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

This handbook was prepared to provide you with a guide to our DNP program. Here you will find academic policies and details on the expectations faculty have of students enrolled in the Fairleigh Dickinson University DNP program.

Additional sources of information about academic policies and other aspects of student life at Fairleigh Dickinson University are located in the following publications, which are available at the Office of Admissions:

They include:
- The Graduate Studies Bulletin
- Course Offerings
- Course Syllabus
- University Student Handbook
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MISSION STATEMENTS

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

Mission of FDU’s University College
University College: Arts • Sciences • Professional Studies is committed to providing students with strong foundations in the arts, humanities, sciences, and engineering in preparation for professional careers as they prepare to be productive citizens of the twenty-first century. University College, therefore, emphasizes professionally accredited and career oriented programs. Students benefit from curricula that build a strong foundation in the major areas of study and broaden understanding of the global village in which we live. In a student-centered environment, University College seeks to educate undergraduate and graduate students and to contribute to the professional development of faculty and staff.

Realizing that tomorrow’s professionals require a multi-disciplinary outlook to be successful, University College strives for such an approach in all its undergraduate and graduate programs. Recognizing that future leaders must work effectively within a global framework, regardless of profession, University College stresses multiculturalism both through curricula and active recruitment of international students and adult learners. In addition, opportunities for experiential learning through internships, cooperative education, and community service are provided to supplement academic programs, provide career-related experience, and develop students’ social and moral identities.

The mission of University College is facilitated by its location in northern New Jersey’s Bergen County with proximity and ease of access to New York City. Courses and curricula incorporate the unique commercial, scientific, and cultural resources of the metropolitan area to create a learning laboratory of exceptional diversity and richness. The resources of this vital cosmopolitan area contribute to all aspects of University College activity, yet at the same time the College maintains a suburban campus atmosphere.

Mission of the School of Nursing and Allied Health
The Henry P. Becton School of Nursing and Allied Health is one of nine schools at University College of Fairleigh Dickinson University’s Metropolitan Campus. Our mission is to provide excellent undergraduate and graduate education for Nursing and Allied Health students. It is our intent to enhance society and the health care environment through preparation of graduates with a foundation in liberal arts and sciences as well as the professional domain. We endeavor to create a community of collaborative learning. The programs reflect a strong commitment to the development of critical thinking, collaboration, ethical decision-making, leadership, and cultural competence. The learning experience is enriched by interactions among faculty and students of diverse backgrounds and nationalities as they engage in scholarship, research, clinical practice, and
professional development. The School of Nursing and Allied Health philosophy and
goals are consistent with the University's Mission Statement.

**Philosophy of the Henry P. Becton School of Nursing and Allied Health**
The mission of the Fairleigh Dickinson University Henry P. Becton School of Nursing
and Allied Health reflects the beliefs of the faculty and gives direction to the curricula of
the baccalaureate, master's, and doctoral programs. The mission and goals are consistent
with the University Mission Statement. The faculty has a set of beliefs regarding concepts
central to nursing: humans, environment, health, and nursing. These beliefs, as well as
learning process concepts, provide the foundation for the organizing framework of the
undergraduate and graduate curricula.

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

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

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

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

**Nursing Education**

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

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

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

A liberal education, in concert with professional education, fosters the development of a graduate with critical thinking skills capable of assuming a leadership role in current and future health care settings. Recognizing the variety of ways that people learn, we believe that a nursing curriculum, which proceeds on a continuum from simple to complex, promotes critical inquiry. We believe that nursing education is a process that thrives within the context of a caring supportive environment, where individuals continue to develop their potential. We further believe that students can be taught learning strategies to facilitate the pursuit of lifelong learning.

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

The faculty believes that baccalaureate education prepares the student to function as a professional nurse qualified to deliver skilled and ethical nursing care at all levels of prevention. Students at the baccalaureate level are prepared as generalists for professional nursing practice in a variety of health care settings anywhere in the world and for beginning leadership positions. Graduates are also prepared to pursue a master's degree in
nursing. The graduate program builds upon the generalist knowledge of baccalaureate education. The graduate of the master's program is prepared to function as a specialist in a variety of settings and in multiple advanced practice roles. Graduates are prepared to pursue a doctoral education.
HISTORICAL OVERVIEW OF THE SCHOOL OF NURSING AND ALLIED HEALTH

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

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

The first graduate nursing students entered the School in the fall of 1995 to earn their Master of Science in Nursing. A detailed description of the current M.S.N. program appears in the “Programs of Study” section below. Following a generous gift to the University from the Becton Dickinson Company, the School was designated as the Henry P. Becton School of Nursing in June 1995.

In January 1996, programs in Radiography, Medical Technology, and Clinical Laboratory Sciences joined with the nursing programs to form the School of Nursing and Allied Health. In 2000, the Bachelor of Science in Allied Health Technologies Program was established as a joint program with the University of Medicine and Dentistry of New Jersey – School of Health Related Professions (UMDNJ-SHRP). Majors offered include: Diagnostic Medical Sonography, Nuclear Medicine, Respiratory Care, and Vascular Technology. In 2004, the Doctorate in Physical Therapy program was established in collaboration with the University of Medicine and Dentistry of New Jersey – School of Health Related Professions (UMDNJ-SHRP). In 2005, the Master of Science in Athletic Training program was established in collaboration with Seton Hall University.

In the spring of 2001, a Transition Program was approved by the Curriculum Committee of the School of Nursing, the faculty, and the College Educational Policies Committee. A registered nurse with a Bachelor’s degree in another field who wishes to pursue a Master of Science in Nursing degree may take the transition program as a prerequisite to matriculating into the M.S.N. program.

In October 2006, the Doctor of Nursing Practice (DNP) was approved by the NJ
Presidents Council. The first cohort of DNP students was admitted in spring 2007.
Accreditation

Fairleigh Dickinson University

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

Nursing Programs

The Baccalaureate and Master’s Nursing programs at Fairleigh Dickinson University are fully accredited by the New Jersey Board of Nursing and the Commission on Collegiate Nursing Education. The baccalaureate program was granted initial National League for Nursing accreditation in 1977 and was approved in 1990 for 8 years of continuing accreditation. The nursing program is also approved by the New Jersey Board of Nursing and was granted continuing accreditation by that Board in 1996. In 1999, the Commission on Collegiate Nursing Education granted the nursing program accreditation for three years. In 2002, the Commission on Collegiate Nursing Education granted a ten year accreditation to the Baccalaureate and Master’s Nursing Programs.

The Doctor of Nursing Practice (DNP) Program admitted its first cohort of students January 2007 and the first students graduated May 2009. As a result, the DNP program is now eligible to undergo the accreditation process with the Commission on Collegiate Nursing Education.
Programs of Study

Undergraduate and Graduate Programs
The Henry P. Becton School of Nursing and Allied Health offers programs of study at the baccalaureate, masters, and doctoral levels. A complete listing of programs is located in the Appendix.

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

Doctor of Nursing Practice Program
The Doctor of Nursing Practice (DNP) Program is open to students who have earned an M.S.N. and hold advanced practice nursing certification or other national clinical certification. This program is comprised of twenty-four credits of CORE courses and twelve credits of specialty courses for either a Clinical leadership or Organizational leadership track. Students are also required to complete a residency of 1000 post-baccalaureate clinical hours.

Admission Requirements
- A Master of Science in Nursing (MSN) in advanced practice nursing from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or National League for Nursing (NLN).
- Licensure as a Registered Professional Nurse
- If a Nurse Practitioner, Licensure and Certification in Advanced Practice Nursing
- Relevant experience in Advance Practice Nursing
- Interview and completion of a writing sample
- Three recommendations attesting to the applicant’s ability and potential.

Doctoral Program Aggregate Student Outcomes
Graduates of the DNP program will be able to:
1. Integrate nursing science with knowledge from biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice. Indicators/measures: Successful completion of the DNP curriculum with preparation of a manuscript for peer review and publication.
2. Design programs or initiatives that will improve patient outcomes and demonstrate professional accountability. Indicators/measures: Completion of residency requirements and the design and implementation of an evidence-based practice project.
3. Provide intra- and inter-professional leadership in accomplishing change in health care and complex health care delivery systems. Indicators/measures: Completion of residency requirements, an evidence-based practice project, and scholarly presentations at professional meetings and conferences.
4. Apply information technology and research methods to establish evidence-based outcomes as the best support for practice. Indicators/measures: Completion of courses in Management of Information Systems, Nursing Research, Evidence-Based practice project, Health Quality Assessment and Outcomes Assessment.

5. Demonstrate leadership in the evaluation, review and development of institutional, local, federal and/or international health policy. Indicators/measures: Completion of courses related to Advanced Practice, Health Care Delivery Systems and Public Policy, Health Equity, completion of residency requirements and collaboration in the development and/or evaluation of interdisciplinary standards for patient care.

6. Synthesize concepts related to clinical prevention in developing and evaluating interventions to address health promotion/disease prevention. Indicators/measures: Completion of courses in Outcomes Assessment, Epidemiology Genomics and Global Health and/or Health Care Delivery Systems and Public Policy.

7. Demonstrate an advanced level of professional expertise, cultural sensitivity and system knowledge in designing and delivering care to improve the health outcomes of individuals and aggregates. Indicators/measures: Completion of the residency requirements and evidence-based practice project.
Pre-Clinical Medical Compliance begins in the summer before the Sophomore Nursing year for the traditional BSN student. The 1-year ABSN Pre-Clinical Medical Compliance should begin in March. Pre-clinical medical compliance for all other nursing programs is to be submitted for review 1 month prior to the start of clinical. The purpose of these requirements is to prevent or reduce the risk of transmission of vaccine-preventable and other communicable diseases among Fairleigh Dickinson University students, patients, and other persons. Initial pre-clinical medical compliance forms must be completed and returned to the Student Health Services Metropolitan Campus (SHS Metro) Office by September 1st while enrolled in NURS 2003/NURS 2200. Junior and senior clinical clearance must be completed by May 1st annually. Students may not attend clinical if they are not medically compliant.

NURSING STUDENTS PRE-ClinICAL HEALTH CLEARANCE CONSISTS OF:
- A complete Physical Examination, Student Profile, Medical History and Meningitis Response Forms
- Two-step Mantoux skin test for Tuberculosis
- Measles, Mumps, Rubella, Varicella and Hepatitis B Titers showing immunity
- Tdap or Td booster
- Polio vaccine history or booster or titers
- Influenza vaccine in the Fall

HISTORY AND PHYSICAL
A standard health history and physical must be performed by a health care professional (MD, DO, or APN) within 1 year of beginning clinical and then annually by May 1st.

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

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

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

Definition of a Positive Mantoux skin test:
1. If the PPD is 5-9 mm of induration and the student is known to have had recent close contact with someone infected with active TB, the test is considered positive.

2. If the test is equal to or greater than 10 mm of induration the test is considered positive. A chest x-ray must be obtained. The student will be referred to the appropriate county TB Control Center for follow up. Students may elect private follow up care.
3. All positive PPD’s with negative chest x-rays are to be evaluated for INH prophylaxis. If the student fails to be seen by the TB control center or fails to present proof that they have been evaluated properly by their private physician they will be denied clinical clearance.

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

Subsequent biannual PPD testing is required every 6 months in February and August while continuing in the nursing program.

Repeat chest x-rays are not required in an asymptomatic individual. Known positive reactors must be evaluated at the time of the annual physical exam due by May 1st.

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

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

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

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

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

MEASLES, MUMPS, and RUBELLA (MMR)
Nursing students will be considered immune to Measles, Mumps, and Rubella only if he/she can demonstrate serologic (laboratory) evidence of immunity with titers. When a serology report for measles, mumps, or rubella indicates a non-immune or equivocal status, the student must have 2 doses of the vaccine at least 30 days apart. A repeat titer must be drawn 1-2 months after the second dose.
VARICELLA
Nursing students will be considered immune to Varicella (chicken pox) only if he/she can demonstrate serology (laboratory) evidence of Varicella immunity with titers. Documentation of clinical Varicella (history of chicken pox disease) is no longer acceptable.

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

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

TETANUS/DIPHTHERIA/PERTUSSIS
Proof of completion of primary immunization series is requested. A Tdap booster is required if it has been at least two years since your last Td booster.

POLIO
Nursing students need to provide documentation of primary immunization series for polio or polio booster or polio titers demonstrating immunity to polio.

INFLUENZA
Nursing students must be immunized each year during the fall season with the current influenza vaccine. All students are required to obtain annual influenza vaccinations in order to prevent large-scale outbreaks on campus and within healthcare units and keep absenteeism due to influenza at a minimum.

MEDICAL EXEMPTIONS
If the student is claiming medical exemption related to a pregnancy or other medical contraindication, the student must provide FDU SHSmetro with documentation from your healthcare provider indicating the reason and time limitations that the vaccination is medically contraindicated. This exemption will be reviewed at the beginning of each semester.

Summary of Nursing Student Requirements for Medical Compliance

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirement</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Physical Examination</td>
<td>Required</td>
<td>Annually by May 1st</td>
</tr>
<tr>
<td>Documented history of polio vaccination</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Required</td>
<td>Titors required</td>
</tr>
<tr>
<td>TB Testing (Mantoux/PPD)</td>
<td>Required</td>
<td>2 step initially/ then every 6 months (February/August)</td>
</tr>
<tr>
<td>(see info on page 2 if positive)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proof of immunity to MMR</td>
<td>Required</td>
<td>Titors required</td>
</tr>
<tr>
<td>Proof of immunity to Varicella</td>
<td>Required</td>
<td>Titors required</td>
</tr>
<tr>
<td>Tdap</td>
<td>Required</td>
<td>Within past 2 years</td>
</tr>
<tr>
<td>Influenza vaccine</td>
<td>Required</td>
<td>Annually in the Fall</td>
</tr>
</tbody>
</table>
Timeline:

Prior to starting classes:
May (all Nursing programs)
March (1 year ABSN program)

- Make an appointment to see your private healthcare provider.
- Bring a copy of your immunization records to your healthcare provider along with your FDU immunization form and instructions.
- Have blood tests done.
- Have healthcare provider evaluate need for additional vaccinations and treatments.
- Have PPD placed and read 48-72 hours later.
- Have second PPD placed and read 48-72 hours later.
- Take vaccines as indicated, including first dose of Hepatitis B.

30 days later:

- Take second dose of Hepatitis B vaccine and other vaccines as indicated.

4 or 6 months after 1st Hepatitis B Vaccine:

- Take last Hepatitis B vaccine.

Submit completed packet by:

- July 15th (all Nursing Programs)
- May 1st (1 year ABSN)

Repeat PPD:

- Every 6 months February/August

v.06.17.2010

STUDENT'S RIGHTS AND RESPONSIBILITIES

The Rights

Copies of the “Fairleigh Dickinson University Code of Students Rights, Responsibilities, and Conduct” and the "Family Education Rights and Privacy Act of 1974" are available upon request in the office of the School of Nursing and Allied Health. The following Student Bill of Rights and Responsibilities was adopted by the National Student Nurses' Association House of Delegates in April, 1975.

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom; students should exercise their freedom with responsibility.
3. Each institution has a duty to develop policies and procedures, which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, creed, sex, or marital status.
5. Students should be free to take reasoned exception to the data or views offered in
any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, and political associations which instructors acquire in the course of their work should be considered confidential and not released without the knowledge or consent of the students.

8. The student should have the right to have a responsible voice in the determination of his/her curriculum.

9. Institutions should have a carefully considered policy as to the information which should be a part of a student’s permanent educational record and as to the conditions of this disclosure.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.

11. Students should be allowed to invite and to hear any person of their own choosing, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs.

13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life.

14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.

15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of their membership and should enjoy the same freedoms of citizenship.

16. Students have the right to belong or refuse to belong to any organization of their choice.

17. Students have the right to personal privacy in their living space to the extent that the welfare of others is respected.

18. Adequate safety precautions should be provided by schools of nursing, for example: in and around student dorms, adequate street lighting locks, etc.

19. Dress code, if present in school, should be established by student government in conjunction with the school director and faculty, so the highest professional standards possible are maintained, but also taking into consideration points of comfort and practicality for the student.

20. Grading systems should be carefully reviewed periodically with the students and faculty for clarification and better student faculty understanding.
**Student Grievance Procedure**

If a student has a grievance concerning issues other than grades s/he wishes to pursue, the following protocol should be followed:

1. Make an appointment to discuss the grievance with the faculty member responsible for the course.
2. If the grievance is not resolved, schedule an appointment with the appropriate Associate Director or Program Director in the School of Nursing and Allied Health.
3. If dissatisfaction persists, the student is to submit a letter outlining the specific outstanding issues to be resolved and make an appointment to see the Director of the School of Nursing and Allied Health after the Director receives the student’s written communication.
4. If discussions at this level do not resolve the grievance, the student should make an appointment with the Associate Dean of University College.

**Student Grade Appeal**

A student may appeal the grade s/he received for a course if s/he believes that it is unwarranted. If the matter cannot be informally resolved with the faculty member, the student should follow the *Academic Grade Appeal Procedure in the University Graduate Studies Bulletin*.

**Student Responsibilities Related to Progression**

The student is expected to:

1. Take an active part in planning his/her individualized plan of study, selecting specialty and elective courses.
2. Select a faculty member to act as Project Chair for the EBP project, after satisfactory completion of NURS 8004 Research II: Evidenced Based Practice (EBP).
3. Take an active part in selecting a topic and Project Chair by discussing potential ideas with faculty.
4. Rectify any grades of incomplete (I) within 3 weeks of the next major semester (Fall, Spring).
5. Maintain continuous registration. If unable to register for a course, the student must register for Continuous DNP registration, NURS 8320.
6. When appropriate, sign up for assistance at the Metro Writing Studio.
7. File a Preliminary Plan of Study (approved by the Academic Advisor) with the Associate Director of the Graduate Nursing Programs.
8. Submit to his/her Project Chair a proposed EBP project topic and a written proposal.
9. Submit in writing to the Project Chair and Associate Director of the Graduate Nursing Programs any changes in the original Plan of Study and update the plan as needed.
10. Take necessary action regarding completion of incomplete course work and change of grade.
11. Submit in writing to the Academic Advisor, Associate Director of the Graduate Nursing Programs, Office of Admissions and Enrollment.
Management, Graduate School Office, and the Registrar’s Office changes in name and address.

12. Submit all materials required for graduation on time.
13. Provide a copy of the completed EBP project to the Associate Director of the Graduate Nursing Programs for display.

**Graduating Student Responsibilities**

Students must complete all DNP requirements within five (5) years of matriculation. Faculty and students alike share in the responsibility for seeing that all requirements are met and important deadlines observed.

Sequential steps to be accomplished in order to graduate include:

1. Completion of all required courses.
2. Completion of capstone project with successful defense.
3. Application submitted for graduation.
4. Submission of a completed and signed capstone project to the library.

Graduation policies are the same throughout the University. It is expected that, in addition to copies of the completed dissertation submitted to the Graduate School, the student will provide the Project Chair and the Director of the School of Nursing and Allied Health each with a copy of the completed EBP project.
GOVERNANCE

Shared Governance Opportunities
It is a central belief of the board, administration, and faculty of FDU that students have both the right and the obligation to share in academic governance at all levels.

Opportunities within the School
Faculty in this school, seek student participation in policy decisions affecting their education and their school. Representatives from all levels and programs are invited to participate in School governance by attending faculty and committee meetings. Meeting times are posted prominently on the student bulletin board.

Opportunities in the University
A discussion of the opportunities to participate in University student organizations and activities is available in the Graduate Studies Bulletin and University Student Handbook. Students are strongly encouraged to participate in a variety of University committees.
STUDENT ACTIVITIES

There are many opportunities for FDU students to actively participate in academic, social, cultural, and community service activities.

UNIVERSITY SUPPORT SERVICES

Educational Support Programs

Computer Center
In addition to the computer lab in the School of Nursing and Allied Health, a computer center with computers, printers, and staff is available to students on the 2nd floor of Dickinson Hall.

Scholarships and Financial Aid (201-692-2363)
There are a number of scholarships available to nursing majors, both from external and internal sources. Announcements of hospital scholarships, minority scholarships, and general scholarships may be obtained in the School. Some of these are available to nursing majors who meet certain criteria (e.g., a specific cumulative grade point average), and some are available only to accelerated track nursing majors (also based on cumulative grade point average criteria). These lists are updated regularly and students are advised whenever new scholarship funding is available. Students must complete all forms required by the Office of Financial Aid to receive any scholarships. While the Director of the School will make recommendations to Financial Aid based on scholastic merit, all internal scholarships are distributed by the Office of Financial Aid. Representative nursing funding sources are:

- Advanced Education Nursing Traineeships (available for MSN and DNP students).
- Nursing Faculty Loan Program (available for MSN and DNP students who plan to teach in a School of Nursing after graduation).
- Private Scholarships/Fellowship Grants (available to all students).
- FDU Employee Tuition Grants for Fulltime and Part-Time/Adjunct Faculty or Staff.

Academic Resource Center (201-692-2076)
The Academic Resource Center provides academic support services free of charge to all FDU students. Individualized tutoring is available in writing, mathematics, arts and sciences, and the University Core curriculum. The tutoring staff includes professional tutors and peer tutors. The Academic Resource Center also offers assistance in study and test-taking skills and time management. Discussion groups review sessions, and workshops are tailored for students in specific courses or areas of study as needed.
The Metro Writing Studio (201-692-2263)  
Janet Boyd, Dir.

The Metro Writing Studio offers focused assistance with developing and enhancing writing skills. The studio is located on the second floor of the Giovatto Library and hours are posted. Telephone: 201-692-2166.

Student Health Services (SHS Metro)  
(201-692-2437)

SHS Metro is located on the middle floor in the Student Union Building. Business Hours are 9:00am-5:00pm, Monday to Friday, during the academic year, and 9:00am-5:00pm, Monday to Thursday during the summer sessions. Clinic hours vary daily based on nurse availability. Call the office for a complete list of services and current information.
ACADEMIC REGULATIONS

Academic regulations are discussed in the *Graduate Studies Bulletin* and the *FDU Student Handbook*. Regulations specific to Nursing or Allied Health majors are:

**Matriculation into the School of Nursing and Allied Health**

Students who meet the criteria for admission to the DNP program are admitted into the School of Nursing and Allied Health only after they are admitted to the University. Students must complete the Health History requirements of FDU, as well as the Health Clearance requirements of the School.

Official academic records are to be submitted to Graduate Admissions. The School of Nursing and Allied Health requires students to submit copies of all academic records to the School secretary. These are placed in the student’s permanent file, which is kept confidential within the School.

**Progression in the DNP Program**

Students must achieve a grade of 80% or higher in each DNP course in order to pass the course and enter the next course(s) in the sequence. The weights assigned to the tests, papers, and other assignments making up the course grade are determined by the instructor of each course, and set forth in the course syllabus. Students who achieve a grade of less than 80% in any course will be placed on academic probation until they repeat the course and achieve a grade of 80% or higher. A course can be repeated only once. Students who achieve and/or maintain a GPA of < 3.0 will be placed on academic probation until their GPA is > 3.0. Students may be on academic probation no more than two semesters. A GPA of 3.0 is necessary in order to graduate.

**Grading Policy**

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

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Weighted Letters</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>93+</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Additional letter grades have "no weight" and are NOT computed into the grade point average. They are:

- P = Pass
- NC = No credit
- W = Withdrawal, no credit
- I = Incomplete.
Incomplete Grades
Students who do not complete course requirements on time because of illness or other extenuating circumstances may be given a grade of Incomplete (I) by the instructor. If a student receives an "I" but does not meet the requirements of the course by the third week of the next major semester, the grade automatically becomes an "F" and is computed into the grade point average. All Incomplete grades must be rectified by the third week of the next major semester before progression to the next level. (FDU Graduate Studies Bulletin).

Cumulative Grade Point Average
The student must maintain a cumulative grade point average of 3.0 (on a 4.0 scale) throughout the program. Student progress is evaluated at the end of each semester of study by the student’s Academic Advisor who is responsible for notifying the Associate Director of the Graduate Nursing Programs if a student's academic status is in jeopardy. If a Graduate student earns an “F” in any course, the “F” remains on the transcript even after the course is repeated and passed. The “F” grade is calculated into the GPA.

Academic Warning
Students are expected to monitor their own progress and academic standing in the courses they take. This will enable them to assure their own compliance with program requirements and their maintenance of acceptable grades and averages. Based on examination results or other course assignment grades, an effort will be made by the faculty member responsible for a particular course to notify a student who is doing unsatisfactory work. In response to such notification, the student is expected to meet with the faculty member and his/her faculty Academic Advisor. Even in the absence of a notice, whenever a student feels the need for academic guidance, s/he is encouraged to contact the instructor of the particular course or his/her faculty Academic Advisor.

Academic Integrity
For University policies related to cheating, plagiarism, falsification, multiple submission, complicity, and interference, and the policies on sanctions, procedures, and the appeals process, refer to the academic integrity policy cited in the FDU Graduate Studies Bulletin located at http://view.fdu.edu/default.aspx?id=409

Academic Integrity Policy
Excerpted from the FDU Graduate Studies Bulletin
Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary the department chair/school director or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.
Academic dishonesty includes, but is not necessarily limited to, the following:

1. **Cheating** - Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic exercise.

2. **Plagiarism** - Representing the ideas or language of others as one's own.

3. **Self-plagiarism** - Failure to properly reference one’s own previous work.

4. **Falsification** - Falsifying or inventing any information, data or citation in an academic exercise.

5. **Multiple Submissions** - Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor(s).

6. **Complicity** - Facilitating any of the above actions or performing work that another student then presents as his or her assignment.

7. **Interference** - Interfering with the ability of a student to perform his or her assignments.

**Sanctions:** Any student violating academic integrity will, for the first offense, receive one or a combination of the following penalties:

1. No Credit (O) or Failure for the academic exercise
2. Reduced grade for the course
3. A Failure in the course that is identified on the student's permanent record as permanent and cannot be removed.
4. Recommendation for academic probation to the Dean's Office.

For a second offense of academic dishonesty, a student will be subject to any combination of the above sanctions and, with concurrence of the academic dean, one of the following:

1. Suspension from the University for one year. Readmission will be contingent upon the approval of the academic dean.
2. Dismissal from the university.

**Procedure:**

- When a faculty member believes that a student committed an act of academic dishonesty, the faculty member will discuss the incident with the student as soon as possible.

- If after the conference, the faculty member has determined that an act of academic dishonesty occurred, the faculty member will impose appropriate sanctions as listed above.

**Appeals Process:**

- Students who are charged with academic dishonesty by an instructor may appeal in writing to the chairperson of the department or director of the school in which the alleged incident took place and the chairperson will act as mediator.

- The sanction imposed by the faculty member may be dismissed, modified or upheld through the mediation process.

*For additional information about the process and time frames for appeal, read the*
complete procedure in the Graduate Studies Bulletin.

**Academic Probation and Disqualification**
Probation and academic disqualification are discussed in the Graduate Studies Bulletin. Student records are reviewed at the conclusion of each semester. If a student's grade point average is below 3.0, probation with or without a limitation in credit load is imposed. If these measures are not effective in raising the grade point average to 3.0, the student may be suspended or dismissed from the University. A letter is mailed to each student in academic difficulty stating his/her standing and what conditions must be met.

*A student may appeal the academic review decision if he/she feels it is unwarranted. Instructions on how the decision may be appealed can be obtained from the Office of the Dean of University College.*

**Attendance and Registration**
Attendance in all classes, practicum and activities is mandatory. In case of mitigating circumstances, the student has two options: 1. Deduct 20% from total grade in the course for each day missed -OR- 2. Complete a makeup as assigned by course faculty. Failure to adhere to this policy may result in being dropped from the course or earning a grade of “F”.

Students must register for the course before the start of classes. Students who are not registered by the first day of class will not be admitted to the course. Only registered students are permitted into the classroom – children, guests, pets (except service dogs), etc. are specifically excluded. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course” *(FDU Graduate Studies Bulletin)*.

**Continuous Registration**
*Continuous registration of at least one credit per semester (Fall and Spring semesters) must be maintained by all doctoral students from admission through graduation.* If the student is unable to engage in doctoral study for a given semester for health or personal reasons, approval must be obtained from the Academic Advisor, the Associate Director of the Graduate Nursing Programs, or the Director of the School of Nursing.

**Course Requirements, Late Papers, and Examinations**
Each student is responsible for meeting the requirements as defined in each course policy distributed at the beginning of each semester. All written material must be handed in ON or BEFORE the date assigned. Failure to do so (UNLESS prior permission is given by the faculty member) will affect the grade for that assignment. A grade cannot be changed under any circumstances unless there is a mathematical error. If a student misses an examination, the student must make arrangements with the faculty member to take the examination within one week of the date on which the examination was originally administered. Failure to do so will result in a zero for the exam.

**Critical Elements for Writing**
In addition to providing required and appropriate content for all written assignments in the school’s courses, students must use the following critical elements for writing:
1. Write according to protocol specified in the latest edition of the APA style manual
2. Write assignments using standards of English grammar, spelling, syntax, abbreviations, and format, consistent with University policies.
3. Use language consistent with scientific, nursing, and related health disciplines.
4. Write own text without self-plagiarizing or plagiarizing the words and ideas of others, by citing the works of yourself or others in the text, footnotes, and references as dictated by the University’s Academic Integrity Policy and APA guidelines. Cite page numbers when quoting an author’s words.

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

Any student who needs help with formatting and writing papers may seek the assistance of the FDU Metro Writing Center at the Teaneck and Madison campuses.

**Conditions for Dismissal from the Program**

A cumulative GPA of 3.0 must be attained by all graduate students prior to graduation. A student will be asked to withdraw or will be dismissed from the Doctoral Program if any of the following events occurs. Failure to:

1. Maintain a cumulative GPA of 3.0
2. Attend class.
3. Demonstrate the ability to design and implement an EBP project for the purpose of improving patient outcomes and/or nursing practice.
4. Maintain continuous registration.

When the actions of a student are judged by competent authority, using established procedures, to be detrimental to the interests of the University community, the student may be dismissed.

Fairleigh Dickinson University, through its various faculties or appropriate committees reserves the discretionary right to suspend or dismiss any student from the University for failure to maintain a satisfactory academic record, acceptable personal behavior, acceptable standards of academic conduct, accepted standards of practice in a clinical agency or satisfactory standards of health.

Appeal procedures in all instance of grievance are handled according to University Policy found in the FDU Graduate Studies Bulletin.
Plan of Study

Each student plans collaboratively with his/her Academic Advisor a plan of study which constitutes a unified program, planned within the framework of doctoral program requirements and the student's professional interests and career goals.

Advisement Overview

In the doctoral program, each entering student is assigned to an Academic Advisor who functions in this role until the student selects a topic and an appropriate Project Chair to direct the EBP project. Once selected, the Project Chair assumes all advisement responsibilities, to include academic advisement and direction of the EBP project.

Qualifications and Selection of Faculty Academic Advisors

Qualifications

1. Each student will have an Academic Advisor and a Project Chair. The role of each Academic Advisor is described in this handbook. Qualifications of faculty who may serve as Academic or Project Chairs are designated by the Associate Director of the Graduate Nursing Programs.
2. Academic Advisors must be School of Nursing and Allied Health faculty who are members of the doctoral faculty and are assigned to the student by the Associate Director of the Graduate Nursing Programs.
3. Project Chairs must be School of Nursing and Allied Health faculty who are doctorally prepared. The Project Chair is selected by the student and must have sufficient expertise to guide the student’s proposed area of study.

Selection

1. The Project Chair is selected by the student with input from the Academic Advisor. The Project Chair is chosen on the basis of expertise related to the student’s project and must be approved by the Associate Director of the Graduate Nursing Programs.
2. The Academic Advisor, if qualified, may serve as the Project Chair as well. The choice of a Project Chair is based on mutual agreement between the faculty member and the student. The Associate Director of the Graduate Nursing Programs is informed of the student's selection by a written letter from the student.

Role of the Academic Advisor

The Academic Advisor represents a vital linkage between the entering student and the doctoral program. The Academic Advisor plays an important role in orienting the student to the School and the program, assisting with clarification of goals, helping the student to structure a meaningful and integrated learning experience, and monitoring the student's progress in and adjustment to doctoral study.

The specific responsibilities of the Academic Advisor are to:

1. Assist the student in planning his/her program of study in accordance with program requirements, individual research interests and career goals.
2. Assist the student with registration procedures.
3. Approve and sign all registration materials, change of schedule forms and other records.

**Role of the Project Chair**

After selection, the Project Chair assumes the above responsibilities of the Academic Advisor, (#1-3) with respect to academic advisement of the student.

In addition, the Project Chair has the following responsibilities related to the EBP project:

1. Assume primary responsibility for guiding the student through completion of the doctoral project, to include guidance with:
   a. Refinement of a written proposal for the project*.
   b. Complete submission of an application to the IRB.
   c. Implementation of the approved project.

*Refinement includes insuring correct grammatical, structural, and APA format of the entire document before submission to the Associate Director for Proposal Review.

**Change of Academic Advisor**

1. Requests for change of Academic Advisor should be forwarded to the Associate Director of the Graduate Nursing Programs who will coordinate reassignment of the student to another Academic Advisor.
2. A change in Project Chair may be indicated if the substantive area of the student's project changes markedly.
3. A change of Academic Advisor may be initiated by the Academic Advisor or the Advisee without prejudice to themselves.

**Student Responsibilities with Respect to Advisement**

The student is responsible for:

1. Communicating regularly with his/her Academic Advisor regarding progress, goals and plans.
2. Initiating contact with faculty members whom s/he is considering as Project Chairs.
3. Selecting a Project Chair, in consultation with the Academic Advisor.
4. Selecting an EBP or research topic in collaboration with the Project Chair and subject to approval by the Associate Director the Doctoral Program.
5. Communicating with the Project Chair on a regular basis regarding progress and scheduling meetings necessary for completion of program requirements.
6. Communicating to the Project Chair and Associate Director of the Graduate Nursing Programs a desire to change Project Chair.
7. Becoming familiar with and complying with all relevant policies and procedures as set forth by the Doctoral Program of the School of Nursing and Allied Health.
8. Reporting problems that delay progress in completing the degree requirements to the Associate Director of the Graduate Nursing Programs.
9. Requesting appropriate approval of the Associate Director of the Graduate Nursing Programs and ultimately the Director of the School of Nursing and Allied Health where unusual problems are encountered in meeting specific deadlines.
DNP Program Requirements
Requirements for the Doctor of Nursing Practice Degree include completion of:
1. All required core and specialization courses
2. Residency (500 hours) including scheduled seminars.
3. Evidence-based Practice Project with successful defense
4. Submission of Integrated Scholarly Portfolio
Following is a description of each.

DNP Program Coursework
A complete list of the DNP core and specialization courses is located in the Appendix.

Residency
Students are eligible to enroll in NURS 8013 & 8014 after they complete core and specialization courses. The student completes 500 hours in an institution where the student acts as consultant for system analysis and change or other related projects. A plan for Residency must be developed by the student and submitted for approval before the Residency experience commences. The Residency Plan is located in Appendix D. A preceptor, selected by the student, mentors the student through residency completion.

Preceptors
Qualifications:
1. An earned doctorate in nursing or related fields
2. Current leadership role in a clinical, academic, professional organization, or other relevant settings
Role/Responsibilities:
1. Supervise the implementation of the student’s residency plan
2. Provide feedback to faculty regarding student performance
3. Provide experiences relevant to goals of residency
Evidence-Based Practice (EBP) Project
Each student must register for NURS 8301 Evidence-based Practice Project Seminar while working on the EBP project. The student must continue to register for NURS 8301 each semester until the EBP Project is completed and successfully defended. The EBP Project is communicated in the form of a written project and oral defense before the student’s Project Chair and Project Committee. The EBP project must address questions of significance to the discipline and practice of nursing.

What Constitutes an Acceptable EBP Project Endeavor?
The student and the Project Chair shall reach an agreement as to the scope of the project for the doctoral EBP project. The statements below present a philosophical stance rather than precise evaluative criteria.
1. The problem to be explored should be relevant and important to nursing practice and be such that the result of the exploration shall extend the knowledge base for nursing, improve patient outcomes, and nursing practice.
2. The problem must be grounded in an EBP model or research framework directed toward the improvement of patient outcomes and nursing practice.
3. The quality of the project should lend itself, in part or in whole, to publication in a refereed journal.

Research Projects
If a student selects a problem that is not suitable for an EBP project, the student may complete a research study, guided by the Project Chair.

The EBP Project Process
Proposal Review
1. A written proposal is presented to the student's Project Chair.
2. If the Project Chair determines the proposal is ready, the student submits 3 copies of the proposal to the Associate Director of the Graduate Nursing Programs for review by the Proposal Review Committee.
3. The Proposal Review Committee is composed of two members.
4. Possible outcomes from the Proposal Review Process include:
   A. Approved – two committee members agree to approve the project. They sign the Proposal Review Approval form (see Appendix). A copy is kept in the student’s file.
   B. Approved pending Minor Revisions – If committee members agree to approve pending minor revisions, the student makes the recommended revisions and provides these to the Project Chair. Once approved, all committee members sign the Proposal Review Approval form and it is filed as indicated above.
   C. Major revisions with resubmission to the Proposal Review Committee – Major revisions to the proposal may include but not limited to:
      • Additional review, critique, and synthesis of the literature to support the proposed intervention
• Methodological changes related to implementation, data collection, or analysis.
• Change in the site for project implementation
  Upon completion of Major revisions the student re-submits the proposal to the Project Chair. If approved by the Project Chair, 3 copies are made and the project is resubmitted to the proposal Review Committee. Once approved, all committee members sign the Proposal Review Approval form and it is filed as indicated above.

5. The approval of the proposal serves as a written agreement between the student and the Project Chair regarding the expectations, limitations, and scope of the EBP or research project.

**Protection of Human Subjects**

1. In accordance with an administrative decision of Fairleigh Dickinson University, those EBP proposals which involve human subjects are subject to the guidelines and procedures of the University’s Institutional Review Board (IRB).
2. The project director (DNP student) and all others involved in data collection must submit a certificate of completion for the “Protecting Human Research Participants” course sponsored by the National Institutes of Health Office of External Research (http://phrp.nihtraining.com/users/login.php).
3. Proposals must be first submitted to the IRB(s) of all sites for data collection and approved prior to submission to the IRB at Fairleigh Dickinson University.
4. Should data collection involve subjects who are associated with a formal organization, it may be necessary to submit the proposal for human rights review to the designated body for that organization. This review may be independent of, subsequent to, or preparatory to obtaining administrative approval for conduct of the study in that organization.
5. IRB submissions, after they are signed by the Associate Director of the Graduate Nursing Programs, are forwarded to the appropriate IRB(s) for review.

**Data Collection**

1. Data may be obtained from a variety of sources and a variety of locations; their acceptability is judged on the basis of relevance to the PICO or research question.
2. No data may be collected until IRB approval from all sites for the project is obtained.
3. Data need not be collected by the student personally; the appropriateness of utilizing another person or persons to collect data is determined by the design. However, it is expected that the student will have personally utilized all instruments and procedures.
   All data collection sites must have been approved by the IRB of FDU & the IRB of all data collection sites.

If another person or persons are used for data collection, the student is responsible for training and supervision of data collectors in so far as this is possible given the circumstances of the study. An existing data set can be utilized if appropriate.
Data Analysis

1. The plan for data analysis shall be such that assumptions underlying the use of all statistical procedures be met or their violation justified. Appropriate caution will be observed in both the analysis and the interpretation of the findings.

2. It is possible that additional procedures may be generated during the processes of data collection and analysis and that attention may be given to these within the EBP project. The Project Chair should be consulted prior to work on these emergent areas.

3. Data analysis should be carried out by the student.
Format for the EBP Project

Chapter I – Introduction and Statement of the EBP Problem
- Background of the problem
- Significance of the problem
- Purpose Statement
- Statement of the problem in PICO format
- Definition of Concept(s)

Chapter II - Critical Appraisal of the Evidence
- Introduction – repeat purpose
- Search Strategies and yield
- Statement of studies and/or other sources of evidence that were included and excluded in the appraisal including rationale for the decision to include or exclude
- Explanation of the literature review protocols (ex. AGREE, CASP, etc.) used to conduct the critical appraisal and definition and source of levels of evidence
- Theoretical Review of Concept(s)
- Evaluation and synthesis of evidence and recommendations. Relevance to:
  o Practice change
  o Prospective implementation
  o Alternate recommendations
- Summary

Chapter III – Methodology and Implementation
- Introduction – repeat purpose
- Methodology
  o Implementation model
  o Organization/system where EBP will be implemented
  o Personnel/staff responsible for implementation
  o Institutional Review Board (IRB) approval and protection of human subjects
- Implementation
  o Data collection and analyses
  o Facilitating factors to implementation
  o Barriers to implementation

Chapter IV – Results and Recommendations
- Introduction – repeat purpose
- Results
  o Demographics
  o Outcomes
- Evaluation
  o Summary of what you did
  o Limitations
  o Strengths of results
Recommendations and Implications

Appendix
(Ordered A, B, C, D, etc. and are listed in the order in which they appear in the proposal)
Examples include but not limited to:

- Definitions and citation of hierarchy of evidence
- IRB approval letter
- Letter of permission from organization to conduct EBP project
- Intervention protocols
- Informed consent document
- Synthesis table
Format for the Quantitative Research Study

Chapter I – Introduction and Statement of the Research Problem
- Background of the problem
- Significance of the problem
- Purpose Statement
- Research Question(s) and/or Hypothesis(s)
- Definitions of variables – theoretical and operational definitions
- Conceptual Framework

Chapter II – Review and Critique of the Literature
- Introduction – repeat purpose and describe what will be covered in chapter
- Search Strategies and yield
- Statement of studies that were included and excluded in the review including rationale for the decision to include or exclude
- Explanation of the procedure used to critique the literature
- Theoretical Review of variables
- Evaluation and synthesis of literature – organized around themes, variables, historical, etc.
- Summary including recommendation to conduct research based on a gap in the literature

Chapter III – Methodology
- Introduction – repeat purpose and describe what will be covered in chapter
- Methodology
  - Study Design
  - Sample/Sampling method including a power analysis
  - Description of the setting
  - Variables
    - Define dependent, independent, and demographic
    - For each variable discuss the method of measurement and a describe the instrument including validity and reliability data
  - Institutional Review Board (IRB) approval and protection of human subjects
  - Data collection
  - Data management (how was data handled and entered? Cleaned?)
  - Data analysis
    - Description of software and p-value
    - Demographic Data
    - State each Research question and follow with a description of the statistics used to answer the question

Chapter IV – Results, Discussion, and Recommendations
- Introduction – repeat purpose and describe what will be covered in chapter
• Results
  o Demographics
  o Outcomes
    ▪ Each variable
    ▪ Specific research questions

• Discussion
  o Theoretical context
  o Methodological context
  o Limitations
  o Strengths

• Recommendations and Implications for nursing
  o education, practice,
  o policy, and
  o research

Appendix
(Ordered A, B, C, D, etc. and are listed in the order in which they appear in the proposal)
Examples include but not limited to:
  • Synthesis table
  • Letter of permission from organization to conduct research study
  • IRB approval letter(s) from
    o organization where research will be conducted
    o FDU IRB
  • Informed consent document
  • Study protocols
Format for the Qualitative Research Study

Chapter I – Introduction and Statement of the Research Problem
- Background of the problem
- Significance of the problem
- Purpose Statement
- Research Question(s)
- Definitions of terms (variables)
- Assumptions

Chapter II – Review and Critique of the Literature
- Introduction – repeat purpose and describe what will be covered in chapter
- Search Strategies and yield
- Statement of studies that were included and excluded in the review including rationale for the decision to include or exclude
- Explanation of the procedure used to critique the literature
- Theoretical Review of terms (variables)
- Evaluation and synthesis of literature – organized around themes, variables, historical, etc.
- Summary including recommendation to conduct research based on a gap in the literature

Chapter III – Methodology
- Introduction – repeat purpose and describe what will be covered in chapter.
- Methodology
  - Study Design i.e. phenomenological, ethnographic, historical, content analysis. Etc.
  - Sample/Sampling method
  - Description of the setting
  - Institutional Review Board (IRB) approval and protection of human subjects
  - Data collection
  - Data interpretation (analysis)
    - Describe the process used to interpret the data

Chapter IV – Results, Discussion, and Recommendations
- Introduction – repeat purpose and describe what will be covered in chapter
- Results
  - Demographics
  - Description of the themes
    - Give verbatim quotes from the data collected to support each theme
    - Summary
Specific research questions

• Discussion
  o Theoretical context
  o Limitations
  o Strengths

• Recommendations and Implications for nursing
  o education, practice,
  o policy, and
  o research

Appendix
(Ordered A, B, C, D, etc. and are listed in the order in which they appear in the proposal)
Examples include but not limited to:

• Synthesis table
• Letter of permission from organization to conduct research study
• IRB approval letter(s) from
  o organization where research will be conducted
  o FDU IRB
• Informed consent document
• Study protocols
Integrated Scholarly Portfolio

At the completion of the doctoral program, students are recognized for their achievements in an elected area of expertise as documented in the Integrated Scholarly Portfolio. This expertise is evident in their ability to complete a capstone project, communicate information to a variety of audiences, and provide service to the profession and the community. The inter-relationship among these manifestations of expertise is inherent when project results are communicated in manuscripts and in oral presentations that are reviewed by peers, mentors, and referees. The Integrated Scholarly Portfolio is not the sole responsibility of the student nor of the Advisor, but is a combined, conjoint effort of all those involved in the doctoral program. The Portfolio is kept in the Office of the Doctoral Program; the student maintains a duplicate copy.

The Integrated Scholarly Portfolio includes:

A. Curriculum vitae. This includes successful completion of coursework and residency requirements in the DNP curriculum.

B. Demonstrated teaching experience
   Manifestations might include presenting a workshop, providing a guest lecture, working in the skills or computer lab or being a teaching assistant.

C. Residency.
   This involves the completion of the residency requirement (500 hrs) and the Evidence-Based practice project and will enable the student to meet the DNP competencies issued by the American Association of Colleges of nursing (AACN). Students will attend and participate in the Evidence-Based Project Seminar with the School of Nursing and Allied Health DNP faculty.

D. Service to the profession.
   This aspect may include providing assistance at graduate program information activities, serving as an officer of the Graduate Student Association, Doctoral Student Organization, Sigma Theta Tau International, or other professional organizations.

E. Attendance at two research conferences.
   Numerous local, regional, and national opportunities exist to achieve this component. Examples of conferences include FDU Student Research Conference, the Eastern Nursing Research Society Scientific Sessions, the Biennial State of the Science Conference, Sigma Theta Tau International, and the National League for Nursing.

F. One manuscript in a publishable format is to be submitted to a peer reviewed journal. This manuscript may be single- or multiple-authored, that emanates from the capstone project undertaken as part of a course requirements.

G. Evidence of paper or poster presentation at a scientific conference.

I. Evidence of successful oral defense of EBP Project. All DNP candidates
Present their project to their project chair, project committee members, and the Director of the School of Nursing and Allied Health. The project advisor and committee members sign the project cover sheet upon completion of a successful oral defense.

**Change of Name/Address/Telephone Number**

Any change in students’ name, address and telephone number should be immediately communicated in writing to the following:

1. Student's Academic Advisor.
2. Office of the Associate Director of the Graduate Nursing Programs.
4. Office of the Registrar (a special form must be filled out for the name change for Registrar).

Following graduation, address changes should be submitted to the Associate Director of the Graduate Nursing Programs to facilitate contact with alumni.
SCHOOL DIRECTORY of STAFF and FULL-TIME FACULTY

Faculty is available to speak with you during regularly scheduled office hours. The weekly office hours are posted by each faculty member’s door. If you wish to leave a phone message, use the voicemail numbers below. To leave a written message or paper for a full-time or adjunct faculty member, please give it to the secretarial staff. One of them will place it in the faculty member’s school mailbox. Our fax number is 201-692-2388. The mailing address for all School of Nursing and Allied Health faculty is:

FAIRLEIGH DICKINSON UNIVERSITY
1000 RIVER ROAD, H-DH4-02
TEANECK, NJ 07666

<table>
<thead>
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<th>Ext.</th>
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</tr>
<tr>
<td>Minerva Guttman, EdD, RN, APN</td>
<td>4432</td>
<td>2890</td>
<td>Dir., School of Nursing and Allied Health</td>
</tr>
<tr>
<td>Elizabeth Parietti, EdD, CNM, APN,C</td>
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<td>Joan Paternoster, PhD, RN</td>
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## APPENDIX

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<td>B</td>
<td>DNP Program</td>
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<td>C</td>
<td>Doctoral Program Check Sheet</td>
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<td>D</td>
<td>Residency Plan Form</td>
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<td>E</td>
<td>Residency Evaluation Form</td>
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<td>F</td>
<td>Proposal Review Form: EBP Project</td>
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<td>G</td>
<td>Proposal Review Form: Research Study</td>
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<td>H</td>
<td>Sample EBP Project Pages</td>
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Appendix A

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

A. NURSING PROGRAM
   ♦ Bachelor of Science in Nursing
     • Four-year Program
     • One-year Accelerated Program; Two-year Accelerated Program
     • RN to BSN to MSN Program
   ♦ Bridge Program into the M.S.N.
   ♦ Master of Science in Nursing
     • Adult Nurse Practitioner
     • Family Nurse Practitioner
     • Adult Nurse Practitioner, with Administrator or Educator focus
     • Clinical Nurse Leader
     • Forensic Nursing
     • Psychiatric/Mental Health Nurse Practitioner
     • Nursing Education
     • Nursing Information Systems
   ♦ Post Master’s Certificates in:
     • Adult Nurse Practitioner
     • Family Nurse Practitioner
     • Psychiatric/Mental Health Nurse Practitioner
     • Forensic Nursing
     • Nursing Education
     • Nursing Information Systems
   ♦ Doctor of Nursing Practice:
     • Clinical Leadership
     • Organizational Leadership

B. ALLIED HEALTH PROGRAMS
   • Associate of Science in Radiography in collaboration with Valley Hospital
   • Bachelor of Science in Radiologic Technology – completion program
   • Bachelor of Science in Medical Technology with preparation for certification examination by the American Society for Clinical Pathology (ASCP)
   • Bachelor of Science in Allied Health Technologies (AHT), with majors in Diagnostic Medical Sonography, Nuclear Medicine Technology, Respiratory Care, Vascular Sonography and Cardiac Sonography*
   • Bachelor of Sciences in Clinical Laboratory Sciences (CLS) with selected Majors in Cytotechnology, and Medical Laboratory Science*
   • Bachelor of Science in Health Information Management*
   • Master of Science in Medical Technology
   • Doctorate in Physical Therapy (DPT)*

*Note: Programs offered in collaboration with UMDNJ-SHRP
**Note: Program offered in collaboration with Seton Hall

Reviewed and revised 7/09
The Doctor of Nursing Practice (DNP) degree program educates nurses for the highest level of clinically expert practice, including sophisticated diagnostic and treatment competencies. These competencies, combined with a focus on health promotion, disease prevention, and health education, prepare DNPs for leadership practice roles on the front line of their profession. Recognizing that advanced practice preparation requires education at the doctoral level, this program provides intra- and interdisciplinary collaboration in both the education and practice settings.

The 36 credit program offers 2 specialization tracks - clinical leadership and organizational leadership. The clinical leadership track prepares advanced practice nurses (APNs) for expert practice and the organizational leadership track prepares graduates for leadership positions in organizational systems. The curriculum consists of twenty-four (24) credits of CORE requirements and twelve (12) credits of specialty focused courses. The residency requirement of 500 hours, offers the student the opportunity to work closely with mentors on projects that will demonstrate expanded practice and mastery of DNP competencies. All students must complete the program within 5 years.

A bridge program to the DNP for nurses with a Masters degree in another field is available.

The DNP program will follow the Executive educational model. Supplementary readings and assignments will be provided online. This format provides the opportunity for DNP students to complete three three-credit courses in one 16-week semester for full-time studies. Part-time students will follow the same format and complete six credits per semester.

The program is offered under the auspices of the Henry Becton School of Nursing and Allied Health, University College: Arts and Sciences, Professional Studies, Metropolitan Campus, Teaneck, NJ.

Admission Requirements:
1. Master’s degree in advanced practice nursing from the Commission on Collegiate Nursing Education – (CCNE) or National League for Nursing – (NLN) accredited program.
2. Copies of Licensure as a Registered Nurse and Advanced Practice Nurse.
3. Relevant experience in advanced practice nursing.
4. Three references attesting to the applicant’s academic ability and potential. One of the three must address the applicant’s practice potential.
5. Interview and completion of a writing sample.
**Fairleigh Dickinson University**  
**Becton School of Nursing and Allied Health**  
**DNP Curriculum - Effective August 2010**

### CORE Courses – 24 credits

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<th>Number</th>
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<th>Credits</th>
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<tr>
<td>NURS 8000</td>
<td>Research I: Research methodology and Scholarly Discourse</td>
<td>3</td>
<td>Parietti</td>
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<td>NURS 8004</td>
<td>Research II: Evidence based Practice Methodology</td>
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<td>NURS 8003</td>
<td>Health Disparities: Social, Ethical and Legal Issues</td>
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<td>NURS 8006</td>
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<td>NURS 8008</td>
<td>Information Systems for Health Care</td>
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<td>NURS 8009</td>
<td>Epidemiology, Genomics and Global Health</td>
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### Specialty Courses - 12 credits

Didactic content of these courses will be the same for Clinical Leadership and Organizational Leadership students. Application will be specialized for Clinical Leadership and Organizational Leadership students.

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<td>NURS 8010</td>
<td>Health Quality Assessment and Outcomes</td>
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<td>NURS 8011</td>
<td>Leadership/Organizational Analysis</td>
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<tr>
<td>NURS 8012</td>
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<td>NURS 8013</td>
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<tr>
<td>NURS 8014</td>
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<tr>
<td>NURS 8015</td>
<td>Capstone Project Advisement</td>
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<tr>
<td>NURS 8320</td>
<td>Continuous DNP Matriculation *</td>
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*For students who are not actively registered for any course must register for Continuous Matriculation.  
Total program: 36 credits
Appendix C
DNP Check Sheet

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<td>Henry P. Becton School of Nursing and Allied Health</td>
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<tr>
<td>Doctor of Nursing Practice</td>
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Name: ___________________________ (Last) _________________________ (First) _________________________ (Middle) _________________________ (Middle)

ID No.: ___________________________ Entry Date: / / 

Address: ___________________________ (Street) ___________________________ (City) ___________________________ (State) ___________________________ (Zip) ___________________________ 

Phone No: ( ) _____________ ( ) _____________ e-mail: ___________________________ 

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<td>NURS 8010 Health Quality (3)</td>
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<td>NURS 8004 Research II (3)</td>
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<td>NURS 8012 DNP Role Development (3)</td>
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<tr>
<td>NURS 8001 Applied Statistics (3)</td>
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<td>NURS 8007 Scientific Basis for DNP Practice (3)</td>
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<td>NURS 8006 Health Care Delivery (3)</td>
<td>NURS 8015 Capstone Project (1)</td>
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<tr>
<td>NURS 8008 Information Systems (3)</td>
<td>NURS 8320 Continuous DNP for Health Care (1)</td>
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<tr>
<td>NURS 8009 Epidemiology, Genomics and Global Health</td>
<td>Matriculation</td>
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Residency – 500 hours ___________________________ Date of completion

EBF Project ___________________________ (Oral defense: accepted by library) Date of completion

Specialty Courses – 12 credits
Didactic content of these courses will be the same for Clinical Leadership and Organizational Leadership students. Application will be specialized for Clinical Leadership and Organizational Leadership students.
### DNP Residency Plan

**Student:**

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<tr>
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**Residency Agency:**

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**Contract completed**

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**Contact person:**

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**Contact information:**

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**Preceptor:**

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**Overall Goal for Residency:**

**Specific Objective(s):** Objectives must be written in measurable terms.
Plan to Meet Objective(s):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Signature

Date

Faculty Signature

Date

Associate Director of Graduate Nursing Programs Signature

Date
Appendix E

DNP Residency Evaluation

Student:

______________________________________________________________

Residency Agency:

______________________________________________________________

In a narrative, please describe how the goal and objectives were or were not met.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Additional benefit(s) gained during the Residency Experience

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Student Signature              Date

______________________________________________________________

Faculty Signature              Date

______________________________________________________________

Associate Director of Graduate Nursing Programs Signature  Date
Appendix F

Fairleigh Dickinson University
Henry P. Becton School of Nursing & Allied Health

DNP Program Proposal Review: EBP Project

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<td><strong>Chapter I: Introduction and Statement of the EBP Problem</strong></td>
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<tr>
<td>The title is succinct but descriptive of the proposal</td>
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<td>Background information is relevant and captures the reader’s attention</td>
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<td>Significance for the project is demonstrated</td>
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<td>The purpose of the project is clearly stated</td>
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<td>The problem is clearly stated in PICO format</td>
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<td>Concept(s) defined</td>
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</table>

<p>| <strong>Chapter II: Critical Appraisal of the Evidence</strong> | | | | |
| Introduction – repeat purpose | | | | |
| Adequately describes search strategies &amp; yield | | | | |
| Statement of studies and/or other sources of evidence that were included and excluded in the appraisal with rationale for decision | | | | |</p>
<table>
<thead>
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<th>Not Sure</th>
<th>Disagree</th>
<th>Comments</th>
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<td>Explains review protocols used (ex. AGREE, CASP, etc.)</td>
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<td>Defines and provides source for levels of evidence</td>
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<td>Provides theoretical review of concept(s)</td>
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<td>Findings of the review support the need for a practice change, prospective implementation, or alternative recommendations</td>
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**Chapter III: Methodology and Implementation**

Introduction – repeats purpose

Methodology:
Adequately describes:

- implementation model
- organization/system where EBPP will be implemented
- personal/staff responsible for implementation
- Institutional Review Board (IRB) and protection of human subjects

Implementation:
### Proposal Review Criteria

<table>
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<tr>
<td>✓ plan for data collection</td>
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<td>✓ plan for data analysis</td>
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<td>✓ facilitating factors</td>
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<td>✓ barriers to implementation</td>
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### Overall Proposal:

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<td>Follows APA 6th edition style guidelines</td>
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<td>Uses headings appropriately</td>
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<td>Flow of ideas is logical and well organized</td>
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<td>References are complete</td>
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### Reviewer Recommendation

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<tr>
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</tr>
<tr>
<td>Major revision required**</td>
</tr>
</tbody>
</table>

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*Pass with minor revisions does not require subsequent review by the proposal review committee. The Project Chair can oversee revisions with final approval by the Proposal Review Committee Chair before the student submits an application to the IRB.

**Major revision requires subsequent review by the Proposal Review Committee before the student submits an application to the IRB.

### Additional Comments:

Reviewer Signature ___________________________ Date ___________________________
Appendix G

Fairleigh Dickinson University
Henry P. Becton School of Nursing & Allied Health

Student

Study Chair

Study Title

Reviewer

Date Review Assigned

Date Review Due

DNP Program Proposal Review: Research Study

<table>
<thead>
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<tr>
<td>The title is succinct but descriptive of the proposal</td>
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<tr>
<td>Background information is relevant and captures the reader’s attention</td>
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<tr>
<td>Significance for the project is demonstrated</td>
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<td>The problem is clearly stated</td>
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<td>The purpose of the study is clearly stated</td>
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<tr>
<td>Research Question(s) and/or Hypothesis(s) are appropriate</td>
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<tr>
<td>Quantitative Design Only: Conceptual Framework</td>
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<tr>
<td>Chapter II: Review and Critique of Literature</td>
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<tr>
<td>Adequately describes search strategies</td>
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<tr>
<td>Organizes review around concepts or topics</td>
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### Proposal Review Criteria

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<tbody>
<tr>
<td>Refers reader to Synthesis Table in Appendix</td>
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<tr>
<td>Synthesizes across studies</td>
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<td>Provides sufficient detail for individual studies as needed</td>
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<tr>
<td>Summarizes each section of the review</td>
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<tr>
<td>Comprehensive summary reflects salient points of the review</td>
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<tr>
<td>Findings of the review identify gap(s) in literature and support need for the study</td>
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### Chapter III: Methodology

Adequately describes:

- Study design
- Description of site
- Sample/Sampling

Quantitative Design Only

- Variables: conceptual & operational definitions reflect conceptual framework
- Plan for the protection of human subjects
- Plan for data collection
- Plan for data analysis

### Overall Proposal:

- Writing is clear and concise
- Grammar, spelling, and punctuation are correct
<table>
<thead>
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Additional Comments:

__________________________________________
Reviewer
Signature

__________________________________________
Date
Appendix H

SAMPLE TITLE PAGE

THIS IS THE TITLE OF YOUR PROJECT IN UPPER CASE LETTERS

by

Jane Doe

An Evidence-Based Practice Project

Submitted in partial fulfillment

of the requirements for the degree of

Doctor of Nursing Practice

Fairleigh Dickinson University

Henry P. Becton School of Nursing and Allied Health

2010

Approved by:

______________________________
Project Chair’s Name with Credentials
Advisor and Chair of DNP Committee

______________________________
Name of Committee Member with Credentials
DNP Committee Member

______________________________
Name of Committee Member with Credentials
DNP Committee Member

______________________________
Minerva Guttman, EdD, RN, NP
Director, School of Nursing and Allied Health
SAMPLE ABSTRACT PAGE

ABSTRACT

Type the word “ABSTRACT” in all uppercase letters one inch from the top of the page. Type the text of your acknowledgement page using the typeface as the remainder of the document and double space. Indent the first line of each paragraph.
SAMPLE ACKNOWLEDGEMENTS PAGE (OPTIONAL)

ACKNOWLEDGEMENTS

Type the word “acknowledgments” in all uppercase letters one inch from the top of the page. Type the text of your acknowledgement page using the typeface as the remainder of the Document and double space. Indent the first line of each paragraph.
# SAMPLE TABLE OF CONTENTS

## TABLE OF CONTENTS

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| Significance of the Problem | 2 |
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| Statement of the Problem in PICO Format | 4 |
| Definition of Concept(s) | 5 |
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| Introduction | 7 |
| Search Strategies and Yield | 7 |
| Evidence Included in the Review | 8 |
| Inclusion/Exclusion Criteria | 8 |
| Theoretical Review of Concept(s) | 9 |
| Evaluation and Synthesis of Evidence and Recommendations | 10 |
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| A TYPE NAME OF FIRST APPENDIX HERE | 28 |
| B TYPE NAME OF SECOND APPENDIX HERE | 29 |
| C TYPE NAME OF THIRD APPENDIX HERE, etc | 30 |
INTRODUCTION AND STATEMENT OF THE EBP PROBLEM

Background of the Problem*

This page represents a sample of the first page of a chapter. Each chapter begins on a new page. Follow APA guidelines for margins and spacing. Separate each section with a heading. The Table of Contents is composed of the headings in your paper. The “background” should “grab” the reader’s attention. Include statistics and or statements that provide the context for the gravity of the problem – for example: Weeds in gardens have reached epidemic proportions. For the past 30 years, weeds have increased by 50%. Today, 90% of flower gardens are composed of weeds (reference).

Significance of the Problem

Discuss the significance of the problem. What are the ramifications? At the rate of current weed growth, all flowering plants will become extinct.

Statement of the Problem in PICO Format

Weeds are choking flowers. As a result gardens are unsightly and flowering plants are at risk of extinction. Non-toxic wonder formula can reduce weed growth and restore gardens to their former glory.

P: Weeds in flower garden
I: Application of wonder formula
C: Hand pulling of weeds
O: Decrease in weeds

Concept(s)

Provide a brief discussion of your concepts from a theoretical and operational viewpoint. This discussion should be brief. An expanded discussion of the concepts will be included in the literature review.

*Refer to APA Manual, 6th edition for guidance regarding the level, position, and style of headings in your paper.