



Department of Nursing
Graduate Student Handbook

2019/2020

Accreditation

The master of science degree in nursing at Fitchburg State University is accredited by the Commission on Collegiate Nursing Education: <http://www.ccneaccreditation.org/>

In addition, the Department of Nursing is a member of the American Association of Colleges of Nursing (AACN), and the Massachusetts Association of Colleges of Nursing (MACN).

Fitchburg State University is accredited by the New England Commission of Higher Education (NECHE).

August 26, 2019

Dear Graduate Students:

Welcome to the Master of Science program and the Graduate Certificate program in Forensic Nursing at Fitchburg State University.

This *Handbook* is to provide you with information about the Department, the curriculum, departmental academic policies, and faculty of the graduate program. Faculty advising and using this *Handbook* as reference material will assist you in successfully completing this program.

Please review this Handbook as soon as possible and refer to it throughout the program. Your faculty advisor will be happy to review or discuss the contents with you and to facilitate your experience. The department chairperson is also available to you to discuss matters if the need arises.

The faculty and the administration of the University are excited about the opportunities afforded by our unique program. Our graduates who are located throughout the United States and Canada, and work in a variety of practice settings including as death investigators, SANEs, educators, etc. We are committed to your personal success and to the success of the program. We hope that your transition into or return to Fitchburg State University will be rewarding.

Best wishes,



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August 2019

Table of Contents

History of Fitchburg State University Department of Nursing.....	7
Vision and Mission Statements.....	13
Purpose of the Graduate Program.....	13
Graduate Terminal Outcomes.....	13
Master of Science – Nursing: Forensic Nurse and Forensic Nursing Certificate Program	14
Program Objectives.....	14
Program Description	14
Forensic Nursing Certificate Program	14
Graduate Student Program Worksheet	15
Graduate Academic Policies	16
Admission to the Graduate Program.....	16
Academic and Professional Integrity	16-17
Equal Opportunity, Diversity & Affirmation Action/Title IX.....	17
Policies Related to Eligibility for Course Registration.....	17
Registration	17
Professional Requirements/CastleBranch	17
Graduate Professional Requirements (including Health Records)	18
Personal Liability Insurance	18
Prerequisites to Courses	19
Program Progression.....	19
Transfer Credits	19
Additional Student Responsibilities.....	19

Policies Related to Course Performance.....	20-21
Policies Related to Evaluation	22
Additional Graduate Student Policies and Procedures	23
Professional Activities and Organizations.....	24
Resources of the Department of Nursing.....	25-26
Avenues for Addressing Concerns	26
Concerns About the Curriculum	26
Concerns About Faculty	26
Addressing Issues with Faculty	26
Petition for Waiver of Policies.....	27
Formal complaint Policy	27

APPENDICES

Appendix A: Academic Integrity Policy	28-29
Appendix B: Code of Ethics for Nurses	30
Appendix C: CastleBranch Directions.....	31
Appendix D: Acknowledgement of Receipt/Review/Understanding	33

Disclaimer Statement

Please note the rules, regulations, policies, courses of study, and academic requirements that appear in the University catalog and this handbook were in effect at the time of their publication. Like everything else in the catalog or handbook, they are published for informational purposes only, and do not constitute a contract between Fitchburg State University, its Nursing Department and any student, applicant for admission, or another person.

The University and its Nursing Department reserve the right to change, eliminate, and/or add to any existing rules, regulations, policies, courses of study and academic requirements at any time. Whenever it does so, the University or the Nursing Department will give as much advance notice as it considers feasible or appropriate, but it reserves the right in all cases to do so without notice.

HISTORY OF DEPARTMENT OF NURSING AT FITCHBURG STATE UNIVERSITY

Fitchburg State University was chartered as Fitchburg State Normal School in 1894 by the General Court of the Commonwealth of Massachusetts. In 1933, the title was changed by an Act of the Legislature to State Teachers College at Fitchburg, and in 1962 the name was further altered to State College at Fitchburg. The General Court granted permission in 1968 to formally change the name to Fitchburg State College. In October 2010, Fitchburg State College officially became Fitchburg State University.

In 1943, the State Teachers College and the Burbank Hospital School of Nursing initiated a program that combined two-and-one half academic years of courses at the College with two-and-one half calendar years (including eight-week summer sessions in the first two years) at the Burbank Hospital School of Nursing. Students who completed this program were initially awarded a Bachelor of Science in Education degree by the College – the only type of degree that it was authorized to grant at that time. These students, however, did not complete courses that would fulfill the requirements for a major in Education. The Burbank Hospital School of Nursing awarded the diploma in Nursing for the courses that were completed at the institution under this arrangement with the College. This portion of the program was accepted by the College as partial fulfillment of its requirements for the degree that it granted. In succeeding years, several modifications were made to the courses taken at the College and to the time plan at the Burbank Hospital School of Nursing.

In 1954, a consultation visit was completed to determine measures that might be taken to develop the program in nursing at the college so that it could eventually secure accreditation by the National League for Nursing. Subsequent to this visit, the Burbank Hospital School of Nursing conducted a diploma program and a separate program for students who were enrolled at the College under the combined plan. Both the diploma program and the hospital-based portion of the combined program received accreditation from the National League for Nursing at the first possible opportunity. The program for the College-enrolled students featured a separate faculty roster, the necessity for students to meet admission requirements for both Burbank Hospital School of Nursing and Fitchburg State College, and additional clinical experiences in community health nursing and leadership. In 1960, the College changed the degree to Bachelor of Science in Nursing Education.

Local academic and community leaders, including the Principal of the School of Nursing at Burbank Hospital, were among those who concurred with the national trend of that time of converting single-purpose teacher-training institutions into multipurpose institutions of higher education. When progress was underway toward that goal, the Burbank Hospital Board of Trustees requested that the Massachusetts Board of Education seek funds from the General Court to enable the College to assume administrative and educational responsibility for the entire program leading to the baccalaureate degree, including the major in Nursing. The Board of Education did request such funds and the General Court approved the initial funds for the appointment of a faculty in Nursing at Fitchburg State College in 1962.

Initially, two faculty from the separate faculty roster at Burbank Hospital School of Nursing accepted appointments to Fitchburg State College along with other appointees and, as

the program developed, others of these faculty members also transferred employment to the College. The combined program ceased to exist in 1964, although the diploma program continued until its closure in 1982. The Fitchburg State College degree was changed to a Bachelor of Science, major in nursing. The program initially admitted only freshmen and transfer students with no previous preparation in nursing. The first Department offices were located in two rooms on the third floor of Thompson Hall but, as the program gradually became large in numbers of students and faculty, the Department moved first into the White Cottage across Highland Avenue in 1967 and expanded to the Green Cottage as well in 1969. In 1968, at the first possible opportunity, the program was reviewed by the National League for Nursing Council of Baccalaureate and Higher Degree Programs and granted initial accreditation.

In 1970, the program began admitting its first registered nurse students. These nurses came as full-time students or, if part-time, started their baccalaureate studies through the Division of Graduate and Continuing Education until ready for their senior year. Also, in the early 1970's, federal funds under the Nurse Training Act became available on a per capita basis (capitation funding) for those accredited programs willing to expand their enrollment of students entering at the beginning of the program. As a consequence, the program grew rapidly through increased freshman admissions, tripling the numbers of students graduating per year from the beginning to the end of this decade. Due to the pressure of numbers, in 1976 the Department again moved back to the third floor of Thompson Hall which was renovated with the support of capitation funding into six offices and two laboratory spaces, one for audio-visual technician who, along with the many part-time faculty needed during the expansion, were paid from grant monies rather than State funds.

Curriculum structure changed in the mid-seventies toward a more integrated approach, and many new affiliation agencies were required to accommodate this curriculum model and the placements for the larger student body. A preceptored practicum for seniors also added to the variety and geographical spread of agencies used for clinical placement. The National League for Nursing visit in 1976 resulted in continuing accreditation for the maximum possible eight years.

As 1980 approached, two new departmental projects were launched. The first was the establishment of a chapter of Sigma Theta Tau, the International Honor Society of Nursing named Epsilon Beta at its acceptance at the national biennial convention in 1979.

In the second project, learning opportunities for registered nurse students in an area deficient in available accredited nursing programs were expanded. As a result of a request and seed money from District I, Massachusetts Nurses Association, and the Department agreed to bring its registered nurse track on a wholly part-time basis into that region by using the facilities of the University of Massachusetts, Amherst. Opened in 1979, the off-campus courses were offered until 1986 when the project was terminated due to financial constraints and lack of sufficient student enrollment. A total of eighty-five students received Fitchburg State College nursing degrees from that effort.

During the early 1980's, the student population stabilized. However, by 1986, the national trend toward a decline in nursing program applications did impact the Department of

Nursing. Federal funding dried up due in part to earlier projections of a nursing surplus (a projection which has since been demonstrated to be inaccurate), but increased State support enabled the Department to retain faculty and support staff needed to maintain the program's quality. Student acceptances shifted from almost total reliance on new high school graduates and registered nurse admissions to increased sophomore transfers, particularly from the 'mature' student population. While the dip in applications appears to be over, the diversity of the student population continues to expand. Subsequently, the current student population includes new high school graduates, 'mature' students, and registered nurses, as well as men and women returning to college seeking career changes.

In 1983-4, the long-standing Nursing Student Association became a chapter of the National Student Nurses Association. This group has been and continues to be very active on campus. Chapter status with the National Student Nurses Association has broadened student opportunities for involvement.

In 1984, following a change in state regulations that permitted part-time study in state colleges, a part-time track on campus for registered nurse students was initiated with the assistance of an Area Health Education Council (AHEC) grant to publicize its initiation.

The Department moved again in 1984, just prior to its very successful National League for Nursing re-accreditation visit. Some of the offices on the third floor of Thompson Hall were returned to classroom status, while College administrative offices on the first floor were reallocated to the Nursing Department. In addition, Department secretarial services were expanded. A statewide review of publicly funded nursing programs in 1983 resulted in Regents' funding for updating and expansion of facilities and equipment. The Jane Minasian Nursing Laboratory, the Grace Gummo Learning Center and the student-faculty lounge were expanded/created. To maintain the quality of the Learning Center in the spring of 1991, the Department applied for and received a grant to expand its interactive computer learning capabilities.

To address new and evolving health needs in society the program curriculum was revised and expanded. In 1987, content was expanded in the areas of health assessment, gerontology, research, and leadership and management. In addition, a portfolio assessment pilot program for registered nurse student placement in the senior year was initiated. The class of 1991 were the first graduates of this revised curriculum.

For some time, graduates of the program as well as community nurses and faculty members had expressed interest in the establishment of a graduate program in nursing. Staff from the division of Graduate and Continuing Education had received many inquiries about graduate programs. In response, in the fall of 1993, the faculty voted to study the possibility of such a program.

Working with the Academic Affairs office and consulting the guidelines for graduate program development from the Higher Education Coordinating Council, the College's Graduate Council, and the National League for Nursing, a feasibility study was conducted, with surveys to potential students and prospective employers in the region. The need for a program preparing

advanced practice nurses was established and, after further study and Advisory Committee input, a Master of Science degree with a major in nursing (forensic nursing) was chosen for further proposal development. This focus was seen as particularly suited to the College, with its new master's program in Criminal Justice and its Forensic Case Work program in conjunction with the master's in counseling. Additional consultation was obtained from the President of the International Association of Forensic Nurses and support from nursing, health and criminal justice leaders in the Montachusett region was forthcoming. After further deliberation by the College administration and its Board of Trustees, the proposal was forwarded to the Higher Education Coordinating Council and approved in March 1996. The first class was admitted into the two-year part-time program in the summer of 1996.

The Department had continuous accreditation from the National League for Nursing until April 2001. At that time, the Department received accreditation from the Commission on Collegiate Nursing Education (CCNE) for both the baccalaureate and masters' programs. The decision to move from NLN to CCNE professional nursing accreditation was made after a careful discussion and debate by the nursing faculty. In April 2001, the Baccalaureate and Masters' programs were accredited by the Commission on Collegiate Nursing Education.

In fall 2002, the then sophomore class began progression in a revised curriculum. The intent of the change was to better prepare students: (1) With increased medical-surgical clinical experiences, (2) reorganize how content is taught to better meet learning styles and (3) modify content to address the professional RN licensing exam (NCLEX). This first class in the revised curriculum graduated in May 2005.

In 2006, a new Clinical skills lab was built on the third floor of Thompson Hall. The old clinical skills lab was renovated, and became the Jane Minasian Health Assessment Lab. In the summer of 2008, the Nursing Department moved to the renovated third floor of Thompson Hall. A new nursing office and new faculty offices were created.

In June 2008, the Department of Nursing was awarded a Fairlawn Foundation Grant to convert the RN to BSN program to an on-line format, and to develop and pilot a RN to MSN track for nurses with a bachelor's degree in a related field. The grant lasted eighteen months, and the RN to BSN track is now a reality, with almost one hundred RNs enrolled in the program. A portfolio process was developed for the new RN to MSN track, and there are several students who are pursuing this process. The grant, along with the university, also allowed the department to build and equip a Control Room for the Clinical Skills Lab. This allows the department to run scenarios with our four patient simulators and was a much-needed addition.

In March of 2010, the department, in collaboration with Worcester State University, Montachusett Regional Vocational Technical School, Assabet Valley Regional Technical High School and Bay Path Regional Vocational Technical High School applied for and received a grant from the Fairlawn Foundation to assess the need for an LPN to BS in Nursing option. This would allow for the granting of advanced placement credit to LPNs interested in pursuing a bachelor's degree in nursing. Once the need for this option was established, additional grants from the Fairlawn Foundation and the Massachusetts Department of Higher Education allowed

for the two universities to establish this track at each university. Fifteen students were admitted in the Fall of 2012, in this new LPN to BS in Nursing track.

In 2012, the Department celebrated its fiftieth anniversary. Over 150 alumni joined faculty members in a celebration which featured a CEU program on global health nursing by Dr. Patrice Nicholas, class of '77, and a luncheon reception.

In January of 2014, the Department, in collaboration with Montachusett Regional Vocational Technical School, received a grant to create a seamless pathway for veterans to achieve a Bachelor of Science in nursing. The grant will allow Fitchburg State to develop and implement a method to seamlessly admit LPNs trained in the military into the existing LPN to BS in nursing track. The grant also provides for the development and implementation of advanced placement credit for military health care professionals in the LPN program at Montachusett Regional Vocational Technical High School.

The Commission on Collegiate Nursing Education (CCNE) Board of Commissioners acted at its meeting on May 3-5, 2016, to grant accreditation to the baccalaureate degree program in nursing at Fitchburg State University for 10 years, extending to June 30, 2026. The accreditation action is effective as of October 7, 2015, which was the first day of the program's recent CCNE on-site evaluation.

In AY 2016 -2017, the Undergraduate Curriculum Committee updated and revised the RN to BS in Nursing curriculum. New courses were added, with existing courses restructured and updated. The RN to BS tract, which has been presented in an online format since 2009, will now deliver individual courses over a seven-week period. With this new format, there will be six start dates each year, allowing for flexibility for students.

As the history demonstrates, many changes have taken place in the nursing program. One thing, however, has never changed and never will: the commitment of the Department to provide its students with the best possible education and in so doing prepare them for the demands of professional nursing at the beginning and at advanced practice levels.

The faculty of the Department of Nursing believes:

- Professional nursing is an applied science and art based on concepts from the natural and behavioral sciences and humanities, which are integrated into a unique configuration both in theory and practice. The delivery of professional nursing care requires critical thinking. It involves a systematic approach to meeting clients' health needs, the application of skilled practice activities in the cognitive, affective and psychomotor domains, relationships characterized by the therapeutic use of self, and accountability for nursing actions and decisions. Professional nursing is dynamic in its approach to practice and has a responsibility to: identify society's evolving health needs; influence society's concept of health while remaining sensitive to different approaches to health and health care; initiate and participate in the planning and delivery of health services; and, improve nursing practice through scholarly pursuits. The

environment for the practice of professional nursing extends to any setting where the health needs of society must be met.

- Undergraduate nursing education prepares a nurse generalist and leads to the first professional degree. It prepares the practitioner to provide direct and indirect care to individuals, families, and groups, and to assume beginning leadership roles. Graduate nursing education builds upon the knowledge and competencies acquired in baccalaureate nursing education using a curriculum specific to the area of nursing specialization. It prepares the practitioner to assume advanced leadership in the community and the health care system, and to contribute to the development of nursing science and the improvement of health care.
- Education is a process of teaching and learning in which growth occurs. The goal of education is to assist humankind as learners towards self-actualization and to enhance their ability to be responsible members of society. Teaching involves determining learning objectives, creating an environment that offers a multiplicity of experiences, guiding the development of the learner's potential according to individual needs, and evaluating and affirming the achievement of learning objectives. Opportunities for advanced placement in the curriculum are provided through validation of previously acquired academic and clinical competencies. Learning is an active ongoing process requiring motivation. Individuals learn throughout life that which has meaning and value to them. Learners have the right and responsibility to participate in the planning and evaluation of their educational program.
- The role of the faculty member at the undergraduate level is guidance of the learner's personal growth and their attainment of competencies commensurate with the role expectations of entry-level professional nursing practice. This is accomplished by developing and implementing a curriculum that promotes integration of knowledge from a broad range of disciplines with professional study. The role of the faculty member at the graduate level is to facilitate creative inquiry and achievement of specialized role competencies. This is accomplished through application of principles of adult education: self-direction, commitment to lifelong learning, and participation in and evaluation of learning activities.

VISION STATEMENT

As a center of excellence in baccalaureate nursing education, the Fitchburg State University Department of Nursing graduates' students who are prepared to assume healthcare leadership roles in the global society of the 21st century. The Department uses continuous programmatic evaluation and innovation to maintain an educational culture that fosters social responsibility, service commitment, client advocacy and lifelong learning. Graduates are nurse generalists who are system-sensitive problem solvers and critical thinkers. The graduate is committed to evidence-based practice and to recognize financial and regulatory mandates which govern health care practices. Graduates are capable of meshing technological innovations with holistic nursing measures to provide integrative care that meets the diverse needs of changing healthcare populations and environments.

MISSION STATEMENT

The mission of the Fitchburg State University Department of Nursing is to prepare professional nurses capable of meeting societal healthcare needs in a variety of settings. In their teaching, the faculty nurtures respect for diversity, social responsibility, and a commitment to excellence. Collaborative and interactive teaching methods foster the use of critical thinking to build a strong foundation for the practice of holistic nursing. Legal, ethical and professional standards guide the faculty in teaching the art and science of nursing.

PURPOSE OF THE GRADUATE PROGRAM

The purpose of the graduate program is to prepare professional nurses who wish to pursue advanced education in forensic nursing. In addition, the graduate is prepared to assume leadership positions and to pursue doctoral study.

GRADUATE TERMINAL OUTCOMES

Graduates will:

1. Integrate knowledge from the sciences and the humanities into the provision of advanced nursing care to diverse populations.
2. Design systems change strategies that improve the care environment.
3. Lead quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services.
4. Integrate evidence-based strategies and interprofessional perspectives to improve practice and associated health outcomes.
5. Analyze current and emerging technologies to support safe practice environments, and to optimize patient safety, cost-effectiveness, and health outcomes.
6. Participate in the promotion of policies to improve public health and advance the nursing profession.
7. Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care.
8. Synthesize broad ecological, global, and social determinants of health to design and deliver population health interventions and strategies.

MASTER OF SCIENCE – NURSING

Forensic Nurse and Forensic Nursing Certificate Program

Program Objectives

The Master of Science in nursing program is designed for registered nurses who wish to pursue advanced practice in Forensic Nursing. Fitchburg State University offers both a master's degree (39 credits) for nurses who have bachelor's degrees in nursing, and a post masters certificate program (21 credits) for nurses who already hold an MSN degree(s). Graduate nursing education builds upon the knowledge, skills and competencies acquired in baccalaureate nursing education and professional practice. Graduates are prepared to contribute to the development of nursing science and the improvement of health care.

Forensic nurses apply the forensic aspects of health care in providing direct services to individual clients, as well as consultation services to nursing, medical, and law-related agencies. They are called upon to provide expert court testimony in cases dealing with forensic trauma and/or questioned death investigative processes, adequacy of services delivered, and specialized diagnoses of specific conditions as related to nursing.

The graduate nursing program has a strong emphasis on the development of forensic nurses who are sensitive to the health needs and concerns of diverse populations.

Program Description

The Master of Science in Nursing Degree Program is offered completely online. Upon successful completion of all program requirements, the student receives a Master of Science Degree in Forensic Nursing. The FSU program does not prepare clinical nurse specialists.

Forensic Nursing Certificate Program

The Forensic Nursing Certificate Program provides an opportunity for advanced practice nurses who hold masters' degrees in nursing from accredited institutions to acquire forensic nursing specialization. Forensic nursing is the application of nursing science to public or legal proceedings, and the integration of the forensic aspects of health care with the bio-psycho-social education of the professional nurse. Students are prepared to deal with the prevention, scientific investigation and treatment of victims of trauma and/or death, as well as the investigation and treatment of perpetrators of abuse, violence, criminal activity and traumatic accidents.

Fitchburg State University
Department of Nursing

GRADUATE STUDENT PROGRAM WORKSHEET

Semester	Course	Clinical Practice Experience Hours	Credits
Core Nursing Courses (12 Credits)			
	NURS 7200 Nursing Theory		3
	NURS 7300 Advanced Clinical Concepts	60 hours *	3
	NURS 7400 Contexts and Role for Advanced Practice		3
	NURS 8600 Advanced Pathopharmacology and Epigenetics in Forensic Nursing		3
Scholarly Inquiry Course Work (6 Credits)			
	NURS 7700 Nursing Research		3
	NURS 9600 Forensic Nursing Capstone		3
Specialty Track Course Work: Forensic Nursing (21 Credits)			
	NURS 8000 Introduction to Forensic Nursing		3
	NURS 8130 Sci. Found. for Forensic Nursing Interventions	60 hours	3
	NURS 8200 Forensic Nursing: Victims	60 hours	3
	NURS 8300 Forensic Nursing: Perpetrators	60 hours	3
	NURS 8410 Criminal Law: Substantive and Procedural		3
	NURS 8500 Forensic Science and Technology		3
	NURS 9500 Practicum in Forensic Nursing	180 hours	3
Total Credits			39 Credits
Total Clinical Practice Experience Hours		420 hours	

* NURS 7300 Clinical Practice Experience hours are completed virtually using Shadow Health

Fitchburg State University
Department of Nursing

GRADUATE ACADEMIC POLICIES

The Fitchburg State University Department of Nursing Graduate Program adheres to all graduate academic policies of Fitchburg State University. These policies are published in the Fitchburg State University Catalog <http://catalog.fitchburgstate.edu/content.php?catoid=21&navoid=1331>

Additional departmental policies are delineated below.

Admission to the Graduate Program

An applicant for enrollment in the Master of Science Degree Program is required to submit:

- an application, available at FSU Admissions or Graduate and Continuing Education Office or online at: <http://www.fitchburgstate.edu/academics/graduate-online-continuing-education/>
- an official transcript from a baccalaureate nursing program accredited by the National League for Nursing or the Commission on Collegiate Nursing Education (CCNE), at the time of matriculation (minimum GPA of 2.8)
- successful completion of an undergraduate statistics course is strongly recommended but not required
- three letters of recommendation, at least one of which provides evidence of a minimum of one year of recent successful nursing practice or its part time equivalent
- evidence of unencumbered licensure as a registered nurse in the United States or the equivalent in other countries
- a two-part essay to include:
 - Part I (no more than 300 words) - your reasons for wishing to attend graduate school or your reason for pursuing a post-master's certificate in a specialty area.
 - Part II (at least 1200 words) - your specific interests, the type of work you would like to pursue in this field, and how you intend to pursue employment or volunteer work in this area.

Academic and professional integrity

Nursing has a strong moral basis. Fitchburg State University Department of Nursing subscribes to the American Nurses Association's (ANA) *Code of Ethics for Nurses* (2015) and the ANA *Forensic Nursing: Scope and Standards of Nursing Practice, 2nd Ed.* (2019). The *Code* (See Appendix B.) is based on the fundamental principle of respect for persons. Other ethical principles underlying the *Code* are autonomy, beneficence, non-maleficence, veracity, confidentiality, fidelity, and justice. One of Fitchburg State University's nursing program's main objectives is that nursing students and graduates demonstrate responsibility and accountability for nursing judgments and actions

consistent with the profession's ethical code. Nursing faculty and students must maintain high standards of integrity and respect for one another in the academic and professional settings.

Faculty and students have a responsibility to take appropriate action when they detect any form of academic or professional dishonesty. Students should bring concerns (professional, academic, or ethical) to the attention of the faculty responsible.

Current University Academic Integrity Policy is in effect – see Appendix A.

A student may be barred from class, clinical practice experience, laboratories, and examinations for unethical, unprofessional behavior, or persistent unsatisfactory behavior that includes, but is not limited to nonattendance, dishonesty, plagiarism, and/or failure to produce assignments to the satisfaction of the instructor. Students so barred will fail the course and may be dismissed from the nursing program and/or University.

Equal Opportunity, Diversity and Affirmative Action/Title IX

Fitchburg State University is committed to a policy of non-discrimination, equal opportunity, diversity, affirmative action and a campus free from all forms of sexually harassing and violent behavior. The university is dedicated to providing an educational, working, and living environment for students, employees, and other members of the campus community-more information is available at: <https://www.fitchburgstate.edu/about/equal-opportunity-diversity-and-affirmative-action-title-ix/>

Policies Related to Eligibility for Course Registration

Registration

Graduate nursing course registration is contingent upon application to the graduate nursing program, or permission of the graduate chairperson in consultation with the Graduate committee of the Department of Nursing. Applicants are limited to six (6) semester hours of program course work (exclusive of any course with a clinical practice experience component) prior to program matriculation.

Professional Requirements/CastleBranch

Prior to the first day of any course with a clinical practice experience component, each student is required to have on file various professional and health requirements as detailed below.

In order to facilitate compliance with these requirements FSU has engaged an outside company, CastleBranch. At least four weeks before beginning the clinical practice experience component of a course students must create an account with CastleBranch, *and* complete all required components. There is a one-time fee of \$57.75 associated with creating an account at [CastleBranch.com](https://www.castlebranch.com). See Appendix C.

Graduate Professional Requirements

Prior to the first day of any course with a clinical practice experience component, each student is required to have on file with Castle Branch:

Physical Exam	Annual – Valid for 1 year
PPD/TB	Tb blood test (T-spot) OR Two Negative PPD/TB results within 365 days: followed by an annual TB test. If a TB test is positive, students must provide proof of a negative Chest X-ray to complete this requirement. A negative Chest X-ray will remain valid for 2 years.
T-dap (Tetanus)	Valid for 10 years
MMR	2 Dates of Immunization OR Titer Date & Result
Varicella	2 Dates of Immunization OR Titer Date & Result
HepB Series	Series of 3 Vaccines
HepB Surface Antibody Titer	A Positive HepB Titer Documenting Immunity (Documentation of restarting the series is required if Titer result is Negative)
Influenza	Annually by October 30
Federal CORI	<i>CORI Request Form (& Copy of Driver's License)</i>
CPR Certification	American Heart Association Course: BLS Provider A clear image of both sides
RN Licensure	RN License must remain current and unencumbered throughout the program

Personal Liability Insurance

Students must have professional malpractice coverage if enrolled in any clinical practice experience course. Currently, the University provides this personal liability coverage for all nursing students. If this University coverage should change, students will be responsible for purchasing their own professional liability insurance.

Prerequisites to Courses

- NURS 7300 *Advanced Clinical Concepts* is a prerequisite to courses with a clinical practice experience.
- NURS 8000 *Introduction to Forensic Nursing* is a prerequisite to all further nursing courses in the specialty area.
- NURS 8300 *Forensic Nursing: Caring for Perpetrators* has two additional prerequisites: NURS 7400 *Contexts and Role for Advanced Practice* and NURS 7200 *Nursing Theory*
- Registration for courses may require documentation of prerequisites as stated in the University Catalog. Each student is responsible for ascertaining his/her eligibility for such courses in a timely manner.
- Successful completion of course prerequisites as noted above requires documentation of a numerical or letter grade, i.e. no incompletes or in-progress grade status.

Program Progression

- Any student on probation is ineligible to register for a nursing course with a clinical practice experience component without prior approval of faculty and administration.
- Progression in the final nursing Practicum and Research Project courses requires successful completion of all other nursing core and specialty courses and required cognates/electives as stated in the FSU Catalog for the matriculation track.
- Retention in the graduate nursing program is contingent upon adherence to the academic policies of the Graduate Degree Program's policy as stated in the FSU University Catalog ([https://catalog.fitchburgstate.edu/content.php?catoid=29&navoid=1849#Retention in a Graduate Degree Program](https://catalog.fitchburgstate.edu/content.php?catoid=29&navoid=1849#Retention_in_a_Graduate_Degree_Program)).
- Graduation is contingent upon successful completion of program-specific requirements and a minimum GPA of 3.0 or greater. The degree must be completed within six (6) years of student's program matriculation date.

Transfer Credits

- Transfer credit for graduate course work is accepted according to the Graduate Degree Program's policy. Nursing transfer credits are accepted only from accredited graduate programs. Nursing transfer credits are not accepted for required courses with a forensic clinical practice experience component. Transfer courses must have been completed no more than six (6) years prior to the date of intended graduation. (Note: By FSU Graduate Program policy, courses which were part of a completed graduate degree program cannot be counted toward the total number of credits required for an FSU degree).

Additional Student Responsibilities

- Students are responsible for adherence to all additional FSU graduate policies. They can be retrieved at: <http://catalog.fitchburgstate.edu/>.

Policies Related to Course Performance

- A. Class participation is an integral part of graduate study and most grading criteria. Instructors have the prerogative to place value on attendance and state the same in their course syllabi.
- B. Clinical Practice Experience
 - i. In nursing courses with a clinical practice experience component, students are required to document at a minimum the stated number of hours of clinical practice experience practice.
 - ii. Clinical practice experience sites must be approved in writing by the course faculty in advance of any student being present for practice in the clinical practice experience area.
 - iii. Students must file a timely projected schedule of clinical practice experience attendance with course faculty.
 - iv. Current Clinical Practice Experience and Preceptor procedures:
 1. Student submits the following via email to course instructor for approval:
 - preceptor's resume/CV (including preceptor's title)
 - email address
 - phone number
 - job description
 - clinical practice experience site/agency description
 2. Once course instructor has approved the Preceptor and Clinical Practice Experience Agency, the student will identify a contact person to assist with initiating the Clinical Contract or MOU. Students will email the program administrative assistant (Ms. Deborah Gifford) the following information:
 - contact person's name, title, email address, and phone number
 3. **Once the Clinical Contract or MOU has been completed and health/CORI documents have been submitted to CastleBranch, the program administrative assistant will send an email to the student stating that he/she may begin the clinical practice experience and accrue clinical practice experience hours.**
 4. Student is responsible for emailing the Preceptor Contract, signed and dated by student and preceptor, to the course instructor. This Preceptor Contract is distributed by the faculty instructor (on Blackboard) prior to the start of the clinical practice experience.
 5. Student is responsible for emailing 'Acknowledgment Page' (last page of the Preceptor and Student Orientation Packet), signed by student and preceptor, to the course instructor. This Preceptor and Student Orientation Packet is distributed by the faculty instructor (on Blackboard) prior to the start of the clinical practice experience. The roles, guidelines and expectations of the preceptor, student and faculty member are clearly delineated in the Graduate Preceptor and Student Orientation Packet.
 6. The course instructor contacts the preceptor to ensure their understanding of this information. The Preceptor Contract also summarizes the roles of students, preceptor and faculty member.

7. During the semester, course instructors communicate with preceptors to ensure the student is meeting course outcomes.
8. At the completion of the clinical practice experience, the preceptor evaluates the performance of the student using the Preceptor Evaluation. The preceptor emails the Preceptor Evaluation to the course instructor. Then the course instructor completes the final evaluation of the student and clinical practice experience site using the Clinical Site Evaluation form.

C. Term papers

- i. The American Psychological Association Publication Manual (6th edition) is the required style manual for written assignments.
- ii. Plagiarism is stealing another person's work by taking words, ideas, or other material and presenting them as one's own. Plagiarism is committed when a person uses another person's exact words or ideas with some changes without appropriately acknowledging the source of this work and giving credit to the author. Refer to the current *American Psychological Association (APA) Publication Manual* and to the *University's Academic Integrity Policy* (see Appendix A) for further information on plagiarism.

D. Evaluative Process

- i. Students are required to complete any evaluative processes in a timely fashion. Should an emergency arise whereby a student is unable to complete a process at the scheduled time, permission for an extension must be obtained prior to the due date of the evaluative process. It is the student's responsibility to negotiate with the faculty member for a due date extension.

E. Course Completion – Each student must:

- i. Complete theoretical requirements, including evaluation processes and papers
- ii. **Satisfactory complete requirements for all clinical practice experiences before registering for another course with a required clinical practice experience component.**
- iii. **A student who begins a clinical practice experience placement without a signed Clinical Contract or Memorandum of Understanding (MOU) in place will receive a grade of 0.0 for that course.**

Policies Related to Evaluation

- Content Grade

Fitchburg State University		
Graduate Grading System		
Effective September 2008		
4.0	95 – 100	A
3.7	92 – 94	A-
3.5	89 – 91	A-/B+
3.3	86 – 88	B+
3.0	83 – 85	B
2.7	80 – 82	B-
2.5	77 – 79	B-/C+
2.3	74 – 76	C+
2.0	71 – 73	C
0.0	0 – 70	F
W	Withdrawn	
IN	Incomplete	
IP	In Progress	

An incomplete (IN) may be awarded with the recommendation of the instructor when the student has completed 80% of the coursework but cannot complete the rest due to illness or some other serious reason. The student must file a petition for an incomplete with the instructor prior to the last day of class. A student who has received an Incomplete in lieu of a course grade must make up the missing part or his/her coursework during the first four weeks of the following semester. Failure to do so will result in an automatic 0.0 for the course.

- Clinical Practice Experience Grade
 - The clinical practice experience performance component of each course will be graded Satisfactory/Unsatisfactory or In-Progress. A student who does not satisfactorily complete a given clinical practice experience in any nursing course will receive a 0.0 for the course.
 - Any student who withdraws due to difficulties in the clinical practice experience component of any nursing course may apply for registration in that or another nursing course only by submitting a letter of request stating the reason for withdrawal and providing a rationale for readmission or further registration. Requests must be approved by the Department of Nursing Graduate Committee and the Graduate Program Chair. Only one readmission after withdrawal due to clinical practice experience difficulty is permitted within the program.
 - A grade of IP (In-Progress) may be awarded for thesis, practicum, internships, and clinical practice experience at the end of a given semester. IP grades in the practicum and internships need to be completed within two semesters. The time limit for thesis is the six years allowed for the completion of a degree. If the thesis, internship and/or practicum are not completed within the allotted time then the IP grade will be changed to either an incomplete (IN) or a grade of 0.0.

ADDITIONAL GRADUATE STUDENT POLICIES AND PROCEDURES

- A. All client information is confidential, regardless of form (e.g., verbal, hard copy, film, or electronic), and its unauthorized access, use or disclosure is illegal. Further, it is the ethical responsibility of each faculty and student to maintain client confidentiality and abide by laws relative to privacy including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) guidelines. This policy includes materials discussed in both the classroom and clinical practice experience settings. Information pertinent to patients may be relayed only to those individuals who have authority to have that information.
- B. Each matriculated graduate student is assigned an academic advisor. Office, online, and telephone advising information may be obtained from the advisor.
- C. Students are required to obtain their clinical practice experience placements. Faculty may be able to facilitate clinical practice experience placements; however, students must initiate contact and negotiate placement hours. Faculty are available to assist with the development of student specific clinical practice experience outcomes.
- D. Students must adhere to all University technology policies. This information may be found at <http://www.fitchburgstate.edu/technology/policies/>
- E. Support for distance education courses may be found at <http://www.fitchburgstate.edu/distance/>
- F. Support for information technology questions, configurations, etc. may be found at <http://www.fitchburgstate.edu/it/>
- G. Students should obtain a Fitchburg State University One Card upon the start of their first semester. Information is available at: <http://www.fitchburgstate.edu/onecard/> . Benefits of obtaining a One Card include the ability to purchase software at a reduced price.
- H. Distance Education course work in the Forensic Nursing Graduate Program is delivered currently via the Blackboard platform class site available at: <http://blackboard.fitchburgstate.edu/> through the Blackboard platform class site.
- I. Distributed Learning Library Services information is available at <http://www.fitchburgstate.edu/offices-services-directory/technology/falconkey/> . Included are instructions on how to obtain your library username and password for off-site use.

**Fitchburg State University
Department of Nursing**

PROFESSIONAL ACTIVITIES AND ORGANIZATIONS

There are a variety of professional organizations and groups to which graduate forensic nursing students belong. Such major groups include:

Sigma Theta Tau International is a selective international nursing honor society. Many graduates and faculty members, as well as community nurse leaders, are active members in various chapters' scholarly activities. Opportunities for organizational leadership, communication and collaboration with nurse leaders in the New England area are available to members.

The American Nurses Association is an organization that helps set professional standards and is involved in political action toward quality nursing and health care. Please see <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/> for a read only copy of the *Code of Ethics with Interpretive Statements*.

Other important documents that guide basic and advanced professional practice may be found at:

International Council of Nurses Code of Ethics for Nurses

https://www.icn.ch/sites/default/files/inline-files/2012_ICN_Codeofethicsfornurses_%20eng.pdf

Code of Ethics for Forensic Nurses

<https://aihcp.net/forensic-nursing-ethics/>

The International Association of Forensic Nurses (IAFN) is the only international professional organization of registered nurses formed exclusively to develop, promote, and disseminate information about the science of forensic nursing. Information is available at: www.iafn.org

Additionally, the Greater New England Chapter of the International Association of Forensic Nurses (GNEC of IAFN) meets virtually on a quarterly basis. Many other states/regions of the country have similar local chapters. Please consult www.iafn.org for an updated list and contact information.

RESOURCES OF THE DEPARTMENT OF NURSING

Department Office: Thompson Hall 3rd Floor, Room 324

Department of Nursing Chairperson

Dr. Debbie Benes, Ph.D. RN, PNP-R (dbenes@fitchburgstate.edu) 978-665-3325

Graduate Program Chairperson

Dr. Deborah Stone, Ph.D., M.S., RN (dstone1@fitchburgstate.edu) 978-665-3426

Department Resource Staff

Deborah Gifford (dgiffor1@fitchburgstate.edu) 978-665-3023

The Resource persons available in the office are Ms. Deborah Gifford and Ms. Rhonda Burgess, department administrative assistants. If they do not know the answer to your question, they can find you someone who does. They can provide you with most departmental forms and know most departmental regulations. They can often track down a faculty member and provide you with needed telephone numbers and schedules.

Websites for Support

The Department of Nursing website can be found at www.fitchburgstate.edu/nursing. The site features Faculty and Nursing Students Association information, links to other websites and is constantly updated with current departmental and University news.

Library

Information on the library can be obtained at the Library website at: <http://library.fitchburgstate.edu>.

Academic Success Center

The University maintains a number of academic and personal support services for all students. Most of these services are co-located on the third floor of Hammond. Information can also be found at the Fitchburg State University website www.fitchburgstate.edu or at the Tutor Center, where a link to the Writing Center is also provided: <http://www.fitchburgstate.edu/offices-services-directory/tutor-center/>.

The following is a list of these support service programs:

The ACCESS Program and Minority Affairs Programs: a state funded program to assist talented, low income, and educationally disadvantaged undergraduate students;

Counseling Services: for short term, confidential counseling services to all students;

Career Services: for assisting students and alumni in planning for career decisions during and after enrollment at the University;

Disability Services: for support services for undergraduate and graduate students with disabilities enrolled in the day or evening division;

International Education Office: for study abroad opportunities, and to support undergraduate and graduate international students, and to provide cultural awareness programs;

Writing Center: for professional and peer tutors who work with students to improve their writing skills.

AVENUES FOR ADDRESSING CONCERNS

Graduate nursing students who have concerns about the program or personal experiences have a number of avenues by which to address their concerns. Please refer to the University catalog for the guidance process. <http://catalog.fitchburgstate.edu/>

Concerns about the curriculum

Students have access to the department Departmental Graduate Curriculum Committee either through direct student representation or by written communication or petition. Evaluation of the students' perceptions of courses, agencies, and curriculum objectives is conducted by the faculty on a routine basis, and students should take advantage of the opportunity offered by this process to contribute their ideas, concerns, and criticisms. The faculty encourages dialogue regarding the need for change in the program.

Concerns about faculty

The University mandates a procedure for student evaluation of faculty in every class for which the student is registered. Even though the effects of their anonymous ratings may not always be immediately evident to students, they may be assured that student evaluations are considered a vital part of any faculty member's personnel action process. If students have major concerns or issues about a faculty member's performance, they may also bring it to the attention of the chairperson of that department.

Addressing issues with faculty

In all cases of disagreement between faculty and student as, for example grading, clinical practice experience evaluation etc., the student must attempt to resolve the situation through direct communication with the faculty member involved. If still unresolved, the student may seek recourse from the Graduate Program Chair and then the Department Chairperson. If resolution is still not achieved the graduate student should refer to the graduate student's complaint policy available at: <http://catalog.fitchburgstate.edu/>

Petition for waiver of policies

University: petition of waiver

If the policy is a University-wide one, students should consult with the graduate program chairperson regarding the feasibility of requesting a petition of waiver. Waivers require the comment and signature of the faculty instructor or advisor and the Department Chairperson before being submitted to the Dean of Graduate and Continuing Education for a decision. Forms are available: <http://www.fitchburgstate.edu/offices-services-directory/registrar/student-records/forms/>

Department: petition of waiver

If the policy is a departmental one, Waiver Forms are available in the nursing office. Comment and signature from the instructor or advisor are required before being submitted to the Department Chairperson for a decision. The student should note that reasons for waiver must be substantial and waivers are not automatically granted. Students are encouraged to attach a letter to the petition waiver which clearly and fully describes his or her situation and the rationale to grant a waiver.

Formal Complaint Policy

The FSU Nursing Department defines a formal complaint as a signed letter that specifically expresses concern from a member(s) of the programs' community of interest about issues related to a student(s) experience in the nursing program(s). A formal complaint does not replace the processes for "Addressing Issues with Faculty" and "Petition for Waiver of Policies" (pg. 29 and 30).

The formal complaint should include:

1. The basis of the complaint
2. The steps taken to resolve the complaint
3. The intention of the formal complaint

Once a signed formal complaint letter is received in the Department of Nursing, the Department Chairperson forwards the formal complaint documentation to the appropriate committee or person(s) for review. The person(s) or review committee's comments/recommendations are forwarded to the Department Chairperson who then provides a response to the originator of the written formal complaint.

Formal Complaints are tracked via a Formal Complaint Log that includes:

- Tracking number designated by year & complaint # for that year (i.e. 2013-1)
- Date the letter was received by department
- Reviewing committee or person(s) conducting review
- Date formal complaint was 'closed'

Source documentation for each formal complaint is kept on file in the Department of Nursing Administrative Office.

Appendix A

Academic Integrity Policy

Initiated September 2010 available at

<http://www.fitchburgstate.edu/offices-services-directory/office-of-student-conduct-mediation-education/academic-integrity/>

Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. A student who is in doubt regarding standards of academic integrity in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. A student's lack of understanding of the academic integrity policy is not a valid defense to a charge of academic dishonesty.

A student's name on any written or creative exercise (e.g., examination, report, thesis, theme, laboratory report, computer program, artistic production, etc.), or in association with an oral presentation, declares that the work is the result of that student's own thought and study. Any work that the student declares as his or her own shall be stated in the student's own words and produced without the assistance of others. Students must make clear through accurate citations when they make use of other sources. Talking during an examination, or possession or use of unauthorized materials or equipment during an examination constitutes an infringement of the academic integrity policy. Aiding and abetting academic dishonesty also constitutes a violation of the academic integrity policy.

Unless permission is received in advance from the faculty member in charge of the course involved, a student may not submit, in identical or similar form, work for one course that has been used to fulfill any academic requirement in another course at Fitchburg State University or any other institution. A student who perceives the possibility of overlapping assignments in courses should consult with the appropriate faculty members before presuming that a single effort will fulfill requirements of both courses. Students should consult course syllabi for additional guidance on matters of academic integrity.

When an alleged offense of the Academic Integrity Policy has occurred, the following process will apply:

1. *If the accuser is a faculty member*, and s/he decides to make a formal accusation of a violation of the academic integrity policy, the faculty member will provide the student with a letter describing the case for academic dishonesty within **fourteen days** of discovering the alleged infringement. This letter may be presented to the student in person or delivered to the student's home, local or campus address or mailbox, or Fitchburg State University email account. The student will either **a)** agree with the accusation of academic dishonesty and the sanction as imposed by the faculty member or **b)** disagree with the accusation of academic dishonesty. (A student cannot agree with the accusation of academic dishonesty but disagree with the sanction. Disagreement with a sanction, in other words, is not grounds for an appeal.)

If the student has agreed with the accusation and signed the letter accordingly, the sanction identified by the faculty member will be imposed, and the matter will be

considered closed. If the student disagrees with the accusation and again signs the letter accordingly, the student may appeal the matter to the University Conduct Board. With all formal accusations of a violation of the academic integrity policy, the faculty member will forward the letter with the student's signature and other relevant information to the Director of Student Conduct. (Proceed to No. 3 below.)

2. *If the accuser is not a faculty member*, and s/he decides to initiate the formal process, the accuser must submit a report and/or relevant information to the Office of Student Conduct within **fourteen days** of discovering the alleged infringement of the academic integrity policy.
3. Once a case is forwarded by a student or as an appeal (in the form of a report, signed letter and/or other relevant information), the Director of Student Conduct, or designee, will review all relevant information and either **a)** dismiss the incident due to lack of merit or timeliness or **b)** contact the accused student to schedule a conduct board hearing.
4. If the case goes to the conduct board, the board will determine whether the student is responsible or not responsible for violating the academic integrity policy. If the student is found responsible, the board will recommend sanctions to the Dean of Student and Academic Life, or designee, or, in the case of graduate students, the Dean of Graduate Studies. These sanctions will include those identified by the faculty member and, in the event a student has a prior disciplinary record, may also include the additional sanctions of:
 - a grade of zero on the assignment;
 - a failing grade in the course;
 - suspension from Fitchburg State University;
 - dismissal from Fitchburg State University;
 - or other sanctions.
5. In cases of undergraduate student violations of the academic integrity policy, the Dean of Student and Academic Life (or designee) will either impose the sanction recommended by the conduct board or determine that the sanction is excessive or inadequate and alter it accordingly. In cases of graduate student violations of the academic integrity policy, the Dean of Graduate Studies (or designee) will take the above action.
6. The student may make a final appeal to the president of the University only for a sanction of suspension or dismissal.

Note:

If the student agrees with the academic dishonesty finding by the faculty member, the case will not go before the conduct board; however, if s/he has a prior disciplinary record, the Director of Student Conduct may pursue other charges and sanctions once the academic integrity issue has been resolved.

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Appendix B

Code of Ethics for Nurses

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for and strives to protect the health, safety and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as others, including the responsibility to preserve integrity and safety, to maintain competence and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining and improving healthcare environments and conditions of employment conducive to the provision of quality healthcare and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice and for shaping social policy.

ANA (2015). Code of ethics for nurses. Available at:

<https://www.nursingworld.org/~4aef79/globalassets/docs/ana/ethics/anastatement-ethicshumanrights-january2017.pdf>

Students: To read the interpretive statements for the provisions listed above, you can access the ANA Web site. However, because all nurses are held to this Code, owning a copy is prudent.

APPENDIX C

CastleBranch Directions

CastleBranch Package Code:

Use package code: **FF83FORN**

Instructions:

- Create a CastleBranch account at www.castlebranch.com
- In the top left screen click open the menu and choose “Place Order” and you will be prompted to provide a package code.
- Your Package Code is: **FF83FORN**
- Click “submit” (also Download the CastleBranch App on your Apple/Android device).
- Users will set up an account using FSU email (ending in @student.fitchburgstate.edu) and pay a one-time fee of \$57.75.
- You must remain in compliance with health & professional requirements throughout the Nursing Program and many employers have similar requirements so feel free to continue the use of CastleBranch well past graduation at no additional cost.

The following will be asked of you once your CastleBranch account is established:

- Personal Details: student email, first & last name, last 6 of SSN, date of birth
- CPR Certification only accepted from the *American Heart Association BLS Healthcare Professional/Provider*
- Professional License – Copy of valid RN License
- Criminal Offender Record Information (CORI) - Annually
- Physical Exam (update form annually +10 days. Example: May 10th, 2018 expires May 20th 2019)
- Flu Shot (Annually by Oct. 30)
- Immunizations (use Immunization Form if needed)
 - FDA approved Tb blood test (T-spot) OR Two Negative PPD/TB results within 365 days: followed by an annual TB test.
If a TB test is positive, students must provide proof of a negative Chest X-ray to complete this requirement.
A negative Chest X-ray will remain valid for 2 years.
 - T-dap (Tetanus, Valid 10 years)
 - MMR (2 doses or lab report of serological proof of immunity titer).
 - Varicella (2 doses or lab report of serological proof of immunity titer).
 - Hep-B (Series of 3 AND serological proof of immunity titer). If Negative Titer please provide proof of having restarted the series with #1 ASAP, #2 4 weeks after #1, and #3 6 months after #1, followed by a 2nd titer to confirm either a positive result or a second negative titer resulting in a non-responder).

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APPENDIX D

Fitchburg State University
Department of Nursing

**Acknowledgement of Receipt, Review, and Understanding of the
Graduate Student Handbook Content**

My signature below indicates that I, _____,
(Please Print)

have received, reviewed, and understand the content within this Fitchburg State University
Department of Nursing *Graduate Student Handbook*.

Student Signature

Date

Directions:
Please complete the form.
Scan and email to dgiffor1@fitchburgstate.edu.
Or mail to:
Deborah Gifford
Dept. of Nursing
Fitchburg State University
160 Pearl Street
Fitchburg, MA 01420