MOLLOY UNIVERSITY

The Barbara H. Hagan School of Nursing and Health Sciences

2026-2027

GRADUATE & POST CERTIFICATION NURSING PROGRAMS

MOLLOY UNIVERSITY
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Welcome to the Graduate Nursing Program

Dear Student,

Congratulations on your decision to pursue graduate nursing studies at Molloy University! At Molloy, we have multiple specialties that will prepare you to be an expert clinician, leader, educator, and advocate. The education and experiences you receive will enable you to provide the best evidence-based care to patients, populations, and systems, and meet the challenges of an ever-changing healthcare landscape.

Each graduate nursing program provides academic experiences that build upon core courses and integrate practicum experiences appropriate to each specialty. The rich academic environment offered at Molloy assists you in refining and developing your leadership, critical thinking, and clinical judgment skills, as well as achieving the necessary competencies to provide expert care. Molloy faculty create an environment for learning grounded in the pillars of community, service, spirituality, and study.

This handbook is your guide to the different phases and requirements of the graduate nursing program. ***Students are responsible for all information in both the Molloy University Graduate Catalog and the Barbara H. Hagan School of Nursing and Health Sciences-Graduate & Post Certificate Program Handbook.*** Please pay particular attention to policies related to clinical placement.

Please do not hesitate to contact me at Eulrich@molloy.edu if you have any concerns. I look forward to guiding you on your graduate education journey and wish you every success.

Ethel Ulrich, **DNP, ANP-BC**

Associate Dean, Advanced Nursing Practice and DNP Programs

Heraldic History of the Armorial Seal of Molloy University

The principal partition of the shield displays the blue and silver of the arms of Bavaria, Germany, from whence the Amityville Dominican Sisters immigrated to the United States in 1853.

The black lion between three red trefoils is from the coat of arms of Archbishop Thomas E. Molloy for whom the University is named.

The upper compartment of the shield displays the Dominican cross to indicate the heritage of the University.

The crest is composed of a book, the symbol of learning, charged with the alpha and omega, the first and last letters of the Greek alphabet. The book is adorned with a Marian golden crown. Both the book and crown symbolize the Catholic tradition of the University.

MOLLOY UNIVERSITY

Mission Statement

Molloy University, an independent, Catholic University, rooted in the Dominican tradition of study spirituality, service, and community is committed to academic excellence with respect for each person. Through transformative education, Molloy promotes a lifelong search for truth and the development of ethical leadership.

Preface

The Molloy Graduate Catalog 🔗 https://molloy.smartcatalogiq.com/en/2026-2027/graduate-catalog offers general and academic information for all graduate students at the University.

The Molloy University Academic Calendar provides information regarding school days off, holidays, important registration information, and other vital university information. Molloy University Academic Calendar – https://molloy.smartcatalogiq.com/en/2026-2027/academic-calender-2026-2027/

The School of Nursing & Health Sciences Graduate and Post Graduate Certificate Student Handbook provides information regarding programs, resources, policies, and requirements necessary for progressing through the Master's and Post-Master's programs. Students are held responsible for all information, policies and procedures in the Molloy University Graduate Catalog, Molloy University Student Handbook, and the School of Nursing & Health Sciences Graduate and Post-Graduate Student Handbook.

Contents

I. **THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES** 8
- A. History of Molloy University 8
- B. Location 9
- C. The Philosophy Statement of the Barbara H. Hagan School of Nursing & Health Sciences 9
- D. School of Nursing & Health Sciences Statement on Health Equity 10
- E. Graduate Program Statement of Purpose 10
- F. Characteristics of the Molloy University Master's Prepared Nurse 10
- G. Humanistic Nursing Framework 14
- H. Master's Degree Program in Nursing 17
- I. Post Master's Advanced Certificate Program in Nursing 20
- J. Master's Program Course of Study 21

II. **PROGRESSION AND MAINTENANCE OF ACADEMIC STANDARDS** 25
- A. Progression 25
- B. Academic Regulations 26
- C. Graduation and Degree Requirements 29
- D. Exit Interview 30
- E. Academic Integrity 30
- F. Academic Review Process 32
- G. Network for Assistance with Personal Problems 33
- H. Center for Access and Disability (Access) 33

III. **SCHOOL OF NURSING GRADUATE PROGRAM POLICIES** 34
- A. Clinical Practicum Placement and Preceptor Policy for all Graduate Nursing Students 34
  1. Preceptor and Clinical Placement Information 34
  2. Clinical Compliance Requirements 34
  3. Clinical Placement Process 34
  4. Placement Approval Procedures 35
  5. Communication and Initiation of Clinical Hours 35
  6. Student Responsibilities for Clinical Hour Completion 35
  7. Scheduling Expectations and Placement Considerations 36
  8. Clinical Practicum Scheduling 36
  9. Adherence to the Clinical Schedule 36
  10. Submission of Clinical Schedule 36
  11. Non-Compliance with Clinical Policies 37
- B. Professional Conduct Expectations 37

1. Hospital Orientation for Clinical Practicums 37
2. Clearance for Clinical Practicum 37
C. Dress Code for Graduate Nursing Students 40
D. Professional Behavior Policy for Graduate Nursing Students in Clinical Settings 40
1. Professional Appearance and Punctuality 41
2. Respectful Communication 41
3. Accountability and Responsibility 41
4. Confidentiality and Ethical Practice 41
5. Collaboration and Teamwork 41
6. Professional Attitude and Adaptability 41
7. Clinical Competence and Patient Safety 41
8. Self-Reflection and Lifelong Learning 41
E. Mandatory Student Drug Testing & Background Check 41
F. Student Clinical/Practicum Injury 44
G. Institutional Guidelines 44
H. Infectious Disease Policy for Students and Faculty 44
I. Universal Blood and Body Fluid Precautions 45
J. Precautions for Invasive Procedures 46
K. CDC Policy Guidelines for Students 46
L. CDC Guidelines for Clinical Experiences 47
M. Technical Requirements for Online and Hybrid Courses 47
N. Zoom in the Classroom 48
O. Policy of Responsible Attendance: 48
P. Online Course Policy 48
Q. Minimizing Distractions during Synchronous Online Class 49
R. Student Reminders and Etiquette 49
S. Netiquette 49
T. Recording 50
U. Exams 50
V. APA Qualifying BPS Examination for NP Students 51
W. Proficiency Skills Assessment Evaluation for NP Students 52
X. Graduate Change of Program Policy 52
Y. Social Media Use 53
Z. APA Format 54
AA. Strike Policy 54
BB. Committees with Graduate Student Representative 54
CC. Aids to Learning and Research 56

I. THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES

A. History of Molloy University

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

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

The Nursing Program has grown in 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 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 both programs were granted full ten-year accreditation by the Commission on Collegiate Nursing Education (CCNE). In January 2004, the interim report to CCNE was accepted. After the most recent reaccreditation cycle in fall 2018, the nursing programs (BS, MS, DNP and Advanced Certificate) continue to be fully accredited by the CCNE.

The Molloy University 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, Graduate, Post Master's Advanced Certificate, DNP, and PhD programs.

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. The dedication ceremony was held on the lawn in front of the building on April 19, 2016, with community leaders, religious leaders, faculty, students and university leadership in attendance. 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 Health Sciences.

B. Location

The nursing program faculty offices, laboratories and classrooms are in The Barbara H. Hagan Center for Nursing building

C. The Philosophy Statement of the Barbara H. Hagan School of Nursing & Health Sciences

The faculty of the School of Nursing & 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 through time. The uniqueness of humanity is reflected through individuals, families, and communities continuously interacting with their environment. Since 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 well-being. A responsible society provides a health care system that enables individuals to function at their highest level. Nursing meets the actual and potential needs of humanity by assisting a diverse, multi-cultural population to attain, maintain, and retain optimum health.

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

Master of Science degree builds on a foundation of baccalaureate nursing education and integrates nursing theory, research, and knowledge from other disciplines. Students, through scholarly activities, acquire the necessary knowledge, understanding, and values that lay the groundwork for advanced humanistic nursing practice. It is the integration of theory and practice, grounded in ethical decision-making that distinguishes humanistic practice. Graduate education assists students to perceive new relationships among variables that affect professional nursing in an evolving health care system.

The faculty believes that graduate education provides an opportunity for professional nurses to develop advanced competencies in nursing therapeutics, in areas of clinical concentration and role function, congruent with an expanding theoretical knowledge and authority base. Master's education prepares nurses to manage care in complex situations and meet intensified health care demands. The faculty recognizes the importance of collaboration among health care professionals and the uniqueness of nursing's contribution.

(Updated 6/2007)

D. School of Nursing & Health Sciences 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 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 and 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 interest 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 Associate of Colleges and Universities (n.d.) Making excellence inclusive. https://www.aacu.org/making-excellece-inclusive

Braverman, P., Arkin E., Orleans, T., Proctor D., Acker, J. & Plought, A. (2018) What is health equity? Behavioral Science & Policy, 1 (4), I-14. Created 2/2022

E. Graduate Program Statement of Purpose

The purpose of the Graduate Program in Nursing at Molloy University is to prepare nurses as leaders for advanced roles within an increasingly complex health care environment. The program is designed to foster personal and professional growth, translate advanced knowledge into practice, and provide a foundation for doctoral study. Through the Humanistic Nursing Framework, the graduate program reflects the uniqueness of Molloy's Judeo-Christian traditions, contributing to the goal of educating nurses for excellence in caring, scholarship and collaboration.

F. Characteristics of the Molloy University Master's Prepared Nurse

The graduate of the Master of Science Program of Molloy University is professionally educated for advanced nursing practice roles and has acquired a foundation for doctoral study.

The master's graduate:

1. Integrates advanced nursing science, ethics, and humanistic principles to guide professional practice that affirms the inherent worth, dignity, and diversity of individuals, families, communities, and populations.

2. Demonstrates advanced nursing practice clinical judgment and ethical decision-making to deliver person-centered, culturally responsive, trauma-informed, and equitable care across diverse and complex healthcare settings.

3. Advocates for and advances population and global health by addressing social determinants of health, health equity, environmental influences, and policy factors through systems- and population-focused strategies.

4. Designs, conducts, translates, and disseminates scholarship for the nursing discipline to improve practice, health outcomes, and healthcare systems.

5. Ensures safe, high-quality, and ethical care through quality improvement science, systems thinking, and data-driven decision-making.

6. Leads and collaborates within interprofessional partnerships to optimize care coordination, communication, and outcomes.

7. Assumes accountability for advanced systems-based nursing practice by influencing healthcare systems, resources, and policy.

8. Leverages informatics and healthcare technologies to enhance decision-making, quality, safety, and population outcomes.

9. Models an advanced professional nursing identity through ethical leadership, accountability, and advocacy.

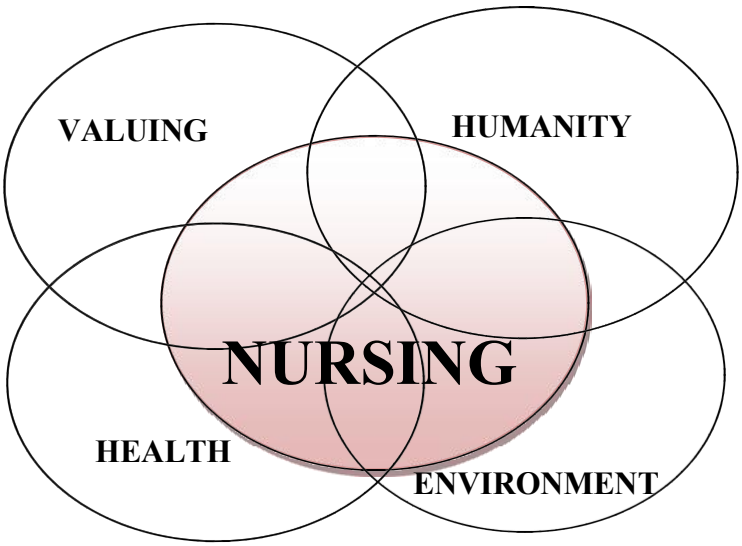
10. Demonstrates leadership grounded in theory and research to guide change, resilience, and professional growth.

COMPETENCY BASED PROGRAM LEARNING OUTCOMES	COMPETENCY BASED LEVEL OUTCOMES
Integrates advanced nursing science, ethics, and humanistic principles to guide professional practice that affirms the inherent worth, dignity, and diversity of individuals, families, communities, and populations.	Synthesize nursing theory, ethics, and scientific evidence to address complex clinical, ethical, and system-level health problems.

(Domain 1: Knowledge for Nursing Practice)	Apply ethical frameworks to ambiguous, high-risk, and evolving professional practice situations. Translate advanced nursing knowledge into ethical, equitable, and evidence-based professional practice.
Demonstrates advanced nursing practice clinical judgement and ethical decision-making to deliver person-centered, culturally responsive, trauma-informed, and equitable care across diverse and complex healthcare settings. (Domain 2: Person Centered Care)	Lead ethical deliberation and shared decision-making with individuals, families, and communities. Design and evaluate care strategies. responsive to cultural, spiritual, developmental, and social determinants of health. Advocate for equity and inclusion within complex clinical and community care environments.
Advocates for and advances population and global health by addressing social determinants of health, health equity, environmental influences, and policy factors through systems- and population-focused strategies. (Domain 3: Population Health)	Design, implement, and evaluate population-based and global health interventions. Integrate environmental, social, and policy considerations into population health strategies. Engage in advocacy efforts to influence local, national, and global health policy.
Designs, conducts, translates, and disseminates scholarships for the nursing discipline to improve practice, health outcomes, and healthcare systems. (Domain 4): Scholarship for the Nursing Discipline	Lead scholarly inquiry and quality improvement initiatives. Critically appraise and generate evidence to advance nursing science. Disseminate scholarly outcomes through professional venues.
Ensures safe, high-quality, and ethical care through quality improvement science, systems thinking, and data-driven decision-making. (Domain 5: Quality & Safety)	Evaluate and redesign systems to reduce risk and improve outcomes. Integrate quality metrics into organizational decision-making. Lead quality and safety initiatives.
9/2026	

Leads and collaborates within interprofessional partnerships to optimize care coordination, communication, and outcomes. (Domain 6: Interprofessional Partnerships)	Facilitate interprofessional collaboration. Resolve team conflict constructively. Evaluate interprofessional outcomes.
Assumes accountability for advanced systems-based nursing practice by influencing healthcare systems, resources, and policy. (Domain 7: Systems Based Practice)	Analyze system-level challenges. Implement sustainable improvements. Engage policy initiatives.
Leverages informatics and healthcare technologies to enhance decision-making, quality, safety, and population outcomes. (Domain 8: Informatics & Healthcare Technologies)	Evaluate technology's impact on equity and care. Use data analytics for innovation. Advocate ethical technology use.
Models an advanced professional nursing identity through ethical leadership, accountability, and advocacy. (Domain 9: Professionalism)	Lead professional role development. Integrate ethical values in leadership. Advocate for the profession.
Demonstrates leadership grounded in theory and research to guide change, resilience, and professional growth. (Domain 10: Personal, Professional & Leadership Development)	Lead transformational change. Mentor professional development. Facilitate professional development activities that foster lifelong learning.

G. 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.

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

Concepts	Definitions
HUMANITY	A unique human being, functioning as an integrated whole, reflecting bio-psycho-socio- spiritual-cultural dimensions.
ENVIRONMENT	The sum total of all internal and external dimensions that influence human beings.
HEALTH	A dynamic state of bio-psycho-socio-spiritual-cultural well- being.
VALUING	To hold in high esteem, the inherent worth and dignity of all individuals.
NURSING	A science and art which focuses on the diagnosis and treatment of human responses.
Sub-Concepts	**Definitions**
KNOWLEDGE	Nursing knowledge is based on the liberal arts and sciences and incorporates humanity/environment health/valuing.
RESPONSIBILITY/ ACCOUNTABILITY	Professional nurses accept responsibility and are therefore held accountable to maintain Standards of Practice and adhere to the 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.

Critical thinking: the rational examination of ideas, inferences, assumptions, values, beliefs, and actions.

Reference: Bandman, E.L. & Bandman, B. (1988). Critical thinking in nursing Connecticut: Appleton & Lange, p 5.

The Molloy University School of Nursing & Health Sciences Humanistic Framework,
Extended to the Doctoral Level

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

The American Nurses Association (ANA) released a revised 2025 Code of Ethics for Nurses on January 29, 2025. This is the profession's foundational ethical framework and reflects current healthcare challenges and nursing responsibilities. The ten provisions are:

1. **Dignity and Respect**
   The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. **Primary Commitment**
   A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.
3. **Trust and Advocacy**
   The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.
4. **Responsibility and Accountability for Practice**
   Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
5. **Duties to Self**
   The nurse has moral duties to self as a person of inherent dignity and worth, including an expectation of a safe workplace, authenticity, integrity, and professional competence.
6. **Ethical Work Environments**
   Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.
7. **Knowledge Development and Social Policy**
   Nurses advance the profession through knowledge development, professional standards, research, and the generation of policies for nursing, health, and social concerns.
8. **Collaborative Relationships**
   Nurses build collaborative relationships and networks with nurses, other healthcare and nonhealthcare disciplines, and the public to achieve greater ends.
9. **Commitment to Society and Social Justice**
   Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
10. **A Global Nursing Community** *(New in 2025)*
    Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

H. <u>Master's Degree Program in Nursing</u>

The mission of graduate study is to provide the opportunity to attain advanced theoretical knowledge and its application in a selected area of nursing practice. The Molloy University Graduate Program combines academic, clinical, evidence-based practice, and research activities, which enable the student to develop the knowledge and skills necessary to practice at a high level of expertise, a distinguishing feature of graduate education.

There are eight programs in the Master-of Science Degree Program (MS) in Nursing. Students choose from clinical concentrations in the areas of:

- Adult-Gerontology Primary Care Nurse Practitioner
- Adult-Gerontology Acute Care Nurse Practitioner
- Pediatric Nurse Practitioner-Primary Care
- Family Nurse Practitioner-Primary Care
- Psychiatric Mental Health-Across the Lifespan Nurse Practitioner
- Adult-Gerontology Clinical Nurse Specialist
- Nursing Education
- Nursing Leadership

The core courses, germane to the program's philosophy, provide the foundation for the Humanistic Professional Nursing curriculum. These courses total 9 credits and are required for all master's-students. These courses provide the link between theory, education, and practice, as well as the knowledge and skills necessary for computer-assisted research incorporating evidence into practice. After the core courses, students' progress to the program-specific courses.

Nurse Practitioner Programs

The nurse practitioner programs are designed to prepare advanced practice registered nurses with a primary or acute care focus. The curriculum assists students in developing the competencies necessary to foster high levels of patient health through the practice of promotion, prevention, and self-care. Educational experiences include the assessment of physical and mental health conditions, diagnosis of illness, and the performance of therapeutic and corrective measures.

Nurse practitioner students fulfill their clinical concentration with 750 clinical hours and 18 specialty area credits in adult gerontology acute care, adult gerontology primary care, pediatric primary care, family primary care, or psychiatric mental health- across the lifespan fields. Their nurse practitioner role function includes 12 credits of Advanced Practice Core.

Graduates are eligible for certification (licensure) as a nurse practitioner in New York State through the Department of Education and are granted prescriptive privileges. Graduates are also eligible to take the FNP, AGPCNP, AGACNP, and PMHNP national board certification examinations offered by either the American Nurses' Credentialing Center (ANCC) or the American Academy of Nurse Practitioner Certification Board (AANPCB), and for Adult Gerontology Acute Care NPs, the AACN (American Association of Critical-Care Nurses) or the American Nurses Credentialing Center (ANCC). For Pediatric Nurse Practitioner students, the Pediatric Certification Board of Nursing (PNCB) offers national board certification.

The Clinical Nurse Specialist Program

The Adult-Gerontology Clinical Nurse Specialist (AGCNS) Program is designed to prepare registered nurses for advanced practice as Clinical Nurse Specialists who improve patient outcomes, advance evidence-based practice, and lead quality and safety initiatives across healthcare systems. The curriculum assists students in developing competencies with advanced knowledge and skills in clinical expertise, consultation, leadership, education, systems improvement, and interdisciplinary collaboration to meet the complex healthcare needs of adult and older adult populations. Graduates are prepared to influence nursing practice, implement evidence-based interventions, improve healthcare delivery, and serve as expert clinicians, educators, consultants, and change agents within diverse healthcare settings.

Students fulfill the Adult-Gerontology Clinical Nurse Specialist clinical concentration through 500 clinical practicum hours and 9 specialty area credits. The CNS role function also includes 12 credits of Advanced Practice Core. Clinical experiences span the three spheres of CNS practice: direct patient care, nursing practice, and organizational/systems leadership, preparing graduates for advanced clinical and leadership roles.

Graduates are eligible for certification (licensure) in New York State through the Department of Education. Graduates are also eligible for national board certification offered by the American Nurses' Credentialing Center (ANCC).

The Nursing Leadership Program

The Nursing Leadership program is designed to prepare registered nurses for leadership, management, administrative, quality improvement, and healthcare systems roles in a variety of healthcare settings. The curriculum assists students in developing advanced leadership competencies needed to lead within complex healthcare systems. Through coursework and practicum experiences, students learn to improve patient outcomes, manage resources effectively, lead interdisciplinary teams, implement system-wide change, and promote health equity across diverse healthcare environments.

Nursing Leadership students fulfill their clinical concentration with 500 clinical hours and 24 specialty area credits. Students build competencies in strategic leadership, evidence-based decision making, quality improvement, healthcare informatics, financial stewardship, health policy, ethical practice, advocacy, communication, and organizational management.

An additional option is the Nursing Leadership/MBA in Healthcare Administration. With this dual degree, students take an additional 4 courses (12 credits) in the MBA program after receiving their Nursing Leadership degree. The MBA component strengthens competencies in strategic management, organizational operations, and financial management.

Graduates are eligible for national board certification in the following areas: Nurse Executive Certification (NE-BC®), Nurse Executive Advanced Certification (NEA-BC®) (with required practice experience), and Certified in Executive Nursing Practice (CENP®) (with required practice experience). These certifications require additional professional experience and eligibility criteria beyond completion of the degree. The program's coursework in leadership, finance, policy, quality, and informatics provides a strong foundation for these roles and credentials.

The Nursing Education Program

The Nursing Education Program is designed for registered nurses who seek to develop the knowledge, skills, and competencies necessary to educate future nurses and healthcare professionals in academic and clinical settings. The curriculum assists students in developing expertise in teaching and learning strategies, curriculum development, assessment and evaluation, educational technology, evidence-based practice, leadership, and scholarship. Graduates are prepared to serve as nurse educators in colleges and universities, staff development departments, healthcare agencies, community settings, and professional education programs.

Nursing Education students fulfill their clinical concentration with 500 clinical hours and 18 specialty area credits. Students build competencies in teaching and learning, curriculum development, assessment

and evaluation, educational technology, evidence-based practice, scholarship, leadership, and mentorship. Graduates are prepared to educate future nurses and healthcare professionals in academic, clinical, and professional development settings while promoting excellence in nursing education and practice.

Graduates of a Master's in Nursing Education program are often prepared to pursue the National League for Nursing (NLN) Certified Nurse Educator (CNE®) or CNE cl® credential, which is considered the premier certification for academic nurse educators.

I. Post Master's Advanced Certificate Program in Nursing

Purpose and Overview

The purpose of the formal post master's advanced certificate programs is to provide advanced study for registered nurses without completing a second Master of Science degree in nursing. As with all Molloy University Nursing Programs, Post-Masters Advanced Certificate Programs were developed to meet both the career goals of nurses and society's needs.

The curriculum allows students to expand into new advanced nursing practice specialties. The specific courses vary by the chosen specialty and by the students' prior master's degree preparation. Through coursework and supervised clinical experiences, students develop competencies necessary for their chosen specialty. A personalized GAP analysis ensures that each student's program builds upon previous graduate nursing education.

Molloy offers Post-Master's Advanced Certificates in:

- Family Nurse Practitioner (FNP)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
- Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
- Pediatric Nurse Practitioner (PNP)
- Psychiatric-Mental Health Nurse Practitioner Across the Lifespan (PMHNP)
- Adult-Gerontology Clinical Nurse Specialist (CNS)
- Nursing Education
- Nursing Leadership

The Nurse Practitioner and Clinical Nurse Specialist Post-Master's Advanced Certificate Programs are designed to prepare advanced practice nurses in the specialty areas of adult-gerontology primary care and acute care, pediatric, family, or psychiatric mental health across the lifespan. The Post-Master's Advanced Certificate Program in Nursing Education is for those who plan to focus on teaching in the clinical or academic settings, and the Post-Master's Advanced Certificate Program in Nursing Leadership is designed to prepare healthcare leaders.

Consideration is given to the learner as an adult. As such, students assume self-direction and identify their specific learning needs. Instructional methods demonstrate individualized learning and collaboration between students, faculty, mentors, or preceptors.

J. Master's Program Course of Study

SCHEDULES MAY VARY BY SEMESTER AND YEAR

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 standards and/or the health care delivery system. Students are responsible for meeting all Program requirements.

MASTER'S CORE
Taken by all Master's students in Graduate Nursing - 9 credits

N5051	Theoretical Applications in Transformative Leadership	3 credits
N5052	Reflective Practice and Advocacy	3 credits
N5053	Research and Evidence-Based Practice in Nursing	3 credits

ELECTIVES-6 credits
(Taken by all master's students in Graduate Nursing except for Nursing Leadership)
Please note that special "topics" courses may also be available to be taken as an elective choice and will be communicated to students

N5291	Health Issues with a Global View	3 credits
N5292	Historically Marginalized Populations: A comprehensive and analytical approach to care of the underserved	3 credits
N5293	Intellectual and Developmental Disabilities (IDD) and Healthcare: An Integrated Approach	3 credits
N5294	Foundations of Epidemiology for Community Health	3 credits
N5385	Basic Stroke Nursing: Hyper-Acute Phase	3 credits
N5388	Basic Stroke Nursing: Acute/Post-Acute Phase	3 credits
N5389	Interpretation of Cardiac Rhythm Strips and 12-lead EKG for Advanced Nursing Practice	3 credits
N5386	Foundations and Principles of Simulation-Based Education	3 credits
N5387	Designing a Simulation-Based Learning Experience	3 credits
N5460	Human Resources Management	3 credits
N5490	Introduction to Health Policy Analysis	3 credits
N5054	Education Theory and Methods	3 credits
N5057	Curriculum Design	3 credits
BUS 5560	Economic Evaluations in Healthcare	3 credits
BUS 5570	Healthcare Finance	3 credits

Nursing Education

NUR 5054	Education Theory and Methods for Nursing Education		3 credits
NUR 5055	Advances in Pathopharmacology		3 credits
NUR 5056	Advanced Physical Assessment and Practicum for Nurse Educators	150 clinical hours	3 credits
NUR 5057	Curriculum Design		3 credits
NUR 5058	Education Assessment, Measurement & Evaluation	150 clinical hours	3 credits
NUR 5059	Synthesis of Education and Nursing Practice Practicum	200 clinical hours	3 credits

Nursing-Leadership

NUR 5401	Advanced Practice. Nursing Leadership	100 clinical hours	3 credits
NUR 5402	Nursing Leadership: Improvement Strategies	100 clinical hours	3 credits
NUR 5403	Intro to Advanced Practice in Nursing Informatics	100 clinical hours	3 credits
NUR 5420	Practicum in Nursing Leadership	200 clinical hours	3 credits
NUR 5460	Human Resource Management		3 credits
NUR 5490	Introduction to Health Policy and Analysis		3 credits
BUS 5560	Economic Evaluations in Healthcare		3 credits
BUS 5570	Healthcare Finance		3 credits

Nursing Leadership/MBA in Healthcare Administration

The MS Nursing Leadership/MBA Dual Degree is a synthesis of the MS in Nursing Leadership degree and the MBA in Healthcare Degree. Students admitted to this program will complete 45 credits. This includes 33 credits in the MS Nursing Leadership program, plus an additional 12 credits to complete the MBA in Healthcare Administration Degree.

For students to complete the MBA degree, there are 4 additional targeted MBA courses that employ diverse modalities and may include seminars, reasoned response papers, point/counterpoint discussions, direct lectures, and various research modalities. Nursing and Business students representing diverse professional backgrounds will contribute to the multidimensional focus of the program.

The MBA courses may be completed in 3 semesters (Part-Time) or 2 semesters (Full-Time).

BUS 5540	Accounting for Healthcare Professionals	3 credits
BUS 5550	Healthcare Marketing	3 credits
BUS 5580	Healthcare Organization & Delivery	3 credits
BUS 5920	Healthcare Capstone/Strategy	3 credits

APRN PROGRAMS (NP and CNS) COURSES
APRN Program Core

NUR 5721,2,3	Advanced Physical Assessment	3 credits
NUR 5240	Advanced Pathophysiology	3 credits
NUR 5730	Pharmacotherapeutics	3 credits
NUR 5831	Role of NP	3 credits
NUR 5381	Role of CNS	3 credits

Adult-Gerontology Primary Care Nurse Practitioner

NUR 5761	AGNP: Diagnostic Reasoning	150 clinical hours	3 credits
NUR 5874	AGPCNP: Diagnostics & Therapeutics I		3 credits
NUR 5571	AGPCNP: Practicum in Primary Care I	200 clinical hours	2 credits
NUR 5875	AGPCNP: Diagnostics & Therapeutics II		3 credits
NUR 5581	AGPCNP: Practicum in Primary Care II	200 clinical hours	2 credits
NUR 5876	AGPCNP: Diagnostics & Therapeutics III		3 credits
NUR 5591	AGPCNP: Practicum in Primary Care III	200 clinical hours	2 credits

Adult-Gerontology Acute Care Nurse Practitioner

NUR 5761	AGNP: Diagnostic Reasoning	150 clinical hours	3 credits
NUR 5881	AGACNP: Diagnostics & Therapeutics I		3 credits
NUR 5894	AGACNP: Practicum in Acute Care I	200 clinical hours	2 credits
NUR 5882	AGACNP: Diagnostics & Therapeutics II		3 credits
NUR 5895	AGACNP: Practicum in Acute Care II	200 clinical hours	2 credits

NUR 5883	AGACNP: Diagnostics & Therapeutics III		3 credits
NUR 5896	AGACNP: Practicum in Acute Care III	200 clinical hours	2 credits

Pediatric Nurse Practitioner-Primary Care

NUR 5771	PNP: Diagnostic Reasoning	150 clinical hours	3 credits
NUR 5842	PNP: Diagnostics & Therapeutics I		3 credits
NUR 5661	PNP: Practicum in Primary Care I	200 clinical hours	2 credits
NUR 5852	PNP: Diagnostics & Therapeutics II		3 credits
NUR 5671	PNP: Practicum in Primary Care II	200 clinical hours	2 credits
NUR 5862	PNP: Diagnostics & Therapeutics III		3 credits
NUR 5681	PNP: Practicum in Primary Care III	200 clinical hours	2 credits

Family Nurse Practitioner – Primary Care

NUR 5781	FNP: Diagnostic Reasoning	150 clinical hours	3 credits
NUR 5810	FNP: Diagnostics & Therapeutics I		3 credits
NUR 5620	FNP: Practicum in Primary Care I	200 clinical hours	2 credits
NUR 5820	FNP: Diagnostics & Therapeutics II		3 credits
NUR 5630	FNP: Practicum in Primary Care II	200 clinical hours	2 credits
NUR 5860	FNP: Diagnostics & Therapeutics III		3 credits
NUR 5640	FNP: Practicum in Primary Care III	200 clinical hours	2 credits

Psychiatric Mental Health Nurse Practitioner-Across the Lifespan

NUR 5921	PMHNP: Theoretical Foundations	150 clinical hours	3 credits
NUR 5932	PMHNP: Diagnostics & Therapeutics I		3 credits

NUR 5511	PMHNP: Practicum in Primary Care I	200 clinical hours	2 credits
NUR 5942	PMHNP: Diagnostics & Therapeutics II		3 credits
NUR 5521	PMHNP: Practicum in Primary Care II	200 clinical hours	2 credits
NUR 5952	PMHNP: Diagnostics & Therapeutics III		3 credits
NUR 5531	PMHNP: Practicum in Primary Care III	200 clinical hours	2 credits

Adult Gerontology Clinical Nurse Specialist

NUR 5381	CNS: Role of CNS		3 credits
NUR 5382	CNS: Practicum – Nurses Sphere of Impact	167 clinical hours	3 credits
NUR 5383	CNS: Practicum – Direct Patient Care Sphere of Impact	167 clinical hours	3 credits
NUR 5384	CNS: Practicum – Organizational Sphere of Impact	167 clinical hours	3 credits

II. PROGRESSION AND MAINTENANCE OF ACADEMIC STANDARDS

A. Progression

Requirements for progression through the Master of Science Program in Nursing include:

1. Health and Professional Requirements: as determined by the nursing program and clinical agencies, students must be up to date with their requirements to participate in clinical practica (see Pre-Clinical/Practicum Requirements). Students who do not have their requirements submitted by the second week of classes will be withdrawn from the course.
2. Maintenance of Academic Standards: The quality point index requirement is 3.0 (83%). If the GPA falls below 3.0, it must be raised to 3.0 by the end of the following semester. Students who fail to raise their GPA to 3.0 will be withdrawn from the program.
3. Repeating courses: A course in which the student receives a grade below a (B) may be repeated once. The option to repeat a course may be used no more than 2 times. (Two different courses).
4. Withdrawing: Students may withdraw from the same nursing course no more than one time. The student must then complete the course and earn a grade when retaking.

B. Academic Regulations

ID Cards

Every student must have a valid ID. To obtain an ID, please visit the Office of Public Safety located in Maria Regina Hall on the south end of campus.

Advisement & Registration

See link: Molloy University - Registration and Advisement

Course Cancellation

The University reserves the right to cancel courses with insufficient enrollment.

Transfer Policy

Molloy University - Transfer Policy

Students who have completed graduate courses at another institution may transfer nine (9) credits with a grade of B or better if the courses are judged equivalent to those required in Molloy's Graduate Program, and if they have been completed within the last five (5) years.

Graduate Study at Other Institutions

It is expected that a graduate student's course of study will be conducted at Molloy University. When extenuating circumstances require it, graduate nursing students matriculated at Molloy University may study at other institutions and transfer up to nine (9) credits with a grade of "B" or better in comparable non-nursing courses at the discretion of the Graduate Associate Dean. The Semester Withdrawal policy would be applied in these cases. In all cases, transferred credits from other institutions will be limited to no more than a total of nine (9) credits.

Provisional Status

Provisional status may be granted to students who have completed the entire admissions process but have not fully met the Graduate Program criteria. These students may register for courses and must receive a minimum cumulative GPA of 3.0 in the first 6 credits taken. Evaluation of academic records for matriculation status will follow completion of these courses.

Separation from University (Leave of Absence)

See link: Molloy University - Separation from University - Leaves for One or Two Semesters Off

Matriculation Policy

See Link: Molloy University - Matriculation Policy

Matriculation is maintained by attending Fall and Spring semesters in each academic year, unless the student has obtained an authorized semester withdrawal leave for one or two semesters.

Grading Policy

The most recent letter grade earned is the grade that counts towards the cumulative GPA, earned credits, and towards the degree requirements. Prior grades are forgiven but remain on the transcript and as part of the term GPA for the term they were recorded. No course that a student has already received a satisfactory grade (passing grade per the program's requirements) may be repeated.

The programs have defined the lowest acceptable grades to satisfy requirements. Students with these grades in their record must still achieve the overall minimum GPA (3.0) required for the award of a degree. The lowest acceptable grade allowed in the master's and post-master's discipline is "B".

The following grading system is used in the Graduate Nursing Program:

Grades		Quality Point Index
A	93.0-100	4.0 (Superior)
A-	90.0-92.9	3.7 (Excellent)
B+	87.0-89.9	3.3 (Very Good)
B	83.0-86.9	3.0 (Good)
B-	80.0-82.9	2.7 (Not acceptable towards degree)
C+	77.0-79.9	2.3
C	73.0-76.9	2.0
F - Failure	60.0	0.0
AU – Audit	Audit requires permission from the Program Director and the Instructor. No credit, no quality points	
I – Incomplete	Computed as Failure: Some requirement of the course is lacking. Automatically becomes an "F" if requirement is not met within a specified time.	
WF – Withdrawn Failing	Computed as failure	
W – Withdrawn	Passing – no credit earned and no quality points	
WA – Withdrawn Absent	Absent from last class meeting or final	
WIP	Work in Progress	
P – Pass	Represents competency in meeting course requirements. No letter grade or computation for GPA is given	
NA – Never Attended	No credits earned and no quality points	

Incomplete Grade

Molloy University - Incompletes

A grade of Incomplete "I" may be granted only in cases of hardship (circumstances which, in the judgment of the faculty, warrant special consideration). If all coursework is not completed by the last day of class, it is the student's responsibility to contact the faculty within 24 hours of the final examination. If the student fails to follow the above procedure, the faculty will grade accordingly (as per the course outline).

Students with "Incompletes" at the end of the term will not be awarded degrees. Pending graduates must have all grades recorded prior to the degree award date in the Academic Calendar or be denied approval for graduation.

The faculty will determine the appropriate amount of time required to complete the outstanding work and will require a written Completion Contract with the student. Students have until the last day of the following semester to submit their completed assignments to the faculty. If the Incomplete grade is received in the fall semester or winter intersession, the student has until the last day of the spring semester to submit outstanding assignments. If the Incomplete grade is received in the spring or summer semester(s), the student has until the last day of the fall semester to submit outstanding assignments.

Any extension beyond the published dates of the Academic Calendar requires written approval from the faculty, the Graduate Program Associate Dean, the Doctoral Program Director/Chair, and/or the Senior Dean of Research,

Scholarship, and Graduate Studies. Further extensions will be considered under extenuating circumstances and will need to be approved by the School Dean. If by that time the faculty has not notified the Registrar that the "I" has been changed to a letter grade, the "I" becomes an "F".

The faculty is required to submit a grade for the student within 14 days after the student has submitted the work to fulfill the terms of the "Incomplete".

Withdrawal from Courses
Molloy University - Withdrawal from Courses

Withdrawal from a course after the Add/Drop period ends can be voluntary or administrative.

Voluntary Withdrawals

Voluntary withdrawals from a course are requested by the student from the faculty of the course which the student wishes to withdraw. The last date of attendance/participation is required for all courses when the faculty enters withdrawal grades as final grades. Faculty must submit the "W" grade to the Registrar within 14 days of the request.

The deadline for a student to request a voluntary withdrawal is prorated for shorter sessions and terms so is prior to the end of the 10th week of the semester (prorated for shorter semesters or terms). After the end of the 10th week, the student may complete the course for a grade or receive a grade of WF; except when withdrawing from all classes for the semester and changing majors, or in extenuating circumstances.

Non-Voluntary Withdrawals

The faculty may assign "WF" when the student's work is failing after the 10th week of the semester (prorated for shorter sessions and terms), and when the student has not completed all the course material or final project/exam (or attended the last online discussion forum for online courses). "WF" is not computed as a failure in quality points/GPA.

Administrative Withdrawals

Students determined to have never attended a course are reported to the Registrar's Office during the first two weeks of the semester and dropped from the course, removing it from the student's record. An email notification is sent to the student after the drop is processed.

Students who stop attending a course for two consecutive weeks at any point in the semester will be administratively withdrawn by the faculty, and the faculty will enter the withdrawal grade (W) as the student's final grade. An email notification is sent to the student after the W is processed. Since grades are under the purview of the faculty, faculty may grant permission for a student to reverse the drop/withdrawal when it is found that an error occurred with issuing the withdrawal or when extenuating circumstances contributed to the withdrawal. If the student requests and the faculty agree to reinstate the student, both faculty and student must complete a learning contract documenting how the student can successfully complete the class. Requests for reinstatements with a completed learning contract should be directed to the Office of Student Success within 10 business days from the date the student was notified of the drop/withdrawal. Approved requests will be submitted to the Registrar's Office for processing.

The last date of attendance is computed by the faculty and must be submitted within 14 days of the student's last time attending or participating, or when entering the final course grade. An administrative withdrawal grade may affect financial aid and deferments.

Consequences

Students choosing to voluntarily withdraw from courses or stop attending should consider the consequences before completing the withdrawal process.

Withdrawing from courses may change the student's full-time or half-time standing and may require the return of Title IV financial aid funds and could affect the grace or deferment period for repayment of loans, including Federal Loans. Loan grace periods use the last date of attendance. Future eligibility for aid programs such as TAP is affected by not progressing toward the degree as planned. (For financial aid policies and refunds, see the catalog section on "Financial Aid" and "Expenses.") See the Financial Aid Website for more details.

Withdrawing from a course may also affect the student's progression towards a degree. Students who voluntarily withdraw or stop attending a course should discuss the consequences with an advisor. The Office of Student Success and Assessment can also be contacted for students in need of academic support services such as tutoring, counseling, or other services.

Complete Withdrawal from All Courses

Students withdrawing from all courses are required to submit the "Separation from University" form and the "Financial Aid Withdrawal Consequences" form found in Lion's Den. Students may opt to take one to two academic semesters leave or notify the university that they are not returning.

Academic Probation, Suspension, and Dismissal Policy
Molloy University - Probation, Suspension, and Dismissal Policy

Maintenance of Academic Standards: The quality point index requirement is 3.0. If the academic average falls below 3.0, under ordinary circumstances, the student will be permitted one semester in which to raise the GPA to 3.0. Extraordinary circumstances necessitating additional time to raise the GPA will be determined in consultation with the academic advisor and the program director.

C. Graduation and Degree Requirements

- Completion of program credits and clinical hours.
- Completion of the program in seven (7) Academic Years.
- Maintenance of a 3.0 cumulative average.
- (Grades below B are not applicable to the degree.)
- Completion of an online application for the degree not later than the deadline shown in the Academic Calendar. The Application is found in Lion's Den under "My Academics".
  October 1st for December (Fall) or January graduation
  February 1st for May (Spring) graduation
  March 1st for August (Summer) graduation

- Program Completion Survey submitted by student electronically

Molloy University - Graduation and Degree Requirements

School Honors

Awarded at the May Convocation to students of outstanding scholarship in their area of concentration. The School of Nursing & Health Sciences honors will be awarded to the Graduates earning the highest cumulative index (honors and honorable mention). January, May, August, and December graduates are all eligible for the School of Nursing & Health Sciences Honors.

D. Exit Interview

An exit interview with the Associate Dean of the Graduate Program is required for students who choose to withdraw from the program, as well as for students whose grades do not meet the program requirements. This is necessary in order to identify retention problems and plan solutions.

E. Academic Integrity

GR Honor Pledge and Academic Honesty Policy

Honor Pledge and Academic Honesty
At Molloy University, all students are required to uphold our Academic Honor Pledge.

Molloy has serious consequences for violations of academic integrity.

The graduate student, at this juncture in their academic career, is held to a higher standard in regard to all aspects of honesty, integrity, respect, and professionalism.

Expectations of Academic Integrity for All Students:
Engaging in any form of academic dishonesty is an academic infraction subject to referral to the student conduct process. Students will be held accountable for infractions regarding cheating, plagiarism, facilitating academic dishonesty, falsifying documents and fabrication. The consequences for such behavior include, but are not limited to, participating in an interactive online academic integrity course with a written final paper, academic concern notice, probation, suspension, or dismissal. The faculty may also impose a penalty to the student's assignment and/or the course grade.

Academic infractions include but are not limited to:
(From the Molloy University Student Handbook)

1. Cheating – utilizing an unauthorized source other than self during an exam, in completing an assignment, or during an academic exercise. Examples of cheating include, but are not limited to:
    a) Copying from a peer or an unauthorized source during an academic exercise or willingly allowing another to copy your work.
    b) Unauthorized collaboration on homework, assignments, or examinations.
    c) Obtaining and/or using an unauthorized test, examination, quiz, etc. prior to its administration.

2. Fabrication – intentional and unauthorized falsification or invention of any information.

3. Facilitating academic dishonesty – includes, among other things, intentionally or knowingly helping or attempting to help someone commit an act of academic dishonesty. For example, allowing another to copy from you during an examination, doing work for another and allowing them to represent it as their own, and supplying information regarding examinations to others.

4. Plagiarism – includes, among other things, failure to document the direct words of another or the rephrasing of another's words so as to represent them as one's own; handing in another's paper or project as one's own; or reusing substantial portions of a previously done assignment in response to a current assignment, without first obtaining approval for same from the faculty. It is irrelevant whether the theft was intentional and deliberate or accidental.

   Artificial Intelligence is a form of Plagiarism - There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, Bard, and others. These tools will help shape the future of work, research, and technology, but when used in the wrong way, they can stand in conflict with academic integrity guidelines at Molloy University.

   All students have important obligations and expectations on behavior, as detailed in Graduate Student Handbooks, to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use "unauthorized assistance in the laboratory, on fieldwork, in scholarship, or on a course assignment" unless such assistance has been authorized specifically by the course faculty member. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing" of writing, ideas, or other work that is not your own.

   To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless a faculty member for a given course specifically authorizes their use. Some faculty may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual faculty, and then only in the ways allowed by the faculty.

5. Falsifying Documents – includes, among other things, forging signatures of authorization, falsifying information on any official academic records, including but not limited to time effort reports and logs, etc.

   Students are responsible for knowing the policies regarding cheating, fabrication, facilitating academic dishonesty, plagiarism, and fabrication, as well as the penalties for such behavior. Academic integrity is expected in all learning modalities, whether online, hybrid, or in-person.

   Reports of a possible infraction of Molloy's Academic Integrity policies are referred to the Dean of Students Office for investigation using this online report form.

Use of Generative Artificial Intelligence (AI)

Students may not use artificial intelligence (AI) or other automated tools to create, generate, or substantially modify work submitted for academic credit unless the use has been expressly authorized by the instructor. When AI use is authorized, students must follow the instructor's requirements

regarding its use and disclosure. Unauthorized AI use may constitute a violation of Molloy University's Statement of Academic Integrity

F. Academic Review Process

Students share responsibility for their learning and are expected to meet program and course requirements. Students are entitled to timely, fair and equitable evaluation of their academic work. A student, who has a question or issue regarding grading, initiates the Academic Review Process

Students may appeal a grade if there is evidence of a procedural error or if additional compelling evidence becomes available that was not previously considered. Grade appeals are time sensitive. All grade appeals within the course of the semester (related to assignments or exams) must be initiated within ten (10) school days of receipt of the grade by the student. Final course grade protests must be initiated within 30 calendar days from the grade posting on Lion's Den. A grade appeal is considered initiated when the student first contacts the faculty, Program Director/Chair and/or Associate Dean, School Dean, or the Dean of Student Success and Assessment. Generally, appeals that are not initiated by these deadlines will not be considered, except under extenuating circumstances.

Students appealing a grade must first attempt to reach a resolution by following the established informal process. Certain programs of study and academic schools provide informal process details to follow, and the student should check the student handbook for their program of study or academic school. The informal process starts with the student directing all questions concerning grades first to the course faculty to reach a resolution. If a resolution is not reached with the course faculty, the student then directs questions to the Program Director/Chair and/or Associate Dean or the Dean of the School (School leadership) to seek a resolution.

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

Informal Process:

Step One:

A student, who has an academic issue, meets with the faculty concerned. The intent of this meeting is to discuss the academic problem and together seek resolution. The student has the option to move to Step Two if there is failure to obtain a satisfactory agreement.

Step Two:

A meeting between the student, faculty and Associate Dean, Advanced Nursing Practice and DNP Programs is held in a second attempt to reach a resolution. The student has the option to move to Step Three if there is failure to solve the problem.

Formal Process:

Step Three:

A. The student submits a completed *Academic Review Form* to the Dean of the School of Nursing.
B. A formal meeting is held with:
    - Dean

- Associate Dean or Department Chair
- Faculty member
- Student (Student may select to be accompanied by a non-legal support person)

C. The student has the option to move to Step Four if there is a failure to obtain a satisfactory solution.

Step Four:

If there are grounds for a subsequent formal grade appeal per university policy, the student may implement the Molloy University Grade Appeal Process. Refer to the **Molloy University 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 appeals.**

Revised 8-2023

G. Network for Assistance with Personal Problems

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

Academic Problems:

- Refer to the Academic Review Process for the proper 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 coursework. However, the responsibility for acting upon such suggestions lies solely with the student.
- For additional assistance, the student may contact their own academic advisor who might offer suggestions as to how to obtain help with academic problems.

Health and Wellness

Link: Student Health Services

Link: Student Counseling Center (SCC)

H. Center for Access and Disability (Access)

Request Accommodations

Students who may require accommodations 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/

Temporary Accommodations

Students who have injuries, surgeries, or other conditions that will temporarily restrict them may contact the Center for Access and Disability to arrange for reasonable short-term accommodations. Documentation will be required.

III. SCHOOL OF NURSING GRADUATE PROGRAM POLICIES

A. Clinical Practicum Placement and Preceptor Policy for all Graduate Nursing Students

To ensure successful completion of clinical practicum requirements and compliance with program, university, and clinical agency standards, students are required to adhere to the following policies and procedures

1. Preceptor and Clinical Placement Information

Students must submit a completed Preceptor/Clinical Placement Information Form by the deadline specified on the form. All information must be accurate, legible, and complete. Students are required to provide current employment information and home address, as many clinical facilities require this information when reviewing and assigning student placements.

2. Clinical Compliance Requirements

Prior to the start of each semester, students must ensure that all required clinical documentation is uploaded to to **CastleBranch (now known as DISA Healthcare Technology/CB Bridges)** at Employment Screening, Background Checks and Drug Testing Services - Welcome to Castle Branch and remains current throughout the clinical experience. Required documentation includes, but is not limited to:

- Current New York State professional license
- Physical examination documentation
- Immunization and/or titer records
- Annual influenza vaccination
- Professional malpractice insurance
- OSHA Infection Control Certification
- Required hospital orientation documentation
- Current Basic Life Support (BLS) certification
- Background Check and Drug Testing (see specific policy)

Students whose documentation expires during a semester will be prohibited from attending clinical experiences until all requirements have been renewed and verified. Clinical hours missed due to expired documentation may jeopardize successful course completion.

3. Clinical Placement Process

The clinical placement process begins during the semester preceding the planned clinical practicum rotation.

Students are required to:

Submit the Preceptor/Clinical Placement Information Form to the course instructor by the designated deadline.

- **One** preceptor will be assigned per semester, with the exception of NUR 5640.. You may identify a potential preceptor for consideration, if desired.
  For Nurse Practitioner (NP) students, proposed preceptors must be a physician or board-certified nurse practitioner practicing within the student's specialty area. For Clinical Nurse Specialist (CNS) students, proposed preceptors must be appropriately

qualified Clinical Nurse Specialists. For Nurse Educator students, proposed preceptors must be appropriately qualified nurse educators in a hospital or academic setting. For Nurse Leadership students, proposed preceptors must be appropriately qualified nurse leaders serving in a leadership or administrative role relevant to the student's practicum objectives. **Preceptors are not financially compensated for their participation in student clinical or practicum education. Students are prohibited from engaging paid preceptor agencies, placement services, or similar third-party arrangements to obtain preceptors.**

- Submission of a preceptor's name does not guarantee approval or placement. All proposed preceptors and clinical sites are subject to review and approval by the program. The program will evaluate the suitability of the preceptor and site in relation to course objectives, program outcomes, accreditation standards, and clinical learning opportunities. The University reserves the right to reject a proposed preceptor or site if deemed unsuitable.

4. Placement Approval Procedures

Once a potential clinical placement is identified, the following steps must be completed before clinical hours may begin:

- Clinical affiliation agreements and contracts are prepared and executed by university administrators and the clinical agency representatives.
- Student compliance documentation and expiration dates are reviewed.
- Placement approval is confirmed with the clinical site.
- Clinical placement information is provided to the clinical course faculty.
- The faculty member notifies the student of the approved placement and the date on which clinical hours may begin.

5. Communication and Initiation of Clinical Hours

Students will receive preceptor contact information from their faculty member once placement approval has been finalized.

Students must contact their assigned preceptor within five (5) business days of receiving the placement notification to introduce themselves and set up their schedule. Students must complete at least 6 hours a shift, but preferably an entire shift.

Students may not begin clinical activities until:

- All contracts and agreements required have been fully executed;
- Compliance requirements have been verified; and
- Faculty authorization to begin clinical hours has been provided.

Any clinical hours completed prior to official approval and faculty authorization will not be counted toward course requirements and will result in failure of the course.

Questions or concerns regarding a clinical placement should be directed to the clinical course faculty member.

6. Student Responsibilities for Clinical Hour Completion

Students are responsible for collaborating with their assigned preceptor to complete all required clinical hours within the designated semester.

Students enrolled in the Adult-Gerontology Nurse Practitioner (AGNP), Family Nurse Practitioner (FNP), Pediatric Nurse Practitioner (PNP), and Psychiatric Mental Health Nurse Practitioner (PMHNP) programs should be aware that these are primary care-focused programs. Most clinical experiences occur in ambulatory practices, clinics, and healthcare centers that typically operate during weekday business hours.

7. Scheduling Expectations and Placement Considerations

Molloy University cannot guarantee clinical placements that accommodate evening, weekend, holiday, or other non-traditional schedules.

Students are expected to maintain sufficient flexibility in their personal and employment obligations to meet clinical requirements during weekday daytime hours, when most clinical sites operate.

Requests for reassignment based solely on travel distance, commuting time, scheduling preferences, or limited availability of evening/weekend clinical hours **will not be considered valid reasons for changing clinical placement.**

If concerns arise regarding the quality or appropriateness of a clinical site, faculty may conduct a site visit or evaluation to determine whether continued use of the site is appropriate.

8. Clinical Practicum Scheduling

After initial contact with the preceptor, students must establish a mutually agreed-upon schedule for clinical attendance.

Students should anticipate completing approximately one 12- to 14- clinical hours per week, though schedules may vary based on course requirements, preceptor availability, and site operations.

9. Adherence to the Clinical Schedule

Once a clinical schedule has been established, students are expected to adhere to all agreed-upon attendance commitments.

Failure to maintain the scheduled clinical commitment, excessive absences, tardiness, or unprofessional conduct may result in the preceptor terminating the clinical experience. Such action may jeopardize the student's ability to successfully complete course requirements.

10. Submission of Clinical Schedule

Students must provide their faculty member with a copy of their finalized clinical practicum schedule by the deadline established for the course.

11. Non-Compliance with Clinical Policies

Failure to comply with any component of this Clinical Practicum Placement and Preceptor Policy may result in removal from the course and inability to meet course objectives and clinical requirements.

B. Professional Conduct Expectations

Preceptors generously volunteer their time, expertise, and access to clinical learning opportunities to support student development. Students are expected to demonstrate the highest standards of professionalism, accountability, courtesy, and respect in all interactions with preceptors, clinical staff, patients, faculty, and agency personnel. Professional conduct is an essential component of clinical education and is expected throughout all practicum experiences. Failure to maintain professional behavior may result in removal from a clinical site and disciplinary action consistent with program policies.

1. Hospital Orientation for Clinical Practicums

Individual clinical agency affiliates may require additional medical tests and/or clearance requirements for students entering their agencies. If a clinical site requires specific orientation or additional clinical clearance information, the site will contact our office or the student directly to provide the requirements.

It is *the student's responsibility to view the appropriate orientation prior to starting their clinical assignment if they are attending a hospital-based clinical practicum*.

NOTE: Only your Graduate Instructor will clear you to begin *your clinical experience. All documentation must be in place, **including** the orientation piece and medical documentation, prior to clearance for a site.*

2. Clearance for Clinical Practicum

All clinical students must verify that their health and other requirements have been completed by the deadline as established by the school. To be cleared for clinical courses, students create an online account with the school-sanctioned outside vendor, **CastleBranch (now known as DISA Healthcare Technology/CB Bridges)** at Employment Screening, Background Checks and Drug Testing Services - Welcome to Castle Branch. **This account is purchased by the student.** Students must complete background screening, drug testing, health documentation, and all other clinical requirements. Clearance occurs when all requirements are satisfied.

- All documentation- NYS license, physical, vaccination/titer report, malpractice insurance, OSHA Infection Control Certification, Hospital Orientation and BLS certification- must be current prior to the start of the semester. If any of these documents expires during the semester you will be suspended from attending clinical until renewed.

- 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 **CastleBranch (now known as DISA Healthcare Technology/CB Bridges)** via the online system, by the deadline noted below.

  i. Physical examination using the Barbara H. Hagan School of Nursing and Health Sciences form. Must be signed, stamped, and dated by the provider.
     - On initial physical and all subsequent clinical rotations, you must provide

documentation of t*wo* PPDs implanted within 365 days of each other, a QuantiFERON blood test, OR a T- Spot PPD

- Each subsequent physical requires only o*ne* PPD or QuantiFERON blood test or T-Spot PPD.
- Laboratory Titer Reports (LAB SHEETS) for Rubella, Rubeola, Varicella, Mumps and Hepatitis B. Numerical Values for each are required
- Physicals/PPD must be submitted annually to **CastleBranch (now known as DISA Healthcare Technology/CB Bridges)** at Employment Screening, Background Checks and Drug Testing Services - Welcome to Castle Branch

ii. CPR-Cardiopulmonary resuscitation certification must be completed. **No online course will be accepted;** CPR cards must be submitted (Make copy of front and back) with your Physical Information.
Acceptable courses provided by
- American Heart Assoc. – BLS for Health Care Providers
- American Red Cross – BLS for the Professional Rescuer

iii. Uniform for Clinical Experience: Students are to wear plain white lab coats (no outside affiliation badges of any kind are to be displayed on the lab coat). The Molloy University photo ID Badge must be worn and remain clearly visible. A *Molloy University* patch must be sewn onto the left sleeve of the lab coat. The patch is available for purchase at the Molloy University Spirit Store (bookstore) located in the Public Square on the RVC campus.

iv. Clinical Agency Affiliation Requirements: Individual clinical agency affiliates may require additional medical tests and/or clearance requirements for students entering their agencies. Students will be notified of any additional requirements AFTER the clinical placement contract is completed and signed by the agency.

v. Students must submit a copy of their NYS RN license registration certificate.

vi. Late Fee: A fee of $50.00 is charged to process physical documents submitted after submission due date.

vii. Review the Molloy University Nursing Handbook and review policies and health requirements

viii. Signed HIPAA & Latex Forms
Flu Vaccines usually are valid for the influenza season (generally August to June of following year).
Malpractice Insurance appropriate to your program (Registered Nurse or Nurse Practitioner Addend to: NP STUDENT) with coverage of $1,000.000 per claim/$3,000,000 aggregate

ix. Evidence of OSHA training (NYS Infection Control Certificate) CMEresource.com will bring you to NetCe website. Follow the prompts to #9864 Infection Control: The NYS Requirement

x. Students are expected to carry their own insurance
Background check and drug testing via **CastleBranch (now known as DISA Healthcare Technology/CB Bridges)** at Employment Screening, Background Checks and Drug Testing Services - Welcome to Castle Branch (separate student policy).

Students who do not meet the clearance requirements by the established deadline will not be permitted to remain registered for their clinical course(s). **Any student who attends clinical without being cleared by CastleBranch (now known as DISA Healthcare Technology/CB Bridges)** or with expired documents will be pulled from clinical and the hours completed will not count towards their degree. This will result in a delay in program completion and graduation and may affect

financial aid awards and/or eligibility.

Students are responsible for notifying the Associate Dean of any changes to their status that could affect their background checks. Students are additionally responsible for complying 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.

The following process occurs prior to the start of clinical rotation.

- Student submits preceptor form to Faculty**.**
- Students will be directed to **CastleBranch (now known as DISA Healthcare Technology/CB Bridges)** at Employment Screening, Background Checks and Drug Testing Services - Welcome to Castle Branch an outside vendor who is managing clinical compliance documentation, background checks, and drug screening. This secure service is fully digitized and easy to use. Castle-Branch is accredited by the Professional Background Screening Association (PBSA), a highly coveted accreditation by the "Gold Standard" Association for background screeners.
- Contracts are signed by school administrators and an attorney and sent to the preceptor, who may have contract reviewed by their attorney prior to signing
- Student documentation expiration dates are checked
- Site confirms the name of the preceptor and contact information
- Instructor notifies student when they can begin their rotation

Initial Physical - Required for your first clinical or practicum experience and then annually as per the following schedule:

Summer Semester: - Completed after March 15 and submitted before **April 15**.
Fall Semester: - Completed after June 15 and submitted before **July 15**.
Spring Semester: - Completed after November 1 and submitted before **December 1**

Annual Physical - Required on the anniversary of your initial physical. This includes PPD & Quantiferon testing for Initial and Yearly Physical requirements.

No student will be permitted in Clinical/Practicum settings without completing and submitting their Pre-Clinical/Practicum requirements to CastleBranch (now known as DISA Healthcare Technology/CB Bridges) at Employment Screening, Background Checks and Drug Testing Services - Welcome to Castle Branch **If all necessary forms are not submitted by the first day of class, registration in the clinical course will be cancelled, and a clinical placement cannot be guaranteed.**

Student

Holds the primary responsibility of communicating with the program faculty and clinical preceptor in preparation for and throughout the clinical experience rotation. The student is responsible for meeting all

institutional and clinical practice site health and regulatory requirements to include confidentiality, HIPPA, security clearance as required by each clinical site. Students share their learning needs and objectives of the clinical experience that is approved by the program faculty.

C. Dress Code for Graduate Nursing Students

Graduate nursing students are expected to model professionalism, maintain patient safety, and represent the program and the nursing profession positively.

General Expectations:

- Students must maintain a neat, clean, and professional appearance at all times in clinical, lab, simulation, and classroom settings.
- Clothing should be modest, well-fitted, and allow for safe movement during patient care activities.
- Molloy University Identification badges must be visible and worn at all times during clinical rotations and simulations.

Clinical Dress Code:

- **Attire**
  - Business-professional attire appropriate for a healthcare setting.
  - White professional lab coat (clean, pressed, and with Molloy patch on left sleeve). The patch may be obtained at the Molloy Spirit store on the RVC campus. Wear Molloy ID badge
  - Scrubs may be worn if required by the clinical site (must be clean and wrinkle-free).
  - Closed-toe, low-heeled shoes with non-slip soles.
- **Grooming & Hygiene**
  - Hair should be clean and neat.
  - Nails must be short and clean, no longer than a ¼ above the nailbed; only clear, light colored, or neutral polish is acceptable.
  - Fragrance (perfume, cologne, scented lotions) should be avoided.

- **Jewelry**
  - Minimal jewelry
  - No dangling jewelry or large hoops that may interfere with patient care

- **Classroom, Lab & Simulation Dress Code**:
  - Business casual.
    - Lab and Simulation sessions require a lab coat.
    - Professionalism in appearance is expected during all interactions with faculty and peers.
    - Non-Compliance:
    - Students who fail to adhere to the dress code may be asked to leave the clinical or classroom setting. Missed time will be considered unexcused.

D. Professional Behavior Policy for Graduate Nursing Students in Clinical Settings

This policy outlines the expectations for professional behavior of graduate nursing students during clinical hours with assigned preceptors. Adherence to these standards ensures a safe,

respectful, and effective learning environment while upholding the integrity of the nursing profession.

1. **Professional Appearance and Punctuality**
   - Arrive on time as per your schedule created with your preceptor. Be prepared and dressed according to the dress code.
   - Maintain a neat, clean, and professional appearance, including appropriate use of identification badges.
2. **Respectful Communication**
   - Communicate clearly, respectfully, and professionally with patients, families, preceptors, and healthcare team members.
   - Use active listening and appropriate professional language.
   - Accept and incorporate constructive feedback without defensiveness.
3. **Accountability and Responsibility**
   - Be responsible for one's own learning and preparation for clinical experiences.
   - Complete required documentation promptly and accurately.
   - Admit errors honestly and seek guidance when needed.
4. **Confidentiality and Ethical Practice**
   - Protect patient privacy at all times, in accordance with HIPAA and site policies.
   - Maintain professional boundaries with patients and staff.
   - Uphold ethical standards of nursing practice and academic integrity.
5. **Collaboration and Teamwork**
   - Demonstrate collegiality and cooperation with the preceptor and healthcare team.
   - Be willing to assist others while maintaining one's assigned responsibilities.
   - Recognize the preceptor's role and follow site policies and procedures.
6. **Professional Attitude and Adaptability**
   - Display initiative, curiosity, and a positive attitude toward learning.
   - Be flexible in adapting to the clinical environment, patient needs, and preceptor guidance.
   - Demonstrate composure in stressful situations.
7. **Clinical Competence and Patient Safety**
   - Apply theoretical knowledge to patient care while seeking guidance for unfamiliar situations.
   - Prioritize patient safety at all times, asking for assistance when beyond one's scope.
   - Demonstrate critical thinking, sound judgment, and evidence-based practice.
8. **Self-Reflection and Lifelong Learning**
   - Engage in self-reflection regarding clinical performance.
   - Identify areas for improvement and set goals for professional growth.
   - Show commitment to continuous learning and advancement of nursing practice.

E. Mandatory Student Drug Testing & Background Check

This is conducted prior to participating in Clinical Activities.

PURPOSE

The School of Nursing and Health Sciences recognizes that substance abuse can impair the

professional judgment required of the graduate student 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 graduate student to administer safe, competent patient care, and healthcare organizations require 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 graduate students in the School of Nursing and Health Sciences ("School") undergo drug testing and criminal background check as set forth in this policy and have a documented negative drug screen and background check before being permitted to engage in any clinical activity through the School ("clinical placement" or "clinical activity").

SCOPE

This policy applies to all students (Graduate and Doctoral) enrolled in the School of Nursing and Health Sciences who will be participating in clinical activities through the school.

POLICY

Students in the School 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 where the student is placed ("clinical site"). Testing must be completed by the established deadlines determined by the school or 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.

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.

1. 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 authorizes the release of drug testing results in accordance with this policy, if required.

2. Drug tests shall be performed through a testing facility designated by **CastleBranch (now known as DISA Healthcare Technology/CB Bridges)**. 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 **CastleBranch (now known as DISA Healthcare Technology/CB Bridges)** at Employment Screening, Background Checks and Drug Testing Services - Welcome to Castle Branch

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

4. 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.

5. If a test result is positive, the MRO will notify the student in accordance with the testing facility's procedures.

6. 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.

7. 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.

8. A student who tests positive under this policy, or fails or refuses to comply with this policy, shall be dismissed from the School of Nursing and Health Sciences. Any attempt to delay, hinder or tamper with any testing or to alter the result of testing shall be considered a refusal to comply with this policy.

9. Action taken by the School of Nursing and Health Sciences pursuant to this policy shall only be reviewable by the Dean.

10. Because this policy applies to pre-clinical drug testing, positive test results fall outside the definition of "clinical misconduct" in the School of Nursing and Health Sciences Graduate Student Handbook.

11. 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.

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

Substance Abuse

Any graduate nursing student under the influence of alcoholic beverages or illegal substances on campus or during clinical experience is subject to disciplinary action.

A nursing student reporting to clinical agency under adverse influence of any type will not be permitted to remain in the agency that day. The matter will be referred to the Barbara H. Hagan School of Nursing & Health Sciences' appropriate Dean for further evaluation and disciplinary action.

F. Student Clinical/Practicum Injury

If a student is injured in the clinical area, the following steps are to be taken.

****************All students are expected to carry their own health insurance****************

- Students must notify Clinical/Practicum Mentor and Faculty Member.
- Student should go to the emergency room for appropriate treatment.
- Clinical/Practicum Mentor or Faculty Member will notify the agency Nursing Education Department and the University School of Nursing & Health Sciences' office.
- Clinical/Practicum Mentor or Student Faculty will complete agency incident report and University accident report for University Health Office.

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 student's responsibility.

G. Institutional Guidelines

Molloy University believes it has a moral commitment to its students, faculty, and the community to demonstrate compassion and understanding toward individuals with 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 the student is a member of a group at risk for such infection.

The following document has assisted in the formulation of this policy: The American Nurses' Association **"Ethics in Nursing: Position Statement and Guidelines"** (2001)

H. Infectious Disease Policy for Students and Faculty

Nassau County Department of Health: Please Note:

a. New York State Public Health Law 2165 requires post-secondary students attending university 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 and Hepatitis B. Lab reports of the five titers are required.
c. Routine chest x-rays are not required. An x-ray is necessary if a PPD Tuberculin Test is positive.
d. Yearly Influenza Vaccination or student must sign an Influenza Declination statement.
e. The following items are recommended as a means of fostering health:
    i. SMA6
    ii. Pap Smear
    iii. Sickle Cell Preparation (when appropriate)

f. Hepatitis B vaccine is required prior to beginning clinical practice. (Follow-up titer recommended). A student who declines immunization must complete a declination form to be filed in the School of Nursing.

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

J. 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 angiographic 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 all such invasive procedures.

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.

If a glove is torn or a needle sticks 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.

K. CDC Policy Guidelines for Students

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

2. Informational, referral, and similar support services will be provided to students by the Health Services Office. Requests for information and services regarding communicable and infectious disease will be treated with respect for privacy and confidentiality.

3. Decisions regarding admission to Molloy's Barbara H. Hagan School of Nursing & Health Sciences will be made on the basis of academic and related qualifications. Proof of current antibody titres or immunizations, as mandated by the New York State Health Department and/or affiliating clinical agencies, will be required of nursing students.

4. 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.

5. 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 Service 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.

L. CDC Guidelines for Clinical Experiences

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

1. Guidelines in the use of protective precautions, equipment, and supplies necessary to minimize the risk of infection will be provided to the students as per CDC guidelines.

2. Students will be held accountable during clinical experiences for the safe and effective use of recommended protective measures. When monitoring reveals a failure of the student to follow recommended precautions, counseling and re-education will be provided by the Barbara H. Hagan School of Nursing & Health Sciences.

3. Prior to entering the clinical area, it is the responsibility of the student to become familiar with current information on the epidemiology, modes of transmission, and prevention of infectious disease; and the need to follow the guidelines for the use of Universal Precautions.

M. Technical Requirements for Online and Hybrid Courses

Recommended Technical Requirements for "Frustration Free" Computing

Operating System:	Windows 11(Home, Pro, Education) – Windows S type is not recommended Mac OS 10.11 (El Capitan) or higher Chrome OS (ChromeBooks) – Chrome 58 or higher
Processor:	Intel i3 or equivalent; 2GHz or higher
Memory:	2 GB of RAM or higher
Hard Drive Space:	2 GB free disk space
Browser:	Google Chrome is the preferred browser
Cookies and JavaScript:	Must be enabled. Pop-up blockers should be configured to permit new windows from Molloy websites.
Plug-ins:	Many instructors post PDF versions of course materials in Canvas. Download Acrobat Reader.
Internet Connection:	Broadband (cable or FiOS) connection required. At least 2 Mbps download speed and 2 Mbps upload is required. Test your internet speed
Sound Card/Speakers:	Required (a headset with a microphone recommended - see below)

Monitor/Video Card:	Laptop screen or computer monitor; Capable of at least 1024 X 768 resolution, 1,000:1 contrast ratio
Webcam and Microphone:	Built-in or external webcam and microphone required for courses that have proctored exams or online testing requirements. Also required in order to participate in videoconferencing meetings.

N. Zoom in the Classroom

Zoom is a video conferencing tool where instructors and students can meet online at the same time to interact in academic activities such as classroom lectures, student presentations, screen sharing and discussions. Zoom is often utilized with online synchronous courses at Molloy. To learn more about Zoom, visit the Zoom Help Center page. Online Student Resources - Blended and Online Learning - LibGuides at Molloy University

O. Policy of Responsible Attendance:

GR Attendance Policy

Students are expected to attend all classes, regularly and punctually. It is the accepted practice at Molloy University that faculty take attendance in all courses. Students should notify **faculty** if an absence is necessary as the result of a serious situation. Failure to attend class for two (2) consecutive weeks at any point in the semester, without notification of extenuating circumstances, will result in an administrative withdrawal from the course. In the case of an online or hybrid course, attendance is considered similarly important. Therefore, failure to participate in academic activities in any given week is considered an absence. Examples of participation in academic activities representing attendance would be participation in a class chat or discussion board on an academic topic, submissions of a required assignment, digital interaction with the professor on an academic topic, and completion of a quiz or exam. Administrative withdrawal results in removal from the course with a grade of "W" or WF" determined by the point in the term and the academic performance. Students should consult the University catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

P. Online Course Policy

In the case of an online or hybrid course, attendance is considered similarly important. Therefore, failure to participate in academic activities in any given week is considered an absence.

- Examples of participation in academic activities representing attendance would be participation in a class chat or discussion board on an academic topic, submission of a required assignment, digital interaction with the professor on an academic topic, and completion of a quiz or exam.
- All students must have their cameras on for the length of the class.
- Failure to have your camera on and participate in academic activities in any given week is considered an absence. Faculty may remove you from the ZOOM meeting if your camera is off.

Administrative withdrawal results in removal from the course with a grade of "W" or WF" determined by the point in the term and the academic performance. Students should consult the University catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

Q. Minimizing Distractions during Synchronous Online Class

Zoom or other conferencing sessions can be affected by many environmental or situational variables.

Here are some strategies and suggestions for minimizing such impact:

- Students should mute their microphone when they are not speaking.
- Consider using virtual backgrounds, which display the participant but mask the area behind them.
- Students should not watch videos, listen to music, or use other applications (other than note taking apps) while attending class. Doing so could not only distract the class but lead to a degradation in computer performance that may affect the student viewer experience.
- Student can use the chat feature in Zoom to communicate with the entire class and or the instructor but should not be participating in one-to-one chats with their peers during class.

**** At no time should a student be driving or at work when participating in a Zoom class. The faculty will remove you from the Zoom meeting, and you will be marked absent.**

R. Student Reminders and Etiquette

- Just as in an on-campus classroom, it is important to make the best virtual impression during a Zoom meeting.
- You may be viewable or heard by the entire class during a Zoom session and should conduct yourself accordingly.
- Classes may be recorded. Dress as if you are in a classroom setting.
- Students are expected to uphold Molloy University's Academic Honor Pledge.
- Student recordings are only permitted if all participants are fully informed that the recording will be made and all participants consent to being recorded.
- Please refer to the Molloy Student Handbook for more details. ·
- Abide by the Civility Policy found in the Molloy Student Handbook.

S. Netiquette

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, as well as just differences, in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also, consider that slang can be misunderstood.
- Do not use all capital letters when composing your responses, as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them, as this can cause hurt feelings and reduce the chances of hearing different points of view.

- Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, and then put the acronym in parentheses afterward, for example, Frequently Asked Questions (FAQs). After that, you can use the acronym freely throughout your message.
- Use good grammar and spelling. Avoid using text-messaging shortcuts.

T. Recording

To foster an environment that encourages and supports the full and free expression of information, ideas, and opinions between students, faculty, and administration of the University; students, faculty, employees, and administrators are prohibited from recording in any manner or by any means conversations, meetings, class lectures, or any communication. The exceptions when recordings are permitted are:

- Students are registered with an approved accommodation that requires "recording" class meetings, lectures, etc., and faculty are notified of the accommodation.
- Faculty, at their discretion, can permit individual students to record the lectures.
- Students are informed in advance by the faculty that "recording" of an assignment, presentation, or video is required for individual or group grading or assessment purposes.
- Faculty informs students that lectures or other course-related resources will be recorded for educational purposes, uploaded into the course management system, or distributed to students as a course resource.
- Recording of ZOOM meetings when all participants consent to the recording.

This is a critical commitment to the collegiate experience at Molloy, and any violation may become a subject of disciplinary action.

U. Exams

Courses sometimes require one or more proctored exams using Proctorio through Canvas. Students must be sure to have:

- Access to a quiet, preferably private, space for testing,
- A web camera (USB or internal),
- A microphone (USB or internal), and
- Their Molloy ID card (not their driver's license) ready for the ID verification process.
- A desktop computer or laptop when taking quizzes and exams using Proctorio (mobile devices are not compatible, including iPads and mobile phones)
- Download the Chrome browser with the Proctorio extension installed

Students should understand that recording hardware (i.e. web camera and a microphone) is purchased and controlled by the student. Students are expected to read Molloy University's rules and expectations for engaging in honest research and coursework while completing assignments and exams by accessing the Student Academic Integrity webpage. For additional information about online proctoring with Proctorio, students can visit the Support for Test-Takers and FAQ page at https://proctorio.com/support.

Proctorio recordings are available only to your instructor and other university officials, and the extension runs only during the quiz or exam. Therefore, no student privacy rights are violated, nor is the security of computers or laptops jeopardized. Proctorio is designed to help maintain the academic integrity of online exams. Proctorio offers 24/7 support and can answer your questions by chat by clicking the shield icon in Chrome, by email at support@proctorio.com, or by phone at 1-866-948-9087 or 1-480-428-4076.

For Nurse Practitioner courses, exams are to be given on campus unless otherwise stated using lockdown browser on student laptops. Students are to put all belongings, including cell phones and smart watches, in the front of the room. If scrap paper is required, faculty is to hand this out and then collect from student when exam completed. Once students have completed the exam and submitted, they are to raise their hand so that faculty can verify the exam submission went through. The student should then exit the room.

Missing exam: if the student has a valid excuse, it is at the faculty's discretion to arrange a make-up. If a student misses an exam without notifying the faculty or without a valid excuse, point reduction is at the faculty discretion and should be stated in their syllabus

V. APA Qualifying BPS Examination for NP Students

The following is the procedure for taking the Basic Physical Assessment Examination, which is **the semester before you take Advanced Physical Assessment** (NUR 5721, 5722, 5723). All APRN students are required to have taken a Basic Physical Assessment course as part of program entrance requirements.

Nursing 5721, 5722, and 5723 explore advanced assessment techniques and mastery of basic physical assessment skills. Successful completion of the BPA exam is a prerequisite to this course.

The Basic Physical Assessment Competency Examination will consist of a 50-item multiple-choice exam and an observed demonstration of a randomly selected body system. The multiple-choice examination will be based on *Bate's Guide to Physical Examination and History Taking*.

The exam will be administered on campus, in person, through Canvas. A room assignment will be provided. The skills demonstration will be conducted in Hagan Lab 107. Students must receive a passing grade for both elements to begin NUR 5721, 5722, and 5723. The passing grade for the written exam is 76%, and the skills demo is graded as Pass or Fail. Examination dates will be offered to students who have met progression requirements prior to registering for NUR 5721, 5722, and 5723.

The multiple-choice examination will precede the observed demonstration. Upon completion of the exam, the student will report to lab 107 for the practicum portion.

Students must register for **ONE** testing date. There will be a ZOOM meeting prior to the testing date for all students registered for the exam.

Once you have registered, you will receive a Canvas invite within 10 days of sending your completed application.

Resources for the exam/practicum:

- Bickley, Lynn. Bate's Guide to Physical Assessment, 13th ed.

- Study guide
- Bate's Physical Assessment videos available through Molloy Library: https://molloy.idm.oclc.org/login?url=https://batesvisualguide.com
- Continuing Education at Molloy MAY offer a Basic Physical Assessment course. All students interested in taking the course should contact Continuing Education at 516.323.3550 or conted@molloy.edu.
- Tutoring/practice sessions will be available to students in the graduate lab free of charge, and the dates will be posted in the Canvas shell. Students will sign up directly with the faculty tutor for posted tutoring sessions.

It is strongly advised that you review the BATES videos available through the Molloy library and practice physical assessment techniques prior to testing.

The policy for failure of the BPA exam: Students who are unsuccessful on one or more parts of the BPA testing components will be able to retake the portion/s that they failed **one additional time during that semester's testing period.** Students who have retaken the exam and have a second failure will meet with the BPA coordinator to develop a remediation plan which includes: 15 hours of clinical remediation practice with the NP clinical tutor in the lab, and completion of a continuing education course on physical assessment or equivalent as determined by the coordinator. Once the remediation plan is complete, the student may retake the exam in the following semester. If the student is unsuccessful after remediating and testing again, the student will not progress in their program and must meet with the Associate Dean of Advanced Nursing Practice and DNP Programs.

W. **Proficiency Skills Assessment Evaluation for NP Students**

All students in Practicum I, II, and III will be required to demonstrate proficiency in physical assessment prior to starting in the clinical area.

- On the first meeting day of each Practicum, students will come to class prepared to participate in a performance-based evaluation.
- The Advanced Physical Assessment Competency observed skills exam will be administered to each student.
- Students will need to achieve a grade of 80% or better on the test to continue in the course.
- If the student is not successful, they can self-remediate and contact the instructor to retest. The same exam will be given at the instructor's convenience.
- Students need to retest within two weeks
- If a student is not successful on the second attempt, they will be required to take a "W" in the course.
- Students will need to self-remediate and retake the Advanced Physical Assessment competency exam prior to attempting to start the practicum course again in the following semester.

X. **Graduate Change of Program Policy**

- Program change requests must be submitted by Oct. 1st for spring semester and February 1st for fall semester.
- Student is required to have completed Advanced Pathophysiology and Pharmacotherapeutics.

No changes will be made if the requested program is at its CAP.

Please Note:

- **PNP:** Prior Pediatric nursing experience is preferred
- **PMHNP:** Prior psychiatric nursing experience is preferred
- **Acute Care:** ICU or Emergency Department (ED) nursing experience is preferred**.**
- Other areas of practice will be considered on a case-by-case basis.

- Discuss with your advisor your intention to change programs.

- The student should review the qualifications and submit the following required documents to the graduate nursing office, Hagan 309.

  - Current GPA of minimum 3.2 and passing grades in all prior and current courses.
  - All applicants must have at least 1 year of nursing experience related to the program they are pursuing prior to applying.
  - Submit your current CV.
  - Submit your personal statement (400-800 words).
    - Discuss why you want to pursue the new specialty.
  - Describe how your past and/or ongoing work experience will enhance your experience in this program.
  - State your goals/plans upon completion of the degree.

- Interview with Coordinator:
  - Upon submission of the required documents, the program coordinator will contact the student for an interview.
  - Once approved, complete the Change of Program form with the Coordinator.
  - The student will submit the completed form to the graduate nursing office, Hagan 309.

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Y. 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, X, Facebook, Instagram, Second Life, Flickr, YouTube, MySpace, and text messaging. All laws, professional expectations, and guidelines for interacting in person apply online as well.

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

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

Approved July 2012
Adopted Fall 2012

Z. **APA Format**

Students are required to use the format of the Publication Manual of the American Psychological Association (7th edition) for all assigned written material in the master's Program.

AA. **Strike Policy**

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

a. The Dean or Associate Dean of Advanced Practice Nursing and DNP Programs will communicate to faculty that personnel at an affiliating agency are on strike or that a specific date for a strike has been set.
b. Faculty and/or students of the Molloy University community will not cross picket lines at the affected agency under any circumstances.
c. Faculty will communicate with the affected agency, their established policies regarding handling strikes.
d. Faculty will inform students of a strike in the clinical agency and attempt to provide alternative clinical experiences.
e. 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.
f. Administration will maintain contact with the affected agency. The Dean of the School of Nursing & Health Sciences or the Associate Dean of the Graduate Program will relay information to the Vice President for Academic Affairs.

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

1. An Administrative Assistant will call Security (Ext. 3500) to advise that strikers are on the premises.
2. The decision to talk with strikers' rests with the administration of Molloy University and the Dean of the Barbara H. Hagan School of Nursing & Health Sciences.
3. The administration present will communicate the results of the meeting with the Associate Dean of the Graduate Nursing Program.
4. The disputing agency will be notified of the strikers' visit by the appropriate University personnel.
5. Faculty may speak with the strikers or may refer them to the Office of the Vice President for Academic Affairs. Faculty must identify if they are speaking as individuals or representatives of Molloy University.

BB. **COMMITTEES WITH GRADUATE STUDENT REPRESENTATIVES**

a) **Graduate Student Election Process**

- Barbara H. Hagan School of Nursing & Health Sciences Graduate Committee and Molloy University
- Governance Committees:

- During the Spring semester, the Graduate Office will distribute information regarding committees available for election to all matriculated graduate students. Included will be information regarding committee focus and responsibility.

- Students interested in serving on a committee may self-nominate or may nominate another graduate student. Nominating another graduate student requires that student's agreement.

- The completed nomination form is returned to the Graduate Office, as per the date noted.

- Ballots are then distributed to all matriculated graduate students

- All elected students begin their term of office in the ensuing academic year.

b) **University-Wide Committees**

There are four major committees: Graduate Academic Policies and Programs, Campus and Community Life, Financial Resources and Priorities, and Planning. Graduate Programs (Education and Nursing) will seek volunteers to serve. Their duties and student membership on each are as follows:

Graduate Academic Policies and Programs Committee

Make recommendations regarding such matters as the introduction, continuation, and elimination of programs and/or majors, academic disciplinary policies, academic standards, criteria for admissions, and institutional academic scholarships.

Campus and Community Life Committee

Reviews and makes decisions regarding recommendations, petitions and/or concerns which may arise from any constituency; makes recommendations to the appropriate administrative officer concerning such matters as parking facilities and library services. The main goal of this committee is to foster the development of better student-faculty-administrator-staff interrelationships.
Students are represented on this committee by the MSA President, one (1) student elected from MSG, three (3) students elected by the undergraduate student body and one (1) student elected from the graduate program.

Financial Resources Committee

Determines that the basic assumptions underlying the budget are compatible with the mission and goals of the University; reviews and makes recommendations to the President concerning such matters as the annual budget, enrollment effects, space allocation, and financial aid. The Treasurer of the MSG is a student representative on this committee and one (1) student elected from the graduate program.

Priorities and Planning Committee

Establishes the long-range goals of the University; integrates and prioritizes the needs for academic programs; receives decisions from other committees and ranks them in the order in which they will be fulfilled and/or sent to the Board of Trustees for approval. Student membership on this committee is that of the President of MSA, one (1) student elected from and by the undergraduate student body and one (1) student from the graduate program.

CC. AIDS TO LEARNING AND RESEARCH

Resources

a) Molloy University Writing Center

The Molloy Writing Center supports the development of writing skills for undergraduate, graduate and doctoral students. Consultants assist students with their papers by emphasizing

- Organization and development
- Grammatical correctness
- Appropriate use of research documentation styles
- Meeting the assignment requirements given by the professor

One of Molloy's Academic Services, the Writing Center is staffed by experienced professional consultants. As an undergraduate, graduate, or doctoral student of Molloy University, you can be helped at the Writing Center, whether you are writing a summary/critique, a PowerPoint presentation, an application essay, or a research paper requiring precise use of APA format. You can also obtain helpful handouts prepared by our consultants. For face-to-face appointments, whether you need individual or small group consulting, or if you want to use a computer before or after your appointment with a consultant, you can visit the Writing Center in the Casey Center, in Room 106.
Phone: 516-323-3293 Email: writingcenter@molloy.edu. Their web link is Writing Center (mywconline.com).

b) Clinical Learning Center

The clinical learning laboratories in The Barbara H. Hagan School of Nursing & Health Sciences consist of skills laboratories; hands-on laboratories for bedside practice, high fidelity simulation laboratories, and a pediatric simulation suite.

c) Computer Labs, Lounges and Information Commons

Molloy University - Computer Labs, Lounges and Information Commons

d) Library

Visit https://www.molloy.edu/library to obtain further detail regarding these services and more. classroom or club meeting use. Assistance is available to help prepare student presentations.

e) Alumni Lifetime Scholarship

Graduation for Molloy students is truly a commencement. After receiving their degree,

graduates may return as often as they choose to audit courses at the level at which they were awarded their degree. With the payment of fees, alumni are always welcome at Molloy. Growth, recreation, and enhancement of the person are lifelong endeavors, totally congruous with "Molloy's lifetime scholarship." Records of courses that have been audited will be retained, and transcripts will be issued upon written request and submission of the appropriate fee. At no time will credit be granted for audited courses.

f) **Molloy Portal**

Molloy Portal

Molloy Portal is the location of all Molloy University online community.

The self-service website is the only supported method for resetting a forgotten password.

New Student Account Retrieval - Main View | New Student Account Retrieval | Portal Home (molloy.edu)

Please read and familiarize yourself with the Student_Technology_Guide_2026-27.pdf

Lion's Den Portal Homepage | Portal Home | JICS

g) Canvas Learning Management System

Sign In - Molloy University Canvas

All Molloy Courses will use the Canvas Learning Management System. All courses and syllabi appear on this website once you are added to the classes.

Canvas is Molloy's comprehensive learning platform designed to support fully online or blended learning with features that enhance student learning and connect digital tools for instructors and students to use in one place. Canvas lends itself to collaborating with peers, setting up group activities, easily connecting to library resources, and leveraging external tools such as Google Docs. Canvas support is available 24 hours a day, seven days a week!

You log into Canvas with your Molloy username and password. Help features can be accessed by clicking on the Help link found on the Canvas Global Navigation Menu.

Canvas 24/7 Support Hotline for Students:
1.844.408.6455 Canvas 24/7 Support Hotline for
Faculty: 1.833.204.0569

h) **Office of Blended/ Online Learning and Student Success**

Blended and Online Learning

The Office of Blended/Online Learning and Student Success advances Molloy's education mission of academic excellence to support the delivery of high-quality, student-centered programs in a variety of formats by fostering innovative teaching and active learning. Our blended learning programs combine the best of traditional classroom teaching and online learning.

Molloy offers a full range of Student Services and Support: Checklist for Successful Hybrid/Online Learners | Molloy University

i) **APEA Resources and Exams for Nurse Practitioner Students**

Advanced Practice Education Associates (APEA) resources are incorporated into the NP programs. APEA is a resource incorporated into Molloy courses that prepares new nurse practitioners for success on national certification exams by providing impactful evidence-based study tools and online certification review for some specialties. These resources are integrated throughout the NP Advanced courses and NP program-specific courses, beginning in Pathophysiology. A 3-P exam is administered after students complete NUR 5240, NUR 5730, and program-specific Physical Assessment courses to ensure readiness for clinical placement sites. Pre-predictor and competency exams are administered in the last semester. **These resources and exams are included in student fees.**

Benefits include:

- Broaden resources available
- Create a strong 3'P foundation offering resources that enhance student learning to achieve program competencies
- Offering remediation solutions
- Prepare students for success on the certification exam
- Increase first attempt pass rates on certification exam
-

Package Includes:

- Q Banks for Pathophysiology, Pharmacology, and Physical Assessment Courses
- Focused Q Banks for each NP specialty
- Each Q Bank contains 800 questions with detailed rationale
- Assessments-Predictor and Competency Exams
- Review Course for some specialties

j) **ProjectConcert**

ProjectConcert is a web-based platform that students will use to support their clinical education. Students will log clinical hours, document patient encounters, track required skills and experiences, submit clinical schedules for approval, and complete evaluations. ProjectConcert also allows students to upload required documentation and stay organized throughout their clinical progression. To support ease of use, detailed instructions and embedded recordings are available throughout the platform to guide students through each step.

ProjectConcert employs a student-paid subscription model. Each student enrolled in clinical courses will require a subscription. Students arrange subscriptions directly with Project Concert.

k) Scholarship Opportunities

Graduate Assistantship Program

The Graduate Assistantship program provides opportunities for qualified graduate students to participate as graduate/research assistants. To apply for the graduate assistantship, candidates should complete the Application for Graduate Assistantship available on the Molloy website and email it to Gina Nedelka (gnedelka@molloy.edu) in the Graduate Academic Affairs Office. ***(Appendix A-1)***

Applications must include a current resume, two personal references, and approval by the department in which the student is enrolled. Each selected graduate assistantship recipient must be enrolled in the university upon commencement of the position. Applications will be forwarded to the appropriate University departments, and the Graduate Assistantship Supervisor will interview applicants.

Information regarding the specific assistantships that are available may be obtained from the following webpage: https://www.molloy.edu/academics/research/graduate-assistantships

The Dr. Kathleen Kilkelly Fellowship Award

The family of the late Dr. Kathleen Kilkelly, a highly respected member of the Division of Nursing's faculty for more than twenty years, established a graduate fellowship in her honor for Graduate Nursing students. To be eligible for this one-time-only ($1000.00) award, enrolled students must have earned twelve credits in our Master of Science in Nursing Program with a cumulative index of 3.5 at the time of application.

Dr. Mary Keenan Frawley Nursing Scholarship

Dr. Mary Keenan Frawley is an alumnus of Molloy (BS and MS) and a dedicated healthcare leader and professional. This scholarship was developed to help others achieve their professional dreams. The scholarship is 1,000 dollars and is renewable yearly if you maintain your GPA.

Mother Cabrini Molloy Community Van Scholarship

Apply to join the fantastic team of inter- and intra-professional students and faculty who serve vulnerable and historically marginalized communities in Nassau and Suffolk County from our mobile clinic.

Students will participate in at least ten community events (approximately 3 ½ hrs. each) during the semester, including off-site support and patient care.
Award Amount varies pending grant approval.

Student Qualifications

- Enrolled in undergraduate, graduate, or doctoral nursing programs at Molloy
- Exhibit interest in serving historically marginalized populations
- Excellent written and oral communication skills
- Willingness to work with patients in the field, travel to events, and work outdoors
- Events may vary according to community needs; days vary, including weekends
- Ability to comply with all regulations
- GPA 3.2 or better

You can also contact the Financial Aid office for more information on scholarships. Here is their link with contact information. Link: Financial Aid