



**FAIRLEIGH
DICKINSON
UNIVERSITY**

HENRY P. BECTON SCHOOL OF NURSING & ALLIED HEALTH

**BSN
RN to BSN
and
Allied Health**

STUDENT MANUAL

August 2022 Edition



The Student Manual of the Fairleigh Dickinson University Henry P. Becton School of Nursing and Allied Health has been prepared to provide you with a guide to the various nursing and allied health programs. In it, you will find details on academic policies, your student rights and responsibilities and the expectations faculty have of you as a student.

Please read it carefully and thoroughly

Additional sources of information about aspects of life in the University as well as University Policies are available in the Office of Admissions:

- The FDU Undergraduate Studies Bulletin
- The FDU Graduate Studies Bulletin
- Course Offerings
- Course Booklet
- University Student Manual

Please acknowledge the receipt by signing below:

“I have received the FDU Henry P. Becton School of Nursing and Allied Health Student Manual. It is **my responsibility** to read it and seek answers to any questions that I have about the content.

Print First Name

Print Last Name

Nursing Program

Home Phone

Cell Phone

Home Address

FDU Email Address

Personal Email Address

Student Signature

Date

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 Undergraduate Studies Bulletin
Course Offerings
Course Syllabus
University Student Handbook***

Table of Contents

Mission Statements	1
Mission of Fairleigh Dickinson University	1
Mission of the School of Nursing and Allied Health	1
Philosophy of the Henry P. Becton School of Nursing and Allied Health.....	1
Human Beings and their Environment	2
Health.....	2
Nursing	3
Nursing & Allied Health Education	3
Historical Overview of the School of Nursing and Allied Health.....	5
Accreditation	7
Fairleigh Dickinson University	7
Nursing Programs	7
Allied Health Programs	7
Fairleigh Dickinson University Technical Standards for Nursing Programs.....	8
Programs of Study	11
Nursing Programs	11
Four-Year Program.....	11
RN to BSN Program.....	11
Accelerated Program	11
Nursing Program Outcomes	12
Undergraduate Aggregate Student Outcome	12
Allied Health Programs.....	14
Allied Health Program Outcomes.....	15
Academic Regulations	16
Matriculation into the Majors of the School of Nursing and Allied Health	16
Admission Requirements	16
First Time Freshmen.....	16
Transfer Students Interested in the Nursing Program	17
Accelerated Programs.....	18
Additional Information about the Accelerated Program	18
Progression in the School of Nursing & Allied Health Programs.....	20
Grading.....	23
Exam Review.....	23
Radiography Program Grading.....	23
Medication Calculation Exam	24
Clinical Evaluation	25
Clinical Warning/Anecdotal Record	25
Clinical Probation	25
Clinical Dismissal.....	25
Student Grade Appeal.....	26
Academic Progress	26
Attendance Policy	26
Class Attendance	26
Clinical Attendance Policy	27
Tardiness Policy	27
Academic Integrity	28

Course Requirement Late Paper & Examinations	28
Critical Elements for Writing	28
Registration Procedure	29
Advisement.....	29
Non-Matriculated Students.....	29
Pre-Registration	29
Schedule Changes.....	29
Preparation for the NCLEX-RN	29
University Support Services	31
Educational Support Program.....	31
Professional Skills Laboratories	31
Computer Center.....	31
Scholarships and Financial Aid	31
Summer Nurse Externships	32
Educational Opportunity Fund (EOF)	32
Freshmen Intensive Studies (FIS).....	23
Academic Resource Center	33
Online Library & Tutoring Services.....	33
Metropolitan Writing Studio	33
Disabilities Support Service	33
Career Services	33
Health Support Services.....	34
Student Health Services.....	34
Counseling Center	34
School Requirements for Clinical Experience	35
Health Examination	35
Criminal History Record Search.....	35
Drug Urine Test.....	35
Liability Insurance	35
CPR Certification	36
Transportation to Clinical Agencies	36
Uniform Regulations	36
Fingernail Protocol	37
Post Exposure Prophylaxis (PEP).....	37
Medical Compliance Requirements.....	37
Medical Requirement Responsibilities	37
Nursing Students Health Clearance.....	38
History and Physical.....	38
Measles, Mumps and Rubella (MMR)	38
Varicella.....	38
Hepatitis B Vaccination.....	38
Meningococcal Vaccine	39
Adult Tdap Vaccine.....	40
Influenza	40
TB (Mantoux) Skin Test.....	40
Definition of a Positive Mantoux Skin Test	40
Medical Exemptions	41

Summary of Nursing Student Requirements for Medical Compliance.....	42
Student Activities.....	43
University Honors Programs	43
Fairleigh Student Nurses' Association (FSNA)	43
Epsilon Rho Chapter of Sigma Theta Tau International	43
Student's Rights.....	44
The Rights.....	44
Opportunities within the School	44
Opportunities in the University	44

Appendix A

School Directory Staff and Full Time Faculty

Appendix B

Undergraduate Nursing Program

Allied Health Programs

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 nine schools in University College and are located on Fairleigh Dickinson University's Metropolitan Campus. Our mission is to provide excellent undergraduate and graduate education for Nursing and Allied Health students. It is our intent to enhance society and the health care environment through preparation of graduates with a foundation in liberal arts and sciences as well as the professional domain. We endeavor to create a community of collaborative learning. The programs reflect a strong commitment to the development of critical thinking, collaboration, ethical decision-making, leadership and cultural competence. 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 philosophy and goals of the mission of the School of Nursing and Allied Health are consistent with the University's mission statement. The faculty has set beliefs regarding concepts central to nursing: humans, environment, 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 academics. 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.

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 has a set of beliefs regarding concepts central to nursing: humans, environment, health, and nursing. These beliefs, as well as learning process concepts, provide the foundation for the organizing framework of the undergraduate and graduate curricula.

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 their 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 through the 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 in order 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 attain or maintain 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, to 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 their 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” section.

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 included: 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). (Now incorporated with Rutgers University).

In the Fall of 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 the Fall of 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).

The Hearst Foundation donated money to the School of Nursing and Allied Health for the renovation of the Skills laboratory into a state-of-the art simulation room in 2011. Video equipment, computers and monitors were installed in the control room that will serve as a faculty observation and debriefing room. The renovated laboratory simulates an eight-bed unit with a nursing station. Initially, there were 2 high-fidelity simulators (one 3-G and one basic SimMan) and later a SimMom (Noelle) and a SimBaby were added.

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

In the Fall of 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 Family Psych/Mental Health and Adult Gerontology Nurse Practitioner programs.

In November 2016, the DNP and Post-Masters APRN/Nurse Practitioner Certificate Programs had a reaccreditation visit by the Commission on Collegiate Nursing Education (CCNE) and in 2017 were given 10 years of accreditation until 2027.

In the Fall of 2017, the BS in Health Studies program was launched in both Metro and Florham campuses.

In 2018 FDU and Learning House started to offer programs online and was later changed to FDU/Wiley Online Programs. The School of Nursing started offering the RN to BSN and the MSN in Education online.

The School of Nursing and Allied Health begun offering the Family Nurse Practitioner Program on the FDU/Wiley Online in 2019.

In 2020, the Graduate Health Assessment Laboratory was renovated from funds donated by the family in memory of Colette Regan, RN.

The Commission on Collegiate Nursing Education (CCNE) conducted a virtual accreditation visit in November, 2021 of the BSN and MSN Programs.

In June 2022, the BSN and MSN Programs received 10 years of accreditation until 2032.

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 and 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.

Allied Health Programs

The Allied Health programs are 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. The Associate in Radiography Program in collaboration with Valley Hospital is accredited by the Joint Review Committee of Education in Radiologic Technology (JRCERT), the Bureau of Radiologic Health and the Board of Examiner's of New Jersey

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. 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 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 data bases. 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.

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

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

Sensory

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.

Visual Acuity – must be able to sufficiently observe and assess using visual abilities – which include, but are 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

Auditory – must be able to use auditory ability to monitor and assess health needs – which includes, 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

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

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

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 a professional 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 a professional nurse's abilities 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.

Undergraduate Programs Bachelor of Science in Nursing (BSN). The school offers two ways for students to earn a Bachelor of Science in Nursing (BSN).

Four-Year Program

High school graduates and transfer students complete a four-year program of liberal arts, sciences, and nursing courses. The nursing sequence begins in the first semester of the sophomore year, which is the highest level at which transfer students may enter the program. Students begin their program in the fall. While non-nursing courses may be taken in summer sessions, the nursing courses for this program are not offered in the summer.

RN to BSN Program

Registered nurses who have graduated from a diploma or associate degree program in nursing take the B.S.N. 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.

Accelerated Program

The Accelerated Program is a program comprised solely of nursing courses for students who have previously earned a baccalaureate degree in a major other than nursing and completed non-nursing prerequisites prior to entering the program. The prerequisites can be taken at FDU or at other colleges with prior approval from the Associate Director for Undergraduate Programs. The program follows two tracks: a 12-month program beginning in mid-May and a 18-month program beginning in the fall. Both programs continue through the summer. Criteria for matriculation into the one-year program are more stringent than for the four or two-year programs. See "Matriculation into the Nursing Programs".

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 the **10 Competencies Domains-Bridge Academia and Practice**, essential knowledge and skills such as:

1. Nursing Practice Knowledge
2. Person-Centered Care
3. Population Health
4. Nursing Practice Scholarship
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-Based Practice
8. Informatics/Healthcare Technologies
9. Professionalism
10. Personal, Professional, Leadership Development

Undergraduate Aggregate Student Outcome

At the end of the BSN program students will be able to:

- Critically apply skills in nursing practice knowledge of individuals, families, groups, and communities measured by the effective use of the nursing process in all aspects of care; utilize the healthcare technology to enhance care of clients, see multiple sides of controversial questions; apply problem solving techniques in approaching nursing situations in the classroom, laboratory, and clinical areas. **Competencies Domain 1, 2, 7, 8**
- Demonstrate professional role behaviors, guided by ethical/legal principles and standards of practice. Measures include passing scores on the standard examinations tested to be predictive of readiness to pass the NCLEX-RN and satisfactory clinical and faculty evaluations. **Competency Domain 10**
- Incorporate values of human caring in the application of the nursing process across the life span as demonstrated by care based on theory of caring, respect and empathy for individuals, families, groups, and communities. Evidence of this competency includes satisfactory clinical evaluations. **Competencies Domain 2, 3, 10**
- Synthesize knowledge from liberal arts and enter professional education through partnership to meet the health needs of a changing society and world as measured by nursing care based on scientific rationale and satisfactory evaluation of clinical experiences. **Competencies Domain 1, 4, 6**
- Utilize nursing practice research and problem-solving strategies, including outcomes measurement, quality and safety indicators and evidenced-based practice to improve healthcare of individuals, families, groups, and communities as shown in the completion of classroom and clinical assignments. **Competencies Domain 4, 5**

- Exhibit leadership behaviors consistent with the profession in meeting the global health challenge by participating in community service and school governance. **Competencies Domain 3, 7, 10**
- Demonstrate cultural competence in applying the nursing process through Healthcare Technologies the effective use of a cultural assessment tool, in working with individuals from various cultural backgrounds without prejudice or stereotyping, in demonstrating an appreciation for cultural diversity and the uniqueness of all human beings. This competency is measured by satisfactory completion of relevant course requirements and clinical experiences. **Competencies Domain 2, 8, 9, 10**
- Collaborate with clients, through Interprofessional Partnership in order to maximize human health potential of clients demonstrated by satisfactory evaluations of clinical experiences. **Competency Domain 6**
- Provide person centered care that contributes to health, recovery and peaceful death using the concept of levels of prevention while maintaining quality and safety environment. **Competencies Domain 1, 2, 5**
- Integrate a personal belief system that concerns human beings, environment, health, and nursing as a process as evidenced by satisfactory evaluations for clinical experiences. **Competencies Domain 9, 10**
- Gain the necessary preparation for graduate studies as shown by satisfactory completion of the undergraduate program. **Competencies Domain 1, 4**

Allied Health Programs

As part of the Henry P. Becton School of Nursing & Allied Health, the students of the Allied Health Programs are covered by the academic policies stated in this student manual of the FDU Undergraduate and Graduate bulletins. The following Allied Health degree programs are offered:

Associate in Science

Radiography*
Full-Time, 2 Years

Bachelor of Science in Radiologic Technology */****

Completion Degree Program at Metropolitan campus
Full 5-year Program at Florham campus

Bachelor of Science Allied Health Technologies ***

Completion Degree Program for Allied Health Practitioners

Bachelor of Science in Clinical Laboratory Science **//****

Medical Laboratory Science

Bachelor of Science in Health Information Management **/**

Bachelor of Science in Health Studies */****

General Track
Science Track

Bachelor of Science in Medical Laboratory Science

Bachelor of Science in Medical Imaging Science **//****

Diagnostic Medical Sonography
Cardiovascular Sonography

Master of Science in Medical Technology

Doctorate in Physical Therapy **/**

Six-year Doctorate program (DPT)

*The Radiography Program sponsored by The Valley Hospital is accredited by the Joint Review Committee on Education in Radiologic Technology and the New Jersey Radiologic Technology Board of Examiners. The certificate program follows the recommended curriculum published by The American Society of Radiologic Technologists and the standards set forth by the JRCERT.

- * offered as a joint program with Valley Hospital
- ** offered as a joint program with Rutgers-SHP
- *** offered as Full-Time or Part-Time options at FDU
- **** offered at the Metropolitan and Florham campuses

Allied Health Program Outcomes

Program Learning Outcomes Assessment

At the completion of the Allied Health Programs students will be able to:

1. Communicate effectively and proficiently with other members of the health care team in providing health promotion and disease prevention interventions as measured by satisfactory completion of relevant coursework.
2. Use scientific reasoning, analysis, and evidence-based literature to support decision making and problem-solving strategies, including outcomes measurement as measured by satisfactory completion of relevant coursework.
3. Synthesize knowledge from liberal arts, social sciences, and professional education to meet the health needs of a changing society and world as measured by using scientific rationale and satisfactory completion of relevant coursework.
4. Integrate current evidenced-based technological information and research when planning, implementing, and evaluating outcomes of care in a variety of health care settings as measured by satisfactory completion of relevant coursework.
5. Collaborate with clients and members of health care teams and others to maximize human health potential of clients demonstrated by satisfactory completion of relevant coursework and clinical experiences.
6. Exhibit leadership behavior guided by ethical/legal principles consistent with the healthcare profession in meeting the global health challenge by participating in community service and school governance.
7. Gain the necessary preparation for graduate studies as measured by satisfactory completion of the undergraduate program.

ACADEMIC REGULATIONS

Academic regulations such as attendance, academic integrity, grade appeals, and probations are written in the University *Student Handbook*. Regulations specific for nursing or allied health majors are:

Matriculation into the Nursing Major of the School of Nursing and Allied Health Students who meet the criteria for admission to the nursing major are admitted into the School of Nursing and Allied Health only after they are admitted to the University.

- The School of Nursing and Allied Health will accept up to 9 credits from first-time freshmen students to be evaluated for transfer equivalency. The courses that transfer credits can be applied include General Psychology I, Computers and Computing, and 3 credits of free elective. The school determines if a nursing/allied health course taken prior to FDU matriculation can be accepted as the transfer equivalent.
- Students who have attended another nursing program may bring in a limited number of nursing transfer credits. The applicant cannot have been dismissed from the program or have failed any nursing course. The decision to accept or reject transfer nursing courses is made by the School of Nursing and Allied Health.
- Students must complete the required medical forms to FDU Student Health Services School of Nursing and Allied Health
- Official academic records are to be submitted to the Transfer Admissions Counselor in FDU Admissions. The School of Nursing and Allied Health requires students to submit copies of all academic records to the school secretary. These are placed in the student's permanent file, which is kept confidential within the school.

Admission Requirements

First-time freshmen

Applicants to FDU's 120-credit traditional Bachelor of Science in Nursing (BSN) degree program must meet the following requirements:

- Graduation from an accredited secondary school with a record indicating potential to succeed in college
- Completion of the following high school studies:
 - 4 units of English
 - 1 unit of chemistry with lab
 - 2 units of history
 - 1 unit of biology with lab
 - 2 units of college preparatory mathematics
- Recommended courses:
 - 1 unit of physics
 - 2 units of foreign language
- A minimum of 16 high school academic units is required for admission.
- SAT Score Requirement:
Composite – 1100, Math – 530
- ACT Score Requirement: Composite 22
November, December, or January test scores is preferred.
- GPA Requirement: 3.00 or higher

1. Potential students are encouraged to call for an interview with a faculty advisor at **201-692-2888 (Metro campus) or 973-443-8237 (Florham campus)**.
2. ***Transfer Students Interested in the Nursing Program (Metro and Florham campuses)***

The Nursing clinical curriculum is 3 years in length and begins in the fall semester. The criteria required to be eligible to transfer to the nursing major is the following:

1. Completion of all first-year courses in Sciences, Math, English, and University CORE (see list below)
2. GPA of 3.0
3. Grade of B or higher in Sciences, and Math courses.
4. Repeated any Science and Math course only once with a grade of B
5. Acceptable score in the Kaplan Admission Test (KAT)

Notes: The KAT can only be taken once per academic year. Students with a GPA of 3.7 or higher are exempt from the KAT requirement

Students should request the change of major be processed once all of the requirements have been met.

Only a four credit College Algebra, Pre-calculus or Calculus course can transfer into the Nursing program as MATH1105. If a student has three transfer credits for College Algebra, it will transfer in as free electives or excess credits and the student is not required to take the math placement test and can register for MATH1105.

A four credit General Chemistry I with lab or a higher-level chemistry course with a lab, with an earned grade of **B or higher** in both the lecture and lab can substitute for Chemistry for Health Sciences with Lab (CHEM1107/17). **The Nursing Department will not accept Introduction to Chemistry for Chemistry for Health Sciences & Lab (CHEM 1107/17).**

Statistics (PSYC2201) can only transfer into the Nursing program if the course is inferential and descriptive. Courses such as QUANT2029 Introduction to Statistics cannot substitute for PSYC2201.

Only nursing students can register in nursing courses. Undeclared students cannot take Bioethics NURS3209 before being accepted into the Nursing program as it is a Nursing course.

Please note: To get on the list to monitor progress into the Nursing Program contact **Ms. June Giardina at 201-692-2433** or e-mail at giardina@fd�.edu at the Metro campus. Contact the Office of Admissions to indicate your interest at the Florham campus.

To check which courses will transfer to Fairleigh Dickinson University go www.NJtransfer.org then click on course equivalency.

3. Accelerated Programs: *A college graduate with a baccalaureate degree in a non-nursing field, who wishes to pursue nursing education, should seek admission into one of the Accelerated Nursing Programs offered at the Metro campus. Requirements include;*

- A. A degree must be from a regionally accredited college or university.
- B. A cumulative graduating GPA from all undergraduate work of 3.0 or higher.
- C. Completion of prerequisite courses. All the prerequisites must be completed prior to starting the one-year program. Selected prerequisite courses can be taken along with the 18-month program.
- D. Science and math GPA of 3.0 or higher and grades lower than a B can be repeated only once.
- E. No online science classes.
- F. Science classes must be taken within 10 years.

These prerequisites are:

- | | | |
|----|-------------------------------------|-----------|
| 1) | Human anatomy & physiology with lab | 8 credits |
| 2) | Chemistry with lab* | 4 credits |
| 3) | Microbiology with lab* | 4 credits |

Knowledge from courses #1 - #3 is required starting in sophomore-level nursing courses. *Must have been taken within the past 10 years

- | | | |
|----|-----------------------------|-----------|
| 4) | Bioethics or Medical Ethics | 3 credits |
| 5) | Micro or Macroeconomics | 3 credits |
| 6) | Statistics | 3 credits |

Courses 5 & 6 is required prior to starting in junior-level nursing courses and the Statistics course must include both descriptive and inferential statistics.

- G. Pass an entrance examination scheduled by the School of Nursing and Allied Health before admission into the Nursing Program. The entrance examination can only be taken once per academic year.

Additional Information about the Accelerated Program:

FDU Admissions uses the above criteria to select students into the Accelerated Programs. The school then advises students to enter the 12 and 18 month programs using the following criteria.

- i. *The undergraduate cumulative GPA:* Students with a cumulative GPA of 3.0 are advised to enter the 18-month program. Students with a cumulative GPA significantly above 3.0 may take the one-year program if they elect to do so.
- ii. *Work plans during the program:* Any student who is planning to work during the nursing program is strongly advised to only take a part-time job **that is no more than 20 hours a week** and enter the two-year accelerated program. The intensity of the one-year ABSN program precludes one from taking any job.

- iii. *Extra-curricular time commitments:* A student with consistent family or community commitments should enter the two-year program.
- iv. *Reading, comprehension, communication:* If any circumstance would impede a student's reading speed or comprehension or interfere with their ability to communicate with or educate clients or collaborate with other health care professionals, the nursing advisor would recommend the two-year plan. Other FDU support services may also be prescribed to improve/accommodate to the student's abilities. In the two-year program there is time for a student to take advantage of these support services.
- v. *Student preference:* Any prospective student planning to enter an Accelerated Nursing program should meet with the Associate Director for Undergraduate Program to discuss the program, select appropriate prerequisites, and plan a starting date.

Progression in the School of Nursing Programs

Curriculum Sequence

Nursing courses must be taken in sequence. Students cannot advance to the next courses until prior courses are successfully completed. Example: All 2000 level courses must be successfully completed before entering 3000 level courses. Freshmen nursing students must complete *Psychology* before enrolling in *Professional Communication Skills: Individual, Family & Groups*. Freshmen must also successfully complete math and science lab courses in *Anatomy and Physiology I and II*, *Chemistry for the Health Sciences* and *Microbiology for the Health Sciences* prior to registering for sophomore level nursing courses. Sophomore-level nursing students must complete *Pharmacotherapeutics* before registering for junior level nursing courses. Nursing students must complete *Statistics* prior to registering for Research and *Healthcare Economics* prior to registering for *Health Care Management*.

Grade Requirements and Policies Regarding Repeating courses

1. Students must achieve a grade of “C” in all general education courses except for math and science courses.
2. Students must achieve a grade of “B” in the science and math courses to pass that course and receive credit toward the degree and progress to sophomore 3rd semester courses.
3. Students are allowed to repeat a science or math course once and only two science or math courses can be repeated. After two attempts in any science or math course the student will be dismissed from the nursing program and may continue studies at the university in another field.
4. Students must achieve a grade of “B-“(80) in each nursing course to pass that course and enter the next nursing courses in the sequence. Each course taught by the School of Nursing can be repeated only once by a student. A student who fails a **SECOND** nursing course or fails the **SAME** course twice in the Nursing or Allied Health may not repeat it. After **two failures**, the student is dismissed from the nursing program, but may continue studies at the University in another field.
5. A student may register in a course only twice. Students who withdraw from a course after attending class and 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.
6. Students must maintain a cumulative GPA of 2.67 or higher at FDU. Students with a cumulative GPA lower than 2.67 will be placed on academic probation and may have restrictions placed on the credit load.

Freshmen testing

All the freshmen students will be required to take the Kaplan Nurse Admission Test (KAT), which will be given during spring mid-semester. If the scores are below the National mean in Math and Reading, the student will be required to attend the Academic Resource Center/ Academic Support Center for Remediation to excel in future nursing courses. Remediation is **mandatory**. Failure to attend will prevent progression in the nursing program.

To practice nursing in a safe and appropriate way, students must be able to apply knowledge from liberal arts, the natural sciences, as well as knowledge from each nursing course to clinical situations. The ability to think critically about clinical issues is a learned skill that must be practiced. The skill can be evaluated by paper and pencil tests, as well as by being observed in clinical settings (real or simulated). A student is not ready to practice as a nurse until she/he is able to consistently demonstrate an ability to think critically using an appropriate science base.

To ensure that students are developing these skills the following are required:

1. 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. During registration for *NURS 2500/2501 Foundations of Nursing* there is a Kaplan Testing program fee of about \$500 for Kaplan resources.
3. Students are expected to practice all skills in the on-campus Skills Lab before trying to execute them on clients. To develop clinical skills students will need to schedule additional time in the Skills Lab, beyond the hours scheduled for their nursing courses. It is the responsibility of the student to make arrangements for skill practice with our Clinical Lab Specialist or their Allied health instructors.
4. Clinical courses require students to demonstrate selected procedures correctly before being cleared for clinical practice. In nursing, these practical exams start at the sophomore level. In Allied Health, this starts at the freshman level.
5. The weights assigned to tests/papers other assignments making up the course grade are determined by the instructor of each course and set forth in the course syllabus. In clinical courses, the classroom instructor also determines the written/ presentation, group work, etc., that must be completed satisfactorily (at 80 or higher). A satisfactory clinical and lecture grade must be achieved to pass the course. A student who does not pass the clinical or lecture portion of the course **will receive a NC for the clinical grade.**
6. Students are advised to review their performance on tests as an aid in improving their study and test taking skills. This should be done within two weeks of receiving a grade on a test.
7. Senior-level students must be able to recall and apply information from their other nursing/ allied health courses.
 - a. ***Nursing Management of Populations*** students must be able to demonstrate appropriate assessment, diagnostic, planning, intervention, and evaluation skills in client's homes. This course is a practicum experience with non-hospitalized clients. Students are expected to be able to care appropriately for clients of diverse ages and conditions in unstructured settings. Community Health Nursing is offered during the day hours.
 - b. ***Nursing Management Adult II*** students must be able to apply concepts from *Fundamentals of Health Care Management*, as well as to demonstrate appropriate assessment, planning, diagnostic, intervention, and evaluation skills with clients with complex health problems.

- c. ***Prep for Success*** students must be able to apply concepts from all of their courses in a standardized, predictive, comprehensive examination similar to the NCLEX-RN. Students must achieve a score designated by the faculty to predict passage on the NCLEX-RN. Details of this requirement are provided in the course syllabus. The required percentage of correct answers cannot be achieved without serious study. Students are advised to organize and carry out a plan of study for this test throughout their senior year.
 - d. All nursing students are expected to participate in a comprehensive NCLEX- RN review plan during the last semester of the program. In addition, they are expected to enroll in an outside NCLEX-RN review course before graduation to assist them in preparing for taking the NCLEX-RN licensing examination.
8. If a student has been dismissed from one track in the B.S.N. program (traditional, two-year accelerated, or one-year accelerated), that student will not be readmitted into another track of the B.S.N. program. A student can only repeat a course in their track.
 9. Students are expected to take exams when scheduled. If a student is unable to do so, faculty must be notified no less than 2 hours in advance and grant permission for the student to miss the exam. Failure to do so may result in a grade of "0" for the exam. Make up exams may be allowed only for a valid illness, as documented by a physician's note.
 10. The use of **any device**: *example – cell phone, notebook, iPad, iPhone, apple watch* which can record, capture, transmit or otherwise communicate information or data (pictures, numbers, and text) is strictly prohibited during exams and review of exams. Use of devices for any reason during an exam or review of an exam may result in the student failing the exam and further action is as prescribed by applicable University Policy.
 11. The recording of voice or images in class is strictly prohibited unless prior permission has been obtained from the instructor.
 12. 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.
 13. Violation of a clinical experience providers policies or defacing another student or any clinical experience provider using any means, including any social networking sites, shall constitute a violation of professional conduct that may result in dismissal from the program.
 14. If students wish to withdraw from a course, it is mandatory that she/he meet with a School of Nursing and Allied Health faculty advisor and receive their signature on a withdrawal form.
 15. Students who request to transfer from one track in the B.S.N. Program to another may be considered based on academic performance, seat availability and meeting the admission requirements of the track.
 16. All students must review the University Policies and Regulations as stated in the Undergrad Studies Bulletin and in the University Student Handbook & Planner, in addition to the Henry P. Becton School of Nursing & Allied Health Student Manual.

GRADING

The following classroom 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
70-73	C-	1.67
61-69	D	1.00
Below 60	F	0.00

Final grades are rounded to the next whole number if they are at, or above, the 0.5 cutoff. For example: a grade of 76.5 is rounded to 77, a grade of 89.5 is rounded to 90, etc.

Additional letter grades have "no weight" and are NOT computed into the grade point average. They are:

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 Nursing or Allied Health course in the sequence. Therefore, students wishing to enter the next Nursing or Allied Health course must complete requirements before that course begins.

Exam Review

- All course exams may be reviewed by the students **within 2 weeks**.
- After the exams, after the 2weeks, the exams **are not** available for review by the students.
- Final Exams **are not** made available for review by the students.

Radiography Program Grading

The student grading policy for the clinical practicum component of the radiography program is based on competency evaluations, affective domain, clinical objectives, and clinical profiles that are clearly indicated on each syllabus.

Medication Calculation Exam

STUDENTS ARE NOT PERMITTED TO ADMINISTER ANY MEDICATIONS TO PATIENTS IF THEY HAVE NOT SUCCESSFULLY PASSED THE ADMINISTRATION EXAM.

A medication calculation exam is given in each nursing course each semester before the start of clinical assignments and beginning in *Foundations of Nursing*. A score of ninety (90%) is required to pass the tests. Use of university-issued calculators only is permitted.

Students who score less than 90% on the exam are required to take another medication calculation exam within one week OR following the timeline established by the instructor.

A student who fails a second exam must show written evidence of remediation before taking a third exam.

Failure on a third exam is scored as failure to meet clinical objectives on the basis that the student is unsafe to practice in the clinical area. Such a student receives a clinical grade of “NC” (No Credit), and, therefore, a course grade of “F”.

Clinical evaluation tools and methods are determined by faculty. At the beginning of each clinical rotation, students are informed as to the criteria by which their clinical assignments and performance will be evaluated. Clinical evaluation is an ongoing process by both the clinical instructor, and the student, who is an active participant in their own evaluation. The evaluation is completed in an end-of-course clinical evaluation meeting between the individual student and clinical instructor.

Clinical Evaluation

Classroom and lab clinical experience components of a nursing course are graded as a single unit. A student who earns a grade of unsatisfactory **No Credit** in their 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/Anecdotal Record

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 they are in jeopardy of failing the clinical rotation because of not meeting specifically identified clinical outcomes. The clinical instructor will clarify for the student how the student must improve to pass the clinical component of the course.

The student will be asked to sign a written Clinical Warning or Anecdotal Record and indicate the measures to be taken to correct the deficiencies. Student refusal to sign does not invalidate the clinical warning or anecdotal record.

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 carry out 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 their 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 professional course. The student is not allowed to continue in the clinical experience for that course. If this is the student’s first failure in a professional course, she/he may repeat the course the next time 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, they are encouraged to contact the instructor of the course or their faculty advisor.

ATTENDANCE POLICY

Of the School of Nursing & Allied Health

Consistent with the University class attendance policy, nursing students are expected to attend classes regularly to progress in the program. The attendance policy of the School of Nursing and Allied Health is as follows.

Class Attendance

1. Students are required to attend **the first day of** every class. Failure to do so will result in being **dropped from the course.**
2. Students must attend all scheduled classes on time. However, in the event of extenuating circumstances, each student will be allowed **one absence.** A second **absence will result in failure in** the course.
3. If a student is absent, the student must inform the faculty of the absence and the absence must be made up. The student must present the faculty with official documentation of their absence. Clearance must be granted by Student Health Services prior to continuing attending classes and clinical after the student has been ill.
4. Attendance will be taken in every class. Each student should sign his/her name only on the attendance sheet. Signing for another student is considered forgery (falsification) and is a violation of academic integrity. Sanctions for violation of academic integrity are found in the University Student Handbook.
5. If unable to attend class, student must notify the faculty of absence before the class. If unable to reach faculty, call the School of Nursing main number at the **Metro campus 201-692-2888, 2889 or 2845 and for the Florham campus 973-443-8237.**

Clinical Attendance Policy

Students must attend all scheduled clinical and college labs on time. However, in the event of extenuating circumstances, each student will be allowed **one absence that must be made up before the end of the semester. A second absence will result in course and clinical failure. Students are required to attend the clinical orientation on campus and at the clinical site for all clinical courses.**

If unable to attend clinical, the student is responsible to:

1. Notify their clinical instructor of the absence at least one hour prior to the start of the clinical session.
2. Notify the clinical agency of their absence at least one hour prior to the start of the clinical session.
3. Submit appropriate documentation for the reason of the absence to the clinical instructor.
4. Provide medical clearance indicating that student has been cleared to return to clinical and class, if applicable.

Failure to notify the faculty of an absence in clinical will result in course and clinical failure. Notifying a third party of the absence is not acceptable. Failure to complete make-up days as determined by the course coordinator will result in an incomplete in the clinical course. An incomplete in any clinical course must be resolved by the end of the semester to register in the next clinical course.

Tardiness Policy

Students must attend all scheduled classes, and clinicals on time. Tardiness will not be tolerated.

If student is going to be late for class or clinical, the student is responsible to:

1. Notify their faculty/ clinical instructor of the tardiness at least one hour prior to the start of the class or clinical session.
2. Notify the school or clinical agency of their tardiness at least one hour prior to the start of the class or clinical session.
3. Submit appropriate documentation for the reason of the tardiness to the faculty/clinical instructor.

Academic Integrity

Fairleigh Dickinson University Integrity Policy is posted on the FDU website (www.fdu.edu). Please read Policy and the sanctions 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 policy 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 make arrangements 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.

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 (2 copies) that are consistent with protocols for length, format, style, and conditions stated above, and by the deadline date established by the faculty.

REGISTRATION PROCEDURES

Advisement

All students matriculated in Nursing or Allied Health are to seek academic advisement during the designated time periods with their assigned faculty member to insure a place in subsequent clinical courses. Failure to register can result in being closed out of a course thereby extending the length of one's program. It is mandatory that only School of Nursing and Allied Health faculty sign these registration forms. An academic advisor is designated for each student in the school. The list of faculty advisors is posted on the bulletin board outside Room 4444 in Dickinson Hall. If you need help finding your advisor, one of the school's secretaries will assist you.

Non-Matriculated Students

Applicants not yet admitted to the school (including potential Accelerated B.S.N. students, transfer students, or second year Petrocelli pre-nursing students for example) can make an appointment to have their transcripts/planned course work evaluated.

Interested students should contact the appropriate transfer counselor:

- **Undergraduate Programs at Metro: 201-692-2880**
- **Graduate Programs at Metro: 201-692-2881.**
- **Undergraduate and Graduate at Florham campus: 973-443-8236**

Pre-Registration

The Director of the School notifies continuing students of the dates designated for academic advisement. Students can look on web advisor for the courses that they need and meet with their advisors for academic advisement. Restricted sections, such as clinical sections are assigned.

Schedule Changes

Students who wish to make a change in their schedule or program should consult their academic advisor. If the change is approved, students must file a Change of Program Form signed by their advisor. The advisor should notify the Associate Directors of the respective program of the change. University tuition and registration fee policies will be applied.

Preparation for the NCLEX-RN

After completion of all requirements in NURS4460: Prep for Success course, you may apply to take NCLEX-RN. You may apply online

<https://newjersey.mylicense.com/eGov/Login.aspx>

If unable to take the NCLEX-RN within six months after graduation, the student will be required to take another NCLEX-RN review course and present a certificate of completion before the letter of recommendation will be sent to the Board of Nursing.

The Board of Nursing's reasons for disapproval of application to take the NCLEX-RN are contained in the NJ Practice Act, section 45:1-21

45:1-21. Grounds for refusal to admit to examination or denial, suspension or revocation of any certificate, registration, or license; A board may refuse to admit a person to an examination or may refuse to issue or may suspend or revoke any certificate, registration or license issued by the board upon proof that the applicant or holder of such certificate, registration, or license:

- a) Has obtained a certificate, registration or license or authorization to sit for examination through fraud, deception, or misrepresentation.
- b) Has engaged in the use or employment of dishonesty, fraud, deception, misrepresentation, false promise, or false pretense.
- c) Has engaged in gross negligence, gross malpractice, or gross incompetence.
- d) Has engaged in repeated acts of negligence, malpractice, or incompetence.
- e) Has engaged in professional or occupational misconduct as may be determined by the board.
- f) Has been convicted of any crime involving moral turpitude or any crime relating adversely to the activity regulated by the board. For this subsection a plea of guilty, non vult, nolo contendere or any other such disposition of alleged criminal activity shall be deemed a conviction.
- g) Has had his authority to engage in the activity regulated by the board revoked or suspended by any other state, agency, or authority for reasons consistent with this section.
- h) Has violated or failed to comply with the provisions of any act or regulation administered by the board.
- i) Is incapable, for medical or any other good cause, of discharging the functions of a licensee in a manner consistent with the public's health, safety and welfare.
- j) Has repeatedly failed to submit completed applications, or parts of, or documentation submitted in conjunction with, such applications, required to be filed with the Department of Environmental Protection.
- k) Has violated any provision of P.L. 1983, c.320 (C.17:33A-let seq.) Or and insurance fraud prevention law or act of another jurisdiction.

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 four labs equipped with clinical equipment, supplies, computers, videos and interactive programs and there are two interprofessional 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.

Scholarship Name	Donor	Criteria
Becton Dickinson Nursing Scholarship & Fellowship	Becton Dickinson Company	* Academic merit * Leadership * Financial need
Carl-Rowe Scholarship	Hypatia Rowe Carl	* 3.0 min cumulative GPA * Nursing Student * Any one of the 5 following: -part time -taking summer coursework -out of state students -students whose income, or parents' income doesn't qualify them for need – base scholarship -RNs not covered by employee-by-employee tuition benefits
Henry P. Becton Memorial Scholarship	Family of Henry P. Becton	* Nursing Student * Academic merit * Financial need * One year award, non-renewable

Marlin & Alice Perry Scholarship	Susan Perry, Trustee	* Recipients selected by School of Nursing
Sutcliffe ABSN Scholarship	The Sutcliffe	* Student in accelerated Bachelor of Science in Nursing Program or MSN Program * Merit min GPA of 3.0 (ABSN) or 3.2 (MSN) * Must take 6 credits/ semester for ABSN, 5 per semester for MSN
CR Bard Nursing Scholarship	CR Bard Foundation	* Full or part-time undergraduate caring at least 9 Credits during the term of award * Have at least second-semester sophomore standing or equivalent credit hours at the time of selection * Minimum cumulative GPA 3.0 * Financial need * US Citizen/eligible to work in USA * Pursuing career in health industry
Van Houten	Van Houten	* Academic merit * Leadership * Financial need

Summer Nursing Externships

Summer Nursing Externships in hospitals may benefit students working toward a degree in nursing during the summer between Junior and Senior year. This employment builds professional skills as well as increases employment opportunities after graduation. Application to externship program is done independently by the student in November of their junior year.

Educational Opportunity Fund (EOF)

Metropolitan Campus (201) 692-2409 • Florham Campus (973) 443-8566

The EOF program is located on FDU's two New Jersey campuses. Each campus has an EOF office with an administrator and support staff. Services that are provided include financial aid, counseling, and tutorial services. Students have access to academic, career, personal and financial aid counseling in both individual and group settings. Tutorial assistance is provided to students to reinforce and enhance their course work. In order to be responsive to students' varied learning styles and academic support needs, services are continually monitored and refined to ensure personalized attention.

Freshmen Intensive Studies (FIS)

FIS is an educational counseling service for first-time freshmen whose high school record or SAT scores did not qualify them for regular admission to the University. Pre-admission testing is done to evaluate the need for developmental courses. Entrance into the students' major may follow completion of skill building classes. Depending on the needs of a student, graduation could take five or more years.

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. The Academic Resource Center administers basic skills tests to all entering freshmen. Based on test performance, students are placed in appropriate basic skills classes in English, Reading or Mathematics.

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 Suite is in the Weiner 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 their 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.

Health Support Services
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.

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 are 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.

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 Population 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 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

SCHOOL REQUIREMENTS FOR CLINICAL EXPERIENCE

Clinical requirements for all students of Nursing:

Students are responsible to upload copies of health records and immunizations to Student Health Services via Mediat and to the School of Nursing via CastleBranch. Copies of Liability Insurance, Cardiopulmonary Resuscitation (CPR) certification, Urine Drug Screen, Criminal Background Check will be uploaded via CastleBranch. The Lab Specialist is responsible for issuing clinical clearance to all students before starting clinical visits to the health care facilities. The students are 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. 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 Background Search

Fairleigh Dickinson University has affiliation agreements with health care institutions in the region to provide clinical experiences for students at the Henry P. Becton School of Nursing & Allied Health. The affiliated healthcare institutions are required by the Joint Commission on Accreditation of Health care Organization 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 cause affiliated health care institutions to reject a student for a clinical experience. New students will complete an initial criminal background check before the 1st clinical course at Fairleigh Dickinson University, School of Nursing and Allied Health, and annually until graduation.

Urine Drug Test

The affiliated healthcare institutions are required by the Joint Commission on Accreditation of Health care Organization 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.

Liability Insurance

Students are required to purchase professional liability insurance in the amount of one million (\$1,000,000) each claim and six million dollars (\$6,000,000) aggregate before beginning their first clinical course, and annually until graduation.

Cardiopulmonary Resuscitation (CPR) Certification

All students must submit documentation confirming current certification in the Basic Life Support for Health Care Professional (adult, children, and infants) courses by the American Heart prior to beginning the clinical courses.

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.

Uniform Regulation

School uniforms are required for the clinical courses. Information about ordering the uniforms is available in the School of Nursing and Allied Health. Students are expected to be always in complete uniform in the clinical area, unless otherwise indicated by the faculty member. This includes assignments to clinics and similar experiences. Professional business attire is to be worn for selected experiences. Clean, white shoes are to be worn with the uniform. Jeans, sweats, or sneakers are not permitted even when a student is expecting to wear a scrub suit during clinical. She/he is to bring a uniform to clinical if that it is needed.

The complete uniform includes:

1. Designated student uniform with identifying shield
2. Standard name pin
3. White shoes (Clear white sneakers without logo or markings acceptable)
4. White stockings/socks
5. Watch with second hand
6. Pens - black (not blue) ink
7. Bandage scissors (for nursing students)
8. Stethoscope (for nursing students)
9. Designated school lab coat with identifying shield
10. Community Health Nursing - sphygmomanometer, pen light
flashlight, plastic tape measure, drug reference book, maps of area
where assigned
11. Depending on the clinical facility, a long white sleeve shirt
(undershrib) may be worn underneath the uniform top, providing it
can be rolled up above the elbow when needed.

Heavy make-up, strong perfume or the smell of cigarettes should be avoided in the clinical area, as it may be offensive to some clients and in violation of the institutional policy. Hair should be neat and, in keeping with asepsis and safety, off the face and collar. Large decorative hairpieces, ornaments, or head coverings of any type are prohibited. Some religious exemptions may apply; see faculty for guidance, if necessary. In keeping with asepsis and safety, hair should be neat, off the face and collar and with no pink, green, purple, orange, or any other color of the rainbow and no scalp designs. Jewelry is limited to a plain wedding band and one pair of earrings no larger than a dime.

No visible piercing or tattoos are allowed. In areas where a scrub suit is required, such as the Nursery, no rings, watches, or solid nametags can be worn. Instead, use the wall clocks to measure time, and make a nametag out of tape. Skirts should be at least knee length. Beepers and cellular phones are not permitted in the clinical area or the classroom.

Students in the Fairleigh Dickinson University Valley Hospital Radiography program should refer to the Valley Hospital policy in the clinical handbook regarding uniform policy.

Fingernail Protocol

No artificial fingernails, acrylics, extenders, wraps, or nail jewelry is permitted in clinical areas. Natural nails must be kept less than ¼-inch long. Clear nail polish is acceptable. Chipped, cracked, or peeling nails polish may not be worn.

The above protocol follows the Guidelines for Hand Hygiene in Healthcare Settings developed by the Center for Disease Control and Prevention (CDC) regarding fingernail protocol for health care workers who provide direct patient care. Failure to comply with this policy will result in dismissal from the clinical area and/or other disciplinary action.

Post Exposure Prophylaxis (PEP)

If a student and/or faculty member is exposed to a reportable confirmed for 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 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 are held responsible to submit all pertinent medical records to FDU Student Health Services, at Metropolitan or Florham Campus, prior to starting classes as a nursing major. Subsequent annual requirements must be completed and submitted before the Fall semester begins. Students may not attend clinical if they are not medically compliant.

NURSING STUDENTS HEALTH CLEARANCE

- 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
- Covid-19 Vaccination

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 with student's 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	2 step initially/ then annually by September
Covid-19 Vaccination	Required	Vaccination and Booster

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.

University Honors Program

The Honors program serves outstanding full-time baccalaureate students in the University providing an opportunity for superior students to study at a level and rate appropriate to their special abilities. For more information, please see the University Student Handbook.

Honor Students substitute two Senior Honors Seminars (6 credits) for electives. Honor Nursing Students take NURS 4430, Nursing Research in the fall of their junior year in place of the Honors Research course. The research course is placed in the fall of the senior year for non-honor's students. During the spring of the junior year, students select faculty mentors to assist with their Senior Thesis. During the spring/ summer following junior year, students begin the literature review in preparation for Senior Honors Seminar and their Senior Theses. More detailed information about the program can be obtained from the **Honors Program Office at fduhonors@fdu.edu, Metro Office 201-692-2407 - Florham Office 973-443-8744.**

Health care agencies look for graduates who aspire to excellence and have demonstrated skills in scholarship as well as clinical skills. The skills honor students acquire in this program serve them well in marketing themselves for employment.

Fairleigh Dickinson Student Nurses' Association (F.S.N.A)

All nursing majors are encouraged to join the local, state, and national levels of the Student Nurses' Association (S.N.A.). Meeting times for F.S.N.A. are posted on the organizational bulletin board near the school Office. All nursing and pre-nursing students are asked to attend. Membership provides students with opportunities to expand professional leadership skills, for example: running for and being elected to office; being appointed and serving as a committee chairperson; running meetings; planning and coordinating events on campus or in community service projects; and being active in community work. Students who come into nursing with experiences in volunteer organizations are encouraged to share their expertise (for example: fundraising, community relations, etc.) with the F.N.S.A. Each year, the goal and projects of F.S.N.A grow out of the specific interests of the members.

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 in their Senior year (Junior year for Honor students) if they have completed half of their nursing curriculum, are in the upper thirty-fifth (35th) percentile of the graduating class, have a grade point of at least 3.0, and meet the expectation of academic integrity. Credentials demonstrating academic achievement and leadership are required.

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. Meeting times are posted prominently on the student bulletin board.

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.

APPENDIX A

HENRY P. BECTON SCHOOL OF NURSING AND ALLIED HEALTH

DIRECTORY FULL TIME FACULTY and STAFF

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 full-time faculty, and an endowed professorship. The 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.

Annie Rohan, PhD, RN, FAANP, FAAN

Dean of Henry P. Becton School of Nursing and Allied Health

Phone: 201-692-2840 Metropolitan campus 973-

Email: a.rohan@fdu.edu

Sylvia Colon Cabassa, DNP, R.T. (R), RN, APNC FNP

Associate Director Undergraduate Nursing Program, Metro Campus

Phone: 201-692-2880

Email: scabassa@fdu.edu

Mary Molloy, DNP, RN, APN, GNP-BC, CNE

Clinical Assistant Professor & Associate Director of Graduate Nursing Programs

Phone: 201-692-2436

Email: mmolloy@fdu.edu

Olufunke Lola Oyedele, DNP, RN, MSN, CTN-A

Assistant Professor & Associate Director of Nursing Programs, Florham Campus

Phone: 973-443-8236

Email: oyedele@fdu.edu

Marilyn R. Rubin, Ed, M

Associate Director of Allied Health Programs

Phone: 201-692-2847

Email: rubin@fdu.edu

FULL TIME NURSING FACULTY

Jeannie Couper, PhD, RN-BC, CNE

Assistant Professor of Nursing

Phone: 201-692-2850

Email: couperj@fdu.edu

Louise Carmen Gabriele, DNP, APN-BC

Assistant Professor of Nursing

Phone: 201-692-2886

Email: lg@fdu.edu

Erin Graulich, RN, MSN, NP-C

Clinical Instructor of Nursing

Phone: 201-692-2879

Email: graulich@fdu.edu

Minerva S. Guttman, EdD, RN, APN

Professor Henry P. Becton School of Nursing and Allied Health

Phone: 201-692-2890

Email: guttman@fdu.edu

URL: <http://inside.fdu.edu/pt/guttman.html>

Susan Hart, MSN, RN, CNE

Lecturer of Nursing

Phone: 973-443-8152

Email: sjhart@fdu.edu

Carol Jasko, MS, RNC-MNN, NE-BC, CNE
Senior Lecturer of Nursing
Phone: 201-692-2337
Email: clj@fdu.edu

Lisa-Ann Kelly, MSN, PNP, C
Lecturer of Nursing
Email: l.kelly@fdu.edu

Anna Klubek, MSN, RN
Clinical Instructor of Nursing
Phone: 201-692-2883
Email: aklubek@fdu.edu

Felella Millman, PhD, MSN, RN
Assistant Professor of Nursing
Coordinator Online Nursing Programs
Phone: 201-692-2335
Email: fmillman@fdu.edu

Susan Palmer, MS, RN
Lecturer of Nursing
Phone: 201-692-2814
Email: spalmer@fdu.edu

Maryellen Phillips, MS, MBA, MSN, RN-BC, NE-BC
Clinical Instructor of Nursing
Phone: 201-692-2878
Email: mep1@fdu.edu

Janet Regan-Livingston, MSN, RN, FNP-C
Clinical Assistant Professor of Nursing
Phone: 201-692-2343
Email: janetr@fdu.edu

Marnie Sperling, DMD, MSN, APN, NP-C
Clinical Assistant Professor of Nursing
Phone: 973-443-8240
Email: msperl01@fdu.edu

Lauren Sullivan, DNP, MSN, PNP-BC
Lecturer of Nursing
Phone: 973-443-8232
Email: lsullivan@fdu.edu

Maryelena Vargas, PhD, FNP, RN, IBCLC
Professor of Nursing
Coordinator Doctor of Nursing Practice Program (DNP)
Phone: 201-692-2317
Email: mvargas1@fdu.edu

Caitlin Werther, PhD, APN

Assistant Professor of Nursing

Phone: 973-443-8151

Email: werther201@fdu.edu

Marjorie West-Lawrence, RN, MSN, NP

Clinical Assistant Professor of Nursing

Phone: 201-692-2323

Email: mlawrence@fdu.edu

Boas Yu, EdD, RN, FNP-BC, PMHNP-BC, CNE, GCNS

Assistant Professor of Nursing

Phone: 201-692-2436

Email: byu@fdu.edu

ALLIED HEALTH FACULTY

Lynne Argast, MS Ed, RT (R), (M), (CT) ARRT

Director Valley Hospital Radiology

Valley Hospital Phone: 201-447-8221

FDU Phone: 201-692-2841

Email: largast@valleyhealth.com

STAFF

Maria de Bialokoz

Secretary to Henry P. Becton School of Nursing and Allied Health

Main Phone: 201-692-2888 & 201-692-2889

Room Number: 4444

Email: mariadb@fdu.edu

Gina Lugo

Assistant to the Associate Director Graduate Nursing Programs

Phone: 201-692-2882

Email: lugo@fdu.edu

Mildred Miqueo, RN

Administrator for Clinical Affairs, Recruitment and External Relations

Phone: 201-692-2520

Email: mmiqueol@fdu.edu

Zoila Paredes

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

Office Manager

Phone: 201-692-2845

Email: zp_20@fdu.edu

Mary Templeton, MSN, RN

Clinical Lab Specialist

Phone: 201-692-2887

Email: mtemplet@fdu.edu

APPENDIX B

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

UNDERGRADUATE NURSING PROGRAM

Bachelor of Science in Nursing

- Four-year Program
- 12 Month Accelerated Program
- 18 Month Accelerated Program

ALLIED HEALTH PROGRAMS

Associate in Science

Radiography*

Full-Time, 2 Years

Bachelor of Science in Radiologic Technology */****

Completion Degree Program at Metropolitan campus

Full 5-year Program at Florham campus

Bachelor of Science Allied Health Technologies ***

Completion Degree Program for Allied Health Practitioners

Bachelor of Science in Clinical Laboratory Science **//****

Medical Laboratory Science

Bachelor of Science in Health Information Management **/**

Bachelor of Science in Health Studies */****

General Track

Science Track

Bachelor of Science in Medical Laboratory Science

Bachelor of Science in Medical Imaging Science **//****

Diagnostic Medical Sonography

Cardiovascular Sonography

Master of Science in Medical Technology

Doctorate in Physical Therapy **/**

Six-year doctorate program (DPT)

*The Radiography Program sponsored by The Valley Hospital is accredited by the Joint Review Committee on Education in Radiologic Technology and the New Jersey Radiologic Technology Board of Examiners. The certificate program follows the recommended curriculum published by The American Society of Radiologic Technologists and the standards set forth by the JRCERT.

- * offered as a joint program with Valley Hospital
- ** offered as a joint program with Rutgers-SHP
- *** offered as Full-Time or Part-Time options at FDU
- **** offered at the Metropolitan and Florham campuses