

Stockton University Nursing Programs Student Handbook



2024-2025

NOTICE

The provisions of this handbook are not regarded as an irrevocable contract between the program and the student. The program reserves the right to amend any academic, administrative, or disciplinary policy or regulation (or fee) described in this handbook. A notice will be provided to students if changes are implemented.

The procedures in this *Student Handbook* have been developed by the faculty and administration of the nursing programs at Stockton University. This *Student Handbook* is to be used in addition to the current university-wide policies and procedures as outlined in the Stockton *Bulletin*.

Requirements for graduation, as well as curricula, may change throughout the student's matriculation. Revisions to the handbook may be necessary when changes in professional certification or licensure standards mandate revisions in academic requirements.

It is your responsibility to be knowledgeable about all the information covered in this *Student Handbook* and the *University Bulletin*. If you have any questions, please see a nursing faculty member or your advisor. Be sure to keep a current *Student Handbook* as a reference throughout your enrollment in the program.

Congratulations!

Your admission into the nursing program is the first step toward a challenging and fulfilling professional career. The faculty, staff, and administration welcome you and anticipate that you will be successful in completing the degree requirements for your program.

This handbook is distributed to each student annually in order to provide vital information about the program and I encourage you to refer to its contents throughout your program of study. You will be notified of any revisions made to the handbook or to any policies. An updated version of the handbook can be found on the university website, under the specific program webpage.

On behalf of the faculty and staff, congratulations and best wishes for a successful academic career at Stockton University.

Sincerely,

A handwritten signature in black ink, appearing to read "Sheila A. Quinn, PhD, RN". The signature is written in a cursive style with a large initial "S".

Sheila A. Quinn, PhD, RN
Chief Nurse Administrator and Associate Dean for Nursing

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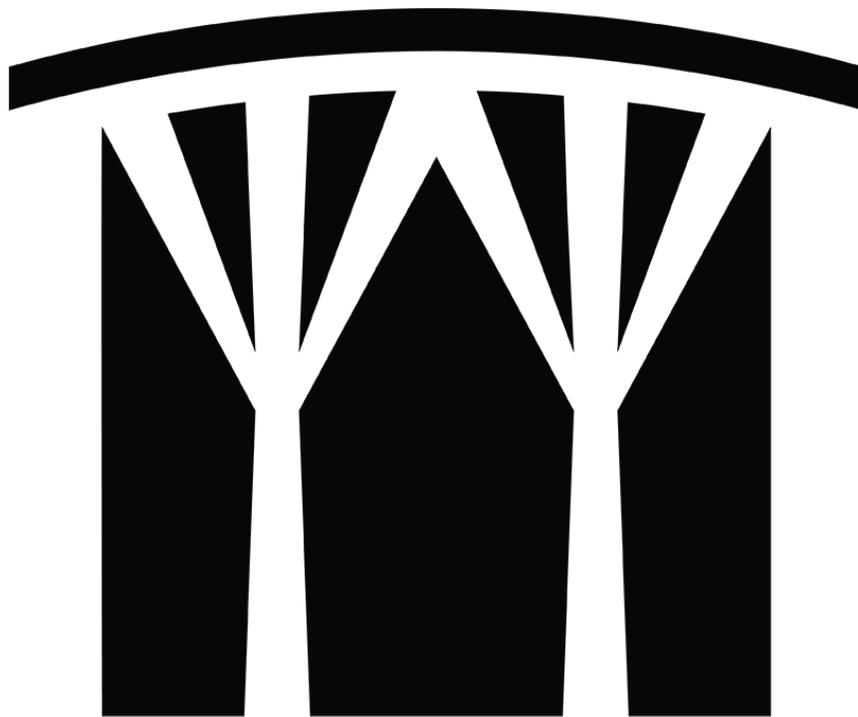
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Chapter 1



Structure and Governance
(University, School, Program)

University

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Academic Honesty

The University Policy on Academic Honesty can be found at:

<https://www.stockton.edu/academic-affairs/agreements/index.html> (Academic Honesty)

The Nursing Program abides by this policy when academic honesty issues arise.

Title IV and Clery Act

DISCLOSURE OF SEXUAL MISCONDUCT: As responsible employees under Title IX, a federal law, faculty must report incidences of sexual misconduct disclosed to them. Faculty are obligated to report and provide a full disclosure, to include names, of any allegation of sexual misconduct to the Stockton University's Chief Officer/Title IX Coordinator. However, typically classroom writings and discussions about sexual misconduct do not give rise to a duty to report. As your faculty, we will use discretion in these situations and, when uncertain, we will bring concerns to the Chief Officer/Title IX Coordinator and to the Behavioral Intervention Team or the Women's, Gender & Sexuality Center as appropriate, especially with content that is threatening or poses a serious risk of harm. Personal, identifiable information may be omitted at first. For more information, please use the search queue on the Stockton Homepage keyword "Title IX".

CLERY REPORTING AND LIMITED CONFIDENTIALITY: Under the Clery Act, a federal law, faculty have limited confidentiality regarding the disclosure of any reportable crimes as defined in the Clery Act. Faculty are obligated to disclose any allegations of reportable crimes as defined in the Clery Act to a Campus Security Authority, while allowing the victim to remain anonymous at their request. For more information, please use the search queue on the Stockton Homepage keyword "Clery".

Grade Appeals

The University Policy on Grade Appeals can be found at:

<https://www.stockton.edu/academic-affairs/agreements/index.html> (Grade Appeals)

The Nursing Programs adheres to this policy.

Select University Policies

Please see the University [Bulletin](#) for the following policies:

- A. Leave of Absence/Readmission
- B. Preceptorial Advising
- C. Program Preceptors
- D. Change of Preceptor
- E. Degrees and Credit Hours
- F. Depth and Breadth
- G. The Major

- H. General Education and At Some Distance
- I. The Writing Requirement and Quantitative Reasoning Requirement
 - 1. Writing Requirement
 - a. W1- “Writing Intensive Courses”
 - b. W2- “Writing Across the Curriculum Courses”
 - 2. Quantitative Reasoning Requirement
 - a. Q1- “Quantitative Reasoning Intensive Courses”
 - b. Q2- “Quantitative Reasoning Across the Disciplines Courses”
 - 3. The Race and Racism Education Requirement
 - a. R1- “Race and Racism Intensive Courses”
 - b. R2- “Race and Racism Education-Across-the-Curriculum Courses”
- J. The General Education Attribute Requirement
- K. Undergraduate Graduation Requirements
- L. Graduate Graduation Requirements
- M. Academic Progress (Undergraduate)
- N. Academic Progress (Graduate)
- O. Transfer Credit after Matriculation
- P. Transfer Credit (Graduate)
- Q. Leave of Absence
- R. Student Code of Conduct
- S. Transfer Credit

Grade of Incomplete

A student may be eligible to request an incomplete from the instructor, if it is determined that 1) the student is doing satisfactory work, and 2) due to an illness or emergency the student will be unable to complete the course work within that academic term. If an incomplete is granted, remaining course work must be completed and submitted by the agreed upon date of completion defined on the *Agreement to Complete Course Work* form.

Please see the complete grading policy

<https://www.stockton.edu/academic-affairs/agreements/grading-system.html>

The **Agreement to Complete Course Work** can be found at the web link

<https://stockton.edu/about-stockton/e-forms.html> (I-Form)

This form needs to be completed and signed by the student prior to submitting to the course instructor. The course instructor will determine if the agreement to complete course work after the end of the semester will be granted.

Preceptorial Advising

Preceptorial advising is an important part of every student's education. Preceptors and students work together on academic planning before, during, and after completion of the program. The registration/preregistration periods are most demanding of preceptorial advising. Special blocks of time are designated during those time periods to aid students and preceptors in their efforts. Students are responsible to seek guidance from their preceptor each semester regarding their academic plan and progression to degree.

School of Health Sciences



School of Health Sciences

Updated 7/15/24

**Interim Provost & Vice President for Academic Affairs
Dr. Michael Palladino**

**Dean, School of Health Sciences
Dr. Brent Arnold**

**Assistant Dean
Dr. Lee Bryant**

**Chief Nurse Administrator / Associate Dean for Nursing
Dr. Sheila A. Quinn**

**Academic Services Specialist
PSS3, AFT
Amanda Allen**

**Administrative Assistant to the Dean, PSS2
Brenda Sterling**

**Simulation Coordinator –
PSS1, AFT
Kenneth Davis**

**Manager, Health Science Accreditation and Clinical Placements
Renee Cavezza**

**Nursing Clinical Placement Specialist PSS4, AFT
Brianna McKee**

**Coordinator of Continuing Education, PSS4
Kent Mayhew**

**Principle Clerk Typist
Nora Kennedy**

**Budget Coordinator-
PSS 4
Haley Hancharuk**

**Healthcare Affiliation Coordinator (PSS4)
Kahlyll Wilson**

**Director, Stockton University at Manahawkin
Michele Collins-Davies**

**Clinical Supervisor, Speech & Hearing Clinic/PSS1 – AFT
Amanda Copes**

**Professional Services Specialist 4
Linda Boyd**

**Assistant Supervisor 3
Nicole Heinrich**

BS in Health Science (12)
Anthony Dissen – IN
Luis Garcia – AT
Trina Gipson-Jones - AT
Yulong (Helen) Gu – AC
Nicole Milan-Tyner - AT
Sreelekha Prakash – AC
Michele Previti – AC
Ameesh Shah – AC
Kerri Sowers -AC
Diane Laverty – AT
Heather Green – AT
Anthony Austin – TS

Exercise Science (2)
Kelly Dougherty – AC
Bryce Muth – AT
Traci McCarthy - AT
Fred Schuster - TS

Public Health (4)
Elizabeth Calamidas –P
Ronald Caplan – AC
Tara Crowell – AC
Stephanie Griffin - AC

**Public Health Minor
Tara Crowell**

Communication Disorders (5)
Stacey Cassel – AC
Phillip Hernandez – AC
Monika Pawlowska- AC
Maryann Schiattarella - AFC
Kelly Maslanik- CS
Michelle Swartz - AT

**Integrated Health Minor
MaryLou Galantino**

Occupational Therapy (6)
Janette Boney – CESS
Susan Pullman-Bernstein-CS
Kimberly Furphy – AC
Mary Kientz – AC
Rebecca Manne – AT
Jennifer Calabrese – AT
Felicia Chew - AT

Physical Therapy (9)
Matthew Romen -DCE
Lauren DelRossi – AC
Mary Lou Galantino –DP
Robert Marsico – AT
M. Alysia Mastrangelo- P
Patricia McGinnis – P
Thomas Nolan – AC
Rania Almajid - AT
William Buchala- AT

Nursing (13)
Lia Ludan – AT (MSN)
Mary Padden – AC
Joan Perks – AC
Larider Ruffin – AC (DNP)
Rose Scaffidi – AC (BSN)
Jill Marie Tourtual - AT
Jacqueline Amone –AT
Barbara Amendolia – AT (ABSN)
Lauren Kirk – TS
Alexandria Arcaini- TS
Donna Kurtz – TS
Michele Gaguski – AT

KEY: I – Instructor / AT – Assistant Professor / AC – Associate Professor / DP – Distinguished Professor / P – Professor / VA – Visiting Assistant Professor / CS – Clinical Specialist (NTTP) / TS – Teaching Specialist (NTTP) **Bold - Program Chair**

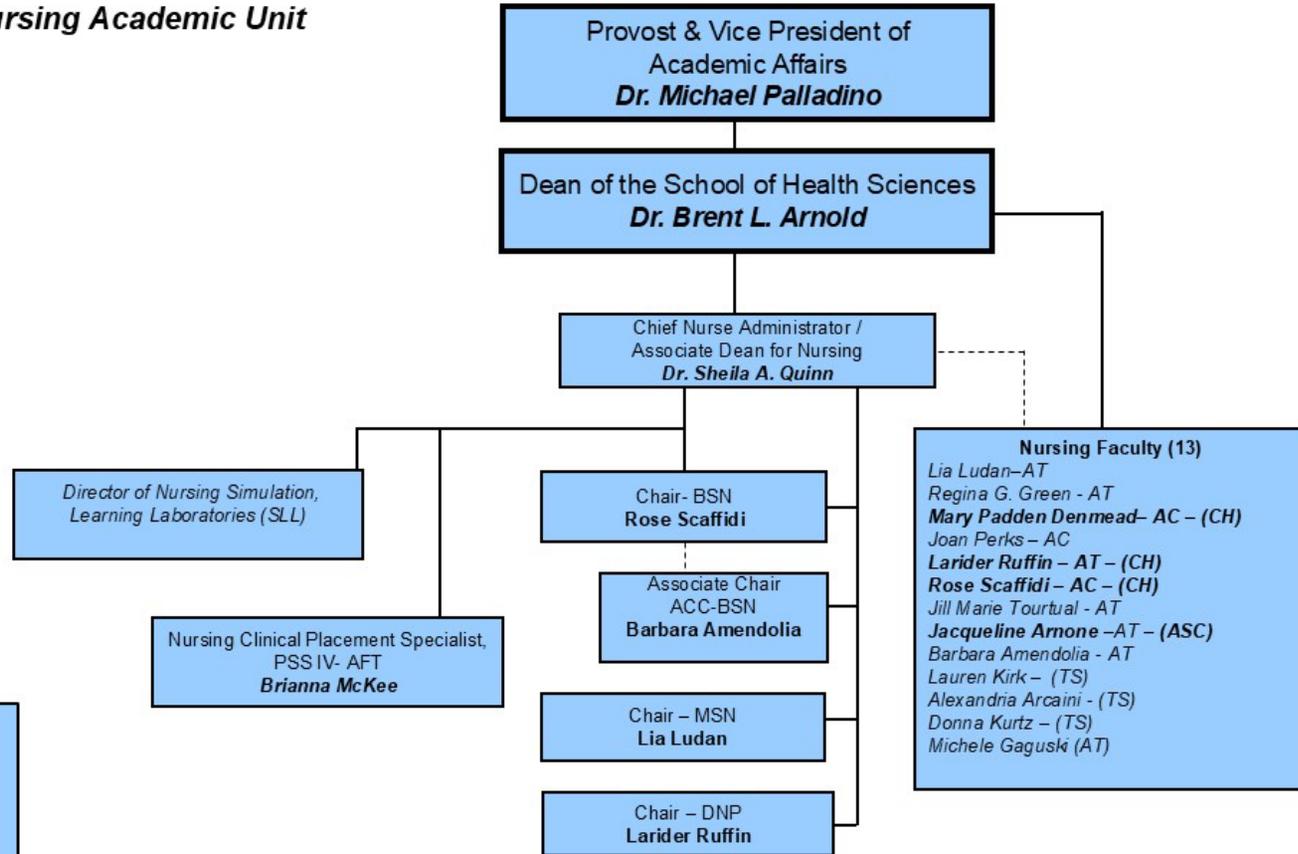
Nursing Organizational Structure

[School of Health Sciences Nursing Academic Unit](#)

9



**School of Health Sciences
Nursing Academic Unit**



KEY:
 I – Instructor
 AT – Assistant Professor
 AC – Associate Professor
 DP – Distinguished Professor
 P – Professor
 VA – Visiting Assistant Professor
 VI- Visiting Instructor
 CS – Clinical Specialist (NTP)
 TS - Teaching Specialist
 CH – Program Chair
 ACH- Program Associate Chair

Nursing Unit Mission and Governance

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Mission

The mission of the Nursing Program of the Stockton University is to prepare nurse generalists and graduate level nurse practitioners as professional nurses with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world. The Nursing Program provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education.

The mission of the Graduate Nursing Program is to develop competent nurse practitioners or advanced practice registered nurses to practice in a culturally diverse and rapidly evolving world. The University and the Graduate Nursing Programs remain responsive to community needs. Independent, experiential learning fosters students to choose their education and future professional endeavors. We embrace the University's Guiding Principles, Vision, Values, and the Strategic Plan.

Vision

The vision is to be a provider of exceptional nursing education committed to scholarship, service, health equity and quality of life for all.

Philosophy

Beliefs about Teaching and Learning

Teaching

- Effective teaching occurs in an open and collegial environment
- Education and teaching are rigorous and relevant
- A variety of teaching modalities are critical to address individual learning styles
- Teaching is both an art and a science
- Effective teaching occurs in an environment that fosters intellectual curiosity and critical thinking
- Technology is an important component of the education process
- Teaching is outcome driven
- Educators are responsible and accountable for effective teaching

Learning

- Learning is a dynamic process
- Learning is self-directed with faculty facilitation
- Learners possess varied learning styles and capabilities
- The psychomotor, cognitive and affective domains are critical to effective learning
- Learning is a life-long process
- Learners respond to a variety of educational strategies and settings
- Learning involves depth and breadth
- Learning is most effective when ideas are expressed in an open, non-threatening environment

- Students take responsibility and accountability for their own learning

Beliefs about the Nature of Humans

“Humans are adaptive systems with cognator and regulator subsystems acting to maintain adaptation in the four adaptive modes: physiologic-physical, self-concept, role function, and interdependence”, (Roy, 2009, p. 12).

We further believe humans are biopsychosocial spiritual beings, interacting with, and adapting to their internal and external environments. Humans are unified wholes, seeking balance and equilibrium among the elements of their environments.

Humans are viewed as rational and goal directed with both the freedom and responsibility to determine a particular level of optimal health for themselves and the pathway to achieve it, as long as it does not infringe on the rights of others.

Beliefs about the Nature of Environment

“All conditions, circumstances, and influences surrounding and affecting the development and behavior of persons and groups, with particular consideration of mutuality of person and earth resources” (Roy, 2009, p. 12) define environment and the person’s relation to it.

The environment consists of a dynamic interrelationship between internal and external conditions and stressors that impact the person. Internal environment is composed of the physiological, psychological, developmental and spiritual selves. The external environment includes the family, community, nation and universe.

Society, as a segment of the environment, should provide an equal opportunity for persons to reach their maximum potential, regardless of gender, race, age, sexual orientation, class or ethnicity.

Beliefs about the Nature of Health

Health is “a state and a process of being and becoming integrated and whole that reflects person and environment mutually” (Roy, 2009, p. 12).

We further believe in the eudaemonistic model of health which includes the non-disease states of achievement, self-control, self-fulfillment, growth opportunities, education, self-determination and well-being.

Beliefs about the Nature of Nursing

Nursing is “a health care profession that focuses on the life processes and patterns of people with a commitment to promote health and full life-potential for individuals, families, groups, and the global society” (Roy, 2009, p. 3).

The goal of nursing is to “promote adaptation for individuals and groups in the four adaptive modes, thus contributing to health, quality of life, and dying with dignity by assessing behavior and factors that influence adaptive abilities and to enhance environmental interactions” (Roy, 2009, p. 12).

Nursing includes those activities that foster adaptation through the manipulation of focal and contextual stimuli. If wellness can no longer be maintained and the person’s state becomes one of illness, permanent disability, progressive debility or death, nurses must provide palliative care with all the skills, knowledge, and wisdom they possess. We believe clients have the right to make decisions regarding their own healthcare. The preservation of human dignity is an integral component of professional nursing.

We believe the major roles for nursing are client advocate, educator, activist, and care giver. Additional roles include change agent, leader, researcher, collaborator, problem solver and care provider. The concepts of altruism, critical thinking and ethical decision making permeate all roles. Nurses must be thoroughly committed to clients and active politically and socially in seeking solutions to the profound human health problems and social injustices of our time.

References

Roy, C. (2009). *The Roy adaptation model*. (3d Ed). Upper Saddle River, NJ. Pearson
Rev: 6/2016

Organizing Framework

The organizing framework of the Nursing Program is based on The Roy Adaptation Model which is congruent with the metaparadigm of nursing. The major elements of person, environment, health and nursing are defined using the totality world view.

Program Accreditation Status

The baccalaureate degree program in nursing, master's degree program in nursing and post-graduate APRN certificate program, and the Doctor of Nursing Practice program at Stockton University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Governance

Nursing faculty believe that nursing students have the right and the obligation to share in academic governance. Student participation in program administration is encouraged and those students who wish to contribute should refer to Article II in the Administrative Practice section of the Nursing Program Bylaws. The Bylaws are available upon request from the Program Chair, Chief Nursing Administrator, or Dean of the School of Health Sciences, and are available to students for review. BSN students nominate class representatives to provide input and perspectives on concerns, issues, or decisions and communicate those to faculty or the Program Chair. Graduate students also provide input and perspectives on concerns, issues, or decisions during scheduled Town Halls.

Community of Interest

Definitions and Operationalization

Definition:

The nursing program at Stockton considers the Nursing Advisory Council as the primary meeting body of their Community of Interest (COI) who serve in an advisory role, sharing expertise, and supporting the efforts of the nursing programs to educate students to respond to the health care needs of society in accordance with the mission of the university and program. The functions of this Council are to serve as resources for the analysis of trends, planning, and problem solving in the education of professional nurses and to guide and support the Nursing programs in progress towards attainment of its stated goals.

Members of the Council shall include, but are not limited to, student representatives, representation from professional nursing, alumni, health care employers, health care businesses or institutions, clinical partners, nursing faculty and staff, emeritus faculty, related health professionals, stakeholders, consumers of health care, and university officials.

The program operationalizes the community of interest to occur in the venues of the annual Advisory Council meeting, and student participation in program meetings and in townhalls.

Operationalization:

Venue: Annual Advisory Council

Persons: Invited guests include, but are not limited to, health care providers, representatives from health care institutions, clinical agency partners or preceptors, faculty (both full-time or adjunct), staff, and chairs, stakeholders, student representatives from each program, university faculty representatives, alumni, representatives from professional or state nursing organizations, and university officials (i.e., Dean of the SHS).

Venue: Student participation in program meeting(s)

Persons: Undergraduate student representative(s) invited to at least one BSN program meeting (in beginning of meeting) to communicate concerns or recommendations.

Program minutes should reflect the student-identified concerns and any actions.

Venue: Student participation in townhall(s)

Persons: Graduate students (MSN and DNP) students invited to at least one program townhall per year to communicate concerns or recommendations. Minutes should reflect the student-identified concerns and any actions.

Approved: May 20, 2022. Effective Fall 2022; revised 5.10.2023

American Nurses Association (ANA) Code of Ethics

The nursing programs adhere to the beliefs found in the American Nurses Association Code of Ethics (2015) and require students to practice within the following tenets:

“The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.

The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

The nurse owes the same duties to self as to others including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy” (p. v)

American Nurses Association. (2015). Code of ethics for nurses with interpretive statements. Silver Spring, MD: American Nurses Association.

Professional Behavior: Maintenance of Boundaries in Therapeutic Relationships with Patients

The National Council of State Boards of Nursing (NCSBN) (2011), states that professional boundaries are “the spaces between the nurse's power and the client's vulnerability” (p.4). Relationships between individuals that have any amount of contentment and familiarity require boundaries to aptly separate individuals. While the formation and maintenance of therapeutic relationships with patients sits at the nexus of nursing practice, boundary crossing can be an ethical violation of practice, threatening the veracity of the nurse-patient relationship. Examples include but are not limited to sharing personal information with the patient (home phone number, address), meeting the patient socially outside of the healthcare setting, or giving gifts to the patient. Students should be aware of and refrain from any potential for boundary crossing when caring for patients in the clinical milieu.

NCSBN. A Nurse's Guide to Professional Boundaries. (2011).

https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf

Stockton University Nursing Programs’ Statement in Support of Institutional Change to Eliminate Racism and Discrimination

Provision 1 of the American Nurses Association’s ([ANA], ANA.org, 2001) Code of Ethics states, “the nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person;” and Provision 1.5 adds “respect for persons extends to all individuals with whom the nurse interacts. Nurses maintain professional, respectful, and caring relationships with colleagues and are committed to fair treatment, transparency, integrity preserving compromise, and the best resolution of conflicts.” The faculty of the Nursing Program of Stockton University adheres to the ANA Code of Ethics and supports the June 2020 ANA Resolution on Racial Justice for Communities of Color (ANA.org). Furthermore, the faculty of the Nursing Program of Stockton University supports the beliefs of Black Lives Matter (2020) and will take the necessary steps to recognize and eliminate racism and discrimination in all forms. Therefore, be it recognized:

For Stockton University Nursing Students, we will:

- Continue to reinforce the ANA Code of Ethics with Stockton University Nursing students across all levels to graduate nurses who are compassionate and respect the inherent dignity, worth, and unique attributes of every person (ANA.org, 2001)
- Continue to thread cultural and spiritual education across the curricula and promote cultural competence in Stockton University Nursing students
- Review all Nursing curricula and eliminate evidence of racism
- Review and revise the curricula for inclusion of content promoting the contributions of Black, Indigenous, and People of Color (BIPOC) to nursing science and healthcare
- Maintain an open and honest dialogue regarding racism and discrimination with our students

- Educate Stockton University Nursing students on the detrimental effects of racism and hate crimes on the health and well-being of individuals, families, and communities
- Revise the curricula to strengthen Stockton University Nursing students in the role of the nurse as an advocate for social justice and fight systemic racism
- Adopt admission policies that are holistic, inclusive, and promote diversity in enrollment in the Nursing program
- Promote diversity and inclusiveness throughout the Nursing Program
- Be role models for students and “maintain professional, respectful, and caring relationships with colleagues” (ANA.org, 2001).
- Prioritize the recruitment of BIPOC faculty to promote and support diversity throughout the Nursing Program
- Reject racism and discrimination in any form among students, faculty, or staff within the Nursing Program
- Be “committed to fair treatment, transparency, integrity preserving compromise, and the best resolution of conflicts” (ANA.org, 2001).

For the School of Health Sciences (SHS), we will:

- Support and adhere to measures the SHS adopts to eliminate racism and discrimination in all forms
- Reject racism and discrimination in any form among students, faculty, or staff within the SHS
- Maintain an open and honest dialogue regarding racism with faculty, staff, and students of the SHS
- Promote and support diversity and inclusiveness in the School of Health Sciences.

For the University, we will:

- Support and adhere to anti-racist and anti-discrimination policies of the University
- Reject racism and discrimination in any form among students, faculty, or staff within the University
- Maintain an open and honest dialogue regarding racism with faculty, staff, and students of the University
- Promote and support diversity and inclusiveness throughout the University.

For the Nursing profession, the community, and society, we will:

- Reject racism and discrimination in any form
- Advance institutional and legislative policies that promote diversity, equity, inclusion, and social justice for all (ANA.org, 2020).
- Condemn brutality by law enforcement and all acts of violence (ANA.org, 2020).
- Educate, advocate, and collaborate to end systemic racism, particularly within nursing (ANA.org, 2020).

This statement was voted and approved by the faculty of Stockton University’s Nursing Program on July 3, 2020.

References

American Nurses' Association (2001). American Nurses' Association's code of ethics with interpretive statements. www.ANA.org.

American Nurses' Association (2020). June 2020 ANA resolution on racial justice for communities of color. www.ANA.org.

Black Lives Matter. (2020). What we believe. <https://blacklivesmatter.com/what-we-believe/>

Technical Standards and Functions for Nursing Students

Effective: October 1, 2013

Reviewed: May 2015

Revised: August 2020

The Stockton University Nursing Program has a responsibility to educate competent nurses to care for their patients (persons, families and/or communities) with critical judgment, broadly based knowledge, and well-honed technical skills. The Nursing Program has academic as well as technical standards that must be met by students in order to successfully progress in and graduate from its programs.

Nursing is a discipline that requires a range of psychomotor and psychosocial skills. Stockton University's Nursing Program ensures that access to its facilities, programs and services is available to all students, including students with disabilities, as defined by the Americans with Disabilities Act of 1990 ("ADA"), 42 U.S.C. §§ 12101-12212 (2013) (amended 2008) and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. ("Rehabilitation Act"). Stockton University's Nursing Program provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements of the ADA and the Rehabilitation Act. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program. To be eligible for an accommodation(s), a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or, (c) be regarded as having such a condition (Marks & Ailey, 2014). Reasonable accommodations will be made for students with disabilities, provided the accommodation does not fundamentally alter essential academic requirements pursued by the student or any directly related licensing requirement. Student requests for reasonable accommodations will be considered on a case-by-case basis in consultation with the Learning Access Program (LAP), Stockton University's disability support services office.

Nursing majors at Stockton University should be able to perform the following skills and behaviors:

General Abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement that are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to measure, calculate, reason, comprehend, analyze, integrate and synthesize materials in the context of nursing education and practice. A student 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. A

student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Technical Standards: The following description/examples of technical standards are intended to inform prospective and enrolled students of the standards required to complete the nursing science curriculum.

1. These technical standards illustrate the performance abilities and characteristics that are necessary to successfully complete the requirements of Stockton University's Nursing Program. The standards are not requirements of admission into the programs and the examples are not all-inclusive.
2. Individuals interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. Key areas for technical standards in nursing include having abilities and skills in the areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; and (5) incorporating appropriate professional attitudes and behaviors into nursing practice capabilities.
3. Examples of the key areas for technical standards in nursing (acquiring fundamental knowledge, developing communication skills, interpreting data, integrating knowledge to establish clinical judgment, and incorporating appropriate professional attitudes and behaviors into nursing practice capabilities) include the following (adapted from Marks & Bailey, 2014):

To acquire fundamental knowledge, students have the ability to:

- Learn in classroom and other educational settings
- Find sources of knowledge and acquire the knowledge
- Be a life-long learner
- Use and apply novel and adaptive thinking

To develop communication skills, students have the ability to:

- Communicate sensitive and effective interactions with patients (persons, families and/or communities)
- Communicate for effective interaction with the health care team (patients, their supports, other professional and non-professional team members)
- Make sense of information gathered from communication
- Apply social intelligence

In the interpretation of data, students have the ability to:

- Observe patient conditions and responses to health and illness

- Assess and monitor health needs
- Apply computational thinking
- Manage cognitive loads

To integrate knowledge to establish clinical judgment, students have the ability to:

- Critically think, problem-solve and make decisions needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their environments and/or in one or more environments of care
- Intellectualize, conceptualize, and achieve the Essentials of Baccalaureate, Master's, and Doctor of Nursing Practice education (American Association of Colleges of Nursing [AACN], Essentials, 2020)
- Apply information literacy
- Collaborate across disciplines

To incorporate appropriate professional attitudes and behaviors into nursing practice students have the ability to:

- Demonstrate: concern for others, integrity, ethical conduct, accountability, interest and motivation
- Acquire interpersonal skills for professional interactions with a diverse population of individuals, families and communities
- Acquire interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members
- Acquire the skills necessary to promote change for necessary quality health care
- Acquire cross-cultural competency
- Collaborate virtually

Skills that nursing majors **may** use also include the following.

Motor Function: Sufficient motor function, neuromuscular strength and coordination to effectively perform client care activities. Examples include, but are not limited to:

- Transfer, turn, lift clients
- Push, pull, lift and support 25 lbs.
- Manipulate life support devices
- Use diagnostic instruments for physical assessments
- Achieve and maintain Basic Life Support (BLS) certification to perform cardiopulmonary resuscitation (CPR)
- Apply pressure to stop bleeding
- Manipulate diagnostic and life support devices
- Measure and administer medications by all routes
- Maintain balance, reach above shoulders, reach below waist, stoop and squat

Gross and Fine Motor Coordination: To provide safe and effective nursing care. Examples include, but are not limited to:

- Move about in limited patient care environments
- Perform a variety of treatments and procedures
- Calibrate and use equipment
- Write with a pen/pencil and use keyboard and/or mouse
- Sit, stand, move within classrooms, labs, acute nursing units, operating rooms, emergency rooms, community settings, and long-term care facilities for as long as required.

References

American Association of Colleges of Nursing, (2020). *AACN Essentials*.

<https://www.aacnnursing.org/Education-Resources/AACN-Essentials>

Davidson, P. M., Rushton, C. H., Dotzenrod, J., Godack, C. A., Baker, D., Nolan, M. N. (2016). Just and realistic expectations for persons with disabilities practicing Nursing. *AMA Journal of Ethics*, 18(10), 1034-40.

Marks, B. & Ailey, S. A. (2014). *White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs*. California Committee on Employment of People with Disabilities (CCEPD), Sacramento, CA. <https://www.aacnnursing.org/Education-Resources/Tool-Kits/Accommodating-Students-with-Disabilities>

NC SARA- Professional Licensure

Professional licensure and certification requirements often vary from state to state. At this time, Stockton University cannot confirm if programs that lead to professional licensure or certification meet the prerequisites for professional licensure or certification outside the State of New Jersey. Students will need to contact the state licensing board relative to their program in the state they are seeking licensure from for further information.

If you are considering an academic program that leads to a professional license in your state, it is highly recommended that you first seek guidance from the appropriate licensing agency in your home state before beginning the academic program.

Nursing Unit Policies and Procedures

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Formal Complaint Process

A complaint that is specific to the Nursing Program is handled by the Program and the Dean of the Health Sciences. Complaints are defined as “statements of dissatisfaction that are presented according to the nursing unit’s established procedures.” Complaints include, but are not limited to, discriminatory treatment by a professor, inconsistent and biased grading practices, and lack of respect. Students who wish to submit a formal complaint must adhere to the following process:

1. The student will first discuss the complaint with the faculty involved.
2. If there is no resolution at the level of the faculty member, the complaint is taken to the Program Chair.
3. If there is no resolution at the level of the Program Chair, the Chair refers the student to complete the Nursing Student Formal Complaint Form (form is available by request to the Chair). The student submits the form to the Chief Nurse Administrator and Associate Dean of Nursing in the School of Health Sciences.
4. If there is no resolution at the level of the Chief Nurse Administrator and Associate Dean of Nursing, the student complaint is referred, in writing, to the Dean of the School of Health Sciences.
5. If there is no resolution at the level of the Dean of the School of Health Sciences, the complaint is referred, in writing, to the Provost.
6. The Provost’s recommendation is the final decision.

Sexual harassment and handicapped/disability grievances are described in the University Bulletin.

Current students and applicants for admission can submit program complaints to the New Jersey Board of Nursing, 124 Halsey St, 6th Floor, Newark, NJ, 07102, 973-504-6430.

Grounds for Program Dismissal based on Student Behaviors

In addition to Stockton University’s [Code of Conduct](#), certain unethical and egregious behaviors while a student is in the nursing program at Stockton University may be grounds for dismissal from the program. The following behaviors fall into this category:

- Unprofessional behaviors (i.e., making disparaging remarks about others, use of profanity, texting or the use of the phone in the patient care area, abusive or offensive language, bullying or harassment, threats of violence or retribution, persistent lateness or multiple absences, demands for special treatment, unwillingness to discuss issues with colleagues in a cordial and respectful manner)
- Diverting client’s medications or other supplies.
- Engaging in behaviors that result in harm or any attempt to harm the client.
- Falsifying clinical hours, course documents, or clinical documents.
- Fabricating vital signs and other client information.
- Documentation of clinical procedures that were not performed.
- Taking medical supplies from the Nursing clinical labs or any other clinical site.

- Engaging in unfamiliar clinical procedures without the presence of a clinical instructor or agency professional nurse representative present.
- Coming to class and/or any clinical site under the influence of drugs and/or alcohol.
- Engaging in sexual activity with a client.
- Sexual harassment of a client, classmate, preceptor, adjunct or faculty member.
- A HIPAA violation includes inappropriately revealing health information about clients or fellow students.
- Reckless and grossly unsafe clinical behaviors.
- Sleeping in the clinical area, break room, or in a car on the facilities property at the site while participating in clinical hours.
- Using other methods to access patient health records (i.e., employee or preceptor access).
- Any violation of the ANA Code of Ethics (see Chapter 1).
- Failure to pass a Criminal Background Check and 10 Panel Drug Screen by due date.
- Failure to complete a urine drug screen at the request of Nursing Faculty or Chief Nurse Administrator.
- Failure to meet the requirements outlined in a Performance Improvement Plan.
- Dismissal from Stockton University.
- Cursing, swearing, or vulgar language in the classroom, lab or clinical area.
- Any threatening behavior, either written or verbal, communicated to or about classmates, patients, or faculty via email, text or social media.

Please note that some behaviors may also trigger charges of academic dishonesty. For example, falsifying clinical documents, fabricating vital signs and other client information and documentation of clinical procedures that were not performed could fall in this category. The student would then be charged with academic dishonesty based on the University's Academic Honesty Procedure and if the charges are sustained may include sanctions up to and including expulsion. The University Policy on Academic Honesty can be found on the University's Academic Policies and Procedures [website](#).

If any of the above stated infractions are alleged to have taken place, the student shall be charged and if the charges are sustained, will be dismissed from the program. Below is the process that will be followed:

1. The student is notified by the charging faculty member, both verbally and in writing of the allegation via read-receipt email or certified mail. This notification occurs within 10 business days of knowledge of the infraction by someone in the Stockton University Nursing Program and the notice will include the reasons and evidence for the action. The BSN/MSN/DNP Program Chair and the Chief Nursing Administrator will be notified and copied on the email notification from the charging faculty member to the student.
2. If the student chooses to appeal, the student must respond in writing of their intention to appeal the notice of potential dismissal to the BSN/MSN/DNP Program Chair within 10 business days of receipt of the written notification. If no appeal is received within that 10-

day period, the allegations will be found to be sustained and the dismissal from the Program will be based on the initial notification letter.

3. When an appeal is filed, a nursing faculty committee of at least three (3) faculty members will meet to consider the written appeal. The committee does not include the nursing faculty member(s) involved in bringing the allegation. The faculty committee will consider the appeal through a student hearing process. In addition to the faculty committee, the BSN/MSN/DNP Chair will be present at the hearing to act as a non-voting convener of the hearing. This hearing will occur within 10 business days of notification of the student's appeal. The student may bring one representative who shall act only in an advisory capacity and not participate in the hearing. The student may also bring witnesses to provide testimony and provide evidence at the hearing in addition to making their own statement. The student will be notified, in writing via certified postal mail and read receipt email, within 10 business days of the committee's decision.
4. If the student is not satisfied with the outcome, the appeal will then go to the Chief Nurse Administrator/Associate Dean for Nursing for review. If the decision is upheld and the student is still not satisfied, the appeal will then go to the Dean of the School of Health Sciences for review. If the decision is upheld and the student is still not satisfied, the appeal will then go to the Provost who will make the final determination regarding the dismissal of the student from the Nursing program.

Note: Students receiving program dismissal based on behavior are not permitted to reapply to any of the Stockton University Nursing Programs.

Disqualification from Enrollment/Application

Current or history of the following infractions will disqualify the student from enrollment or applying to the Nursing Program:

- Falsification of records or omission of pertinent information on either the certified background check or urine drug screen
- Felony convictions
- Misdemeanor convictions, probated sentences or felony deferred adjudications involving crimes against persons, including physical or sexual abuse
- Misdemeanor convictions related to moral turpitude, including prostitution, public lewdness/exposure, theft, etc.
- Felony probated sentences or deferred adjudication for the sale, possession, distribution, or transfer of narcotics or controlled substances
- Registered sex offenders

Policy to Inform Students of Policy Additions, Changes, and Handbook Revisions

The *Student Handbook* is available to each student electronically on the Nursing Program's webpage and contains curriculum information and the policies that will pertain to the student during their time at Stockton University. *The Nursing Student Handbook* is reviewed and

updated annually in the summer prior to the beginning of the fall semester. New or revised policies that faculty deem important enough to implement immediately upon adoption during the academic year will be provided to students in writing. Such policies can include, but are not limited to, issues of safety, program mission, goals and expected student outcomes. When this occurs, the following process applies:

1. Every student will be provided a written or e-mailed copy of a new policy or a change to an existing policy by the Program Chair.
2. Students will sign a form acknowledging that they have received the policy change or addition.
3. The Program Chair will forward the acknowledgment receipts to the Chief Nurse Administrator.
4. Students will sign an annual receipt that they have accessed and read the current *Nursing Student Handbook*.

Sigma Theta Tau International Honor Society in Nursing

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

Stockton University's Chapter, Theta Sigma, was chartered in 1986. Membership requires outstanding academic achievement and ability in nursing. Students are invited to join this prestigious group by the university chapter who determines eligibility requirements and conditions for membership. Credentials demonstrating academic achievement and leadership are required.

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Policy on Classroom, Clinical, and Lab Attendance, Communication

Stockton Nursing faculty believe that class attendance is vital for the success of nursing students. Attending class regularly increases the acquisition of knowledge, increases the opportunities for content clarification and contributes to learning the professional role. Therefore, all nursing students are required to attend all lectures, labs, on campus and off campus clinical experiences, testing situations and field trips as assigned by faculty. It is further expected that every student will be in attendance, on time and prepared to participate when scheduled sessions begin. This policy applies to all courses with a NURS acronym, all clinical assignments and lab assignments.

Vacations, social events and work responsibilities are never an acceptable excuse for missing class, lab, exams, quizzes or clinical. Therefore, nursing faculty will not make accommodations for class, lab, exams, quizzes or clinical based on vacations, social events or scheduled work responsibilities during the academic semester. Students should schedule work responsibilities appropriately and not plan vacations or social events during the school semester. Students should review the academic calendars for class dates and exam dates for their enrolled academic semesters on the Office of the Registrar's webpage (<https://stockton.edu/registrar/index.html>) to assist in scheduling work commitments, social events and vacations. Students should plan on being available during the entire academic semester and exam week.

Due dates for clinical requirements will be communicated to the students via classroom announcements and e-mail messages from either the Academic Fieldwork Coordinator or the Program Chair.

Communication is key to your success in this program. It is extremely important that you check your email at least once daily to be sure you do not miss any new changes within the program or course. Your Stockton email will be the only email used to convey information during the semester. You can access Stockton email on your cell phones. Please contact Information Technology Services (ITS) department at Stockton for guidance when setting up your phone to receive email.

Individual faculty reserve the right to respond to electronic communications during normal business hours.

Excused Absence

Excused absences require written supporting documentation to the Course Coordinator prior to missing a class, lab, exam, quiz or clinical (i.e. Health Provider's note, court appointment, etc.). On occasion, a student may miss class, lab, exam, quizzes or clinical because of unavoidable or extenuating circumstances such as religious holidays (see University course attendance policy), pregnancy (see University course attendance policy), personal injury or illness, death in the immediate family (may include mother, father, sister, brother, grandparents, spouse, children, stepchildren, grandchildren, stepmother, stepfather), court appointed dates, and military service. An approved, documented absence, under these circumstances, is considered an excused absence. All other absences are considered unexcused. In these circumstances, the Course

Coordinator will meet with the student and faculty will determine a plan for required make-up. If a student misses a scheduled exam or quiz, the faculty member will determine if a make-up quiz or exam is approved and the student will make up the test at the faculty member's availability. Make up exams and quizzes may be in the essay format. Students with more than two excused absences will be at risk for not successfully completing this course. These cases will be reviewed on a case-by-case basis by the Nursing faculty.

Unexcused Classroom Absences and Lateness

Students are required to attend all lectures and arrive on time and stay until the class is dismissed. Once a student has one unexcused absence/lateness, the student must submit via email a written description of their reason for absence/lateness, a written plan for making up the missed work, and an action plan to the Course Coordinator within one week of the absence. Should there be a second unexcused absence/lateness, the student is responsible for scheduling a meeting with the Course Coordinator within one week of the second absence. During this meeting, the Course Coordinator will review the policy, discuss options for improvement, and provide a final written warning. A third unexcused absence/lateness will result in failure of the course.

Clinical and Clinical Lab Absences

Students are required to attend all clinical experiences, whether on-campus or off-campus, for the full length of the scheduled clinical day. The only exception would be an approved, documented excused absence. Excused absences require written supporting documentation to the Course Coordinator for missing a class, lab, exam, quiz or clinical (i.e. Health Provider's note, court appointment, etc.).

In order for an excused clinical/lab absence to be considered for approval, the clinical instructor must be notified via phone call and email at least one hour prior to the beginning of the clinical day or the scheduled lab. Documentation must be submitted to substantiate the absence and clear the student to return for the next scheduled clinical/lab experience. All documentation must be submitted within three days, via email, to the Clinical Instructor and Course Coordinator. The student will be provided with an alternative assignment at the discretion of the Clinical Instructor or Course Coordinator. Completed assignments will be due by the next clinical day. If a student misses a second clinical day or lab experience, the student will receive an alternative assignment and a final written action plan, with a statement that the student will fail the clinical component of the course with any additional absence.

If written documentation is not presented for any absence within three days, and alternative assignment submitted in by the next clinical day, the student will be removed from the course, resulting in failure of the course.

Should a student miss a third clinical day, the student will be removed from the course and may petition to return to the program the next time the course is offered in the degree track within which the student was originally enrolled.

There are no unexcused absences permitted for clinical/lab experiences.

Clinical Lateness

Students must report to the clinical instructor by phone whenever they cannot arrive at the clinical site by the expected time. All lateness must be reported to the clinical instructor, regardless of the degree of lateness, prior to the expected arrival time. Lateness is defined by the start time at your clinical facility/lab.

Students are required to attend all clinical/labs, arrive on time, and stay until the class is dismissed. Once a student has one unexcused lateness/early leave, the student will submit a description of their reason for lateness/early leave, a written plan for making up the missed work and an action plan to the Course Coordinator submitted by the next clinical day. Should there be a second lateness/early leave, the student is responsible for scheduling a meeting with the Course Coordinator within a week. During this meeting, the Course Coordinator will review the policy, discuss options for improvement, and provide a final written warning. A third unexcused lateness/early leave will result in failure of the course.

Early Dismissal

Students will not be permitted to leave early from a scheduled class, lab, post-conference, or clinical. Leaving class, lab, post-conference, or clinical or post conference prior to instructor dismissal will result in an unexcused absence and will be managed as an unexcused class/clinical absence.

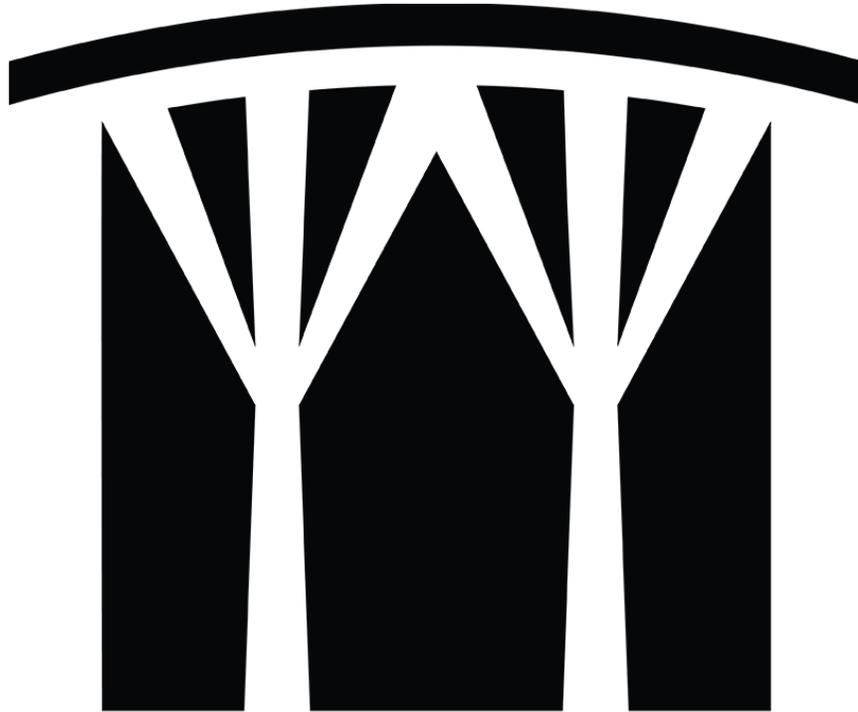
No Call/No Show

Any student who is absent from clinical/lab and does not notify the clinical instructor in advance of the absence will meet with the Nursing Program Chair and Course Coordinator to discuss the incident and corrective action which may include dismissal from the program.

Appeals

Students dismissed from the program due to absence/lateness infractions may submit a written appeal to the Nursing Faculty. A 2/3 vote of the faculty will decide the outcome of the appeal. This applies to classroom, labs and all clinical experiences.

Chapter 2



Clinical Education Policies and Procedures (Undergraduate and Graduate)

Criminal Background Checks and Drug Screens

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The Nursing Program at Stockton University adheres to policies required by clinical affiliates where student clinical learning experiences occur. Since clinical affiliates require criminal background checks (CBC) and urine drug screenings for all students coming to their facility, all nursing students will conform to the following policy mandates. Students are responsible for all costs related to the mandatory requirements. Students entering the Nursing Program must be able to pass a criminal background check and a 10-panel urine drug screen.

Criminal Background Check (CBC) Requirements:

- Every nursing student is required to receive a Criminal Background Check upon program entry and then annually thereafter until graduation.
- For fall entry students the Criminal Background Check must be completed and submitted to the university approved software system **by August 15th**. Information about obtaining the background check will be given at orientation and via email.
- For spring-entry students the Criminal Background Check must be completed and submitted to the university approved software system **by December 15th**. Information about obtaining the background check will be given at orientation and via email.

All Criminal Background Check reports must be received by the Nursing Clinical Placement Specialist or Program Chair by the designated due dates or the student will be dropped from nursing classes and cannot be guaranteed a clinical placement.

***The Program Chair reserves the right to change or extend the deadline for completion for all applicants depending upon the date of acceptance.**

- Results of the Criminal Background Check (CBC) will be valid for one year, unless there is reason to initiate another check or if the facility requires more frequent screening.
- If the nursing student leaves the Program for more than two semesters, a new Criminal Background Check and Urine Drug Screen is required prior to return.
- Students must use the university approved vendor for the CBC. No other results will be accepted. Information to access the screening will be provided by the Nursing Clinical Placement Specialist.
- History of the following infractions will disqualify an accepted student from enrollment in the Nursing Program:
 - Falsification of records or omission of pertinent information on either the certified background check or urine drug screen
 - Felony convictions
 - Misdemeanor convictions, probated sentences or felony deferred adjudications involving crimes against persons, including physical or sexual abuse
 - Misdemeanor convictions related to moral turpitude, including prostitution, public lewdness/exposure, theft, etc.
 - Felony probated sentences or deferred adjudication for the sale, possession, distribution, or transfer of narcotics or controlled substances
 - Registered sex offenders

- A nursing student who is charged/convicted of a criminal offense must report the charge or conviction to the Program Chair within three days of the charge.
- A nursing student whose subsequent Criminal Background Checks reveals any of the infractions noted above, will be disqualified from participating in any clinical experience and will then be dismissed from the Nursing Program.

Students should also note that a successful criminal background check must be completed after graduation and before taking the licensure exam (NCLEX-RN).

Drug Screening Requirements:

- Every nursing student is required to receive a urine drug screen upon program entry and then annually thereafter until graduation.
- For fall entry students the urine drug screen must be completed and submitted to the university approved software system **by August 15th**. Information about obtaining the background check will be given at orientation and via email.
- For spring-entry students the urine drug screen must be completed and submitted to the university approved software system **by December 15th**. Information about obtaining the background check will be given at orientation and via email.

All urine drug screen reports must be received by the Nursing Clinical Placement Specialist or Program Chair by the designated due dates or the student will be dropped from nursing classes and cannot be guaranteed a clinical placement.

***The Program Chair reserves the right to change or extend the deadline for completion for all applicants depending upon the date of acceptance.**

- Results of the urine drug screening will be valid for one year, unless there is reason to initiate a random urine drug screening or if the facility requires more frequent screening.
- Students must use the university approved vendor for the urine drug screen. No other results will be accepted. Information to access the screening will be provided by the Nursing Clinical Placement Specialist.
- The drug screening will consist of a 10-panel urine drug screening, see below under program requirements for the list of the substances.
- A positive drug screen on admission may result in dismissal from the Nursing Program.
- If a nursing student has a positive drug screening on the test done prior to clinical, the student will not be permitted to participate in the clinical component of a nursing course and is required to withdraw from all nursing courses. A student's academic standing will be reviewed internally with an outcome of possible dismissal from the program.
- All students are subject to random drug screening at the discretion of a nursing faculty, Nursing Clinical Placement Specialist, Chief Nurse Administrator, and staff member with due cause.

Note: Individuals with a history of any disqualifying behavior on the Criminal Background Check or urine drug screen, will only be considered for readmission to the Program if the NJ Board of Nursing issues a statement that the student is eligible for initial licensure as a registered profession nurse following program completion.

In addition to meeting the above criteria, students must meet all Technical Standards and Essential Functions. See Chapter 1 in this document.

Students must provide proof of the following upon program entry and before attending any clinical experiences. All documents of proof will be uploaded to the university approved software system. Additional information about requirements may be found on the system.

Immunization and Health Requirements for Clinical Placement

The University and the School of Health Sciences clinical preparation programs (including the nursing program) strongly recommend but do not require students to be vaccinated against COVID-19 and other diseases. Our clinical partners regularly update their immunization and health requirements, which may include mandatory vaccination against COVID-19, influenza, and other immunizations.

The University is required to comply with the placement requirements implemented by the respective clinical partners, including health and immunization requirements. Please note the following important information:

- Attendance and participation in clinical-based learning is a requirement for nursing students. Failure to comply with health and immunization requirements from clinical partners may impact a student's ability to complete the clinical component of the nursing program.
- The University nursing program may admit students without vaccination compliance; however, the nursing program cannot guarantee clinical placements, degree completion, or program progression in the case that the student does not meet the clinical, health, and immunization requirements of our clinical partners. Non-compliant students may be permanently excluded from clinical participation due to external clinical site requirements.
- Placements are made based on the availability of our clinical partners; therefore, if students are placed at a rotation site that requires them to be vaccinated and students do not have the required immunization(s), students may be excluded from clinical experiences.
- Please be aware that clinical partners can and do react to population health and public health developments as they occur, and students may be subject to immediate enforcement of clinical site health requirements which could lead to possible clinical course withdrawal.

Accommodations/Exemptions

Clinical partners may require students to request accommodations/exemptions (medical or religious) through the clinical partner's exemption/accommodation process. Each clinical partner will determine its own process for accepting requests for accommodations and exemptions. The School of Health will facilitate exemptions at the respective clinical site.

- The length of time it takes to decide an exemption request may delay the start of your clinical rotation.
- A request for exemption is not a guarantee that it will be granted.
- If an unvaccinated student intends to seek an accommodation or exemption and is placed at a clinical partner that has its own accommodation/exemption process, the student should contact the SHS to facilitate the accommodation/exemption process.
- If a clinical partner does not provide for or allow accommodations or exemptions to its vaccination requirement, or, requires students to go through the clinical partner's exemption/accommodation process and the student's request is denied by the clinical partner, the student may request an alternate clinical site through the School of Health Sciences. However, the university cannot grant exemptions or accommodations to a clinical partner's vaccination requirements.
- If placement at an alternative clinical site is not possible, the only available accommodation(s) may be deferral, or temporary or permanent withdrawal from the program.

Acknowledgement

Your continued participation in the School of Health Sciences clinical preparation programs is an acknowledgment that you have been informed and have reviewed the nursing program and clinical site requirements for health and immunizations. Your continued participation also acknowledges that you have been informed that an unvaccinated student may be permanently excluded from clinical participation due to external clinical site requirements and may be ineligible to continue or to complete the degree program, which may delay or halt graduation.

Approved: 12.12.23 by nursing faculty assembly

Program Requirements

Requirements	Students
<p><u>Physical Examination</u> A physical examination by a physician or nurse practitioner must be completed and documented on the Health & Immunization Record Form (See Exxat)</p>	<p>Upon entry and annually thereafter</p>
<p><u>Health Insurance</u> Please provide annual documentation of your health insurance card. If the students name does not appear on the Card, documentation from the health insurance company must be provided stating that you are covered under the policy.</p>	<p>Upon entry and annually thereafter</p>
<p><u>Tuberculosis</u> Please provide documentation of a negative QuantiFERON TB Gold bloodwork test or 2 step PPD test. QuantiFERON Gold is accepted and is preferred by the program (Lab report required). 2 step PPD skin test is accepted (interval between the 2 steps should be at least 1-3 weeks). 2 step PPD will require 4 visits to the doctor (First PPD= Place date + Read date) & Second PPD= (Place date + Read date). If 2-Step PPD or QuantiFERON Gold blood test is positive, provide a negative Chest X-Ray and documentation from a Health Care Provider regarding non-communicability of tuberculosis.</p>	<p>Upon entry and annually thereafter</p>
<p><u>TDAP</u> Please provide documentation of a TDAP vaccine administered within the past 10 years.</p>	<p>Upon entry. If the 10-year expiration occurs in during the program progression, revaccination is required</p>
<p>Laboratory results indicating positive quantitative titers for the following are listed below. If the titers are negative, proof of immunization is required. (Quantitative vs. Qualitative titers – quantitative have a numerical value, qualitative simply indicates “immune vs. non-immune” (with no numerical value). Be sure to get quantitative titers. If you don’t get quantitative titers, we will ask you to get them redone.</p> <ul style="list-style-type: none"> • Hepatitis B • Measles • Mumps • Rubella • Varicella 	<p>Upon entry-proof required and then every 5 years</p>
<p><u>Criminal Background Check</u> Upon entry to the program, provide documentation of a 7-year background check through the university approved vendor. After initial check is complete, proof of a recheck is required annually.</p>	<p>Upon entry (7 year)-annually thereafter (recheck)</p>

<p><u>10-Panel Urine Drug Screen</u> Upon entry to the program, provide documentation of your current 10-panel urine drug screen. Annual 10-panel urine drug screening is required. The following drugs are being screened for:</p> <ul style="list-style-type: none"> • Amphetamines • Barbiturates • Benzodiazepines • Cannabinoids • Cocaine • Methadone • Methaqualone • Opiates • Phencyclidine • Propoxyphene <p>We are at the mercy of our clinical sites, medical marijuana cards are NOT accepted as prescriptions and will be flagged on drug screens, which could lead to possible dismissal from the program.</p>	<p>Upon entry- annual thereafter</p>
<p><u>COVID-19 Vaccines</u> You are up to date when you get 1 updated Pfizer-BioNTech or Moderna COVID-19 vaccine, regardless of whether you received any original COVID-19 vaccines</p>	<p>Upon-entry</p>
<p><u>Influenza Vaccine</u> Proof of a current flu vaccination. Vaccine should be ideally administered by the end of October but should continue to be offered if influenza viruses are circulating locally and unexpired vaccine is available. For non-pregnant adults, vaccination in July and August should be avoided (please wait until September), even if vaccine is available during these months, unless there is concern that later vaccination might not be possible.</p>	<p>Annual</p>
<p>Current Cardiopulmonary Resuscitation Certification (CPR) Basic Life Support (BLS) for Health Care Providers – Only the American Heart Association certification is accepted. Certification is good for two years.</p>	<p>Biennial for Junior, Senior, Accelerated Nursing Students and Graduate Students prior to clinical/practicum</p>
<p><u>HIPAA Privacy & Security Training</u> Please provide proof of completion of the online training module that can be accessed and completed through National Safety Compliance (Link in Exxat)</p>	<p>One time prior to start of clinical placements (undergrad only)</p>
<p><u>Fit Testing</u> Please provide documentation of completed Fit Test</p>	<p>Biennial for Junior, Senior, Accelerated Nursing Students and Graduate Students prior to clinical/practicum</p>

Due dates for clinical requirements will be communicated to the students via classroom announcements and e-mail messages from either the Nursing Clinical Placement Specialist or the Program Chair. Students who have not met all requirements will not be permitted in the clinical area and may jeopardize their clinical placement. Students who miss two or more clinical days are at risk for clinical failure.

Students are expected to attend all clinical experiences (lab or off-campus) as scheduled. *See Attendance Section for attendance requirements.*

Clinical facilities are selected based on the opportunity to provide the student experiences that meet the learning outcomes of the course. The assignment to a clinical group is made at the beginning of the semester, or earlier, and is dependent on faculty and the institutions availability. **Students must be aware that they may need to travel a distance (up to 1.5 hours) from campus to attend assigned clinical sites. Students should also be aware that some clinical rotations may be in the evening or on Saturdays or Sundays.** Please note that the university carries malpractice insurance on all students.

Dress Code

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Professional Uniform Information

The Nursing Program requires student uniforms and the Stockton student photo identification for all lab and clinical experiences. Scrubs are required for four-year pre-licensure sophomore, junior, senior and all accelerated nursing students for labs and clinical experiences. All students are required to have a watch with a sweep second hand, a stethoscope, bandage scissors, and a penlight.

Student scrubs should be at least 65% polyester, 35% cotton. The uniform will consist of black scrub pants (cargo pants), white scrub tops (V-neck, tunic with pockets, Stockton patch on the left sleeve and black band on the right sleeve), and a white lab coat. Long sleeve, or $\frac{3}{4}$ sleeve, plain white or black t-shirts may be worn under the white top. No warmup jackets are permitted. Black or white full color athletic shoes or uniform shoes; no clogs or open toed shoes are permitted. Only black or white socks are permitted.

Students are required to purchase a **student uniform from Meridy's Uniforms** (www.meridys.com) Students are expected to maintain a professional appearance in all clinical and lab areas.

Appropriate uniforms and all aspects of the dress code must be worn for all clinical and lab experiences, both on and off campus.

Student Dress Code Policy

All students must adhere to the dress code policy when a uniform is needed for clinical and lab experiences. Personal appearance must demonstrate neatness, cleanliness, and good hygiene. Extremes in appearance or accessories that potentially interfere with patient care are not acceptable. Anyone in violation of this policy will be required to leave the clinical unit or lab.

1. Student identification badge must be worn at all times.
 - a. Only student badges (not employee badges) may be worn.
 - b. Clip-on-ID badge must be worn on your uniform top (No lanyards).
 - c. Identification badges are to be clearly visible, secured above the waist.
 - d. Student photographs on identification badges must be worn face out, with no defacement (pins, stickers).
 - e. When caring for inmates in any patient care area students may tape over (cover) their last name.
 - f. No pins may be worn.
 - g. Identification badge holders may be worn, either solid in color or with hospital logo.
2. Hair must be clean, neatly groomed, and controlled.
 - a. Hair must be secured up and away from the face and off the collar.
 - b. Hair accessories must be kept plain and simple.
 - c. Extreme styles and unnatural colors (pink, purple, orange, green, blue) are not permitted.
 - d. Facial hair must be kept neat and well-trimmed.

- e. Fashion headscarves or skullcaps are not permitted.
 - f. A white or black head scarf may be worn as part of the nursing uniform for religious purposes only. No other colors or printed material of headscarf is acceptable.
 - g. Hair bands are permitted if they are solid white or solid black.
3. Nails must be neat, clean, and support the full functional use of hands and fingers.
 - a. Artificial fingernails/tips are prohibited for all students.
 - b. Nail polish/gel/dip and decorative designs are prohibited.
 - c. Length of natural nails will be kept at less than ¼ inch long.
 4. Jewelry must be plain and inconspicuous. Jewelry must not interfere with patient care or present a hazard to the student.
 - a. One pair of small white, silver, or gold post earrings are permitted. No earrings that dangle from the earlobes are permitted.
 - b. No necklaces are permitted.
 - c. Bracelets or armbands are not permitted unless they consist of a Medical Alert bracelet.
 - d. Only one ring or ring set is allowed.
 - e. A form-fitting wristwatch/fitness band is permitted.
 - f. Facial piercing jewelry (i.e. eyebrow, nose, tongue, lip, etc.) is prohibited.
 - i. Exception: If a nose ring is worn for religious purposes, the student must provide the instructor with proper documentation.
 5. No perfume is permitted. No fragrances (perfume/cologne/after shave/incense/strong scents) may be worn. The smell of cigarettes or 2nd hand smoke odor should not be present. (Review the Smoking Policy in the University Handbook).
 6. As required by Healthcare Facilities, all tattoos must be covered when the student is in uniform.
 7. Footwear should be clean, appropriate for clothing, protective, and fit securely.
 - a. Shoes should be non-permeable entirely white or black.
 - b. Shoes must have a closed toe and closed heel.
 - c. Canvas shoes or “cros” with holes are not permitted in patient care areas.
 - d. Shoes and shoelaces must be kept clean. Shoelaces must be white or match shoes.
 - e. Students must wear hosiery or socks at all times.
 8. Uniform Accessories:
 - a. Buttons, hats, pins (or other types of insignia) are prohibited.
 - b. Cloth stethoscope covers or decorative items attached to the stethoscope are not permitted.
 - c. Cell phones and smart watches are not permitted in any patient care areas.
 - d. Pens worn around the neck are prohibited.
 9. Uniform/Clothing Standards:
 - a. Undergarments must be worn and inconspicuous under uniform or clothing.
 - b. Clothing must be clean and neatly pressed.
 - c. Faded/yellowish, discolored, or ripped clothing is not acceptable.

- d. All clothing should fit loosely (not skintight), with no visible cleavage or low-rise pants that show the top of the buttocks. No spandex tight-fitting leggings are permitted. Clothing material should not be see-through.
10. Uniform Tops (Undergraduates):
- a. A white mock turtleneck, turtleneck or t-shirt (long or short sleeves) may be worn under the scrub top if it is clean and bright white. No t-shirt writing may be visible under scrub top.
 - b. The crest of the Nursing Program is a part of the uniform. It is worn on the upper left-hand quadrant of the uniform. The crest must be sewn on or held in place with Velcro. Using safety pins is not appropriate. Crests are not required on lab jackets.
 - c. It is strongly suggested that you stand in front of a mirror and raise your hands over your head. If your abdomen and/or buttock is exposed by this movement, the cut or fit of your attire is inappropriate.
11. Pants (Undergraduates):
- a. True black scrub ankle length pants must be worn in the clinical area.
 - b. Scrub pant bottoms are not permitted to drag on floor.
 - c. Flared style pants are permitted; however, the pants must be hemmed to the level of the shoe.
12. Scrub Jackets or Lab Coats (All graduate students are required to wear a white $\frac{3}{4}$ length lab jacket):
- a. White jackets/coats may be worn. Only white is acceptable. It must be $\frac{3}{4}$ length.
 - b. Scrub jackets must be removed when they can potentially interfere with patient care, for example, sterile dressing changes.
 - c. No sweatshirts, sweaters or hooded sweatshirts may be worn.

Special note: If you are working with a preceptor outside of a hospital clinical area, ask about the expected dress code for the site. It is important to present yourself and the nursing program in the best possible professional manner. Individual course faculty/course coordinators will specify exceptions to the dress code for the specialty area of clinical practice.

Clinical Site Identification/Badges

Clinical sites require wearing identification badges for both Instructors and Students while present in their facilities. Identification badges will be issued in accordance with facilities' policies. Identification badges must be worn at all times while present in the facility and acting in the role of a Stockton University Student. Identification badges must be given to the Clinical Instructor on the last day of the clinical experience and promptly returned as directed by the university/ facility. If identification badges are not turned-in in a timely manner, a fee for students could be incurred. A replacement fee could be charged to students if identification badges are lost or not turned-in promptly and as per University/ Facilities' policies/ procedures.

University Closings and Clinical Cancellation

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University Closings/Clinical Cancelation

Weather

In the event of severe weather or other types of emergencies, area radio stations will announce one of three conditions for Stockton. (Refer to the following section for local stations carrying Stockton's announcements.) Stockton's homepage (www.stockton.edu) will also post school closing information.

Possible Closure Conditions:

- Complete Shutdown of the Institution – The Governor may order the closing of all state facilities, or the University President may order the shutdown of Stockton University. **Students *are not* expected to attend clinical sessions during the complete shut-down of the institution.**
- Cancellation of Classes – The University President may cancel classes for the day. In this situation, the institution remains open. **Students *are not* expected to attend clinical sessions when classes are cancelled.**
- Delayed Opening – The University President may announce a delayed opening. In this situation, the institution will open according to the announced time. **Students, however, *are not* expected to attend clinical sessions when classes are delayed for the day.**

Precepting/Advising Days

Classes are canceled on precepting days and **students *are not* expected to attend clinical sessions.** Please schedule your preceptorial meeting on one of the two days.

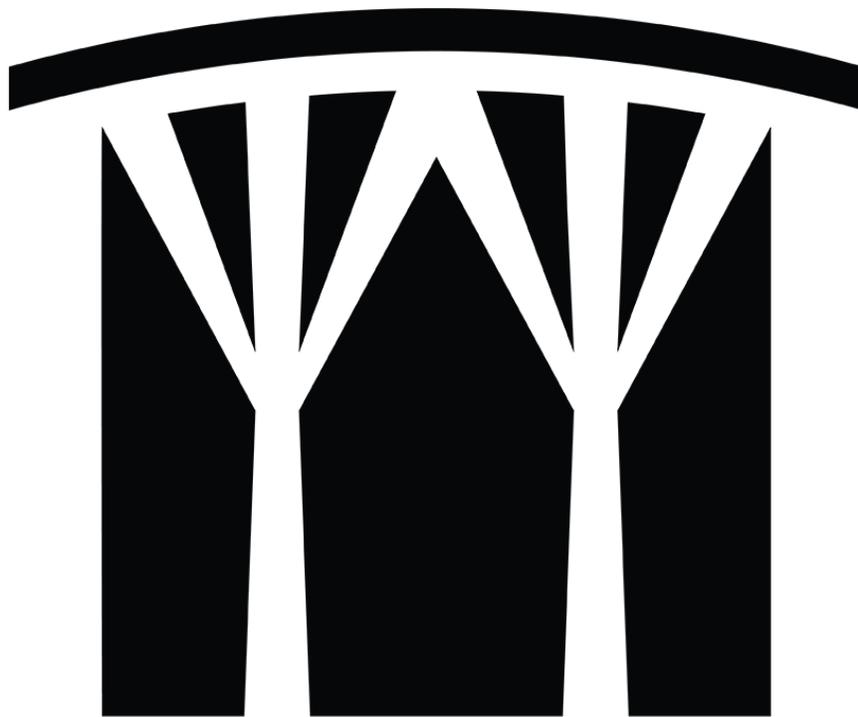
Winter/Spring Breaks

Students *are not* expected to attend clinical sessions during spring and winter breaks.

Holidays

- When the college is closed and/or classes are canceled for a holiday (e.g., Thanksgiving), **students *are not* expected to attend clinical sessions.**
- When the college is open and classes are scheduled during a holiday (e.g., President's Day), **students *are* expected to attend clinical sessions.**
- Students who may need to reschedule a clinical session due to cultural or religious observance should meet with the Course Coordinator at least two weeks prior to the anticipated absence.

Chapter 3



BSN Program of Study

BSN Program Goals and Outcomes

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Goals of the Undergraduate Program

1. Prepare professional nurse generalists
2. Provide varied experiences in general education through general studies and liberal arts and sciences
3. Provide a foundation for graduate study
4. Encourage continuing professional and personal growth

Baccalaureate Nursing Student Learning Outcomes

1. Apply theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory including the Roy Adaptation Model to innovative nursing practice.
2. Provide individualized and developmentally appropriate care that is holistic, just, respectful, evidence based, equitable, and compassionate for diverse populations.
3. Participate in developing and implementing collaborative care from public health prevention to disease management through traditional and non-traditional partnerships that impact populations globally and locally to improve equitable health outcomes.
4. Synthesize and apply research and evidence-based practice to improve health and transform health care.
5. Use principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Collaborate with the interdisciplinary healthcare team, patients, families, communities, and other stakeholders to optimize care and improve healthcare outcomes.
7. Coordinate resources within complex healthcare systems to provide safe, quality, cost-effective, and equitable care for diverse populations.
8. Use informatics processes and communication technologies to gather data that drives decision making in the delivery of high quality and efficient care in accordance with best practices and professional and regulatory standards.
9. Demonstrate a professional identity, cultural humility, and ethical behaviors of accountability, moral courage, and integrity that support a collaborative disposition to address health inequities, and promote social justice and human rights reflecting nursing's characteristics and values.
10. Engage in the development of leadership qualities and self-care practices with a commitment to personal and professional growth, life-long learning, and ongoing self-reflection that supports the adaptation to change.

Baccalaureate Nursing Program Outcomes

1. Of all matriculated students, 90% will successfully complete the program within five years.
2. At the completion of the program, 95% of program graduates will take the NCLEX board examination within one year of graduation. 90% of program graduates will pass the exam the first time.

3. Of all program graduates, 95% who seek employment will be employed in nursing within six months of passing NCLEX-RN.
4. Student Program Learning Outcomes and Stockton Essential Learning Outcomes will be rated an average of 3.5 or higher on graduate Exit Surveys.
5. Of all Program Graduates, 70% will indicate on exit surveys that they are satisfied with the program.

Curriculum

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The Four-Year Baccalaureate Curriculum Classes Matriculating Fall 2021

FIRST YEAR - FALL	Credit	FIRST YEAR - SPRING	Credit
Course load	16	Course load	16
GEN Attribute: W1	4	GNM	4
GSS 1053 Ethics and Professionalism (First Year Seminar)	4	CSIS 1206 Statistics	4
CHEM 2010/15 Chem for Life Science I w/Lab*	4	CHEM 2020/25 Chem for Life Science II w/Lab*	4
PSYC 1100 Intro to Psych	4	BIOL 1270 Anatomy & Physiology w/Lab	4
SECOND YEAR - FALL	Credit	SECOND YEAR - SPRING	Credit
Course load	16	Course load	18
BIOL 3020 Microbiology for Life Sci	4	NURS 2100/2105 Foundations of Prof. Nursing w/ Lab (4 hours lecture/3 hours clinical lab)	5
PSYC 3322 Life Span Development	4	NURS 2200/2205 Health Assessment w/ Lab (4 hours lecture/3 hours clinical lab)	5
GNM 2325 Nutrition for Health	4	NURS 2300 Pathophysiology	4
BIOL 2270 Anatomy & Physiology II w/Lab	4	NURS 2400 Pharmacology for Life Sci	4
THIRD YEAR - FALL	Credit	THIRD YEAR - SPRING	Credit
Course load	16	Course load	14
NURS 3100/3105 Care of the Adult I (4 hours lecture/6 hours clinical**)	6	NURS 3300/3305 Childbearing/Childrearing (4 hours lecture/6 hours clinical**)	6
NURS 3200/3205 Psychosocial Nursing (4 hours lecture/6 hours clinical**)	6	NURS 3400 Research Methods (W2)	4
GAH	4	GSS	4
FOURTH YEAR - FALL	Credit	FOURTH YEAR - SPRING	Credit
Course load	16	Course load	16
NURS 4100/4105 Population Health (4 hours lecture/6 hours clinical**)	6	NURS 4400 Professional Issues in Nursing	4
NURS 4200/4205 Care of the Adult II (4 hours lecture/6 hours clinical**)	6	NURS 4300/4305 Care of the Adult III (4 hours lecture/12 hours clinical**)	8
GAH	4	GIS	4

Total Credits: 128

1 clinical credit= 3 hours

Credit Breakdown:

Nursing Science= 64

Science= 20

ASD=12

G=32 (128 total credits)

Clinical Hours: 90 hours for each clinical course
per semester except for Adult III which requires 12
hours each week of clinical

**** Clinical hours may vary according to clinical sites. Hours are calculated in total for the semester.**

The following courses may be substituted under certain circumstances and Degree Works adjustment may be necessary:

- CHEM 2110 Chemistry I—General Principles and Lab (CHEM 2115) and
- CHEM 2120 Chemistry II—Organic Structure and Lab (CHEM 2125) may be substituted for Chemistry for Life Science I 2010/2015 and Chemistry for Life Science II 2020/2025
- SOWK 1103 Human Behavior in the Social Environment (4 credits) may be substituted for PSYC 3322 Lifespan Development

Accelerated Program Curriculum Fall Cohort

FIRST YEAR - FALL	Credit	FIRST YEAR - SPRING	Credit
Course load	18	Course load	16
NURS 2150/2155 ABSN Foundations of Prof. Nursing w/ Lab (4 hours lecture/3 hours clinical lab)	5	NURS 3150/3155 ABSN Care of the Adult I (4 hours lecture/6 hours clinical**)	6
NURS 2350 ABSN Pathophysiology Recommended to be completed prior to entry to program	4	NURS 3250/3255 ABSN Psychosocial Nursing (4 hours lecture/6 hours clinical**)	6
NURS 2250/2255 ABSN Health Assessment w/ Lab (4 hours lecture/3 hours clinical lab)	5	NURS 3450 ABSN Nursing Research Methods	4
NURS 2450 ABSN Pharmacology for Life Sci.	4		
SECOND YEAR - SUMMER	Credit	SECOND YEAR – FALL	Credit
Course load	12	Course load	16
NURS 4250/4255 ABSN Care of the Adult II (4 hours lecture/6 hours clinical**)	6	NURS 4350/4355 ABSN Care of the Adult III (4 hours lecture/6 hours clinical**)	8
NURS 3350/3355 ABSN Childbearing/Childrearing (4 hours lecture/6 hours clinical**)	6	NURS 4150/4155 ABSN Population Health (4 hours lecture/6 hours clinical**)	6
		NURS 4450 ABSN Professional Issues in Nursing	4
Total Program Credits			64

Accelerated Program Curriculum Spring Cohort

FIRST YEAR - SPRING	Credit	FIRST YEAR - SUMMER	Credit
Course load	18	Course load	16
NURS 2150/2155 ABSN Foundations of Prof. Nursing w/ Lab (4 hours lecture/3 hours clinical lab)	5	NURS 3150/3155 ABSN Care of the Adult I (4 hours lecture/6 hours clinical**)	6
NURS 2350 ABSN Pathophysiology Recommended to be completed prior to entry to program	4	NURS 3250/3255 ABSN Psychosocial Nursing (4 hours lecture/6 hours clinical**)	6
NURS 2250/2255 ABSN Health Assessment w/ Lab (4 hours lecture/3 hours clinical lab)	5	NURS 3450 ABSN Nursing Research Methods	4
NURS 2450 ABSN Pharmacology for Life Sci.	4		
SECOND YEAR - FALL	Credit	SECOND YEAR – SPRING	Credit
Course load	12	Course load	16
NURS 4250/4255 ABSN Care of the Adult II (4 hours lecture/6 hours clinical**)	6	NURS 4350/4355 ABSN Care of the Adult III (4 hours lecture/6 hours clinical**)	8
NURS 3350/3355 ABSN Childbearing/Childrearing (4 hours lecture/6 hours clinical**)	6	NURS 4150/4155 ABSN Population Health (4 hours lecture/6 hours clinical**)	6
		NURS 4450 ABSN Professional Issues in Nursing	4
Total Program Credits			64

**** Clinical hours may vary according to clinical sites. Hours are calculated in total for the semester.**

A plan for success in the accelerated program necessitates a strong commitment to being prepared for class and clinical, staying ahead of reading assignments and completing course/clinical assignments on-time, utilizing ATI and other course resources provided by your faculty, and effecting excellent time management skills. Communication is KEY!!! If you are having difficulty, or experiencing a personal situation, we recommend that you inform the course faculty so we can be of assistance. reach out to your faculty!

The first and third semesters are the most demanding out of the four semesters. The summer semester is a 10-week condensed semester and will require efficient time-management skills and being self-directed in your learning. Working is highly discouraged, especially during the summer, as the rigor of the coursework, assignments and clinicals demand all your attention and time.

Students with earned baccalaureate degrees or higher must have earned credits in the following courses: English I & II, Intro to Psychology, Life Span Development, Statistics, Nutrition, Inorganic and Organic Chemistry, Microbiology, Anatomy & Physiology I & II, and Ethics. Science courses must be 5 years old or less for transfer. The NLN PAX exam will be required for admission for those students whose science courses are more than 5 years old. A GPA of 3.5 and no less than a C in all required science courses taken at Stockton are desired. Required science courses taken at schools other than Stockton should be a grade of B or higher. The required Ethics course is waived for Stockton University Health Science graduates. Transcripts will be evaluated on an individual basis.

Policies Specific to the Nursing Program-Special Matriculation Situations

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These policies are in addition to university policies found in the Stockton University *Bulletin*:

Internal/External Transfers

Internal and external transfer applicants are considered *if and when seats are available*. Transfer applicants will not be considered when there are no available seats in the program.

Nursing courses taken at another institution will not be accepted for transfer.

Taking NURS courses in Other Stockton Nursing Programs/Tracks

Effective July 1, 2023: For 4-year prelicensure and accelerated students in unusual circumstances who either withdraw from an NURS or science course to avoid failure, or fail an NURS or science course, with permission from the undergraduate Nursing Chair and Accelerated Associate Chair, may enroll in a class designated for the Accelerated Program/track or 4-year pre-licensure track if a seat is available.

Once the out of track/cohort course is successfully completed, the student will return to the originally enrolled track/cohort (accelerated or 4-year prelicensure), some exceptions may apply and will be evaluated on a case-by-case basis.

Students failing two NURS courses or two science courses will be dismissed from the nursing program.

Students who request a “W” to avoid failure in any NURS or science course, may only do so twice in the entire curriculum.

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Withdrawal from the Nursing Program

Students who wish to withdraw from the Nursing Program **must notify the Program Chair in writing via e-mail of the decision to withdraw.**

Leave of Absence and Students Not Enrolled in NURS Courses for More than One Academic Year

Nursing students are eligible for a Leave of Absence (LOA) from their studies if compliant with the University's policy. The policy can be found on Academic Advisement's webpage at:

<https://stockton.edu/academic-advising/academic-information/leave-of-absence.html>

However, any student, regardless if they have been compliant with the LOA policy, and has previously completed any nursing course but is not enrolled in nursing courses for more than one academic year, must repeat the most recently completed NURS courses in order to continue in the program.

Students who do not follow the Stockton University Leave of Absence Policy are not guaranteed a seat in the Nursing Program should they decide to reapply to Stockton at a later date. Students who are not enrolled in an NURS course for two consecutive semesters, and have not been approved for an LOA, will be dismissed from the Nursing Program.

Nursing Program Grading Scale

The Nursing Program scale is as follows:

A	A-	B+	B	B-	*C+	C	C-	D+	D	D-	F
93- 100	90- 92	87- 89	83- 86	80- 82	77- 79	73- 76	70- 72	67- 69	63- 66	60- 62	<60

All grades in nursing are calculated to the one hundredth (two decimal places). This includes all class assignments, tests and final grades. Grades will not be rounded under any circumstances.

i.e. **two decimal points**

76.10 = failed the course

76.45 = failed the course

76.97 = failed the course

77.00 = Student PASSED the COURSE

POLICY- Faculty will not use rounding in any course assignment or in the calculation of a final grade.

Extra credit will not be offered under any circumstances for ANY courses.

Transfer Science Grade Requirements

- A grade of B (not B-) or better is required for Anatomy and Physiology I and II, Inorganic Chemistry, Organic Chemistry and Microbiology if taken outside of Stockton University.
- A grade of C or better is required for Anatomy and Physiology I and II, Inorganic Chemistry, Organic Chemistry and Microbiology if taken at Stockton University.
- Pre-requisite science courses embedded in other courses will not be accepted for transfer credit. Science courses should be individually focused on each of the prerequisite sciences and include an associated lab specific to the course.
- Prerequisite science courses should be less than 5 years old.
- Prerequisite science courses greater than 5 years old will require the applicant to take the NLN PAX examination as part of the admission process (accelerated program).
- Both Anatomy and Physiology I and II must be taken at the same institution.
- Students transferring in Advance Placement Anatomy and Physiology from high school must repeat these courses at Stockton.
- Transferred science courses are not calculated in students' GPA.

Progression in the Program

University policies on standards of academic progress are found in the Bulletin.

In addition to these policies, academic progression in the nursing program is met under the following conditions:

1. Overall GPA equal to or greater than 2.5
2. In order to progress, students must earn a grade of C or higher in all required sciences courses, general studies courses and all non-clinical Nursing courses. A grade of C+ or higher is required in all clinical Nursing courses taken at Stockton to progress in the Program.
 - a. Students must achieve minimum grade of a C (73) in the following courses:
 - PSYC 1100 Introduction to Psychology
 - PSYC 3322 Lifespan Development
 - GSS 1053 Ethics and Professionalism
 - CHEM 2010/2015 Chemistry for Life Science I and Lab
 - CHEM 2020/2025 Chemistry for Life Science II and Lab
 - BIOL 1270/1275 Anatomy & Physiology I for Nursing with Lab
 - BIOL 2270 Anatomy & Physiology II for Nursing with Lab
 - BIOL 3020 Microbiology for Life Science with Lab
 - CSIS 1206 Statistics
 - NURS 2300/2350 Pathophysiology
 - NURS 2400/2450 Pharmacology for Life Science
 - GNM 2325 Nutrition for Health
 - GAH, GSS, GIS

- b. Students must achieve a minimum grade of a C+ (77%) in the following courses:
- NURS 2100/2105/2150/2155 Foundations of Professional Nursing and Lab
 - NURS 2200/2205/2250/2255 Health Assessment and Lab
 - NURS 3200/3205/3250/3255 Psychosocial Nursing and Clinical
 - NURS 3100/3105/3150/3155 Care of the Adult I and Clinical
 - NURS 3300/3305/3350/3355 Childbearing/Childrearing and Clinical
 - NURS 3400/3450 Nursing Research Methods
 - NURS 4100/4105/4150/4155 Population Health and Clinical
 - NURS 4200/4205/4250/4255 Care of the Adult II and Clinical
 - NURS 4400/4450 Professional Issues in Nursing
 - NURS 4300/4305/4350/4355 Care of the Adult III and Clinical
- c. A grade of C or lower in any clinical nursing course with a GPA below 2.5 will result in dismissal from the program.

Guidelines for Repeating Courses

Students are only allowed to retake any science or nursing course once during their tenure as a nursing student. A passing grade in a clinical nursing course is a C+ or higher and a passing grade in nonclinical nursing or science course is a C or higher. Receiving a non-passing grade in any two nursing or science courses will result in immediate dismissal from the program with no opportunity for reapplication. These measures are in place to ensure academic success and maintain the integrity of the program.

Guidelines for Repeating Science Courses

With Earned Grade of C- or Less

1. If a grade of C- or less is earned in any required science course, the student may repeat the course once at Stockton. Refer to the “Transfer Credit after Matriculation” statement in the University Bulletin to evaluate eligibility to repeat the course at another institution. Off-campus courses must be approved by the Professor teaching the course at Stockton as well as personnel in Student Records and Academic Advising. This must occur prior to course registration and the form “**Permission to take a Course at Another Institution**” must be completed by the student.
2. Failure to earn a B in the **repeated** science course (if taken at another institution) results in dismissal from the Program. A minimum grade of C is required for courses taken at Stockton in order to progress in the program.

With Earned Grade of D or F

1. Students who earn a D or F in a required science course must retake the course at Stockton or apply for a waiver at academicappeals@stockton.edu for permission to take the course at another college or university. The student cannot progress in the Nursing program until successfully passing the course the second time and will follow policy

below for the process to reapply to the Nursing Program. **If the GPA is less than 2.5, the student will be dismissed from the Nursing program and may not retake the course.**

- a. Affected students should contact the Provost Office at academicappeals@stockton.edu to request a waiver of eligibility requirements. Submitting an appeal does not guarantee a waiver. Off-campus courses must be approved by the Professor teaching the course at Stockton as well as personnel in Student Records and Academic Advising. This must occur prior to course registration and the form “**Permission to take a Course at Another Institution**” must be completed by the student. A minimum grade of B or higher is required to progress in the program if the course is taken at school other than Stockton. If the student does not take the course at another institution, the student will have to take the course at Stockton the following academic year and may not progress in the program until successfully passing the course. A minimum grade of C is required for courses taken at Stockton in order to progress in the program. Students must follow this procedure or the course will not be transferred.
2. Failure to earn a B in the **repeated** science course (if taken at another institution) results in dismissal from the Program.

Withdrawal with a D or F from a Science Course

The student who withdraws from a science course with a D or F, must apply to the Nursing Program for readmission by June 30 of the academic year by email to the Nursing Program Chair. See *Procedure for Reapplication to the Nursing Program*.

Requirements for Retaking Anatomy and Physiology

A student who is not successful in A&P or A&P II (earning at least a C), and wishes to repeat it at another institution, must take **both** Anatomy and Physiology I and II at the approved institution over the summer in order to progress.

Requirements for Retaking Chemistry for Life Science I

It is recommended that students retake Chemistry for Life Science I at Stockton. However, if for some reason the student cannot take this course at Stockton, the student will seek guidance from Chemistry program faculty in the selection of the appropriate comparable course.

Requirements for Retaking Chemistry for Life Science II

Only select courses are approved for students who must retake Chemistry for Life Science II. The following courses may be taken to replace CHEM II:

- Mercer County Community College – CHE 107, General and Physiologic Chemistry
- Ocean County College – CHEM 182 and BIOL-161 (both must be taken)
- Camden County College – CHM-102 General Chemistry II
- Brookdale Community College - CHEM 235

Guidelines for Repeating Nursing Courses

1. In order to progress, nursing students must earn a C+ (77%) in all nursing courses with a clinical or lab component (clinical course), and a C+ in Research and Professional Issues. Clinical and non-clinical nursing courses may be repeated once if the student has an overall GPA of 2.5 or greater.
2. A grade of C or lower in clinical nursing courses with a GPA below 2.5 constitutes dismissal from the program.
3. Effective July 1, 2018, Students may only repeat a course in the track (program) in which they are currently enrolled and may not cross tracks/programs. An accelerated student may only repeat a course in the Accelerated track/program. A four-year pre licensure student may only repeat a course in the four-year pre licensure program.
4. A student who fails the didactic portion of a lab or clinical course, or who fails the lab or clinical component of a course, must repeat both the didactic and the lab or clinical component of the failed course.

Procedure for Reapplication to the Nursing Program

- Students with a failing grade, defined as a D or F, who electively withdraw from a Nursing Program course or required science course, prior to its completion, are required to reapply to the Nursing Program for readmission.
- **Students with a GPA of less than 2.5 may reapply to the Nursing Program if they achieve a GPA of 2.5 or greater in a subsequent semester and have earned passing grades in all Nursing and Science courses as defined in *Guidelines for Repeating Nursing Courses*.**

The following procedure must be followed to apply for readmission. The student will:

1. Notify the Program Chair by email of your request for readmission by December 15 (fall semester failure), June 15 (spring semester failure), or August 15 (summer semester failure). Failure to respond by these dates will result in your dismissal from the Program.
2. Self-identify as “At Risk” status for success (See *At Risk for Pre-licensure Students*).
3. Outline a plan for academic success in the nursing program with the student’s preceptor and include any extenuating circumstances that resulted in the final course grade or withdrawal from the course/s in question as per the At Risk Pre licensure students policy and procedure.

The Program Chair will:

1. Provide the decision on readmission after review of the plan for academic success and the student's transcript once the course is repeated. If the student is retaking the course either at Stockton or another institution, the decision will be rendered after the receipt of the transcript.
2. Utilize the following criteria for decision making:
 - Current overall GPA
 - Current science GPA
 - Current nursing GPA
 - The quality of the plan for academic success
 - Consideration of extenuating circumstances that resulted in the final course grade or course withdrawal
 - **Students who do not adhere to their plan for academic success and fail to earn passing grades according to *Guidelines for Repeating Nursing Courses* above for the repeated course or in a subsequent science or nursing courses will be permanently dismissed from the Nursing Program with no opportunity for reapplication.**

Assessment Technologies Institute (ATI) Guidelines

Assessment Technologies Institute (ATI) offers an assessment driven comprehensive review program designed to enhance student NCLEX® success. The following documentation provides specific instructions, guidance and grading rubrics regarding ATI practice, content mastery and RN comprehensive predictor examinations within all tracks of the baccalaureate nursing program at Stockton University.

Guideline Purpose: To establish a congruent procedure related to ATI assessments in both Pre-Licensure Baccalaureate Nursing and Accelerated Baccalaureate Nursing Programs.

ATI Nursing Education/General Information and Proctored Assessment Schedule:

Students in the pre-licensure and accelerated nursing programs are required to purchase the ATI Essentials Supreme Package that includes unique assessments, remediation and learning tools, curriculum support, medication calculation, critical thinking, prioritization and test taking skills, comprehensive online tutorials covering essential nursing skills and NCLEX support. Purchasing of ATI materials is mandatory for all students enrolled in NURS courses. The cost of ATI materials is incorporated into student fees, with fees payable by designated university registration deadlines. Students have ATI access for four years from the start date of activation.

The ATI content is based on the RN-NCLEX test plan. This program offers multiple remediation tools, including traditional and online reading materials, videos, practice assessments, and internet sources. Students will also receive help from an ATI support team.

Comprehensive Predictor (Probability of RN-NCLEX Passing): In the final semester of study, students are required to take this diagnostic test to measure NCLEX preparedness and prepare remediation to address student deficiencies.

Virtual-ATI RN-NCLEX Prep/Review: Virtual ATI RN-NCLEX Prep/Review is an innovative, online partnership that prepares nursing graduates for NCLEX success. The cost of Virtual ATI NCLEX Review is incorporated into student fees with Care of Adult III course and will be paid before the start of the last semester in the senior year. The review directly aligns with the current NCLEX test plan. Through collaboration with a virtual coach, students are engaged in a personalized, assessment-driven NCLEX review in an online classroom that provides students access to a variety of on-demand resources. Students receive feedback and encouragement from their own personal online coach. A calendar is provided to guide students' daily review. The review is individualized as the student progresses, so special focus is given to topic areas that need more attention.

CURRICULUM ALIGNMENT FOR ATI PROCTORED ASSESSMENTS

COURSE	Proctored Assessments administered
Foundations of Professional Nursing	No proctored assessments but students may use the practice assessments and other resources.
Health Assessment	No proctored assessments but students may use the practice assessments for Foundations and other resources.
Pathophysiology	No proctored assessments or practice assessments but students may use the practice assessments for Systems (Respiratory, Cardiac, Renal, etc.) review.
Pharmacology for Life	No proctored assessments but students may use the practice assessments and other resources.
Research Methods	No proctored assessments or practice assessments available for this course.
Care of the Adult I	RN Fundamentals
Childbearing/Childrearing	RN Maternal Newborn; RN Nursing Care of Children
Psychosocial Nursing	RN Mental Health
Population Health	RN Community Health
Care of the Adult II	RN Pharmacology; RN Nutrition
Professional Issues in Nursing	RN Leadership
Care of the Adult III	RN Adult Medical Surgical; RN Comprehensive Predictor Virtual ATI NCLEX Prep/Review

ATI Practice Examination Requirements and Scoring Rubrics for Students

1. Exams in the Content Mastery Series also have accompanying practice exams: Practice A and Practice B. Students are expected to complete both practice tests, as well as remediation for both practice tests, prior to a scheduled proctored exam. Students may take the practice exams as often as they wish. However, there must be *at least 24 hours* between attempts and remediation will only be accepted in relation to topics missed on the first attempt of the practice exam. Remediation for proctored exams is also expected. **All remediation must be submitted to the course coordinator.**
2. Students are expected to maintain an ATI notebook throughout the program. This notebook should include transcripts of all completed ATI activities, as identified in individual nursing courses, as well as any remediation and the Individual Performance Profile associated with proctored exams. Notebooks will be randomly reviewed during nursing courses.
3. Students should have their university ID available for identification upon entering the ATI test environment. All personal items will be secured in a designated part of the testing room and not with the student during testing. Only one pencil and one blank sheet

of paper will be allowed at a student's testing seat. Cell phones will be turned off and stored when entering the testing environment. All students will begin testing at the same time; students who arrive late for a proctored exam will not be allowed to test.

4. Testing and assigned activities associated with ATI will be included in individual course grading and will comprise no more than 10% of the total course grade. The specific percentage awarded for ATI will be addressed in individual course syllabi. Scoring of student performance on proctored ATI associated items will be awarded in accordance with the following rubric:

ATI Content Mastery Series (CMS) Grading Rubric

ATI CMS practice and proctored assessments will be valued at 10% of the final course grade. If 2 ATI exams exist in the course then each exam should not be more than 5% each.

PRACTICE ASSESSMENT-Must be completed before proctored assessment	
4 points total for remediation is possible – see below	
<p>Complete Practice Assessment A. Remediation (2 points):</p> <ul style="list-style-type: none"> • Minimum 1 hour Focused Review on initial attempt • For each topic missed, complete an active learning template and/or identify three critical points to remember. ** 	<p>Complete Practice Assessment B. Remediation (2 Points):</p> <ul style="list-style-type: none"> • Minimum 1 hour Focused Review on initial attempt • For each topic missed, complete an active learning template and/or identify three critical points to remember. **

STANDARDIZED PROCTORED ASSESSMENT			
Level 3=4 points	Level 2=3	Level 1=2 point	Below Level 1= 1 points
<p><i>Remediation = 2 points:</i></p> <ul style="list-style-type: none"> • <i>Minimum 1 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/or identify three critical points to remember. **</i> 	<p><i>Remediation = 2 points:</i></p> <ul style="list-style-type: none"> • <i>Minimum 2 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/or identify three critical points to remember. **</i> 	<p><i>Remediation = 2 points:</i></p> <ul style="list-style-type: none"> • <i>Minimum 3 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/or identify three critical points to remember. **</i> 	<p><i>Remediation = 2 points:</i></p> <ul style="list-style-type: none"> • <i>Minimum 4 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/or identify three critical points to remember. **</i>
<p>10/10 points =100%</p>	<p>9/10 points =90%</p>	<p>8/10 points=80%</p>	<p>7/10 points=70%</p>

ATI Comprehensive Predictor and Scoring for Students
COMPREHENSIVE PREDICTOR GRADING RUBRIC

PRACTICE ASSESSMENT-Must be completed prior to proctored assessment	
4 points total for remediation is possible	
Complete Practice Assessment A. Remediation (2 Points): <ul style="list-style-type: none"> • Minimum 1 hour Focused Review on initial attempt • For each topic missed, complete an active learning template and/or identify three critical points to remember. ** 	Complete Practice Assessment B. Remediation (2 Points): <ul style="list-style-type: none"> • Minimum 1 hour Focused Review on initial attempt • For each topic missed, complete an active learning template and/or identify three critical points to remember.**

STANDARDIZED PROCTORED ASSESSMENT			
95% or above Passing predictability = 4 points	90% or above Passing predictability = 3 points	85% or above Passing predictability = 2 point	84% or below Passing predictability = 1 points
<i>Remediation = 2 points:</i> <ul style="list-style-type: none"> • <i>Minimum 1 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/or identify three critical points to remember. **</i> 	<i>Remediation = 2 points:</i> <ul style="list-style-type: none"> • <i>Minimum 2 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/or identify three critical points to remember. **</i> 	<i>Remediation = 2 points:</i> <ul style="list-style-type: none"> • <i>Minimum 3 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/or identify three critical points to remember. **</i> 	<i>Remediation = 2 points:</i> <ul style="list-style-type: none"> • <i>Minimum 4 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/or identify three critical points to remember. **</i>
<i>10/10 points =100%</i>	<i>9/10 points=90%</i>	<i>8/10 points=80%</i>	<i>7/10 points=70%</i>

Approved 5.2022

Policy and Procedures for At Risk Pre-licensure Students

Purpose:

The purpose of the at-risk policy is to identify the student at-risk, and provide remediation and counseling to those individuals who are exhibiting weaknesses in the classroom or clinical area. Remediation is a system of support for the student and is not a disciplinary action. Referrals may be made for any significant areas of weaknesses to include professional competencies and behaviors. Faculty seek to ensure that each student successfully completes the program and is prepared to take the NCLEX-RN examination. **It is the responsibility of the student to self-identify as an “At Risk Student” and to seek the appropriate support and guidance.**

Description of the Process:

Step 1: The following criteria apply to all nursing majors in an effort to identify those students at risk:

1. Any student scoring < 80% on an exam or assignment at any time during the semester
2. Any students with a semester GPA < 2.5 if admitted prior to 2017 and < 2.8 if admitted after 2017 and after; with a nursing course grade below 80% at the end of the semester
3. Any student who self identifies as having test anxiety
4. Any student with poor test taking skills as identified by instructor or student self-identified

Step 2:

1. Students who meet the above criteria for at-risk must make an appointment to meet with their preceptor to inform them of their at-risk status within one week of identification of the at-risk status and to develop an action plan to assist in improving the student's performance.

Step 3: Suggested Strategies/Resources for the Action Plan:

1. Develop a detailed plan to improve the problem area
2. Explore test anxiety and refer students with test anxiety to the Counseling Center for further evaluation
3. Explore test taking skills with the student and provide coaching as necessary
4. Reinforce tutorials like ATI Nurse Logic and the study and test taking strategy skills tutorials.
5. Consider a consult with Learning Access
6. Consider applying for a Care Mentor

Students who are not identified at-risk may also access these resources at any time.

Permission to Take Graduate Courses

Nursing students who maintain a 3.5 GPA or higher by the spring of the junior year and plan to attend graduate school, may be granted permission to enroll in graduate courses in the senior year. Students meeting this criterion will be identified by their preceptors and if interested, will be recommended to the graduate program for permission to enroll in NURS 5320 Advanced Pathophysiology, NURS 5326 Biostatistics and Epidemiology in Population Health and/or NURS 5325 Healthcare Systems and Policy in their senior year. Acceptance will be determined on a case-by-case basis.

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Student Health Services

Student Health Services provides the following for all students:

- Wellness Center, J204 and West Quad 108, www.stockton.edu/wellness
- Alcohol and Drug Education, J204, 609-626-4722
- Certified Peer Education Program, West Quad 108, 609-652-4869
- Counseling Services, J-204, 609-652-4722
- Health Educator, West Quad 108, 609-652-4869
- Health Services, West Quad 108, 609-652-4701
- Nutritionist, West Quad 108, 609-652-4701
- Sexual Health Reproductive Planning (SHARP), West Quad 108, 609-652-4701

Access the Stockton University Student Handbook for detail about these programs.

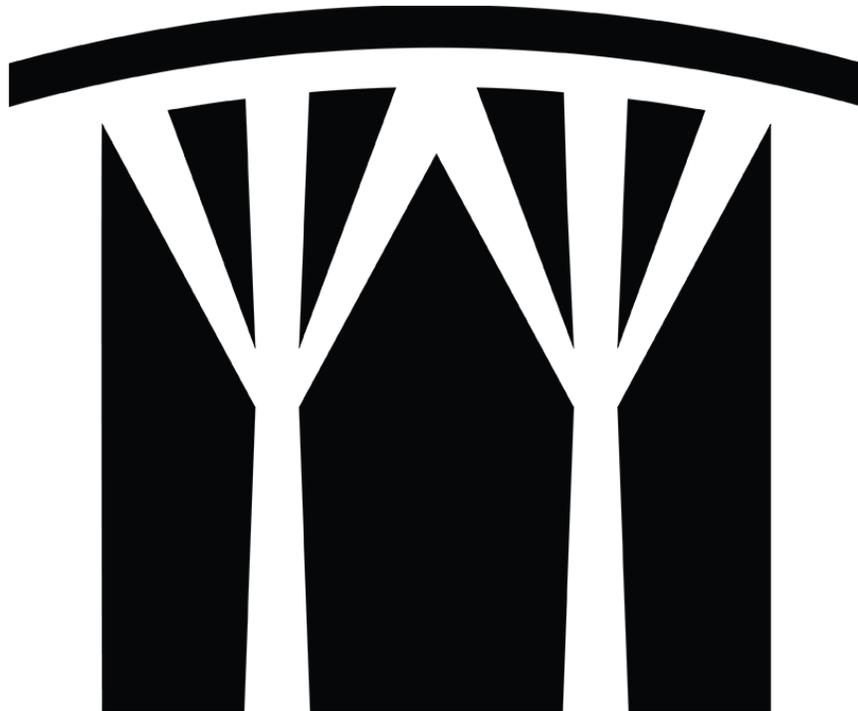
Student Fees

Pre-licensure nursing students are subject to additional fees during their time at Stockton University. Approximate fees are as follows:

Criminal Background Check & 10 Panel Drug Screen	
<ul style="list-style-type: none"> • Criminal Background Check <ul style="list-style-type: none"> ○ Charged Separately Through E-Mail Link 	\$63.00 (7 years) \$52.00 (Rescreen) \$108 (New York Statewide)
<ul style="list-style-type: none"> • 10 Panel Urine Drug Screen <ul style="list-style-type: none"> ○ Charged Separately Through E-Mail Link 	\$29.00 per screen
<ul style="list-style-type: none"> • Clinical/Internship Placement Fee (Exxat) <ul style="list-style-type: none"> ○ Attached to Student Bill 	\$175 initial charge
<ul style="list-style-type: none"> • Documentation Verification Fee (Approve) <ul style="list-style-type: none"> ○ Attached to Student Bill 	\$36 annually
Health Insurance- Each student is required to carry a health insurance policy. If you are on a family health insurance policy, your name must appear on the documentation.	
Uniforms & Medical Supplies <ul style="list-style-type: none"> • Uniforms - \$225 • Stethoscope - Prices vary according to student choice 	
ATI Testing <ul style="list-style-type: none"> • Attached to Student Bill 	\$1,398.40 (Foundations – NURS 2105/2155 lab fee)
HIPAA Privacy and Security Training <ul style="list-style-type: none"> • Charged Separately Through Link 	~\$25 (Completed prior to clinical start)
NJ BOE/NJ BOH Fingerprint/BC (dependent of Pop Health clinical placement)	~\$78 (Completed as needed prior to clinical)
NCLEX Application	PearsonVue \$200 and NJBON \$200= \$475.00 (last semester, senior year)
Fingerprints (for NCLEX)	\$67.00 (last semester, senior year)
NCLEX Review Course <ul style="list-style-type: none"> • Attached to Student Bill 	\$529 (last semester, senior year/NURS 4305/4355)
American Heart Association Healthcare Provider Basic Life Support (BLS) Course and Certification Junior year and Accelerated program upon enrollment – cost will vary (must take the AHA course)	

Students need to be aware that unexpected fees or costs related to clinical requirements could arise during their academic labs and clinical experiences at Stockton. Every effort will be made to provide students with advanced notice should additional costs or fees be required.

Chapter 4



MSN-PMC Program of Study

MSN-PMC Program Goals and Outcomes

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Introduction

The Master of Science in Nursing (MSN) program is designed for the baccalaureate-prepared registered nurse (RN) who wishes to pursue a graduate degree with eligibility for specialty certification as an Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) or a Family Nurse Practitioner (FNP). In addition, post-master's certificates as a Family Nurse Practitioner (FNP) or an Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) are available.

The MSN-PMC program focuses on the synthesis of knowledge and skills that enable the nurse practitioner to assess, diagnose, manage, and evaluate health problems of the client. Theories, principles, and evidence-based practice guidelines regarding holistic assessment, health promotion, and disease prevention are also emphasized in learning activities in the classroom and community. The graduate program provides knowledge and skills for nurses to excel as advanced practice nurses in an increasingly complex health care environment.

Mission

The mission of the graduate nursing program is to develop competent nurse practitioners or advanced practice registered nurses to practice in a culturally diverse and rapidly evolving world. The University and the graduate nursing programs remain responsive to community needs. Independent, experiential learning fosters students to choose their education and future professional endeavors. We embrace the University's Guiding Principles, Vision, Values, and the Strategic Plan.

Goals of the Graduate Nursing Practice Program

1. Develop advanced practice registered nurses that demonstrate professional, ethical, skilled, and evidence-based practice competencies in their roles.
2. Prepare graduates that influence health and health outcomes of individuals, families, and communities through clinical practice.
3. Advance the educational level of nurses to effect improvement in the health care of consumers.
4. Prepare advanced practice nurses who are eligible for national certification.
5. Provide a foundation for continued graduate study.
6. Prepare graduates to represent the nursing profession in health organizations and health policy at the local, state, national, and international levels.

MSN and Post-Master's Certificate Student Learning Outcomes

1. Utilize the Roy Adaptation Model and additional theories from Nursing and other disciplines when making decisions regarding professional nursing practice.
2. Assess and diagnose the health status and health potential of diverse clients within multiple complicated contexts to provide compassionate, coordinated, evidence-based care.

3. Identify specific common deviations from wellness using evidence-based guidelines and clinical decision-making to provide culturally sensitive equitable care, across settings and populations.
4. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with advanced level nursing practice.
5. Apply principles of quality, safety, and ethical decision-making to minimize risks and enhance health outcomes across diverse settings and populations.
6. Work collaboratively with interprofessional teams, patients, families, and stakeholders to improve health outcomes at the local, regional, national, and global levels.
7. Utilize leadership skills through interaction with consumers and providers to address quality, safety, racism, and advocate for coordinated fiscally responsible, equitable resources for diverse populations.
8. Utilize information technologies to manage and enhance efficiency of health care decision making and services in accordance with current evidence, quality, safety, regulatory and professional standards.
9. Practice and advocate for the profession's values in ethically, culturally, and linguistically appropriate manners, showing collaboration and professional accountability to address inequities, social injustice, and human rights issues.
10. Promote and practice the values of the profession by participating in activities that foster accountability, self-care, resilience, lifelong learning, nursing expertise, advocacy, and leadership acumen.

MSN & PM Programs Outcomes

1. Ninety percent (90%) of matriculated students will complete the program within 5 years as demonstrated in graduation data. (CCNE – Program effectiveness)
2. Eighty-five (85%) of alumni will agree or strongly agree that they were prepared to collaborate with other health professionals on exit and alumni surveys.
3. Student Program Learning Outcomes will be rated an average of 3.5 or higher on graduate Exit Surveys.
4. Eighty-five percent (85%) of alumni will agree or strongly agree that they are satisfied with the overall effectiveness of the MSN or Post-Master's program on exit and alumni surveys. Eighty (80%) would recommend the program to a colleague. (CCNE – Program effectiveness)
5. At program completion, eighty-five percent (85%) will pass the examination the first time. Pass rates will be determined by data from certification bodies and alumni surveys. (CCNE – Program effectiveness)
6. Eighty-five percent (85%) of program graduates will be employed within six months of 6 graduation as measured by capitation, exit and alumni surveys. (CCNE)

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Curriculum

The graduate curriculum builds on the undergraduate program and utilizes the philosophy, purposes and learning outcomes of the program. The Roy Adaptation Model serves as the conceptual framework of the program.

MSN

The Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) track consists of 46 credits, which may be completed in 24 months or 33 months. A minimum of 750 supervised clinical hours in primary care must be completed in addition to the didactic portion of the curriculum.

The Family Nurse Practitioner (FNP) track consists of 50 credits, which may be completed in 24 or 33 months. A minimum of 770 supervised clinical hours in primary care and pediatrics must be completed in addition to the didactic portion of the curriculum.

Table 1

Adult Gerontology Primary Care Nurse Practitioner Curriculum (33 Months Option)

Course	Credits
Fall 1	
MHAL 5000 – Management & Leadership Development in Health Care	3
NURS 5326 - Biostatistics & Epidemiology in Population Health	3
Spring 1	
MHAL 5035 Healthcare Informatics	3
NURS 5327 - Theory & Research for Evidence-Based Practice	3
Summer 1	
NURS 5325 Health Care Systems & Policy	3
NURS 5330 Advanced Pathophysiology	3
Fall 2	
NURS 5333 Advanced Health Assessment	3
NURS 5332 Advanced Pharmacology	3
Spring 2	
NURS 5422 - Adult Primary Care I	3
NURS 5922 – Adult Practicum I	3
Summer 2 (Session IV)	
NURS 5423 - Adult Primary Care II	3
NURS 5923 – Adult Practicum II	3
Fall 3	
NURS 5424 - Adult Primary Care III	3
NURS 5924 – Adult Practicum III	3
Spring 3	
NURS5932 - Immersion in AGNP Practice	3
NURS 5590 - Professional Role Development	1
Total:	46

Table 2
Family Nurse Practitioner Curriculum (33 Months Option)

Courses	Credits
Fall 1	
MHAL 5000 – Management & Leadership Development in Health Care	3
NURS 5326 - Biostatistics & Epidemiology in Population Health	3
Spring 1	
MHAL 5035 Healthcare Informatics	3
NURS 5327 - Theory & Research for Evidence-Based Practice	3
Summer 1	
NURS 5325 Health Care Systems & Policy	3
NURS 5330 Advanced Pathophysiology	3
Fall 2	
NURS 5333 Advanced Health Assessment	3
NURS 5332 Advanced Pharmacology	3
Spring 2	
NURS 5422 - Adult Primary Care I	3
NURS 5922 – Adult Practicum I	3
Summer 2 (Session IV)	
NURS 5423 - Adult Primary Care II	3
NURS 5923 – Adult Practicum II	3
Fall 3	
NURS 5424 - Adult Primary Care III	3
NURS 5924 – Adult Practicum III	3
Spring 3	
NURS 5541 Assessment and Care of the Family with Young Children	3
NURS 5590 - Professional Role Development	1
NURS 5941 Pediatric Practicum	4
Total	50

Table 3***Adult Gerontology Primary Care Nurse Practitioner Curriculum (24 Months Option)***

Course	Credits
Summer 1	
NURS 5330 Advanced Pathophysiology	3
NURS 5325 Health Care Systems & Policy	3
Fall 1	
NURS 5326 Biostatistics & Epidemiology in Population Health	3
NURS 5332 Advanced Pharmacology	3
NURS 5333 Advanced Health Assessment	3
Spring 2	
NURS 5327 Theory & Research for Evidence-Based Practice	3
NURS 5422 Adult Primary Care I	3
NURS 5922 Practicum I	3
Summer 2	
NURS 5423 Adult Primary Care II	3
NURS 5923 Adult Practicum II	3
Fall 2	
NURS 5424 Adult Primary Care III	3
NURS 5924 Adult Practicum III	3
MHAL 5000 Management & Leadership Development in Healthcare	3
Spring 3	
NURS 5932 Immersion in AGNP Practice	3
NURS 5590 Professional Role Development	1
MHAL 5035 Healthcare Informatics	3
Total:	46

Table 4**Family Nurse Practitioner Curriculum (24 Months Option)**

Course	Credits
Summer 1	
NURS 5330 Advanced Pathophysiology	3
NURS 5325 Healthcare Systems & Policy	3
Fall 1	
NURS 5326 Biostatistics & Epidemiology in Population Health	3
NURS 5332 Advanced Pharmacology	3
NURS 5333 Advanced Health Assessment	3
Spring 2	
NURS 5327 Theory & Research for Evidence-Based Practice	3
NURS 5422 Adult Primary Care I	3
NURS 5922 Practicum I	3
Summer 2	
NURS 5423 Adult Primary Care II	3
NURS 5923 Adult Practicum II	3
Fall 2	
NURS 5424 Adult Primary Care III	3
NURS 5924 Adult Practicum III	3
MHAL 5000 Management & Leadership Development in Healthcare	3
Spring 3	
NURS 5541 Assessment and Care of the Family with Young Children	3
MHAL 5035 Healthcare Informatics	3
NURS 5941 Pediatric Practicum	4
NURS 5590 Professional Role Development	1
Total:	50

Post-Master's Certificates

The Adult-Gerontology Primary Care Nurse Practitioner certificate track consists of 25 credits for option 1 candidates. A minimum of 750 supervised hours must be completed in addition to the didactic portion of the curriculum.

The Family Nurse Practitioner certificate track consists of 28 credits for option 1 candidates or 7 credits for option 2 and 3 candidates (see option descriptions below). A minimum of 770 supervised clinical hours in primary care and pediatric must be completed in addition to the didactic portion of the curriculum. A gap analysis of the clinical course work completed in the student's previous NP program is performed by the MSN Chair to determine the number of clinical hours to be completed during Stockton's program.

There are three options available:

Option 1

Provides registered nurses with a master's degree the option to complete coursework for eligibility to take the AGPCNP or FNP national certification examination. This option is applicable to prospective students who are practicing as NPs in roles other than the AGPCNP or FNP such as the acute care NP, or pediatric NP. It also applies to prospective students that obtained a non-clinical MSN degree.

Option 2

Provides nationally certified and practicing Adult Nurse Practitioners (ANP) or AGPCNP an option to complete additional didactic and clinical coursework to become eligible to take the FNP national certification examination. Applicants must provide proof of valid New Jersey APN credentials, proof of current NP certification, past clinical hour documentation and course syllabi for review.

Option 3

Recent graduates of Stockton's MSN program may qualify for "Direct Entry" into the FNP program. This option is available to Stockton MSN graduates with graduation date 12 months prior to the first day of courses in the FNP track. If the graduation date is more than 12 months, please follow option 2. NURS5424/5924 must be completed as a prerequisite for direct entry into the FNP program.

Table 5***Post-Master's Certificate Adult Gerontology Primary Care Nurse Practitioner (25 Credits)***

Course	Credits
Summer 1	
NURS 5330 Advanced Pathophysiology *	3
Fall 1	
NURS 5332 Advanced Pharmacology	3
NURS 5333 Advanced Health Assessment	3
Spring 2	
NURS 5422 Adult Primary Care I	3
NURS 5922 Practicum I	4
Summer 2	
NURS 5423 Adult Primary Care II	3
NURS 5923 Adult Practicum II	4
Fall 2	
NURS 5424 Adult Primary Care III	3
NURS 5924 Adult Practicum III	4
Spring 3	
NURS 5932 Immersion in AGNP Practice	3
NURS 5590 Professional Role Development	1
Total:	25

**Credits provided if completed in the past 5 years with a grade of B or better*

Table 6***Post-Master's Certificate Family Nurse Practitioner (29 Credits)***

Course	Credits
Summer 1	
NURS 5330 – Advanced Pathophysiology *	3
Fall 1	
NURS 5332 Advanced Pharmacology	3
NURS 5333 Advanced Health Assessment	3
Spring 2	
NURS 5422 Adult Primary Care I	3
NURS 5922 Practicum I	4
Summer 2	
NURS 5423 Adult Primary Care II	3
NURS 5923 Adult Practicum II	4
Fall 2	
NURS 5424 - Adult Primary Care III	3
NURS 5924 – Adult Practicum III	4
Spring 3	
NURS 5541 Assessment and Care of the Family with Young Children	3
NURS 5941 Pediatric Practicum	4
NURS 5590 Professional Role Development	1
Total:	29

**Credits provided if completed in the past 5 years with a grade of B or better*

Table 7***Post-Master's Certificate Family Nurse Practitioner (7 credits)***

Course	Credits
Spring	
NURS 5541 – Assessment & Care of the Family	3
NURS 5941 – Pediatric Practicum	4
Total:	7

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Schedule of Courses

See the University's Course Catalog for a schedule of courses and course descriptions. The curriculum for the MSN Post-Master's Certificate (PMC) can be found in the following link. <https://stockton.edu/graduate/nursing.html#Curriculum2-d13e51>

Grading Policy

The University grading scale is as follows:

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- 60-62	F = <60

All grades in nursing are calculated to the one hundredth (two decimal places). This includes all class assignments, tests and final grades. Grades will not be rounded under any circumstances. B- grades are considered minimum passing grades in all graduate nursing courses. All grades below a B- are considered a failure and the student will need to repeat the course to progress in the program. Students are only permitted to repeat a course once to progress in the program. Inability to obtain a B-grade or above in the repeated course will result in academic dismissal from the program. **Graduate nursing students must maintain a 3.0 GPA throughout the program or will be placed on academic probation, which could result in dismissal from the program. A grade lower than a B- or 80% in any graduate course will require the student to successfully repeat the course with a B- or higher grade. If the course has a clinical corequisite, the student is required to successfully repeat both the didactic and clinical components with a B- or higher grade to progress in the program.**

Clinical Course Progression and Grading

The following courses must be completed before taking clinical courses: NURS 5333 Advanced Health Assessment, NURS 5332 Advanced Pharmacology and NURS 5330 Advanced Pathophysiology.

Advanced Health Assessment must be taken the semester immediately preceding NURS 5422 Adult Primary Care I.

- All criteria on the practicum evaluation must be graded at "MEETS STANDARD" (or a 2) on the final evaluation to pass NURS 5922, 5923, 5924, 5941. If the student receives a "BELOW STANDARD" grade on any criteria on the final evaluation, they will receive an F grade for the course.
- A student is expected to participate in remediation activities if the student received a "BELOW STANDARD" rating on any practicum criteria or is not progressing toward meeting the critical core competencies by the mid-term of the clinical course. The goal of the remediation activities is for the student's performance to demonstrate "MEETS STANDARD" on the practicum evaluation criteria and fulfill other requirements to pass the course (completion of clinical hours, submission of clinical documentation in a timely fashion). Remediation activities will be determined by the clinical instructor and may include:

1. remediation plan developed by the student with feedback from the clinical instructor and preceptor;
2. weekly communication with the clinical instructor to discuss progress;
3. additional site visits by the clinical instructor to monitor progress;
4. additional practicum evaluations by the preceptor to monitor progress.

Remote Testing

The graduate program in nursing is delivered in an online blended format. Respondus Lockdown Browser is the program required for testing. The link with information and to download the program is available at:

<https://download.respondus.com/lockdown/download.php?id=353467840>

It is the student's responsibility to conduct a system check prior to accessing an exam to prevent difficulties during testing. A system check involves but is not limited to:

- Determining and adjusting their system requirements for compatibility with Respondus Lockdown Browser (example: Chromebooks are incompatible with Respondus Lockdown)
- Downloading Respondus Lockdown Browser prior to the date of the exam for first time use
- Checking WIFI links and turning off extraneous electronics that may interfere with WIFI strength during testing
- Removing all extraneous items from the testing environment (books, notebooks, cell phones, IPOD watches, etc.) as per faculty instructions for the exam
- Providing a video of the students testing environment immediately prior to accessing the exam
- Providing a photo ID of the student who is testing
- Adjusting lighting in the testing environment so the student's full face can be visualized on camera throughout the exam. Back lighting is not acceptable.
- During an exam the student will:
 - Maintain facial detection alerts "on" throughout the exam
 - Maintain seating so the students full face is visualized on camera throughout the exam
 - Keep computer microphones "on" throughout the exam

It is the student's responsibility to seek assistance from the professor before beginning the exam. The Stockton University HELP desk may also be of assistance to students at 609-652-4309 or at helpdesk@stockton.edu.

Post-Master's Certificate Programs

Nurse practitioners (Adult, Pediatric, Neonatal, etc.) who wish to pursue a post-master's certificate in AGPCNP or FNP track must have proof of certification in addition to their MSN from an accredited institution. A gap analysis will be completed by the PMC chair prior to admission into the program.

Non-Nurse Practitioners who are MSN-prepared nurses and who wish to pursue a post-master's certificate in AGPCNP or FNP track must have proof of their MSN from an accredited institution. A gap analysis will be completed by the MSN-PMC Chair prior to admission into the program. Advanced Health Assessment must be completed at Stockton prior to entering clinical rotation.

Pre-requisites and Co-requisites for the MSN Program Courses

Please see the following table for information on pre-and co-requisites to Graduate Nursing courses in the MSN and PMC programs. Please refer to this table when planning to academic advisement and registration.

MSN Adult-Gero Primary Care/Family Pre-Requisite and Co-Requisite Courses

Course	Pre-Requisite	Co-Requisite	Special Information
NURS 5327 Theory & Research for EBP	NURS 5326	None	
NURS 5332 Pharmacology	NURS 5330	None	
NURS 5333 Advanced Health Assessment	NURS 5330	None	Cannot be transferred in from another institution
NURS 5422 Adult Primary Care I	NURS 5333	NURS 5922 Practicum I	Cannot be transferred in from another institution
NURS 5423 Adult Primary Care II	NURS 5422	NURS 5923 Practicum II	Cannot be transferred in from another institution
NURS 5424 Adult Primary Care III	NURS 5423	NURS 5924 Practicum III	Cannot be transferred in from another institution
NURS 5541 Assessment and Care of Families with Young Children	NURS 5424	NURS 5941 Pediatric Practicum	Cannot be transferred in from another institution
NURS 5590 Professional Role Development	NURS 5423	NURS 5424	
NURS 5953 Immersion in Adult Gerontology Primary Care Practice	NURS 5423	NURS 5590 Professional Role Development	Cannot be transferred in from another institution

Post-Master's Certificate

Family Nurse Practitioner Pre-Requisite and Co-Requisite Courses

Course	Pre-Requisite	Co-Requisite	Special Information
NURS 5541 Assessment & Care of Family	All AGPCNP courses	NURS 5941	
NURS 5941 Pediatric Practicum	All AGPCNP courses	NURS 5541	

Courses without pre-requisites – NURS 5330, NURS 5325, NURS 5326, MHAL 5000

Non-Matriculated Student Courses

Available courses for non-matriculated students were selected based on the type of course and ease of transferability to another program. Non-matriculated courses are available to individuals with a BSN degree or Stockton University 4th year BSN or accelerated student with a cumulative 3.5 GPA or above. The tuition for the courses is included in the flat rate tuition but the student will incur the cost of the difference between the undergraduate and graduate cost per credit. Stockton 4th year BSN or accelerated students must consult with their preceptor and complete a Graduate Course Access form to enroll in a graduate level course.

The three courses available for non-matriculated students are:

- NURS 5325 Health Care Systems & Policy - Summer Semester
- NURS 5330 Advanced Pathophysiology – Fall Semester
- NURS 5326 Biostatistics & Epidemiology in Population Health - Fall Semester

Please see the link for the Graduate Course Access form to be completed by undergraduate 4th year BSN or accelerated students wishing to take graduate courses.

<https://stockton.edu/graduate/helpful-links.html>

Procedure for Transfer of Graduate Credits

- A graduate student may transfer up to 9 credits into the Graduate Program to meet degree requirements. Courses with a clinical component or related to the NP role (NURS5333, NURS 5422/5922, NURS 5423/5923, NURS 5424/5924, NURS 5541/5941) must be taken at Stockton. Pharmacology (NURS 5332) must be completed within one year of program matriculation to be considered.
- Students complete a Transfer of Credit form, available at:
- <https://stockton.edu/graduate/helpful-links.html> (Graduate Transfer Equivalency Form)
- The completed form is submitted to Graduate Studies prior to matriculation or the Graduate Chair after matriculation. This form must be accompanied by an official transcript sent directly to the Office of Graduate Studies by the appropriate authority at the institution where the credits were earned.
- Students are responsible for submitting a course syllabus or description of the course taken as requested.
- All transfer credits must be of “B” or better.

- All transfer credits must be from an accredited institution.
- All transfer credits must be taken prior to matriculation at Stockton University.

The most current policy on transfer credits can be found in the University *Bulletin*.

Membership in a Professional Nursing Organization

All graduate Nursing students at Stockton University must maintain and provide proof of membership in a professional nursing organization of the student's choice. Students may choose to join the Graduate Nursing Student Academy at no cost. See the link for more information:

<https://www.aacnnursing.org/GNSA>

Clinical and Clinical Lab Absences

All pre-scheduled clinical days MUST be documented in Exxat under Student Time Sheets. Please include the preceptor, site address and hours at the site in the entry. Students are required to attend all clinical experiences for the full length of the scheduled clinical day. The only exception would be an approved, documented excused absence. This includes on campus and off campus clinical assignments. Excused absences require written supporting documentation sent to the Course Coordinator for missing a class, lab, exam, quiz or clinical (i.e., Health Provider's note, court appointment, etc.). You must notify your clinical instructor, clinical site and preceptor at least 24 hours in advance if you need to cancel a previously scheduled clinical day.

There are no unexcused absences permitted for clinical/lab experiences.

Clinical Lateness

Students must report to the Clinical Site and Preceptor by phone whenever they cannot arrive at the clinical site by the expected time. All lateness must be reported to the Clinical Instructor, regardless of the degree of lateness, prior to the expected arrival time. Lateness is defined by the start time at your clinical site/lab.

Maintenance of Matriculation and Leave of Absence

Students needing to take time away from their degree program should review the University Bulletin for the Maintenance of Matriculation. **Failure to apply for a maintenance of matriculation or leave of absence as defined by the policy can result in program dismissal. It is the student's responsibility to consult with their preceptorial advisor to modify their academic plan if taking a maintenance of matriculation or leave of absence.**

Students who wish to interrupt their graduate nursing education for one or more semesters due to health or personal reasons must submit a written request for a leave of absence (LOA) to the MSN Chair. The request must be received prior to the next semester. The written request must include the reason for the LOA, anticipated date of return, and a description of how the reason for the LOA is resolved upon return to the graduate nursing program.

The program awards a maximum of a 1 year (2 consecutive semesters) or a total of 2 non-consecutive semesters of LOA. The program reserves the right to limit, modify and/or deny a LOA request. A LOA that exceeds 2 consecutive semesters or a total of 2 nonconsecutive semesters may result in program dismissal. The student may reapply to the program but will be subject to current admission criteria.

Should the LOA be approved by the MSN Chair, the student must then follow university wide LOA procedures as described in the University *Bulletin*. An additional request for a LOA is required if the student will extend their LOA. Failure to maintain a current request for LOA will result in dismissal from the program. The student will need to reapply and meet admission requirements to complete the graduate nursing program.

Academic Warning, Probation, and Dismissal

- A graduate student must maintain a cumulative GPA of 3.00 to be considered making minimum academic progress.
- The student will receive notification of an Academic Warning when the semester GPA is below 3.00.
- Students earning GPAs of less than 3.0 will be placed on Academic Probation for a maximum of 9 credits toward the graduate degree or post-master's certificate. The timeline on probation will begin on the 1st term of probation and will end when the student completes 9 credits toward the degree or certificate. (See policy: <https://stockton.edu/policy-procedure/documents/policies/II-17.pdf>)
- If a graduate nursing student's cumulative GPA is below 3.0 after completing 9 credits, the student will receive an academic dismissal from the program.
- If the student is dismissed from the graduate nursing program based on academic performance, the student may reapply to the program if they can meet all admission criteria. The student should consult with the Office of Graduate Studies for guidance with program readmission.
- **STUDENTS RECEIVING PROGRAM DISMISSAL BASED ON BEHAVIOR ARE NOT PERMITTED TO REAPPLY TO STOCKTON UNIVERSITY GRADUATE NURSING PROGRAM. (See Chapter 1 for dismissal based on student behaviors).**

Graduate Assistantships

Each semester graduate assistantship funds are available in which the number of credits available may vary. Graduate students may apply for an assistantship if they meet the following criteria.

1. Must be matriculated in the MSN or PMC program.
2. Must have a GPA of at least 3.2
3. Must have completed one graduate level nursing course.

Graduate Assistantship handbook is available online on the Office of Graduate Studies webpage under the 'Financial Information' tab. Interested students will complete the Nursing Program's

Graduate Assistant Application. This application may be obtained through the Office of Graduate Studies.

Completed applications are due to the MSN Chair no later than October 31 for the spring semester and March 31 for the fall semester. The MSN Chair and faculty recommend students for assistantships and final decisions are determined by the MSN/PMC Program Chair.

Note: Pre-registration is required before the proceeding term to ensure eligibility for a Distinguished Research Fellowship, Stockton Scholarships and/or a Graduate Assistantship may be jeopardized.

Program Distinction

Program distinction will be awarded by the nursing faculty members to MSN nursing students with a GPA of 3.7 at graduation and who demonstrated outstanding leadership, service, and clinical excellence in the nursing profession and the community. Program distinction will be awarded at graduation.

Direct Entry

Students completing the BSN program may apply with the direct entry application into the MSN program. Students completing the MSN program may apply with the direct entry application into the Post-Master's Family Nurse Practitioner program or the Post-MSN to DNP program. Students must apply for graduation from the MSN prior to applying direct entry for the Post-Master's Certificate (PMC) or the DNP track. To be direct entry eligible, the student must:

1. Have at least a 3.2 GPA when the application is submitted.
2. Will complete the BSN within 6 months of the application date; or have completed the BSN within 12 months of the application date.
3. Have completed or will complete the MSN within 12 months of the application date for PMC or DNP tracks.

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Graduate Clinical Education Policies and Procedures

Stockton University, Graduate Nursing Program requires all students consistently demonstrate personal integrity, accountability, and professional practice that reflects responsible behaviors consistent with the NJ State Board of Nursing Statues and Regulations and the American Nurses Association Code of Ethics. It is the expectation of Stockton University that students comply with the Code of Conduct in all off campus clinical rotations, events, and professional obligations. **Failure to comply with this expectation may result in action toward dismissal from the program at any time.**

Graduate education and experience in diverse clinical settings are considered a PRIVLEDGE. All preceptors and sites volunteer their time to advance your education.

Clearances for Clinical

Students who are scheduled for clinical courses must meet requirements set by clinical health care facilities in the community in which these requirements are non-negotiable. Students must ensure they have successfully fulfilled all required clinical and health requirements prior to the start of their first clinical course (NURS 5922 Adult Practicum I). Failure to do so may prevent access to the clinical site.

Students will be invited through their Stockton email account to set up an account to monitor and track clinical and health requirements through Exxat. The email will include all instructions to gain access to the clinical tracking and health requirements portal including how to complete the criminal background check and 10-panel drug screen.

Students assume financial responsibility to complete all health and other requirements to be cleared for clinical. Students will maintain clinical clearance and submit updated information during all clinical courses at Stockton as required.

Health Requirements for Clinical

See Program Requirements located in Chapter 2.

Professional Requirements

- Proof of RN malpractice insurance with a documented rider as a NP student or malpractice insurance as an APRN. The policy must be current during a clinical semester and cover the student for practice in the clinical agency AS A STUDENT (not an employee).
- A clear Criminal Background check and urine drug screen.
- CPR – BLS for Healthcare Providers through the American Heart Association. This may not expire during a clinical semester.
- RN/APRN license in NJ and any other state that the student is completing clinical. If the name or address on the RN/APRN license is different, please indicate this on the student account page. These licenses may not expire during a clinical semester.

Professional Behaviors in the Clinical Setting

In the clinical setting, students are always expected to act in a professional manner. Students are expected to demonstrate professional behaviors as identified in the ANA Code of Ethics and New Jersey Board of Nursing Statutes and Regulations.

Students are responsible for obtaining a nursing license for the state where clinical experiences will be completed. Students are responsible for reporting their nursing license number to the program for verification. Students are also responsible to report to the nursing program if their nursing license in any state has been suspended or revoked during program matriculation. Students without the appropriate nursing license or compliance with all immunization and background checks cannot participate in a clinical course.

Before clinical. Students are required to purchase access to Exxat Prism (through course fees). Students will receive an email to their Stockton email with access instructions.

A student seeking to arrange their own clinical rotations may do so **after** consultation with the course leader or Graduate Chair. The graduate nursing program faculty members make the final decision on clinical site placements. Any requests for new clinical contracts must go through the course leader or Graduate Chair at least one semester prior to the clinical rotation.

Students are not permitted to enter in any patient care role in a clinical site without a current clinical contract between Stockton University and the clinical site.

The following items are required prior to student placement in clinical:

1. Student clinical clearance documents (see clinical clearance section for a list of documents) are uploaded in Exxat and remain up-to-date through the semester of clinical.
2. A completed background check and drug testing through the required agency as appointed by the university.
3. Registration in the didactic and clinical portion of the course.
4. A current/active clinical contract or affiliation agreement with the clinical facility.
5. Approval from the course leader or MSN-PMC Chair.

Students will receive email notification from the course leader regarding clinical placements. The email notification will include a letter to the preceptor and site representative regarding the placement, dates of rotation, instructor and student contact information. Students should not reach out to the clinical site to plan clinical days until the preceptor/site receives the email notification from the course leader.

Students may attend any required orientations at the clinical agency prior to the start of clinical if the orientation does not occur in a patient care area. Any completion of clinical agency orientation(s) DOES NOT count toward the required clinical course hours but are

mandatory for site placement. Students not in compliance with any required clinical agency orientation(s) will be removed from the clinical site.

During the clinical course. Students are expected to follow the guidelines and orientation information established by the clinical faculty.

Any time a preceptor or clinical instructor assesses that a student is unable to carry out the appropriate standards of clinical practice due to alcohol, illegal, or mind-altering drugs, lack of preparedness, or any other substantive reason, the clinical instructor will remove the student from the clinical area. The clinical instructor will consult with the MSN and PMC Chair to determine if the student is safe to return to the clinical area. If the student is removed from the clinical area due to the inability to carry out the standards of clinical practice, it is the clinical instructor's discretion to assign a failing grade for that clinical rotation.

Students are expected to coordinate the clinical schedule with the preceptor including the day of the week, starting and ending times of the clinical day **based on the clinical site and preceptor schedule. This schedule must be reported to the clinical instructor through Exxat under the Student Schedules tab.** Students are expected to attend, be on time for, and to be prepared for each clinical day. Students should not be absent from clinical unless there is an unanticipated, uncontrollable situation. A student should call the assigned preceptor **and** the assigned clinical instructor as soon as possible and reschedule the clinical experience..

An incomplete for a clinical course will only be granted if the student experiences extenuating circumstances (e.g., major illness, loss of site placement or preceptor after the semester started). Students should collaborate with the clinical instructor prior to the end of the semester to determine if they qualify for an incomplete. It is the faculty's, Associate Dean's, and the Dean's discretion to honor the requested incomplete.

No incompletes will be granted for clinicals in the Post-Master's FNP program.

After clinical. All students are required to prepare and submit written assignments per departmental and course guidelines. Failure to complete assignments by the due dates can result in course failure.

At all times, students are required to maintain patient safety and patient confidentiality. Failure to maintain standards of safe patient care, academic or professional misconduct could result in course failure and/or program dismissal. See the University *Bulletin* and *Student Code of Conduct* regarding behaviors at off campus sites.

Clinical Site Identification/Badges

Clinical sites require wearing identification badges while present in their facilities. Identification badges will be issued by the clinical site, must be worn at all times while present in the facility and acting in the role of a Stockton University Student. Identification badges must be returned promptly on the last day of the clinical experience as directed by the university/ facility. A replacement fee could be charged to students if Identification badges are lost or not turned-in promptly and as per University/ Facilities' policies/ procedures.

Accident and Injury Policy

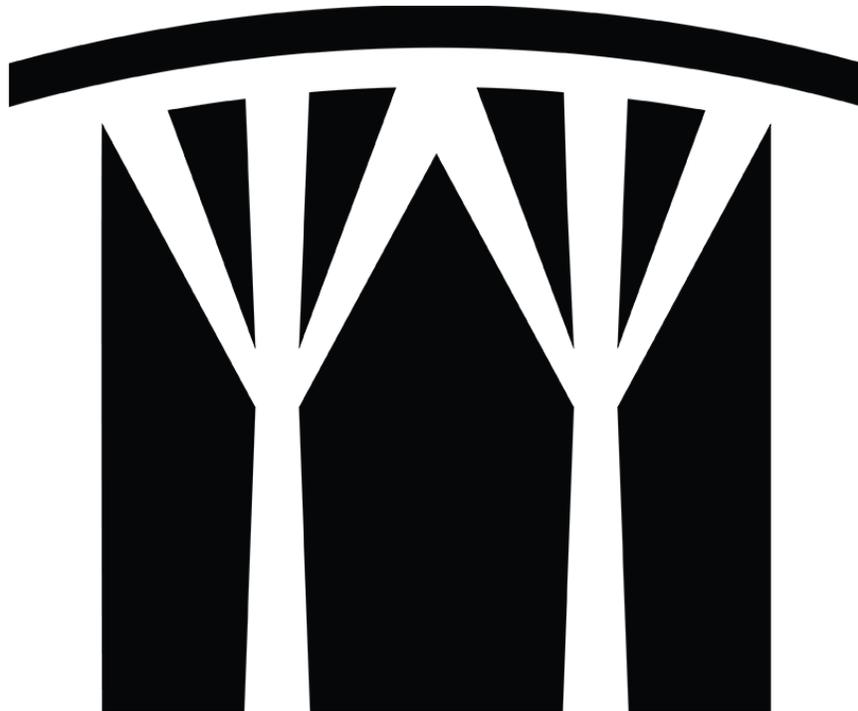
Whenever you suffer an injury or become ill while at clinical, report immediately to the clinical preceptor.

The clinical preceptor or designee, at the host site must immediately notify, by telephone, the clinical instructor and Graduate Chair of the injury/illness. A university representative will notify the emergency contact provided by the student.

What to Do If You've Had a Needle Stick

Follow the steps as outlined by the agency where you are being treated. Cleaning the wound, appropriate testing and retesting are critical components of the procedure. You can access additional information at the Clinicians Hotline: 1-888-448-4911. You can reach experts at the National Clinicians' Post Exposure Prophylaxis Hotline, 24 hours a day, 7 days a week at the same number.

Chapter 5



DNP Program of Study

DNP Program Goals and Outcomes

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About the DNP Program

The Doctor of Nursing Practice (DNP) enables advanced practice nurses to attain the highest credential or terminal degree in nursing practice. The Graduate Program provides knowledge and skills for nurses to excel as advanced practice nurses in an increasingly complex health care environment. The Doctor of Nursing Practice (DNP) will prepare nurses seeking an advanced degree with the ability to balance proficiencies, practice, theory, and scientific inquiry in the advanced nursing role. Stockton's DNP program is designed for working nurses with a curriculum that is offered as an online blended format and can be completed on a part-time basis. Courses are offered asynchronously and synchronously online.

The DNP program provides education in organizational and systems leadership knowledge and skills necessary to critically develop and evaluate new models of care delivery and to create and sustain change in all levels of healthcare. Principles of advanced practice and nursing scholarship are linked to the American Association of Colleges of Nursing's Essentials and Core Competencies (2006 & 2021) to improve health outcomes for clients, families and diverse communities. The practitioner-scholar role of the DNP-prepared nurse develops new knowledge in the practice environment that has an impact on health outcomes and quality of care.

The DNP program was founded on the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (2008), the AACN Essentials of Master's Education in Nursing (2011), and the Essentials of Doctoral Education for Advanced Practice (2006) and revised in the spring of 2021 according to AACN's The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021). The Essentials at each degree and certificate level are integrated throughout each degree program and cross-walked through DNP and MSN course syllabi as appropriate.

The post master's DNP curriculum is built upon the Essentials and Core Competencies for a practice doctorate. The post BSN to DNP curriculum is based upon the national standards for Nurse Practitioner (NP) curriculum development and concentration specialty and integrated with the Master's and Doctoral Essentials and Core Competencies for practice. The curriculum was revised in the spring of 2022 consistent with *The National Task Force Standards for Quality Nurse Practitioner Education (2022)*. Curriculum for development of these programs is endorsed and validated by national nursing organizations including the Commission on Collegiate Nursing Education (CCNE) which is the accreditation body of Stockton's BSN, MSN, and post-MSN APRN certificate programs. Documents appropriately incorporated into the development of this curriculum include:

- The National Task Force Standards for Quality Nurse Practitioner Education (2022)
- The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)
- The Essentials of the Doctoral Education for Advanced Nursing Practice (AACN, 2006)
- The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations (AACN, 2015)
- The Essentials of Master's Education in Nursing (AACN, 2011)

- Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (National Council of States Board of Nursing, 2008)
- Nurse Practitioner Core Competencies (NONPF, 2022)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Competencies (AACN, 2010; NONPF, 2016)
- Population Focused Nurse Practitioner Competencies (FNP) (AACN, 2013; NONPF, 2013)
- ANA Scope and Standards of Practice (2010) and the ANA Code for Nurses (2015)

Goals of the Doctor of Nursing Practice Program

1. Develop graduates that demonstrate professional, ethical, skilled, and evidence-based practice competencies in their roles.
2. Prepare graduates that influence health and health outcomes of individuals, families, and communities through the application of evidence, clinical analysis, and discovery.
3. Prepare graduates to represent the nursing profession in health organizations and health policy at the local, state, national, and international levels.

Doctor of Nursing Practice Student Learning Outcomes (2024)

The Doctor of Nursing Practice curriculum is designed to produce an advanced nurse with the ability to do the following.

1. Analyze, translate, and integrate theories and models from Nursing and other disciplines for clinical decision making in professional nursing practice.
2. Employ and integrate context driven, advanced reasoning to the diagnostic and decision-making process in the delivery of individualized and developmentally appropriate care that is holistic, just, respectful, evidence based, equitable, and compassionate for diverse populations.
3. Advocate and provide collaborative care from public health prevention to disease management by challenging biases and barriers and allocating resources that impact local, regional, national, and global populations to improve equitable health outcomes.
4. Lead the integration and dissemination of the best evidence to ethically inform practice, influence policy, and transform healthcare.
5. Design individual and systems-based interventions that embody ethical decision making to mitigate risk and foster a culture of safety, transparency, civility, and respect in improving health outcomes.
6. Role model the integration of diversity, equity, and inclusion into collaborative practice with the healthcare team, patients, families, and other community stakeholders to optimize healthcare delivery.
7. Lead systems change through interaction with consumers and providers to address quality, safety, racism, and advocate for coordinated fiscally responsible, equitable resources for diverse populations.

8. Evaluate and implement information technologies for use in data driven and evidence-based healthcare decision making in accordance with ethical, quality, safety, regulatory, and professional standards.
9. Promote, model, practice, articulate, and advocate for the values of the profession in manners that are ethically, culturally, and linguistically appropriate through accountability and collaboration to address inequities, social injustice, and human rights issues.
10. Embody the values of the profession by promoting, mentoring, and participating in activities that foster accountability, self-care, resilience, lifelong learning, nursing expertise, advocacy, and leadership acumen.

Doctor of Nursing Practice Student Learning Outcomes (2021)

The Doctor of Nursing Practice curriculum is designed to produce an advanced nurse with the ability to do the following.

1. Performs nursing practice with competence that emanates from examination of the complex interaction of personal values, culture, ethics, and professional standards.
2. Maximizes the quality of life and prevention of disease for individuals, families and communities through the Four Spheres of Care – wellness, disease prevention; chronic disease management; regenerative/restorative care; and hospice/palliative care.
3. Advocates and employs safe, systems based, practice that optimizes cost effective quality healthcare outcomes.
4. Synthesizes theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory including the Roy Adaptation Model and for nursing practice.
5. Communicates and collaborates with health care providers, clients, families, and community stakeholders to maximize health and improve health outcomes.
6. Contributes to the science of nursing and evidence-based literature derived from research and practice initiatives.
7. Uses leadership skills in practice interacting with consumers and providers to address diverse healthcare issues, to improve healthcare, and to advance the nursing profession.
8. Incorporates the determinants of health into practice and advocates for the health of local, regional, national, and international populations.

Doctor of Nursing Practice Student Learning Outcomes (for Students Enrolling Prior to Fall 2021)

The Doctor of Nursing Practice curriculum is designed to produce an advanced nurse with the ability to do the following.

1. Performs advanced nursing practice that emanates from a personal examination of the complex interaction among personal values, professional standards, and cultural context.
2. Maximizes, through advanced nursing practice, the quality of life and prevention of disease for individuals, families and communities through primary, secondary, and tertiary health measures.

3. Employs professional practice interventions for which empirical findings demonstrate efficacy in optimizing health outcomes.
4. Synthesizes theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory including the Roy Adaptation Model and advanced nursing practice.
5. Collaborates among and between health care providers, clients, families, and community members to maximize health and improve health outcomes.
6. Contributes to the evidence-based literature that derived from practice initiatives.
7. Exercises leadership skills through interaction with consumers and providers in meeting health needs and advance the nursing profession.
8. Incorporates the determinants of health that affect the health of societies at the local, state, national, and international level into APN practice.

Doctor of Nursing Practice Program Outcomes

1. Eighty percent (80%) of matriculated Post-MSN-DNP students will complete the program within 5 years and 80% of matriculated Post-BSN-DNP students will complete the program within 8 years as demonstrated in graduation data.
2. One hundred percent (100%) of graduates who seek certification will attain or maintain certification in their specialty within 12 months of graduation as reported on exit and alumni surveys and certification bodies.
3. Eighty percent (80%) of program graduates will be employed within six months of graduation as measured by capitation, exit and alumni surveys.
4. One hundred (100%) of students will prepare a DNP project for dissemination at the program and university level as reported by course assignments.
5. Eighty-five percent (85%) of program graduates will agree they experienced opportunities to influence improvements in the practice setting within one year of graduation as reported on exit and alumni surveys.
6. Students will execute a leadership role 100% of the time during the proposal and implementation of the DNP final project as reported on clinical evaluations.
7. Student Program Learning Outcomes will be rated an average of 3.5 or higher on graduate Exit Surveys.

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Schedule of Courses

See University Course Catalog for course descriptions. The DNP curriculum was revised in the spring of 2021 and again in the spring of 2022. The curriculum for students enrolling prior to the fall of 2021 and the curriculum for students enrolling after the fall of 2021, can be found under DNP Curricula for Students Enrolling Years 2018 through 2023 in this handbook and via the following link:

https://stockton.edu/graduate/doctor_nursing_practice.html#Curriculum2-d14e117

Writing Resources

Stockton University has a Writing Center with resources available for tutoring for students who struggle with writing. Contact the Writing Center at: <http://stockton.edu/tutoring-center/writing-center/index.html>

Grading Policy

The University grading scale is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93- 100	90- 92	87- 89	83- 86	80- 82	77- 79	73- 76	70- 72	67- 69	63- 66	60- 62	<60

All grades in nursing are calculated to the one hundredth (two decimal places). This includes all class assignments, tests and final grades. Grades will not be rounded under any circumstances. B grades are considered minimum passing grades in all 6000 level courses. All grades below a B are considered a failure and the student will need to repeat the course to progress in the program. Students are only permitted to repeat a course once to progress in the program. Inability to obtain a B grade or above in the repeated course will result in academic dismissal from the program. **A grade lower than a B or 83% in any 6000-level course will require the student to successfully repeat the course with a B or higher grade. If the course has a clinical corequisite, the student is required to successfully repeat both the didactic and clinical components with a B or higher grade to progress in the program.**

Graduate Nursing students must maintain a 3.0 GPA and receive the letter grade of B- in no more than two courses. Any student receiving two B- grades, regardless of the grade after repeating the course, will be academically dismissed from the program. DNP students must earn a B or higher in all 6000 level courses.

Clinical Course Progression and Grading

For post BSN students enrolling after fall 2020, NURS 5333 Advanced Health Assessment, NURS 5332 Pharmacology, and NURS 5421 Advanced Pathophysiology must be completed before taking clinical courses.

- All criteria on the practicum evaluation must be graded at “MEETS STANDARD” (or a 2) on the final evaluation to pass NURS 5922, 5923, 5924, 5941, 6903, 6904. If the student receives a “BELOW STANDARD” grade on any criteria on the final evaluation, they will receive an F grade for the course.
- A student is expected to participate in remediation activities if the student received a “BELOW STANDARD” rating on any practicum criteria or is not progressing toward meeting the critical core competencies by the mid-term of the clinical course. The goal of the remediation activities is for the student’s performance to demonstrate “MEETS STANDARD” on the practicum evaluation criteria and fulfill other requirements to pass the course (completion of clinical hours, submission of clinical documentation in a timely fashion). Remediation activities will be determined by the clinical instructor and may include:
 - remediation plan developed by the student with feedback from the clinical instructor and preceptor;
 - weekly communication with the clinical instructor to discuss progress;
 - additional site visits by the clinical instructor to monitor progress;
 - additional practicum evaluations by the preceptor to monitor progress.

Graduate Nursing Plagiarism Statement

The Publication Manual of the American Psychological Association ([APA], 2020) also referred to as the “APA Manual” is the guide used for all written work in the Stockton University Nursing program. Students are expected to either purchase their own copy or use a copy available in the Stockton Library and consult the APA Manual regularly when composing written assignments. Consulting the APA Manual will help students correct grammar usage and formatting and demonstrates the correct method of citing and referencing sources through examples, pictures, and diagrams. The lawful use of published and unpublished written work is explained along with information regarding when to seek publisher permission to use or copy information from a source document.

Consulting the APA Manual for writing assignments will help students avoid copyright and plagiarism violations and an Academic Honesty violation. Plagiarism is a serious offense and can result in academic suspension or expulsion. Information of plagiarism can be found in Stockton’s *Academic Honesty Procedure* via this link:

<https://stockton.edu/policy-procedure/documents/procedures/2005.pdf>

Another source to assist students is the Stockton University Library videos under the title Plagiarism Resources located via the following link:

https://library.stockton.edu/conducting_research/copyright_plagiarism

All Stockton University Graduate Nursing students are required to read Stockton’s Academic Honesty Procedure and view the Plagiarism Resources videos available from the library webpage.

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DNP Curricula

See Table 1, *Required 5000 Level Courses for the MSN Degree or to Apply for Certification as a Post-BSN-DNP Student Enrolled after Fall 2021 and Prior to Fall 2023* for the courses that must be successfully completed to apply for the MSN degree or apply to take a nurse practitioner certification exam:

- Students who apply and earn the MSN degree are then eligible to apply to take the AGPCNP certification exam or as of the fall of 2023, may also apply to graduate with the MSN FNP and apply to take the FNP certification exam with the additional completion of NURS 5541 and 5941
- Earning the MSN and achieving certification will allow the new MSN graduate to practice as a nurse practitioner while completing the DNP degree. With either option, students interested in completing the DNP will enroll in DNP courses as “Direct Admit.”

Post BSN-DNP students who do not wish to apply for the MSN degree, will earn the DNP degree with either the AGPCNP concentration or the FNP concentration and will still be able to apply to take an NP certification exam once all required courses outlined in Table 1 below are successfully completed. However, the certifying body will hold the student’s certificate and the student will be ineligible to practice as a nurse practitioner until the DNP degree is conferred.

Table 1

Required 5000 Level Courses for the MSN Degree or to Apply for Certification as a Post-BSN-DNP Student for Students Enrolled after Fall 2021 and Prior to Fall 2023

MHAL 5000 Management & Leadership Development in Health Care	NURS 5422 Adult I
NURS 5330 Advanced Pathophysiology	NURS 5922 Adult I Practicum (168 clinical hours)
NURS 5326 Biostatistics & Epidemiology in Population Health	NURS 5423 Adult II
NURS 5327 Theory, Research, and Evidence Based Practice*	NURS 5923 Adult II Practicum (168 clinical hours)
NURS 5332 Pharmacology	NURS 5424 Adult III
NURS 5325 Healthcare Systems & Policy*	NURS 5924 Adult III Practicum (168 clinical hours)
NURS 5333 Advanced Health Assessment	NURS 5590 Prof Role Development

**Curriculum mapping is currently in place as of June 1, 2023. Degree adjustments are being considered for NURS 5327 and NURS 5325 for Post BSN-DNP students for these two courses to be replaced by NURS 6205 Advanced Research Methods & Evidence for Practice and NURS 6106 HC Economics, Policy & Management, respectively.*

Post BSN DNP Students enrolling in the fall of 2023 and after

Table 1a

*Required 5000 Level Courses for the MSN Degree or to Apply for Certification as a Post-BSN-DNP Student for Students Enrolling in the Fall of 2023. All courses are 3 credits unless otherwise identified. *MHAL 5035 Healthcare Informatics (3 credits) was added for students enrolling in fall of 2024; therefore, credits for NURS 5922, 5923, & 5924 were decreased to 3 from 4, for students enrolling in 2024.*

POST BSN-DNP Adult Gero Primary Care Nurse Practitioner	POST BSN-DNP Family Nurse Practitioner
MHAL 5000 – Management & Leadership Development in Health Care	MHAL 5000 – Management & Leadership Development in Health Care
NURS 5330 – Advanced Pathophysiology	NURS 5330 – Advanced Pathophysiology
NURS 5326 – Biostatistics & Epidemiology in Population Health	NURS 5326 – Biostatistics & Epidemiology in Population Health
NURS 6106 HC Economics, Policy & Management	NURS 6106 HC Economics, Policy & Management
NURS 5332 – Pharmacology	NURS 5332 – Pharmacology
NURS 6205 Advanced Research Methods & Evidence for Practice	NURS 6205 Advanced Research Methods & Evidence for Practice
NURS 5333 Advanced Health Assessment	NURS 5333 Advanced Health Assessment
NURS 5422 - Adult Primary Care I	NURS 5422 - Adult Primary Care I
NURS 5922 – Adult Practicum I (4 Cr) *(3)	NURS 5922 – Adult Practicum I (4 Cr) *(3)
NURS 5423 - Adult Primary Care II	NURS 5423 - Adult Primary Care II
NURS 5923 – Adult Practicum II (4 Cr) * (3)	NURS 5923 – Adult Practicum II (4 Cr) *(3)
NURS 5424 - Adult Primary Care III	NURS 5424 - Adult Primary Care III
NURS 5924 – Adult Practicum III (4 Cr) *(3)	NURS 5924 – Adult Practicum III (4 Cr)*(3)
*MHAL 5035 Healthcare Informatics	*MHAL 5035 Healthcare Informatics
NURS 5590 - Professional Role Development (1 Credit)	NURS 5590 - Professional Role Development (1 Credit)
NURS 5932 Immersion in AGNP Practice	NURS 5541 – Assessment & Care of the Family
	NURS 5941 – Pediatric Practicum (200 hr) – (4 Cr)
<i>Upon completion of all above 5000 level courses, students may apply for the MSN</i>	<i>Upon completion of all above 5000 level courses, students may apply for the MSN</i>

<i>degree as an AGPCNP, take the NP certification exam, and upon earning certification may practice as an AGPCNP NP while completing the DNP degree.</i>	<i>degree as an FNP, take the NP certification exam, and upon earning certification may practice as an FNP while completing the DNP degree.</i>
<i>Post-BSN DNP students who do not apply for the MSN degree will complete NURS 5590 proceed to the first DNP course: NURS 6105. These students may still elect to apply to take the certification exam but will not receive their certification and cannot practice until the DNP is earned.</i>	<i>Post-BSN DNP students who do not apply for the MSN degree will complete NURS 5541 and NURS 5941 and proceed to the first DNP course: NURS 6105. These students may still elect to apply to take the certification exam but will not receive their certification and cannot practice until the DNP is earned.</i>
DNP Courses	DNP Courses
NURS 6105 Theory & Scholarly for Practice	NURS 6105 Theory & Scholarship for Practice
NURS 6106 Healthcare Economics, Policy, & Management	NURS 6106 Healthcare Economics, Policy, & Management*
NURS 6205 Advance Research Methods & Evidence for Practice	NURS 6205 Advance Research Methods & Evidence for Practice**
NURS 6103 Improving Health Outcomes	NURS 6103 Improving Health Outcomes
NURS 6300 Leadership for Safety, Quality, & Program Development	NURS 6300 Leadership for Safety, Quality, & Program Development
NURS 6901 DNP Project Proposal – 5 credits	NURS 6901 DNP Project Proposal – 5 credits
NURS 6902 DNP Project Implementation – 5 credits	NURS 6902 DNP Project Implementation – 5 credits
NURS 6905 DNP Project Dissemination -5 credits	NURS 6905 DNP Project Dissemination -5 credits
Total Credits = 73	Total Credits = 77

Pre-requisites and Co-requisites for the DNP Program Courses for Students Enrolling Fall 2021

See Table 2 titled, “Pre-requisites and Co-requisites for the required DNP Program Courses for Students Enrolling Fall 2021” and Table 3 for students enrolling in fall of 2022.

Table 2

Pre-requisites and Co-requisites for the required DNP Program Courses for Students Enrolling Fall 2021

Acronym & Name	Credits	Clinical Hours	Prerequisites	Corequisites
NURS 6105 Scholarly Writing (renamed Theory & Scholarship for Practice in Fall 2022)	3	25	None	None
NURS 6106 HC Economics, Policy & Management	3	25	None	None
NURS 6205 Advanced Research Methods & Evidence for Practice	3	25	NURS 6105	
NURS 6103 Improving Health Outcomes	3	25	NURS 6205	
NURS 6300 Leadership for Safety, Quality, & Program Improvement	3	50	NURS 6103	
NURS 6901 DNP Project I: Proposal	5	100	NURS 6300	
NURS 6902 DNP Project II: Implementation	5	150	NURS 6901	
NURS 6905 DNP Project III: Dissemination	5	100	NURS 6902	
Total Credits	30			

Table 3

Pre-requisites and Co-requisites for the required DNP Program Courses for Students Enrolling in Fall 2022

Acronym & Name	Credits	Clinical Hours	Prerequisites	Corequisites
NURS 6105 Theory & Scholarship for Practice in Fall 2022	3	50	None	None
NURS 6106 HC Economics, Policy & Management	3	50	None	None
NURS 6205 Advanced Research Methods & Evidence for Practice	3	50	NURS 6105 Or instructor permission	
NURS 6301 Leadership, Quality, & Safety to Improve Outcomes	3	50	NURS 6205	NURS 6205
NURS 6901 DNP Project I: Proposal	5	75	NURS 6300	
NURS 6902 DNP Project II: Implementation	5	150	NURS 6901	
NURS 6905 DNP Project III: Dissemination	5	75	NURS 6902	
Total	27	500		

Pre-requisites and Co-requisites for the DNP Program Courses for Students Enrolling Prior to Fall 2021

Please see Table 4 for information on pre-and co-requisites to Graduate Nursing courses in the DNP program. Please refer to this table when planning for academic advisement and registration. Courses without pre-requisites are NURS 5331, NURS 5432, NURS 5421, NURS 5336. The following courses are available to nonmatriculated graduate students: NURS 5432, NURS 5421, NURS 5336.

Table 4

DNP Pre-Requisite and Co-Requisite Courses for Students Enrolling Prior to Fall 2021

Course	Pre-Requisite	Co-Requisite	Special Information
NURS 5332 Pharmacology	NURS 5421	None	Complete the semester prior to NURS5333
NURS 5335 Professional Role Development	NURS 5422	NURS 5423	
NURS 5333 Advanced Health Assessment	NURS 5332 NURS 5331	None	Cannot be transferred in from another institution

Course	Pre-Requisite	Co-Requisite	Special Information
NURS 5422 Adult Nursing I	NURS 5333	NURS 5922 Practicum I	Cannot be transferred in from another institution
NURS 5423 Adult Nursing II	NURS 5422	NURS 5923 Practicum II	Cannot be transferred in from another institution
NURS 5424 Adult Nursing III	NURS 5423	NURS 5924 Practicum III	Cannot be transferred in from another institution
NURS 5541 Assessment and Care of Families with Young Children	NURS 5424	NURS 5941 Pediatric Practicum	Cannot be transferred in from another institution
NURS 5952 Transition to the AGPCNP Role	NURS 5424/5924	None	Cannot be transferred in from another institution
NURS 6331 Clinical Prevention and Population Health	NURS 5432	None	
NURS 6102 Leadership and Healthcare Policy	NURS 5336	None	Cannot be transferred in from another institution
NURS 6103 Improving Health Outcomes	NURS 5331 NURS 6331/NURS 5423	May take NURS 5331 as a co-requisite/ NURS 5424	Cannot be transferred in from another institution
NURS 6203 DNP Research I	NURS 6103 NURS 6102	None	Cannot be transferred in from another institution
NURS 6204 DNP Research II	NURS 6203	None	Cannot be transferred in from another institution
NURS 6101 DNP Project Proposal	NURS 6204	NURS 6903	Cannot be transferred in from another institution
NURS 6601 DNP Project Implementation	NURS 6101	NURS 6904	Cannot be transferred in from another institution

Non-matriculated Student Courses for Students in Fall 2021

Available courses for non-matriculated students were selected based on the type of course and ease of transferability to another program. Non-matric courses are available to individuals with a BSN degree or Stockton University Senior BSN student with a cumulative 3.5 GPA or above. The tuition for the courses is included in the flat rate tuition but the student will incur the cost of the difference between the undergraduate and graduate cost per credit. Stockton 4th year BSN students must consult with their preceptor and complete a Graduate Course Access form to enroll in a graduate level course.

The three courses available for non-matriculated students are:

- NURS 5325 Health Care Systems & Policy
- NURS 5330 Advanced Pathophysiology
- NURS 5326 Biostatistics, Epidemiology, & Population Health

Please see the link for the Graduate Course Access form to be completed by undergraduate 4th year BSN students wishing to take graduate courses.

<https://stockton.edu/graduate/helpful-links.html>

Procedure for Transfer of Graduate Credits

A graduate student may transfer up to 9 credits into the Graduate Program to meet degree requirements. Courses with a clinical component or related to the NP role (NURS 5333, NURS 5422/5922, NURS 5423/5923, NURS 5424/5924, NURS 5541/5941) must be taken at Stockton. Pharmacology (NURS 5332) must be completed within one year of program matriculation to be considered.

- Students complete a Transfer of Credit form, available at: <https://stockton.edu/graduate/helpful-links.html> (Graduate Transfer Equivalency Form)
- The completed form is submitted to Graduate Studies prior to matriculation or the Graduate Chair after matriculation. This form must be accompanied by an official transcript sent directly to the Office of Graduate Studies by the appropriate authority at the institution where the credits were earned.
- Students are responsible for submitting a course syllabus or description of the course taken as requested.
- All transfer credits must be of “B” quality or better.
- All transfer credits must be from an accredited institution.
- All transfer credits must be taken prior to matriculation in Stockton University.

The most current policy on transfer credits can be found in the University Bulletin.

Membership in a Professional Nursing Organization

All graduate nursing students at Stockton University must maintain and provide proof of membership in a professional nursing organization of the student's choice. Students may choose to join the Graduate Nursing Student Academy at no cost. See the link for more information: <https://www.aacnnursing.org/GNSA>

Nurse Practitioner Certification for Post BSN-DNP Students

Post-BSN to DNP students in either the Family Nurse Practitioner track or the Adult-Gerontology Primary Care track who complete all 5000 level courses in the AGPCNP or FNP curricula and choose not to apply to graduate with the MSN degree may still apply to take the corresponding certification exam while enrolled as a DNP student. However, without an earned advanced degree (MSN or DNP) the certifying bodies will hold the certificate until the DNP degree is conferred and the student is ineligible to practice until the degree is conferred and the certificate is received.

All Post-BSN-DNP students enrolling in fall 2023 may elect to apply to graduate with the MSN degree after completing all required 5000-level courses in either the AGPCNP or FNP tracks.

The Post-BSN DNP students enrolled prior to 2021, that complete the courses in the 5000 level MSN Adult-Gerontology Primary Care track or the DNPFNP track and **NURS 6203 DNP Research I** and **NURS 6204 DNP Research II** may apply to graduate with their MSN degree. Post-BSN DNP FNP students apply for graduation as an AGPCNP and for certification as the post master's certificate applicant. Students with earned MSN degrees may apply and earn certification may practice as NPs while completing the DNP degree.

Non-Nurse Practitioner Post-MSN to DNP Student

Please note, non-nurse practitioner, post-MSN to DNP students is not eligible to sit for any nurse practitioner exams at program completion. Any Post-MSN to DNP students seeking nurse practitioner certification will be referred to Stockton's Post-Master's certificate programs. Post-MSN to DNP students do complete the required 1000 clinical hours, based on the gap analysis of previous clinical course work and clinical hours during the 6000 level courses.

Attendance Policies

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Maintenance of Matriculation and Leave of Absence

Students needing to take time away from their degree program should review the *University Bulletin* for the Maintenance of Matriculation. **Failure to apply for a maintenance of matriculation or leave of absence as defined by the policy can result in program dismissal. It is the student's responsibility to consult with their preceptorial advisor to modify their academic plan if taking a maintenance of matriculation or leave of absence.**

Students who wish to interrupt their Graduate Nursing education for one or more semesters due to health or personal reasons must submit a written request for a leave of absence (LOA) to the DNP Chair. The request must be received prior to the next semester. The written request must include the reason for the LOA, anticipated date of return, and a description of how the reason for the LOA is resolved upon return to the Graduate Nursing program.

The program awards a maximum of a 1 year (2 consecutive semesters) or a total of 2 non-consecutive semesters of LOA. The program reserves the right to limit, modify and/or deny a LOA request. A LOA that exceeds 2 consecutive semesters or a total of 2 nonconsecutive semesters may result in program dismissal. The student may reapply to the program but will be subject to current admission criteria.

Should the LOA be approved by the DNP Chair, the student must then follow university wide LOA procedures as described in the *University Bulletin*. An additional request for a LOA is required if the student will extend their LOA. Failure to maintain a current request for LOA will result in dismissal from the program. The student will need to reapply and meet admission requirements to complete the Graduate Nursing program.

Academic Warning, Probation, and Dismissal

- A graduate student must maintain a cumulative GPA of 3.00 to be considered making minimum academic progress.
- The student will receive notification of an Academic Warning when the semester GPA is below 3.00.
- Students earning GPAs of less than 3.0 will be placed on Academic Probation for a maximum of 9 credits toward the graduate degree or post-master's certificate. The timeline on probation will begin on the 1st term of probation and will end when the student completes 9 credits toward the degree or certificate. The student has the completion of 9 credits to raise the cumulative GPA to at least 3.0.
- If a graduate nursing student's cumulative GPA is below 3.0 after completing 9 credits, academic probation has ended. The student will receive an academic dismissal from the program.
- If the student is dismissed from the graduate nursing program based academic performance, the student may reapply to the program if they can meet all admission criteria. The student should consult with the Office of Graduate Studies for guidance with program readmission.

- **STUDENTS RECEIVING PROGRAM DISMISSAL BASED ON BEHAVIOR ARE NOT PERMITTED TO REAPPLY TO STOCKTON UNIVERSITY GRADUATE NURSING PROGRAM.** (See Chapter 1 for dismissal based on student behaviors).

DNP Specific Policies

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Remote Testing

The graduate program in Nursing is delivered in an online blended format. Respondus Lockdown Browser is the program required for testing. The link with information and to download the program is available at:

<https://download.respondus.com/lockdown/download.php?id=353467840>

It is the student's responsibility to conduct a system check prior to accessing an exam to prevent difficulties during testing. A system check involves but is not limited to:

- Determining and adjusting their system requirements for compatibility with Respondus Lockdown Browser (example: Chromebooks are incompatible with Respondus Lockdown)
- Downloading Respondus Lockdown Browser prior to the date of the exam for first time use
- Checking WIFI links and turning off extraneous electronics that may interfere with WIFI strength during testing
- Removing all extraneous items from the testing environment (books, notebooks, cell phones, IPOD watches, etc.) as per faculty instructions for the exam
- Providing a video of the students testing environment immediately prior to accessing the exam
- Providing a photo ID of the student who is testing
- Adjusting lighting in the testing environment so the student's full face can be visualized on camera throughout the exam. Back lighting is not acceptable.
- During an exam the student will:
 - Maintain facial detection alerts "on" throughout the exam
 - Maintain seating so the students full face is visualized on camera throughout the exam
 - Keep computer microphones "on" throughout the exam

It is the student's responsibility to seek assistance from the professor before beginning the exam. The Stockton University HELP desk may also be of assistance to students at 609-652-4309 or at helpdesk@stockton.edu.

Graduate Assistantships

Each semester graduate assistantship funds are available in which the number of credits available may vary. Graduate students may apply for an assistantship if they meet the following criteria.

1. Must be matriculated in the DNP program.
2. Must have a GPA of at least 3.2
3. Must have completed one graduate level nursing course.

Graduate Assistantship handbook is available online on the Office of Graduate Studies webpage under the 'Financial Information' tab. Interested students will complete the Nursing Program's Graduate Assistant Application. This application may be obtained through the Office of Graduate Studies.

Completed applications are due to the DNP Chair no later than October 31 for the spring semester and March 31 for the fall semester. The DNP Chair and faculty recommend students for assistantships and final decisions are determined by the DNP Program Chair.

Note: Preregistration is required before the proceeding term to ensure eligibility for a Distinguished Research Fellowship, Stockton Scholarships and/or a Graduate Assistantship may be jeopardized.

Program Distinction

Program distinction will be awarded by the nursing faculty members to DNP nursing students with a GPA of 3.7 at graduation and who demonstrated outstanding leadership, service, and clinical excellence in the nursing profession and the community. Program distinction will be awarded at graduation.

Direct Entry

Students completing the MSN degree may apply with direct entry into the DNP program. Students must have at least a 3.2 GPA when the application is submitted.

Graduate Clinical Education Policies and Procedures

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Stockton University, Graduate Nursing Program requires all students consistently demonstrate personal integrity, accountability, and professional practice that reflects responsible behaviors consistent with the NJ State Board of Nursing Statutes and Regulations and the American Nurses Association Code of Ethics. It is the expectation of Stockton University that students comply with the Code of Conduct in all off campus clinical rotations, events, and professional obligations. **Failure to comply with this expectation may result in action toward dismissal from the program at any time.**

Graduate education and experience in diverse clinical settings are considered a PRIVILEGE. All preceptors and sites volunteer their time to advance your education.

Process to Request a Clinical Placement for the DNP Project

1. The student submits the Project Plan to the Project Team Leader.
2. The student will receive written confirmation from the Project Team Leader approving the Project Plan (this can be done via email). As per the revised DNP Project Teams, the Project Team Leader also approves and oversees the clinical experiences. They may also be identified as your "clinical instructor". Once the Team Leader has approved the project plan in writing, the student may submit a clinical placement request via EXXAT.

Clearance for Clinical

Students who are scheduled for clinical courses must meet requirements set by the health care facilities. These requirements are non-negotiable. Students must ensure they have successfully fulfilled all required clinical and health requirements prior to the start of their first clinical course (NURS 5922; NURS 6101, or NURS 6901). Failure to do so will result in removal from clinical placement.

Students will be invited through their Stockton email account to set up an account to monitor and track clinical and health requirements through Exxat. The email will include all instructions to gain access to the clinical tracking and health requirements portal including how to complete the criminal background check and 10-panel drug screen.

Students assume financial responsibility to complete all health and other requirements to be cleared for clinical. Students will maintain clinical clearance and submit updated information during all clinical courses at Stockton.

Health Requirements for Clinical

See Program Requirements located in Chapter 2.

Professional Requirements

- Proof of RN malpractice insurance with a documented rider as a NP student or malpractice insurance as an APRN. The policy must be current during a clinical semester

and cover the student for practice in the clinical agency AS A STUDENT (not an employee).

- A clear Criminal Background check and urine drug screen completed by the agency required by Stockton University.
- CPR – BLS for Healthcare Providers through the American Heart Association. This may not expire during a clinical semester.
- RN/APRN license in NJ and any other state that the student is completing clinical. If the name or address on the RN/APRN license is different, please indicate this on the student account page. These licenses may not expire during a clinical semester.
- Membership in a professional nursing organization

Professional Behaviors in the Clinical Setting

In the clinical setting, students are always expected to act in a professional manner. Students are expected to demonstrate professional behaviors as identified in the ANA Code of Ethics and New Jersey Board of Nursing Statutes and Regulations.

Students are responsible for obtaining a nursing license for the state where clinical experiences will be completed. Students are responsible for reporting their nursing license number to the program for verification. Students are also responsible to report to the nursing program if their nursing license in any state has been suspended or revoked during program matriculation. Students without the appropriate nursing license or compliance with all immunization and background checks cannot participate in a clinical course.

Before clinical:

Students are required to purchase access to Exxat Prism (course fee). Students will receive an email to their Stockton email with access instructions.

Student seeking to arrange their own clinical rotations may do so after consultation with the course leader or DNP Chair. The graduate nursing program faculty members make the final decision on clinical site placements. Any requests for new clinical contracts must go the course leader or DNP Chair at least one semester prior to the clinical rotation.

Students are not permitted to enter in any patient care role in a clinical site without a current clinical contract between Stockton University and the clinical site.

The following items are required prior to student placement in clinical:

1. Student clinical clearance documents (see clinical clearance section for a list of documents) are uploaded in Exxat and remain up to date through the semester of clinical.
2. A completed background check and drug testing through the required agency as appointed by the university.
3. Registration in the didactic and clinical portion of the course.
4. A current/active clinical contract or affiliation agreement.

5. Approval from the course leader or DNP Chair.

Students will receive email notification from the course leader regarding clinical placements. The email notification will include a letter to the preceptor and site representative regarding the placement, dates of rotation, instructor and student contact information. Students should not reach out to the clinical site to plan clinical days until the preceptor/site receives the email notification from the course leader.

Students may attend any required orientations at the clinical agency prior to the start of clinical if the orientation does not occur in a patient care area. Any completion of orientation(s) DOES NOT count toward the required direct patient care clinical course hours but are mandatory for site placement. Students not in compliance with any required clinical agency orientation(s) will be removed from the clinical site.

During the clinical course: Students are expected to follow the guidelines and orientation information established by the clinical faculty.

Any time a preceptor or clinical instructor assesses that a student is unable to carry out the appropriate standards of clinical practice due to alcohol, illegal, or mind-altering drugs, lack of preparedness, or any other substantive reason, the clinical instructor will remove the student from the clinical area. The clinical instructor will consult with the DNP Chair to determine if the student is safe to return to the clinical area. If the student is removed from the clinical area due to the inability to carry out the standards of clinical practice, it is the clinical instructor's discretion to assign a failing grade for that clinical rotation.

Students are expected to coordinate the clinical schedule with the preceptor including the day of the week, starting and ending times of the clinical day based on the clinical site and preceptor schedule. **This schedule must be reported to the clinical instructor through Exxat under the Student Schedules tab.** Students are expected to attend, be on time for, and to be prepared for each clinical day. Students should not be absent from clinical unless there are unanticipated, uncontrollable situations. A student should call the assigned preceptor and the assigned clinical instructor as soon as possible and reschedule the clinical experience if they will be absent.

Incomplete grades for clinical courses will only be granted if the student experiences extenuating circumstances (major illness, loss of site placement or preceptor after the semester started). Students should collaborate with the clinical instructor prior to the end of the semester to determine if they qualify for an incomplete. It is the faculty's, Associate Dean's, and the Dean's discretion to honor the requested incomplete.

After clinical: All students are required to prepare and submit written assignments per departmental and course guidelines. Failure to complete assignments by the due dates can result in course failure.

At all times, students are required to maintain patient safety and patient confidentiality. Failure to maintain standards of safe patient care, academic or professional misconduct could result in course failure and/or program dismissal. See the University *Bulletin* and *Student Code of Conduct* regarding behaviors at off campus sites.

Clinical Site Identification/Badges

Clinical sites require wearing identification badges while present in their facilities. Identification badges will be issued by the clinical site, must be worn at all times while present in the facility and acting in the role of a Stockton University Student. Identification badges must be returned promptly on the last day of the clinical experience as directed by the university/ facility. A replacement fee could be charged to students if Identification badges are lost or not turned-in promptly and as per University/ Facilities' policies/ procedures.

Accident and Injury Policy

Whenever you suffer an injury or become ill while at clinical, report immediately to the clinical preceptor.

The clinical preceptor or designee, at the host site must immediately notify, by telephone, the clinical instructor and Graduate Chair of the injury/illness. A university representative will notify the emergency contact provided by the student.

What to Do If You've Had a Needle Stick

Follow the steps as outlined by the agency where you are being treated. Cleaning the wound, appropriate testing and retesting are critical components of the procedure. You can access additional information at the Clinicians Hotline: 1-888-448-4911. You can reach experts at the National Clinicians' Post Exposure Prophylaxis Hotline, 24 hours a day, 7 days a week at the same number.

DNP Final Project

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DNP Final Project

A requirement for graduation from the Doctor of Nursing Practice (DNP) Program is completion of an evidence-based project and clinical hours. Consistent with the CCNE standards, the DNP project courses occur in concert with practice immersion experiences. Students work independently and design and complete a project that will improve nursing practice, patient care, or the delivery of healthcare (Roush & Tesoro, 2018).

The purpose of the evidence-based project in the DNP Program is to integrate and apply knowledge from coursework and clinical experiences to enhance practice in a healthcare setting. The foundational practice and scholarly background for this project begin in NURS 5331 Nursing Theory for post-BSN DNP students enrolled before spring 2021, or in NURS 6105 Theory & Scholarship for Practice (or Scholarly Writing for those enrolling in spring 2021 and beyond) for the post-MSN DNP students. The project represents the culmination of a process that develops logically and sequentially throughout the DNP program. Students will use evidence-based quality improvement methods to address a problem or practice-related issue they have identified. The goal is to achieve improved nursing practice, enhanced patient care, or better healthcare delivery for a specific patient population.

For Post-BSN to DNP students, the project is expected to have a meaningful impact in primary care. The project should be completed during the final project courses of the DNP program:

- For students enrolled prior to spring 2021: The project is completed in NURS 6101 DNP Project Proposal and NURS 6601 DNP Project Implementation. The two clinical co-requisite courses are NURS 6903 Practice Immersion I and NURS 6904 Practice Immersion II.
- For students enrolling in 2021 and after: The project is completed in NURS 6901 DNP Project I: Proposal, NURS 6902 DNP Project II: Implementation, and NURS 6905 DNP Project III: Dissemination.

Students enrolled prior to 2021 will identify how they have achieved the DNP Essentials (2006), Student Program Learning Outcomes, and/or course learning outcomes from their clinical experiences. Students enrolling in 2021 or later will identify their achievement of the AACN Core Competencies (2021), Student Program Learning Outcomes, and/or course learning outcomes from clinical experiences in NURS 6901 DNP Project I: Proposal, NURS 6902 DNP Project II: Implementation, and NURS 6905 DNP Project III: Dissemination. For more information regarding Clinical Requirements for the DNP Project, a template for the Project Plan, and an Overview of the Project Process and Manuscript please click the following link: <https://public.exxat.com/D060/Stockton%20University/resource/general/category/2fe52ed5-986c-48d0-b72b-e4f941246e48>

The Process

Faculty have set specific criteria to help students organize and complete their projects. It is the student's responsibility to achieve the project outcomes on time. Students must stay on track, meet deadlines, and complete the project within two consecutive semesters if they enrolled before spring 2021, or within three semesters if they enrolled in 2021 or later. Use this guide

throughout your project and refer to it frequently. If anything is unclear, please don't hesitate to ask questions.

Students are expected to build on their earlier coursework as they develop their project.

- For students enrolled prior to spring 2021: In the Nursing Theory course, students create a middle-range theory that serves as the theoretical framework for their project.
- For students enrolled in 2021 and after: The literature review completed in NURS 6105 Theory & Scholarship for Practice (Scholarly Writing) is expanded upon in subsequent courses.

As students progress through the program, they explore a clinical question from multiple perspectives, analyze initiatives to improve health outcomes, and develop plans and draft proposals for their evidence-based project. The literature review is refined and expanded throughout all coursework.

- To succeed in the final DNP project semesters, students should have the following prepared:
 - An identified project topic
 - A comprehensive review of related literature
 - A proposed methodology to address the problem
 - Potential clinical areas or sites for project implementation
 - A written plan to fulfill the DNP Essentials or AACN Core Competencies through identified clinical experiences (template and submission accessible through Exxat)

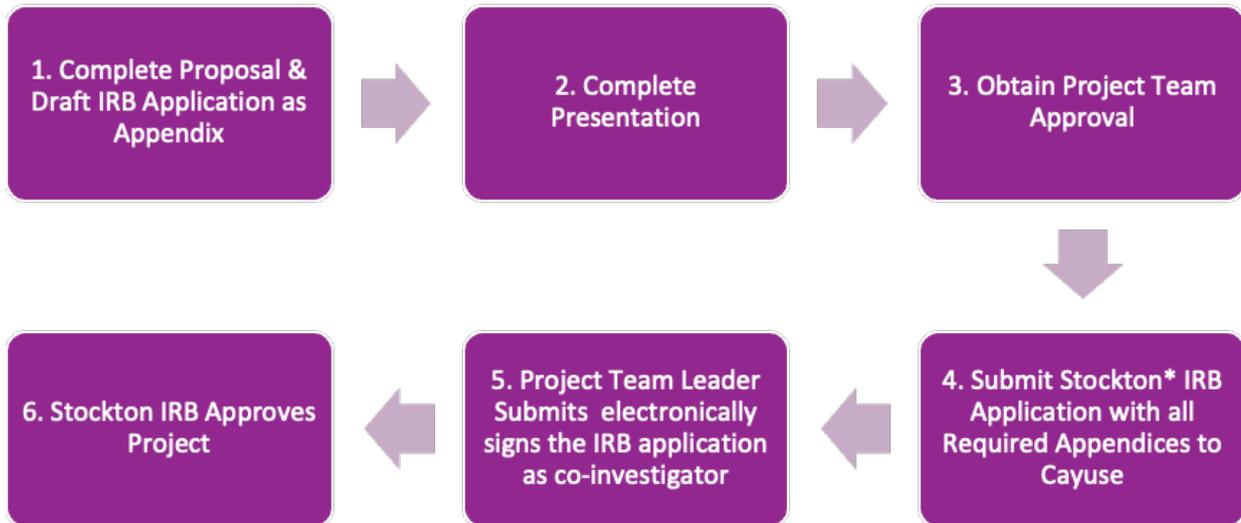
The execution of your DNP Project occurs in sequential semesters. See the table below for DNP Project course sequence and project completion. See DNP Project Proposal and Process Flow Charts # 1 and #2 below for additional information.

DNP Project Course Sequence and Project Completion Table

Students enrolled prior to 2021	Students enrolled 2021 and after
NURS 6101 & NURS 6903 – Project Proposal and Immersion courses: Receives proposal approval from Project Team, submits IRB application, receives IRB approval	NURS 6901 – Project Proposal/Immersion course: Receives proposal approval from Project Team, submits IRB application, receives IRB approval
NURS 6601 & NURS 6904 – Project Implementation courses: Implements project, analyzes data, receives approval from Project Team to report outcomes	NURS 6902 – Project Implementation course: Implements the project
	NURS 6905 – Dissemination course: Analyzes data, receives approval from Project Team to report outcomes, submits project manuscript to ProQuest

DNP Proposal and Project Process Flow Charts (Charts 1 & 2)

The Project cannot begin until all IRB or site approvals are obtained. See the flow chart:
Process Flow Chart #1



Once Stockton IRB Approval is obtained, the student seeks IRB approval or a letter of approval from any additional participating sites. ***Note:** If the student’s project site prefers to approve the IRB application first, Stockton’s IRB will accept that approval and the student does not need to complete a Stockton IRB application.

Once participating IRB approval from the participating site is obtained, any changes to the project protocol need to be resubmitted to Stockton’s IRB as a “Change in Protocol” for final approval.

Once final IRB approval is obtained, participant recruitment or data collection may begin. Any problems with the project during recruitment or data collection should be communicated immediately to the Project Team Leader and to the DNP Chair.

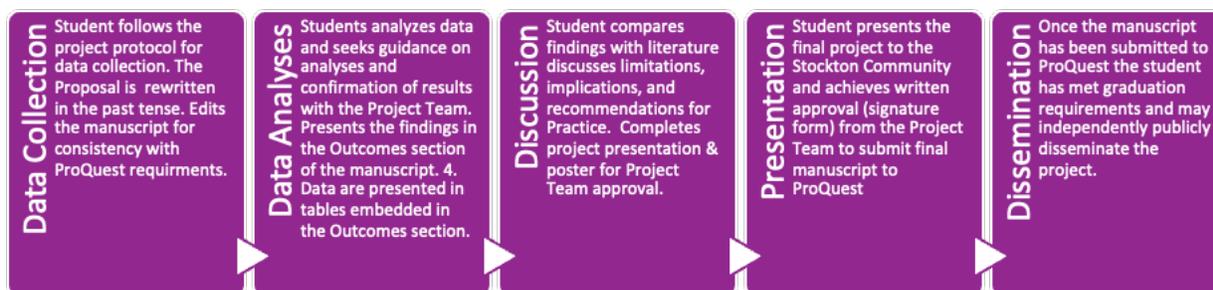
*All Required Appendices may include but are not limited to the following:

- Recruitment flyer/written letter/written invitation/or script of verbal invitation
- Informed consent
- Letter or letters of support
- Data collection instruments including demographic questionnaires
- CITI certificates of all Project Team Members or outside co-investigators
- Data collection timeline can be helpful for the IRB
- Flow charts regarding the project and data collection process can also be helpful for the IRB but do not give them more information than they need

Data Collection and Project Dissemination

Once final approval is obtained, participant recruitment or data collection may begin. Any problems with the project during recruitment or data collection should be communicated immediately to the Project Team Leader and to the DNP Chair. See the Project Implementation process as follows in Process Flow Chart #2 below.

Process Flow Chart #2:



Appendices to the final manuscript will include and may not be limited to the following:

- Any figures or tables too large to be included in the body of the manuscript
- Recruitment flyer/written letter/written invitation/or script of verbal invitation
- Informed consent
- Letter or letters of support
- Data collection instruments including demographic questionnaires
- IRB approvals and may include the IRB application(s)
- Documentation of achievement of Essentials, course objectives, Stockton SPLOs in DNP clinical hour Logs
- Optional: Project and data collection timelines
- Optional: Flow charts regarding the project and data collection process

If for some reason students do not complete these courses in this sequence, there may be elements of the project that need to be repeated due to the lapse of time between semesters.

DNP Project Team Member Roles and Responsibilities

Students enrolling in or after the spring of 2021, will also be assigned a Project Team Leader and a second Team Member according to faculty assignments for NURS 6901, 6902, and 6905. Team Leaders will be assigned upon completion of NURS 6301 Leadership Quality, and Safety to Improve Outcomes. Students enrolled prior to 2021 receive project team leaders and project teams upon completion of NURS 6204. The Project Team Leader is also the instructor for NURS 6903 and 6904. Once NURS 6301 or NURS 6204 are completed, the student completes and submits the DNP Project Approval Form for faculty signatures. The signed DNP Project Approval Form is submitted to the Graduate Education office.

Project Course Coordinator

The Project Course Coordinator functions as the second team member on all DNP projects. This team member meets with students face to face/synchronously online at least twice a month and assists in coordinating meetings with the student and the Project Team Leader for the project courses, NURS 6901, 6902, and 6905. The Project Course Coordinator determines final grades for NURS 6101 DNP Project Proposal Course and the NURS 6601 DNP Project Implementation course.

Project Team Leader

The Project Team Leader is a doctorally-prepared, nursing faculty member of Stockton University. The Project Team Leader is a Stockton faculty member of the DNP Project team and identified as the Clinical Instructor/Clinical Expert and shares a similar practice background or shares interest in the DNP student's project focus. The Project Team Leader approves clinical experiences, rotations, and hours. The Project Team Leader may perform the teaching responsibilities typically assigned to the current population-based, practicum courses for the Post-BSN-DNP track graduate practicum course faculty at Stockton. These responsibilities may also include evaluating student's clinical progress through site visits, midterm and final clinical evaluations, review and validation of case and time logs, and communication with the on-site preceptor.

The Project Team Leader is available to the student during the academic semesters of the project proposal and implementation. The Team Leader monitors and evaluates the student's progress, validates project milestones, reports student progress to the DNP faculty, serves as a primary investigator on Institutional Review Board (IRB)-related applications at Stockton. Project Team Leaders mentor assigned DNP students synchronously or asynchronously and collaborate with the Project Course Coordinator to support a responsible, ethical, efficient, scholarly effort that improves nursing practice, improves patient care, or improves the delivery of healthcare for a selected patient population. Project Team Leaders will support the student with individual advising during NURS 6101 and NURS 6601 and project immersion courses NURS 6901, NURS 6902, NURS 6903 NURS 6904, and NURS 6905.

Faculty assigned as DNP Project Team Leader will meet at minimum monthly with the student during the student's enrollment in the DNP Project courses and more frequently when necessary. It would be helpful if other Project Team members are included in these meetings at the request of the Project Team Leader. Additional meeting times will be scheduled according to the Project Team's availability and may be requested by the student.

The Project Team Leader will be assigned, with student input, prior to the end of NURS 6204 or NURS 6301. Students will complete and submit the Graduate Nursing Clinical Initiation & DNP Project Form (linked [here](#)) to the DNP Chair.

The Third Project Team Member

A third member of the DNP student project team may be required by the DNP Project Team Leader or requested by the student. This is a voluntary role. A third project team member may be required when a post BSN DNP student is conducting a project at a clinical site with a preceptor and the preceptor may be the third project team member. The Third Project Team Member's role is to provide feedback on the project ensuring ethics, rigor, applicability and impact of the work as well as recommend sources for dissemination of outcomes. The Third Project Team Member may be a full time Stockton faculty member, a faculty member from another college or university, or a stakeholder from outside of academia. Third Project Team Members outside of academia may be key stakeholders and may include preceptors in the clinical areas, collaborative physicians, community partners, or members from regional or national nursing organizations. Students may suggest a Third Team Member, but the Third Member will be approved by the DNP faculty. The Third Member may be consulted during the project process and is invited to be present during the student's proposal presentation and at the final project presentation.

Revised and approved by Graduate Faculty on April 7, 2021.

Criteria for Evidence-Based Project

Elements of the DNP project must be consistent among students. The practice immersion experiences will be discussed to validate the student is competent in the DNP Essentials or AACN Core Competencies set forth by the American Association of Colleges of Nursing (2006; 2021). DNP faculty will collaborate on decisions regarding the student's work to validate project milestones. Strategies and recommendations to support successful mentoring of the DNP student will also be discussed regularly by the DNP faculty members.

DNP Final Projects generally adhere to a standard format for evaluation. Program faculty will review these criteria as students progress through the curriculum. The final project format will be evaluated using a rubric combining the SQUIRE 2.0 (Ogrinc et al., 2015) and STaRI (Pinnock et al., 2017) methods of reporting and the structure outlined in Moran et al. (2023)) with Definition of Terms, Ethical Considerations/Informed Consent, SWOT Analysis, Plan for Sustainability, Outcomes, added. See the Outline for the DNP Project below. The Introduction, Conceptual Framework and Theoretical Framework, and Methodology with proposed plan for sustainability will be included in the student's written proposal and proposal presentation. Headings and subheadings follow American Psychological Association's ([APA], 2020) format. The final project follows the format required for publication in ProQuest which can be found in Exxat under the DNP Project Process and Manuscript Preparation:

<https://public.exxat.com/D060/Stockton%20University/resource/general/category/2fe52ed5-986c-48d0-b72b-e4f941246e48>

Outline for the DNP Project**

1. Introduction (Level 1 Headings)

- Introduction – (Paragraph with no heading)
- Background/Significance – (Level 2 Heading)
- Problem Statement/Clinical Question -(Level 2 Heading)
- Review of the Literature -(Level 2 Heading)
- Organizational Assessment-(Level 2 Heading)
- Purpose of the Project -(Level 2 Heading)
- Definition of Terms-(Level 2 Heading)

2. Conceptual and Theoretical Framework

3. Methodology (Level 1 Heading)

- Design-(Level 2 Heading)
- Setting-(Level 2 Heading)
- Participants/Demographic Data -(Level 2 Heading)
- Ethical Considerations/Informed Consent-(Level 2 Heading)
- Intervention or Practice Change & Data Collection -(Level 2 Heading)
- Measures/Instruments/Tools -(Level 2 Heading)
- SWOT Analysis - Level 2 Heading) (for EBP & quality improvement projects only) or Threats if a Research Project
- Plan for Sustainability [includes a Cost Benefit Analysis] (Proposals only as this will be fully developed in the final project)

Following data collection:

4. Analyses (Level 1 Heading)

- Outcomes- Level 2 Heading)
- Remember to include both patient/population outcomes and financial outcomes

5. Sustainability Plan (Level 1 Heading)

6. Implications for Practice (Level 1 Heading)

7. References (Level 1 Heading)

8. Appendices (Level 1 Heading) *Please recognize the placement of tables and figures in the final project paper (manuscript) will follow current ProQuest Guidelines and not the format outlined in Moran et al. (2023).*

**Students with approved projects that involve clinical practice guidelines, position statements, or healthcare policies are encouraged to follow the format outlined by Ohio State University. See this link for more information: <https://u.osu.edu/dnpnursinghandbook2018/final-project/health-policy-final-project-outline/>

Funding

Students have the option of seeking internal and external funding for their projects. If funding is sought, policies and procedures of the Office of Research and Sponsored Programs will be followed. For information on funding sources see <https://www.stockton.edu/research-sponsored-programs/student-research.html>. Students who are members of Sigma Theta Tau, Theta Sigma Chapter are encouraged to seek funding from this organization.

Institutional Review Board

Students will apply to Stockton University's Institutional Review Board (IRB) upon the project committee's approval of the DNP Project Proposal. The Project Advisor will approve the IRB application materials prior to submission and as of July 2024, the DNP student will submit the IRB application as the principal investigator. The project cannot be implemented without IRB approval, as noted in Federal Research guidelines. Given the short timeline to implement the project, it is strongly suggested that students develop a proposal that meets criteria for an exempt or expedited review by the IRB. These criteria will be discussed in the DNP courses and the project proposal course. Also, it is essential that students investigate the IRB requirements of the project implementation site. **It is the student's responsibility to investigate IRB requirements of the project implementation site.** After receiving Stockton's IRB approval and with the Project Team's approval, the student may begin the external IRB or project approval process. Organizational research requirements will vary. Approvals may vary from accepting Stockton's IRB approval to requiring the submission of the organization's IRB application following the organization's procedure. Be aware that multiple IRB applications may delay project implementation and data collection. Students must plan accordingly. Students are also encouraged to seek funding for their projects if appropriate and available. Seek advice from course faculty and your Team Leader on these matters prior to developing the project proposal to assist with planning.

Students will complete Collaborative Institutional Training Initiative (CITI) research ethics education in the DNP research courses. This training is required prior to submitting an IRB application and is effective for two years. Information on the IRB application, dates of submission, IRB review dates and CITI training can be found on the Office of Research and Sponsored Programs website.

<https://stockton.edu/research-sponsored-programs/irb.html>

NOTE: The project site may require additional CITI module completion. Students will need to plan accordingly.

Please note the responsibility for IRB submission may change and students will be notified should this process change. However, it is the student's responsibility to complete and submit any additional IRB applications for participating project sites.

The Final Project

The final project will be presented to and graded by the Project Team. Upon approval from the Project Team, students will create a poster for display or a podium presentation at the Graduate Research Symposium or another public presentation at Stockton University. The poster or podium presentation will be approved by the Project Team prior to public display. Students enrolling in the fall of 2021 will complete a podium presentation and a poster.

The final written report of the project will be formatted as per the Publication Manual of the American Psychological Association (APA, 2019) seventh edition guidelines and PROQUEST. Grading will follow a rubric based upon the Criteria for the Project and the SQUIRE 2.0

Guidelines for Quality Improvement Reporting Excellence (Ogrinc et al., 2015) or the Standards for Reporting Implementation Studies (STaRI) (Pinnock et al., 2017).

Once the DNP project paper has been approved and signed off (the student receives the signature form signed by all Team members) by the Advisory Team, students will upload the final paper in ProQuest following the guidelines established by ProQuest, which can be found in Exxat under the DNP Project Process and Manuscript Preparation:

<https://public.exxat.com/D060/Stockton%20University/resource/general/category/2fe52ed5-986c-48d0-b72b-e4f941246e48>.

See <https://www.etsadmin.com/main/home?siteId=887>

In addition to the above process, as with any research or evidence-based practice project, students are encouraged to disseminate their findings to advance the science of nursing. Consider presenting at local, regional, national, and international professional conferences as well as publishing in reputable peer reviewed journals.

References

American Association of Colleges of Nursing. (2006). *The Essentials of Doctoral education for advanced nursing practice*. Retrieved from <http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf>

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American Association of Colleges of Nursing (2015). *The Doctor of Nursing Practice: Current issues and clarifying recommendations*. Report from the Task Force on the Implementation of the DNP.

APA, (2019). *Publication manual of the American Psychological Association (APA)*. (7th Ed) Washington, DC: American Psychological Association.

Milner, K., Zonsius, M., Alexander, C. & Zellefrow, C. (2019). *Doctor of Nursing Practice Project Advisement: Roadmap for faculty and student success*. Journal of Nursing Education, 58(12), 728-732. <https://doi.org/10.3928/01484834-20191120-09>

Moran, K., Burson, R., & Conrad, D. (2023). *The Doctor of Nursing Practice Project: A framework for success*. Jones & Bartlett.

Ogrinc, G., Davies, L., Goodman, D., Batalden, P., Davidoff, F., & Stevens, D. (2015). *SQUIRE 2.0 (Standards for Quality Improvement Reporting Excellence): Revised publication guidelines from a detailed consensus process*. Journal of Continuing Education in Nursing, 46(11), 501-507.

Pinnock, H., Barwick, M., Carpenter, C. R., Eldridge, S., Grandes, G., Griffiths, C. J.... Taylor, S. J. C. (2017). *Standards of Reporting Implementation Studies (STaRI) statement*. *BMJ*, 356, 1-9. doi: 10.1136/bmj.i6795

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Out of Sequence Courses and Grades of Incomplete

Completing your project out of sequence can cost you additional tuition, fees and time repeating elements of your project. If you do not meet the project benchmarks for a Project course, the Project work carries over into the subsequent semester. Consult with the course faculty to determine an acceptable time to complete the course work. An incomplete will not be awarded for the Practice Immersion courses (NURS 6903/6904).

Maintenance of Matriculation

Students who do not complete the DNP Project while enrolled in NURS 6904 or 6905 will enroll in Maintenance of Matriculation each semester until the project is completed. The Maintenance of Matriculation fee is \$50.00 per semester.