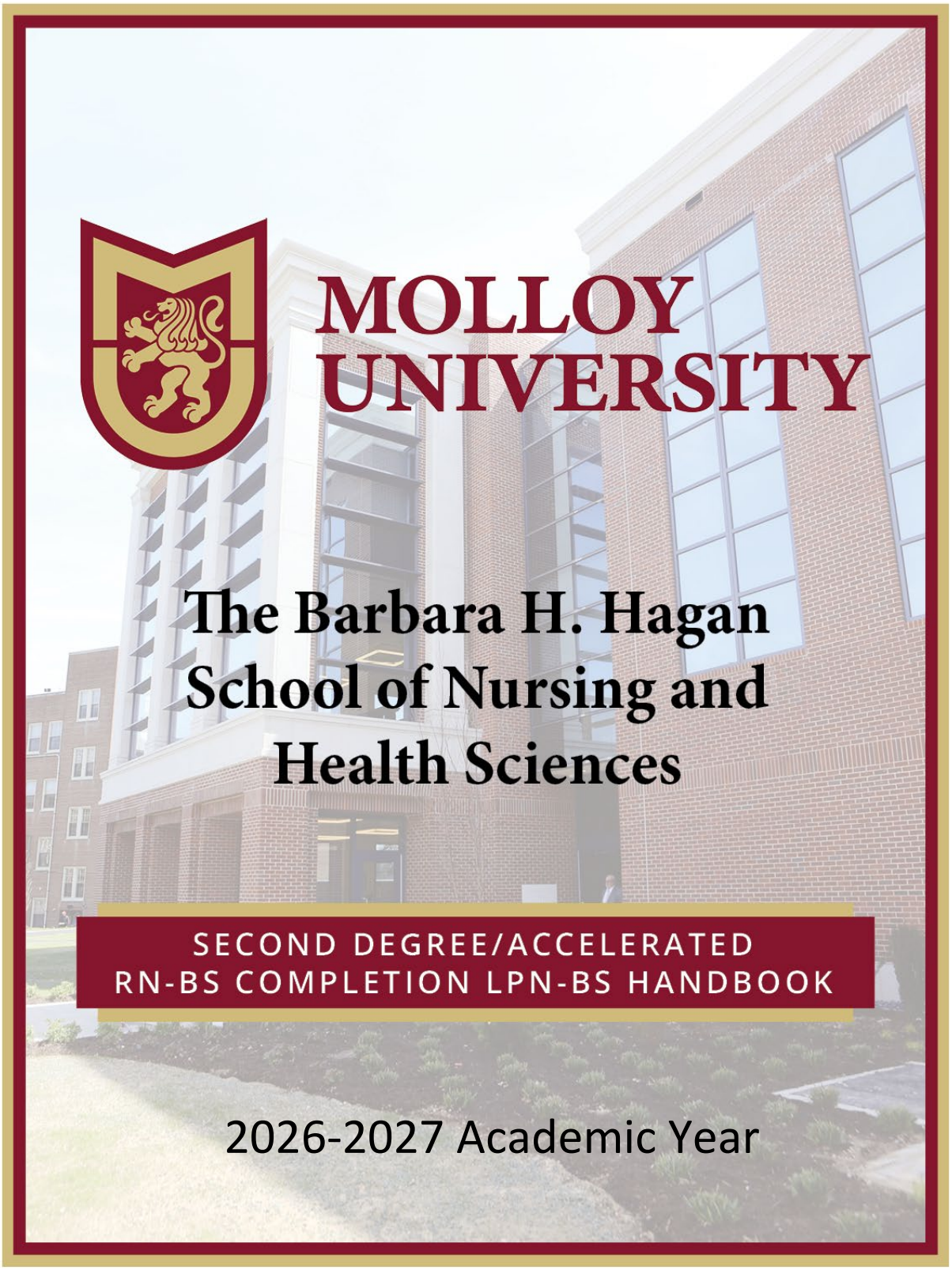

# MOLLOY UNIVERSITY

## The Barbara H. Hagan School of Nursing and Health Sciences

### SECOND DEGREE/ACCELERATED RN-BS COMPLETION LPN-BS HANDBOOK

2026-2027 Academic Year

Rev. 8.10.26

MOLLOY UNIVERSITY
Barbara H. Hagan
School of Nursing
& Health Sciences

/

# *Welcome to Molloy University*

*Dear Student,*

*The information contained in this handbook has been developed to assist you with your academic life.*

*The Molloy University Catalogue and Molloy University Student Handbook & Calendar offer general and academic information for all students at the University. The Undergraduate RN/BS-MS Accelerated Student Handbook is intended to provide specific information regarding policies, procedures, and resources necessary for students progressing through the Undergraduate Completion or Dual Degree Programs. Students are held responsible for all information, policies, and procedures in the University Catalogue, and the appropriate RN/DDP/LPN Handbook, the Student Handbook & Calendar and/or Graduate Student Handbooks.*

*If you have any problems or questions, please do not hesitate to reach me at:*

*Dr. Teresa Aprigliano*
*Associate Dean and Director*
*The Barbara H. Hagan School of Nursing and Health Sciences*
*RN/BS-MS Accelerated Program*
*Rm. H211*
*516-323-3659*

REV 10/19/226

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# I. THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES
**1000 Hempstead Avenue Rockville Centre, New York 11570**

## History

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 the 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. By a vote of the Board of Trustees in 1982, men were admitted to all Molloy University programs. Molloy University is accredited by the Board of Regents of the University of the State of New York, and the Middle States Association of College and Schools. At present, Molloy University 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 University campus. The Degree Completion Program for Registered Nurses was implemented in the fall of 1971. In January 1988, the University 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 programs (Graduate and Undergraduate Programs) received full accreditation. In 1998 the program was granted full ten-year accreditation by the Commission on Collegiate Nursing Education (CCNE). In January 2004, the interim report to CCNE was accepted. The program was again reaccredited by CCNE for another ten years, until 2028.

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

The Molloy College Nursing Program has an excellent reputation in the professional Nursing community in the New York Metropolitan area. Since its inception, there have been thousands of nursing graduates from the Undergraduate Program.

In September 2010, the first doctoral students were accepted. The second doctoral program, Doctor of Nursing Practice (DNP) began in September 2014. The Division moved into The Barbara H. Hagan Center for Nursing on January 19, 2016, and in April of that year officially changed its name to The Barbara H. Hagan School of Nursing and Health Sciences. The dedication ceremony was held on the lawn in front of the building on April 19th with community leaders, religious leaders, faculty, and College leadership in attendance. This auspicious school year ended with a graduation ceremony with 10 Ph.D. students being hooded by faculty and the president. In September 2019, as the school expanded to include the departments of Communication Sciences and Disorders and Allied Health Sciences, it was renamed The Barbara H. Hagan School of Nursing and Social Sciences. On June 1, 2022, Molloy College became Molloy University. This is the beginning of a new chapter in the school's history.

*Revised: July 2022*

## PHILOSOPHY OF THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES

The faculty of The Barbara H. Hagan School of Nursing and Health Sciences, in accord with Molloy University, 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 over time. The uniqueness of humanity is reflected in individuals, families, and communities continuously interacting with their environment. Since the environment influences 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 wellbeing. 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.

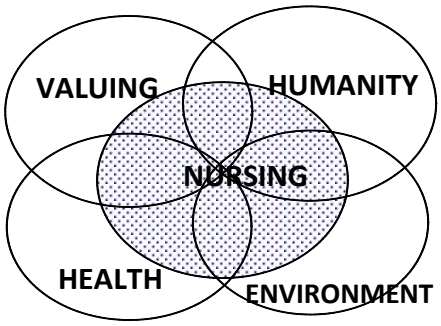
Nursing is both a science and an art, which focuses on the diagnosis and treatment of human responses. Humanistic nursing integrates theory and practice within a framework of ethical decision-making. Nursing provides health care for individuals, families, and communities. Central to professional practice is caring, interpersonal communication, and nursing therapeutics. We believe that nursing has a social contract grounded in the profession's code of ethics and requires a life-long 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 nursing's scientific body of knowledge, which is augmented by the findings of multidisciplinary 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.

## MISSION STATEMENT (2022)

The Barbara H. Hagan School of Nursing and Health Sciences, an interprofessional school, is committed to inclusive excellence in service to our students, faculty, staff, and the broader community. The members of the SONHS seek to promote health and health equity as they advance their professional and personal growth. Competencies as clinicians, scholars, leaders, and global citizens are developed through university engagement, ethical and collegial discourse, and a lifelong process of inquiry, creativity, innovation, and community engagement.




**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.

The Molloy University Barbara H. Hagan School of Nursing Humanistic Framework, Extended to the Doctoral Level

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

*HUMANITY*

*HEALTH*

*VALUING*

*ENVIRONMENT*

*NURSING*

# DEFINITIONS OF CONCEPTS AND SUB-CONCEPTS
# UPDATED JUNE 2007

**Definitions of the Concepts and Sub-Concepts of the Humanistic Nursing Framework**

| Concepts | Definitions |
|---|---|
| HUMANITY | Unique human being, functioning as an integrated whole, reflecting bio-psycho-socio-cultural dimensions. |
| ENVIRONMENT | The sum total of all internal and external dimensions that influence human beings. |
| HEALTH | A dynamic state of bio-psycho-socio-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 science 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 Profession's Code of Ethics. |
| 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. |

## UNDERGRADUATE CURRICULUM

### A. STATEMENT OF PURPOSE

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

### B. CHARACTERISTICS OF THE BACCALAUREATE GRADUATE COMPETENCY BASED PROGRAM LEARNING OUTCOMES

The graduate of the baccalaureate-nursing program of Molloy University 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. Integrates principles of compassionate care and Access, Connection, and Engagement (ACE) to deliver holistic, respectful, and individualized care to diverse individuals and groups across the lifespan.
2. Applies a broad and deep foundation of knowledge for nursing practice—including liberal arts, sciences, and humanities—to facilitate sound clinical judgment in all practice settings and to promote population health.
3. Utilizes effective, relationship-centered communication strategies to engage individuals, families, and interprofessional team members to foster a climate of mutual respect and shared decision-making.
4. Appraises and uses current and emerging informatics and healthcare technologies to manage information, support clinical judgment, and promote quality and safety in patient care delivery across the healthcare continuum including the promotion of population health.
5. Demonstrates essential entry-level nursing competencies to ensure safe and competent person-centered care, actively contributing to a culture of patient, provider, and environmental safety and well-being.
6. Analyzes the impact of regulatory frameworks, health policy, economics, and Social Determinants of Health to provide ethical, efficient, and appropriate care within complex systems-based practice environments.
7. Demonstrates the professional identity of nursing, exhibiting accountability, integrity, and ethical comportment reflective of nursing's social contract.
8. Functions as an effective member and emerging leader within interprofessional partnerships, employing team dynamics and communication skills to achieve optimal health outcomes for individuals and populations.
9. Engages in scholarship for the nursing discipline by critically appraising research and integrating the best available evidence-based practice (EBP) into the design, implementation, and evaluation of patient and population care.
10. Engages in scholarship for the nursing discipline by critically appraising research and integrating the best available evidence-based practice (EBP) into the design, implementation, and evaluation of patient and population care.

## b. COMPETENCY BASED PROGRAM LEARNING OUTCOMES AND LEVEL OBJECTIVES

| COMPETENCY BASED PROGRAM LEARNING OUTCOMES | COMPETENCY BASED LEVEL OUTCOMES |
|---|---|
| 1 Integrates principles of compassionate care and Access, Connection, Engagement (ACE) to deliver holistic, respectful, and individualized care to diverse individuals and groups across the lifespan.<br><br>(Domain 2) | 1.1 Engage the individual, family, and/or important others in establishing a caring and therapeutic relationship built on mutual respect.<br><br>1.2 Apply principles of Access, Connection, Engagement (ACE) to recognize and respond to the impact of individual beliefs, values, and cultural/spiritual needs on health and care.<br><br>1.3 Advocate for the human rights and inherent dignity of individuals across the lifespan and spectrum of care. |
| 2 Applies a broad and deep foundation of knowledge for nursing practice—including liberal arts, sciences, and humanities—to facilitate sound clinical judgment in all practice settings and to promote population health.<br><br>(Domain 1)<br>(Domain 3) | 2.1 Apply knowledge from nursing science, liberal arts, and natural/social sciences to understand the human experience and the discipline of nursing.<br><br>2.2 Use a foundation of broad and specialized knowledge to manage and prioritize patient care in a variety of settings.<br><br>2.3 Formulate nursing diagnoses and implement individualized plans of care based on a holistic assessment and sound clinical judgment. |
| 3 Utilizes effective, relationship-centered communication strategies to engage individuals, families, and interprofessional team members to foster a climate of mutual respect and shared decision-making.<br><br>(Domain 2)<br>(Domain 6) | 3.1 Use various modes of communication (written, verbal, non-verbal, electronic) 3.1 Use various modes of communication (written, verbal, non-verbal, electronic) that are tailored to the recipient and appropriate for the context.<br><br>3.2 Facilitate challenging conversations with individuals, families, and team members to ensure transparency and shared understanding of goals.<br><br>3.3 Articulate the role of the professional nurse to other healthcare team members and stakeholders to foster a collaborative environment. |
| | |

| | |
|---|---|
| 4 Appraises and uses current and emerging informatics and healthcare technologies to manage information, support clinical judgment, and promote quality and safety in patient care delivery across the healthcare continuum including the promotion of population health.<br><br>(Domain 3)<br>(Domain 8) | 4.1 Utilize clinical informatics and healthcare technologies to document, manage, and retrieve essential patient data accurately and securely.<br><br>4.2 Employ patient care technologies and communication devices safely and effectively to enhance quality-of-care delivery.<br><br>4.3 Apply ethical and legal standards when using patient data and information systems to protect patient privacy. |
| 5 Demonstrates essential entry-level nursing competencies to ensure safe and competent person-centered care, actively contributing to a culture of patient, provider, and environmental safety and well-being.<br><br>(Domain 2)<br>(Domain 5) | 5.1 Apply quality improvement principles and safety science to identify system vulnerabilities and reduce risks in the patient care environment.<br><br>5.2 Model and contribute to a culture of safety by using established protocols, safe patient handling, and effective error prevention strategies.<br><br>5.3 Demonstrate accountability for care delivery, including appropriate delegation, supervision, and follow-up in all practice scenarios. |
| 6 Analyzes the impact of regulatory frameworks, health policy, economics, and Social Determinants of Health to provide ethical, efficient, and appropriate care within complex systems-based practice environments.<br><br>(Domain 7)<br>(Domain 9) | 6.1 Analyze how Social Determinants of Health (SDOH), culture, and individual economic factors impact access to care and health equity.<br><br>6.2 Apply foundational knowledge of health policy, regulations, and financial systems to advocate for effective and affordable patient care.<br><br>6.3 Employ ethical decision-making models to address moral distress, ethical dilemmas, and professional boundaries in the delivery of care. |
| 7 Demonstrates the professional identity of nursing, exhibiting accountability, integrity, and ethical comportment reflective of nursing's social contract.<br><br>(Domain 9) | 7.1 Demonstrate accountability for one's actions and outcomes, including timely self-correction and seeking counsel when needed.<br><br>7.2 Comply with relevant local, state, and federal laws, institutional policies, and professional standards that govern professional nursing practice.<br><br>7.3 Integrate the value of public service and social responsibility reflective of nursing’s mission to society. |

| | |
|---|---|
| 8 Functions as an effective member and emerging leader within interprofessional partnerships, employing team dynamics and communication skills to achieve optimal health outcomes for individuals and populations.<br><br>(Domain 6)<br>(Domain 10) | 8.1 Function effectively as a member of an interprofessional team by clarifying roles, sharing knowledge, and demonstrating mutual respect.<br><br>8.2 Demonstrate the capacity for leadership by advocating for individuals and populations and engaging in purposeful, constructive team conflict resolution.<br><br>8.3 Participate in and initiate collaborative efforts to improve the effectiveness and efficiency of care within the healthcare system. |
| 9 Engages in scholarship for the nursing discipline by critically appraising research and integrating the best available evidence-based practice (EBP) into the design, implementation, and evaluation of patient and population care.<br><br>(Domain 4) | 9.1 Differentiate between various sources of evidence, including research, quality improvement data, and clinical expertise.<br><br>9.2 Critically appraise current research literature and determine its relevance for implementation in professional practice.<br><br>9.3 Integrate the best available evidence-based practice (EBP) into the planning and evaluation of patient and population-level care. |
| 10 Cultivates a commitment to personal, professional, and leadership development by engaging in a spirit of inquiry, reflective practice, and the pursuit of lifelong learning.<br><br>(Domain 10) | 10.1 Engage in guided and spontaneous reflection on practice to identify personal strengths, areas for growth, and necessary competencies.<br><br>10.2 Articulate a commitment to professional growth and lifelong learning by developing a plan for continued education and competency advancement.<br><br>10.3 Integrate self-care practices and strategies for wellness and resiliency into professional life to model healthy work habits.<br>. |

## D. 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-Gerontology Primary Care Nurse Practitioner, Pediatric Nurse Practitioner, Family Nurse Practitioner, Family Psychiatric Mental Health Nurse Practitioner, Nursing Education, Nursing Administration with Informatics and Clinical Nurse Specialist Adult-Gerontology Health. The minimum number of credits required for graduation from the Master's Program is 43.

## E. COMMITTEES

1. **Undergraduate Nursing Programs Committee**

The purpose of the committee is to plan, develop, monitor, and evaluate all the matters related to the undergraduate programs. Issues may be referred to the committee by the Dean of The Barbara H. Hagan School of Nursing and Health Sciences, Associate Deans and Directors or recommendation of the faculty and/or students.

2. **Graduate Nursing 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 of The Barbara H. Hagan School of Nursing and Health Sciences, Associate Deans and Directors or recommendation of the faculty and/or students.

3. **Doctoral Ph.D. 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.

4. **Doctoral DNP 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.

A Task Force may be convened by the Dean of The Barbara H. Hagan School of Nursing and Health Sciences as necessary.

## IMPORTANT INFORMATION

### Grading Criteria

- A Grade of "C+" or better is required in BIO 1200, 1210, 2450, BIO 2470, BIO 2220 (if required), and Environmental Studies (ENV 1010). The same science course may be repeated one time only. (Policy implemented Fall 2011)
- A Grade of "C+" or better is required in all undergraduate nursing courses.
- RN Degree Completion Students must have an overall 2.3 cum index prior to beginning upper courses (3000 levels) in Nursing.
- RN/DDP students must maintain a 3.0 cum index throughout the program in addition to the above requirements.
- A grade of B or better is required in all graduate courses. Program requirements vary according to the graduate specialty track. See Program Associate Dean and Director for details.

### Course Progression

- All students must complete the majority of liberal arts requirements before beginning upper courses. Liberal arts requirements must be completed prior to or concurrent with the completion of NUR 4960 or NUR 4990.
- Non-clinical courses may be repeated once. Failure to pass the second time necessitates withdrawal from the nursing program
- A clinical course may be repeated once. Failure to pass the second time necessitates withdrawal from the nursing program.
- Failure of any subsequent clinical course necessitates withdrawal from the nursing program.
- A maximum number of two (2) non-clinical nursing courses may be repeated.
- A student may withdraw from the same nursing course once.
- A student repeating a nursing or lab science course will need to enroll in an in-person section.

### Skills/Competency Proficiency

RN students may be required to submit a copy of current competency tests (from their agencies) to the appropriate faculty member while taking NUR 3500. Students who do not have a current competency test or are not currently working in a clinical type practice may be required to complete master skills checklist.

# RN COMPLETION AND RN/BS-MS ACCELERATED PROGRAMS ARE CURRENTLY ON PAUSE pages 16- 20

## RN STUDENTS

**Clinical Courses**

RN Students: Prior to clinical courses NUR 3530/4960 students must submit the following:

- Current New York State License registration certificate.
- Malpractice insurance with coverage of $1,000,000 per claim/3,000,000 aggregate.
- Cardio-pulmonary resuscitation (CPR) certification.
- Evidence of OSHA training.
- A completed Barbara H. Hagan School of Nursing Physical Form. Attach titre lab sheets for initial physical only.

**No student is permitted to attend a clinical experience without a completed Barbara H. Hagan School of Nursing Physical Form on file.**

**Note: The Barbara H. Hagan School of Nursing and Health Sciences reserves the right to make necessary program alterations in response to changes in professional nursing practice.**

**Challenge Exams/Testing Programs**

- All students are required to take standardized tests throughout the program. Academic remediation/support is required for those students who do not achieve the required test score.

- Challenge exams for RN students may be taken once, failure to achieve national average necessitates taking the appropriate course(s). Diploma School Graduates may take Challenge Examinations in the following areas: RN Assessment Exam Nursing Courses: NUR 1390, 2090, 2590, 2990, 3290, 3490, 3590 (31 credits) NUR 2290 (3 credits) [Pathophysiology]

- Science Challenge Exams schedule and sequence are as follows.
  -BIO 2450 (Microbiology)
  -BIO 1200 (Anatomy & Physiology I)
  -BIO 1210 (Anatomy & Physiology II)

***DATES ARE ARRANGED EACH SEMESTER BY THE BIOLOGY DEPARTMENT, for Science exams (Ext: 3402)** Applications for these exams may be obtained from the Biology Department, K302. Science challenges must be completed prior to the nursing.

**ALL CHALLENGES MAY BE TAKEN ONLY ONCE**.

Other liberal arts credits may be earned through CLEP, NYCPEP, RED exams or school examinations. Please check with Bursar regarding fees associated with exams.

REV: 6/26/24

**RN COMPLETION PROGRAM: ONLINE 7 WEEK FORMAT**
**PROGRAM OF STUDY**

Number, type of course and credits required depends on transferred/challenged courses. The undergraduate nursing program builds on a foundation of liberal arts and sciences. Students are expected to complete approximately 40% of their liberal arts/pre-requisites prior to nursing courses.

The Degree Completion Program for Registered Nursing provides advanced placement for Associate Degree or Diploma Program RN's through either transfer of credit or through testing (See University Catalog).

The student must hold the Registered Professional Nurse License in order to begin NUR 3520.

**RN Completion Program – ONLINE**

**7-week format**

| Fall Semester | | Winter Intersession | Spring Semester | |
|---|---|---|---|---|
| **1st Half** | **2nd Half** | | **1st Half** | **2nd Half** |
| NUR 2490 | NUR 3510 | | NUR 3530 | NUR 4960 |
| NUR 3500 | NUR 3520 | | NUR 3890 | |

This plan of study assumes the student has completed all their gen-ed and LAS credits. It permits completion of the nursing portion in 2 semesters.

** If a student is RN Dual Degree in the fall semester, Nur 2490 is not taken and Nur 5052 online version is substituted as either a seven-week block or running for the full semester.

Nursing Credits = 24
Residency Credits = 30
Total Credits = 120
(Core and Science/Liberal Arts pre-requisite courses)

# RN/BS-MS ACCELERATED PROGRAM

Molloy University is currently not accepting applications
to the
RN to BS Program

REV 7/1/2025

## RN/BS-MS ACCELERATED PROGRAM OF STUDY

**Number, type of course and credits required depends on transferred/challenged courses. The nursing program builds on a foundation of liberal arts and sciences. Students are expected to complete approximately 40% of their liberal arts/pre-requisites prior to nursing courses.**

The RN/BS-MS Accelerated Program allows students to accelerate their learning by enrolling in both undergraduate and graduate courses throughout their program of study for the purpose of attaining both degrees. Students are awarded a baccalaureate degree upon successful completion of the undergraduate requirements, and a master's degree upon completion of the graduate requirements. **Students are responsible for the policies in the Graduate Student Handbook while completing this portion of the program.**

**Challenge Exams/Testing Programs**

- All students are required to take standardized tests throughout the program. Academic remediation/support is required for those students who do not achieve the required test score.

- Challenge exams may be taken once, failure to achieve national average necessitates taking the appropriate course(s). Diploma School Graduates may take Challenge Examinations in the following areas: RN Assessment Exam Nursing Courses: NUR 1390, 2090, 2590, 2990, 3290, 3490, 3590 (31 credits) NUR 2290 (3 credits) [Pathophysiology]

- Science Challenge Exams schedule and sequence are as follows.
    - BIO 2450 (Microbiology)
    - BIO 1200 (Anatomy & Physiology I)
    - BIO 1210 (Anatomy & Physiology II)

***DATES ARE ARRANGED EACH SEMESTER BY THE BIOLOGY DEPARTMENT, for Science exams (Ext: 3402)** Applications for these exams may be obtained from the Biology Department, K302. Science challenges must be completed prior to the nursing

**ALL CHALLENGES MAY BE TAKEN ONLY ONCE**.
Other liberal arts credits may be earned through CLEP, NYCPEP, RED exams or school examinations.

**RN-BS/MS DUAL DEGREE – ONLINE 7 WEEK FORMAT**
**PROGRAM OF STUDY: BS PORTION**

**RN COMPLETION PROGRAM – ONLINE**

**7-WEEK FORMAT**

**After completion of all related science and General Education courses, the following is necessary sequence**

| Fall Semester | | Winter Intersession | Spring Semester | |
|---|---|---|---|---|
| **1st Half** | **2nd Half** | | **1st Half** | **2nd Half** |
| NUR 2490 | NUR 3510 | | NUR 3530 | NUR 4960 |
| NUR 3500 | NUR 3520 | | NUR 3890 | |

This plan of study assumes the student has completed all their gen-ed and LAS credits. It permits completion of the nursing portion in 2 semesters.

** If a student is RN Dual Degree in the fall semester, Nur 2490 is not taken and Nur 5052 online version is substituted as either a seven-week block or running for the full semester.

Nursing Credits = 24
Residency Credits = 30
Total Credits = 120
(Core and Science/Liberal Arts pre-requisite courses)

- **Graduate course NUR 5052, Reflective Practice & Advocacy is taken after completion of self-study module. N5052 replaces N2490**
- **120 credits are required to graduate with a BS degree.**
- **60 LAS credits are required for BS degree**
- **Once the student achieves all requirements for BS degree, they apply for graduation from BS program. The student then makes appointment with Associate Dean of Graduate Program and will be given a graduate plan of study, based in a selected graduate program track.**
- **Information about the Graduate Program can be found on the website.**

# BS ACCELERATED PROGRAM

## BS ACCELERATED PROGRAM

This program permits students to enter the Accelerated-nursing program for attainment of BS degree only. The accelerated program permits early completion of the BS program, for students who meet the requirements. Should a student declare a MS program, they will be "transferred" into the appropriate program.

Grading Criteria

- A grade of "C+" or better is required in BIO 1200, 1210, 2450, 2470 and CHE 1120. The same science courses maybe repeated one time only. (Implemented Fall 2011)
- A grade of "C+" or better is required in all undergraduate nursing courses.
  *See additional progression criteria, beginning page 30.*

Students are required to maintain a 3.0 cum index throughout the program

**BS Accelerated Program of Study** **Table 1** **For students with FALL admission**

| | | | |
|---|---|---|---|
| **Fall Courses semester 1** | | **Spring Courses semester 2** | |
| NUR 1290 | 2 credits | NUR 2900* | 8 credits |
| NUR 1390 | 3 credits | NUR 2590 | 2 credits |
| NUR 2290 | 3 credits | NUR 2890 | 3 credits |
| NUR 2090 | 6 credits | BIO 2470 | 2 credits |
| NUR 2390 | 2 credits | | |
| | | | |
| **Total Credits** | **16 credits** | **Total Credits** | **15 credits** |
| | | | |
| **Summer Session** | | | |
| NUR 3590* | 4 credits | | |
| NUR 3490* | 4 credits | | |
| | | | |
| | | | |
| **Total Credits** | **8 credits** | | |
| | | | |
| **Fall Courses semester 3** | | **Spring Courses semester 4** | |
| NUR 4090 | 3 credits | NUR 4590 | 2 credits |
| NUR 4290 | 4 credits | NUR 4490 | 3 credits |
| NUR 4390 | 4 credits | NUR 4990 | 5 credits |
| NUR 3890 | 3 credits | | |
| **Total Credits** | **14 credits** | **Total Credits** | **10 credits** |

*Permits the acceleration of the BS program

******NOTE: The above program of study serves as a sample and is intended for a student who meets all admission criteria and who have completed all science courses, psychology, and sociology. Additionally, the above progression assumes a continued GPA of 3.0 or higher. The BS progression is modified for those students who still require science(s) and or psychology and or sociology. Additionally, BS progression is modified for those students whose GPA falls below 3.0. For progression specifics, please see Associate Dean of the program.**

# BS-MS ACCELERATED PROGRAM

## ACCELERATED BS-MS PROGRAM

The Accelerated Program for second degree students allows students to accelerate their learning by enrolling in both undergraduate and graduate courses where appropriate, throughout their program of study for the purpose of attaining both degrees. Permission to take graduate courses is individualized according to grade point average.
Students are awarded a baccalaureate degree upon successful completion of the undergraduate requirements. A master's degree is awarded upon completion of the graduate requirements.

**Students are responsible for the policies in the Graduate Student Handbook while completing graduate courses.**

Upon attainment of the Baccalaureate Degree in Nursing, students may sit for the National Council Licensing Examination. (NCLEX-RN.) This license is necessary to continue with the graduate nursing courses. In addition, students are required to have one year of full-time (or its equivalent) clinical experiences as an RN prior to graduate practicum courses.

**Grading Criteria**

- A grade of "C+" or better is required in BIO 1200, 1210, 2450, 2470 and CHE1120. The same science courses maybe repeated one time only. (Implemented Fall 2011)
- A grade of "C+" or better is required in all undergraduate nursing courses.
- A grade of "B-" or better is required in all graduate courses.
  *See additional progression criteria, beginning page 30.*

Students are required to maintain a 3.0 cum index throughout the program. Progression requirements vary according to graduate specialty track. See RN/Dual Degree Associate Dean and Director for details.

Accelerated BS-MS program students **may not** take a graduate course until after the successful completion of NUR 2090, (at a minimum). Additionally, graduate courses may not be taken if GPA falls below 3.0.

**ACCELERATED SECOND DEGREE NURSING PROGRAM OF STUDY**
**BS-MS ACCELERATED PROGRAM**
**BS PORTION**

**This Plan Assumes a FALL Admission**

| | | | |
|---|---|---|---|
| **Fall Courses semester 1** | | **Spring Courses semester 2** | |
| NUR 1290 | 2 credits | NUR 2900 | 8 credits |
| NUR 1390 | 3 credits | NUR 2590 | 2 credits |
| NUR 2290 | 3 credits | NUR 2890 | 3 credits |
| NUR 2090 | 6 credits | BIO 2470 | 2 credits |
| NUR 2390 | 2 credits | | |
| | | | |
| **Total Credits** | **16 credits** | **Total Credits** | **15 credits** |
| | | | |
| **Summer Session** | | | |
| NUR 3590 | 4 credits | | |
| NUR 3490 | 4 credits | | |
| | | | |
| | | | |
| **Total Credits** | **8 credits** | | |
| | | | |
| **Fall Courses semester 3** | | **Spring Courses semester 4** | |
| NUR 4090 | 3 credits | NUR 4590 | 2 credits |
| NUR 4290 | 4 credits | NUR 4490 | 3 credits |
| NUR 4390 | 4 credits | NUR 4990 | 5 credits |
| NUR 3890 | 3 credits | | |
| **Total Credits** | **14 credits** | **Total Credits** | **10 credits** |

****Student can take the following graduate courses, in this order after they have completed NUR 2090.
NUR 5052, NUR5051, NUR 5053

******NOTE: The above program of study serves as a sample and is intended for a student who meets all admission criteria and who have completed all science courses, psychology, and sociology. Additionally, the above progression assumes a continued GPA of 3.0 or higher.**

**The BS progression is modified for those students who still require science(s) and or psychology and or sociology. Additionally, BS progression is modified for those students whose GPA falls below 3.0.**

**For progression specifics, please see Associate Dean of the program.**

**Upon completion of the BS portion students apply for graduation, take NCLEX licensing exam and contact THE Associate Dean of the graduate program for development of a graduate program of study. Information about the graduate program can be found on the website.**

# Accelerated Fast Track Program***

**May Admission – 16 month Program**

**September Admission - 20 month Program**

**January Admission - 19 month program**

******NOTE: The above programs of study serve as samples and are intended for the student who meets all admission criteria and who have completed all science courses, psychology, sociology and statistics. Additionally, the above progression assumes a continued GPA of 3.0 or higher.**

**The plan of study/progression is modified for those students who still require science(s) and or for those students whose GPA falls below 3.0.**

**For progression specifics, please see Associate Dean of the program.**

**Students are held to the same progression criteria as Accelerated students.**

# Fast Track
# Accelerated Second Degree Nursing Program of Study
# BS Portion
# Admit May - Graduate August
# 16 month sequence

***Summer Semester***
***(May-August)***

| | |
|---|---|
| Nur 1290 Online asynchronous | 2 cr |
| Nur 1390 Online asynchronous | 3 cr |
| Nur 2290 | 3 cr |
| Nur 2090 | 6 cr |
| Nur 2390 | 2 cr |
| **Total** | **16 cr** |

***Fall Semester***

| | |
|---|---|
| Nur 2590 | 2 cr |
| Nur 2900 | 8 cr |
| Nur 2890 | 3 cr |
| Nur 3590 | 4 cr |
| **Total** | **17 cr** |

***Intersession***

| | |
|---|---|
| Nur 3890 | 3cr |
| **Total** | **3cr** |

***Spring Semester***

| | |
|---|---|
| Nur 3490 | 4 cr |
| Nur 4090 | 3 cr |
| Nur 4390 | 4 cr |
| Nur 4590 | 2 cr |
| **Total** | **13 cr** |

***Summer Semester (May- August)***

| | |
|---|---|
| Nur 4290 | 4 cr |
| Nur 4490 | 3 cr |
| Nur 4990 | 5 cr |
| **Total** | **12 cr** |

**Assumptions:**
**Incoming GPA 3.3 or higher. Must maintain a minimum 3.0 GPA to continue in the fast track. A slower version of this is available for students who do not want to progress quickly or who need to slow down due to GPA.**
**All science/psych/sociology/stats pre-requisites are met.**

## BS-MS Accelerated Program of Study
## Fast Track Program
## Admission September - 20 months*

| | | | |
|---|---|---|---|
| **Fall Courses semester 1** | | **Spring Courses semester 2** | |
| NUR 1290 | 2 credits | NUR 2900 | 8 credits |
| NUR 1390 | 3 credits | NUR 2590 | 2 credits |
| NUR 2290 | 3 credits | NUR 2890 | 3 credits |
| NUR 2090 | 6 credits | | |
| NUR 2390 | 2 credits | | |
| | | | |
| **Total Credits** | **16 credits** | **Total Credits** | **13 credits** |
| | | | |
| **Summer Session** | | | |
| NUR 3590 | 4 credits | | |
| NUR 3490 | 4 credits | | |
| | | | |
| | | | |
| **Total Credits** | **8 credits** | | |
| | | | |
| **Fall Courses semester 3** | | **Spring Courses semester 4** | |
| NUR 4090 | 3 credits | NUR 4590 | 2 credits |
| NUR 4290 | 4 credits | NUR 4490 | 3 credits |
| NUR 4390 | 4 credits | NUR 4990 | 5 credits |
| NUR 3890 | 3 credits | | |
| **Total Credits** | **14 credits** | **Total Credits** | **10 credits** |

**Assumptions:**
**Incoming GPA 3.3 or higher. Must maintain a minimum 3.0 GPA to continue in the fast track. A slower version of this is available for students who do not want to progress quickly or who need to slow down due to GPA.**
**All science/psych/sociology/stats pre-requisites are met**

## Fast Track Spring Admit
## Accelerated Second Degree Nursing Program of Study
## BS Portion
## Admission January
## 19 month sequence

***Spring Semester***

| | |
|---|---|
| Nur 1290 | 2 cr |
| Nur 1390 | 3 cr |
| Nur 2290 | 3 cr |
| Nur 2090 | 6 cr |
| Nur 2390 | 2 cr |
| **Total** | **16 cr** |

***Summer Semester (May- August)***

| | |
|---|---|
| Nur 2900 | 8 cr |
| Nur 2590 (OA) | 2 cr |
| **Total** | **10 cr** |

***Fall Semester***

| | |
|---|---|
| Nur 2890 | 3 cr |
| Nur 3590 | 4 cr |
| Nur 3490 | 4 cr |
| **Total** | **11cr** |

***Intersession***

| | |
|---|---|
| Nur 3890 (OA) | 3 cr |
| **Total** | **3cr** |

***Spring Semester***

| | |
|---|---|
| Nur 4090 | 3 cr |
| Nur 4290 | 4 cr |
| Nur 4390 | 4 cr |
| Nur 4590 (OA) | 2cr |
| **Total** | **13 cr** |

***Summer Semester (May- August)***

| | |
|---|---|
| Nur 4490 | 3 cr |
| Nur 4990 | 5 cr |
| **Total** | **8 cr** |

**Assumptions:**

**Incoming GPA 3.3 or higher. Must maintain a minimum 3.0 GPA to continue in the fast track. A slower version of this is available for students who do not want to progress quickly or who need to slow down due to GPA.**

**All science/psych/sociology/stats pre-requisites are met**

# LPN PROGRAM

# LPN TO BS/RN PROGRAM

The purpose of the LPN to BS/RN Program is to provide an opportunity for Licensed Practical Nurses to obtain a baccalaureate degree in nursing. This is accomplished through a program that recognizes the academic preparation and clinical practice experience of the LPN by providing advanced standing opportunities through credit equivalency. Credit equivalency is determined by the Program Associate Dean/Director and members of the faculty.

**Admission Requirements:**

All LPN students must meet University admission criteria as well as a current New York State registration as an LPN, cumulative index of 3.0 on a 4.0 scale and/or a program average of 83.0 or better from an accredited program of study, and current LPN license and professional liability insurance. Admission/transfer requirements are noted in the Molloy University Catalogue.

**Program of Study**

Students follow the same program of study as generic nursing students. LPN to BS/RN Program students may receive advanced standing. Students with a minimum of one (1) year of clinical experience maybe granted equivalent credit for **NUR 2240 LPN: Clinical Concepts as related to Humanistic Nursing Practice (3 credits).**

The decision to waive NUR 2240 will be based upon the provision of direct patient care, in an institution setting during one-year of full-time practice or its part-time equivalent (employer verification is required) (**Appendix A**) in an institutional setting and successful completion of a skills module (See Associate Dean for more information). LPN students may be interviewed by Associate Dean prior to acceptance.

**Transfer Credits**

Credits earned at another University or university may be transferred in accordance with University policy as noted in the Molloy University Catalogue. Additional credits may be earned through School of Nursing developed challenges and CLEP examination of identified liberal arts and science courses

**Challenge Exams**

Potential Challenge Opportunities Available for LPN Students
The Barbara H. Hagan School of Nursing and Health Sciences Challenge Exams:
Nur 1390 - Growth & Development Across the Life Span (3)

| Science Department Challenge Exams: | | Liberal Arts CLEP Exams: | |
|---|---|---|---|
| Bio 1200- Anatomy and Physiology I(4cr) | | Introduction to Sociology | (3cr) |
| Bio 1210- Anatomy and Physiology II(4cr) | | General Psychology | (3cr) |
| Bio 2450- Microbiology | (4cr) | | |
| Chemistry 1120 | (4cr) | | |

**Science Challenge Exams schedule and sequence are as follows**.

- BIO 2450 (Microbiology)
- BIO 1200 (Anatomy & Physiology I)
- BIO 1210 (Anatomy & Physiology II)

***DATES ARE ARRANGED EACH SEMESTER BY THE BIOLOGY DEPARTMENT, for Science exams, K302 (Ext: 3402)** Applications for these exams may be obtained from the Biology Department, K302. Science challenges must be completed prior to the nursing

**ALL CHALLENGES MAY BE TAKEN ONLY ONCE**.

Failure to achieve the required grade of C+ or better will require the student to enroll in and successfully complete the Molloy University appropriate course.

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**LPN-BS PROGRAM OF STUDY**

***Progression plan individualized based on transfer credits/courses***

| | FALL SEMESTER | | SPRING SEMESTER | SUMMER SEMESTER | |
|---|---|---|---|---|---|
| Level 100 | FST<br>Bio 1200<br>Che1120<br>Eng 1100<br>**Psy 1110<br>**NUR 1290**<br><br>17 credits | 1<br>4<br>4<br>3<br>3<br>2 | Bio1210<br>**Soc 1010/1660<br>**Bio 2450<br>**** NUR 1390**<br>Arts/Fine Arts<br><br>17 credits | 4<br>3<br>4<br>3<br>3 | BIO 2450<br>Option to take during summer |
| Level 200 | ***NUR 2240<br>**NUR 2260**<br>**NUR 2290**<br>**NUR 2390**<br>BIO 2470<br>Arts/Fine Arts<br><br>16 credits | 3<br>3<br>3<br>2<br>2<br>3 | **NUR 2590**<br>**NUR2990**<br>MAT 1140/1150A<br>**NUR 2890**<br><br>14 credits | 2<br>6<br>3<br>3 | |
| Level 300 | **NUR 3290**<br>**NUR 3890**<br>THE or PHI<br>Ethics<br><br>15 credits | 6<br>3<br>3<br>3 | **NUR 3490**<br>**NUR 3590**<br>Eng Lit/Modern Language<br>Soc/Behav Science Elective*<br><br>17 Credits | 4<br>4<br>3<br>3<br>3 | * Must be LAS Credits |
| Level 400 | **NUR 4090**<br>**NUR 4290**<br>**NUR 4390**<br>Modern Language/Eng Lit<br>PED<br><br>15 credits | 3<br>4<br>4<br>3<br>1 | **NUR 4490**<br>**NUR 4590**<br>**NUR 4990**<br>CORE<br>THE or PHI<br><br>17 credits | 3<br>2<br>5<br>4<br>3 | |

- *must be Liberal Arts & Sciences credits
- **CLEP/Challenge Option
- ***Experiential Credit

# POLICIES

- **RN/Completion Students/ RN/Dual Degree Students**
- **BS Accelerated Students**
- **BS-MS Accelerated Students**
- **LPN Students**

## ADMISSIONS/RE-ADMISSION

- All RN and LPN students must also provide a current NYS license and professional liability insurance. Students are admitted to the Degree Completion or Dual Degree BS-MS Programs if they qualify and declare the specific program upon acceptance to Molloy. Admission/Transfer requirements for both programs are noted in the University Catalogue

- Please see **Appendix B** regarding policy on pre-clinical clearance: mandatory drug testing background checks and other additional clinical requirements.

- Upon completion of the pre licensure 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 a 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 Professions, Regents Rules, Part 28, p.111, www.opnysed.gov It is the student's responsibility to seek legal guidance with any concern about meeting these criteria.
- (Effective Fall 2009) See **Appendix C** for further information.

- **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 reapplication.

- Undergraduate clinical nursing course work completed more than three years ago in Molloy University's Nursing Programs must be repeated. Clinical courses taken within the past 3 years may require that student's successfully complete challenge exams and demonstrate clinical competency and/or audit class.

- The need for repetition of non-clinical nursing courses will be determined on individual bases.

- **Science Courses**: Science prerequisite courses under consideration for the transfer of credit to the nursing major should have been taken within ten (10) years prior to the date of Admission. Science courses that are older than ten (10) years will not be accepted.

- Students who have been withdrawn due to academic failure may not be re-admitted to the same undergraduate nursing program.

**Accelerated BS-MS Students**

- In addition to the above please note, the statute of limitation for previously completed graduate course work may not exceed 3 years.

## ADMISSION SCREENING EXAMS

Molloy University is currently test optional.
**Freshman Nursing Students: Please refer to college catalogue.**

**Undergraduate transfer, LPN-BS Nursing Students, Accelerated BS Nursing Students, and Accelerated BS/MS Nursing Students admitted to nursing: T**he ATI TEAS (Test of Essential Academic Skills) reading and math scores are used to determine the need for remediation prior to beginning any nursing/science courses for students admitted to these specific programs. Two attempts to achieve passing scores on the ATI TEAS are permitted. The minimum time frame between a first attempt and a repeat attempt is 14 days. We strongly encourage continued use of the review manual to prepare for a 2nd attempt. TEAS scores are good for one calendar year and all scores should be sent to Molloy University Office of Admissions.

**ATI TEAS** assesses the general academic preparedness of students entering a health science field, specifically a nursing program in the areas of science, mathematics, reading and English. The test consists of four (4) sections - approximately 170 multiple choice questions and can take approximately 3 hours to complete.
For specific information about the TEAS and to register to take the test, please click on the following link:
https://www.atitesting.com/teas/teas-exam

**TEAS SCREENING Requirements:**

*Math*

**Undergraduate transfer, LPN-BS Nursing Students, Accelerated BS Nursing Students, and Accelerated BS/MS Nursing students**

- Minimum requirement 72% (no remediation)
- 71.9% or lower requires student to enroll in and successfully pass Math 0600 with a grade of "P". The course must be passed on the first time it is taken. If a student does not pass Math 0600, they cannot progress into the nursing program

*Reading*

**Undergraduate Transfer & LPN-BS Nursing Students**

- Minimum requirement 76.6% (no remediation) lower than 76.6% requires ENG 1010

**Accelerated BS Nursing Students and Accelerated BS/MS Nursing Students**

- Minimum requirement 80.9% (no remediation)
- 80.8% or lower requires English 1010

- **Please refer to the Molloy University Catalog for requirements for foreign students and English as a foreign language**.

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

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

### Progression:

1) **DRUG CALCULATION PROFICIENCY**

***Level I Drug Calculation Requirement***

- This requirement must be successfully completed prior to NUR 2990 for LPN's and N2900 for 2nd Dual Degree students.
- The Level I Drug Calculation Test is administered during N2390. A 90% passing grade is required.

- The test may be retaken once following completion of remediation.
- If the student fails to receive 90% on the retake examination, they are required to take NUR 0700.
- NUR 0700 may be taken only once. Students must demonstrate competency in level drug calculations by attaining a minimum passing grade of 90% on the exam in NUR 0700.
- Failure to meet this requirement will result in *dismissal* from the nursing program.

***Level II Drug Calculation Requirement***

- This requirement must be successfully completed during NUR 4090 and a 90% passing grade is required.
- The test may be retaken once following completion of remediation.
- If the student fails to receive 90% on the retake exam, they are required to take NUR 0710.
- NUR 0710 may be taken only once. Students must demonstrate competency in level drug calculations by attaining a minimum passing grade of 90% on the exam in NUR 0700.
- Failure to meet this requirement will result in *dismissal* from the nursing program.

**Additional Policies Related to Drug Calculation**

- Beginning at the 2000 level all nursing courses will include a mandatory 10% of test questions on drug calculation. (Does not apply to NUR 3890 or N4590)
- School of Nursing-provided calculators will be available beginning in second level nursing courses from NUR 2390 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.

## 2) ADVISEMENT

Each student is notified of his or her faculty advisor by mail for the purpose of academic advisement. A student who has not been notified of the name of his or her advisor should request this information from the office of the Accelerated Program- in The Barbara H. Hagan School of Nursing and Health Sciences, Rm: 209 (516-323-3658). Students are encouraged to contact their advisors early in the semester. Appointments with advisors **should** be made prior to registration to plan the student's academic program. Forging a faculty signature, on your registration card, is a serious offense and will be dealt with appropriately by the office of the Associate Dean of Academic Affairs. Each student is responsible for knowing the requirements for the degree(s) he or she is seeking and for satisfactorily completing the necessary courses

## 3) CRITERIA FOR PROGRESSION – See Also **Appendix D** or **Appendix E**.

a. 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) Failure on the re-take of the lab science will result in a dismissal from the Nursing Program.
b. Students may withdraw from the same lab science course only once. If student repeats the course after withdrawing, it must be completed for a grade.
c. Grades of C+ or better are required in all nursing courses. Failure on the re-take of the nursing courses will result in a dismissal from the Nursing Program.
d. A maximum of TWO nursing courses may be repeated. On the third failed nursing course the student will be dismissed from the program. Failure of a second clinical course will result in dismissal from the program.
e. Students that do not pass CHE 112 in the semester prior to taking NUR 1390, may progress into this course if they are repeating chemistry. May not take NUR 1390 if they have only taken BIO 1200 and never taken chemistry.
f. Nursing Students that withdraw from a science course with less than the required C+ (77) grade will be given a WF.
g. A student repeating a nursing or lab science course must take an in-person section.

## 4) INTERSESSION AND SUMMER COURSE OFFERINGS

Nursing courses are offered during the Fall and Spring semester. Certain nursing courses may be offered during the winter 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 and Spring semester. However, these sessions are shorter than the semester sessions, and many students find these difficult, especially with work and family responsibilities**.**

Prior to registering for courses (especially clinical courses) in the summer, please discuss with your advisor. Please note that a limited number of course sections are offered. No guarantee is made that space will be available for all students who wish to attend these sessions.

### For Accelerated BS Students and Accelerated BS/MS Students

Students may register for courses during winter intersession or the summer on an available basis.
Criteria for attendance are:

- Overall GPA of 3.0 including the preceding semester
- No failed nursing courses throughout the program
- Students who withdraw during the semester with either a W or WF will not be eligible to register for intersession or summer nursing courses
- Students who do not pass their nursing course(s) during the preceding semester will not be permitted to take that course(s) during the winter intersession or summer.

### For Accelerated BS Students for Summer N3490/3590 ONLY
### For Accelerated BS/MS Students for Summer N3490/3590 ONLY
### Fast Track Students

- To be eligible for N3490 and N3590 in the summer your GPA must be 3.0 or greater (NO ROUNDING).
- Students who withdraw during the spring semester with either a W or WF will not be eligible to register for summer nursing courses.
- No failed nursing courses during the program.
- 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.

For students in the accelerated program have the ability to enroll in summer nursing courses (other than above) All previously mentioned policies apply and GPA requirement of 3.5 or higher is required.

## 5) TESTING PROGRAM

The Barbara H. Hagan School of Nursing and Health Sciences 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 participate in a 7-week Comprehensive review program.
The purpose 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 the 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.

## 6) COURSE AND CLINICAL POLICIES AND REQUIREMENTS

**Pre-Clinical Requirements**

Students entering the nursing sequence will be required to establish a compliance tracker account with the designated outside vender, and to upload the required documents. It is the student's responsibility to pay fees associated with the account and with all health and clinical clearance requirements as of Fall 2018.

**Cardiopulmonary Resuscitation**

During the first week of NUR 2090, all nursing majors are required to have completed a nine-hour Cardiopulmonary Resuscitation certification (CPR) for professional rescuers. Thereafter, re-certification is required every 2 years. Online CPR must be followed by hands-on practice. Cardiopulmonary resuscitation (CPR) must be completed by all nursing students prior to clinical rotations. All documents must be uploaded to your Castle Branch account.

Accepted programs:

- American Heart Association (AHA)

BLS for Health Care Providers (2-year renewal)

- American Red Cross (ARC)

CPR for the Professional Rescuer (1-year renewal)

**Fire Safety**

Students are required to complete a Fire Safety Module, during the first week of NUR 2090 in the Nursing Learning Lab. Documentation of successful completion of the Fire Safety Module are updated on the Fire Safety Module uploaded to Canvas and available if needed.

**Child Abuse**

Students are required to complete a state mandated Child Abuse module prior to completing NUR 3490. Documentation of completion is updated to Canvas and available if needed.

### Transportation/Facilities

Nursing majors must have access to a car and are responsible for all transportation to and from clinical laboratory experiences. Clinical laboratory experiences are provided in cooperation with a variety of community agencies in the Nassau, Suffolk, Queens and New York metropolitan areas. A fully equipped and staffed nursing learning center is available on campus for student use.

### Physical Forms

**No student is permitted to attend a clinical experience without a completed Barbara H. Hagan School of Nursing Physical Form on File.**

In addition, a student may be required to submit, at any time, a physician's statement, if evident limitations interfere with the student's practice or learning. Students who submit any of the requirements after the due date will be charged a late fee of $50.

### Travel Time between Classes

A minimum of one hour between the end of one clinical course and the start of next course is mandatory. Students are not permitted to work the hours before N4990 practicum hours.

## 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.

## 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 2090 and before Junior and Senior years. (LPN and RN students are required to carry individual policies and provide a copy to the Nursing School for filing)

## Academic Integrity Statement

*See Molloy University Web site & University Catalogue

## Drug and Alcohol Abuse Policy

*See Molloy University Web site & University Catalogue

## Grade Appeals Policy

*See Molloy University Web site & University Catalogue
(Page 61 of this Handbook)

## Academic Review Process

(See Appendix J and page 66 of this handbook)

## Clinical Attendance Policy

(See Appendix F and page 59 of this handbook for full policy and forms)

## Retention

An exit interview with the Program Associate Dean and Director 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

## 7) GRADUATION

RN/ Completion students and LPN students must complete all general education and nursing program requirements for a total of 120 credits for RN completion or 128 credits for LPN students and a minimum cumulative index of 2.0.

Dual Degree/RN and BS-MS Students – Once students complete all undergraduate general education and undergraduate nursing program requirements for a total of 120/128 credits and a minimum cumulative index of 3.0, they receive their baccalaureate degree.

## General Course Information- Grading Criteria

1) **Theory Courses**

   (Non-clinical courses : N1290, N1390, N2290, N2260LPN, N2390, N2590, N2890, N3890, N4090, N4590)

   - Theoretical grades are determined by student achievement on course requirements. Students are responsible for meeting stated course objectives, maintaining necessary grade level, submitting written work on time and making up work missed through absence.
   - To pass the course a student must achieve a 77 (C+) or better.

2) **Clinical Courses- NUR 2090, 2900, 2990, 3290, 3490, 3590, 4290, 4390, 4490, and 4990**

   For the clinical nursing courses, students must pass the clinical component and achieve a grade of 77% in the theoretical component to pass the course. Students earn a Pass/Fail for the clinical component of these courses, which is based on demonstration of safe, appropriate levels of nursing practice, which is documented in a clinical evaluation.

3) **Lab Review Class (N2090, N2390, & N2900).** Review classes, for skills, are offered by the lab faculty throughout the semester. NO student will be permitted to attend a review unless first instructed by the faculty.

A final letter grade reflects achievement in a theoretical component, a pass for the clinical component and the student's ability to meet course objectives:

- Student demonstration of 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 circumstances, therefore; faculty will handle lateness on an individual basis.
- Demonstration of behaviors which facilitate prudent care of clients:
  - 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 that necessitates the filing of an incident report, in the clinical area, will be placed into the student's file and be signed by both student and faculty.

4) **Exam Policy**:

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

## Clinical Attendance Policy (Effective Fall 2009) See Appendix F

Students are expected to attend all scheduled clinical days. Absence from clinical experience must be reported to the faculty. Students will be required to make up any time missed.

1. 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. The note will be placed in the student's file and make-up work will be required.

2. Clinical absences will be made up with appropriate assignment as identified by faculty. Students may not be able to progress to the next level course until the incomplete is resolved.

3. **For any absence or lateness, the student must**:
   a. Contact current clinical instructor
   b. Contact clinical unit

Failure of NUR 4990 requires an in-person meeting with faculty and student and associate dean a/o Fall 2018

## 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 students' level within the nursing program and the circumstances of that day.

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 in 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 2090**.** 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 at clinical site
- They arrive at clinical unprepared
- Their clinical performance for **that day** is below the expected level
- They are not cleared for clinical on the first day of the semester (applies to 2000 level courses)

When a student receives a rating below the 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 below the 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 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 <u>second rating of below expected</u> 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, and therefore has failed the course. *Two clinical failure days constitute a failure of the course.*

## Failure for the Clinical Day

When a student receives a rating below the 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.

**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 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
- A student is not cleared for clinical on the first day of the semester (applies to 3000 & 4000 level courses)

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

**A.** Clinical performance is rated below expected level on three clinical days or if student receives two clinical failure days.
**B.** 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 patients' 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).

## Withdrawal Policy

- Withdrawal from courses follows the policy noted in the Molloy University Catalog.

## 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:**

- Students who are injured, become ill, have exposures or other health-related issues at a clinical practicum site will be required to follow the respective clinical agency policy and protocol for evaluation and treatment. Any charges will be billed to the student's health insurance plan. Costs not covered by the insurance plan are the responsibility of the student.
- Student must notify the faculty member of injury.
- If a 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 appropriate Associate Dean.
- Faculty member will complete agency incident report and University accident report for University Health Office.

## 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 the Dean of the School of Nursing, at the time student begins Step Three/Formal Process. See **Appendix G** for School of Nursing process and Molloy University Undergraduate Student Handbook and Calendar for University wide process.

## NUR 4990-CAPSTONE FAILURE POLICY

The final nursing course, NUR 4990, *Comprehensive Humanistic Nursing Practice: Transition to Professional Nurse* is an individualized clinical experience. The student works with a preceptor, with guidance and consultation from clinical nursing faculty, to gradually assume responsibility and accountability for a cohort of patients. Students are expected to demonstrate increasing independence and sound clinical judgment in nursing practice. The clinical evaluation tool for NUR 4990 specifies that students must meet clinical objectives at the expected level in order to achieve passing status in the capstone clinical experience, and therefore to be eligible to earn a passing grade in the course. If a student earns a rating of "below expected level", rated by his/her preceptor or faculty, the student is therefore warned of a possible clinical failure. At this point:

- The associate dean, and/or faculty member, preceptor and student should consult together. The faculty member, with preceptor input, will formulate a corrective plan of action and a learning contract for the student.
- The faculty member, preceptor and student will communicate weekly to document that the student is performing at expected levels and achieving clinical objectives for the course.
- If the student earns the rating of "**below expected level**" again the student has failed, the clinical objective for the course and has earned a course failure for NUR 4990. **TWO** ratings of "**BELOW EXPECTED LEVEL"** in the clinical experience **RESULTS IN COURSE FAILURE**.

**Examples of behavior resulting in "below expected level" rating include but are not limited to:**

- Performing safely under supervision, but demonstrating inaccuracy and requires constant supervision by the preceptor
- Providing nursing care which is disorganized or uncoordinated
- Inability to provide time-sensitive care such as delaying assessments, treatments, medications, nursing interventions, documentation
- Inability to support clinical decisions and interventions fully with the related rationale, evidence, theory and or principle
- Inability to establish and maintain therapeutic nursing-patient-family relationships
- Lack of patient centered approach, focusing entirely on task or own behaver rather than on patient

**Examples of behavior resulting in "immediate course failure" include but are not limited to:**

- Performing in an unsafe manner
- Demonstrates professional lack of responsibility
- Engages in professional misconduct

Failure of NUR 4990 requires an in-person meeting with faculty and student and associate dean. a/o/ Fall 2018

## Uniforms

The purpose of the dress code is to assist the student in projecting an image of professionalism and enable the student to function efficiently and safely in any clinical setting.

It is the responsibility of the student to comply with the dress codes, 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 or does not meet agency standards, the student will not be permitted in the clinical area and may be asked to return to campus.

The following requirements apply to all:

- School approved uniform that is clean, properly maintained and appropriately fitted to allow for unrestricted movement. Additionally, uniforms are also free of tobacco odor, excessive fragrance and body odor.
- Any garment worn under the uniform should be tucked in to the pants or skirt and must be a solid white without logos. Tops should fully cover back and abdomen, even with full range of motion. Skirts and dresses must fall at or below the knee and be worn with hose or tights that are neutral or white. Pants length should stop at top of shoe at instep.
- Shoes must have closed front and backs with flat rubber or other quiet soles and no visible logos. Shoes should be clean and in good condition.
- Name pin which includes student name and school affiliation
- Molloy patch on the upper left sleeve of the uniform
- Must have a watch with a sweep second hand/or one that displays seconds
- Must have a stethoscope
- Fingernails must be no longer than 0.25 inch past the end of the finger. Only unchipped clear nail polish is permitted. Artificial nails and extenders are not permitted.
- Hair must be simply arranged, neat, clean, off the collar, away from the face and well-controlled. Plain barrettes, bobby pins or elastic bands may be used but no decorative hair ornaments, decorative caps or scarves are permitted. Headbands are permitted and must be in good taste. Head coverings worn for religious beliefs must allow the student to use a stethoscope and other medical instruments and must not interfere with asepsis, patient exams or therapeutic communication. Hair must be worn in a naturally occurring color.
- Students must have beard/mustache neat and trimmed to maintain adequate asepsis and professional appearance (no longer than ½" in length).
- Jewelry is not permitted except for one small stud earring in each earlobe, if the ear is pierced. No facial piercing unless for religious reasons is permitted.
- As much as is possible tattoos must not be visible. When unable to cover, body artwork and/or tattoos must be in good taste, not promoting racism or racist ideology or depicting offensive logos, slogans, nudity, hate speech, violence, or profanity.

In agencies not requiring the student uniform, students must adhere to the dress code of the agency. In all cases the general guidelines noted above apply. Additionally, all clothing must be in good taste, not promoting racism or racist ideology or depicting offensive logos, slogans, nudity, hate speech, violence or profanity.

## SCRUBSANDBEYOND.COM or at Carle Place location

In addition to the uniform, you will need white shoes and white socks/stockings, stethoscope (**Dual Head/Professional Color),** sphygmomanometer (B/P machine) and a watch with second hand. **You may purchase equipment and shoes at Scrubs & Beyond or on your own.**

**UNIFORM** Brand- Grey's Anatomy (all white)

| | |
|---|---|
| Female Top | GRST011 |
| Female Pant | GRSP500 |
| | |
| Male Top | GRT 091 (if GRT 091 is backordered, you may substitute with GRST079) |
| Male Pant | GRP 558 |

**UNIFORM** Brand- Cherokee (all white)

| | |
|---|---|
| Female Top | WW620 |
| Maternity Top | WW685 |
| Female Skirt | LK600PF Landau Proflex (all white) |

**Molloy Patch:** To be sewn on left sleeve.
Sold at Scrubs & Beyond, Carle Place (when you buy uniform) or the Molloy bookstore is located on the Rockville Centre campus.

**Name Pins:**
https://www.crownmarking.com/category/molloy-college
Red with white lettering
Name Badge should read: Example…M. Smith, N.S.
Molloy University Student

**Review the Nursing Student Handbook regarding Dress Code.**

Updated Summer 2024

## Professional Behaviors

See **Appendix H** which outlines and discusses student behavior and professional expectations.
All students are representatives of the undergraduate nursing program of Molloy University.
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.

*Modified Summer 2014*
*Modeled on Speech Language Pathology Student Handbook*

## Social Media Use

Social media is defined as media designed to be disseminated through the internet, social interaction sites. Examples include but are not limited to LinkedIn, Twitter, Facebook, Second Life, Flickr, YouTube, MySpace, Instagram 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 University 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 can be accessed on line at https://www.ncsbn.org/2930.htm.

*Approved July 2012*
*Adopted Fall 2012*

## Non-Discrimination in Nursing Practice

In order to meet the learning needs of the student, and in keeping with the philosophy of the Molloy Nursing Program, client assignment will be made without discrimination toward diagnosis, value system, sex, cultural background, or religion of the client.

## A. Health Requirements

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 the schedule.) Thereafter, an annual physical and PPD are required. Students with a positive PPD require a subsequent negative chest x-ray. Yearly physicals must specifically note a pulmonary assessment that shows no evidence of disease. Refer to Appendix B.

- 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 University 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 (HIPPA) students will be asked to sign a Student Health Information Waiver (see **Appendix I)** which will be kept on file in the School of Nursing. HIPPA content will be included in a lecture where appropriate.

## B. Substance Abuse

Any nursing student under the influence of alcoholic beverages and or legal or illegal substances on campus or during the clinical experience is subject to disciplinary action as stated in the Molloy University Student Handbook. A nursing student reporting to the 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 for further evaluation and disciplinary action if warranted.

## C. Medical Clearance Requirement

**For non-disability-related medical conditions**, a student may be required, at any time, to submit a healthcare provider statement following an accident or illness, or when observable, temporary health-related limitations interfere with the student's ability to safely participate in clinical practice or learning activities. The healthcare provider's statement must indicate that there are no restrictions on the students' participation in required clinical activities. This requirement applies to return following both illness and accident.

Students may not attend clinical activities, whether on campus or at an external agency, while using any external medical appliance, unless otherwise approved in accordance with this policy.

If a student experiences an unexpected health event while on campus or at a clinical agency, the student must submit a healthcare provider clearance note prior to returning to clinical activities. This note must confirm that there are no restrictions on the students' participation.

Students with a disability, or who believe they may have a disability, should contact the Center for Access and Disability to engage in the interactive process and determine reasonable accommodation, if applicable.

### 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 students' 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 the date of known exposure.

## D. 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 titers determined by blood work from a laboratory.

Students that have either a negative or an equivocal titer 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 vaccinations should those titers be either equivocal or negative, if a booster is required with a follow up.
2. 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 a student brings in the official documentation of the first MMR, 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 titers are required.
3. 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.
4. Students may be required to have further immunizations by individual clinical agencies or due to changes in the Department of Health regulations.

5. Pertussis. As an adult, f 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)
6. Hepatitis B vaccine and its titer is required prior to beginning clinical practice. A student who declines immunization must complete a declination form to be filed in the School of Nursing
7. Influenza Vaccination- As per New York State Department of Health, all students must receive a flu vaccine yearly. Agencies have the right to decline to permit unvaccinated students on their clinical campus. Those students who cannot medically receive the vaccine must provide appropriate documentation from their health care provider. All efforts will be made to secure a clinical placement for those students.

* 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.

## E. Infectious Disease Policy
## Nassau County Department of Health

a. New York State Public Health Law 2165 requires post-secondary students attending Universitys 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.

## F. Tuberculosis Testing (PPD)

a. Students new to Molloy University 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. Yearly physicals must specifically note a pulmonary assessment which shows no evidence of disease.
b. In subsequent school semesters, students that have had negative two-step PPDs will require only the one step PPD yearly.
c. 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.

### Institutional Guidelines:

Molloy University 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 University, 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. (**Appendix J**)

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

- ***Infectious disease*** information will continue to be part of the curriculum. Educational materials specific to the needs of students in The Barbara H. Hagan School of Nursing and Health Sciences will continue to be developed by the curriculum committee and specific specialty groups.

- 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. A decision regarding admission to Molloy's Nursing School will be made on the basis of academic and related qualifications. Proof of current antibody titers or immunizations, as mandated by the New York State Health Department and/or affiliating clinical agencies, will be required for nursing students.

- As long as their medical condition permits, all nursing students will be allowed equal access to university facilities for the purpose of academic, clinical or social activities.

- In the event that a student 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 University 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 Experience/On-Campus Lab

Universal Precautions, as established by the CDC, must be followed by students and faculty during all clinical experiences.

- 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.
- 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 reeducation will be provided by The Barbara H. Hagan School of Nursing and Health Sciences.
- Prior to entering the clinical area, it is the responsibility of the student to become familiar with current information on the epidemiology, modes of guidelines for the use of Universal Precautions.
- 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.
- Students will be assigned to care for patients with communicable/infectious disease based on their theoretical knowledge and clinical competence, as determined by the judgment of the clinical instructor.

*See **Appendix L** for CDC guidelines regarding Standard Precautions.

## Strike Policy

Procedures for Strikes at Affiliating Agencies

- In the event of a strike at an affiliating health care agency, the following procedures are in effect: Undergraduate Associate Dean and 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.
- Faculty and/or students of the Molloy University community will not cross picket lines at the affected agency under any circumstances.
- Faculty will communicate with the affected agency, and their established policies regarding handling strikes.
- Faculty will inform students of a strike in the clinical agency and attempt to provide alternative clinical experiences.
- All incidents relating to the strike, e.g., phone calls, harassment, meetings, confrontations, should be reported in writing to the Office of the Vice President for Academic Affairs.

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

- An Administrative Assistant will call Security (ext. 3500) to advise that strikers are on the premises.
- The decision to talk with striker's rests with the Administration of Molloy University.

The Administration present will communicate the results of the meeting with an Associate Dean of The Barbara H. Hagan School of Nursing and Health Sciences. The disputing agency will be notified of the strikers' visit by the appropriate University personnel. 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 University.

## Hierarchy of Communication for Academic Problems

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

- Make an appointment with the individual instructor to discuss the problem.
- Make an appointment with the Associate Dean and Director of RN/Dual Degree Program and then, if necessary or desired, with the Dean of The Barbara H. Hagan School of Nursing and Health Sciences to discuss the problem.

**Please refer to the Molloy University Student Handbook & Calendar for the Policy Concerning Grade Appeals. (Found on the Molloy University Web Page.)**

## Academic Resources

- The University Academic Resource Center is available to students for assistance with writing, reading and note taking skills.
- The Clinical Learning Center is available to students for psychomotor skills practice, computer assisted instruction programs and audio-visual materials, books and journals.
- Tutorial assistance is available through the Academic Enrichment Program.
- The Department Academic Assistance Coordinator is available for guidance.

## Student Input into The Barbara H. Hagan School of Nursing and Health Sciences

Membership on School of Nursing Committees
Discussion with individual faculty advisors.
Meeting with the Associate Deans
Completing Course Evaluation and Evaluation of Teaching effectiveness
Completing Evaluation of Clinical Learning Center
Use of telecommunication to communicate with individual faculty.

### Network for Assistance with Personal Problems

Services are available to nursing students who find themselves in need of counseling. Barbara H. Hagan School of Nursing offers the following suggestions for those who need assistance with personal problems.

1. ***Academic Problems***

- Refer to Hierarchy of Communication for assistance in dealing with Academic Problems.
- 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.
- 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.
- The Associate Dean and Program Director may be of assistance regarding resources.

2. ***Health Problems***

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

### 3. ***Additional Personal Problems***

- The University provides personal counseling services. Students are referred for academic issues either by the Dean of Student Success & Assessment or faculty or Associate Dean/Director. The counselor is on campus several days a week. The Personal Counseling Center is located in The Public Square Building, Lower-Level Room: 030)) For appointments and questions, please call 516-323-3465. 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 |

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 Barbara H. Hagan School of Nursing and Health Sciences. 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.

## HONORS

### A. Sigma Theta Tau (STTI) International

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 the expression of an individual's creativity in nursing and strengthens the commitment to the ideas and purposes of the profession.

### Membership

Membership in Sigma Theta Tau, the International Honor Society of Nursing is an honor conferred upon students in baccalaureate and graduate nursing programs who have demonstrated excellence in nursing, evidence of professional leadership potential, and/or marked achievement in the field of nursing.

### Activities

Sponsors conferences and discussion on topics related to nursing Honors academic achievement and leadership in nursing Awards:

- The Nursing Research Project Award is given to a member of Epsilon Kappa Chapter who proposes and carries out research pertinent to nursing.
- Epsilon Kappa Book Scholarship is awarded to a Molloy University Junior Nursing student who meets criteria for financial need and scholastic achievement. This award is designed to assist the recipient with the purchase of nursing textbooks and will be awarded prior to the beginning of the Fall semester of the junior year.
- Other awards may be given for the following:
    - Outstanding Student Performance
    - Excellence in Education
    - Excellence in Nursing Practice
    - Leadership Award
    - Writing
    - Publications
    - Image – International
    - Epsilon Kaptions - local

### B. American Association of University of Nursing (AACN)

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

### C. American Nurses Association (ANA)

Establishes standards of nursing practice, education, and services. Promotes educational and professional advancement, and the general welfare of registered nurses. **ANA-NY is** a constituent member of the American Nurses Association. Nurses who join ANA- New York will have membership in and receive benefits from both the state and national organizations.

### D. Commission on Collegiate Nursing Education (CCNE)

National professional accrediting body for baccalaureate and higher degree program.

### E. National League for Nursing (NLN)

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

### F. National Student Nurses Association (NSNA)

A pre-professional association dedicated to fostering the professional development of nursing students. NSNA's mission is to mentor nursing students and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession. Provides programs representative of fundamental and current professional interests and concerns.

- **Total School Membership Plan (TSMP)** The NSNA membership fee is included each year in the fall tuition bill. **This includes membership in the Nursing Students Association of New York State (NSANYS).** All Molloy undergraduate nursing students are enrolled in NSNA unless they opt-out.

### G. New York State Nurses Association (NYSNA)

New York's largest union for registered nurses, standing together for strength at work, our practice safe staffing, and healthcare for all.

### H. Nurses Association of the Counties of Long Island (NACLI)

An association for RNs and nursing students in Brooklyn, Queens and Nassau counties and an organizational affiliate of ANA-NY. Membership offers opportunities in professional growth, networking and leadership development.

### I. Convocation / Class Night

The student with the highest academic standing receives the School of Nursing Honors on Convocation for each program. The student with the second highest academic standing in nursing receives honorable mention for each program

## STUDENT ORGANIZATIONS AND FUNCTIONS

### A. Molloy Nursing Student Association (MNSA)

The Molloy Nursing Student Association is open to all Nursing students. It provides opportunities for nursing students to learn and grow, as they continue to succeed in nursing. 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 MNSA, and its activities can be found on the bulletin boards located on the 2nd floor of the Barbara H. Hagan building outside of the School of Nursing offices.

### B. Senior Pinning Ceremony

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. (Note: The purchase of the pins is not included in the student fees).

**C. Student Academic Board** See Molloy University Student Handbook & Calendar. (Found on the Molloy University Web Page)

## STUDENT RESOURCES

**A.** Clinical Learning Center See **Appendix**: **L**

The Nursing Labs are equipped with equipment and materials which the students use in developing the necessary skills for patient care. Students are encouraged to use these facilities to practice and refine the skills necessary for nursing care. The Labs are staffed by Clinical Learning Laboratory Instructors.

**B.** Center for ACCESS and Disability – Room C017 Phone (516) 323-3315

Students who may require accommodation or services related to a documented disability or chronic condition should contact ACCESS, the Center for ACCESS and Disability at Molloy University. Information about the process to request accommodations is found at: https://www.molloy.edu/academics/resources/resources-for-students/access/

**Academic Resources for students – Please see link below.**

https://molloy.smartcatalogiq.com/en/2024-2025/undergraduate-catalog/academic-services/

- Learning Commons
- Library
- Computer Labs, Lounges and Information Commons
- Tutoring Services
- The Writing Center
- Center for Access and Disability
- Office of Blended and Online Learning
- The HUB: Advisement and Support
- TRIO Program—Student Support Services
- STAP—St. Thomas Aquinas Program

# APPENDIX A

## LPN to BS Program
## EMPLOYMENT STATUS FORM

**_____is enrolled in the LPN to BS/RN Career Mobility Program at Molloy University and is employed at your institution. Students in this program are granted equivalent credits upon documentation of at least one year of direct patient care experience.**

**The following information is required to provide the appropriate documentation of this clinical experience. Please complete and return this form in the enclosed envelope.**

**Name of Agency: _____**

**Address: _____**
**_____**

**Phone Number: _____**

**Dates of employment: From: _____To: _____ Full Time: ____**
**From: _____ To: _____ Part Time: ____**

**Type of position:_____**

**Does this position involve direct patient care?_____**

**Signature: _____**

**Position: _____ Date: _____**

**Thank you for your cooperation.**

# APPENDIX B

**POLICY ON PRE CLINICAL CLEARANCE**

# CLINICAL PRACTICE GUIDELINES

## CLINICAL PLACEMENT

A variety of clinical agencies are utilized for student clinical placements. Every attempt is made to provide a variety of clinical placements in order to allow the students to care for diverse client populations and to interact with different groups of students within their clinical sections. Students must be prepared to travel to sites which may not have access to public transportation. It is the student's responsibility to arrange travel to and from clinical sites. In addition, the student must be prepared to travel in adverse weather conditions and at various times of the day.
School policy notes that students must allow 1 hour between end of clinical rotation and enrollment in a class. This will allow time for safely returning to campus.

## CLEARANCE FOR CLINICAL PRACTICE

Mandatory Drug Testing and Background Checks:
All clinical students must complete a drug test and initial background check prior to participating in any off-campus clinical learning experience. program. Students must be aware that clinical placement sites reserve the right to deny, in their sole discretion, a student's clinical placement based upon the results of the background check and drug screening. The Molloy University, Barbara H. Hagan School of Nursing (the "School of Nursing") is not responsible for any clinical ineligibility, regardless of whether any possible convictions or potential drug use were disclosed to the School of Nursing or the University prior to the student's matriculation to the School of Nursing. If a student's clinical placement is denied because of the findings of a background check or drug testing, the School of Nursing does not guarantee the availability of an alternative clinical placement. If a student cannot be placed at a clinical site due to a background check finding, they will not be able to complete the nursing program and will be dismissed from the nursing program.

Any student who has a positive drug screen or refuses to complete the drug-testing requirement will be dismissed from the School of Nursing.

In addition, in many states, including New York, consideration of an applicant's criminal history and other behavior is a component of the licensure process. Past criminal convictions or a record of certain other behavior may prevent a nursing student (or graduate) from being licensed and/or becoming gainfully employed. It is an individual student's responsibility to know if information in a criminal background check will affect his/her eligibility for state licensure in the state where they expect to practice.

**RS: 3/8/18**
**MG Original Document**
**Final Summer 2018/Implemented Fall 2018**

***Students with a past criminal conviction or who believe that they may have a positive background check are urged to seek the advice of an attorney that specializes in professional licensure issues as early as possible, preferably prior to matriculation in the School of Nursing. It is the student's responsibility to seek legal assistance. The School of Nursing makes no guarantees or representations that any student or graduate of the School of Nursing with a positive background check will satisfy the licensure requirements of the State of New York or any other state.***

# POLICY ON MANDATORY STUDENT DRUG TESTING PRIOR TO PARTICIPATION IN CLINICAL ACTIVITIES

THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES POLICY ON MANDATORY STUDENT DRUG TESTING PRIOR TO PARTICIPATION IN CLINICAL ACTIVITIES

**PURPOSE**
The School of Nursing recognizes that substance abuse can impair the professional judgment required of the student nurse and that drug testing is a reliable, objective, evidence-based tool to identify those who are currently engaging in the unauthorized or improper use of controlled substances. Substance abuse jeopardizes the ability of the student nurse to administer safe, competent patient care, and healthcare organizations are requiring urine drug screening prior to allowing students in the clinical facility. Safety in the delivery of patient care is the basis for drug testing. The purpose of this policy is to set forth the requirements of Molloy University that all students in the School of Nursing ("School") undergo drug testing as set forth in this policy and test negative before being permitted to engage in any clinical activity through the School ("clinical placement" or "clinical activity").

**SCOPE**
This policy applies to all students (Undergraduate, Graduate and Doctoral) enrolled in the School of Nursing who will be participating in clinical activities through the School.

**POLICY**
1. Students in the School of Nursing are required to complete a 10-panel drug screen with a negative test result as part of the requirements for approval to participate in a clinical placement. The drug testing shall be conducted prior to the first clinical course in the curriculum, and as required by the healthcare facility at which the student is placed ("clinical site"). Testing is required to be completed by the established deadlines as determined by the School or, alternatively, the agency. Failure to complete the requisite drug testing by any established deadline will result in the delay and/or withdrawal of a clinical placement. Students are responsible for the cost of all drug tests. Testing under this policy is in addition to any testing required by the policies and procedures at any clinical site.

2. Students are required to sign all necessary consent and release forms related to any drug testing. By participating in the drug testing procedure, the student is authorizing release of the drug testing results in accordance with this policy should it be required.

3. Drug tests shall be performed through a testing facility designated by the School. The designated testing facility shall determine what constitutes a positive or negative test result. Students will be directed to an acceptable testing facility by the vendor selected by the School to manage clinical compliance documentation, currently DISA formally known as Castle Branch **portal.castlebranch.com/OX42**

4. All test results are made available to the student in accordance with the procedures utilized by the testing facility.

5. A positive test result will be reviewed by the Medical Review Officer ("MRO") utilized by the testing facility prior to release to the student. An MRO is a nationally certified, licensed medical doctor or osteopath responsible for receiving laboratory results who has knowledge of substance abuse disorders and appropriate medical training to interpret and evaluate positive test results, medical history and any other relevant biomedical information. MRO reviews are usually completed within seven (7) business days of an initial positive test result.

6. If a test result is positive, the MRO will notify the student in accordance with the testing facility's procedures. Except for a positive test for cannabinoid (see 7):

a. If the student responds to the MRO, the MRO will interview the student and may undertake a further review in accordance with the testing facility's procedures. If, following an interview and any further review, the MRO concludes that the test result is positive, the test shall be reported as positive and both the student and the School's Associate Dean shall be notified.

b. If the student does not respond to the MRO within the testing facility's designated timeframe, the MRO shall report the test as positive, and both the student and the Associate Dean shall be notified.

7. Action taken by the School of Nursing pursuant to this policy shall only be reviewable by the Dean.

8. Because this policy applies to pre-clinical drug testing, positive test results fall outside the definition of "clinical misconduct" in the School of Nursing Undergraduate Student Handbook.

9. As required by law, a student who is licensed as a nurse and who tests positive or is suspected of substance abuse will be reported to the appropriate state Board of Nursing issuing the student's license.

10. Students with positive drug screens will additionally be referred to the Associate Dean for Academic Affairs.

**RELATED POLICIES**

School of Nursing Undergraduate Student Handbook
Molloy University Student Handbook

**RESPONSIBLE OFFICES**

Office of the Dean of the School of Nursing

RS: 3/8/18
MG Original Document
Final Summer 2018/Implemented Fall 2018

## CLEARANCE FOR CLINICAL PLACEMENTS

In addition to other clinical clearance requirements, nursing students must complete a drug test and initial background check through the program's approved vendor, prior to participating in clinical learning experiences. Clearance requirements vary by clinical site and are subject to change at any time. Students are responsible for all costs associated with the drug test and background check, along with all other clinical clearance procedures. Students entering the clinical sequence of the nursing program curriculum will be informed as to the timeline and deadline for completion of all clinical clearance requirements.

Students must be aware that clinical placement sites reserve the right to deny, in their sole discretion, a student's clinical placement based upon the results of the background check , drug screening, noncompliance with safety or vaccination requirements, or other site-specific requirements. Procedures related to clearance for clinical experiences are documented in the Nursing Student program handbooks (www.molloy.edu/academics/schools/barbara-h-hagan-school-of-nursing-and-health-sciences/nursing-handbooks ) The Molloy University Barbara H. Hagan School of Nursing and Health Sciences ("The School") is not responsible for the clinical ineligibility of any student for any reason, including but not limited to whether a history of conviction, potential drug use, or to other circumstances which were disclosed to the School of the University prior to the student's matriculation . If a student's clinical placement at a clinical placement site is denied, the School does not guarantee the availability of an alternative clinical placement. The School or University is under no obligation to affirmatively seek out additional clinical placement sites that may be willing to accept a student who has been denied a clinical placement. If a student cannot be placed in an established clinical placement for any reason, including, but not limited to, a failed background check or drug test, clinical clearance, or other finding, he/she will not be able to complete the nursing program and will therefore be removed and dismissed from the nursing program.

Health care workers, including nursing students may care for patients with communicable diseases. Students are required to use appropriate PPE and to engage in all other appropriate infection control measures, including those specifically prescribed by the clinical site. Nurses have an ethical obligation to care for all patients; this obligation extends to student nurses as well. Nurses, including student nurses, will not discriminate against any individual based on the perception that the individual is suspected of having an infectious or communicable disease.

Students assigned to a hospital unit or other practice site specialized to care for infectious patients are expected to remain on the unit and complete their clinical assignments. Faculty and/or Associate Dean will speak to students who are concerned that they cannot remain in the clinical environment.

- Students unwilling to remain in the clinical setting or who insist they must leave the site will receive a withdrawal from the course
- Withdrawal from the course will be treated as any other course withdrawal. When the course is repeated, the student must continue for the full semester and earn a grade.

**APPROVED**
RS: 3/8/18
Final Summer 2018/Implemented Fall 2018
By the Dean of the School of Nursing
Fall 2018

## CLEARANCE PROCEDURE

All clinical students must verify that their health and other requirements have been completed by the deadline as established by the School of Nursing. In order to be cleared for clinical courses, students create an online account with the School sanctioned outside vendor, **portal.castlebranch.com/OX42** and must complete background screening, drug testing, health documentation, and all other clinical requirements review and approval. Clearance occurs when all requirements are satisfied. Information about the clearance process, vendor, and costs can be found in the undergraduate nursing handbook and on the Lion's Den Nursing Information Tab.

Students who do not meet the clearance requirements by the established deadline will not be permitted to remain registered for their clinical course(s). This will result in a delay in program completion and graduation and may impact financial aid awards and/or eligibility.

Students are responsible to notify the Associate Dean of any changes to their status that could affect their background checks. Students are additionally responsible to comply with any specific clearance requirements associated with the clinical site they are assigned to at the clearance deadline point. Noncompliance with site-specific requirements will result in an inability to complete the clinical portion of courses. The student will be withdrawn from the relevant course(s) and will be unable to progress in the program.

**NOTE:** It is the responsibility of students to discuss with the Associate Dean or the clinical faculty member any personal vulnerability to physical illnesses or traumatic situations they may encounter in a clinical placement.

## CLEARANCE REQUIREMENTS:

### MANDATORY REQUIREMENTS FOR CLINICAL PLACEMENT

In order to participate in any clinical course with an agency component, all students registered for a clinical course must submit the following documentation to the School's vendor via the online system, by the deadline publicized on Lion's Den:

1. Health Requirements
    a. Yearly physical examination completed no sooner than 3 months prior to the clearance deadline;
    b. 2-step Tuberculosis (PPD) screening;
    c. Influenza vaccine (required yearly);
    d. Tdap vaccine;
    e. Hepatitis B Vaccine documentation; and
    f. Titers for specific infectious diseases (specific details can be found in Health Packet located on Lion's Den).
2. Current malpractice insurance coverage $2 million/$4 million, appropriate to your program:
    a. Registered Nurse (RN-BSN students)
    b. Licensed Practical Nurse (LPN-BSN students)
    c. Licensed Practical Nurse (LPN-BSN students)
3. Current BLS for Health Care Providers CPR certification by the American Heart Association or other School sanctioned agency (updated and resubmitted if initial CPR certification has expired).

4. Drug screening (**See POLICY ON MANDATORY STUDENT DRUG TESTING PRIOR TO PARTICIPATION IN CLINICAL ACTIVITIES, at the top of this Appendix document)**
5. Pre-clinical drug testing is required of all students enrolled in clinical courses at the School of Nursing. Testing must be completed through the approved Molloy University vendor prior to beginning any clinical placement and as may be required by the particular clinical site. No other testing procedures will be permitted, nor will such results be accepted.

    a. Students who fail or refuse to complete the drug-testing requirement will be dismissed from the School of Nursing.
6. Criminal background check. Students should be aware that clinical sites reserve the right to deny, in their sole discretion, a student's clinical placement based upon the results of the background check. If a student cannot be placed at a clinical site due to background check findings, the student may not be able to complete the nursing program and/or may not satisfy the requirements for licensure in New York and other states.
7. RN-BSN students only: evidence of a valid Registered Nurse license in NYS. A copy of the license verification form from the State Board of Nursing must be submitted to the School of Nursing via the online vendor.
8. Other requirements may need to be met if the clinical agency changes the student clearance criteria or requirements.

## APPENDIX C

## 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 anyone 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 1290, 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.pd

# APPENDIX D

## ACADEMIC PROGRESSION REQUIREMENTS

To: Undergraduate Nursing Students/LPN Nursing Students

Please be advised that you are responsible for meeting all Nursing Program requirements as stated in the Molloy University Catalog. The progression requirements noted below apply at various points in the program.

All transfer students who score a minimum of 76.6% on the reading sections of the TEAS are exempt from reading courses and may begin nursing and science sequence courses (see Molloy University catalog.)

Students 72% on the TEAS math to begin nursing courses. If the test results are lower than noted, they must take and pass MAT 0600 to begin the program.

During a fall or spring semester students must have an overall 2.5 cumulative index prior to beginning NUR 2090, 2290 and 2390 and an overall 2.3 cumulative index prior to beginning NUR 3290 and associated courses. Different criteria apply during summer offerings and are noted below.

Grades of C+ or better are required in all science courses. The same science course may be repeated one time only. A second failure of a repeated lab science course will result in dismissal from the nursing program. Students may withdraw from the same science course no more than once.

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.

A maximum of TWO nursing courses may be repeated. On the third failed course the student will be dismissed from the program.

Failure of a second clinical course will result in dismissal from the program.
Students repeating a nursing or lab science course MUST enroll in an in-person section.

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

- Overall GPA of 3.0 including the proceeding semester
- NUR 3490/NUR 3590 summer sessions are reserved for dual degree students only
- Summer session N4290, N4490 and N4990 are reserved for fast track DDP Students only
- No failed nursing courses throughout program
- Students who withdraw during the prior semester with either a W or a WF will not be eligible to register for intersession or summer nursing courses
- Students that are repeating either a nursing or lab science course must take the course as an in-person section. You may not repeat the course as an asynchronous section.

Students are expected to participate in all School of Nursing required ATI testing/learning activities.
These computer provided activities include but are not limited to those associated with a specific course as well as additional modules as deemed necessary by either faculty or the School. Additionally, students are required to attend the ATI NCLEX review course given immediately after completing the program. Students commit themselves to make every serious attempt needed to schedule and take the NCLEX licensure exam soon after completing the review course as is possible. Please refer to current University catalogue for additional information.

I have read and understand the criteria stated above:

| _____ | _____ | _____ | _____ |
|---|---|---|---|
| Print Name | Signature | Date | Class |

## APPENDIX D

## DRUG CALCULATION PROFICIENCY PROGRESSION
## LEVEL I DRUG CALCULATION REQUIREMENT

This requirement must be successfully completed prior to NUR 2990. The Level I Drug Calculation Test is administered during the NUR 2390 course and a 90% passing grade is required.

- Students that fail the test may retake the examination once after completion of remediation.
- Failure on the retake examination requires the student to take NUR 0700.
- NUR 0700 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 0700.

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

Level II Drug Calculation Requirement

This requirement must be successfully completed during to NUR 4090. The Level II Drug Calculation Test is administered prior to NUR 4090 course and a 90% passing grade is required.

- Students that fail the test may retake the examination once after completion of remediation.
- Failure on the retake examination requires the student to take NUR 0710.
- 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 0710.

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

Signature:_____ Date: _____

## APPENDIX E

## ACADEMIC PROGRESSION REQUIREMENTS

To: **Accelerated Students and Fast Track Students**

Please be advised that you are responsible for meeting all Nursing Program requirements as stated in the Molloy University catalog. The progression requirements noted below apply at various points in the program.

All accelerated nursing students must have a TEAS Reading Level of 80.9% or higher and a 72% on TEAS Math or Math 0600 prior to beginning in the program.
Students need to maintain a 3.0 GPA. If your GPA falls below 3.0 you will be placed on probation for one semester.

Grades of **C+** or better are required in all science courses. The same science course may be repeated one time only. Students may withdraw from the same science course no more than once. The second failure of a repeated lab science course will result in dismissal from the nursing program.
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.

A maximum of TWO nursing courses may be repeated.
Student repeating a nursing or science course must enroll in an in-person section.
Students repeating a nursing or science course must enroll in an in-person section.
On the third failed nonclinical course the student will be dismissed from the program.
Failure of a second clinical course will result in dismissal from the program.

Students may register for courses during the summer and intersession on an available basis. Criteria for attendance include:

- No failed nursing courses throughout the program.
- Students who withdraw during the semester prior with either a W or WF will not be eligible to register for summer or intersession nursing courses
- Overall GPA of 3.0 including the semester prior.
- Students who do not pass their nursing course(s) during the spring semester will not be permitted to repeat that course(s) during the summer.
- Students that are repeating either a nursing or lab science course must take the course as an in-person section. You may not repeat the course as an asynchronous section.

Students are expected to participate in all The Barbara H. Hagan School of Nursing and Health Sciences required testing/learning activities. These computers provided activities include but are not limited to those associated with a specific course as well as additional modules as deemed necessary by either faculty or the school. Additionally, students are required to attend the NCLEX review course given immediately after completing the program. Students commit themselves to make every serious attempt needed to schedule and take the NCLEX licensure exam as soon after completing the review course as is possible. Please refer to the current University catalogue for additional information.

I have read and understand the criteria stated above:

| _____ | _____ | _____ | _____ | _____ |
|---|---|---|---|---|
| Print Name | Signature | Date | Class | ID # |

**DRUG CALCULATION PROFICIENCY PROGRESSION**
**LEVEL I DRUG CALCULATION REQUIREMENT**
**BS ACCELERATED STUDENTS AND BS/MS ACCELERATED STUDENTS**

This requirement must be successfully completed prior to NUR 2900 The Level I Drug Calculation Test is administered during the NUR 2390 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 0700.
- NUR 0700 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 0700.

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

Level II Drug Calculation Requirement

This requirement must be successfully completed during to NUR 4490. The Level II Drug Calculation Test is administered during the NUR 4090 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 0710.
- NUR 0710 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 0710.

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

Signature:_____ Date: _____

## APPENDIX F

# ACADEMIC REVIEW PROCESS

### MOLLOY UNIVERSITY
### Accelerated /Dual Degree Program

### CLINICAL ATTENDANCE POLICY

The clinical learning experience is an essential component of a student's nursing education, as well as a professional commitment to care for patients on a specified schedule. Professional behavior is demonstrated when a student "Participates in all learning activities as scheduled, arriving on time and prepared for assignments and clinical experience throughout the length of the nursing program."[1] Students are expected to attend all clinical learning experiences unless a significant extenuating circumstance occurs, as determined on a case-by-case basis in consultation with the appropriate faculty member(s) and the Associate Deans.

In the event of any clinical absence, the student must obtain an excused absence. The student "Provides prior notification to appropriate faculty when student is unable to meet commitments or requirements. Initiates contact with instructor as appropriate."[2] The student will:

1. Contact the clinical instructor as directed in the course syllabus as soon as the need for absence is identified. Student should anticipate receiving confirmation of notification.
2. Student should also notify the classroom faculty (lead faculty) that they will be absent from clinical
3. For absences that are equal to **1 clinical day**, an alternative assignment at the discretion of the lead faculty is acceptable.
4. Complete faculty assigned makeup for the clinical absence within one week of the absence at the discretion of the lead faculty.
5. Absences that exceed 1 clinical day, need to be discussed with appropriate associate dean and lead faculty as to implications.
6. Absences that are excessive without adequate documentation of need may result in an incomplete for the course until clinical absences are made-up. This decision will be made with appropriate associate dean and lead faculty.

[1] Molloy College (2021). Essential Professional Behaviors Statement. *Molloy College: The Barbara H. Hagan School of Nursing and Health Sciences Undergraduate Program Handbook, 2021-2022 Academic Year,* p. 53.

[2] Ibid.

RS Updated 9/16/22
Approved UG programs committee 2/8/23

## APPENDIX G

## ACADEMIC REVIEW PROCESS

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

### INFORMAL PROCESS

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

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

### FORMAL PROCESS

Step Three: The student submits a completed *Academic Review Form* to the Dean, of the Barbara H. Hagan School of Nursing and Health Sciences.

A formal meeting is held with

- Dean
- Associate Dean or Department Chair
- The Faculty member
- The Student
- Student may select to be accompanied by a non-legal support person
- The student has the option to move to **Step Four** if there is a failure to obtain a satisfactory resolution

Step Four: If there are grounds for a subsequent formal grade appeal per university policy, the student may implement the Molloy University Frage Appeal Process. Refer to the **Molloy University 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. **NOTE THE UNIVERSITY's TIMEFRAME for submitting appeal.**

**NOTE TIME FRAME FOR MOLLOY UNIVERSITY GRADE APPEAL PROCESS**.
Summer 2001

**ACADEMIC REVIEW FORM**

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

**FOR THE ACCELERATED NURSING PROGRAM PLEASE EMAIL Taprigliano@molloy.edu FOR WRITABLE PDF FORMAT.**

Molloy University
The Barbara H. Hagan School of Nursing and Health Sciences
Academic Review Form

Student Name _____ Today's date _____ Student ID _____

Program and level -check all that apply

- ☐ Undergraduate student
- ☐ Graduate student
- ☐ Nursing
- ☐ SLP
- ☐ Respiratory Care
- ☐ Nuclear Medicine
- ☐ Cardiovascular Technology

Course number, section, and course name _____

**Status of academic concern**

Student has met with faculty member regarding the academic concern.
Faculty member's name: _____ Date of meeting _____

Outcome of meeting with faculty member _____

Student met together with faculty member and either Associate Dean or Department Chair for the program, to resolve the concern.
Names of individuals at meeting _____ Date of meeting _____

Outcome of meeting among student, faculty member and Associate Dean or Chair _____

**Formal Academic Review Mediation**

Clearly describe the specific academic issue to be addressed

Provide evidence to support the claim. May include attachments as relevant

Indicate requested resolution or outcome

SIgn form by typing your name and date, attesting that the information above is accurate and true.

---

**For SONHS use only**

comments

- ◯ resolution
- ◯ no basis for action or change
- ◯ referred

Signature

Date

*Form found in Molloy.edu site,
School of Nursing, Student Resources, Undergrade Forms.

# APPENDIX H

## PROFESSIONAL BEHAVIORS POLICY

**BACKGROUND**:

Students entering a baccalaureate nursing program are beginning an education in professional nursing which requires conformance to standards of ethical comportment, appropriate behavior, and accountability, guided by the American Nurses Association (ANA) Code for Nurses and the ANA Scope and Standards of Practice. Students entering post-licensure and graduate nursing programs are held to these standards by virtue of previous education and licensure. Additionally, all students are held to the academic integrity and conduct policies specified in the most recent version of the Molloy University Student Handbook. The faculty of the School of Nursing welcomes the opportunity to educate nursing students. In turn it is expected that students will adopt as well as demonstrate appropriate emerging-professional behaviors at the designated program level. The ANA Code for Nurses, ANA Scope and Standards of Practice, National Student Nurses' Association Code of Academic and Clinical Conduct, and related professional nursing literature all emphasize that nursing students at all levels of professional preparation must uphold the trust placed in them by society. Within this context the student commits to the following expectations in all interactions and settings:

1. Consistently communicate in a truthful, timely and accurate manner demonstrating respect, sensitivity and politeness in verbal, nonverbal, and written format.
2. Actively promote and demonstrate the highest level of moral and ethical conduct and accept responsibility for actions consistent with professional accountability.
3. Refrain from any deliberate action in the academic setting that creates unnecessary risk of injury to the self, or others.
4. Promote and demonstrate respectful behavior when addressing faculty and peers. Address and treat faculty, classmates, and health care professionals appropriately with courtesy and respect and use courteous language.
5. When on campus and in clinical settings be appropriately dressed and groomed, in keeping with professional image.
6. Remain aware of professional boundaries when interacting with faculty and peers.
7. Demonstrates a respectful, sensitive and non-judgmental manner when communicating with others regardless of culture, ethnicity, religions, work experience, gender, age and sexual orientation.

Students who demonstrate behavior that is incongruent with these expectations are subject to sanctions, which can include dismissal from the program of study. To make a determination as to sanctions, student behavior will be evaluated as either meeting expectations or not meeting expectations in relationship to the behaviors noted above.

Students who demonstrate academic dishonesty will be sanctioned through the policies and procedures outlined in the Molloy University Student Handbook, Sections VII and VIII.

**PROCESS:**

1. Faculty, peers or staff may share informal information regarding behaviors exhibited by a student that are incongruent with the listed professional expectations, with the appropriate Associate Dean of Nursing. The Associate Dean will meet with the student to discuss behavior and make recommendations for modifications in behavior. The student is required to attend the meeting was called by the Associate Dean of Nursing. Should the student refuse to meet, sanctions may apply.

2. Should further concerns related to professional expectations be communicated by any individual to the Associate Dean of Nursing, the Associate Dean will request that such concern be documented in writing by such individual and submitted to the Associate Dean. If submitted by a peer, the peer's name will be kept confidential to the extent possible. The Associate Dean meet with student and share the written documentation. Written recommendations for behavior change will be provided to the student; the student and associate dean will sign and date this document. A copy will be provided to the student and the original will be placed in the student's official file. The student is required to attend the meeting; should the student refuse, sanctions may apply.
3. Any further instance of behavior that is not congruent with these professional expectations, or any individual behavior that, in the expert view of the Associate Dean, is egregious in its divergence from the professional expectations above, will result in referral of the student to SON Professional Standards Committee.

**PROFESSIONAL STANDARDS COMMMITTEE:**

Membership: Associate Deans, related course coordinator/track coordinator, two senior faculty members.

Procedure: Committee convened by Dean, who will appoint the faculty members in consultation with Associate Deans.

The student will meet with the committee, during which time the specific concerns will be presented. Only the student is permitted to participate in the meeting. No other representatives are permitted to participate on the student's behalf. The student will have opportunity to respond with his or her perspective. The committee will then have an executive session to determine the recommended resolution.

Committee Decision options:

- No ongoing concerns and no sanction is necessary. The committee will communicate this decision in writing to the student.
- Student will be required to write a plan for behavior change and submit to the committee for approval. Committee will determine the time frame in which the student must demonstrate behavior change. After satisfactory behavior is evident to the Associate Dean of Nursing for the student's program, the issue will be considered resolved. The Associate Dean for the student's program will communicate such resolution to the student.
- Behavior demonstrates a pattern of continuing deviation from expectations, resulting in recommendation for suspension from nursing major. Students suspended from nursing may be eligible to take courses in other majors/divisions but are prohibited from registering for or participating in any nursing courses for the duration of the suspension. Student will be referred to the Associate Dean for Academic Services to make the determination as to eligibility for courses in other divisions.
- Student's behavior warrants dismissal from the nursing program. Students dismissed from the nursing program may be eligible to remain at Molloy University and to matriculate into another major. Student will be referred to the Associate Dean for Academic Services to make the determination as to eligibility to continue as a Molloy University student in another major.

The committee's recommendation will be communicated to the Dean. Should suspension from the nursing or dismissal from the School of Nursing be recommended, the dean will make the final determination to suspend or dismiss the student, as recommended, and will notify the student in writing.

## APPENDIX I

## STUDENT HEALTH INFORMATION WAIVER

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.

1. HIPAA provides for standardization of the interchange of medical data
2. Protects patient privacy
3. 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 required 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

## APPENDIX J

## SECTION 504: REHABILITATION ACT

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

Identification of Campus Coordinators:
Please see Molloy University Catalogue

# APPENDIX K

## STANDARD PRECAUTIONS

All health-care workers should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluid 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 eyewear 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 health-care 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 for disposal; the puncture-resistant containers 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 reprocessing 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.

Health-care 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 health-care workers are not known to be at greater risk of contractive 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 health-care workers should be especially familiar with and strictly adhere to precautions to minimize the risk of HIV transmission.

Implementation of universal blood and body-fluid precautions for <u>all</u> 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 1) in an operating or delivery room, emergency department, or outpatient setting, including both physicians' and dentists' offices; 2) cardiac catheterization and angio-graphic procedures; 3) a vaginal or cesarean delivery or other invasive obstetric procedure during which bleeding may occur, or 4) 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 listed above, combined with the precautions listed below, should be the minimum precautions for <u>all</u> such invasive procedures.

**A.** All health-care workers who participate in invasive procedures must routinely use appropriate barrier precautions to prevent skin and mucous-membrane contact with blood and other body fluids of all patients. Gloves and surgical masks must be worn for all invasive procedures. Protective eyewear or face shields should be worn for procedures that commonly result in the generation of droplets, splashing of blood or other 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 health-care workers who perform or assist in vaginal 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.

**B.** 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

**ADDITIONAL INFORMATION**

Health care workers including nursing students care for patient that may have communicable disease. Students prepare by wearing appropriate PPE. Nurses have the ethical obligation to care for patients and nursing students have that same obligation. Additionally, nurses and students nurses will not discriminate against any individual based on the perception that he or she has or is suspected of having an infectious or communicable disease.

When students are assigned to a hospital unit that includes segregated infectious patients; the students are expected to remain on the unit and complete their clinical assignments.

- Faculty and/or associate dean will speak with students who are concerned that they cannot remain in the clinical environment.
- Students unwilling to remain, or insist on leaving the site will receive a withdrawal from the course.
- WA will be entered as long as student is currently passing the didactic portion of the course
- The course must be repeated in a subsequent semester, as available.
- Withdrawal from the semester will be treated as any other course withdrawal. When the course is repeated, the student must continue for the full semester and earn a grade.

Updates 2020-21

November, 2021

For those students that are identified as HBV infected, following the CDC 2012 Guidelines, providers, and students with active HBV infection who do not perform exposure-prone procedures but who practice non- or minimally invasive procedures should not be subject to any restrictions on their activities or study. Students should follow established Standard Precautions strategies to promote patient safety and to prevent transmission of bloodborne viruses in health-care settings. These precautions include the use of safer devices and the implementation of work practice controls (e.g., not recapping needles) to prevent injuries that confer risks for HBV transmission to patients and their providers.

Public health officials in the United States base Standard Precautions on the premise that all blood and blood-containing body fluids are potentially infectious. Since 1996, CDC has specified the routine use of Standard Precautions that include use of protective equipment in appropriate circumstances, implementation of both work practice controls and engineering controls, and adherence to meticulous standards for cleaning and reusing patient care equipment. For example, double-gloving now is practiced widely, and the evidence to demonstrate the feasibility and efficacy of this and other interventions is extensive. Students that are HBV positive should consult their health care provider and discuss any concerns with appropriate associate dean. Any conversation will be treated with confidentiality.

Updated CDC Recommendations for the Management of Hepatitis B Virus–Infected Health-Care Providers and Students https://www.cdc.gov/mmwr/preview/mmwrhtml/rr6103a1.htm
**July 6, 2012 / 61(RR03);1-12**

# APPENDIX L

**Rockville Centre Campus (516) 323-3742**
**Lab hours: RVC Campus: Monday-Friday 9:00am - 6:00pm**
**Suffolk Campus: Daily practice hours vary**
**All Lab schedules may be adjusted at the discretion of the CLC Director**

The Clinical Learning Center (CLC) is open to all **Molloy nursing students only** for hands-on practice of nursing skills required for class, clinical and simulation. The expectation is that each student is self-directed and utilizes their time to their personal advantage. The Nursing Instructors are available to reinforce, remediate and answer questions regarding *hands-on skills* and simulation.

**Appointments are necessary for a 45-minute practice, for both Rockville Centre and Suffolk campuses.**

**Appointments are required for ALL lab usage: Skill testing/skill practice/N4090 Bedside Assignment /Pre-Simulation Assignments**. Timeslot appointments are available up to 24 hours in advance through the Acuity Scheduling (molloy.as.me/schedule.php)

- No more than two practice appointments are allowed daily

**Student ID badges are required for admission to the CLC Labs.**

- **Schedule:** Acuity will open on Fridays at 4pm for the following week, posted one week at a time
- *Only **ONE** appointment per same skill to test at RVC at a time*. Additional appointments may be made to test after attending the one scheduled. Two appointments can be made for two different skills. If multiple appointments are made- they will be DELETED from the system and will have to be rescheduled through Acuity.
- **Students may call the CLC for same day appointment availability (516) 323-3742**
- **Cancellations: Students** are required to cancel any scheduled appointments they are unable to attend with Acuity Scheduling up to 24 hours before the appointment time (click on the confirmation link received)
- If cancelling less than 24 hours prior, leave a message at CLC (516) 323-3742
- **Missed Appointments: Students with "2 No Show" appointments (without cancellation) will lose the ability to make electronic appointments and must call the front desk for a walk-in the day of desired appointment- please be prepared to test when calling/coming in**
- **No minors under the age of 18 permitted in the Clinical Learning Center Labs**

**N2090/N2390 skill testing** are conducted at the Rockville Centre campus. Suffolk campus testing varies per semester.

- **All electronic devices, including cell phones, smart watches, smart glasses, headphones, and hats, must be turned off and removed from the testing area**
- When skill testing vital signs, students ***must*** bring another Molloy student and reserve separate time slots for each student to skill test.
  **Students cannot test on the day the skill is learned in class, or on the same day a student receives assistance from a Nursing Instructor or Peer Mentor in the CLC**

- Unsuccessful skill tests: The retest will be scheduled on a *different* day and with a different Nursing Instructor. A student that is unsuccessful testing the same skill twice will have the lecture professor notified for subsequent testing protocol
- Unsuccessful skill re-test- Student must bring in the first module with the unsuccessful signature on it to re-test.
- **Student responsibility includes wiping down and returning equipment to the designated area and leave bedside in neat condition**
- **No beverages, food, videotaping (unless pre-approved) or children are permitted in the CLC**
- **CLC laboratories are cell-phone free (Please leave the lab to make/accept calls)**
- **Uniforms are not permitted in the CLC when coming from a clinical environment/work**
- **Dress code for CLC and Simulation labs following the current Molloy University Student Handbook**
- **When on campus and in clinical settings, you must be appropriately dressed and groomed, in keeping with professional image. No tank tops, half-shirts, or revealing shorts for all**

REV 6.9.26

## APPENDIX M

### 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.

## 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 an 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 N

## 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 Barbara H. Hagan School of Nursing and Health Sciences 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 the omission of care in the clinical setting that creates an 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 a professional image. Appropriate professional attire is expected by all agencies. Refer to the appropriate student handbook for clinical dress requirements.
10. No calls are permitted during tests.
11. Remain aware of professional boundaries when interacting with patients, faculty, and peers.
12. Maintain respectful communication via electronic format(s). Regularly check University wide communication vehicles specifically email and chat/message board. Do not post school related activities to social networking sites. Remain to discriminate with confidential information and electronic records.
13. 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 University.

_____ _____
Print Name Date

_____
Signature

Draft Presented to DofN Fall 2013
Approved for Spring 2014 implementation
Lower-Ski, J. 2012. Civility starts with you. *American Nurse Today* 7 (5), 21-22.

# APPENDIX O

## 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 Barbara H. Hagan School of Nursing and Health Sciences 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, and 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 student is unable to meet commitments or requirements. Initiates contact with the 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 a sound rationale for actions. Take 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. Implement 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 the 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 University.

_____ _____
Print Name Date

_____
Signature

Draft Presented to DorfN Fall 2013
Approved Spring 2014 implementation

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## APPENDIX P

## SIMULATION CONFIDENTIALITY AND CONSENT TO VIDEO

**Confidentiality of Information**
As a Nursing Student at Molloy University 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: _____

Signature: _____Date: _____

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## APPENDIX Q

## STATEMENT ON HEALTH EQUITY

The School of Nursing and Health Sciences (SON&HS) community is resolute in its stance against racism and all other forms of inequity and unjust treatment. As members of the SON & HS, we are dedicated to understanding, identifying, and actively advocating for changes
in the deeply rooted structural inequalities in our healthcare system and society. We acknowledge our commitment to health equity (Braverman, Arkin, Orleans, Proctor, Acker, & Plough, 2018) and justice for populations who are known to experience significant health disparities. We believe health equity is an attainable goal that can only be achieved by eliminating the preventable differences in health one group has over another.

As current and future healthcare professionals, we recognize that diversity, equity, and inclusive excellence (AACU, n.d.) are necessary to build a professional cadre of effective leaders with equitable opportunity to contribute and succeed. We are therefore strongly dedicated to the recruitment and preparation of faculty, students, and staff to be scholars, leaders, and advocates of diversity, equity, and inclusion within our health care system. We are committed to upholding the moral, ethical, and professional obligations inherent in the Dominican principles that foster respect for human dignity; work toward the elimination of health disparities; and promote the rights, welfare, and best interests of all people. Through these efforts, we will continue to participate in healing the world, promoting justice, and standing against racism and all forms of inequality in our programs, school, healthcare system, and society.

References

American Association of University's and Universities (n.d.). Making excellence inclusive. https://www.aacu.org/making-excellence-inclusive. .

Braveman, P., Arkin, E., Orleans, T., Proctor, D. Acker, J. & Plough, A. (2018). What is health equity? *Behavioral Science & Policy, 1*(4), 1-14.