



**FAIRLEIGH
DICKINSON
UNIVERSITY**

HENRY P. BECTON SCHOOL OF NURSING & ALLIED HEALTH

**RN to MSN
MSN
Post Master's Certificate**

STUDENT MANUAL

June 2022 Edition

Welcome to the Henry P. Becton School of Nursing and Allied Health.

This manual has been prepared to provide you with a guide to our programs. Here you will find academic policies and details on the expectations that faculty have for students enrolled in the nursing or allied health programs.

Additional sources of information about academic policies and other aspects of student life at this University may be found in the following publications, which are available at the Office of Admissions.

They include:

*The Graduate Studies Bulletin
Course Offerings
Course Syllabus
University Student Handbook*

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MISSION STATEMENTS

Mission of Fairleigh Dickinson University

Fairleigh Dickinson University is a center of academic excellence dedicated to the preparation of world citizens through global education. The University strives to provide students with the multidisciplinary, intercultural, and ethical understandings necessary to participate, lead, and prosper in the global marketplace of ideas, commerce, and culture.

Mission of the School of Nursing and Allied Health

The Henry P. Becton School of Nursing and Allied Health is one of the Independent Schools and is located at Fairleigh Dickinson University's Metropolitan Campus, with an undergraduate and a master's degree program at the Florham Park campus.

The mission of the Henry P. Becton School of Nursing and Allied Health is to prepare nurse generalists, specialists, and allied health professionals to enhance society and deliver health care locally, nationally, and globally. The programs reflect academic excellence through a strong commitment to the development of critical thinking, interprofessional collaboration, ethical decision making, leadership, and cultural competence necessary to function as care providers and leaders of health care systems throughout the world. The learning experience is enriched by interactions among faculty and students of diverse backgrounds and nationalities as they engage in scholarship, research, clinical practice, and professional development.

Philosophy of the Henry P. Becton School of Nursing and Allied Health

The School of Nursing and Allied Health philosophy and goals are consistent with the University's Mission Statement. The faculty has a set of beliefs regarding concepts central to nursing: humans, environmental, health, and nursing. These beliefs, as well as learning process concepts, provide the foundation for the organizing framework of the undergraduate and graduate curricula.

The faculty believes that the nursing and allied health professions' central concern is human beings. The health care system needs humane, competent health professionals to provide primary and preventive health care, as well as to assume professional positions in industry, research, and academia. Ethical behavior and professional interpersonal relationships are imperative to effectively communicate with clients and members of the health care team. We believe that individuals, families, groups, and communities are valued clients to be cared for and supported toward high-level wellness.

The faculty of the School of Nursing and Allied Health believes that to educate and socialize the students, it is necessary to foster belief in an individual's worth and a commitment to the well-being of others. We further believe that education in nursing and allied health professions provides the learner with fundamental concepts from which to develop a rational and systematic approach to problem solving, to develop and apply effective communication skills, and to foster student activity and independence in discovering information, developing ideas, and making decisions. The activities synthesize the intellectual skills of observation, analysis, logic, communication, and clinical decision-making.

Human Beings and their Environment

The faculty believes that nursing's central concern is human beings interacting with their environment, holistically striving for internal and external balance, and having the potential for growth in self in the context of the environment. Each human being is an individual capable of abstraction, imagery, language, thought, sensation, and emotion. It is through relationships with others that the human being allows his/her unique individuality to become actualized. Humans function in society as individuals, families, groups, and communities. The environment is defined as a dimension external to the individual that is composed of physical, social, cultural, political, and economic components. We further believe that because of the dynamic interaction between human beings and their environment, nurses support individuals' interaction with the environment toward the preservation or enhancement of wellness. Additionally, change in one part of the environment has the potential to change other parts of the environment. Through continuous interaction and energy exchange with the environment, humans strive to develop patterns of behavior to maintain both internal and external stability and growth.

Health

We believe that individuals, families, groups, and communities are valued clients to be cared for, respected, nurtured, understood, and supported toward high-level wellness. High-level wellness is defined as optimum functioning for each client. Health is a dynamic and harmonious state, which reflects the holistic nature of the client on a wellness illness continuum. Holism embodies the client as being greater than and different from a sum of parts. That is, the client is greater than and different from the individual parts: physical, behavioral, spiritual, and social well-being.

Nurses seek to empower others to seek responsibility for their own state of well-being using levels of prevention. Levels of prevention are primary (health promotion), secondary (disease prevention), and tertiary (restoration/ maintenance).

Nursing

The faculty believes that nursing is a science and an art. It is a caring profession based on a humanistic perspective that fosters self-development, a helping-trust relationship with others, and is committed to realizing the potential in oneself and others through gaining insight into the meaning of life's experiences. The clients of nursing are the individual, group, family, and community. We believe nursing is a shared process between the nurse and client, whereby both mutually effect change. As educated individuals, nurses draw on a diverse body of both liberal and scientific knowledge in the application of therapeutic modalities. Nurses function in collaborative, independent and interdependent roles to promote optimum health and wellness.

Nursing and Allied Health Education

The faculty of this school believes that professional nursing and allied health programs contribute to the development of individuals who are concerned with the ultimate good of humanity and have a belief system reflecting ethical practice. We also believe that education for the professional nurse and allied health professional promotes critical thinking skills in concert with humanistic caring modalities. These two dimensions are foundational to the undergraduate and graduate programs in nursing. Critical thinking is defined as a composite of attitudes, knowledge, and skills necessary to explore a situation or phenomenon. It is purposeful; goal directed thinking and includes problem solving, decision-making and the nursing process. Humanistic caring is the process that helps the client attains or maintains health or dies a peaceful death. It is viewed as an expression of the art of nursing founded in a value system that holds humanity in the highest regard.

Professional nursing and allied health education also encompasses the development of values, social responsibility, and cultural competence to meet the health care needs of an increasingly complex global society.

The faculty believes that education is a developmental process, which proceeds from simple to complex. It is a shared, interactive process, with the goal of developing an appreciation for the uniqueness of individual differences and commonalities, as well as ideas, values, and knowledge. It involves faculty and students who come to the learning experience with their own unique attributes, beliefs, and capabilities, providing the background for understanding and respecting the individual and his/her culture.

A liberal education, in concert with professional education, fosters the development of a graduate with critical thinking skills capable of assuming a leadership role in current and future health care settings.

Recognizing the variety of ways that people learn, we believe that a nursing and allied health curriculum, which proceeds on a continuum from simple to complex, promotes critical inquiry. We believe that nursing and allied health education is a process that thrives within the context of a caring supportive environment, where individuals continue to develop their potential. We further believe that students can be taught learning strategies to facilitate the pursuit of lifelong learning.

We believe the process of professional nursing and allied health education incorporates critical thinking, humanistic caring, professional role development, ethical-legal awareness, research-based practice, leadership, cultural competence, collaboration, levels of prevention and effective communication.

The faculty believes that baccalaureate education prepares the student to function as a nursing and allied health professional, qualified to deliver skilled and ethical care at all levels of prevention. Students at the baccalaureate level are prepared as generalists for professional nursing practice in a variety of health care settings anywhere in the world and for beginning leadership positions. Graduates are also prepared to pursue a master's degree in nursing.

The graduate program builds upon the generalist knowledge of baccalaureate education. The graduate of the master's program is prepared to function as a specialist in a variety of settings and in multiple advanced practice roles. Graduates are prepared to pursue a doctoral education.

HISTORICAL OVERVIEW OF THE SCHOOL OF NURSING AND ALLIED HEALTH

Founded in 1942, Fairleigh Dickinson University is an independent, nonsectarian, co-educational institution. It is a major university serving more than 12,000 students and offering a variety of courses, programs, and facilities. With its student body divided among two main northern New Jersey campuses and two international campuses, it also offers the intimate atmosphere and individual attention of a small college. Students have access to a variety of university services, including academic and career counseling, campus cafeterias, athletic events, and a large private library system.

With the inception of an associate degree-nursing program in 1952, the Department of Nursing became an integral part of the University. The last associate degree class graduated from this program in 1970. The basic baccalaureate program was established in 1968 for the student without previous experience in nursing. Registered nurse students who were graduates of associate degree and diploma nursing programs attended a program track initiated in 1972 and phased out in 1990. An accelerated track of the baccalaureate program, designed for non-nurses holding baccalaureate degrees in other disciplines, was initiated in 1985. In summer 1993, the Department was designated as a School of Nursing. In the fall 1993, an evening division of the accelerated track was initiated, as was the new baccalaureate curriculum.

The first graduate nursing students entered the school in the fall of 1995 to earn their Master of Science in Nursing. A detailed description of the current MSN program appears in the “Programs of Study.”

Following a generous gift to the University from the Becton Dickinson Company, the School was designated as the Henry P. Becton School of Nursing in June 1995.

In January of 1996, programs in Radiography, Medical Technology and Clinical Laboratory Sciences joined with the nursing programs to form the School of Nursing and Allied Health.

In 2000, the Bachelor of Science in Allied Health Technologies Program was established as a joint program with University of Medicine and Dentistry of New Jersey – School of Health-Related Professions (UMDNJ-SHRP). Majors offered include Diagnostic Medical Sonography, Nuclear Medicine, Respiratory Care, and Vascular Technology.

In the spring of 2001, a Transition Program was approved by the Curriculum Committee, the faculty, and the College Educational Policies Committee. A registered nurse with a bachelor's degree in another field who wishes to pursue a Master of Science in nursing degree may take the transition program as a prerequisite to matriculating into the MSN program.

In 2004, the Doctorate in Physical Therapy program was established in collaboration with the University of Medicine and Dentistry of New Jersey – School of Health-Related Professions (UMDNJ-SHRP).

In fall 2006, the Doctor of Nursing Practice was approved by the Council of University/College Presidents of NJ and the Commission of Higher Education. The first DNP class was admitted in spring 2007.

In 2009 the Henry P. Becton School of Nursing and Allied Health was awarded 2.5 million dollars from the Robert Wood Johnson Foundation as part of the New Jersey Nursing Initiative Faculty Preparation Program.

In fall 2009, The Bachelor of Science in Health Information Management was established as a joint program with the University of Medicine & Dentistry of New Jersey (UMDNJ – SHRP).

In fall 2015, the Council of University/College Presidents of NJ approved the Bachelor of Health Studies. The first class was admitted in fall 2016.

In fall 2015, the Bachelor of Science in Nursing program is launched at the Florham campus. Expansion of programs at Florham occurred soon afterwards that have included the MSN Psych/Mental Health and Adult Gerontology Nurse Practitioner programs (Spring, 2017), the Bachelor of Health Studies (Fall, 2017), and the admission of transfer students in the undergraduate nursing program (Spring, 2017).

See Appendix B for a comprehensive listing of all Henry P. Becton School of Nursing and Allied Health programs of study.

Accreditation

Fairleigh Dickinson University

Fairleigh Dickinson University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and licensed by the New Jersey Commission on Higher Education.

Nursing Programs

The baccalaureate degree program in nursing, master's degree program in nursing Doctor of Nursing Practice program, and post-graduate APRN certificate program at Fairleigh Dickinson University are accredited by the Commission on Collegiate Nursing Education ({CCNE} <http://www.ccneaccreditation.org>) and the New Jersey Board of Nursing. The BSN & MSN programs are accredited by CCNE for 10 years until June 30, 2032. The DNP program is accredited by CCNE until June 30, 2027.

For questions about accreditation, please contact:

CCNE at www.aacn.nche.edu and/or

NJ Board of Nursing at www.njconsumeaffairs.gov/medicalnursing/htm.

Fairleigh Dickinson University Technical Standards for Nursing Programs

All nursing majors at Fairleigh Dickinson University must be able to demonstrate the following skills and behaviors to successfully participate in the Nursing programs and meet the qualifications for employment in Nursing after graduation (NCSBN, 1997).

Cognitive Ability

Students must be able to measure, calculate, reason, comprehend, analyze, integrate, and synthesize materials in the context of nursing education. Students must be able to quickly read and comprehend sensitive written material, engage in critical thinking, clinical reasoning and evaluate and apply information in both the classroom and clinical settings. The students must have the ability to sustain attention, memory, and act with integrity and judgement (ability to manage impulsivity) to maintain patient safety.

The student must be able to read and comprehend extensive written materials in didactic and clinical courses. The student must also be able to evaluate and apply information and engage in critical thinking in the didactic and clinical setting within the time constraints unique to each setting.

Communication

The student must be able to express his or her views, beliefs, and opinions clearly and demonstrate a willingness and ability to give and receive feedback. The student must be able to

convey or exchange information at a proficiency level to obtain a health history, identify problems presented, explain alternative solutions, and give directions during treatment and post-treatment. It is expected that students will appraise the patient's health literacy level and appropriately modify communications. The student must be able to effectively communicate in English through verbal, written and electronic formats with the ability to retrieve information from various sources of literature and computerized databases. The student must be able to communicate verbally in English in didactic and clinical courses. The student must recognize and respond to urgent or emergent situations. The appropriate communication also relies on the student's ability to make a correct judgment seeking supervision and consultation with healthcare team members in a timely manner.

Behavioral and Emotional Health

The establishment and maintenance of appropriate professional relations is a required component of effective performance. The student must possess the emotional health required for the utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all role and responsibilities for the care of patients and families. Examples include, but are not limited to:

Maintain mature, sensitive, and productive relationships with patients, students, faculty professional staff, and professionals in the healthcare settings at all times

Utilize absolute safety practices in all instances

Adhere to the highest professional standards as prescribed by the American Nurses' Association Scope and Standards of Practice and the Code of Ethics.

Display attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance.

Appreciate their own values, beliefs, attitudes, emotions, and experiences and how they affect their perceptions and actions

Appreciate and demonstrate empathy for situations and circumstances

Demonstrate emotional stability to adapt to a rapidly changing, healthcare environment by prioritizing competing patient care demands.

Practice self-reflection to examine their behavior when it interferes with productive individual or team relationships

Establish therapeutic boundaries with patients, families, colleagues, and other members of the healthcare environment

Motor Function

It is required that a student possess the gross and fine motor skills necessary for assessment and therapeutic procedures such as inspection, palpation, percussion, auscultation, and other diagnostic maneuvers and procedures. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional uses of the senses of touch, vision, and hearing. Examples include, but are not limited to:

Transfer, position, and reposition self around patients

Push, pull, lift and support 25 pounds

Safely handle life support and diagnostic devices typically found in the healthcare area

Manipulate diagnostic instruments for physical assessments

Perform cardiopulmonary resuscitation

Administer medications via all routes

Maintain balance while performing assessment techniques and nursing procedures

Bend down and squat, reach above shoulders, reach below waist

Sensory Function

The student must be able to inspect and monitor the patient accurately, both directly and at a distance, and identify non-verbal communications when performing assessments, interventions, procedures, and administering medications.

- A. **Visual Acuity** – must be able to sufficiently observe and assess using visual abilities – which includes, but is not limited to:

Identify drainage on dressings and drainage of body fluids

Assess fluid levels in collection devices and syringes

Distinguish color intensity

Read gauges that monitor patient progress

Observe changes upon inspection of body systems

Assess movements of patients

- B. **Auditory** - Must be able to utilize auditory ability to monitor and assess health needs – which include, but is not limited to:

Hear patient's spoken voice and interpret information a patient is communicating

Hear heart, lung, bowel sounds using a stethoscope

Hear auditory signals and alarms from equipment

Hear cries for help

Communicate over the telephone, including interpreter services phone and web-based programs

- C. **Tactile** - Must possess the ability to perform a physical assessment using tactile procedures – which includes, but is not limited to:

Feel differences in surface characteristics

Palpate to assess texture, shape, size, temperature, and vibration

Detect anatomical abnormalities such as edema and nodules

Percuss body organs for signs of abnormalities

- D. **Sense of Smell** - Must be able to detect odors that may indicate a change in a client's condition or an environmental hazard – which includes but is not limited to:

Identify odors associated with infection

Detect body fluids that have a strong or unusual odor

Detect smoke, gases, or other noxious smells

Detect alcohol, ketones, and other malodorous smells on a patient's breath

PROGRAMS OF STUDY

Graduate Nursing Programs

Students enrolled in nursing will participate in a program of study designed for individuals who share a sense of obligation to society, and a desire to actively participate in its improvement. The program prepares students to become an advanced practice nurse, as well as an independent and interdependent practitioner functioning as a client advocate, change agent, innovator, planner, and leader whose practice is based on research, scientific theory, and best practice.

Nursing education at FDU emphasizes an advanced practice nurse's ability to:

- Approach nursing as a humanistic discipline combined with a scientific knowledge base.
- Incorporate knowledge about the cultures and relationships of human beings and their environment into their care.
- Articulate and integrate a personal belief system that concerns human beings, environment, health, and nursing as a process.

RN-to- MSN Program

Registered nurses who have graduated from a diploma or associate degree program in nursing take the BSN completion program. Students who have previously graduated from an accredited school of nursing and passed the NCLEX-RN will be awarded transfer credits automatically; RNs with an associate degree are awarded 66 transfer credits and RNs with a diploma are awarded 30 transfer credits. Liberal Arts credits taken at a four-year college may be transferable, with approval from the program director. The student may move on to the MSN program if he/she has met the following criteria: has completed 120 credits towards the BSN and has attended courses continuously each semester since admission to the RN-to-BSN program, has had satisfactory academic performance, and has met the requirements for the undergraduate cumulative GPA at the end of the 120 credits.

Bridge Program into the MSN

Registered nurses with a bachelor's degree in another field who wish to pursue a Master of Science in Nursing (MSN) may take the Bridge program consisting of eleven credits (three courses): NURS 4500 Nursing Management of Populations (5 credits), NURS 4420 Health Care Management (3 credits), and NURS 4430: Critique and Utilization of Nursing Research (3 credits). After satisfactory completion of the required coursework, students may matriculate into the MSN program.

Master of Science in Nursing (MSN)

The Master of Science in Nursing (MSN) program prepares individuals as nursing specialists. The program, which can be taken full-time or part-time, is comprised of both clinical and non-clinical tracks. Each student chooses a concentration in adult gerontology primary care nurse practitioner, adult gerontology primary care nurse practitioner with an education or administration focus, adult gerontology primary care nurse practitioner with forensic focus, family nurse practitioner, psychiatric/mental health nurse practitioner or nursing education. Advanced scholarship takes place within the context of nursing as a discipline and profession and is the guiding theme of all activities encompassed within the learning environment.

Post Master's Certificate Programs

The Post Master's Certificate program allows nurses who have a master's degree in nursing from an NLN/CCNE accredited program to pursue further post graduate study in one of the following areas: adult gerontology primary care nurse practitioner, family nurse practitioner, psychiatric/mental health nurse practitioner, and nursing education.

Nursing Program Outcomes

The faculty of the Henry P. Becton School of Nursing and Allied Health has articulated program outcomes as competencies that are both objective and measurable. These competencies emphasize essential knowledge and skills such as critical thinking, caring, professionalism, leadership, cultural competence, holism, collaboration, and the practice of nursing based on knowledge from the liberal arts and professional education.

Graduate Aggregate Student Outcomes

At the end of MSN program, students will be able to:

1. Demonstrate advanced knowledge and skill in a specialty area.
2. Implement an advanced practice role which incorporates the values of holistic caring and cultural competence.
3. Use conceptual frameworks to guide the implementation and evaluation of advanced practice.
4. Effectively use information technology, to support teaching/coaching/counseling strategies in advanced practice roles with diverse global communities.
5. Advance nursing science and practice through scholarly pursuits, collaboration, and the exercise of leadership in health care and higher education.
6. Critically evaluate research findings for application to advanced practice roles. Demonstrate competence in the evaluation of practice and program outcomes to ensure quality.
7. Interpret the impact of global, historical, political, legal, bioethical, economic, and organizational factors on health care/educational environment.
8. Gain the necessary preparation for doctoral study.

Admission Requirements

RN-to- MSN Program (Metro campus): Registered nurses interested in career advancement who have a license to practice in New Jersey, but do not have a BSN, should apply to the RN-to -MSN program. The student has the option of working toward the BSN alone or toward both degrees. Any student matriculated in RN- to- BSN program who achieves a 3.0 or higher at the end of the BSN portion is automatically admitted into the MSN program. For more information call 201-692-2882.

Bridge Program (Metro campus): Registered nurses with a bachelor's degree in another field and who wish to pursue an MSN may apply for the Bridge program. After satisfactory completion of the courses, students may matriculate into the MSN program. For more information call 201-692-2882.

MSN Program:

Graduation from an accredited BSN program
Undergraduate GPA of 3.2 or higher
NJ Registered Nurse licensure
Proficiency in spoken and written English
Two letters of Recommendation

Courses in statistics and nursing research at the undergraduate level

A course in health assessment is required for all nurse practitioner tracks

Personal interview may be required

A minimum of 1 year clinical nursing experience is required

****Additional requirements apply for the Psychiatric Mental Health Nurse Practitioner program****

- Personal interview by the Psychiatric Mental Health faculty
- One year of acute inpatient psychiatric experience
- ANCC Psychiatric-Mental Health Nursing certification (Note: Applicants who do not have the ANCC Psychiatric-Mental Health Nursing certification will be considered for acceptance. However, they will be required to obtain this certification prior to beginning clinical coursework.)

Post Master's Certificate Program (Metro Campus): Registered nurses with NJ licensure, who have an MSN, and who are interested in an advanced practice role, may apply to the Post Master's Certificate Program. For more information call 201-692-2882.

GRADING

The following course grading is in effect for all students in the School of Nursing and Allied Health:

| Numerical Grade | Weighted Letters | Grade Points |
|------------------------|-------------------------|---------------------|
| 93+ | A | 4.00 |
| 90-92 | A- | 3.67 |
| 87-89 | B+ | 3.33 |
| 83-86 | B | 3.00 |
| 80-82 | B- | 2.67 |
| 77-79 | C+ | 2.33 |
| 74-76 | C | 2.00 |
| 73 and below | F | 0.00 |
| | | |

| | | | |
|----------|----------------|---------------------------|----------------|
| P = Pass | NC = No Credit | W = Withdrawal, no credit | I = Incomplete |
|----------|----------------|---------------------------|----------------|

If a student has an "I" but does not meet the requirements of the course by the third week of the next semester, the grade automatically becomes an "F" and is computed into the grade point average. Please note that waiting until the 3rd week to correct an incomplete grade would mean the student could not progress to the next course in the sequence. Therefore, students wishing to enter the next Nursing course must complete requirements before that course begins.

Exam Review

- Course exams may be reviewed by the students **within 2 weeks**.
- Exams are not available for review after 2 weeks from the date of exam.
- Final Exams **are not** made available for review by the students.

Clinical Evaluation

Classroom and clinical experience components of a nursing course are graded as a single unit. A student who earns a grade of unsatisfactory **No Credit** in his/her clinical receives “NC” for the lab, and “F” for the classroom component of that course regardless of other grades earned in the course.

Students must take and pass both the classroom and the clinical component of each Nursing or Allied Health course that is so designed. This requirement also applies to students retaking a course.

Clinical Warning

A student may be given a verbal or written warning concerning unacceptable behavior or performance on any clinical day. The student will be counseled by the clinical instructor that s/he is in jeopardy of failing the clinical rotation because of not meeting specifically identified clinical outcomes. The clinical instructor clarifies for the student how the student must improve to pass the clinical component of the course.

Clinical Probation

A student may be placed on Clinical Probation at the end of a clinical rotation if the student demonstrates either of the following:

- He/she cannot conduct expected clinical activities without direct supervision.
- Fails to demonstrate professional growth and development, or appropriate initiative, decision-making, or leadership.

After meeting with the course-responsible faculty or course instructor to discuss the student's performance and the probationary process, the student will sign a contract agreeing to a plan to remove the probation.

Responsibility shifts to the student to clearly demonstrate satisfactory attainment of the clinical outcomes in the new semester's courses. Part of this contract requires the student to meet with clinical faculty:

- at the start of the new courses to formulate a plan for meeting the outcomes
- regularly, to assess progress toward the goals

At the end of these courses, the student will meet his/her outcomes and probation will be lifted or will not meet the outcomes and will fail the current courses with an “F.”

Clinical Dismissal

Grounds for clinical dismissal are:

1. failure to meet clinical educational outcomes
2. behavior that requires direct instructor intervention to prevent omissions or incomplete or unsafe care that would result in actual or potential physical or emotional harm to the client
3. behavior that actually or potentially harms the client physically or emotionally

Any of these behaviors result in an “NC” (No Credit) grade for clinical and an “F” in the classroom component of the course. If this is the student's first failure in a professional course, she/he may repeat the course the next time it is offered in their cohort.

Student Grade Appeal

A student may appeal the grade she/he received for a course if she/he believes that it is unwarranted. See *Academic Grade Appeal Procedure in the University Student Handbook*

Academic Progress

Students are expected to monitor their own progress and academic standing in the courses they take. This will enable the student to assure their own compliance with program requirements and their maintaining of acceptable grades and averages. Whenever a student needs academic guidance, s/he is encouraged to contact the instructor of the particular course or his/her faculty advisor.

Academic Integrity

*Fairleigh Dickinson University Integrity Policy is posted on the FDU website (www.fdu.edu). **Please read Policy and the sanction for violating the policy.** Students are expected to do their own work on course requirements and to report observed violations of the Academic Integrity Policy to their instructor. Paper must cite sources. The faculty of the Henry P. Becton School of Nursing and Allied Health consider any violation by a student a serious matter and they will apply sanctions outlined in the policy.*

Course Requirements, Late Paper, and Examinations

Each student is responsible for meeting the requirements as defined in each course syllabus distributed at the beginning of each semester. All written material must be handed in ON or BEFORE the date assigned. Failure to do so (UNLESS prior permission is given by the faculty member) will affect the grade for that assignment. If a student misses an examination for an unforeseen situation, the student must plan with the faculty member to take the examination **within one week** of the date on which the examination was originally administered. Failure to do so will result in a “0” for the exam. If a student is **late** for an examination, they will not be able to take or makeup the exam and will receive a “0” grade.

Critical Elements for Writing

In addition to providing required and appropriate content for all written assignments in the school's courses, students must use the following critical elements for writing:

1. Write according to protocol specified in the latest edition of the APA style manual (American Psychological Association writing guidelines).
2. Write assignments using standards of English grammar, spelling, syntax, abbreviations, and format, consistent with university policies.
3. Uses language consistent with scientific, nursing, and related health disciplines.
4. Writes own text without plagiarizing the words and ideas of others, by citing the works of others in the text, footnotes, and references as dictated by the University's Academic Integrity Policy and APA guidelines. Cites page numbers when quoting an author's words.
5. Submits written assignments that are consistent with protocols for length, format, style, and conditions stated above, and by the deadline date established by the faculty.

GRADUATE PROGRAM POLICIES

Graduate students are required to adhere to the academic and clinical policies as stated previously in this manual as well as the following specific policies of the MSN program:

1. Students are **required** to attend the **FIRST DAY** of every class. Students are required to attend all scheduled practicums. Students are also required to attend the clinical orientation on campus and at the clinical site for all clinical courses.
2. All students must review the University Policies and Regulations as stated in the Graduate Studies Bulletin and in the University Student Handbook & Planner, in addition to the Henry P. Becton School of Nursing and Allied Health Student Manual.
3. Students must use FDU email when communicating with FDU faculty, administration, and staff. It is the student's responsibility to check their FDU email and the course home page **at least once a day** for any communication and new course information.
4. Students **must achieve a final grade of 83 or higher in each nursing course** to enter the next course in the sequence.
5. A cumulative grade point average of at least 3.0 is required by the School of Nursing for continuation in the program and graduation from the University.
6. Any course taught by the School of Nursing can be **repeated only once** by a student. Students who drop a course after attending class and/or clinical are considered to have attempted the course. After two attempts the student is dismissed from the nursing program but may continue studies at the University in another field. To withdraw from a course, a student should follow the timeline and requirements of the University as stated in the University Student Handbook.
7. **After two course failures**, the student is dismissed from the nursing program, but may continue studies at the University in another field.
8. Students must adhere to privacy and confidentiality standards. Activities within the classroom, online or in person, that violate such standards may result in dismissal from the course. Recording of voices or images is strictly prohibited unless prior permission has been obtained from the instructor.
9. Activities which tend to distract others in the classroom, e.g., the use of electronic devices, may result in dismissal from the class and will be an unexcused absence.
10. Violation of a clinical practice site providers policies or defacing another student or provider using any means, including any social networking sites, shall constitute a violation of professional conduct that may result in dismissal from the program.
11. The master's program in nursing must be completed in five years from the time the student first registers for graduate study. Exceptions to the five-year limitation must be requested in writing to the Director of the School of Nursing
The post master's certificate program must be completed within 3 years.
12. Students must pass a pre-test to be able to register for NURS 6620/6621: Advanced Health Assessment. To complete this requirement, the student must demonstrate proficiency in basic health assessment skills. Instructions will be given at time of registration. The faculty can either clear the student to register or recommend remediation or a refresher course elsewhere.
13. After completing Advanced Pathophysiology (NURS 7702), Advanced Pharmacology (NURS 6615), and Advanced Health Assessment (NURS 6620/6621) and prior to the first clinical course, students in the nurse practitioner programs must take and pass the 3P proficiency exam. If unable to achieve satisfactory score, the students must complete remediation.

14. Students in the nurse practitioner programs who are in their last course must take the predictor exam and register for a review course before taking the national certification exam such as ANCC or AANP. The certificate of completion must be sent to the track coordinator once finished with the review course.
15. Students must have a copy of their malpractice insurance, **New Jersey** nursing license, immunization records and physical exam on file prior to beginning their program. These materials must be updated yearly via CastleBranch.
16. Health Care agencies are likely to have strict drug-testing and criminal background criteria that must be met. If a student is unable to secure a placement, the student will not be able to complete the curriculum and will be dismissed from the nursing program.
17. Students must wear a pin to identify themselves as students at Fairleigh Dickinson University. Student may be required to wear a lab coat if the clinical agency has this requirement. The name pin must state:

Name, RN Fairleigh Dickinson University Nurse Practitioner Student

REGISTRATION PROCEDURES

Advisement

All students matriculated in nursing are to meet with their assigned advisor each semester to register. Failure to register may delay the student's progression in the program. Students may not be able to register if they have any health or financial hold on their account. It is the student's responsibility to clear any encumbrances prior to registration. Students can look on their Self-Service account for the courses that they need. Students must maintain matriculation status by registering consecutively for the fall and spring semesters. If consecutive registration is not maintained, students will need to be readmitted.

Non-Matriculated Students

Applicants not yet admitted to the school can make an appointment to have their transcripts/planned course work evaluated.

Interested students should contact the appropriate Associate Director:

- Graduate Programs at Metro campus: 201-692-2881
- Graduate Programs at Florham campus: 973-443-8236

Schedule or Program changes

Students who wish to make a change in their schedule, program, or withdraw from a course, must consult their academic advisor. If the change is approved, students must file a Change of Program/Schedule form, signed by their advisor. The advisor should notify the Associate Directors of the respective program of the change.

Guidelines for choosing Preceptors

As part of the MSN curriculum, students complete clinical practicums in institutions/agencies appropriate to the specialty track. A qualified and licensed preceptor from the institution/agency is selected by the MSN student. The preceptor mentors the student through the clinical practicum.

Students in the Nurse Practitioner tracks should have at least one Nurse Practitioner in their list of preceptors.

Qualifications of the Preceptor:

1. An earned master's degree in nursing or a medical degree (MD or DO) in an appropriate specialty
2. Current clinical practice in an appropriate setting

Role/Responsibilities of the Preceptor:

1. Supervise the student in the clinical/educator role
2. Provide feedback to faculty regarding student performance
3. Provide experiences relevant to the course objectives
4. Function as a role model for the advanced practice/professional role

Preceptor request forms are due by the following dates for each semester:

Fall Semester: July 15th · Spring Semester: November 15th · Summer Semester: March 15th

Students admitted to the Online Nursing Programs must also adhere to the following policies:

1. Students are required to attend the Orientation session that is offered online prior to the start of the semester. Those who cannot attend must inform the Online Nursing Programs Coordinator and will be directed to access the Orientation information posted in Web Campus- Blackboard Organization: **Graduate Online Nursing Programs**. It is the student's responsibility to access the link and view the Orientation information.
2. Students are expected to access their course(s) on Web Campus on the first day of class. They must review the course syllabus, get the required textbooks, and post any assignment and discussion board threads expected for that first week. It is the student's responsibility to contact University Technical Assistance Center (UTAC) immediately if experiencing a technical problem, as well as email the course faculty of the problem. Contact UTAC at 973-443-8822 or fdutac@fdu.edu
3. Students who wish to withdraw from a course after the ADD/DROP period must contact the designated Student Advisor, complete the Change of Schedule form, and submit the form to the Online Nursing Programs Coordinator for a signature. Students who do not follow their scheduled curriculum progression will not be assured a timely sequence of their subsequent courses (affecting projected degree completion).
4. Students must demonstrate proficiency in Basic Health Assessment (BHA) skills prior to taking NURS 6620 and NURS 6621: Advanced Health Assessment. To complete this requirement, students need to provide proof of an undergraduate BHA course taken within 2 years of taking NURS 6620/6621 (school transcript verification). If this is no longer applicable, students must provide proof of successful completion of a BHA refresher course from an approved continuing education provider. To maintain class registration the Certificate of Completion of the BHA refresher course must be submitted to the course faculty PRIOR to the start of the class.
5. Students must plan to attend the mandatory hands-on female and male patient exam session which will be held on-site at the Metropolitan campus located in Hackensack/Teaneck, New Jersey. This session is scheduled by the NURS 6620/6621 course faculty.
6. Students are responsible for: 1) reviewing their academic evaluation (degree audit) in Self-Service for courses needed for program progression, 2) contacting the Online Nursing Programs Coordinator for confirmation of sequence or any advisement questions, and 3) contacting the Student Advisor to complete course registration every semester.
7. Students must register for sections in the ONLINE CAMPUS only. Students who wish to take courses offered in either the Metropolitan or Florham campus will need to change programs and must file a CHANGE of ACADEMIC PROGRAM form with the Online Nursing Programs Coordinator.
8. Students must maintain matriculation status by registering consecutively for the fall and spring semesters. If consecutive registration is not maintained, students will need to reapply.
Online program students who need to be absent from a major semester at the institution must contact the Student Advisor to register for matriculation maintenance, thereby

retaining active status. To request a Leave of Absence, the online student must contact the Online Nursing Programs Coordinator and the Student Advisor. See the *FDU Graduate Studies Bulletin*.

Online Program Advisement/Registration

Matriculated online nursing program students, are to contact the Online Nursing Programs Coordinator for academic advisement during the designated pre-registration and registration periods. This ensures proper course sequence as well as timely preparation for securing a preceptor placement in clinical courses.

Online program nursing students need to 1) review their academic evaluation (Degree Audit) in Self-Service for courses needed for program progression, 2) contact the Online Nursing Programs Coordinator for confirmation of sequence or any advisement questions, and 3) contact the Student Advisor to complete the registration process. Online students must register for sections in the ONLINE CAMPUS only.

UNIVERSITY SUPPORT SERVICES

Educational Support Programs

Professional Skills Laboratories

Students are expected to use the on-campus labs to reinforce clinical and academic skills. The Metro School has labs equipped with clinical equipment, supplies, computers, videos and interactive programs and there are inter professional labs at the Florham campus. The labs are staffed on a regular basis throughout the school year, and hours are posted.

Computer Center

In addition to the computer lab in the School of Nursing & Allied Health, a center with computers, printers, and staff is available to students at Florham and Metro campuses. Some assignments will be given that must be carried out in the Center. Word processing programs are useful to students producing written assignments

Scholarships and Financial Aid (201) 692-2363

There are several scholarships available to nursing majors, both from external and internal sources. Announcements of hospital scholarships, minority scholarships, and general scholarships can be obtained in the school. Some of these are available to nursing majors who meet certain criteria (e.g., a specific cumulative grade point average), and some are available only to accelerated track nursing majors (also based on cumulative grade point average criteria). These lists are updated regularly, and students are advised whenever new scholarship funding is available. Students must have completed all forms required by the Office of Financial Aid to receive any scholarships. While the Director of the School will make recommendations to Financial Aid based on scholastic merit, all internal scholarships are distributed by the Office of Financial Aid.

Representative nursing funding sources are: Federal Nursing Student Loan Program; Nurse Faculty Loan Program – for MSN & DNP students only; and private scholarships.

Metro Academic Resource Center (201) 692-2076
Florham Academic Support Center (973) 443-8538

The Academic Resource Centers at Metro and Florham campuses provide academic support services free of charge to all FDU students. Individualized tutoring is available in writing, mathematics, arts and sciences, and University Core curriculum. The tutoring staff includes professional tutors and peer tutors. The Academic Resource Center also offers assistance in study and test taking skills and time management. Discussion groups review sessions, and workshops are tailored for students in specific courses or areas of study as needed.

Online Library & Tutoring Services

- Students can access the FDU Online Library (library@fdu.edu) and tutoring services through (tutoring@fdu.edu).
- Links to both are in the Web Campus home page.
- Students who can travel to the campus can also take advantage of face-to-face resources such as the Writing Studio (in the library) and Academic Resource Center (in Robison Hall) or in the Academic Support Center, Monninger Center, Room 206 on the Florham campus.

Metropolitan Writing Studio (201) 692-2263

The Metro Writing studio offers focused assistance with developing and enhancing writing skills. The Studio is in the Giovatto Library and hours are posted.

Disabilities Support Services

Any student with documented medical, psychological, or learning disabilities, who feels he/she may need in-class academic adjustments, reasonable modifications, and/or auxiliary aids and services while taking this course, should first contact **Disability Support Services (DSS)** to discuss his/her specific needs. For the Florham Campus, including the School of Pharmacy and study abroad programs, please contact the Director of Disability Support Services at **973-443-8079**. For the Metropolitan Campus, including online and off-campus programs, please contact the Associate Provost at **201-692-2477**. Once the academic adjustments, modifications, or auxiliary aids and services are approved by DSS, then you should make an appointment to see your professor (s).

Career Services

Career Services offers an ongoing program designed to enhance employment-related skills such as interviewing for jobs and writing resumes. These services are open to FDU students at any level. All Nursing students work with Career Services center while taking the course on Health Care Management. Each year, the University arranges several job fairs for students.

Technical Assistance

It is the student's responsibility to contact University Technical Assistance Center (UTAC) immediately if experiencing a technical problem, as well as email the course faculty of the problem. Contact UTAC at 973-443-8822 or fdutac@fdu.edu

Health Support Service
Metro Student Health Services (201) 692-2437
Florham Student Health Services (973)-443-8535

The Metro Student Health Services of the Metropolitan Campus is in the Student Union Building. It is open eight hours a day 9-5pm Monday to Friday, during the academic year, and during intersession and summer sessions. Hours of operation are posted at the Wellness Center. If you need to be seen by a nurse, the nursing hours are 10-12pm and 2-4pm.

The Florham Student Health Services is located at 285 Madison Avenue, Madison, NJ 07940. Their hours include Monday - Friday 9:00 AM to 5:00 PM. **Appointments are recommended** to decrease students' waiting time and for better service. *Student Health Service is closed* Monday to Friday 5:00 PM to 9:00 AM; Holidays, Saturday, and Sunday: Emergency Care/Evaluations can be obtained at Morristown Memorial Hospital ER per assistance of Public Safety and/or Florham Park EMS. All registered students can receive health care services, including students who waived the University's Insurance. Medical/ Immunization Records must be on file. There is no fee/charge for Student Health Service visits; however, certain services, supplies, or medications dispensed may be subject to a discounted fee.

The Student Health Services is staffed with a nurse practitioner, registered nurse, and consulting physicians. For major emergencies and surgery, neighboring community hospitals are used. A student may, however, choose his or her own physician at any time. The cost of health care outside the Student Health is the responsibility of the student.

In the Center, charges are made for certain laboratory studies, all x-ray examinations ordered by the Center, and immunizations provided by them. Fairleigh Dickinson University requires each full-time undergraduate student to carry basic health insurance coverage. Students may purchase the insurance from Fairleigh Dickinson University. If they are covered by an outside policy, the student must sign a waiver form. Students in the Community Health courses must carry accident policy insurance.

Metro Counseling Center (201) 692-2174
Florham Counseling Center (973)-443-8504

The Metro Counseling Center is located on the corner of Lone Pine Lane and Residence Dr. Services are available 9-5 Monday to Friday. The Counseling Center provides, free of charge, the following services: personal counseling, vocational counseling, academic counseling, growth groups, psychological testing, consultation, stress management, relaxation, and test anxiety programs.

The Florham Counseling Center is located at the Wellness Center at the Danforth Road entrance to the campus. The Counseling and Psychological Services offers a variety of mental health services that integrate physical, emotional, academic, spiritual, social, and cultural well-being. Services are available 9-5 Monday to Friday

Mandatory Student Clearance Requirements

Students are responsible to provide copies of health records and immunizations. These must be submitted to FDU Metro Student Health Services through the Mediat portal. Copies of Liability Insurance, Cardiopulmonary Resuscitation (CPR) certification, Urine Drug Screen, Criminal Background Check and Driver's License must be uploaded to CastleBranch. For any questions, please call the Clinical Lab Specialist at Metro or Florham campus (Metro 201-692-2887; Florham 973-443-8233). The Clinical Lab Specialist is responsible for issuing clinical clearance to all students before starting clinical visits to the health care facilities. The student is responsible for updating expired health requirements.

Health Examination

The health requirements for all FDU School of Nursing students are explained in the "Medical Compliance Requirements" section of this document. The student must submit the completed health forms directly into the Mediat system. No paper or incomplete forms will be accepted. Each student **MUST** comply with this policy to ensure safety and to fulfill contractual agreements between the University and clinical experience providers. Students will **NOT BE ADMITTED** to a clinical placement if they do not meet medical compliance requirements. Any resulting clinical absence jeopardizes meeting course requirements.

If a student experiences a change in health status requiring absence from a clinical lab, a note must be submitted from the student's physician stating that the student's health has improved to the point that full participation in clinical labs is again possible.

Criminal History Record Search

Fairleigh Dickinson University has affiliation agreements with health care institutions in the region to provide clinical experiences for students of the Henry P. Becton School of Nursing & Allied Health. The affiliated healthcare institutions are required by the Joint Commission, standard (HR1.20), to conduct criminal history checks on all personnel who work in clinical settings, including nursing students. All students must comply with this requirement to evaluate their suitability for placement in a clinical experience. Information obtained may lead to the affiliated health care institutions to reject a student for a clinical experience. If a student is unable to be placed, the student will not be able to complete the curriculum and will be dismissed from the nursing program. New students will need to complete an initial criminal background check when they are in the first semester of their program at Fairleigh Dickinson University, School of Nursing and Allied Health, and annually until graduation.

Drug Urine Test

The affiliated healthcare institutions are required by the Joint Commission Standard (HR1.20) to conduct urine drug test on all personnel who work in clinical settings, including nursing students. Urine drug testing must be completed annually during clinical course work and the results obtained may lead to the affiliated health care institutions to reject a student for a clinical experience. If a student is unable to be placed, the student will not be able to complete the curriculum and will be dismissed from the nursing program.

Liability Insurance

Students are required to purchase professional liability insurance with the Nurse Practitioner rider in the amount of one million (\$1,000,000) each claim and six million dollars (\$6,000,000) aggregate during NURS 6620/6621, Advanced Health Assessment and annually until graduation.

Cardiopulmonary Resuscitation (CPR) Certification

All students must complete a course in CPR for adults, children, and infants prior to beginning the clinical courses. The CPR card must be maintained current until graduation. A copy of the card must be uploaded into CastleBranch so that it may show compliance with this requirement before that student begins a clinical rotation. A CPR course designed for Health Professionals is recommended.

Transportation to Clinical Agencies

Clinical experience in a variety of health care settings is an essential component of the education of the students. Numerous agencies in New Jersey providing clinical laboratory facilities are selected for use based on their excellence and ability to provide clinical educational opportunities. Students are expected to arrange their own transportation to the clinical agencies to which they are assigned and must comply with parking regulations of each agency.

Post Exposure Prophylaxis (PEP)

If a student and/or faculty member is exposed to a reportable confirmed or suspected communicable disease as referenced in the New Jersey Administrative Code 8:57, during their clinical rotation, the student and/or faculty member will be notified by hospital as being an individual who may have been in contact with the case during the infectious period of disease and thus exposed to that disease. The student and faculty may receive appropriate Post Exposure Prophylaxis (PEP) through the hospital's Employee Health Department or Emergency Department at a no cost to the individual student and faculty. The University's Student Health Services Director will be notified if there is a suspected or confirmed communicable disease report involving the students and faculty of university.

Medical Compliance Requirements

PURPOSE

All nursing students are required to comply with FDU, New Jersey Department of Health and Senior Services (NJDHSS), Clinical Site, and School of Nursing medical records requirements to prevent or reduce the risk of transmission of vaccine-preventable and other communicable diseases among FDU students, patients, and other persons. This document details the specific medical record requirements of a nursing student. Please note, clinical education provider may impose additional medical compliance standards.

MEDICAL REQUIREMENT RESPONSIBILITIES

All nursing students (RN to MSN, MSN, and Post Master's) are held responsible to submit all pertinent medical records to FDU Student Health Services, at Metropolitan or Florham Campus, prior to starting classes. Subsequent annual requirements must be completed and submitted before the first semester begins. Students may not attend clinical if they are not medically compliant.

NURSING STUDENTS HEALTH CLEARANCE CONSISTS OF:

- Complete Physical Exam, Student Profile, Medical History and Meningitis Response Forms
- Measles, Mumps, Rubella, Varicella, Hepatitis B Virus Surface Antigen (HBsAg), Hepatitis B Virus Core Antibody, IgM (HBc IgM Ab) and Hepatitis B Virus Surface Antibody (HBsAb) blood titer reports showing immunity
- Meningococcal vaccine
- Adult Tdap
- Annual Influenza vaccine
- Two-step Mantoux skin test for tuberculosis

HISTORY AND PHYSICAL

A standard health history and physical must be performed by a health care professional (MD, DO, or APN) upon entrance to FDU and then submitted annually before the beginning of fall semester.

MEASLES, MUMPS, and RUBELLA (MMR)

Nursing students will be considered immune to Measles, Mumps, and Rubella only if he/she can demonstrate serologic (laboratory) evidence of immunity with titers. When a serology report for measles, mumps, or rubella indicates a non-immune or equivocal status, the student must have 2 doses of the vaccine at least 30 days apart. A repeat titer must be drawn 1-2 months after the second dose.

VARICELLA

Nursing students will be considered immune to Varicella (chicken pox) only if he/she can demonstrate serology (laboratory) evidence of Varicella immunity with titers. Documentation of clinical Varicella (history of chicken pox disease) is no longer acceptable.

All students with negative (non-immune) Varicella titers who cannot document being appropriately vaccinated must be vaccinated prior to beginning clinical unless the student's physician determines that the vaccine is medically contraindicated. Two doses of the Varicella vaccine given 4 to 8 weeks apart are required for the adult. These students must have repeat Varicella titers drawn 1-2 months after second dose of vaccine.

Because of potential transmission of the vaccine virus to susceptible high-risk patients, such as immunocompromised patients, newborns, and pregnant women, contact with high-risk susceptible patients should be avoided if a vaccine related rash develops within three weeks of receipt of either the first or second dose of the vaccine.

HEPATITIS B VACCINATION

Hepatitis B vaccine includes 3 doses of the vaccine—the first is given when requested (dose #1), dose #2 is due 1 month after, and dose #3 can be given between 4-6 months after Dose #1. Post-immunization antibody titers must be drawn between 1-2 months following dose #3.

All nursing students shall begin immunization against Hepatitis B virus (HBV) prior to patient contact or contact with blood or other potentially infectious body fluids or laboratory material. If a student cannot complete the full three-dose series of immunizations prior to enrollment or matriculation, at least one dose of vaccine must be taken prior to commencing any activities with any risk of exposure.

If a student tests negative for HBV infection and have been previously immunized but have inadequate levels of antibodies despite such previous immunization, they shall receive a booster dose of the vaccine prior to patient contact or contact with other potentially infectious body fluids or laboratory material. Testing for antibody titers (HBsAb) 1-2 months post-immunization must be performed. Non-responders to a primary series of immunizations need to receive a booster dose of Hepatitis B and then have another titer drawn after 1-2 months. If the HBsAb is still negative at that time, then one is considered a non-responder and should be considered susceptible to HBV infection and shall be counseled regarding precautions to prevent HBV infection and the need to obtain hepatitis B immune globulin (HBIG) prophylaxis for any known or probable significant exposure to HbsAg-positive blood.

In all instances, current Center for Disease Control (CDC) recommendations should be followed regarding initial HBV immunization, post-immunization antibody titers, re-immunization or booster doses for inadequate antibody titers, and post-exposure immunoglobulin prophylaxis for non-responders.

If the initial HBV tests are positive and indicate a significant potential for transmission of the virus, an evaluation shall be made prior to patient contact to determine the need for monitoring of clinical performance and/or of the scope of assigned or permitted clinical activities consistent with patient protection, especially the performance of exposure-prone procedures. This evaluation shall be made by the FDU SHS Metro or Florham Medical Director or designated individual or individuals who may consult with infectious disease experts with knowledge of the most current information and recommendations of groups such as CDC, and national professional and education organizations. If enrolled under these circumstances, students may be restricted in their clinical activities. Enrollment and continuing enrollment of students who are potentially infectious for hepatitis B are contingent upon their ability to perform all essential functions required for matriculation and completion of the curriculum of the degree program.

MENINGOCOCCAL VACCINE

As a requirement of NJDHSS, all FDU resident students are required to receive this vaccine within 5 years of assuming residency at FDU. It is strongly recommended that commuter nursing students be vaccinated for meningococcal meningitis to protect from exposure to, or dissemination of the meningococcal bacteria to any patients, staff, students, or other persons. Submit documented proof of MCV4 for all nursing majors ≤ 55 years of age and MPSV4 for those nursing students >55 years of age.

ADULT Tdap VACCINE

A one-time dose of Tdap is required of all nursing students who have not received Tdap previously, regardless of when the last Td booster was received, unless medically contraindicated. Td boosters are then administered every 10 years thereafter.

INFLUENZA

Nursing students must be immunized annually during the fall season with that season's currently recommended influenza vaccine unless medically contraindicated. If the vaccine is not received, the student will be required to sign a waiver and will be obligated to wear a mask while in the healthcare environment.

TB (MANTOUX) SKIN TEST

Each student must undergo TB skin testing using the Mantoux method (5 tuberculin units of purified protein derivative (PPD) injected intradermally) by the two-step method. All PPD's must be read by a qualified health care professional 48-72 hours after placement. Results must be recorded in mm of indurations. Self-reading is not permitted.

The two-step method must be used to detect boosting phenomena that might be misinterpreted at a subsequent testing as a skin-test conversion (new infection). Under the two-step method, a second test is performed 1-3 weeks after the first test. If the second test is positive, this is most likely a boosted reaction and not a skin-test conversion, and the student should be considered previously infected and cared for accordingly.

Students with a history of BCG (Bacilli Calmette-Guerin) vaccination are not exempt from the TB testing requirement because there are no data to indicate that these individuals experience an excessively severe reaction to PPD testing, and because anyone with a history of BCG with a positive PPD test result is considered infected with TB and is treated accordingly. Students who have initial positive PPD test results, subsequent PPD test conversions or symptoms suggestive of TB must be evaluated promptly for active TB.

Definition of a Positive Mantoux skin test:

1. If the PPD is 5-9 mm of indurations and the student is known to have had recent close contact with someone infected with active TB, the test is considered positive.
2. If the test is equal to or great than 10 mm of indurations the test is considered positive. A chest x-ray must be obtained. The student will be referred to the appropriate county TB Control Center for follow up. Students may elect private follow up care.
3. All positive PPD's with negative chest x-rays are to be evaluated for INH prophylaxis. If the student fails to be seen by the TB control center or fails to present proof that they have been evaluated properly by their private physician, they will be denied clinical clearance.

Many foreign countries still use BCG as part of their TB control programs, especially in infants. In a person vaccinated with BCG, sensitivity to tuberculin is highly variable, depending upon the strain of BCG used and the group vaccinated. There is no reliable method of distinguishing tuberculin reactions caused by BCG from those caused by natural infections. In a BCG-vaccinated person, a positive tuberculin reaction is an indication for further evaluation and medical therapy.

Subsequent annual PPD testing in the fall semester is required for those students with negative test results while in the nursing program.

Students with a history of a positive PPD must submit their most recent radiologist’s report of a chest x-ray, a Pulmonary Tuberculosis Assessment Form and record of any treatment received from a qualified healthcare provider. Thereafter, on an annual basis, the nursing student will need to submit a Pulmonary Tuberculosis Assessment Form along with their annual physical exam prior to the start of each fall semester.

MEDICAL EXEMPTIONS

If the student is claiming an exemption related to a pregnancy or other medical contraindication, the student must provide FDU SHS Metro or Florham with documentation from your healthcare provider indicating the reason and time limitations that the vaccination is medically contraindicated. This exemption will be reviewed at the beginning of each semester. In some circumstances the student may not be able to complete clinical requirements due to a medical exemption.

SUMMARY OF NURSING STUDENT REQUIREMENTS FOR MEDICAL COMPLIANCE

| | | |
|--|--|--|
| Physical Examination | Required | Initially, then annually before Fall semester |
| Proof of immunity to MMR | Required | Immune Titers Report Required |
| Proof of immunity to Varicella | Required | Immune Titers Report Required |
| Hepatitis B Virus Surface Antigen (HBsAg) Hepatitis B Virus Core Antibody, IgM (HBc, IgM, Ab) | Required | Immune Titers Report Required |
| Meningococcal Vaccine | Required of Residents/ highly recommended for commuters | Initially upon entrance |
| Adult Tdap | Required | Initially upon entrance |
| Influenza vaccine | Required | Annually in the Fall |
| TB Testing (Mantoux/ PPD) (see info on page 3 if possible) | Required | Two step initially/ then annually by September |
| Covid-19 vaccine | Required | Initial and booster |

STUDENT'S RIGHTS

The Rights

Copies of the "Fairleigh Dickinson University Code of Students Rights, Responsibilities, and Conduct" and the "Family Education Rights and Privacy Act of 1974" are available in the University Student Handbook and on the Fairleigh Dickinson University website or upon request from office of the Dean of Students.

Opportunities within the School

Faculty in this school seeks student participation in policy decisions affecting their education and their school. Representatives from all levels and programs are invited to participate in School governance by attending faculty and committee meetings.

Opportunities in the University

A discussion of the opportunities to participate in university student organizations and activities is available in the *University Student Handbook*. Students are strongly encouraged to participate in a variety of university committees.

STUDENT ACTIVITIES

There are many opportunities for FDU students to actively participate in academic, social, cultural, and community service activities. This School, a university in service to others, is committed to the University's initiative for volunteerism.

Epsilon Rho Chapter of Sigma Theta Tau International Honor Society of Nursing

Sigma Theta Tau International is committed to the support of nurse scholars, researchers, and leaders. Since its inception, the nursing honor society, Sigma Theta Tau International, has focused on academic and professional enrichment programs and informational resources for professional nursing education.

Fairleigh Dickinson University's chapter, Epsilon Rho, was chartered in February 1982. Sigma Theta Tau International is a member of the American College of Honor Societies. Membership requires outstanding academic achievement and ability in nursing. Students are invited to apply if they have a grade point of at least 3.0 and meet the expectation of academic integrity. Credentials demonstrating academic achievement and leadership are required.

APPENDIX A

HENRY P. BECTON SCHOOL OF NURSING AND ALLIED HEALTH

DIRECTORY STAFF and FULL TIME FACULTY

Faculty is available to talk with students during regularly scheduled office hours. These weekly hours are posted by each faculty member's door. You may leave a message at the voice mail numbers below. To leave a written message or paper for a full time or adjunct faculty member, give it to the secretarial staff. One of them will place it in the faculty member's school mailbox. Our **Fax number is 201-692-2388**.

The Henry P. Becton School of Nursing and Allied Health mailing addresses for the Metro campus and Florham campus are:

METRO Campus

**Fairleigh Dickinson University
Henry P. Becton
School of Nursing and Allied Health
Dickinson Hall, H-DH4-02
1000 River Road
Teaneck, NJ 07666**

FLORHAM Campus

**Fairleigh Dickinson University
Henry P. Becton
School of Nursing and Allied Health
230 Park Ave.
M-SP3-01
Florham Park, NJ 07932**

Faculty

The Henry P. Becton School of Nursing and Allied Health have 22 full-time faculty members, several part-time and an endowed professorship. Fourteen of the twenty-four full-time faculty have earned doctorates in nursing, education, and related fields. Faculty research includes clinical nursing research, educational outcomes, critical thinking, transcultural issues, and domestic violence.

Members of the Henry P. Becton School of Nursing and Allied Health faculty have expertise in theory, research, education, administration, informatics, advanced practice, and a variety of nursing specialties.

Advance practice nurses from health care agencies participate in the clinical education of our graduate students. Preceptors in a variety of health care settings work with graduate students, apprising them of the latest trends in nursing practice. Each nurse practitioner student works with licensed experienced physicians or nurse practitioners who guide the student toward meeting the clinical educational objectives of the MSN program.

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APPENDIX B

Programs of study offered in the Henry P. Becton School of Nursing and Allied Health:

A. UNDERGRADUATE NURSING PROGRAM

- RN to MSN Program

B. MSN NURSING PROGRAM

- ◆ Bridge Program in Nursing
For RNs who have a baccalaureate degree in another field
- ◆ Master of Science in Nursing
Clinical tracks:
 - Adult Gerontology Primary Care Nurse Practitioner (30 credits)
 - Adult Gerontology Primary Care Nurse Practitioner – Administration Focus (39 credits)
 - Adult Gerontology Primary Care Nurse Practitioner – Education Focus (39 credits)
 - Adult Gerontology Primary Care Nurse Practitioner – Forensic Focus (42 credits)
 - Family Nurse Practitioner (37 credits)
 - Psychiatric/Mental Health Nurse Practitioner (39 credits)*Non-clinical tracks:*
 - Nursing Education (35 credits)
- ◆ Post-Master's Certificates (24 credits)
Individuals holding an MSN degree may earn a **Post-Master's Certificate** in Adult Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner and Psychiatric/Mental Health Nurse Practitioner and Nursing Education