



Division of Nursing

UNDERGRADUATE NURSING PROGRAM

Revised July 2015



Dear Student,

Welcome to Molloy College and the Undergraduate Program. I know that you have worked hard to achieve your goal of being accepted into a baccalaureate nursing program and that you are excited about the educational and experiential journey you are about to begin.

The undergraduate program at Molloy is widely known for its excellence in nursing education. Many of you may know graduates of our program who are providing nursing care to patients within the community. You are beginning your own education down that path and will soon join these nurses as colleagues.

The faculty of the Division of Nursing is here to help you achieve your goal of becoming a professional nurse. Always remember to seek their guidance and assistance as you journey down this educational road. We are all here to help you, but you need to ask and do your part in making that dream come true.

Please stop in to say hello and to ask a question if you wish. I look forward to meeting you during your schooling.

Sincerely

Rose Schechter

Rose Schechter, PhD, RN

Professor

Associate Dean Undergraduate Program

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I. THE DIVISION OF NURSING

A. History of Molloy College

Molloy Catholic College for Women was established in 1955 by the Sisters of St. Dominic of Amityville under a provisional charter of the University of the State of New York. This was accomplished with the guidance of the Most Reverend Thomas E. Molloy, Archbishop of Brooklyn. The absolute charter was granted in 1960 with the power to confer the degrees of Bachelor of Arts and Bachelor of Science.

A major in Nursing was introduced in the college in September 1955 with first capping ceremony in 1958. The Nursing Program received accreditation by the National League for Nursing (NLN) May 1969.

In 1971, the name of the college was officially changed to Molloy College. In 1972, through a Charter Amendment, men were permitted matriculation in the Nursing Program and Evening Division. By a vote of the Board of Trustees in 1982, men were admitted to all Molloy College programs. Molloy College is accredited by the Board of Regents of the University of the State of New York, and the Middle States Association of Colleges and Schools. At present, Molloy College awards degrees in more than 30 areas of concentration.

The Nursing Program has grown in size and stature over the years and at present, has the largest number of majors on the college campus. The Degree Completion Program for Registered Nurses was implemented in the fall of 1971. In 1988, the college welcomed its first Graduate Students who enrolled in the program leading to a Master of Science Degree in Nursing. Post-Master's Certificate Programs and the Dual Degree Program for Registered Nurses and Second Degree students were implemented in 1994. The Nurse Practitioner Programs were initiated in 1995.

The last NLN site visit was in October 1992 and the Division of Nursing (Graduate and Undergraduate Programs) received full accreditation. In 1998 the program was granted full ten year accreditation by the Commission of Collegiate Nursing Education (CCNE). In January 2004, the interim report to CCNE was accepted. The full program was again reaccredited by CCNE for another eight years, until 2016.

In July 2006, the department became a Division within the College.

The Molloy College Nursing Program has an excellent reputation in the professional Nursing community in the New York Metropolitan area. Our program has grown in size and stature over the years, and at present, has the largest number of majors on campus. Since its inception, there have been thousands of nursing graduates from the Undergraduate Program.

In September 2010, the Division of Nursing accepted the first doctoral students.

B. Philosophy

The faculty of the Division of Nursing, in accord with Molloy College, believes that every person as a biological, psychological, sociological, spiritual cultural being has an innate potential for self-actualization in a dynamic universe. We believe that human beings are entitled to an environment which fosters individual self-esteem and mutual positive regard. We hold in high esteem the inherent worth and dignity of all individuals. It is the concept of valuing, in relation to humanity-environment-health, which gives meaning to humanistic nursing practice.

Each human being is an integrated whole, evolving through time. The uniqueness of humanity is reflected through individuals, families, and communities continuously interacting with their environment. Since environment influence the health and well-being of humanity, we recognize our collective responsibility to strive toward an environmentally better world.

Health is a dynamic state of bio-psycho-socio-spiritual-cultural well being. A responsible society provides a health care system that enables individuals to function at their highest level. Nursing meets the actual and potential needs of humanity by assisting a diverse, multi-cultural population to attain, maintain, and retain optimum health.

Nursing is both a science and an art, which focuses on the diagnosis and treatment of human responses. Humanistic nursing integrates theory and practice within a framework of ethical decision-making. Nursing provides health care for individuals, families, and communities. Central to professional practice are caring, interpersonal communication, and nursing therapeutics. We believe that nursing is a social contract grounded in the professions code of ethics and requires a lifelong professional commitment.

Baccalaureate nursing education is based on liberal arts and sciences. This foundation distinguishes baccalaureate nurses by preparing them to communicate, evaluate, and provide humanistic health care. Professional nursing education includes a scientific body of knowledge, which is augmented by the findings of multi-disciplinary research. Baccalaureate education prepares the nurse generalist in a beginning leadership role as a member of an interdisciplinary health care team who is able to practice in a variety of settings.

The faculty believes that learning is an ongoing process that fosters intellectual inquisitiveness, critical thinking and decision-making, a creative approach to life situations, and an appreciation of ethical and aesthetic values. We believe learning occurs best in a humanistic environment that values students and supports them in becoming increasingly self aware and self-directed.

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C. Organization

Undergraduate Programs

In addition to a generic baccalaureate program, specific programs are available for RN Baccalaureate Degree Completion, and for Second Degree Students.

Qualified students with previous degrees, transfer students and students who have completed the majority of their liberal arts requirements who meet specific criteria may accelerate in the program.

Graduate Programs

Five tracks are offered in the Master of Science Degree Program in Nursing. Students choose from clinical concentrations in the areas of Adult Nurse Practitioner, Pediatric Nurse Practitioner, Family Nurse Practitioner, Nurse Practitioner Psychiatry, Nursing Education, Nursing Administration with Informatics and Clinical Nurse Specialist Adult Health. The minimum number of credits required for graduation from the Master's Program is 43.

Doctoral Program

The PhD program was initiated in the fall 2010 with 10 doctoral students. The program of study will prepare nurses for leadership roles in academia, health policy formulation, healthcare administration and clinical practice. This is the first doctoral program at the College. The program accepts a cohort of 10 students each September.

D. Committees

Undergraduate Committee. The purpose of this committee is to plan, develop, monitor and evaluate all matters related to the Undergraduate program and curriculum. Issues may be referred to the committee by the Dean, Associate Dean/Director or recommendation of the faculty and/or students.

RN/Dual Degree/ LPN Committee. The purpose of this committee is to plan, develop, monitor and evaluate all matters related to the RN and Dual Degree Programs. Issues may be referred to the committee by the Dean, Associate Dean/Director, or recommendation of the faculty and/or students. Appropriate issues may be referred to the Undergraduate and Graduate Committees as needed.

Graduate Committee. The purpose of this committee is to plan, develop, monitor and evaluate all matters related to the Graduate Program. Issues may be referred to the committee by the Dean, Associate Dean/Director or recommendation of the faculty and/or students.

Doctoral Committee. The purpose of this committee is to plan, develop, monitor and evaluate all matters related to the Doctoral Program. Issues may be referred to the committee by the Dean, Associate Dean/Director or recommendation of the faculty and/or students.

II. UNDERGRADUATE CURRICULUM

A. Statement of Purpose

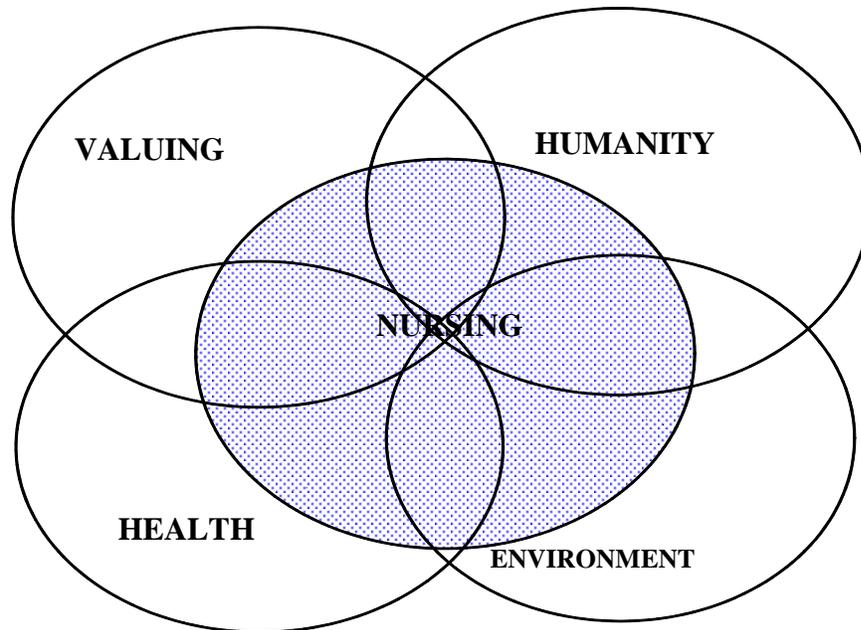
The purpose of the Baccalaureate Program in Nursing at Molloy College is to prepare the nurse generalist to practice in a variety of settings. The Judeo-Christian tradition of Molloy College provides the foundation for humanistic professional practice.

B. Characteristics of the Baccalaureate Graduate

The graduate of the baccalaureate nursing program of Molloy College is a liberally educated individual who has acquired the knowledge and skills to provide humanistic nursing practice in multiple settings as well as a foundation for advanced study in nursing. This nurse:

1. Demonstrates professional practice that upholds the inherent worth and dignity of individuals, families and communities, sensitive to their diverse spiritual and cultural needs.
2. Synthesizes knowledge from the humanities, sciences and nursing as the foundation for critical thinking and decision making.
3. Employs effective communication skills throughout the scope of professional practice.
4. Utilizes evolving technology to promote quality patient outcomes.
5. Provides consistent, safe and competent patient centered care.
6. Considers the complex economic, legal, political and ethical issues affecting the delivery of care in the global and dynamic health care environment.
7. Assumes responsibility and accountability for professional nursing practice.
8. Demonstrates beginning leadership abilities as a member of an interdisciplinary health care team.
9. Evaluates and integrates research that supports evidenced based nursing practice.
10. Demonstrates intellectual inquisitiveness and a lifelong commitment to learning.

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C. Humanistic Nursing Framework.

The Molloy Humanistic Nursing Framework affirms nursing's human foundations and is primarily concerned with human beings, their values, beliefs, perceptions, capacities and achievements. The humanistic framework addresses nursing as its central concept.

Integral to Nursing are Humanity, Environment, Health, and Valuing. Nursing interacts with each of these four concepts as they in turn, interact with each other. These concepts are addressed throughout the program.

The sub-concepts of Nursing are knowledge, responsibility and accountability, leadership/management, research, and professional role. These sub-concepts are introduced at Level I and are further developed within each subsequent level.

D. Definitions of the Concepts and Sub-Concepts of the Humanistic Nursing Framework

Concepts	Definitions
HUMANITY	A Unique human being, functioning as an integrated whole, reflecting bio-psycho-socio-spiritual-cultural dimensions.
ENVIRONMENT	The sum total of all internal and external dimensions that influence human beings.
HEALTH	A dynamic state of bio-psycho-socio-spiritual cultural well-being.
VALUING	To hold in high esteem the inherent worth and dignity of all individuals.
NURSING	A science and an art which focuses on the diagnosis and treatment of human responses.
Sub-Concepts	Definitions
KNOWLEDGE	Nursing knowledge is based on the liberal arts and sciences and incorporates humanity/environment health/valuing.
RESPONSIBILITY/ ACCOUNTABILITY	Professional nurses accept responsibility and are therefore held accountable to maintain Standards of Practice and adhere to the Code of Ethics of the profession.
LEADERSHIP/ MANAGEMENT	Working collaboratively with individuals and groups to accomplish professional goals.
RESEARCH	A process of inquiry that provides evidence contributing to nursing's expanding body of knowledge.
PROFESSIONAL ROLE	Provides humanistic health care to promote health and manage illness for individuals, families and communities in accordance with standards of nursing practice.

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E. Characteristics of the Baccalaureate Graduate and Level Objectives

CHARACTERISTICS	LEVEL OBJECTIVES
<p>1.4 Demonstrates professional practice that upholds the inherent worth and dignity of individuals, families, and communities, sensitive to their diverse spiritual and cultural needs.</p>	<p>1.1 Defines concepts of spiritual and cultural valuing of self and others.</p> <p>1.2 Discusses diverse spiritual and cultural value systems in relation to individuals, families and communities.</p> <p>1.3 Integrates knowledge of diverse spiritual and cultural value systems in the provision of nursing care to individuals, communities.</p>
<p>2.4 Synthesizes knowledge from the humanities, sciences and nursing as the foundation for critical thinking and decision making.</p>	<p>2.1 Acquires knowledge from the humanities, sciences and nursing building a foundation for critical thinking and decision making.</p> <p>2.2 Demonstrates integration of knowledge from the humanities, sciences and nursing as the foundation for critical thinking and decision making in nursing practice.</p> <p>2.3 Applies increasing knowledge from the humanities, sciences, and nursing as the foundation for critical thinking and decision making in nursing practice.</p>
<p>3.4 Employs effective communication skills throughout the scope of professional practice.</p>	<p>3.1 Defines communication skills that can be used in professional practice.</p> <p>3.2 Examines varied communication skills to use in selected professional practice situations.</p> <p>3.3 Differentiates varied communication techniques appropriate in varied professional practice situations.</p>
<p>4.4 Utilizes evolving technology to promote quality patient outcomes.</p>	<p>4.1 Identifies the range of technologies that facilitate clinical care.</p> <p>4.2 Develops a repertoire of skills to effectively use technology in the scope of nursing practice.</p> <p>4.3 Integrates use of technology in the planning, provision, and documentation of safe, competent nursing care of individuals, families, and communities in a variety of health care settings.</p>

<p>5.4 Provides consistent, safe and competent patient centered care.</p>	<p>5.1 Identifies safe practice regulations, goals and standards to promote competent patient centered care</p> <p>5.2 Demonstrates an understanding of safe practice regulations, goals and standards relevant to the provision of competent patient centered care in selected health care environments.</p> <p>5.3 Integrates safe practice regulations, goals and standards in order to provide competent patient centered care.</p>
<p>6.4 Considers the complex economic, legal, political and ethical issues affecting the delivery of care in the dynamic and global health care environment.</p>	<p>6.1 Acquires information regarding economic, legal, political, and ethical issues that can affect the health care environment</p> <p>6.2 Explains specific economic, legal, political, and ethical issues that can affect the delivery of care in the health care environment.</p> <p>6.3 Examines the interplay of economic, legal, political, and ethical issues affecting the delivery of care in selected health care environments.</p>
<p>7.4 Assumes responsibility and accountability for professional nursing practice.</p>	<p>7.1 Discusses responsibility and accountability as components of professional nursing practice.</p> <p>7.2 Demonstrates responsibility and accountability in planning and providing nursing care in selected practice situations.</p> <p>7.3 Demonstrates responsibility and accountability in planning and providing nursing care in a variety of practice situations.</p>

<p>8.4 Demonstrates beginning leadership abilities as a member of an interdisciplinary health care team.</p>	<p>8.1 Discusses concepts of leadership and the interdisciplinary health care team as components of professional nursing practice.</p> <p>8.2 Develops beginning leadership skills while providing professional nursing care for individuals in selected health care settings as a member of the interdisciplinary health care team.</p> <p>8.3 Integrates beginning leadership skills as a member of an interdisciplinary team while providing professional nursing care for selected individuals, families, and communities.</p>
<p>9.4 Evaluates and integrates research that supports evidence based nursing practice.</p>	<p>9.1 Defines the components of research</p> <p>9.2 Discusses the significance of research for professional nursing.</p> <p>9.3 Applies knowledge of research to professional nursing care of individuals, families, and communities.</p>
<p>10.4 Demonstrates intellectual inquisitiveness and a lifelong commitment to learning.</p>	<p>10.1 Identifies own learning style and needs and recognizes the professional obligation to lifelong learning.</p> <p>10.2 Applies knowledge of learning styles and needs to professional growth and development.</p> <p>10.3 Develops a strategy for self-enrichment and professional growth.</p>

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The Molloy College Division of Nursing Humanistic Framework, Extended to the Doctoral Level

<i>Doctoral Graduate</i>	Generates	Promotes	Models	Conducts and Disseminates	Exemplifies	<i>HEALTH HUMANITY VALUING ENVIRONMENT</i>
<i>Master's Graduate</i>	Demonstrates (Advanced)	Demonstrates (Advanced Practice)	Assumes (Advanced Practice)	Designs	Utilizes (Advanced)	
<i>B.S. Graduate</i>	Utilizes	Assumes (Generalist Practice)	Assumes	Utilizes	Practices (Generalist)	
<i>Level III</i>	Applies	Demonstrates	Applies	Applies	Demonstrates	
<i>Level II</i>	Demonstrates	Demonstrates (Beginning Practice)	Demonstrates	Discusses	Demonstrates (Beginning Level)	
<i>Level I</i>	Acquires	Discusses	Discusses	Defines	Identifies	
	Knowledge	Responsibility & Accountability	Leadership/ Management	Research	Professional Role	
<i>NURSING</i>						

III. POLICIES

A. Admission

Requirements:

- Students are admitted to the nursing program, if they qualify and declare nursing as a major, upon acceptance to Molloy. Admission/transfer requirements are noted in the Molloy College catalog.
- All entering freshmen and transfer students who score a minimum of 480 on the Critical Reading section of the SAT exam are exempt from reading courses and may begin nursing and science sequence courses (see Molloy College catalog).
- Students must successfully complete a Math Screening Test or MAT 060 to begin the program. (See Molloy College catalog regarding remediation.)
- Please refer to the Molloy College Catalog for requirements for foreign students and those with English as a foreign language.

Effective fall 2009 – All Nursing Majors

- Upon acceptance to the nursing major, a background check may be required for rotation to specific clinical agencies. The clinical agencies will notify Molloy College for those individuals who have an unsatisfactory background check. The student then will have the opportunity to schedule an appointment with the College appointed individual(s) to review the results of the background check. A determination on proceeding is then made on a case by case basis. Progression and clinical placement in the nursing program may be contingent upon a satisfactory background check.
- Upon completion of the nursing program, students will complete an application for licensure as a registered nurse and take the NCLEX-RN licensure examination. A component of that process is determination of “good moral character.” The application asks the applicant to indicate if the “applicant has been convicted of a crime, or has committed an act which raises a reasonable question as to the applicant’s moral character.” (Please refer to New York State Education Department, Office of the Profession, Regents Rules, Part 28, p. 111, www.op.nysed.gov). It is the student’s responsibility to seek legal guidance with any concern about meeting these criteria. **See Appendix K attached hereto for further details.**

Re-admission: Students who have not maintained matriculation and wish to resume studies are required to file an application for re-admission. Such students are required to meet existing admission standards and program requirements at the time of the reapplication.

1. Readmission to the Nursing Program for students who have taken a Molloy College Division of Nursing clinical course within the past three-year period may require that students successfully complete challenge examinations and demonstrate clinical competence. The need for such examinations will be determined on an individual basis. Clinical courses taken more than three years ago must be repeated.
2. The need for repetition of non-clinical nursing courses will be determined on an individual basis.
3. Science prerequisite courses under consideration for transfer of credit to the nursing major should have been taken within ten (10) years prior to the date of application. Science courses that are older than ten (10) years will not be accepted.
4. Students who have been withdrawn due to academic failure may not be readmitted to the same undergraduate nursing program.

B. Progression Requirements

1. Academic Integrity

Please review the Molloy College Undergraduate Student Handbook and Calendar for the “Statement of Academic Integrity.” Students are required to adhere to the responsibilities outlined for all students and to be aware of what constitutes Academic Infractions for which Disciplinary Procedures may be required.

2. Reading and Writing Policies

EFL students must satisfactorily complete all mandated EFL courses prior to beginning Level I nursing courses.

Prior to entry into Level III nursing courses, students must have successfully completed English Composition 110 or its transferred equivalent.

3. Mathematics Proficiency

- a. A mathematics proficiency examination, composed by the Division of Nursing, will be administered to all declared nursing major students.
- b. Transfer or change of major students will take the test at the first scheduled date after such transfer.
- c. Successful completion of this test (90% or above) is required for all students before **NUR 129** may be taken.
- d. Students who have taken either the NET© or ATI© TEAS assessment exams prior to

applying may have those results reviewed for admission. See Division for criteria.

- e. A student receiving a grade below 90% will be required to take a remediation course (Math 060). The remediation course must be successfully completed before **NUR 129** may be taken. **MAT 060 may be taken only one time.** **Failure to pass MAT 060 will result in dismissal from the program.**

4. Drug Calculation Proficiency Progression

Level I Drug Calculation Requirement

This requirement must be successfully completed prior to NUR 299. The Level I Drug Calculation Test is administered during the NUR 239 course and a 90% passing grade is required. Students are permitted to use a Division provided calculator for the exam.

- Students that fail the test may retake the examination once after completion of prescribed remediation.
- Failure on the retake examination requires the student to take NUR 070.
- NUR 070 may be taken only once. Students must demonstrate competency in level drug calculation by attaining a minimum passing grade of 90% on the exam in NUR 070.

Failure to meet this requirement will result in dismissal from the nursing program.

Level II Drug Calculation Requirement

This requirement must be successfully completed prior to NUR 409. The Level II Drug Calculation Test is administered prior to NUR 409 course and a 90% passing grade is required. Students are permitted to use a Division provided calculator for the exam.

- Students that fail the test may retake the examination once after completion of prescribed remediation.
- Failure on the retake examination requires the student to take NUR 071.
- NUR 071 may be taken only once. Students must demonstrate competency in level drug calculation by attaining a minimum passing grade of 90% on the exam in NUR 071.

Failure to meet this requirement will result in dismissal from the nursing program.

Additional Drug Calculation Policies

- Beginning at the 200 level, all nursing courses will include a mandatory 10% of test questions on drug calculation. (Does not apply to NUR 389 - Nursing Research or NUR 459 - Leadership and Management).
- Division-provided calculators will be available beginning in second level nursing courses from NUR 239 through the remainder of the UG curriculum.
- National Council of State Boards of Nursing (NCSBN) Decimal Rounding Rules: the students are instructed to carry the decimal point out either 2 or 3 places and all rounding is done at the END.

5. Criteria for Progression

- a. During a fall or spring semester student must have an overall 2.5 cumulative index prior to beginning NUR 209, 229 and 239 and an overall 2.3 cumulative index prior to beginning NUR 329 and associated courses. Different criteria apply during summer offerings and are noted below.
- b. Grades of **C+** or better are required in all science courses. The same science course may be repeated one time only (policy implemented fall 2011).
- c. Grades of **C+** or better are required in all nursing courses. The same nursing course may be repeated one time only. Students may withdraw from the same nursing course no more than once.
- d. A maximum of **TWO** nursing courses may be repeated. On the third failed course the student will be dismissed from the program.
- e. Failure of a second clinical course will result in dismissal from the program.

6. Testing Program

The Division of Nursing has instituted a **Comprehensive Assessment and Review Program (CARP)** to assist undergraduate students. The purpose of this testing program is to provide students with curriculum wide assessment and remediation activities. Students have the opportunity to become more successful in their educational career and, with the assistance of this program; students will continually identify, review and refine their knowledge. Throughout the nursing program, pre-identified assessments will be required along with the suggested remediation.

During the senior semesters, students will be required to attend a 3-day pre-NCLEX seminar. The purpose of these seminars is to assist the student in the process of NCLEX preparation. Additionally, immediately upon graduation students will be required to attend the three day live review offered by ATI.

There is a testing fee associated with this program to cover costs of the entire assessment program and the supplemental learning and remediation resources provided to each student. Fees will be assigned in the first and in the last semester of the program of study for all students.

7. Intersession and Summer Course Offerings

Nursing courses are offered during the fall and spring semesters, and some courses are offered during intersession and summer sessions. Please note that intersession and summer courses contain the same number of classroom and clinical hours as courses offered during the fall/spring semesters. However, the intersession and summer sessions are shorter than the fall/spring semesters, and many students find this difficult, especially with work and family responsibilities. Prior to registering for courses, especially clinical courses, in the summer, please discuss this plan with your advisor. Please note that a limited number of courses are offered. **No guarantee is made that space will be available for all students who wish to attend intersession or summer classes.**

Students may register for courses during intersession or summer sessions on an as available basis. Criteria for intersession/summer attendance are:

- a. Overall GPA of 3.2 including the immediate prior semester
- b. No failed nursing courses throughout program
- c. Students who withdraw during the spring semester with either a W or a WF will not be eligible to register for summer nursing courses
- d. Students who do not pass their nursing course(s) during the spring semester will not be permitted to take that course(s) during the summer

See Appendix H attached hereto for further details.

8. Liberal Arts Requirement

Students must complete the majority of liberal arts requirements before beginning upper division courses. Liberal arts requirements must be completed prior to or concurrent with completion of

9. Change of Major

An exit interview with the Program Associate Dean/Director or Dean is required for all students who choose to change their program or withdraw from Molloy, as well as for students whose grades do not meet program requirements.

10. Graduation

Students must complete all core and nursing program requirements for a total of 128 credits and with a minimum cumulative index of 2.0.

Graduates of this program are eligible to take the National Council Licensing exams (NCLEX-RN) administered for New York State to achieve licensure as registered professional nurses.

C. Course and Clinical Policies and Requirements

1. **Cardio Pulmonary Resuscitation.** During the first week of NUR 209, all nursing majors are required to have completed a nine-hour Cardio Pulmonary Resuscitation certification (CPR) for professional rescuers. Thereafter, re-certification is required every two years. On-line CPR must be followed by hands-on-practice. A copy of CPR certification must be presented with your Division of Nursing physical to Casey Building, Room 224.

Accepted programs: American Heart Association (AHA)
BLS for Health Care Providers (2 years renewal)

American Red Cross (ARC)
CPR for the Professional Rescuer (1 year renewal)

It is suggested that you carry your card with you to clinical.

2. **Fire Safety.** Students are required to complete a Fire Safety Module, during the first week of NUR 209 in the Nursing Learning Lab. Documentation of successful completion of the Fire Safety Module must be shown to NUR 209 faculty. Student is responsible for maintaining copy of documentation. Permanent record will also be kept on file.
3. **Child Abuse.** Students are required to complete a state mandated Child Abuse module while taking NUR 349. Documentation of completion must be shown to NUR 349 faculty. Student is responsible for maintaining copy of documentation. Permanent

record will also be kept on file.

4. **Transportation.** Nursing majors must have access to a car and are responsible for all transportation to and from clinical experiences.
5. **Travel Time between Classes.** A minimum of one hour between the end of one clinical course and start of next course is mandatory. Students are not permitted to work the hours before any clinical or lecture class practicum hours.
6. **Liability Insurance.** All students are required to carry liability insurance under a group plan sponsored by Molloy before taking any clinical nursing course. This annual fee is payable along with tuition before the first clinical course, NUR 209 and before Junior and Senior years. (LPN students are required to carry individual policies and provide a copy to the Division of Nursing for filing).
7. **Clinical Agencies.** Clinical experiences are provided in cooperation with a variety of community agencies in Nassau, Suffolk and New York metropolitan areas.
8. **Clinical Hours.** Students and faculty must take breaks during 8 or 12 hour clinical days. Faculty will determine when during the day these breaks occur.

D. General Course Information

The nursing degree requires completion of 128 credits with 65 credits of nursing courses.

There are two types of clinical nursing courses. The first clinical course, NUR 209 (Foundations of Humanistic Nursing Practice) has three separate components, which must be taken concurrently. The components are three hours of lecture, two hours in the nursing learning laboratory and a six and a half hour clinical component.

All other clinical courses include lecture and clinical. Students must pass clinical to receive the grade earned from the lecture component of the course. Students that do not pass clinically will be given an "F" in the course regardless of the numeric grade.

E. Grading Criteria

1. Absence Information

- a. At the discretion of the faculty, students that are absent from an exam will have from 5 to 10 points deducted from their grade. Students that miss a retake of an exam will receive a zero grade for that test with no opportunity to re-take the exam.

2. Non Clinical Courses

- a. Theoretical grades are determined by student achievement on course requirements. Students must achieve a grade of **C+ (77)** or higher
- b. Students are responsible for meeting stated course objectives, maintaining necessary grade level, submitting written work on time, and making up work missed through absence.
- c. N239 skill testing: This course has a lab component which requires students to successfully complete several skills. Students that do not pass tested skills after second retake will be retested by two faculty members. Failure of the skill at that point will result in a grade of "F." Student will be required to repeat course.

The following is a list of non-clinical courses

NUR 129, NUR 139, NUR 229, NUR 239, NUR 259, NUR 289, NUR 389, NUR 409, NUR 459.

3. Clinical Courses

Policies regarding student professional conduct are guided by the American Nurses' Association (ANA) Code for Nurses and the NSNA Code of Academic and Clinical Conduct (see Appendix C). All clinical courses have level objectives appropriate to the clinical focus of the course.

Demonstration of an understanding of clinical work is required as evidenced by written and oral work which is graded as satisfactory or better. A student who is having obvious difficulty in meeting requirements will be advised in writing, via mid-semester appraisal and other appropriate methods, by the faculty. The student is encouraged to consult the faculty member for guidance.

Students are responsible for meeting stated course objectives, maintaining necessary grade level, submitting written work on time, making up work missed through absence.

Students must demonstrate in clinical:

- Safe and appropriate levels of nursing practice;
- Evidence of appropriate level written and oral work;
- Punctual attendance at clinical sites. Lateness is defined as arrival any time after the start of the clinical day. Members of the faculty recognize the presence of extenuating circumstance; therefore, faculty will handle lateness on an individual basis.

Demonstration of behaviors which facilitate prudent care of patients:

- Consistent accurate interpretation of instructions;
- Consistent ability to utilize own emotions in an appropriate manner;
- Consistent ability to assess and intervene effectively;
- Consideration of faculty recommendations for counseling and remediation;
- Demonstration of responsibility, accountability and safety, in practice, through the ability to recognize/acknowledge (verbally and in writing) an error which might jeopardize the health or well-being of any patient.

Anecdotal Records for Student Files, Medication Errors: Any occurrence in the clinical area that necessitates the filing of an incident report will be placed into the student's file and be signed by both student and faculty.

Students, who are in danger of failing, must meet with faculty members. The student then assumes responsibility for seeking assistance. The student is free to consult faculty members for guidance.

Clinical evaluation tools are distributed to students in each clinical course. The following is a list of clinical courses:

**NUR 209, NUR 299, NUR 329, NUR 349, NUR 359, NUR 429, NUR 439,
NUR 449, NUR 499**

F. Clinical Attendance Policy

Students are expected to attend all scheduled clinical days. Absence from a clinical experience must be reported to the faculty, the unit and the school (516 323-3753) as instructed by the clinical faculty. Students will be required to make up any time missed. A fee of \$150.00 will be charged. The student will be responsible for payment of the fee to the Bursar's Office prior to the completion of the semester.

Process:

- **Student will complete absence form (found outside of C201)**
- **Form is given to lead-lecture faculty**
- **Lead-lecture faculty will then either assign an alternative assignment or indicate need for clinical make-up day**
- **Completed form handed in to Associate Dean (C220)**

See Appendix II attached hereto for further details.

1. Absence due to illness: three (3) or more consecutive absences due to illness in one course requires a note from a health care professional before attendance in any clinical agency can be resumed. Note will be placed in the student's file and make-up work will be required.
2. Absence: Absences that exceed 10% of total clinical time will be made up during the semester where possible. The students are required to attend a supervised clinical experience comparable in time to absence. Students who are unable to make up the time will receive an INCOMPLETE until the time is made up. Students may not be able to progress to the next level course until the incomplete is resolved.
3. As mentioned above, for any absence or lateness the student must:
 - a. Call the school 516 323-3753
 - b. Contact current clinical instructor
 - c. Contact clinical unit

G. Clinical Failure Policy

The decision to assign a rating to a student for a clinical day is made by the clinical instructor with consideration of the student's level within the nursing program and the circumstances of that day.

The clinical instructor utilizing the clinical evaluation tool evaluates a student's clinical performance. The ratings are: at expected level/below expected level/above expected level.

Students are expected to demonstrate:

- **Skills:** defined as learned behavior necessary to provide effective nursing care in a given situation as specified on the Student Clinical Evaluation Tool.
- **Judgment:** defined as the ability to utilize relevant data in making appropriate nursing decisions as specified on the Student Clinical Evaluation Tool.
- **Professional Responsibility:** defined as the implementation of the role of a professional nursing student at the appropriate level as specified on the Student Clinical Evaluation Tool.

Students are held accountable in the clinical setting for all previously learned knowledge and skills. This includes but is not limited to such areas as pathophysiology, therapeutic communication, medical & surgical asepsis and the skills acquired during NUR 209. Refer to the Student Clinical Evaluation Tool for at expected level performance criteria.

Below Expected Level Rating. Students may receive a rating of below expected level for one day when:

- Their clinical work is submitted late
- They are late arriving to clinical site
- They arrive to clinical unprepared
- Their clinical performance for **that day** is below expected level

When a student receives a rating of below expected level for the day, it is the responsibility of the student to seek a learning contract from the instructor so that proper remediation can be arranged. When a student receives a rating of below expected level for one day, it serves as a warning to the student that there are deficiencies in their clinical performance that if left unchanged, could jeopardize their standing in clinical.

Upon receipt of a below expected level rating, the student is advised that for the remainder of the semester they are expected to demonstrate behaviors at an expected level in all aspects of their clinical performance. Students will receive a clinical failure day if during the remainder of the semester they demonstrate conduct that is below expected level in any aspect of clinical performance.

Failure for the Clinical Day. When a student receives a rating of below expected level for the day, it serves as a warning to the student that there are deficiencies in his/her clinical performance that if left unchanged, could jeopardize the students standing in the clinical course. Upon notification of this rating, the student is advised that they are expected to consistently demonstrate behaviors at an expected level for the duration of the semester. If on a subsequent day, a student receives a second rating of below expected level in any area, the student will receive a failure for that clinical day. If on a third clinical day, a student receives a third rating of below expected level in any area; the student will receive a second clinical failure. Two clinical failure days constitute failure of the course.

A student may receive a clinical failure for the day if:

- A student does not display skill competency appropriate to their present level in the program
- A student does not demonstrate proper judgment appropriate to their present level in the program
- A student fails to demonstrate accountability and responsibility in the role of the professional nursing student

Students who fail the clinical course may be prevented from progressing until the course is repeated successfully. Refer to Criteria for Progression on page 15 in this Handbook.

Failure of a Clinical Course. A student has failed the clinical course if either of the following criteria is met:

- Clinical performance is rated below expected level on three clinical days
- Receives two clinical failure days

A student is subject to immediate failure of the clinical course in the following circumstances:

- A student's clinical performance in the judgment of the clinical faculty member constitutes a threat to patient safety
- A student has committed any act that in professional practice would be considered professional misconduct and/or warrant report to the Office of Professional Discipline (OPD).

H. Clinical Withdrawal Policy

Withdrawal from a non-clinical course follows the policy noted in the Molloy College catalog. Withdrawal from full semester clinical courses also follows the policy noted in the Molloy College catalog. Withdrawal from half semester clinical courses (NUR 349: Humanistic

Nursing Care of Children and Families, NUR 359: Humanistic Nursing Care of the Childbearing Family NUR 449: Humanistic Nursing Care of Adults: III) will follow the policy noted below:

- Students will be permitted to withdraw with a grade of “W” on or before half the number of clinical days are completed (i.e. day four if there are eight total days).
- Students will be permitted to withdraw after this point with a grade of “W” or “WF” as determined by the instructor and based on the student’s work up to that time. The “WF” grade will be equivalent to “F” and computed in the student’s index (as noted in the school catalog).

I. Academic Review Process

Students who have a question or issue regarding grading may initiate the Academic Review Process. Academic Review Form must be completed and given to Dean of Division of Nursing at the time student begins Step Three/Formal Process. See Appendix F for division process and Molloy College Undergraduate Student Handbook and Calendar for college wide process.

J. Clinical Injury/Insurance

All students are expected to carry their own health insurance. If a student is injured in the clinical area, the following steps are to be taken:

- Student must notify faculty member of injury.
- If student is unable to do this, due to the nature of the injury, another student in the group must inform the faculty member.
- Faculty member will take the student to the emergency room for appropriate treatment.
- Faculty member will notify the agency In Service/Education Department and the College Nursing Division Office.
- Faculty member will complete agency incident report and College accident report for College Health Office.

K. Uniforms

Student Dress Code

The purpose of the dress code is to assist the student in:

- Projecting an image of professionalism
- Enable the student to function efficiently and safely in the clinical setting

It will be the responsibility of the student to comply with the stated dress code, as well as any individual requirements of the clinical agency. If a faculty member deems that the student's appearance is either unprofessional or unsafe, the student will not be permitted in the clinical area.

The following requirements apply to all students:

- Molloy Name Pin
Name pin which should read:
M. Smith, N.S.
Molloy College Student
- Molloy emblem neatly sewn to the upper left sleeve of the uniform
- Wrist watches with sweep second hand/or one that can display seconds
- Nails: no wraps or artificial nails; nails 1/4" long; clear polish
- Jewelry: Wedding bands and one small disc earring per ear are permitted; no other body piercing jewelry
- All visible tattoos must be covered as per agency policy
- Hair: Neatly combed, off face and collar
- One pair scissors (bandage)
- White shoes
- One pair protective eye wear

General guidelines also include no use of perfumes to be used while on clinical units. This is in consideration of patient sensitivities.

HOSPITAL

All Students:

In some settings, scrub outfits which are the property of the institution are worn. On arriving and departing from the clinical agency, dress code is to be maintained.

Female Students:

- White Molloy uniform, undergarments must be solid white
- White stockings
- All white professional shoe (no sneakers or logos)
- Sweaters may be worn, white or blue
- Make-up is to be kept light

Male Students:

- White slacks, white shirt, white shoes (no sneakers or logos), white socks
- Clean shaven, beards or mustaches must be trimmed

COMMUNITY HEALTH**All Students:**

- Dress should be appropriate to the professional clinical setting
- School name pins are to be worn to assigned community meetings
- Denim or jean material is not permitted. This includes clothing resembling jeans such as jeggings or any pants with stitching that resembles jean stitching.
- No sneakers

Female Students:

- Skirts should cover knees when sitting
- Dresses and blouses must have sleeves
- Slacks or pantsuit may be worn
- Appropriate colored stockings, no anklets or thick stockings
- Sweaters worn as blouses should fit loosely
- Stomachs, backs and cleavage must be covered at all times. Camisole type tank tops are not permitted.

Male Students:

- Collared Shirt
- Dress Slacks
- Clean shaven, beards or mustaches must be neatly trimmed

MENTAL HEALTH

All Students:

- Dress should be appropriate to the professional clinical setting
- Name pin as per institution policy
- Denim or jean material is not permitted. This includes clothing resembling jeans such as jeggings or any pants with stitching that resembles jean stitching.
- No sneakers
- No body jewelry, no dangling jewelry

Female Students:

- Skirts should cover knees when sitting
- Dresses and blouses must have sleeves
- Slacks or pantsuit may be worn
- Appropriate colored stockings, no anklets or thick stockings
- Sweaters worn as blouses should fit loosely
- Stomachs, backs and cleavage must be covered at all times. Camisole type tank tops are not permitted.

Male Students:

- Collared Shirt
- Dress Slacks
- Clean shaven, beards or mustaches must be neatly trimmed
- No neckties

The Molloy College Nursing student uniform may be ordered directly from:

Life Uniforms
249 Old Country Road
Carle Place, NY 11514
(516) 747-6090

Lakeville Uniforms
271-11 Union Turnpike
New Hyde Park, NY 11010
(718) 343-8947

Female Uniforms:

Top: Cherokee #2878
Pants: Cherokee #4001
Dress: Barco #4801
Maternity Top: #4708

Male Uniforms:

Top: Adar Jacket #607
Pants: Landau #8550

The order must be placed in sufficient time for 1st clinical day.

L. Substance Abuse

Alcohol

According to State Law, the use of alcoholic beverages is prohibited to anyone under the age of 21.

Any nursing student under the influence of alcoholic beverages or illegal substances on campus or during clinical experience is subject to disciplinary action as stated in the Molloy College Student Handbook.

A nursing student reporting to clinical agency under adverse influence of any type will not be permitted to remain in the agency that day. The matter will be referred to the appropriate Associate Dean of Division of Nursing for further evaluation and disciplinary action if warranted.

Approved July 2012

M. Professional Demeanor

All students are representatives of the undergraduate nursing program of Molloy College. As such they are expected to dress and behave professionally at all times. Professional attire is discussed in section K above. Interactions with patients, their family members and other health care professionals must be formal and respectful with professional boundaries maintained.

Students are **not to under any circumstances** share their personal contact information or engage in any manner other than professionally with patients, their family members or other health care professionals.

N. Social Media

Social media is defined as media designed to be disseminated through internet, social interaction sites. Examples include but are not limited to LinkedIn, Twitter, Facebook, Second Life, Flickr, YouTube, MySpace and text messaging. All laws, professional expectations and guidelines for interacting in person apply online as well.

Students are not to post confidential or proprietary information about patients, other students or faculty. Students must follow the applicable federal requirements such as FERPA and HIPAA in cyberspace. Students must also adhere to all Molloy College policies as noted in the Student Handbook. Students who share confidential information do so at the risk of disciplinary action.

Students may consult the National Council State Boards of Nursing's "*A Nurse's Guide to the use of Social Media*" for more information on this issue. The brochure is available in C217 or can be accessed on line at <https://www.ncsbn.org/2930.htm>.

Approved July 2012

O. Nondiscrimination in Nursing Practice

In order to meet the learning needs of the student, and in keeping with the philosophy of the Molloy Nursing Program, patient assignment will be made without regard for diagnosis, value systems, gender, cultural background, or religion.

P. Strike Policy

Procedures for Strikes at Affiliating Agencies: In the event of a strike at an affiliated health care agency, the following procedures are in effect:

1. Undergraduate Associate Dean/Director will communicate to faculty that personnel at an affiliating agency are on strike or that a specific date for a strike has been set.
2. Faculty and/or students of the Molloy College community will not cross picket lines at the affected agency under any circumstances.
3. Faculty will communicate with the affected agency, its established policies regarding handling strikes.
4. Faculty will inform students of a strike in the clinical agency and attempt to provide alternative clinical experiences.
5. All incidents relating to the strike (e.g., phone calls, harassment, meetings, and confrontations) should be reported, in writing, to the Office of the Vice President for Academic Affairs.
6. Administration will maintain contact with the affected agency. The Undergraduate Associate Dean/Director will relay information to the Vice President for Academic Affairs.

In the event that strikers arrive at Molloy College, the following procedures are to be followed:

1. A secretary will call Security to advise that strikers are on the premises.
2. The decision to talk with strikers rests with the administration of Molloy College.
3. The administration present will communicate the results of the meeting with the Undergraduate Associate Dean/Director of the Division of Nursing.
4. The disputing agency will be notified of the strikers' visit by the appropriate College personnel.
5. Faculty may speak with the strikers or may refer them to the Office of the Vice President for Academic Affairs. Faculty must identify if they are speaking as individuals or representatives of Molloy College.

IV. HEALTH REQUIREMENTS

A. Health Requirements

Students assume responsibility for their own health insurance. Prior to entry into an initial clinical course, a physical examination with required immunizations, boosters **and** antibody titer, as well as specific requirements of individual clinical agencies, is mandated (see schedule.) Thereafter, an annual physical and PPD are required. Students with a positive PPD require a chest x-ray every two years.

- For Fall Semester clinical class, completed physical form is due by July 15th.
- For Spring Semester clinical class, completed physical form is due by December 1st.
- For Summer Semester clinical class, completed physical form is due by April 15th.

Contractual agreements between Molloy College and the clinical agencies specify that students who do not have physical forms on file may not attend the clinical area. There are no exceptions to this requirement. Forms not submitted by the due date will result in a \$50 late fee.

To comply with Health Insurance Portability & Accountability Act (HIPAA) students will be asked to sign a Student Health Information Waiver (see Appendix G) which will be kept on file in the Division. HIPAA content will be included in lecture where appropriate.

a. Medical Clearance

Accident/Illness

A student may be required to submit, at any time, a physician's statement, either following an accident/illness or if evident limitations interfere with the student's practice or learning.

- **Pregnancy.** Once a pregnancy is confirmed, a student must submit a note from the health care provider that specifies due date and any limitations on her activity in the clinical area.
- **Chicken Pox.** Nursing students, who are in clinical agencies/-hospitals/home care, who have a "negative" chicken pox titer must remain out of the clinical for 21 days from date of known exposure.

b. Immunization Policy

Background: Students in the undergraduate and graduate nursing programs are required to provide evidence that they have immunity to Rubella, Rubeola, Varicella and Mumps. This evidence requires a report of titres determined by blood work from a laboratory. Students that have either a negative or an equivocal titre report on any of the illnesses noted are contacted to provide additional information to the appropriate personnel at Molloy. The following procedure will be implemented beginning fall 2010 for those students with negative or equivocal results:

1. Students will be required to provide the dates of two (2) MMR vaccinations should those titres be either equivocal or negative. This documentation must be on official stationary. No further vaccinations or blood titres required. Student is considered cleared for clinical once this information is received.
2. Students will be required to provide the dates of two Varicella vaccinations should this titre be either equivocal or negative. This documentation must be on official stationary. No further vaccinations or blood titres required. Student is considered cleared for clinical once this information is received.
3. Students will be required to receive an MMR vaccination if they are **unable** to provide the dates of previous vaccinations to measles, mumps or rubella. Once student brings in official documentation of the first MMR vaccination, they will be eligible to attend clinical provisionally*. They must receive the second booster 28 days later. Once this second document is provided, the student will be fully cleared for clinical. No further titres are required.
4. Students will be required to receive a Varicella vaccination if they are **unable** to provide the dates of previous Varicella vaccinations. Once student brings in official documentation of the first vaccination, they will be eligible to attend clinical provisionally*. They must receive the second booster 28 days later. Once this second document is provided, the student will be fully cleared for clinical. No further titres are required.
5. Students may be required to have further immunizations by individual clinical agencies or due to changes in the Department of Health regulations.

* As per State of New York Department of Health: *Health Advisory: Recommendations for Vaccination of Health Care Personnel (dated December 20, 2007)*. Effective fall 2010.

c. Infectious Disease Policy

Nassau County Department of Health

Please note:

- a. New York State Public Health Law 2165 requires post-secondary students attending colleges and universities to demonstrate proof of immunity against measles, mumps and rubella.
- b. Additionally, clinical agencies require the following tests which identify immunity levels: Titers are required for: (i) Varicella (Chicken Pox), (ii) Rubeola (measles), (iii) Rubella (German measles) and (iv) Mumps. Lab reports of the four (4) titers are required.
- c. Tuberculosis Testing (PPD)
 - i. Students new to Molloy College must have a two-step PPD. The first implantation must be read and then followed by a second implantation within a one to three week period of time which must also be read. Two negative readings are required. An x-ray is necessary if a PPD Tuberculin Test is positive. Routine chest x-rays are not required otherwise.
 - ii. In subsequent school semesters, students that have had negative two-step PPDs will require only the one step PPD yearly.
 - iii. Students that are unable to have a PPD (i.e., due to pregnancy) can have a QuantiFERON Gold blood test and then in subsequent years continue with the one-step PPD.
- d. Pertussis. As an adult if you have **not** had a vaccine that contains Pertussis (whooping cough), you will need to have a separate Pertussis vaccination. This vaccine is known as **Tdap**. A booster is required every ten years. Currently this is not required but highly recommended (**Policy notification fall 2011**).
- e. The following items are recommended as a means of fostering health:
 - i. SMA6
 - ii. Pap Smear
 - iii. Sickle Cell Preparation (when appropriate)
- f. Hepatitis B vaccine is required prior to beginning clinical practice. (Follow-up titer recommended). A student who declines immunization must complete a declination form to be filed in the Division of Nursing.
- g. Individual clinical agencies may require additional testing such as drug screening or additional PPD testing. An informed consent regarding Drug Screening is to be signed by students and will be kept on file in the Division of Nursing. Students will be notified about any additional testing required.

This policy applies to situations in which students/faculty are diagnosed as having communicable or infectious diseases as identified by the Center for Disease Control (CDC).

Institutional Guidelines:

Molloy College believes that it has a moral commitment to its students, faculty, and the community to demonstrate compassion and understanding toward individuals who have communicable or infectious diseases. Molloy College, in accordance with sections 503 and 504 of the Rehabilitation Act of 1973, will not discriminate against such individuals, nor will it discriminate against any individual based on the perception that he or she is a member of a group at risk for such infection.

The following document has assisted in the formulation of this policy:

The American Nurses' Association's "Ethics in Nursing: Position Statement and Guidelines" (Updated 2001).

Policy Guidelines for Students:

1. Infectious disease information will continue to be part of the curriculum. Educational materials specific to the needs of students in the Division of Nursing will continue to be developed by the curriculum committee and specific specialty groups.
2. Informational, referral, and similar support services will be provided to students by the Health Services Office. Requests for information and services regarding communicable and infectious disease will be treated with respect for privacy and confidentiality.
3. Decisions regarding employment at Molloy will be made on the basis of academic and related qualifications. Proof of current antibody titres or immunization, as mandated by the New York State Health Department, will be required of faculty. Where applicable, faculty will be required to submit proof of ongoing health care.
4. As long as their medical condition permits, all faculty will be allowed equal access to college facilities for the purpose of academic, clinical or social activities.
5. In the event that a faculty member is exposed to a communicable or infectious disease, the policy of the institution in which the exposure occurred will be followed. Counseling regarding treatment, referral, testing, and follow-up may be provided by the institution and by the College Health Services Office. The benefits of such interventions will be discussed, but such actions will not be required. Such incidents and any follow-up will be treated as confidential and privileged information.

Guidelines for Clinical Experiences/On-Campus Lab -- Standard Precautions, as established by the CDC, must be followed by students and faculty during all clinical experiences:

1. Guidelines in the use of protective precautions, equipment and supplies necessary to minimize the risk of infection will be provided to the students as per CDC guidelines.
2. Students will be held accountable during clinical experiences for the safe and effective use of recommended protective measures. When monitoring reveals a failure of the student to follow recommended precautions, counseling and re-education will be provided by the Division of Nursing,
3. Prior to entering the clinical area, it is the responsibility of the student to become familiar with current information on the epidemiology, modes of transmission, and prevention of infectious disease and the need to follow the guidelines for the use of Standard Precautions.
4. In instances where a student demonstrates apprehension or refusal to care for a patient with an infectious disease, the nursing faculty will provide education and counseling to that student. If refusal persists, career counseling should be given to determine whether the student should continue to study nursing.
5. Students will be assigned to care for patient with communicable/infectious disease based on their theoretical knowledge and clinical competence, as determined by the judgment of the clinical instructor. **See Appendix B for CDC guidelines regarding Standard Precautions.**

Q. ACADEMIC RESOURCES

A. Advisement

Each student is assigned a faculty member for the purpose of academic advisement. Students are encouraged to contact their advisors early in the semester. Appointments with advisors must be made prior to registration to plan the student's academic program. Any student, who does not meet with his/her advisor, will have their name sent to the Assistant to the Vice President for Academic Affairs for follow-up.

Program cards must be signed by the advisor before the student can register for the following semester. Forging a faculty signature is a serious offense and will be dealt with appropriately by the office of the Assistant to the Vice President for Academic Affairs.

Each student is responsible for knowing the progression requirements for the Nursing Program and for satisfactorily completing the necessary requirements and courses.

B. Hierarchy of Communication for Academic Problems

For resolution of academic problems, the sequential steps listed here are to be followed:

- a. Make an appointment with individual instructor to discuss problem.
- b. Make an appointment with the Associate Dean/Director of Undergraduate Program and then, if necessary or desired, with the Dean of the Division of Nursing to discuss the problem.
- c. Make an appointment with the Assistant to the Vice President for Academic Affairs to discuss the problem.
- d. Please refer to the Molloy College Student Handbook and Calendar for the Policy Concerning Grade Appeals.

C. Academic Resources

1. **College Academic Resource Center:** The College Academic Resource Center is available to students for assistance with writing, reading and note taking skills.
2. **The E.L. Nursing Lab and P.K. Nursing Resource Center:** The Elizabeth A. Linnehan Nursing Learning Laboratory, the Nurse Practitioner Learning Laboratory and the Patricia A. Keenan Nursing Research Center are facilities available to Nursing Students. The labs are equipped with materials which the students may use in developing the necessary skills for patient care. Computers and interactive videos are also available to enhance the students learning. Students are encouraged to use these facilities which are open year round. The labs are staffed by Learning Laboratory Instructors.

3. **Academic Enrichment Program (AcE):** The AcE assists students who encounter problems in their course of study. Students are taught to develop the skills necessary for test preparation, note-taking, text-reading, preparing oral presentations, and organizing term/research papers. The Center welcomes drop-ins as well as those referred by faculty.
4. **Academic Computer Laboratory:** The Academic Computer Laboratory is available to all students. Various computer programs, such as Computer Assisted Instruction programs which address various nursing topics, provide academic support. The laboratory is located in the Wilbur Arts Building.
5. **Libraries:** The James E. Tobin Memorial Library is a resource for all students. A library guidebook is available and materials unavailable at Molloy may be obtained via intercollegiate library system. Students are expected to utilize the periodical room of the library to familiarize themselves with the many resources available to them. Students are encouraged to keep abreast of current trends in nursing by subscribing to one or more nursing journals. Students may use all member libraries of the Long Island Regional Association of Colleges and Higher Education institutions.
6. **Media Center:** The Media Center is directly across the hall from the main library. It has a collection of filmstrips, DVDs, CDs, records, tapes, as well as viewing equipment. Equipment can be used here or borrowed for classroom or club meeting use. Assistance is available to help prepare student presentations. There is a librarian in the office to assist you at the same times as the main library hours.
7. **Alumni Lifetime Scholarships:** Graduation for Molloy students is truly a commencement. After receiving their degree, graduates may return as often as they choose to audit courses within the level in which the degree was awarded. With the payment of fees, alumni are always welcome at Molloy. Growth, recreation, and enhancement of the person are lifelong endeavors, totally congruous with "Molloy's lifetime scholarships." Records of courses that have been audited will be retained and transcripts will be issued upon written request and submission of the appropriate fee. At no time will credit be granted for audited courses.

D. Network for Assistance with Personal Problems

1. Academic Problems:

- a. Individual faculty members might be of assistance regarding suggested avenues for obtaining tutorial help with course work. However, the responsibility for acting upon such suggestions lies solely with the student.
- b. For additional assistance, the student may contact his/her own academic advisor who might offer suggestions as to how to obtain help with academic problems

2. Health Problems:

Contact the Director of Student Health Services for assistance in locating appropriate medical services for a particular health problem.

3. Additional Personal Problems:

- a. The college provides personal counseling services. Students are referred for academic issues either by the Associate Dean of Academic Services or faculty or Associate Dean/Director. The counselor is on campus several days a week. The counselor is located in Kellenberg 003A. For appointments and questions, please call 516 323-3465.
- b. The assistance program provides confidential counseling services for the following concerns:
 - i. Crisis Management Domestic Violence Concerns
 - ii. Stress Management Grief, Anxiety & Depression Counseling
 - iii. Conflict Resolution Alcohol & Substance Abuse Issues
- c. Students are referred out for child and elder care issues, legal and financial counseling and debt and credit counseling.
- d. For additional guidance in the areas of stress and coping, either in school or at home, the student may seek the assistance of the office of Information and Referral Services of the Nassau County Department of Mental Health. A list of additional sources of assistance may be obtained through the Division of Nursing.
- e. The student may also wish to contact the Financial Aid Office for assistance with those problems which interfere with career goals as a result of financial difficulties.

V. PROFESSIONAL ORGANIZATIONS

A. American Association of Colleges of Nursing (AACN)

Promotion and improvement of higher education for professional nursing. Promotes research and provides for the development of academic leaders.

B. American Nurses Association (ANA)

Establishes standards of nursing practice, education, and services. Promotes educational and professional advancement, and the general welfare of registered nurses.

C. Commission on Collegiate Nursing Education (CCNE)

National professional accrediting body for baccalaureate and higher degree programs.

D. National League for Nursing (NLN)

Provides educational programs and promotes legislation supportive of health services and Accreditation of nursing education programs.

E. National Student Nurses Association (NSNA)

Assumes responsibility for contributing to the student's nursing education in order to provide for the highest quality health care. Provides programs representative of fundamental and current professional interests and concerns. Aids in the development of the whole person, his/her professional role, his/her responsibility for the health care of people in all walks of life.

F. New York State Nurses Association (NYSNA)

Promotes educational and professional advancement of registered nurses on a state level. District # 14 is the local level of state nurses association for those in Brooklyn, Queens & Nassau.

G. Sigma Theta Tau (STTI)

The International Nursing Honor Society - Chapters are located across the United States and in several foreign countries. Molloy's Chapter is Kappa Epsilon which recognizes superior academic achievement; promotes and recognizes the development of leadership qualities; fosters high professional standards; encourages expression of an individual's creativity in nursing and strengthens commitment to the ideas and purposes of the profession.

VI. STUDENT INVOLVEMENT & ORGANIZATIONS

A. Molloy Nursing Student Association (MNSA)

The Molloy College Nursing Association is open to all nursing majors. Meetings are scheduled as necessary, with separate meetings designated for invited lectures. These meetings are usually scheduled at the beginning of each semester. Any information concerning the Nursing Student Association and its activities can be found on the bulletin boards located on the 2nd floor of the Wm. Casey building outside of the Division of Nursing offices. The Club coordinates various activities, such as the Senior Pinning Ceremony.

B. Senior Pinning Ceremony

The Nursing Student Association co-sponsors the Senior Pinning Ceremony along with the Division of Nursing administration and faculty which is held upon completion of all senior nursing courses and all courses for degree completion. This ceremony is a traditional one which celebrates the culmination of the progression through the nursing program. Graduating students receive their pins in the presence of faculty, relatives, and friends. (Note: The purchase of the pins is not included in student fees).

APPENDIX A1
Molloy College
Division of Nursing
Undergraduate Program

Level Course	Fall Semester	Spring Semester
Level 100	FST 1 1 Bio 120 4 Eng 110 3 Psy 111 3 Che 112 4 Nur 129 2 17 credits	Nur 139 3 Bio 121 4 Soc 101/166 3 Bio 245* 4 Arts/Fine Arts 3 17 credits *OPTION TO TAKE BIO 245 DURING SUMMER
Level 200	Nur 209 6 Nur 229 3 Nur 239 2 Bio 247 2 Arts/Fine Arts 3 16 credits	Nur 259 2 Nur 299 6 Mat 114/115 3 Nur 289 3 14 credits
Level 300	Nur 329 6 Nur 389 3 Phil or Theo 3 Ethics 3 15 credits	Nur 349 4 Nur 359 4 Eng Lit/Mod. Lang 3 Soc/Behav Sci 3 Elective* 3 17 credits *Must be LAS credits
Level 400	Nur 409 3 Nur 429 4 Nur 439 4 Mod Lang/Eng Lit 3 PED 1 15 credits	Nur 449 3 Nur 459 2 Nur 499 5 CORE 4 THE OR PHI 3 17 credits

APPENDIX A2

**Molloy College
Division of Nursing
Undergraduate Program - HONORS TRACK**

Level	Fall Semester		Spring Semester	
Course				
Level 100	FST 1	1	Nur 139	3
	Bio 120	4	Bio 121	4
	Soc 325H	3	Eng 110	3
	Psy 111	3	Bio 245	4
	Che 112	4	Mus 324H	3
	Nur 129	2		
		17 credits		17 credits
Level 200	Nur 209	6	Nur 259	2
	Nur 229	3	Nur 289	6
	Nur 239	2	Nur 299	3
	Bio 247	2	Mat 114/115	3
	Art 324H	3		
	16 credits		14 credits	
Level 300	Nur 329	6	Nur 349	4
	Nur 389	3	Nur 359	4
	Phi 325H	3	Eng 381H	3
	The 320H	3	His 324H	3

		Elective 3
	15 credits	17 credits
Level 400	Nur 409 3 Nur 429 4 Nur 439 4 Mod Lang/Eng Lit 3 PED 1 15 credits	Nur 449 3 Nur 459 2 Nur 499 5 CORE 380H 4 PHI 380H (Ethics) 3 17 credits

APPENDIX B

STANDARD PRECAUTIONS

All healthcare workers should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any patient is anticipated. Gloves should be worn for touching blood and body fluids, mucous membranes, or non-intact skin of all patients, for handling items or surfaces soiled with blood or body fluids, and for performing venipuncture and other vascular access procedures. Gloves should be changed after contact with each patient. Masks and protective eye wear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose, and eyes. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed.

All healthcare workers should take precautions to prevent injuries caused by needles, scalpels and other sharp instruments or devices during procedures; when cleaning instruments; during disposal of used needles; and when handling sharp instruments after procedures. To prevent needle stick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalpel blades and other sharp items should be placed in puncture-resistant containers which should be located as close as practical to the use area. Large bore reusable needles should be placed in a puncture-resistant container for transport to the processing area.

Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable.

Healthcare workers who have exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient-care equipment until the condition resolves.

Pregnant healthcare workers are not known to be at greater risk of contracting HIV infection than health care workers who are not pregnant; however, if a health care worker develops HIV infection during pregnancy, the infant is at risk of infection resulting from perinatal transmission. Because of this risk, pregnant healthcare workers should be especially familiar with and strictly adhere to precautions to minimize the risk of HIV transmissions.

Implementation of universal blood and body-fluid precautions for all patients eliminates the need for use of the isolation category of "Blood and Body Fluid Precautions" previously recommended by CDC for patients known or suspected to be infected with blood-borne pathogens. Isolation precautions (e.g., enteric, "AFB") should be used as necessary if associated conditions, such as infectious diarrhea or tuberculosis, are diagnosed or suspected.

Precautions for Invasive Procedures

In this document, an invasive procedure is defined as surgical entry into tissues, cavities or organs or repair of major traumatic injuries: (i) in an operating or delivery room, emergency department, or outpatient setting, including both physicians' and dentists' offices; (ii) cardiac catheterization and angio-graphic procedures; (iii) a vaginal or cesarean delivery or other invasive obstetric procedure during which bleeding may occur, or (iv) the manipulation, cutting or removal of any oral or perioral tissues, including tooth structure, during which bleeding occurs or the potential for bleeding exists.

The universal blood and body-fluid precautions for all such invasive procedures are:

1. All healthcare workers who participate in invasive procedures must routinely use appropriate barrier precautions to prevent skin and mucous-membrane contact with blood and body fluids, or the generation of bone chips. Gowns or aprons made of materials that provide an effective barrier should be worn during invasive procedures that are likely to result in the splashing of blood or other body fluids. All healthcare workers who perform or assist in vaginal or cesarean deliveries should wear gloves and gowns when handling the placenta or the infant until blood and amniotic fluid have been removed from the infant's skin and should wear gloves during post-delivery care of the umbilical cord.
2. If a glove is torn or a needle stick or other injury occurs, the glove should be removed and a new glove used as promptly as patient safety permits; the needle or instrument involved in the incident should also be removed from the sterile field.

Centers for Disease Control Released 1987, Updated 1996

APPENDIX C

National Student Nurses' Association, Inc. Code of Academic and Clinical Conduct

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student in an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of culture and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of delegates, Nashville, TN, on April 6, 2001

APPENDIX D

Section 504: Rehabilitation Act

Molloy College is in compliance with Section 504 of the Rehabilitation Act of 1973 and with American Disabilities Act requirements. All admitted students submitting a current and appropriate evaluation/diagnostic testing by a certified expert in the field, indicating such need will be eligible for assistance.

Contact Associate Dean for Academic Support Services for accessing assistance.

Contact the Director of Student Health Services for assistance with locating appropriate medical/personal services.

APPENDIX E

Nursing Student Code of Pre-Professional Conduct Civility Statement- Undergraduate Program

Students entering a baccalaureate nursing program are beginning an education in professional nursing which requires standards of ethical comportment and appropriate behavior as identified in the ANA Code of Ethics. The faculty of the Division of Nursing welcomes the opportunity to educate nursing students. In turn it is expected that students will adopt as well as demonstrate appropriate pre-professional behaviors. In the National Student Nurses' Association Code of Academic and Clinical Conduct it states that nursing students must uphold the trust placed in it by society. This trust is consonant with the concept of civility. ***This is behavior that shows respect toward another person, makes a person feel valued and contributes to mutual respect, effective communication and team collaboration (Lower-Ski, 2012)*** Within this context the student commits to the following:

1. Provide care for the patient in a timely, compassionate and professional manner consistent with the prevailing standard of nursing care. Identifies situations in which assistance is needed and seeks help in a timely manner.
2. Consistently communicate in a truthful, timely and accurate manner in both the academic and clinical setting as appropriate.
3. Actively promote and demonstrate the highest level of moral and ethical conduct and standards, and accept responsibility for actions consistent with professional accountability. Accept consequences for misjudgments.
4. Demonstrate integrity by not cheating or plagiarizing and adhering to the Academic Integrity statement.
5. Refrain from omission of care in the clinical setting that creates unnecessary risk of injury to the patient, self, or others.
6. Promote and demonstrate respect for the dignity and worth of patients, peers and faculty. Demonstrate respectful behavior when addressing faculty and peers. Address and treat faculty, classmates, patients, and health care professionals appropriately with courtesy and respect and use courteous language.
7. Maintain punctuality by arriving on time and prepared for class and clinical so as to avoid disrupting the learning of self and others.
8. Refrain from cell phones or other electronic communication devices use during class time or in a patient care area without the express permission of the faculty and adherence to institution policy regarding same. Use of cell phones or other electronic transmittal devices during class time is disruption and not permitted.
9. When on campus and in clinical settings be appropriately dressed and groomed, in keeping with professional image. Appropriate professional attire is expected by all agencies. Refer to appropriate student handbook for clinical dress requirements.
10. Remain aware of professional boundaries when interacting with patients, faculty, and peers.
11. Maintain respectful communication via electronic format(s). Regularly check college wide communication vehicles specifically email and chat/message board. Do not post school related activities to social networking sites. Remain discriminate with confidential information and electronic records.
12. Abstain from the use of alcoholic beverages or any substances that may impair judgment in the academic and clinical setting.

I have read and reflected on the meaning of this commitment and I agree to abide by these standards as a nursing student at Molloy College.

Print Name

Date

Signature

Molloy College
Division of Nursing
Essential Professional Behaviors

Students entering a baccalaureate nursing program are beginning an education in professional nursing which requires certain standards of ethical comportment and appropriate behavior. The faculty of the Division of Nursing welcomes the opportunity to educate nursing students. In turn it is expected that students will adopt as well as demonstrate appropriate pre-professional behaviors. In addition to the items enumerated in the civility statement the essential behaviors noted below are also expected of students in all learning situations.

1. Initiates and maintains responsibility for one's own actions and attitudes.
2. Demonstrates the ability to develop and maintain therapeutic relationships and appropriate personal boundaries. Maintains confidentiality of all patient information in conversation, electronic and written means.
3. Demonstrates a respectful, sensitive, and non-judgmental manner when communicating with others. Others are defined as: peers, faculty, patients, staff, families, community.
4. Demonstrates personal and professional ethical standards, honesty, and integrity. Demonstrates integrity by not cheating or plagiarizing and adhering to Academic Integrity Statement.
5. Reviews class syllabus, objectives and assignments. Completes assignments as required and scheduled.
6. Provides prior notification to appropriate faculty when he/she is unable to meet commitments or requirements. Initiates contact with instructor as appropriate.
7. Participates in all learning activities as scheduled, arriving on time and prepared for the daily assignments and clinical experience throughout the length of the nursing program.
8. Demonstrates professional appearance and professional presentation in all settings. Demonstrates awareness of own health needs.
9. Demonstrates the ability to use good judgment in all decision making and provide sound rationale for actions. Takes appropriate steps to handle consequences of misjudgments.
10. Respects others in all circumstances (i.e. no talking while others are talking, cell phones are silenced, no inappropriate use of computers or other electronic devices).
11. Demonstrates respect and politeness to all individuals regardless of culture, ethnicity, religion, work experience, gender, age and sexual orientation.
12. Communicates with others with respect, sensitivity, and politeness in all forms (verbal, nonverbal, written, and electronic; includes listening and caring behaviors).
13. Implements theoretical principles and patient care safely, effectively, and in a timely manner.
14. Actively participates as a patient advocate. Identifies and reports incidents and accidents that may include but are not limited to endangerment of the patient.
15. Actively participates in assessing own strengths and limitations. Identifies situations in which assistance is needed and seeks help appropriately.

I have read and reflected on the meaning of this commitment and I agree to abide by these standards as an undergraduate nursing student at Molloy College.

Print Name

Date

Signature

APPENDIX F

MOLLOY COLLEGE DIVISION OF NURSING

ACADEMIC REVIEW PROCESS

Students share responsibility for their learning and are expected to meet program and course requirements.

Students are entitled to timely, fair and equitable evaluation of their academic work. A student, who has a question or issue regarding grading, initiates the Academic Review Process.

INFORMAL PROCESS

Step One:

A student who has an academic issue meets with the faculty concerned. The intent of this meeting is to discuss the academic problem and together seek resolution.

The student has the option to move to Step Two if there is failure to obtain a satisfactory agreement.

Step Two:

A meeting between the student, faculty and Associate Dean & Director is held in a second attempt to reach resolution.

The student has the option to move to Step Three if there is failure to solve the problem.

FORMAL PROCESS

Step Three:

- a. The student submits a completed Academic Review Form to the Dean of the Division of Nursing.
- b. A formal meeting is held with:
 - The Dean
 - The Associate Dean & Director
 - The Faculty
 - The Student
- c. The Student may select to be accompanied by a non-legal support person
- d. The student has the option to move to Step Four if there is a failure to obtain a satisfactory resolution.

Step Four:

Student implements the Molloy College Grade Appeal Process. Refer to the **Molloy College Undergraduate/Graduate Student Handbook and Calendar**. It is the responsibility of the student to obtain the instructions and to observe the deadlines for filing an appeal.

MOLLOY COLLEGE
DIVISION OF NURSING

ACADEMIC REVIEW FORM

THIS FORM IS TO BE COMPLETED BY STUDENTS WHO WISH TO PURSUE MEDIATION OF AN ACADEMIC ISSUE.

Date: _____

Student Name: _____
(Please print)

Course: _____

It is understood that an informal discussion has taken place between the student and the faculty member concerned.

Faculty name: _____

Date of meeting: _____

Outcome: _____

It is also understood that an informal discussion has taken place with the student, faculty, and the Associate Dean & Director.

Associate Dean & Director: _____

Date of meeting: _____

Outcome: _____

FORMAL MEDIATION FOR ACADEMIC REVIEW

1. Specify problem or complaint _____

2. Provide evidence to support the complaint _____

3. State desired outcome _____

Student Signature

Date

FOR DEPARTMENT USE ONLY

_____ **Resolution**

_____ **No basis for grade appeal**

_____ **Grade appeal**

_____ **Recommended Action** _____

Signature

Date

APPENDIX G

MOLLOY COLLEGE DIVISION OF NURSING
Health Insurance Portability And Accountability Acknowledgment Form

Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a Federal Amendment to the Internal Revenue Code of 1986 concerning health insurance and issues in combating fraud and abuse in health insurance and health care delivery.

- HIPAA provides for standardization of the interchange of medical data
- Protects patient privacy
- Protects security of patient data

FERPA stands for Family Educational Rights and Privacy Act (Buckley Amendment). Passed by Congress in 1974 the Act grants four specific Rights to the student.

- The right to see the information the institution is keeping on the student
- The right to seek amendment to those records and in certain cases append a statement to the record
- The right to consent to disclosure of his/her records
- The right to file a complaint with the FERPA office in Washington

Confidentiality provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) as well as provisions of the Family Educational and Privacy Act of 1974 (FERPA) have been explained to me and I fully understand them.

I hereby authorize release of information from my student health record to affiliated clinical agencies as indicated below in accordance with all relevant State and Federal confidentiality laws including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and the Federal Educational Rights and Privacy Act of 1974 (FERPA).

Name (Please print)

Signature Date

<input type="checkbox"/> Baldwin High School District <input type="checkbox"/> Broadlawn Manor Nursing & Rehab. Center <input type="checkbox"/> Children & Family Services <input type="checkbox"/> CNR Health Care <input type="checkbox"/> Community Health Centers/Nassau Health Corp. <input type="checkbox"/> Good Samaritan Hospital Medical Center <input type="checkbox"/> Good Shepherd Hospice <input type="checkbox"/> Holliswood Hospital <input type="checkbox"/> Huntington Hospital <input type="checkbox"/> Jamaica Hospital <input type="checkbox"/> John T. Mather Memorial Hospital <input type="checkbox"/> Komanoff Center for Rehabilitative Medicine <input type="checkbox"/> Long Beach Hospital Home Care <input type="checkbox"/> Long Beach Medical Center <input type="checkbox"/> Long Beach Schools <input type="checkbox"/> Mercy Medical Center <input type="checkbox"/> Nassau Boces Teen Age Parenting Program <input type="checkbox"/> Nassau University Medical Center <input type="checkbox"/> New Hyde Park Schools <input type="checkbox"/> NY Hospital Medical Center of Queens	<input type="checkbox"/> North Shore/LIJ Health Care Systems <input type="checkbox"/> North Shore University Hosp. at Manhasset <input type="checkbox"/> North Shore University Hosp. at Glen Cove <input type="checkbox"/> North Shore University Hosp. at Plainview <input type="checkbox"/> North Shore University Hospital at Huntington <input type="checkbox"/> North Shore University Hospital at Syosset <input type="checkbox"/> Nursing Sisters Home Visiting Service <input type="checkbox"/> Our Lady of Consolation Geriatric Care <input type="checkbox"/> Pederson Kreg <input type="checkbox"/> Peninsula Hospital Center <input type="checkbox"/> St. Francis Hospital <input type="checkbox"/> St. Johns Episcopal Hospital, South Shore <input type="checkbox"/> St. Mary's Hospital for Children <input type="checkbox"/> South Nassau Communities Hospital <input type="checkbox"/> South Nassau Home Care <input type="checkbox"/> South Oaks Hospital <input type="checkbox"/> The Center for Developmental Disabilities	<input type="checkbox"/> Visiting Nurse Association of Long Island <input type="checkbox"/> Visiting Nurse Service, Inc. <input type="checkbox"/> Visiting Nurse Service of New York City <input type="checkbox"/> Winthrop Home Care <input type="checkbox"/> Winthrop Poison Control <input type="checkbox"/> Winthrop University Hospital <input type="checkbox"/> Any other clinical agencies _____ _____ _____ _____
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Drug Calculation Proficiency Progression

Level I Drug Calculation Requirement

This requirement must be successfully completed prior to NUR 299. The Level I Drug Calculation Test is administered during the NUR 239 course and a 90% passing grade is required.

- Students that fail the test may retake the examination once after completion of prescribed remediation.
- Failure on the retake examination requires the student to take NUR 070.
- NUR 070 may be taken only once. Students must demonstrate competency in level drug calculation by attaining a minimum passing grade of 90% on the exam in NUR 070.

Failure to meet this requirement necessitates a withdrawal from the nursing program.

Level II Drug Calculation Requirement

This requirement must be successfully completed prior to NUR 409. The Level II Drug Calculation Test is administered prior to NUR 409 course and a 90% passing grade is required.

- Students that fail the test may retake the examination once after completion of prescribed remediation.
- Failure on the retake examination requires the student to take NUR 071.
- NUR 071 may be taken only once. Students must demonstrate competency in level drug calculation by attaining a minimum passing grade of 90% on the exam in NUR 071.

Failure to meet this requirement necessitates a withdrawal from the nursing program.

Signature: _____

Revised summer 2012

APPENDIX I1

MOLLOY COLLEGE DIVISION OF NURSING Clinical Attendance Policy

Students are expected to attend all scheduled clinical days. Absence from a clinical must be reported to the faculty, the unit and the school designated number. The call must be received by 6:00 AM for week day clinical and 2:00 PM for evening clinical.

Personal illness or death of an immediate family member will be considered an excused absence; however, the student is responsible for providing written confirmation of the illness from their health care provider if requested by an Associate Dean. Students will be required to make up any time missed for this illness or death. A fee of \$150 will be charged.

In consultation with the faculty member, the missed clinical can be made up with an alternative assignment. Those students that make up the absence with an alternative assignment will also be charged a \$150 fee.

Students that are absent from clinical must notify the appropriate Associate Dean as soon as possible about the absence. The student must complete the *Request for Clinical Makeup Form*. The request will then be reviewed by the Associate Dean for Undergraduate Nursing for students in that program and by the Associate Dean for Dual Degree Program for students in that program. This will be done in consultation with the faculty. The student will be responsible for the fee prior to the completion of the semester.

R. Schecter, PhD, RN
Associate Dean Undergraduate Program

T. Aprigliano, EdD, RN
Associate Dean Dual Degree Program

PRINT NAME

SIGNATURE

Date

APPENDIX I2

**MOLLOY COLLEGE
DIVISION OF NURSING
Undergraduate Program**

Request for Clinical Make Up

All students are required to complete a specified number of clinical hours for individual courses. These hours must be fulfilled in order to meet course requirements. Students that are absent must submit this form to request a make up clinical experience. At the discretion of the Associate Dean for the program and the faculty member involved, a determination is made if the absence is made up with actual clinical time or an alternative assignment.

In the fall 2009 semester, The Division of Nursing implemented a fee to arrange for the clinical make up day(s) as a faculty member must be engaged for that purpose. As of fall 2011, the fee is \$150.00.

Name _____

Cell # _____

Course Number _____ Section _____

Date _____

Reason for absence

Associate Dean Office

Clinical Make Up Arranged Yes _____ No _____

Faculty _____ Date(s) _____

Alternative Assignment Yes _____ No _____

Due _____

APPENDIX J
MOLLOY COLLEGE
DIVISION OF NURSING

Simulation Confidentiality and Consent to Video

Confidentiality of Information

As a Nursing Student at Molloy College you will be taking part in a simulated clinical experience. Students are expected to keep all events, procedures and information strictly confidential. This includes ALL information (labs, meds, treatments etc.) about your “patient” and any information obtained during the debriefing process.

Students **are not** to share information about their simulation experience with other students.

Students are asked to maintain the strictest confidentiality about any observations made about the performance of other students or faculty during the simulation experience.

Audio-visual Recording

Simulated clinical experiences are recorded to be used during debriefing and for educational purposes only. No future use of the recording will be made without the student’s written permission.

_____ I understand and agree to abide by the Confidentiality of Information statement.

_____ I understand and agree to be recorded for educational purposes only.

Both statements must be agreed on in order to partake in the clinical simulation.

Print Name _____

Sign Name _____ Date _____

Used in part by permission of DMACC Nursing Program

APPENDIX K

MOLLOY COLLEGE DIVISION OF NURSING State Criteria for Licensure

A requirement for licensure as a registered professional nurse includes the criteria “being of good moral character as determined by the department,” an expression that we are all familiar with but of a rather vague nature. As we educate the students about the license examination we also need to include information on eligibility for licensure, and in particular this issue of good moral character.

According to the National Council of State Boards of Nursing (NCSBN), nurses are afforded access to people in a variety of vulnerable situations. Access to children, the elderly, mentally challenged, and any one in need of assistance places a nurse in the most intimate of situations. Nurses are permitted to enter a person’s life and have access to their personal property in ways not given to the general population. The groups listed above often are not able to advocate for themselves, voice an objection, or defend themselves thereby creating a situation where one may be easily manipulated. As nurses are placed in such high trust positions, nursing must maintain the highest of ethical and moral standards. State Boards of Nursing, which regulate the practice of nursing, have a public duty to investigate and or exclude individuals from obtaining a license, who may pose a risk or threat to public health and safety.

The NYS Education website gives considerable information on professional misconduct. This information is important once an individual is already licensed. The NCSBN identifies, in their Uniform Core Licensure requirements, a section titled *Competence Conduct*. The council states, “Crimes that have a potential impact on the ability to practice a profession safely or predict how the nurse might treat vulnerable clients in his or her care should be considered as part of the licensing decision. They are indicative of that aspect of competence conduct composed of affective or behavioral elements. They may also reflect inadequate critical thinking skills and poor judgment. A felony conviction is a significant event...” (www.ncsbn.org, accessed 2/4/09)

We need to educate the students not only about what professional misconduct means, but what the pre-licensure criteria are. Students should be able to self assess if they will have difficulty being admitted to the license examination based upon past behavior or events. To facilitate that learning which should be included in NUR 129, as part of the discussion on legal aspects and education for the profession, the information below is offered:

Article 130 of the Education Law, Part 28 Regents Rule notes that “all information indicating that an applicant has been convicted of a crime, or has committed an act which raises a reasonable question as to the applicant’s moral character, shall be referred to the director of the Office of Professional Discipline. “ The rule goes on to note that once referred, an investigation of the circumstances surrounding such conviction or act is held. The review results in the submission of a recommendation to a review panel. The panel can either rule in favor of the applicant namely that “the moral character is adequate for licensure” or that a substantial question exists about the moral character of the applicant.

Applicants are entitled to a hearing appealing the decision. Further they may reapply 18 months after a negative ruling. The Committee of the Professions has the final determination on the applicant. Students need to understand that a self assessment of past acts/behavior may preclude them from licensure. Making this determination may lead them to approach a faculty member or advisor for advice. Our role is to help them consider possible alternative career paths if that is appropriate.

Should you want more detailed information on this topic, please click on the link below.

http://www.op.nysed.gov/practiceguides/nurse_guide_march08.pdf

APPENDIX L

MOLLOY COLLEGE DIVISION OF NURSING

Welcome to the Nursing Learning Laboratory

As you begin or continue your nursing education we are certain that you will be spending much time in the nursing learning lab. You will be expected to practice and to be tested on clinical skills. Please note the policies that are followed in the lab.

- All skill testing is done on the main campus only.
- The required lab hours are for hands on application of skills. Applying lab hours for viewing of videos and CAI's must be approved by faculty.
- Review classes for skills are offered by the lab staff throughout the semester. Students may attend a review class only AFTER instruction by their lecture faculty. NO student will be permitted to attend a review class unless first instructed by the faculty.
- The last skill test can begin no later than 1 hour prior to the lab closing.
- Students may not ask for assistance or ask questions or attend a review class on the day of testing or be tested on the day it is shown in class. Students may not retest on the same day they failed a skills test.
- It is the student's responsibility to bring an adult partner for those skills that require a partner for testing.
- Students are responsible for signing their course designated sign-in-book upon arrival in the lab. It is also the student's responsibility to be signed out when leaving the lab. Lab instructors cannot sign for previous days or times.
- All required hours and testing of skills must be completed by the last day your class meets.
- At no time are children, cell phones or food permitted in the lab.
- Students test with lab instructors twice. If the student is unsuccessful after their second test, lab instructors will refer the student to his/her individual faculty.

**The Nursing Lab follows the school calendar for closing.
The Nursing Lab Hours are posted outside the lab.**