas of practice. The reality of the growth of specialization in nursing practice is that no individual can master all advanced roles and the requisite knowledge for enacting these roles. DNP programs provide preparation within distinct specialties that require expertise, advanced knowledge, and mastery in one area of nursing practice. A DNP graduate is prepared to practice in an area of specialization within the larger domain of nursing. Indeed, this distinctive specialization is a hallmark of the DNP.