



Christine E. Lynn
College of Nursing

Graduate
Student Handbook

www.fau.edu/nursing

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*Pending Committee on Student & Faculty Approval

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NOTE: The most current program information can be found on the Christine E. Lynn College of Nursing website at www.fau.edu/nursing. Information contained in this handbook may not be current and individuals are advised to check the College of Nursing website for the most recent updates on all policies, programs and procedures. Florida Atlantic University policies and procedures are printed in the Florida Atlantic University Catalog in the section titled Academic Policies and Regulations and can be found at the FAU website at www.fau.edu.

Introduction

The faculty and staff of the Christine E. Lynn College of Nursing at Florida Atlantic University welcome you to our innovative Graduate programs in nursing. We are committed to both the study and practice of caring and we hope that you will experience that as you engage in study with us. The Graduate Studies office staff is available to assist you at each stage of your time with us in graduate study, from orientation, course work through to graduation.

We have designed an innovative schedule for our graduate programs to allow our students either to gain experience in the faculty and other scholarly roles by participating as a Graduate, Research or Teaching Associate, or to maintain a current position that requires commitment during the week. Please know that successful graduate study will require extensive independent work beyond weekend timing and all students should make plans to accommodate their life commitments to allow them to get the most from our program.

Your advisor is key to helping you plan your courses including cognates and to help you in developing a research plan. Make appointments to see him/her often. A section of this book will allow you to enter your advisor's name, phone and email address for easy reference.

The real strength of any graduate program is its faculty. You will meet many in your coursework, but some faculty teach primarily in the undergraduate or master's level and we will help you to come to know them and their research. Feel free to contact any of the faculty directly and make an appointment to talk about your work. You can see the recent publications of faculty listed in the faculty section of the college website and posted near the office of associate dean for research and scholarship on the third floor.

The Graduate Program office has an open door policy. Feel free to call, email or stop by as you need. This handbook is available online for reference and should answer many of your questions as you begin graduate study.

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All Students - List Your Advisor Here:

Name: _____

Phone: _____

E-Mail: _____

PhD Students - List your Dissertation Chair Here:

Name: _____

Phone: _____

Fax: _____

E-Mail: _____

Program Addresses

FAU Boca Raton Campus
777 Glades Road
Boca Raton, FL 33431
(561) 297-6261

FAU Broward Campus/Davie
Liberal Arts Building located at
BCC Central
2912 College Avenue
Fort Lauderdale, FL 33314
(954) 263-1276

FAU Treasure Coast
Campus/Port St. Lucie
500 N.W. University Blvd.
Port Saint Lucie, FL 34986
(772) 873-3381

College of Nursing Information

Mission Statement

The Christine E. Lynn College of Nursing, as an integral part of Florida Atlantic University, is committed to the pursuit of higher education grounded in the arts, sciences, and humanities. The College faculty supports the University mission of education, scholarship, and service. Faculty members are dedicated to:

1. Offering innovative approaches to nursing education within a caring philosophy.
2. Knowing self, students and colleagues as caring persons.
3. Creating a context for learning which respects, nurtures, and celebrates the interconnectedness of person and environment.
4. Preparing nurses to deliver exemplary health care within a multicultural society through scholarly activities and research that advance knowledge of the discipline.
5. Preparing nurses to respond to the health care needs of individuals, families, and communities in urban and rural underserved areas.
6. Preparing nurses to critically analyze and creatively respond to emerging challenges in health care.
7. Advancing the understanding of caring as unique in nursing.
8. Building transdisciplinary, international, and global linkages to enhance and humanize health care.

Statement of Philosophy

Nursing is a discipline of knowledge and a field of professional practice grounded in caring. Scholarship and practice in nursing require creative integration of multiple ways of knowing. Nursing makes a unique contribution because of its special focus: nurturing the wholeness of persons and environment through caring. Caring in nursing is a mutual human process in which the nurse artistically responds with authentic presence to calls from clients. The experience of nursing takes place in nursing situations: lived experiences in which the caring between the nurse and client fosters well-being within a co-creative experience. Nurses participate with members of other disciplines to advance human understanding to enhance personal and societal living within a global environment.

Person is viewed as a unique individual dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values, culturally derived, that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. The well-being and wholeness of persons, families, groups, communities, and societies are nurtured through caring relationships.

Beliefs about learning and environments that foster learning are derived from an understanding of person, the nature of nursing and nursing knowledge and the mission of the knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the human person are respected, nurtured, and celebrated. The learning environment emphasizes collegial relationships with faculty and students. The above fundamental beliefs concerning person, nursing, and learning express the College's values and guide the endeavors of its faculty.

Organizing Framework for Curricula

The unique focus of nursing at the Christine E. Lynn College of Nursing is nurturing the wholeness of persons through caring. Caring is the basis for examination and further development of the discipline of nursing. Caring in nursing is a mutual human process in which the nurse artistically responds with authentic presence to calls from clients. The caring person demonstrates compassion, commitment, consciences, competence, and confidence.

Nursing situations have simultaneous commonalities and uniqueness. In each nursing situation, there is a call from the client and a response from the nurse. The call arises from the person; the nurse is able to enter the world of the other and respond appropriately to the call to nurture wholeness through caring. Nursing is studied in each course through the examination of nursing situations and case studies.

Multiple ways of knowing provide an organizing framework for asking epistemological questions in nursing. In order to experience knowing the whole of nursing situation with caring at the center, each of these patterns comes into play.

Central themes of nursing are explored in all courses of the discipline: images of nurse and nursing, nursing as a discipline of knowledge, nursing as profession, wholeness of person connected with others and the environment through caring, and the practice of nursing that demonstrates an understanding of nurturing the wholeness of others through caring. These five themes are introduced in the undergraduate program and expanded in the graduate program. All courses that focus on the practice of nursing have these themes as objectives; sub objectives then address the unique aims of each individual course.

All undergraduate nursing practice courses build on the introductory course, which introduces the five themes to study nursing as a discipline and a profession. Then follows the course on general nursing situations in which students study the meaning of caring as related to self and others in the context of nursing situations involving healthy persons across the life span. In successive practice courses, students study the art of caring in nursing situations involving individuals, families, groups, and communities in a variety of settings including long-term and acute. In the culminating course, Introduction to Professional Nursing Practice, students study nursing situations within organizational structures as caring environments that influence clients, self, colleagues, and the organization.

Master's courses are organized around actualizing the same five themes, which then become broad objectives for all core and concentration courses. The core courses offer study central to advanced nursing practice, education and administration. Core courses focus on nursing theories and philosophies, advanced nursing practice grounded in caring, nursing inquiry, and the role of advanced practice nurse. Cognate courses are electives that support the student's individualized program of study. Concentration courses build on the core and prepare students for focused study of advanced nursing practice, education, administration, or an individualized area of expertise. Seminars provide for full integration of advanced knowledge and clinical practicum experiences are designed to apply advanced knowledge and skills. Students choose one of four options for a culminating integrative learning experience in research.

Revised 10/21/02 Faculty Assembly

The doctoral program further builds on themes explored at the Master's level. A grounding in understanding the nature of knowledge in nursing supports students in developing their own contribution through research to that knowledge. Doctoral courses include theoretic, philosophical, and methodological preparation as well as courses that explore the application of knowledge to essential nursing questions. Students demonstrate mastery of knowledge in their own area of expertise through the comprehensive examination as well as through the conduct and defense of research guided by their doctoral committee.

Getting Started

Parking Decal

Every student needs to get a parking decal from Traffic and Parking. You have already paid for this decal when you registered. Use the following steps to get a parking decal:

In Person

1. When on campus go to Traffic and Parking
2. Fill out paperwork
3. Put sticker on rear drivers' side window.

On Line

1. Go to www.fau.edu/parking
2. Click on Get Decal
3. Click on Student Decal

Note: You can only get a student decal on line the first month of each semester after that time period you must go to Traffic and Parking to obtain your decal.

For more information, call 561-297-2771.

Frequently Asked Questions

Q: My classes are on the weekend, do I have to get a decal?

A: Yes, the traffic and parking enforcement will write you a ticket if you do not have one in your vehicle.

Q: What are the hours of Traffic and Parking?

A: The office hours are Monday through Thursday 7:00AM – 5:00PM and Friday 8:00AM – 5:00PM

Owl Card

Every student must get an Owl Card. With the new College of Nursing building it is possible that you will need your ID card to obtain entrance over the weekend for your classes and for use of the Doctoral Study Area.

The Owl Card is your:

1. Library Card
2. Meal Plan Card
3. Discount Card
4. Copy Card
5. Debit Card (if you have Bank Atlantic)
6. Identification Card
7. Access card for Doctoral Study Lounge

Frequently Asked Questions

Q: Is there a fee for this card?

A: Yes, it is included in the cost of your first semester's tuition.

Q: There is not an expiration date, when does it expire?

A: Your card is good for 5 years from the date of issue.

Q: I lost my card, can I get another one?

A: Yes, there is a \$10 replacement card fee.

Q: How do I put money on my card for copies?

A: There are Cash to Card machines located through out campus.

Q: How can I use my card as a debit card?

A: You must first open a Bank Atlantic Checking account (it's free) then take your card to them and they will code it for debit use.

Q: What identification do I need to obtain an Owl Card?

A: You will need an official, government issued, picture ID (Driver's License, Passport, Military ID), a current tuition payment receipt, or proof of financial aid (scholarship or loan award letter).

FAU Student E-Mail

As FAU increasingly uses e-mail to correspond with its students, it becomes more important to have accurate and reliable e-mail addresses for them. **When contacting students via e-mail, the University will use only the student's FAU e-mail address.** This will ensure that e-mail messages from FAU administration and faculty can be sent to all students via a valid address. E-mail accounts are provided automatically for all students from the point of application to the University. The account will be disabled one semester post-graduation or after three consecutive semesters not registered for a course.

To find out what your username is, also known as FAUNetID, go to the CURRENT STUDENTS tab and then click on "MyFAU login." Then select "Lookup Username/FAU Net ID." This will take you to a secure site where you can enter your Social Security number and your six-digit PIN. Your PIN, unless you've changed it, is 2 zeros followed by the 2-digit day and 2-digit year of your birth (if your birthday were August 4, 1987 your PIN would be 000487). Once you've entered your SSN and PIN, the system provides you with your username. Your initial password will be the same as the PIN you had entered.

You cannot forward your FAU e-mail messages to another e-mail address for security purposes. You must use MyFAU to read messages. Accounts not used for 60 days are automatically disabled (not removed) for security purposes. If your account is disabled, contact the IRM Helpdesk at 7-3999 to re-activate your account.

The FAUNetID is used for various computing services offered by FAU: MyFAU (e-mail, calendar, announcements, etc.), Blackboard, computer lab access, file storage (also known as Active Directory/ANDI). For more information on these services, visit the FAUNetID/Accounts page and click on FAQ/Help. The MyFAU site also includes an interactive demo of MyFAU features.

Financial Support

The College of Nursing has numerous forms of financial support available to graduate level nursing students. Students seeking federal financial aid in the form of federal student loans must go the Florida Atlantic University Office of Student Financial Aid at www.fau.edu/finaid in order to access the most current information.

Other forms of financial aid provided through the College of Nursing are listed below. For specific information on dates and application procedures, all students must visit the Christine E. Lynn College of Nursing website at www.fau.edu/nursing. The Financial Aid and Scholarship section is located under the “Future Students” tab. The College of Nursing content is considered the most current information on all issues and overrides any information that might be found in this section.

Christine E. Lynn Financial Support for Graduate Students – At a Glance

Fund Source	FNP/ANP/GNP	Educator	Administrator	CNL	PhD	DNP
Federal Traineeship (% of Tuition remission depends upon funding)	FT* or final year	FT or final year	FT or final year	FT or final year	FT or final year	FT or final year
Nurse Faculty Loan Program (tuition plus books)		FT or PT 85% Loan Forgiveness if work as faculty for 4yrs			85% Loan Forgiveness if work as faculty for 4 yrs	
University Assistantship (80% tuition remission plus salary for work)	FT 10 hours/ week work with College	FT 10 hours/ week work with College	FT 10 hours/ week work with College	FT 10 hours/ week work with College	FT 10 hours/ week work with College	FT 10 hours/ week work with College
NET Stipend funds from State					FT Commit to stay in FL	FT Commit to stay in FL
College Scholarships and Stipends					FT	FT

*Full Time status = 9 credits in Fall and Spring, 6 in Summer

Program Descriptions

Federal Traineeship

This program supports preparation of Advanced Nurse Education. The College receives support based upon the number of students committed to work with underserved after graduation. Students do not need to repay funds but must be Full Time or in final year of their program. Apply each semester you meet the qualifications.

Nurse Faculty Loan Program

Nurse Faculty Loan Program supports graduate students who are preparing for careers as nurse faculty. Students can borrow money up to full tuition expenses plus books. A promissory note is signed committing to repay the loan. Loan amounts can be forgiven (up to 85%) if the graduate

supplies evidence that they are teaching full time in nursing. Student must be full time to be eligible and may apply for multiples years of study.

University Assistantship

The university supports graduate students for 80% of tuition costs if they maintain Full Time Status and work for the college for a minimum of 10 hours a week. Students apply to be Teaching Assistants, Research Assistants or Graduate Assistants based upon their experience and availability each semester. There is no need to repay the funds. Students are paid hourly for the time they work with the college.

NET Stipends

The State of Florida supports preparation of nurses in advanced roles, primarily to prepare nurse educators. Students apply once an academic year for a \$30,000 stipend. Successful applicants must sign a commitment to remain in Florida working as a nurse for 3 years following the award. If this work commitment is not met, repayment of funds is required.

College Scholarships/Stipends

The Christine E. Lynn College of Nursing has Scholarships/stipends that are open for application based upon fund availability. Students must maintain Full Time Status. Applications are submitted annually, for the up coming academic year. Current scholarship and application information can be found on the College of Nursing website at www.fau.edu/nursing under Future Students.

For questions regarding applying to these programs, contact Alison Heim, 561-297-1110 or aheim@fau.edu

University Resources

Library

<http://www.fau.edu/library/>

FAU Libraries' mission is to support the University's instructional, research, and service activities through provision of access to information and materials, assistance and instruction in their use, and preservation of collections for use by future generations of students and scholars.

The main library is the S.E. Wimberly Library on the Boca Raton campus. There are also collections and services at our branch and joint use facilities:

- University/College Library located on the Davie campus of Broward Community College
- John D. MacArthur Campus Library in Jupiter, the Treasure Coast Campus Library in Port St. Lucie
- Downtown Fort Lauderdale's Broward County Public Library for students at the FAU Tower.

The libraries have approximately 2.5 million items including books, periodicals, government documents, microforms, and audiovisual materials. We also subscribe to several hundred databases and thousands of electronic journals.

Like many other university libraries, the FAU Libraries are somewhat complex and intimidating at first glance; the electronic environment where many of our resources reside makes it more so. To assist with research we offer a full range of services:

- reference help in person, by phone, email or instant messenger
- circulation help for accessing and borrowing materials
- interlibrary loan to locate items we do not own
- workshops and instructional sessions to develop research skills

The librarians and staff of FAU Libraries wish you much success in your academic career at Florida Atlantic University, and look forward to working with you.

Writing Center

<http://wise.fau.edu/UCEW/WC/>

The **University Center for Excellence in Writing** is devoted to the support and promotion of writing for all members of the FAU community-undergraduate and graduate students, staff, faculty, and visiting scholars. Our Center provides a range of free support services, including informed and sensitive readers who help writers become more reflective readers and more self-sufficient crafters of their written work. We will help at any point in the writing process (i.e. brainstorming, drafting, revision) with papers for courses, senior or master theses, dissertations, job applications, applications for graduate school, articles for publication, grant proposals, and other documents. In the future, we hope to provide a host of other services, including supporting computer-facilitated teaching and learning for writing classes, and hosting brown-bag discussions, workshops, and presentations by guest speakers for FAU and local communities. The UCEW will eventually serve as the clearinghouse on campus for research in literacy, pedagogy, and computer-facilitated writing across the curricula.

CONFERENCES

Conferences will vary according to the writing project. In some cases, writing consultants will help writers unpack difficult readings, understand assignments, or generate and clarify ideas. In others, they may help writers flesh out weak or biased arguments, understand documentation and

citation practices, or follow task-appropriate format. In still others, conferences may help writers develop strategies for identifying patterns of error that can be tracked and proofread for conformity to American academic English. Consultants specializing in creative writing will also provide expert perspectives for creative projects.

We provide writing aid rather than an editing service. Consequently, consultants will write with, not for writers. This means that consultants may not get to all of a paper's issues, but writers will come away with a fresh perspective on their work and documents that are improved in one or more aspects.

We encourage all writers to take advantage of this free service to interact with other writers, gain perspective on their own work, and further develop strategies in reading and writing for all writing projects.

We welcome suggestions for improving our services.

WORKSHOPS

The **University Center for Excellence in Writing** is pleased to host writing workshops addressing a variety of issues for your students. UCEW consultants present our interactive workshops in your classroom utilizing a PowerPoint presentation format and can be customized to suit the needs of your class.

To request a workshop, call the University Center for Excellence in Writing at (561) 297-3498. Workshops should be scheduled at least one week in advance.

FREQUENTLY ASKED QUESTIONS:

What services does the University Center for Excellence in Writing offer?

- Writing consultants help writers at any point of the writing process (i.e. brainstorming, drafting, revision) with a variety of documents: papers for courses, senior or master theses, dissertations, job applications, applications for graduate school, articles for publication, grant proposals, course syllabi, among other documents.
- Consultants help writers understand assignments, generate ideas, and flesh out weak or biased arguments.
- Consultants help writers identify and address patterns of error in sentence structure, mechanics, grammar, and documentation format, as well as share proven proofreading strategies.
- Consultants will provide consultations for creative writers and their writing projects.

Who may use the Center?

- Our services are available to all members of the FAU community: full- and part-time undergraduate and graduate students, staff, faculty, and visiting scholars.

College of Nursing Resources

Use of the Casual Learning Area & Simulation Lab: NU 218

Guidelines

The Casual Learning Area at the Christine E. Lynn College of Nursing provides space, equipment, supplies, and instructor support to serve the learning needs of nursing students. The purpose of the lab is to provide a safe, nurturing and non-threatening environment where nursing students can come to practice technological and physical assessment skills. The Casual Learning Area has an extensive library of books, videos, and computer-based learning modules; seven open computers with internet and printing capability; and three assessment rooms which are all available for student use. Additionally, customized simulation experiences can be created to provide enhanced understanding of nursing concepts and skills. Students are expected to behave in a professional manner during nursing practice experiences.

The Casual Learning Area is located in NU 218. Open learning hours are scheduled for each semester. Since we encourage students to come and use this space and its resources as much as possible, additional appointment times can always be scheduled with the Casual Learning Area Coordinator to meet specific learning needs.

General Guidelines

The guidelines listed below are designed to facilitate the use of the Casual Learning Area:

- A faculty member or teaching assistant must be present at all times when the Casual Learning Area is in use.
- Students may not remove any of the audiovisual materials, technological, or physical assessment equipment from the lab without the approval of the Coordinator.
- All materials used should be returned to their original location prior to leaving the area.
- All equipment and lights should be turned off upon leaving.
- The Casual Learning Area is a smoke-free environment.

Referral and Use: General Information

As faculty, our commitment to students includes the referral to resources within both the college and the university. Within the college, the Casual Learning Area is available to students for review and practice of technological skills in preparation for nursing practice course requirements.

Possible uses of the Casual Learning Area include:

- Math practice
- Assessment of specific systems or general assessment skills
- Technological skills
- Competency development and practice
- Use of the extensive collection of resource materials; including books, videos, computer-based learning modules, task training manikins, and human patient simulators.
- A place to meet with other students for study groups

Referral

Faculty and instructors can refer students to the Casual Learning Area for additional practice and review of nursing skills and concepts. Students will be given a referral form by the faculty member, and will then contact the Casual Learning Area coordinator for an appointment. Students are to bring the referral form to their scheduled appointment, as it will be signed and sent back to the referring faculty member to communicate learning progress.

Availability

Open learning hours will be posted each semester. Additional times can always be scheduled with the Casual Learning Area Coordinator.

Additional Assistance for Students

The College has resources for tutoring and assistance available for at-risk students. Arrangements for these resources can be made by contacting the Assistant Dean for Undergraduate Programs.

Academic Honesty Policy

Beliefs about learning and environments that foster learning are derived from an understanding of person, the nature of nursing knowledge, and the mission of the University. Learning involves the creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the human person are respected, nurtured and celebrated. The learning environment emphasizes collegial relationships with faculty and students.

One piece of academic honesty involves the written word. While not all written work is original, students must credit the author's work if their words are used in any papers. There are many websites that address what plagiarism is and what it is not. A sample of these may be seen at www.plagiarism.com.

The University policies regarding academic integrity are enforced in the Christine E. Lynn College of Nursing. **The honor code is found in the Florida Administrative Code, Section 6C5-4.001 and has been included in the following section of this handbook.** Adherence to the Honor Code for academic honesty is a professional competency and an expectation of all students. ANY act of dishonesty that violates the honor code and misrepresents your efforts or ability may be grounds for immediate failure of a course, or may result in dismissal from the College.

The software program "**SafeAssign**," may be utilized in nursing courses & by nursing instructors. SafeAssign is a plagiarism prevention service offered through Blackboard. This service helps educators prevent plagiarism by detecting unoriginal content in student papers. In addition to acting as a plagiarism deterrent, it also has features designed to aid in educating students about plagiarism and importance of proper attribution of any borrowed content. You may either be asked to submit your written work for detection prior to handing it in at the scheduled time for a grade OR the faculty member may submit the paper on your behalf. For information about this program, go to <http://www.fau.edu/irm/blackboard/safeassign.php>.

The syllabus informs students about the consequences of not following instructions as well as the consequences of plagiarizing. These consequences may range from a grade of zero on the assigned work, to failure of the course. Students should always read the entire syllabus to be aware of requirements, responsibilities, and consequences of failure to do as instructed.

Florida Atlantic University Regulation 4.001: Honor Code, Academic Irregularities, and Student's Academic Grievances

(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor's duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination, or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own – an act defined as plagiarism.
- (c) Other activities which interfere with the educational mission within the classroom.

(3) Initially, the Instructor will determine whether available facts and circumstances demonstrate that there is reason to believe that a student is involved in an academic irregularity.

(a) The Instructor will, in conference, apprise the student with the Instructor's perception of the facts. Early appraisal is desirable.

(b) If, after this conference, the Instructor continues to believe that the student was involved in an academic irregularity, the Instructor will mail or give the student a brief written statement of the charges and the penalty.

(c) A copy of this statement shall be sent to the Department Head, who will notify the Registrar that an electronic notation of the irregularity should be attached to the student's transcript. The notation will be part of the student's internal University record, but will not appear on the printed transcript. If the charges are dropped in the appeal process, or if there is no second offense during the student's stay at the University, the notation will be expunged from the record upon written request from the student following graduation from or two semesters of non-attendance at, the University.

(d) The student may appeal the Instructor's actions by requesting a departmental conference within ten (10) days. The conference, held as soon as possible, will be among the student, the Instructor, and the Head of the Department administering the course. An advisor may attend to provide counsel to the student, but not to answer in place of the student. The Department Head's written statement of action taken pursuant to the conference will be delivered to the student and the Dean of the College administering the course.

(4) When the Department Head notifies the Registrar of the irregularity (paragraph (3)(c)), the Registrar will inform the Department Head as to whether the student is a repeat offender. If the student is a repeat offender, the Department Head will recommend to the Dean a penalty suspension or expulsion. The Dean will make the decision as to the penalty and notify the student in writing.

(5) The student may appeal the actions of the departmental conference or the Dean, at a faculty-student council. This council will be established by each College and will be composed of the Dean, two faculty members, and two students. Requests for a hearing must be presented in writing within ten (10) days of the departmental conference. Records of appeals and minutes will be maintained by the Dean. These hearings are considered to be educational activities. The strict rules of evidence do not apply. Students may be assisted by attorneys, but may not abdicate the responsibility to respond to charges to their legal advisors.

(6) The student may appeal the faculty-student council's action to the Vice President of Academic Affairs by requesting a hearing within ten (10) days of the committee's decision. These appeals are limited to the following bases:

(a) Failure to receive due process.

(b) Arbitrary actions including lack of commensurateness of penalty to offense.

(c) New pertinent information not available during earlier proceedings.

(7) Penalties will vary with the offenses.

(a) The Instructor's penalty, paragraph (3)(b) above, ranges from a grade of F on any work up to an F for course.

(b) Penalty grades cannot be removed by drop or forgiveness policy.

(c) Penalties assigned by the Dean, subsection (4) above, may include suspension or dismissal.

(d) Each College or Department may adopt a policy of penalties more severe than prescribed above. Such a policy must be widely distributed in the Colleges.

(8) The Vice-President for Academic Affairs may act on an appeal as follows:

(a) Dismiss the appeal and uphold the action taken by the College.

(b) Order a new hearing by a different student-faculty council.

(c) Reduce the severity of the penalty administered.

(9) Student grievances arising from academic activities require a written request for conference with the Instructor. If unsatisfied, the student may request further discussion in a department conference similar to the one in paragraph (3)(d) above. Grades will not be changed except by the Instructor, and grievances involving the judgment and discretion of a faculty member in

assigning grades shall not proceed under this rule beyond the conference with the Instructor. This is an application of the concept of academic freedom. The exception to this rule occurs if the student can demonstrate malice on the part of a faculty member. A grievance involving a charge of malice may be appealed to the student-faculty council, as above, and subsequently to the Vice President of Academic Affairs. In the event of a finding of malicious action, the University may take disciplinary action against the faculty member and, at the option of the student, remove the grade from the record and refund the student's fees for the courses. Students, whose accusations of malice are found to be frivolous by the Vice President of Student Affairs, are subject to disciplinary action.

Specific Authority 240.227(1), 240.261 FS. Law Implemented 120.53(1)(b), 240.202, 240.261 FS., 6C-6.0105, F.A.C. History—New 10-1-75, Amended 12-17-78, 3-28-84, Formerly 6C5-4.01, Amended 11-11-87. Formerly 6C5-4.001.

Policies and Regulations

Background Check

Legislation and policy changes now require a full background check for all individuals applying for, or in process of admission to Christine E. Lynn College of Nursing programs. Each nursing program has required coursework that involves patient contact such as practice in a health care facility, conducting a research study or project, or interfacing with patients individually or collectively. Partnering agencies where students receive nursing practice experiences also now require background checks, as well as additional information such as arrests without convictions, verification of employment, and social security verification, aimed at protecting the public.

Therefore, a two part background check is required of all applicants prior to full admission to the College of Nursing and for all students in order to secure access to nursing practice experiences as required by the College of Nursing degree programs.

- **Graduate Program and Undergraduate Program applicants** will complete the background check process after notification of conditional acceptance to the program but prior to beginning coursework.

Background check results are maintained confidentially within the College of Nursing on the Boca Raton campus and reviewed during the admission process.

If any applicant's background check indicates a history that that might prevent participation in a nursing practice component of the program, the Advisory Panel of the College that rules on such student issues will consider the applicant's individual situation and make a decision about admission in the program.

If the background check results in a current student being denied admission to a clinical agency and/or access to patients in the agency, and if a comparable assignment cannot be made to meet course objectives, the academic requirements of the program cannot be met, and the student will be denied progression in the College of Nursing resulting in withdrawal or dismissal from the program.

Components of the Christine E. Lynn College of Nursing background check include:

1. A background check done online through VerifiedCredentials.com, at <https://client.verifiedcredentials.com/fau/default.cfm>.
2. A Level II Criminal Background Check from the Florida Department of Law Enforcement in conjunction with the Federal Bureau of Investigation.

Instructions for both components of the background check can be accessed on the College of Nursing website at www.fau.edu/nursing in the "Current Students" section under Background Checks. All associated fees and costs are the responsibility of the applicant or student. Applicants to the College of Nursing must have the results of both background checks on file with the College of Nursing prior to consideration for full admission. Contact the affiliated program advisor for specific program requirements. Results usually take several days for the VerifiedCredentials.com check and up to 8 weeks for the FDLE Level II check.

Upon admission to the College of Nursing, a drug screening may also be required. Additional screenings may be required throughout the program. In addition, clinical agencies may require students to undergo drug screening prior to placement in their agency. Students whose drug screening results are unsatisfactory may be denied access to clinical experiences by the clinical agencies, and if a comparable assignment cannot be made to meet course objectives, the student will be denied progression in the College of Nursing.

It is important to note that **admission to the Christine E. Lynn College of Nursing does not guarantee eligibility for licensure in nursing in the state of Florida.** The Florida State Board of Nursing, in accordance with the rules and regulations of the Nurse Practice Act, will determine a nursing program graduate's eligibility for licensure if there is an arrest/conviction record. Students should contact the Florida State Board of Nursing for information regarding regulations. Information may be found on their website at <http://www.doh.state.fl.us/mqa/nursing>. Detailed information can also be found on the Florida Atlantic University College of Nursing website at www.fau.edu/nursing. Completion of the nursing curriculum does not guarantee that the Florida Board of Nursing (or any other licensing body) will allow student with criminal records to take the licensing examination.

If the student experiences a break in enrollment of one or more calendar year(s) from the original background check or most recent oath and affirmation statement, a new complete background check (both components) will be required before the student may resume coursework.

For additional information, please contact Ms. Karen Andersen at 561-297-2871 or andersen@fau.edu.

College of Nursing Professional Statement

When students of nursing begin their course of study, they enter into an implied professional agreement—agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse.

The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College hopes to create an environment that preserves the wholeness and dignity of self and others. The faculty encourages self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities (or critical components) of a professional nursing education.

Students who do not abide by this policy will be subject to appropriate academic sanctions, which may include dismissal from the College of Nursing and/or disciplinary action, which may include suspension or expulsion from the University.

Communication Devices

In order to enhance and maintain a productive atmosphere for education, personal communication devices such as pagers, beepers, and cellular telephones are to be turned off during class sessions.

FAU Student E-Mail Policy

As FAU increasingly uses e-mail to correspond with its students, it becomes more important to have accurate and reliable e-mail addresses for them. **When contacting students via e-mail, the University will use only the student's FAU e-mail address.** This will ensure that e-mail messages from FAU administration and faculty can be sent to all students via a valid address. E-mail accounts are provided automatically for all students from the point of application to the University. The account will be disabled one semester post-graduation or after three consecutive semesters not registered for a course.

Recruitment and Retention of Disadvantaged Students

The Christine E. Lynn College of Nursing is committed to recruitment and retention of qualified students, including those who are financially and/or situationally disadvantaged. Students who have life circumstances which place them at a disadvantage to succeed academically should talk with the respective Graduate Studies director - Masters or Doctoral, and/or their advisor about their special needs.

The College of Nursing Graduate Program has identified strategies to increase recruitment of disadvantaged students, including providing information on program offerings at special functions such as College Days. Scholarship information is available on the College of Nursing website at www.fau.edu/nursing. Information on services that may assist students with special needs is available through the Division of Student Affairs and Student Financial Aid at the University level.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Continuous Enrollment

Graduate students are required to enroll for at least one credit during at least two semesters (fall, spring, or summer) of every academic year in order to remain eligible for the degree. Students who fail to maintain continuous enrollment, as defined above, lose their eligibility for the degree and will have to reapply for admission.

Graduate students who find it necessary to temporarily suspend their studies may apply for a leave of absence from graduate study. Leave of absence is intended for students who are unable to pursue their studies at all, rather than for students who are actively working on their dissertation after completing course work.

Leave of absence is approved by the Director's of the respective Graduate Study Program – Masters or Doctoral, on the basis of the recommendation of the student's advisor and/or the College Dean.

Grading Policy

The College of Nursing has adopted the following Uniform Grading Scale (approved 1/29/07). Graduate students must receive a minimum of a B grade in all nursing courses in order to progress.

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
0 – 59 = F

Progression and Retention Policy

The following are requirements for progression and retention in the Christine E. Lynn College of Nursing Graduate Program:

1. An overall GPA of 3.0, with a B in all required nursing graduate courses.
2. Students will comply with policies related to Academic Honesty.
3. At mid-semester students who are not making satisfactory progress towards meeting course objectives will be counseled and notified in writing.
4. A student who receives a grade of B- or lower in any required nursing course will be recommended for dismissal from the College of Nursing. Students recommended for dismissal may petition the College of Nursing Master's or Doctoral Committee for permission to remain in the Graduate Program and re-take the deficient course. A student who receives a grade of B- or lower in any additional required nursing course will be dismissed from the College without recourse to petition.*

*Students recommended for dismissal have the right to utilize the Student Appeal Procedure.

Guidelines for Directed Independent Study (DIS)

Procedure:

1. A proposal for directed independent study is developed with the student after initial consultation with the faculty. This document can be found online on the College of Nursing website under the "Current Students" tab in the Graduation Student Information page.
2. The proposal for directed independent study form is completed and is jointly approved/signed.

3. The proposal must be submitted to the Student Services Office and must be approved prior to registration for the DIS.
4. The independent study must be completed and final product submitted to the faculty at least one week before grades are due in to the registrar.

REMEMBER: A 3-credit DIS represents at least 45 hours of class time, as well as normal preparation time.

Incomplete Grades

A student who is passing a course but has not completed all of the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of incomplete or "I." The grade of I is neither passing nor failing, and is not used in computing a student's grade point average; it indicates a grade of deferral and must be changed to a grade other than I within a specified time, not to exceed one calendar year from the end of the semester during which the course was taken.

The "I" grade is used only when a student has not completed work assigned to all students as a regular part of the course. It is not to be used to allow students to do extra work subsequently in order to raise the grade earned during the regular term. The instructor will record in writing, and file with the Registrar, the work that must be completed for a final grade, the time frame for completion, and the grade that will be assigned if the work is not completed. It is the student's responsibility to make arrangements with the instructor for the timely completion of this work.

When the work has been completed or the time for completion has expired, the instructor should submit a change of grade form to the Graduate Program Office. Unless a different grade is submitted, the Registrar will enter on the student's transcript the default grade indicated on the Report of Incomplete Grade form.

Dismissal Policy*

A student who is enrolled in the nursing program who fails to meet professional and/or academic standards as defined in the Progression and Retention Policy and include issues related to academic honesty as well as the College of Nursing Professional Statement will be dismissed from the Christine E. Lynn College of Nursing. Academic Standards are defined in the Progression and Retention Policy; Professional Standards are defined in the College of Nursing Professional Statement.

*Students recommended for dismissal have the right to utilize the Student Appeal Procedure.

Withdrawal

Exceptional Circumstance Withdrawal (Medical Withdrawal)

Students withdrawing from **all** classes in the current semester due to exceptional circumstances, such as illness of the student, military conscription, call to active duty, or death of an immediate family member (parent, spouse, child, sibling, or grandparent), may receive a full refund, less nonrefundable fees. Students seeking Exceptional Circumstance withdrawals should contact the Office of the Dean of Student Affairs for the appropriate paperwork or visit www.fau.edu.

Drop/Add and Withdrawal

Schedule changes may be made by accessing FAU's online registration system at <http://myfau.fau.edu> by the appropriate deadlines. Drop/add requests and withdrawals also may be made through FAU's Self-Service portal.

For fall and spring semesters, the end of the eighth day of the semester (see the Academic Calendar at www.fau.edu) is the last day for adding/dropping courses and changing sections without incurring a fee and without receiving a "W" on the transcript for dropped courses. Students may continue dropping courses without receiving a "W" on the transcript from the ninth through the 15th day of the semester, but they are fee-liable for the courses during this time. If a student drops or withdraws from a course from the 16th day of the semester through the eighth week of classes, the student will receive a grade of "W" on the transcript and will be fee-liable for the course. The student may use MyFAU during this period to drop or withdraw from a course. Beyond the eighth week of classes, drops or withdrawals from courses can only be arranged in person in the Office of the Registrar. After the eighth week of classes, a drop or withdrawal incurs an "F" on the student's transcript and the student remains fee-liable.

The extended drop period does not apply during summer terms. To drop or withdraw from courses during summer terms, students should follow the procedures above, but note the shorter time frames in which to complete the drops: the end of the first week of classes is the last day for adding/dropping courses and changing sections. Courses are fee-liable after this date. Refer to the Academic Calendar at www.fau.edu for specific deadlines (and consequences) to drop summer courses after the first week of classes. Proportionate dates for dropping and withdrawing will be established for courses that are offered in less than the normal semester.

Dropping or withdrawing from courses in which the student is involved in academic irregularities is not permitted.

Final Exam Period

Fall and spring term final course examinations will be scheduled during the final week of the term. Some final examinations may be scheduled on Saturdays and Sundays. The summer semesters do not have final examination periods; course examinations may be given at the discretion of the faculty member teaching the course.

Graduation Process

All students are required to submit an Application for Degree form to the College of Nursing Student Services Office before the deadline stated in the Academic Calendar. If you fail to meet the deadline, you will not be able to walk in graduation or receive tickets. The application for degree is due early in the semester in which the student graduates.

Petition Policy and Forms

College of Nursing Petition

Academic petitions requesting exceptions to standards or policies specific to individual colleges or programs that meet or exceed university regulations require approval through the College of Nursing Master's or Doctoral Committee. The committee meets approximately one time per month during the traditional academic calendar August – May (fall and spring semesters). Colleges may approve or deny these items, without need for them to be seen by the Graduate Studies and Admissions office.

Students may petition to be allowed to repeat a course in which they received a grade less than a B. Specific course grades; however, cannot be appealed except on a claim of malice by the professor.

Graduate Request to Waive a University Regulation

The Graduate Studies office oversees the policies and procedures of the university. Academic petitions such as a request to waive the GRE requirement for admission require the Request to Waive a University Petition Form; this petition is reviewed at the College level and then forwarded to the office of Graduate Studies and Admissions.

University policies and procedures are printed in the Florida Atlantic University Catalog in the section titled Academic Policies and Regulations and can be found at www.fau.edu.

Student Appeal Policy and Procedure

College Procedure: The following is the procedure used to appeal a petition decision, a dismissal decision or other any other sanction or policy decision handed down by the College of Nursing.

1. The student will complete a Student Appeal Form found on the College of Nursing website at www.fau.edu/nursing in the CURRENT STUDENTS tab in the Graduate Student Information section under Forms. The appeal must be made within 30 days from when the initial disputed decision or sanction was applied.
2. Graduate Students will return the appeal form to the Graduate Studies Office who will have the involved faculty member(s) fill out the Faculty Response to a Student Appeal form. Then the Graduate Office will forward the documents and the matter to the Committee on Students. This called meeting is led by at least two College faculty members, and two students.
3. The Committee on Students will meet to render a decision on whether to accept the appeal or reject it. The student will be informed of the date of the meeting and will be given a decision no more than 10 days after the meeting.
4. If the issue is still unresolved after the meeting with the Committee on Students, the student can take the issue to the University Vice President of Academic Affairs (STEP FOUR). The student is referred to the University Process in the catalog. University policies and procedures are printed in the Florida Atlantic University Catalog in the section titled Academic Policies and Regulations and can be found at www.fau.edu.

Master's Student Specific Information

Masters of Science in Nursing Program

The purpose of the Master's program is to advance the study, understanding and practice of the discipline of nursing. The goal of this curriculum is to prepare graduates whose practice of nursing nurtures the wholeness of persons through caring in advanced practice nursing situations in a variety of settings.

Program Objectives

A graduate of the program will:

- Be a specialist in advanced nursing practice, education, and/or administration.
- Use personal, empirical, ethical, aesthetic, and other ways of knowing in responding critically and reflectively to calls within advanced practice nursing situations.
- Demonstrate responsibility and accountability for independent and collaborative practice as an advanced practice nurse.
- Address the complexity of caring through socio-cultural responsibility and accountability as a leader of the nursing profession.
- Create caring-healing environments through personal and professional leadership.
- Articulate and apply nursing's theoretical base to make decisions about nursing practice, evaluate outcomes, and advance nursing knowledge.
- Initiate systematic inquiry to study and advance the discipline of nursing.
- Collaborate with persons, families, groups, and colleagues to promote the well-being in the global community by enhancing and humanizing healthcare delivery and influencing health care policy.

Programs and Tracks

The Christine E. Lynn College of Nursing Master's program offers three major programs. The Master's program is accredited by the Commission on Collegiate Nursing Education. The three major offerings of the Master's program are: Master of Science in Nursing; Post Master's Certificate Program; and Bridge Program.

Masters of Science in Nursing Program Tracks

Those applicants seeking a Master of Science in Nursing may choose from one of the following tracks for a program of study:

- Family Nurse Practitioner
- Adult Nurse Practitioner
- Gerontological Nurse Practitioner
- Administrative and Financial Leadership in Nursing
- Clinical Nurse Leader
- Nurse Educator
- Individualized Track

Completion of one of the nurse practitioner tracks prepares the graduate to seek certification and licensure as a nurse practitioner. Completion of the Education track prepares students to seek certification as a nurse educator. Completion of the Administrative and Financial Leadership in Nursing and the Clinical Nurse Leader tracks prepares the nurse graduate to seek advanced certification in nursing administration. Completion of the Individualized Track prepares the graduate to function in new and innovative ways as a master's prepared nurse.

Post-Masters Certificate (PMC) Programs

Applicants holding an earned Master of Science degree in Nursing from an accredited program may apply to the following Post Masters Certificate (PMC) Programs: Administration and Financial Leadership in Nursing and Health Care, Adult Nurse Practitioner (ANP), Family Nurse Practitioner (FNP), Gerontological Nurse Practitioner (GNP), or Nurse Educator.

Admission to the FNP Post Masters Certificate is limited due to the large number of Masters students enrolled in that track. The PMC is not a degree; it is a certificate issued upon completion of the program. Advanced Nursing Practice Grounded in Caring, NGR 6703, is required of all PMC students regardless of the track. Any applicant for a PMC must meet with the Assistant Dean for Graduate Programs for initial advisement and program planning.

MS Bridge Program

The Bridge Graduate Program at FAU offers a unique perspective to study nursing at an advanced level. The curriculum is designed for RNs who have a bachelor degree(s) **in a discipline other than nursing** to earn a masters degree in nursing.

The program consists of three phases: the pre-requisite phase (lower division baccalaureate courses); the bridge phase (upper division baccalaureate nursing courses not attained in applicant's RN program); and the graduate program phase (graduate courses leading to the MS degree in Nursing). Students are conditionally accepted into the Graduate Program until all Bridge Prerequisite and Bridge Phase courses are completed satisfactorily.

Once accepted into the Graduate Program, MS degree students may choose from many MS Program Tracks available at the Christine E. Lynn college of Nursing.

BS - MS (Dual) Program

The BS to MS Program at FAU offers a unique opportunity to study nursing at an advanced level. The curriculum is designed for RNs to achieve both a BSN and MS in nursing in a shorter time than it would normally take to earn both degrees. When applying for this program, it is necessary for the applicant to know which of the MS Program Tracks they are interested in pursuing. This program is an advantage only for those applicants who wish to choose one of the Nurse Practitioner tracks or the Administration and Financial Leaderships tracks. For individuals interested in pursuing those tracks, the BS-MS Dual lessens the number of credits required to earn both degrees.

NOTE: The BS-MS Dual program does not significantly reduce the number of credits for individuals who wish to pursue either a Nurse Educator or a Clinical Nurse Leader track.

For the BS to MS Dual program, both the BSN and MS degrees are awarded at the completion of all requirements for both degrees. The BSN is not awarded prior to the MS.

The BS to MS requires a minimum of 70 credits. The nurse practitioner programs require additional credits. The University will waive 20 undergraduate credits at no charge to the students.

- ❖ **Please refer to the College of Nursing website, www.fau.edu/nursing, for the most current plans of study for each program and track. Specific program information can be found under the **CURRENT STUDENTS** tab under the heading “Academic Programs”**

Masters Level Academic Advising FNP, ANP and GNP students only

Students are assigned an advisor upon admission to the program. Every student is required to submit to the Graduate nursing office a formal advisement plan designed by his or her advisor. This is the contract for the plan of study. Any changes to this form must be reviewed and approved by the advisor and an updated signed revised form submitted to the Master's nursing office. This is especially important for planning for advanced practice nursing clinical placement which must be arranged in advance. Failure to comply with this requirement may hinder your registration and delay program progression.

Nursing Jobs Database

Job postings are listed on the College of Nursing Website at www.fau.edu/nursing under the "Alumni/Friends" section on the "Nursing Jobs" page.

Preceptor Database and Contracts

Always refer to the **College of Nursing Website at www.fau.edu/nursing** for the most current information. Specific information regarding Preceptor Databases and Contracts can be found under CURRENT STUDENTS in the "Graduate Student Information" section in the left hand column. There is a drop down choice "NP Clinical Information". Please check here for all current rules and regulations regarding Advanced Practice Nursing Clinical Facilities, Regulations and Forms. For additional information on practice course entry requirements, see the **Requirements for Entering Advanced Practice Nursing Courses** starting on **page 42** of this handbook.

Advanced Practice Nursing Clinical Facilities Selection

The agencies and institutions for advanced practice nursing experiences in the graduate program are selected according to the following criteria:

1. The health care philosophy and objectives of the agency or institution are compatible with those of the College of Nursing and learning needs of the students.
2. The accreditation status of the agency is satisfactory.
3. The demographics of clients and advanced nursing situations are adequate to fulfill course objectives and advanced practice nursing expectations.
4. The educational preparation and experience of the preceptors meets required criteria for the specific course.
5. The location of the agency/institution is accessible.
6. Use of the agency by other nursing programs does not create negative learning opportunities for students.

Advanced practice nursing sites vary in size, services offered, and location. Practice sites are located primarily in Palm Beach, Broward, Dade, Martin, and St. Lucie counties with some students having experiences at more distant sites based on individual need.

Cooperative agreements with each preceptor and/or site are required by the university. The agreement is signed by the preceptor or the agency head, the Dean of the College of Nursing, and the University Attorney prior to initiation of student experience at the site. The original agreement is kept on file in the College of Nursing; the preceptor is sent a fully executed copy of the agreement for records.

Obtaining Clinical Preceptors and Sites

Students are advised to begin considering with whom they wish to precept very early in the program, and begin to make the arrangements for the experience. Approval of a preceptor and site for advanced nursing practice must come in consultation with your advisor and/or your course faculty. Students may look on the **NP Clinical Sites** page to see if a contract is already in place with the individual or site with whom you wish to precept. If the site is NOT on the list, complete a **New Contract Request**

In choosing a preceptor, please know that the person must be board/nationally certified in the area of practice, must have practiced for two or more years, and has taught graduate nurse practitioner, medical or physician assistant students. The preceptor and site must be reviewed and approved by NP faculty here at the College. Physicians and masters prepared physician assistants may be used if approved by your advisor and/or clinical faculty. The majority of advanced practice nursing experiences should be with nurse practitioners and physicians.

The potential preceptor should be advised that the students must have the opportunity to actually carry out ("hands-on") complete and episodic histories and physical examinations, present the patients to the preceptor, discuss the options for diagnostic tests and management including follow-up of the patients. Students should be involved in the decision-making process to some degree, and have opportunities for in-depth discussions about patients with the preceptor to gain insights into appropriate management. In addition, opportunities for recording the patient information, understanding certain financial influences in the practice site, etc are important.

Preceptors receive a Preceptor Packet explaining their role with students. Preceptor's may apply for a certificate of participation after 300 hours of precepting. This will allow waiver of tuition for six credits at any state college or university.

Requirements: Number of Hours and Types of Experiences

- **NP STUDENTS:** minimum of 660 hours of advanced practice nursing experience.
- **FAMILY NP STUDENTS:** 100 hours of child health, 100 hours of women's health (prenatal care of the well pregnant woman, postpartum care of the well woman, and gynecologic care of women for routine health and common problems); 100 hours of gerontological care; the remaining hours should consist of primary care of adults with medical conditions.
- **ADULT NP STUDENTS:** 100 hours of women's health, and 150 hours of gerontological care some of which should be with adults in a long term care setting and/or subacute facility and some in primary care.
- **FNP/SNP STUDENTS:** FNP/SNP STUDENTS need to accrue the same number of hours as the FNP students with specific school nursing hours in addition. Please see specifics for that track.
- **GERONTOLOGICAL NP/CNS STUDENTS:** clinical experiences with the GERO faculty advisor, 660 hours of advanced practice nursing experience for the program. Blending of the two advanced practice roles of NP and CNS requires differences in clinical experiences from that of the NP role alone. Experiences should be in health promotion/disease prevention/health maintenance, acute/episodic care, and chronic/long-term situations for the NP role. The CNS role functions will be integrated in clinical courses as well as concentrated in a directed independent study course.

PLEASE NOTE: During the breaks and the periods between semesters, students MAY NOT have clinical experiences. This is a legal requirement because you must be enrolled in a course to have a valid contract with the clinical agency.

Doctoral Student Specific Information General Information

Programs

The Christine E. Lynn College of nursing has two distinct doctoral programs: The Doctor of Philosophy with Major in Nursing (Ph.D.) and the Doctor of Nursing Practice (DNP). These programs share some courses and resources. General policies will be addressed in this handbook first, followed by policies specific to each program.

Doctoral Lounge

Doctoral students have card access to the doctoral student lounge in the Christine E. Lynn College of Nursing Building which offers access to a computer, has wireless capability for laptop computers, and has mailboxes and a small reference library. Students can consider this their new "home" here in the Christine E. Lynn Building.

Research Training

Evidence of Research Training is required of all doctoral students. The training can be completed online at the link below. When the training is complete, students can print a copy of the certificate and bring one copy of the certificate so that to be filed in the student's folder in the Graduate Office. The address of the training site is: <http://citiprogram.org/>

IRB Research Proposals

Please make sure that you meet with your advisor and then submit the signed application to the Associate Dean of Nursing Scholarship for review and approval prior to submitting your proposal to IRB. ~~The form for research submissions can be found at: The IRB is submitted electronically through FAU's IRBNet. The link for the IRBNet can be found at:~~ http://wise.fau.edu/research/rcs/files/irb_form.doc <http://www.fau.edu/research/rcs/IRBNet.php>

Plan of Study

In order to receive an advanced degree from Florida Atlantic University, all current, degree seeking students pursuing a Doctoral degree must submit a Plan of Study to the Graduate College. You must file your Plan of Study with the Graduate College before completing half of your coursework. You are strongly encouraged, however, to submit this form during your first or second semester of enrollment.

The guidelines for completing and submitting the Plan of Study, along with instructions on how to make changes to an approved Plan of Study and information on the Application for Degree can be found at: <http://www.fau.edu/graduate/doctoral.php>
<http://www.fau.edu/graduate/currentstudents/doctoral.php>

Graduation Information

A student must apply for a degree by the end of the third week of the semester in which the student expects to graduate. It is the student's responsibility to meet all requirements for the degree. The Application for Degree form is available at www.fau.edu/registrar/forms.php#graduation.

As a graduate of the Christine E. Lynn College of Nursing, you must follow the instructions below:

1. At the beginning of each semester there is a limited time to fill out the graduation paperwork. For the deadlines to apply for a degree during the academic year, consult the Academic Calendar online at www.fau.edu.

2. You must go to the Christine E. Lynn College of Nursing Office of Student Services to complete all graduation paperwork.

Please take note:

- Doctoral hoods (part of the academic regalia) must be given to the Registrar's office at least 3 weeks prior to graduation.
- All family members will need tickets to attend the commencement ceremony

PhD in Nursing Program

The Christine E. Lynn College of Nursing offers a Doctor of Philosophy with Major in Nursing (Ph.D.) degree program. The program is grounded in the philosophy of caring and focuses on the integration and application of advanced nursing research for improved nursing practice and betterment of humankind. The Ph.D. graduate is expected to expand application of clinical nursing knowledge and theory, enhancing the practice of the profession and directly impacting the health of clients and communities. The focus of the Ph.D. program is to prepare nurses as scholars in conducting nursing research on clinical problems and creating innovative responses to practice issues.

The over-arching and grounding framework of the PhD program is the concept of caring. Graduates of this program, educated within a caring-based philosophical framework, will create innovative and culturally sensitive responses to practice issues. In addition to developing advanced research skills, they will assist in meeting the tremendous demand for qualified faculty from diverse backgrounds to teach and serve as role models for underrepresented students in colleges and universities. Go to the College of Nursing website to see

The program is unique in that it is a Friday/Saturday program.

Program Objectives

Graduates of the Doctoral Program will be able to:

1. Integrate the knowledge of caring in the design of innovative models for nursing practice, and research.
2. Analyze and apply theoretical and conceptual models to guide nursing practice and research.
3. Design, conduct, and utilize research relevant to nursing practice grounded in caring.
4. Interpret and influence health policy in an interdisciplinary context.

❖ **Please refer to the College of Nursing website, www.fau.edu/nursing, for the most current plans of study for each program and track. Specific program information can be found under the CURRENT STUDENTS tab under the heading “Academic Programs”**

Advisement

Advisement at the Doctoral level is the key to student success. Your advisor will not only assist you in planning your course of study and selecting cognate courses. He or she is important to helping students plan their program of research. No student should come to the end of course work with an unclear idea of what research they will pursue for their dissertation.

Students are assigned an advisor based on expressed background and interest during the application process. Faculty availability is another factor in assigning advisees. Students should plan to meet with advisors regularly, aiming for at least once a month, during their program to discuss emerging thoughts about research. As students get closer to dissertation phase, they will be meeting with their advisor much more frequently. They are helpful in selecting dissertation committee members.

Students are free to change advisors at any point in the curriculum. This decision should be based upon who can best assist them in completing their work and should not be taken lightly. If a student chooses to change advisors they must submit an appropriate request form to the Doctoral office and to communicate clearly with both your previous and your new advisor.

Dissertation chairs and advisors are often the same people. Advisors know the student's work best and as long as their background and experience is consistent with planned research this relationship can continue. On the other hand, students sometimes decide to do a different type of research, for example quantitative, and a new person would be more prepared to assist such a study. In this case a different dissertation chair would be a good choice.

Feel free to contact the Assistant Dean for Graduate Studies if you have questions about doctoral advisement.

Curriculum Planning

- A. **Plan of Study** – The plan of study for PhD full-time students is pre-set except for cognate courses. It requires a minimum of 9 credits during Fall and Spring semesters, and a minimum of 6 credits in Summer sessions. Part-time students need to work closely with their advisors to map out the total plan for accomplishing the curriculum within the usual 5 year period (and not more than 7 years without special exception permission from the university). Part-time students take fewer credits than the requisite minimum for full-time study during regular and summer semesters. Prerequisite requirements for courses need to be carefully noted in planning the curriculum for any student.
- B. **Cognates** – Students consult with their advisors in choosing the cognates for study. Cognates should be from other disciplines unless there is a compelling reason for choosing them in the nursing field. Cognates must be 6000 or 7000 level, and should support the student's topic for dissertation study. Cognates may be transferred from other institutions if appropriate and approved by the student's advisor. These courses are transferred according to FAU's policy stated in the Graduate Policies and Procedures Manual.
- C. **Time Limits for Completing the Doctoral Degree** – Please see Graduate Policies and Procedures Manual, (www.fau.edu/academic/gradstud/pol.pdf)this link does not work, can not find correct link
- D. **Audit a Course** – Written faculty permission is needed to audit a course and students must have paid in-state rates for the course. It will appear on the transcript with a grade of AU. The state employee scholarship (no longer a waiver, but real money) is for employees who are taking courses for credit, and therefore, would not be available to auditors.
- E. **Transfer Credits** – Students may have taken courses at another university that they wish to transfer in to substitute for courses in the curriculum, provided the course was not used to apply to another degree. . A written petition to the Assistant Dean for Graduate Studies is required, with a copy of the course description and syllabus. A college audit form must be completed. The number of credit hours to be transferred is not more than 36. The form is online at: <http://www.fau.edu/academic/gradstud/pp.htm>.this link does not work need to find correct link

Research Hours Requirement

In order to assist doctoral students in gaining experience in conducting research, all students are required to perform 90 hours of supervised research with a faculty member during their program. Students can assist faculty members by collecting, transcribing, analyzing data and by writing. Student can locate faculty with research projects by coordinating with the Associate Dean for Academic Programs. All research hours should be completed before comprehensive examinations are taken. There is a form for reporting research hours on the college website. Students will also submit time cards for paid research hours.

Comprehensive Exams

Comprehensive Examinations are written when all course work and research hours are complete. The course title for Comprehensive Examinations is Doctoral Synthesis. Students develop three possible topics for a publishable paper along with ~~three~~ two readers from the College of Nursing Faculty prior to the semester in which they will write their examination. The Doctoral Program Committee will review and approve a topic. This might be the result of combining concepts from more than one of the student's proposed topics. During the semester, the student completes the paper, submits a first draft which the committee reads and reviews. The committee meets with the student to offer comments and the student revises the paper based on the comments of the committee and resubmits. The committee then decides if the paper passes as doctoral level scholarship. Following paper review, and oral meeting is scheduled where student demonstrate attainment of all doctoral program objectives. The committee then decides if the student has passed written, oral or both portions of the examination. Resubmission of one phase of the examination is allowed. If the student is unsuccessful, then they may not proceed in the program to dissertation.

Admission to Candidacy forms are filed after successful completion of the comprehensive examination when the Dissertation Committee is formed.

Timeline for Completing the Comprehensive Examination in the PhD Program

Event	Fall Registration	Spring Registration	Summer Registration
Student files proposed questions	4/14 Previous spring semester	11/19 Previous semester	4/14 Previous semester
Approved Questions out	8 /17/07	12/15	5/7
First Draft Due Committee	10/5	2/25	6/10
Committee meets with student to give comments	10/19-26	3/10-17	6/24-30
Final version due Committee	11/16	4/7	7/18
Oral Examination if Committee approves written	11/26-30	4/17-24	7/28-31
Grades for NGR	12/10	5/5	8/6

Dissertation

A. Committee

Students are encouraged to interact with faculty members of the Department to select a dissertation advisor and research area/topic for their dissertation. After a student has passed the comprehensive examination, a dissertation committee shall be formed to supervise the student's research work. The committee will consist of at least three faculty members who are familiar with the research area, at least two of whom are regular faculty members of the Department. At least one member of the committee must be from outside the Department (could also be from another institution or industry) and this member should have an academic or professional level compatible with the rest of the committee. The committee is chaired by the student's dissertation advisor. Students are expected to work in close cooperation with their dissertation committee and to keep the committee members informed about their progress on a regular basis.

B. Credits

Students are required to complete a minimum of 15 credits in the dissertation phase of their program. While the student is preparing the dissertation proposal, they should register with their dissertation chair for NGR 7979, Advanced Research. Once the dissertation proposal has been approved, they register for NGR 7980, Dissertation, also with their chair. Students should limit their registration in NGR 7979 to a maximum of 3 credits in two semesters. The total credit hours for NGR 7979 and NGR 7980 will be a minimum of 15 credits. The student must be registered for at least one credit in the semester in which they defend their dissertation. Students maintain good standing by registering for 2 of 3 semesters during any academic year.

C. Proposal Hearing

1. Contact the Graduate Office at least 4 weeks prior to your proposed defense date to schedule your dissertation proposal defense. The Assistant Dean for Graduate Studies and the Associate Dean for Research and Scholarship are invited to the hearing.
2. The Program Assistant will schedule your room and any projectors or computer equipment that you might need.
3. Two weeks prior to your proposal hearing contact the Program Assistant to confirm your plans.

D. Dissertation Guidelines

The Dissertation Chair works with the student in preparation of the dissertation. The advisor must be given 2 weeks to read and comment on any draft of the dissertation. The Chair will decide when the dissertation can be reviewed by other committee members. These readers must also be given 2 weeks to read and comment on any draft of the dissertation. Students should plan to revise the dissertation based on comments from the full committee and a final revised version of the dissertation should be provided to the committee 2 weeks prior to the defense date. Dissertations must be defended orally. After an oral defense, the members of the dissertation committee vote on acceptance or rejection of the dissertation. The committee may also suggest that the student do some additional work so as to make the dissertation acceptable. The decision of the dissertation committee will be reported in the form of satisfactory/ unsatisfactory grade for dissertation credits.

| <http://www.fau.edu/graduate/TDGuidelines.php>

The dissertation must be written in the format specified by the Office of Graduate Studies. A copy of the dissertation must be submitted to the Office of Graduate Studies for approval of the dissertation format by the deadline specified on the university calendar in the term during which the student expects to graduate.

E. Dissertation Defense

Below are the steps for setting up your dissertation defense:

You must make this arrangement 4 weeks ahead of time

1. Contact the Graduate Office with a tentative date and time for your dissertation defense, and to provide the title of your dissertation.
2. The Program Assistant will schedule a room for the defense.
3. The Program Assistant will make and post the flyers for your dissertation defense.
4. Print 10 copies of your signature page to bring to the dissertation defense.

F. Filing

All dissertation documentation should be filed with the Graduate Programs office in the Student Services Building. Please view the current years' deadlines for the last day to file your dissertation.

Sample Schedule

The elements of the dissertation process are often confusing to students. This outline shows one way in which the process can flow.

Dissertation Proposal

Students should file the form identifying their dissertation committee members with the Doctoral Office as soon as the committee is formed. This assists us in planning and communicating clearly.

Student writes the dissertation proposal, usually the first three chapters of the dissertation. Sometimes the chair will read one chapter at a time and offer comments. Historical dissertation proposals may use a different outline. The Dissertation committee chair will review the drafts and decide when the committee members will see a draft of the proposal. Students should plan that faculty will need 2 weeks to read each revision draft of a dissertation proposal and plan accordingly. After faculty have read and commented on the draft, the student will make revisions and submit the next draft. The chair will communicate with committee members about when they think the student is ready to hold a hearing on the proposal. Obviously, drafting the proposal will take several months with read and response times factored in.

The Doctoral Studies Office should be notified when the hearing time is decided. The full committee should attend the hearing so that everyone agrees and has an opportunity to support the student's research plan. In addition the Assistant Dean for Graduate Studies and the Associate Dean for Research and Scholarship will attend if they are available.

As an outcome to the dissertation hearing the committee may require the student to submit additional drafts of the proposal, or that the student can proceed with their study.

The student must obtain Institutional Review Board approval before any research is conducted.

The Chair will oversee the dissertation research. When the dissertation research is completed the chair will read and comment on drafts of the dissertation. When the chair decides that the full committee can receive the dissertation draft, the student sends the draft to the committee. If at all possible, hard copies should be sent for committee review. Readers have 2 weeks to return comments to the student who then revises based on feedback from the full committee. The student then resubmits the full dissertation to the committee. The chair will poll the committee to determine the readiness of the dissertation for defense. No student should expect that the first draft of their dissertation will be form that is defended.

The timing of the dissertation defense should be reported to the Doctoral Office who will publicize the defense which is a public event.

Following the dissertation defense, the student may have additional revisions that are required before versions can be submitted to the University Graduate Office. The university has guidelines for format and paper type that are available on the graduate website.

Students may participate in any of the three annual university commencements (December, May, August). Please note that dissertations need to be filed in the university office well before graduation dates. Below is a sample timeline for dissertation completion. Individual situations may vary, but for May graduation, defense dates must be scheduled by March 15. For August commencement, plan for a defense date before June 25. For December commencement, plan defense date before October 30.

Proposal Process

Jan 15	Draft 1 of proposal to chair
Jan 29	Chair returns comments
Feb 15	Draft 2 of proposal to chair
Feb 28	Chair authorizes distribution of proposal to committee
Mar 15	Committee returns comments to student
Mar 29	Student submits draft 3 to chair/committee
Apr 1	Dissertation Proposal hearing is booked
Apr 15	Dissertation Hearing is held
Apr 20	IRB submission (If a pilot had been conducted then application for amendment must be made.)

Dissertation Process

December 1	Dissertation draft 1 to chair
December 15	Comments returned to student
Jan 1	Draft 2 to chair
Jan 15	Comments back to student/Chair may decide to send forward to committee
Jan 22	Draft 2 to committee
Feb 8	Comments returned to student
Feb 15	Draft 3 to committee
Feb 15	Chair and committee decide if dissertation ready for defense
Mar 1	Final draft to committee 2 weeks before defense date
Mar 15	Dissertation Defense
April 1	Student submits final version of dissertation to university graduate office
May 6	Commencement

DNP Program in Nursing

The Doctor of Nursing Practice program will prepare advanced practice nurses and nurse administrators with a doctoral degree that focuses on practice leadership. The emphasis of the program is the delivery of advanced practice nursing (APN) to culturally diverse populations, especially the burgeoning group of persons over 65 years old. Graduate education in nursing occurs within the context of societal demands and needs as well as the inter-professional work environment. The Institute of Medicine (IOM, 2003) and the National Research Council of the National Academies (2005) have called for nursing education that prepares individuals for practice with interdisciplinary, information systems, quality improvement, and patient safety expertise.

The program is designed for advanced practice nursing leaders to develop skill in shaping and evaluating practice models in their own practice settings. Only students with a Master's Degree and certification in advanced practice or administration will be accepted into the Doctor of Nursing Practice Program in its initial phase. The Doctor of Nursing Practice Degree will require students to take a minimum of 43 credits post master's degree. The program will accept a limited number of applicants. Meeting minimum admission requirements does not guarantee admission. Applications are due by February 28.

In order to meet the need of practicing professionals, the program is designed to be a part time program with classes offered on Friday or Saturday on alternate weekends. All classes are Web-assisted.

The American Association of Colleges of Nursing recommends that students complete 1000 hours of clinical practicum hours (including time spend during MS degree). Clinical practice hours in the second year of study are designed to develop new practice skills and to test new models of care.

Program Objectives

At the completion of the Doctor of Nursing Practice program the graduate will be able to:

1. Integrate knowledge of caring in the design, implementation and evaluation of innovative models of advanced nursing practice.
2. Utilize nursing and other disciplinary knowledge and research to support improvement of nursing practice in population based care across the continuum of the healthcare industry.
3. Apply theoretical and conceptual models that directly relate to nursing practice.
4. Interpret and influence health policy in the design and evaluation of advanced nursing practice and multidisciplinary services, with a consideration of the financing of healthcare.
5. Articulate the role of the Doctor of Nursing Practice as a leader of systems change in a multidisciplinary context.
6. Critically evaluate the design and implementation of information systems and technologies as they support whole person care across the lifespan.
7. Design systems of population based health promotion for the improvement of global health using multidisciplinary approaches that demonstrate cultural competence.

Please refer to the College of Nursing website, www.fau.edu/nursing, for the most current plans of study for the DNP program.

Advisement

Advisement at the Doctoral level is the key to student success. Your advisor will not only assist you in planning your course of study but assisting you in the development of your capstone project and selection of the committee that will guide you through this.

Students are assigned an advisor based on expressed background and interest during the application process. Faculty availability is another factor in assigning advisees. Students should plan to meet with advisors regularly, aiming for at least twice during each semester. As students get closer to their capstone project phase, they will be meeting with their advisor much more frequently.

Students are free to change advisors at any point in the curriculum. This decision should be based upon who can best assist them in completing their work and should not be taken lightly. If a student chooses to change advisors they must submit an appropriate request form to the Doctoral office and to communicate clearly with both your previous and your new advisor.

Curriculum Planning

- A. **Plan of Study** – The plan of study for DNP students is pre-set. Part-time students need to work closely with their advisors to map out their curriculum plan. Part-time students take fewer credits than the requisite minimum for full-time study during regular and summer semesters. Prerequisite requirements for courses need to be carefully noted in planning the curriculum for any student.
- B. **Time Limits for Completing the Doctoral Degree** – Please see Graduate Policies and Procedures Manual,
- C. **Audit a Course** – Written faculty permission is needed to audit a course and students must have paid in-state rates for the course. It will appear on the transcript with a grade of AU. The state employee scholarship (no longer a waiver, but real money) is for employees who are taking courses for credit, and therefore, would not be available to auditors.
- D. **Transfer Credits** – Students may have taken courses at another university that they wish to transfer in to substitute for courses in the curriculum, provided the course was not used to apply to another degree. A written petition to the Assistant Dean for Graduate Studies is required, with a copy of the course description and syllabus. A college audit form must be completed. The number of credit hours to be transferred is not more than 36.

Guidelines for Clinical Hours for the DNP

The doctor of nursing practice (DNP) requires at least 1000 hours of clinical practice post baccalaureate degree. This means that clinical hours from the masters and DNP must equal at least 1000 hours. These hours must be approved by the course faculty, supervised by a preceptor, and recorded. Generally, nurse practitioners accumulate approximately 650 hours of clinical during the master's degree and therefore require 350 during the DNP program. Those from administration or other areas accumulate approximately 300 hours of clinical and therefore require 700 hours of clinical during the DNP program.

To accommodate different clinical hour needs, the clinical courses have a range of credit options from 1 credit to 3 credits and 6-8 credits. Each credit requires 45 hours of clinical practice over the semester.

There are three clinical seminars in the DNP program. The first seminar focuses on leadership and role transition. The second seminar focuses on the cultural immersion experience, and the third seminar focuses on preparation for the Capstone Project. During these three seminar courses 90 (for 1 credit) to 270 (for three credits) clinical hours are accumulated. For the last two courses in the DNP program, the Residency/Capstone Course, there are 6 to 8 clinical credits (three to four credits for each course) which provides another 270 to 450 clinical hours. These hours are used to demonstrate your proficiency in the area of DNP course content as well as to complete your capstone project.

Cultural Immersion Seminar

The purpose of this seminar is to acquaint students with diverse ethnic and cultural groups. The unique health habits and problems encountered by various cultural groups face when attempting to access healthcare are addressed. During this seminar class, students will learn how to assess the impact of culture on healthcare, the common problems faced by those of different cultures, and how to care for those whose culture is different. Clinical sites will be assigned by the course faculty. Students will spend 45 hours in the clinical setting learning about cultural differences, problems, and unique relationships between healthcare providers and the cultural group being studied. Students will present their experience during the seminar and develop a program to assist this group to improve health and well-being through education, negotiation, advocacy, and empowerment.

Residency

The doctor of nursing practice (DNP) has a two semester residency. These two courses are designed to allow the DNP student to use the skills and knowledge acquired during the DNP courses in a practice setting. The residency is usually completed in the area where the capstone project will be completed but may be completed in a different setting with the approval of the capstone project chairperson. Students must have a preceptor in the clinical area and must keep a log of clinical hours. Each semester of capstone practice requires a short paper that highlights the objectives of the course, how these objectives fit with the overall DNP objectives and how the objectives were met by the student.

Capstone Project

The capstone project is a formal project that will use knowledge and skills learned during the DNP program to improve the health and well-being of a group of people or advance healthcare in a meaningful way. Students will begin to explore options for the capstone project during the second seminar by completing clinical hours in an area related to their capstone idea. During this seminar student will identify a capstone committee chair person. This may or may not be the student's advisor as assigned at the beginning of the DNP program. Two other members of the capstone committee must be identified as well, the first a community member interested in the capstone project and one other faculty member. The committee chair must approve the other committee members.

The committee chair will work closely with the student to develop the DNP Capstone proposal. This proposal will include:

1. Identification of the challenges/problems leading to the proposed project
2. Description of the project and how it addresses at least one challenge/problem that influences health care for a significant number of people.
3. Identify the role of the DNP to address the challenge or problem
4. Present current literature regarding the problem or challenge to be addressed
5. Describe the setting where the project will be completed and a timetable

6. Describe the resources at the site and from outside that will be required to complete the project. Develop a budget and technology requirements.
7. As appropriate to the individual project as determined by the project advisor and community or professional committee member, the student will present a market analysis, strategic analysis, and or product/services, sales/marketing, operations and financial plan that justifies the need feasibility and sustainability of the proposed project.
8. A project evaluation plan including specific measures that will be evaluated during the capstone project. This evaluation plan includes evidence-based outcomes.

The DNP capstone proposal will be approved by all members of the capstone committee prior to the student beginning the project. All capstone projects must be approved by the Florida Atlantic University IRB prior to initiation. Once committee and IRB approval have been obtained the student will implement the capstone project and begin evaluation of the project's proposed outcomes.

Once the project has been completed the student will submit a written project paper to be evaluated by the capstone committee. It is expected that students will submit the paper for publication. The capstone committee must approve the final written paper prior to graduation from the DNP program. The written paper should include:

1. The background and significance of the problem.
2. What is already known or been tried to solve the problem.
3. The project as you created and implemented it – including, the population you used, why this population was chosen, the intervention implemented, and the length of time from implementation to evaluation.
4. The evaluation method used – validity and reliability of the method, how and when it was implemented. Results of the evaluation.
5. Implications for nursing, nurse administrators, nurse practitioners, the healthcare system, or educators as they apply to your project. Any limitations or problems you encountered in implementing your project.
6. A conclusion with a short review of the project, evaluation and outcomes.

An oral presentation of the DNP project will be the concluding activity of the capstone experience with the DNP curriculum. The oral presentation of the capstone project will be scheduled after the DNP written capstone paper has been approved by the capstone committee. A presentation day will be scheduled each semester at which all students who are ready will present their capstone projects. The presentation provides the DNP candidate with the opportunity to demonstrate his or her expertise in the area of the study. The capstone committee members must be present at the oral presentation.

The oral presentation will include the following information related to the Capstone Project.:

1. Statement of the problems/situations/opportunities that precipitated the project.
2. The project aims and objectives
3. A brief description of the project itself including the time frame and project phases
4. Results of the project evaluation. Include key facilitators that made the objectives achievable and the key barriers. Include unforeseen consequences of the project both positive and negative.
5. Discuss the evaluation plan including evidence based measures.
6. Identify recommendations. Should the project be continued, reduced, phased out, or expanded?
7. Discuss how you have grown as a leader and clinician as a result of this experience.

After the presentation the DNP candidate will respond to oral questions from the group. Upon successful completion of the written and oral presentations the Candidate is eligible for graduation to become a DNP.

Requirements for Entering Advanced Practice Nursing Courses

Health Requirements

As a requirement, before starting the practice component of the professional nursing program at the Christine E. Lynn College of Nursing, each student must present documentation of having met specific health requirements. **Each student must provide photocopies of the required original documents listed below to the Student Services Office in the College of Nursing one month prior to the start of classes.** Please keep copies of all of your health records, these records are not kept in the nursing office. If the information is not received, the student will not be allowed to attend the nursing practice courses.

1. Evidence of health insurance, including company name and contract number.
2. Evidence of current cardiopulmonary resuscitation (CPR) certification that covers Basic Cardiac Life Support. Students are required to complete the 8 hour health care provider course given by the American Heart Association. (This does not include the 'Heart Saver' Course.)
3. Must complete the following health requirements:
 - Completion of the College of Nursing required Student Health Form (this can be found on the College of Nursing Website at www.fau.edu/nursing.)
 - Evidence of a negative PPD test within the past six months or appropriate medical follow-up of a positive reaction. Results must be reported in mm (millimeters), not just positive or negative.
 - Documentation of adult diphtheria-tetanus (Td) immunization within the past ten years.
 - Documentation of rubella (German measles) and rubella (red measles) immunization.
 - Documentation of Hepatitis B immunization or the required waiver form.
 - Documentation of date of chicken pox or titer results. If negative, varicella immunization is strongly recommended.
4. Health form, copy of health insurance card, BLS card and annual PPD must be submitted to the Student Services Office yearly and at least one month before the start of your first semester of nursing practice courses. No student will be allowed to participate in a nursing practice course if complete information is not on file.

Additional Requirements for Graduate Level Students

5. Malpractice Liability Insurance (\$250,000/\$750,000 coverage required) – if student is in a nurse practitioner track, this insurance must be specific to Student Nurse Practitioner practice.
6. Copy of current licensure as a registered nurse.
7. Signed "Safety Guidelines for Clinical Practice" Form (this can be found on the College of Nursing Website at www.fau.edu/nursing.)

***STUDENTS ARE RESPONSIBLE FOR ANNUALLY UPDATING ITEMS 1, 2, 3, 4, 5.**

Students will be notified of any additional requirements related to the nursing practice courses and specific institutional requirements.

Information on immunization requirements for nursing practice

The diphtheria-tetanus immunization, tuberculin test, and rubella titer are available through the Student Health Service at FAU for a fee for registered students. Rubella, Hepatitis B and Varicella

immunizations are available through the Palm Beach County or Broward County Health Departments.

Further information on Rubella, Hepatitis B and Varicella can be found on the Department of Health and Human Services, Center for Disease Control.

Clinical Appearance and Attire

As an ambassador for FAU, please wear professional attire for advanced practice nursing experiences. Your hair needs to be clean and neat. If you provide advanced practice nursing care, your nails should be short. Business apparel is appropriate dress in most circumstances. No shorts, tennis shoes, socks, unprofessional wear. A lab coat is required for outside advanced practice nursing experience. A name pin with your name and title is required.

A name pin should read as follows:

Janet Harrison, BSN, RN (or otherwise appropriate credentials)
FAU Graduate Nursing Student

No work information may appear on the pin. The pin may be used only for school-related advanced practice nursing experiences. You may obtain name pin at most uniform stores.

Safety Guidelines for Clinical Practice

GUIDELINES FOR SAFETY IN COMMUNITY SETTINGS

For promotion of safety while in community-focused nursing practice courses, please follow the guidelines listed below:

1. Community Health Visits:

- a. Wear a uniform or designated dress, student I.D., name tag, and minimal jewelry.
- b. Carry only a sufficient amount of money for the day's needs. Important papers, etc., should be locked in your trunk before leaving home. Pocket change to make a phone call may be useful.
- c. Be in the field only during daylight hours and at those times specifically assigned. Report to the instructor when departing for and returning from your assignment.
- d. Visit only those clients at addresses that have been approved by your instructor.
- e. Leave with the instructor a list of the families or organization and the sequence in which you will visit prior to your departure. This list includes full name, exact address, apartment number, and phone number. If family has a phone, telephone prior to visit to confirm visit.
- f. Phone your instructor for approval prior to any change in sequence or if you find the family is at another address. Under no circumstances, go to any address or apartment which is not on your list without approval from the instructor, at least by telephone.
- g. Check with the instructor for the exact location of your destination and review the exact transportation you will use prior to departure.
- h. Walk briskly with a sense of purpose. Never loiter. Obtain clear directions prior to departure for the visit. Consult a map, the client, police, or post office department. Know exactly where you are going. After departure, if in doubt, ask a storekeeper, police officer, postman, or any official agency representative.
- i. Walk on the curb side of the street, avoid doorways and alleyways.
- j. Use streets that are active and busy and contain residences rather than deserted, dimly lit streets with quiet warehouses and bar areas.
- k. Speak to storekeepers and those neighborhood people you see each week. Identify yourself and the agency you represent. Familiarize yourself with the geography of the neighborhood and the locations of "safe" places.
- l. Notice which shops have phones you could use in an emergency.
- m. Under no circumstances, enter any building when observation or intuition tells you something is not right. Proceed to the nearest phone, and call the agency or the instructor or the police - 911 will put you in direct emergency contact with the police in the town or neighborhood in which you find yourself.
- n. Should anyone demand your property during a robbery, give it to them and proceed to the most active situation at hand (traffic, neighborhood store, health center, police or fire department. Report all frightening experiences to the police, your instructor, and the College of Nursing at (561) 297-3261.
- o. Should you at any time, for any reason, feel unsafe or frightened, call the Police, 911- and request assistance. Also notify your instructor and the College of Nursing at (561) 297-3261.
- p. Should anyone confront you or follow you in an unfriendly manner, seek the assistance of the closest individual on foot or in a motor vehicle. This will attract attention to you. Do not, however, enter any vehicle other than a public bus, licensed cab, or police car.
- q. In the event any unusual incident occurs, proceed into the most active situation available, the police precinct, fire house, neighborhood store, social service or health agency, school, housing project office, or board a bus.
- r. Use a phone in any one of these places to call the agency or, if indicated, 911 the police. Maintain a list of Police Dept. non-emergency numbers or information requests. Identify yourself, the agency you represent, where you are, and the problem.
- s. Student is responsible for adhering to all safety guidelines for external assignments.
- t. Students should make community visits in pairs if possible.

2. When arriving or leaving the clinical agency (including utilizing the parking lot) you should:

- a. Lock all doors when leaving car. You should not remain in a parked car.
- b. Know the designated area for parking.
- c. Park in well lighted designated areas.
- d. Leave the agency with the group or ask for an escort to your car.

REMEMBER

1. You are never alone.
2. We are a phone call away - 911 or university telephone 297-3261.
3. A police cruiser can reach you in minutes.
4. Your best protection is to:
 - a. Know your neighborhood resources
 - b. Know the neighborhood people.
 - c. Have the neighborhood know you in your professional role

CRITICAL INCIDENTS

It is expected that all graduate students adhere to the policies and procedures of the practice site, including HIPAA regulations. Professional behavior is expected at all times.

Critical incidents include errors and events in clinical settings in which there is potential/actual injury or harm to a client, staff member, or student. In the event of a critical incident in any clinical setting, the student must follow the policies/procedures of the agency as to completion of the proper documents.

In cases where the student has sustained a physical/chemical injury or has been exposed to an infectious agent, the student must follow the procedure of the institution as to the reporting of the incident and follow-up. Students are required to maintain personal health insurance and follow approved guidelines as to follow-up following injury or exposure to potentially harmful infectious/chemical agents. The following sections outline the American Nurses Association's Position Statement on Post-Exposure Programs in the Event of Occupational Exposure to HIV/HBV.

All critical incidents are to be reported to the Assistant Dean of Graduate Studies, College of Nursing by the clinical faculty member within two working days of the event.

BLOODBORNE PATHOGEN EXPOSURE

Policy

Advanced practice nursing students are at a rare risk for exposure to the human immunodeficiency virus (HIV) through needles or other sharp instruments contaminated with blood or through splashes of blood onto the mucous membranes of the eye, nose, or mouth or skin. Universal precautions must be utilized in all appropriate clinical situations.

If it cannot be discerned whether the source patient's blood was HIV infected, beginning post-exposure medication is decided on a case-by-case basis. Likelihood of HIV infection in the known or possible patient source is evaluated in addition to the nature of the blood exposure.

Post-exposure prophylaxis (PEP) should begin in 1-2 hours. It may not be effective if started longer than 24-36 hours after exposure.

Procedure

1. All students must have current health insurance and should carry with them the phone number to call to receive emergency services that are reimbursed by their insurance.
2. Post-exposure: immediately wash cuts and needle sticks with soap and water. Flush splashes to the nose, mouth, or skin with water. Irrigate eyes with clean water or saline.
3. Report the exposure immediately to your clinical faculty, Graduate Program Office and to the health care agency supervisor and ask to be referred immediately to the agency person responsible for managing exposures (occupational health nurse, infection control specialist, emergency department supervisor). The faculty will assist the student in getting immediate care through a provider for whom they have insurance. The faculty is responsible for seeing that an incident report using the agency's form is completed.
4. There is no time to lose following exposure. You need to be immediately seen by a health care provider. You must have counsel regarding the risks of your exposure and weigh the risks and benefits of treatment. Balancing risks is challenging. It is recommended that HIV post-exposure treatment begin within 1-2 hours.
5. Within 24 hours, excluding the weekend, please file an incident report with the Assistant Dean's Office, (561) 297-3384.
6. You should be tested for HIV antibody as soon as possible after exposure and then at 6 weeks, 12 weeks, and 6 months. You should be assured that your test results will remain confidential. If the patient source of the blood does not have a previous diagnosis of AIDS or HIV, the patient should be told of the health care worker's exposure and an informed consent obtained for taking an HIV antibody test. They do have the right to refuse.
7. If you are taking PEP, you should have your blood drawn for a CBC and hepatic/renal function at baseline and at 2 weeks.
8. You should report any severe flu-like illness that occurs during the 12 week follow-up period--this is the usual time for HIV infection to develop. Likewise, most infected people will seroconvert by 12 weeks.
9. During the first 12 weeks of exposure until your blood test demonstrates that you remain free of HIV infection, you should refrain from sexual intercourse or inform your partner and practice safe (but not risk free!) sex with a latex condom used consistently. In addition, women should not breast-feed during this time.

REFERENCES:

U.S. Dept. of Health & Human Services. (1997). Information for health-care workers-occupational exposure to HIV (Brochure). Rockville, MD: Author.

American Association of colleges of Nursing. (1997). Policy and guidelines for prevention and management of human immunodeficiency virus and hepatitis B virus infection in the nursing education community. *Journal of Professional Nursing* 13(5), 325-328.

CDC National AIDS Hotline 1-800-342-2437

GUIDELINES FOR UNIVERSAL PRECAUTIONS

The concern for occupational exposure to hepatitis B virus (HBV) and human immunodeficiency virus (HIV) among health care workers had led to the development and implementation of "universal precautions" for all hospitalized patients. Universal precautions were designed and recommended by the Centers for Disease Control (CDC) in 1987 and were revised in 1988, based on epidemiologic evidence regarding the transmission of HBV and HIV. Under universal precautions, blood and certain body fluids of all patients are considered potentially infectious for HIV, HBV, and other blood borne pathogens. Physical examinations and a medical history cannot reliably identify all patients infected with HIV or other blood borne pathogens. In the emergency care setting especially, the risk of blood exposure is increased and the infection status of the patient is usually not known. Universal precautions are intended primarily to prevent parenteral, mucous membrane, and non-intact skin exposures of health care workers to blood borne

pathogens; therefore, they apply to blood and to other body fluids containing visible blood. Blood is the single most important source of HIV, HBV, and other bloodborne pathogens in the occupational setting. Universal precautions also apply to the following:

- Tissues
- Semen
- Vaginal secretions
- Cerebrospinal fluid
- Pleural fluid
- Synovial fluid
- Pericardial fluid
- Peritoneal fluid
- Amniotic fluid

Universal precautions do not apply to the following list of substances **unless** they contain visible blood. The risk of transmission of HIV and HBV from these fluids and materials is extremely low or nonexistent:

- Feces
- Nasal secretions
- Sputum
- Sweat
- Tears
- Urine
- Vomit
- Human breast milk
- Saliva

Gloves need not be worn when feeding patients or wiping saliva from skin; although it is recommended that dentists use special precautions since in their profession contamination of saliva with blood is predictable. Health care workers may want to wear gloves if they work in situations in which exposure to breast milk might be frequent.

1. Immediately and thoroughly wash hands and other skin surfaces that are contaminated with blood, body fluids containing blood, or other body fluids to which universal precautions apply. Wash hands immediately after gloves are removed.
2. Use protective barriers to prevent skin and mucous membrane exposure to blood, body fluids containing blood, and other fluids to which universal precautions apply. The type of protective barrier(s) should be appropriate for the procedure being performed and the type of exposure anticipated.
 - Wear gloves when touching blood or body fluids, mucous membranes, or non-intact skin of all patients.
 - Wear gloves when handling items or surfaces soiled with blood or body fluids.
 - Wear gloves when performing venipuncture and other vascular access programs.
 - Wear gloves for performing phlebotomy if cuts, scratches, or other breaks in the skin are present.
 - Wear gloves in situations in which contamination with blood may occur--for example, when performing phlebotomy on an uncooperative patient.
 - Wear gloves for performing finger or heel sticks on infants and children.
 - Change gloves after contact with each patient.
 - Do not wash or decontaminate disposable gloves for reuse.
 - Wear masks and protective eyewear or face shields during procedures that are likely to generate splashing or droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose, and eyes.
 - Wear gowns or aprons when you anticipate splashing of blood or other body fluids to which universal precautions apply.

3. Take care to prevent injuries when using, handling, or cleaning needles, scalpels, and other sharp instruments or devices.
 - o Do not recap used needles by hand.
 - o Do not remove used needles from disposable syringes by hand.
 - o Do not bend, break, or otherwise manipulate used needles by hand.
4. Place used disposable syringes and needles, scalpel blades, and other sharp items in puncture-resistant, leak-proof, labeled or color-coded containers for disposal. Locate these containers close to the use area and replace routinely.
5. To minimize exposure during emergency mouth-to-mouth resuscitation, ensure that protective mouthpieces or manual resuscitator bags are available for use in areas in which the need for resuscitation is predictable.
6. Refrain from direct patient care or handling of patient-care equipment if one has exudative lesions or weeping dermatitis.
7. For laboratory specimens, consider all blood and other body fluids from all patients to be infective. Put these specimens in a well-constructed container with a secure lid to prevent leakage during transport. Avoid contaminating the outside of the container and place laboratory requisitions outside of container.

CONSIDERATIONS FOR NURSES

Some other important considerations for nurses are that they should use universal precautions when dialyzing all patients. Pregnant health care workers are at no greater risk of contracting HIV infection than other staff. However, if the pregnant health care worker develops HIV infection during pregnancy, the infant is at risk of HIV infection due to perinatal transmission

Post-exposure Protocol

The Centers for Disease Control have put forth the following suggestions for exposure to HIV: If an accidental needle-stick injury occurs, or if there is significant contact of a patient's blood with mucous membranes or non-intact skin surfaces, the health care worker should wash the affected area thoroughly. (This includes a splash in the eye or mouth.) The exposure should then be reported to the employee health service or infection control practitioner. If the source (patient) does not have a previous diagnosis of AIDS or a positive HIV antibody test, a clinical and social assessment of the patient's risk factors for AIDS should be undertaken. In the presence of any such factor, the patient should be told of the health care worker's exposure and an informed consent should be obtained for taking an HIV antibody test. The patient and the health care worker should be counseled regarding the implications of positive or negative results. Whether or not the test is obtained from the patient, the health care worker should consider obtaining a test himself or herself. In order to ensure complete confidentiality of test results, it might be preferable for physicians and nurses to be tested at an off-site test center rather than at their own institution. If the initial test is negative, the health care worker should be followed for a "flu like" illness for 12 weeks after the exposure. This has been the usual time for HIV infection to develop after a known exposure. Repeat HIV tests at 1, 3, and 6 months are recommended. Most infected persons are expected to seroconvert within the first 12 weeks after exposure.

The usual protocol for possible concomitant hepatitis B exposure should also be observed. The risk of work-related HIV conversion has been less than 1% in contrast to hepatitis B conversion, which is considerably higher, between 20% and 30%.

There is increasing evidence that HIV antibody conversion may not occur for up to 36 months after injection, at least in homosexual men. Therefore, many infectious patients may have a false negative test result; a negative antibody test does not definitively rule out infectivity.

Engineering and Work Practice Controls

Wherever there is a likelihood of exposure to HIV, HBV, and other blood_borne pathogens, it is strictly prohibited for an employee to eat, drink, smoke, apply cosmetics or lip balm, handle contact lenses, or store food and drink. All contaminated surfaces must be cleaned immediately as soon as feasible.. Protective coverings must be replaced if overtly contaminated. Personal protective equipment should be removed immediately upon leaving the work area and placed in an appropriately designated area or container for storage, washing, decontamination, or disposal. All bins, pails, cans, and reusable receptacles must be decontaminated regularly. Sharps must be stored so that employees do not reach by hand into the container. Broken glassware cannot be picked up with the hands. Contaminated laundry has to be handled with a minimum of agitation and moved in labeled or color-coded bags or containers. Wet laundry requires leak-proof containers. Fluorescent orange or orange-red warning labels must be affixed to containers of "regulated" waste, refrigerators, and freezers containing infectious materials and containers used to transport them. Labels must include the official **BIOHAZARD** legend.

Infection Control Precautions for Care Of the Patient with Acquired Immunodeficiency Syndrome (AIDS)

1. Patients with AIDS or AIDS-related complex (ARC) are at risk to acquire infection; therefore do not place them in a room with an infected patient.
2. A single room is not required unless the AIDS patient is immunocompromised, has poor hygiene, is incontinent, or has diarrhea.
3. Isolation procedures beyond universal precautions are not warranted for patients with AIDS or ARC unless they have another infection that requires isolation precaution (e.g. tuberculosis, Herpes Simples, or Cryptosporidia).
4. Hand washing before and after patient contact as well as after being soiled with any body secretions or excretions is the most important means of preventing infection among patients and staff.
5. Visitors should be advised not to share razors or toothbrushes with the patient.

EXPOSURE OF NURSING STAFF TO INFECTIOUS DISEASES

Nursing staff are at some risk for iatrogenic infection. Iatrogenic disorders are conditions caused by medical personnel or procedures or through exposure to the environment of a health-care facility. The infections most common in ICU nurses are hepatitis B virus (HBV) and herpes simplex. The most common type of occupational injury for nurses surpassing even sprains and strains, are injuries that occur as a result of being stuck by a needle. ICU nurses will need to be familiar with the following list of communicable diseases to which they may be exposed at work.

Hepatitis B Virus (HBV)

The highest percentage of HBV is found in blood and blood-derived body fluids and is transmitted parenterally, through mucous membranes or non-intact skin, sexually, and perinatally. Hepatitis B poses a serious threat to ICU nurses. The greatest blood_borne risk healthcare workers face is the HBV. The HBV can be transmitted from environmental surfaces (countertops, machines, etc.). These are a major source of HBV infection on certain units, such as hemodialysis units. A single needle-stick injury of contaminated blood has as much as a 30% chance of transmitting the disease. Up to 7,400 health-care workers every year acquire HBV infections through occupational exposure. Universal precautions should be taken to protect against HBV. Nurses at high risk should be immunized with one of the HBV vaccines. The three-dose series of injections costs up to \$150. Employers are now required by an Occupational Safety & Health Administration rule to offer free HBV vaccine to every employee who can be reasonably anticipated to have skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious material.

Herpes Simplex Virus (HSV)

Critical care patients frequently have HSV infections especially if they are immunosuppressed. Nurses are at risk for HSV unless they practice careful hand washing and wear gloves on both hands when handling respiratory tract secretions or placing their fingers in patients' mouths. If the nurse has a break in the skin on a finger or around a cuticle the virus can invade and cause an infection called a herpetic whitlow. This infection causes vesiculopustular lesions at the junction of the nail bed and the skin. Since it is usually too painful to cover the lesions with a glove or dressing, the nurse cannot perform patient care duties. Before returning to work clearance should be given by the employee health service.

Cytomegalovirus (CMV)

A member of the herpes virus family, CMV is found in blood and body fluids and is transmitted by cutaneous or mucous membrane contact with infectious secretions. Hand washing is sufficient for prevention of transmission. Pregnant nurses should avoid contact with patients known to be infected with CMV because it causes obvious infection in newborns. Patients most likely to have CMV infection are those who are immunosuppressed, such as those having organ transplants, AIDS, or cancer.

Chickenpox (Varicella)

Employees who have not had chickenpox may acquire it from contact with a person who has active chickenpox or disseminated varicella zoster (shingles). The patient is also contagious in the last 48 hours of incubation before the typical vesicular rash occurs. If a nurse has had chickenpox as a child, he or she can usually be safely considered immune.

Rubella

Rubella is transmitted through inhalation of infected droplets of respiratory secretions. Nurses at the highest risk for acquiring rubella are those who work with infants and children and who are not immune to the rubella virus. If a pregnant woman contracts rubella during the first trimester of pregnancy, her fetus may develop major organ systems malformations. All nurses should be tested by their employers to determine rubella immunity. Non-pregnant nurses without immunity should be given a rubella vaccination.

Meningitis

Several viral and bacterial agents can cause meningitis, but only one requires hasty identification and follow up of exposed health care workers - *Neisseria meningitidis*. Meningococcal disease is transmitted via inhalation of infected droplets of respiratory secretions. Exposure can occur if a staff member comes from within three feet of a patient without wearing a face mask. Staff members have had high-risk exposure to meningococcal meningitis if they have provided the following care to an infected patient:

- mouth-to-mouth resuscitation
- intubation or suctioning
- Oral or fundoscopic exam
- Assistance during vomiting or when coughing directly at staff member
- Close patient care where the patient breathed directly on staff member

Prophylactic treatment for high-risk exposure is with rifampin, 600 mg orally twice daily for four doses. Staff members who choose not to take rifampin should be alert for signs of meningitis which include: upper respiratory tract infection, nausea, vomiting, fever, headache, malaise, lethargy, confusion, stiff neck, and petechiae.

Pertussis

Exposure to pertussis (whooping cough) may occur through respiratory secretions from face-to-face contact. A nurse who has been exposed will require Erythromycin prophylaxis because past immunization wanes with age and cannot ensure protection.

Tuberculosis (TB)

Tuberculosis infection occurs when aerosolized droplets containing viable organisms are inhaled by a person susceptible to the disease. A nurse may be exposed to TB if there has been face-to-face contact (without a mask) with a patient who has active laryngeal or pulmonary infection caused by *Mycobacterium tuberculosis*. If exposure is suspected, a purified protein derivative (PPD) skin test should be performed. If a change in PPD status has occurred, one year of isoniazid (INH) therapy may be recommended.

Infectious Diarrhea

Acute diarrhea is transmitted via the fecal-oral route. Most infectious diarrhea is caused by viruses and is of short duration. If the diarrhea persists, it may be bacterial (e.g. Salmonella, shigella). In such cases diagnosis will be confirmed by stool cultures.

Acquired Immunodeficiency Syndrome (AIDS)

AIDS is caused by the Human Immunodeficiency virus (HIV). The occupational risk for HIV infection among health care workers is minimal, although it does exist. By far, the most prevalent exposure has been through injury when stuck by a needle. A health-care worker has less than a 1% chance of infection from an HIV-contaminated needle-stick. Legislation has been passed directing the states to adopt new CDC guidelines that call on health-care workers to know their HIV status and to stop doing exposure-prone procedures if they are infected.

Methicillin-Resistant *Staphylococctits aureus* (MRSA)

MRSA and other resistant strains of *aureus* have become one of the most common causes of hospital and community acquired infections. MRSA is resistant to many antibiotics. It is likely that hospital staff carry MRSA from one patient to another on their unwashed hands. Another reservoir for MRSA is the inanimate environment. Everything in the room of a patient infected with MRSA can become infected. Nurses who care for patients infected with MRSA risk becoming carriers of the bacteria. In some hospitals nurses who become colonized with MRSA are assigned to care only for patients with MRSA or are removed from patient care until they are no longer colonized. Treatment of colonized (not infected) carriers include regimens such as: (1) oral antibiotics, (2) topical antibiotic ointments for the anterior nasal passages, and (3) bathing and shampooing with skin disinfectants.

Acknowledgement Form

I acknowledge that I have read this handbook and am familiar with its contents. I also acknowledge that I will refer to the Christine E. Lynn College of Nursing website at www.fau.edu/nursing for the most current information on College policies, programs and procedures.

I am aware that specific Florida Atlantic University policies and procedures are printed in the Florida Atlantic University Catalog in the section titled Academic Policies and Regulations and can be found at the FAU website at www.fau.edu.

Student Signature: _____

Date: _____

Student Name (PRINTED): _____