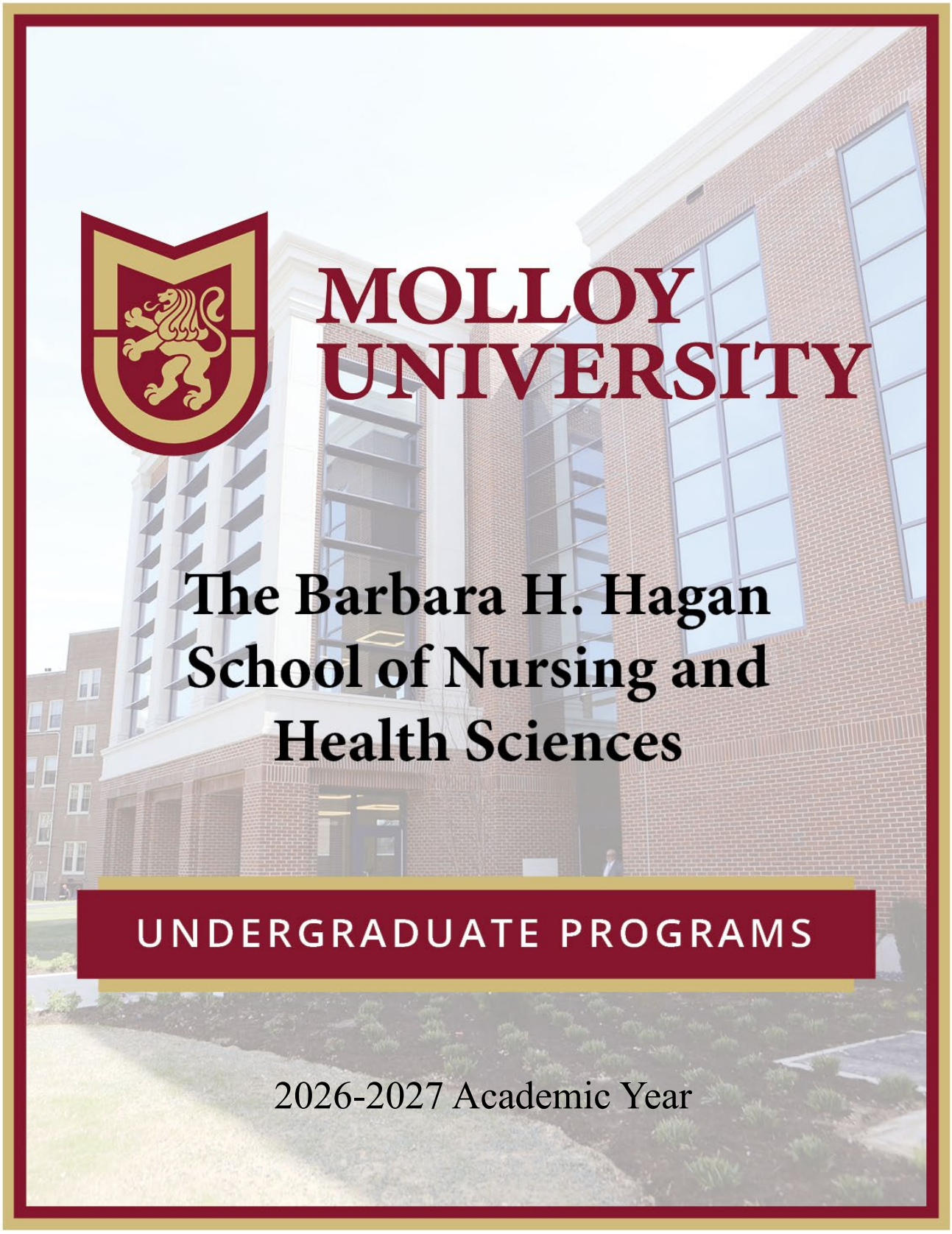

MOLLOY UNIVERSITY

The Barbara H. Hagan School of Nursing and Health Sciences

UNDERGRADUATE PROGRAMS

2026-2027 Academic Year

Dear Student,

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

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

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

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

Sincerely

Rose Schecter

Rose Schecter, PhD, RN
Professor
Associate Dean Undergraduate Nursing
and Nursing Administrative Affairs

Heraldic History of the Amorial 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 are from the coat of arms of Archbishop Thomas E. Molloy for whom the college is named.

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

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 college.

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THE BARBARA H. HAGAN SCHOOL OF NURSING

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

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

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

The last NLN site visit was in October 1992 and the programs (Graduate and Undergraduate Programs) received full accreditation. In 1998 both programs was granted full ten year accreditation by the Commission on Collegiate Nursing Education (CCNE). In January 2004, the interim report to CCNE was accepted. The full program was again reaccredited by CCNE in 2018 for another ten years. All programs will be reviewed in October 2028 for reaccreditation.

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

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 19th with community leaders, religious leaders, faculty, students and college leadership in attendance. This auspicious school year ended with a graduation ceremony with 10 PhD students being hooded by faculty and the president.

On June 1, 2022, Molloy College became Molloy University. Thus beginning a new chapter in the school's long history. The Molloy nursing program has an excellent reputation in the professional nursing community in the New York Metropolitan area & since its inception, there have been thousands of nursing graduates from the Undergraduate Program.

B. Mission Statement

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

C. Philosophy

The faculty of the School of Nursing, 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 has a social contract grounded in the professions code of ethics and requires a lifelong professional commitment.

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

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

Updated June 2007
Approved September 2007

D. Organization

Undergraduate Programs

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

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

Graduate Programs

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

Doctoral Programs

The PhD program was initiated in the fall 2010 with 10 doctoral students. The program of study will prepare nurses for leadership roles in academia, health policy formulation, healthcare administration and clinical practice. This is the first doctoral program at the College. The DNP program began in September 2014, and also takes in a cohort each fall.

E. Committees

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

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

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

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

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

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

II. UNDERGRADUATE CURRICULUM

E. Statement of Purpose

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

F. Characteristics of the Baccalaureate Graduate

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

1. Integrates principles of **compassionate care** and **Access, Connection, and Engagement (ACE)** to deliver holistic, respectful, and individualized care to diverse individuals and groups across the lifespan.

2. Applies a broad and deep foundation of **knowledge for nursing practice**—including liberal arts, sciences, and humanities—to facilitate sound **clinical judgment** in all practice settings and to promote population health.

3. Utilizes effective, relationship-centered **communication** strategies to engage individuals, families, and interprofessional team members to foster a climate of mutual respect and shared decision-making.

4. Appraises and uses current and emerging **informatics and healthcare technologies** to manage information, support clinical judgment, and promote **quality and safety** in patient care delivery across the healthcare continuum including the promotion of population health.

5. Demonstrates essential entry-level nursing competencies to ensure **safe and competent person-centered care**, actively contributing to a culture of patient, provider, and environmental **safety** and well-being.

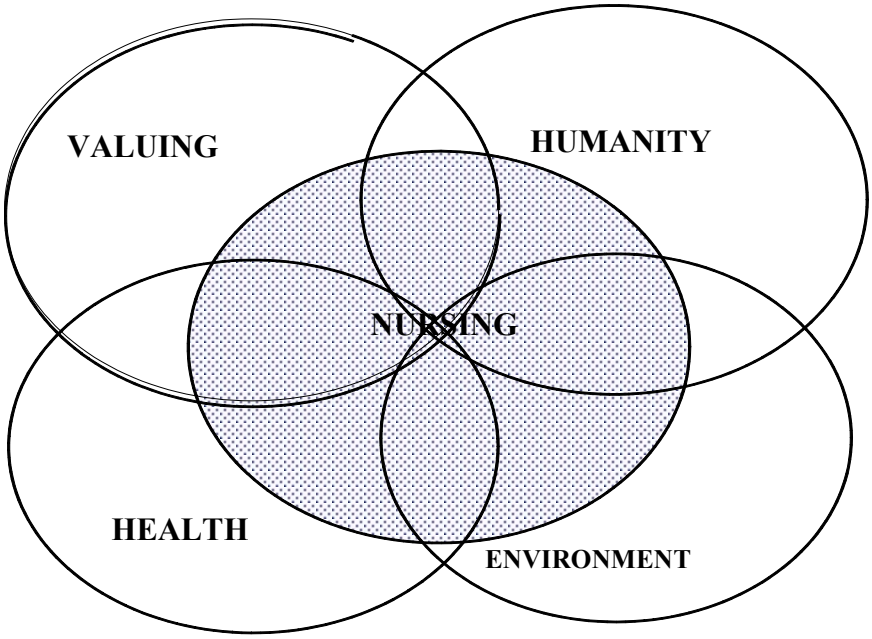
6. Analyzes the impact of regulatory frameworks, **health policy**, economics, and **Social Determinants of Health** to provide ethical, efficient, and appropriate care within complex **systems-based practice** environments.

7. Demonstrates the professional identity of nursing, exhibiting accountability, integrity, and ethical comportment reflective of nursing's social contract.

8. Functions as an effective member and emerging leader within **interprofessional partnerships**, employing team dynamics and communication skills to achieve optimal health outcomes for individuals and populations.

9. Engages in **scholarship for the nursing discipline** by critically appraising research and integrating the best available **evidence-based practice (EBP)** into the design, implementation, and evaluation of patient and population care.

10. Engages in **scholarship for the nursing discipline** by critically appraising research and integrating the best available **evidence-based practice (EBP)** into the design, implementation, and evaluation of patient and population care.



C. Humanistic Nursing Framework.

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

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

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

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

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

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Approved September 2007

COMPETENCY BASED PROGRAM LEARNING OUTCOMES -

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

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

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

Approved a/o Fall 2026

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

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

NURSING

HEALTH
HUMANITY
VALUING
ENVIRONMENT

III. POLICIES

A. Admission

Requirements:

- Students are admitted to the nursing program, if they qualify and declare nursing as a major, upon acceptance to Molloy. Admission/transfer requirements are noted in the Molloy University catalog.

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

- See Appendix B on "Pre-Clinical Clearance: drug testing, background check and other clinical requirements.

- Upon completion of the nursing program, students will complete an application for licensure as a registered nurse and take the NCLEX-RN licensure examination. A component of that process is determination of "good moral character." The application asks the applicant to indicate if the "applicant has been convicted of a crime, or has committed an act which raises a reasonable question as to the applicant's moral character." (Please refer to New York State Education Department, Office of the Profession, Regents Rules, Part 28, p. 111, www.op.nysed.gov). It is the student's responsibility to seek legal guidance with any concern about meeting these criteria. **See Appendix K for further details.**

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

ADMISSION SCREENING EXAMS
BARBARA H. HAGAN SCHOOL OF NURSING

Molloy is currently test optional. Refer to university catalogue for specific requirments.

Undergraduate transfer, LPN-BS, and Second Degree Accelerated BS/MS nursing students

The TEAS will be used to screen undergraduate transfer, LPN-BS, and Second Degree Accelerated BS/MS Nursing students for reading and math competencies.

The ATI TEAS is the Test of Essential Academic Skills offered by Assessment Technologies Institute (ATI). ATI TEAS assesses the general academic preparedness of students entering a health science field, specifically a nursing program in the areas of science, mathematics, reading and English. The test consists of 4 sections – approximately 170 multiple choice questions and can take approximately 3 hours to complete. For specific information about the TEAS and to register to take the test, please click on the following link:

https://www.atitesting.com/teas/teas-exam

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

TEAS SCREENING Requirements:

Math

Undergraduate transfer, LPN-BS and Second Degree Accelerated BS/MS Nursing students

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

Reading

Undergraduate Transfer & LPN-BS Nursing Students

- Minimum requirement 76.6% (no remediation)
- Grade of 76.5 or lower are required to take ENG 1010

Second Degree Accelerated BS/MS

- Minimum requirement 80.9% (no remediation)

Policies

1. Readmission to the nursing program for students who have taken a Molloy University School of Nursing clinical courses within the past three-year period may require that students successfully

complete challenge examinations and demonstrate clinical competence. The need for such examinations will be determined on an individual basis. Clinical courses taken more than three years ago must be repeated.

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

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

4. Students who have been withdrawn due to academic failure may not be readmitted to the same undergraduate nursing program.

B. Progression Requirements

1. Academic Integrity

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

2. Reading and Writing Policies

EFL students must satisfactorily complete all mandated EFL courses prior to beginning Level I nursing courses.
Prior to entry into Level III nursing courses, students must have successfully completed English Composition 1100 or its transferred equivalent.

3. Drug Calculation Proficiency Progression

Level I Drug Calculation Requirement

This requirement must be successfully completed prior to NUR 2990. The Level I Drug Calculation Test is administered during the NUR 2390 course and a 90% passing grade is required. The exam is taken on a secure platform with a pop-down calculator available while taking the exam.

- Students that fail the test may retake the examination once after completion of remediation.
- Failure on the retake examination requires the student to take NUR 0700.
- NUR 0700 may be taken only once. Students must demonstrate competency in level drug calculation by attaining a minimum passing grade of 90% on the exam in NUR 0700.

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

Level II Drug Calculation Requirement

This requirement must be successfully completed during NUR 4090. A 90% passing grade is required. The exam is taken on a secure platform with a pop-down calculator available while taking the exam.

- Students that fail the test may retake the examination once after completion of remediation.
- Failure on the retake examination requires the student to take NUR 0710.
- NUR 0710 may be taken only once. Students must demonstrate competency in level drug calculation by attaining a minimum passing grade of 90% on the exam in NUR 0710.

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

Additional Drug Calculation Policies

- Beginning at the 2000 level, all nursing courses will include a mandatory 10% of test questions on drug calculation. (Does not apply to NUR 3890 - Nursing Research or NUR 4590 - Leadership and Management).
- National Council of State Boards of Nursing (NCSBN) Decimal Rounding Rules: the students are instructed to carry the decimal point out either 2 or 3 places and all rounding is done at the END.

4. Criteria for Progression

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

b. Grades of **C+** or better are required in all science courses. The same lab-science course may be repeated one time only (policy implemented fall 2011). Failure on the re-take of the lab-science courses will result in dismissal from the nursing program. Nursing students seeking to withdraw from a science course after the mid-point will be assigned a W or a WF based upon grades to that point. (Policy updated Fall 2023). When repeating a lab-science class with a prior grade of W, the student must remain in course until a grade is earned.

c. Grades of **C+** or better are required in all nursing courses. The same nursing course may be repeated one time only. Students may withdraw from the same nursing course no more than once. Failure of same nursing course results in dismissal deom program.

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

e. Failure of a second clinical course will result in dismissal from the program.

f. Students repeating either a nursing or lab-science course (excludes BIO 2470) must enroll in an **in person section**. This policy applies to courses taken in fall, spring or summer sessions. (Policy approved September 2022)

g. Students that do not pass CHE 1120 in the semester prior to taking NUR 1390, may progress into this course if they are repeating chemistry. Students may not take NUR 1390 if they have only taken BIO 1200 and never taken chemistry. (Approved SON, S2009)

5. Testing Program

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

During the senior semesters, students will be required to participate in a 7 week Comprehensive review program. The purpose is to assist the student in the process of NCLEX preparation. In addition, immediately upon graduation students will be required to attend the three-day live review offered by ATI.

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

6. Intersession and Summer Course Offerings

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

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

a. Overall GPA of 3.0 including the immediate prior semester

b. No failed nursing courses throughout program

c. Students who withdraw during the spring semester with either a W or a WF will not be eligible to register for summer nursing courses

d. Students who do not pass their nursing course(s) during the spring semester will not be permitted to take that course(s) during the summer

e. NUR 3490/NUR 3590 summer sessions are reserved for dual degree students only.

f. NUR 4290/N4490 and N4990 summer sessions are reserved for fast track students only.

See Appendix K for further details.

Liberal Arts Requirement

Students must complete the majority of liberal arts requirements before beginning upper division courses. Liberal arts requirements must be completed prior to or concurrent with completion of NUR 4990.

7. Change of Major

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

8. Graduation

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

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

C. Course and Clinical Policies and Requirements

1. **Pre-Clinical Requirements.** Students entering the clinical sequence will be required to establish a compliance tracker account with the designated outside vendor, and upload the required documents. It is the student's responsibility to pay the fees associated with the account and with all health and clinical clearance requirements. (As of Fall 2018)

2. **Cardio Pulmonary Resuscitation.** During the first week of NUR 2090, all nursing majors are required to have completed a nine-hour Cardio Pulmonary Resuscitation certification (CPR) for professional rescuers. Thereafter, re-certification is required every two years. A copy of CPR certification is uploaded to compliance tracker.

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

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

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

3. **Fire Safety.** Students are required to complete a Fire Safety Module, while in NUR 2090. Documentation of successful completion of the Fire Safety Module are uploaded to compliance tracker and available if needed.

4. **Child Abuse.** Students are required to complete a state mandated Child Abuse module while taking NUR 3490. Documentation of completion is uploaded to compliance tracker and available if needed.

5. **Transportation.** Nursing majors must have access to a car and are responsible for all transportation to and from clinical experiences.

6. **Travel Time between Classes.** A minimum of one hour between the end of one clinical course and start of next course is mandatory. Students are not permitted to work the hours before any clinical or lecture class practicum hours.

7. **Liability Insurance.** All students are required to carry liability insurance under a group plan sponsored by Molloy before taking any clinical nursing course. This annual fee is payable along with tuition before the first clinical course, NUR 2090 and before Junior and Senior years. (LPN students are required to carry individual policies and provide a copy to nursing for filing).

8. **Clinical Agencies.** Clinical experiences are provided in cooperation with a variety of community agencies in Nassau, Suffolk and New York metropolitan areas.

9. **Clinical Hours.** Students and faculty must take breaks during 8 or 12 hour clinical days. Faculty will determine when during the day these breaks occur.

D. General Course Information

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

There are two types of clinical nursing courses. The first clinical course, NUR 2090 (Foundations of Humanistic Nursing Practice) has three separate components, which must be taken concurrently. The components are three hours of lecture, two hours in the nursing learning laboratory and a six and a half hour clinical component. Students must pass clinical to receive the grade earned from the lecture component of the course. Students that do not pass clinically will be given an "F" in the course regardless of the numeric grade.

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

E. Grading Criteria

1. Absence Information

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

2. Non Clinical Courses

NUR 1290, NUR 1390, NUR 2290, NUR 2390, NUR 2590, NUR 2890, NUR 3890, NUR 4090, NUR 4590.

a. Theoretical grades are determined by student achievement on course requirements. Students must achieve a grade of **C+** (77) or higher.
b. Students are responsible for meeting stated course objectives, maintaining necessary grade level, submitting written work on time, and making up work missed through absence.
c. N2390 skill testing: This course has a lab component that requiring students to successfully complete several skills. Students that do not pass tested skills after second retake will be retested by **a faculty member**. Failure of the skill at that point will result in a grade of "F." Student will be required to repeat course.

3. Clinical Courses

NUR 2090, NUR 2990, NUR 3290, NUR 3490, NUR 3590, NUR 4290, NUR 4390, NUR 4490, NUR 4990

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

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

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

Students must demonstrate in clinical:

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

Demonstration of behaviors which facilitate prudent care of patients:

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

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

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

Molloy University
The Barbara H. Hagan School of Nursing
Undergraduate Program
NUR 4990-Capstone Failure Policy

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

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

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

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

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

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

Failure of NUR 4990 requires an in-person meeting with faculty and student and associate dean.

MOLLOY UNIVERSITY
Undergraduate Programs

CLINICAL ATTENDANCE POLICY

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

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

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

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

RS Updated 9/16/22

Approved 10/22 Implemented January 2023

G. Clinical Failure Policy

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

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

Students are expected to demonstrate:

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

Students are held accountable in the clinical setting for all previously learned knowledge and skills. This includes but is not limited to such areas as pathophysiology, therapeutic communication, medical & surgical asepsis and the skills acquired during NUR 2090**.** Refer to the Student Clinical Evaluation Tool for at expected level performance criteria.

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

- Their clinical work is submitted late
- They are late arriving to clinical site
- They arrive to clinical unprepared
- Their clinical performance for **that day** is below expected level
- They are not cleared for clinical on the first day of the semester (applies to 2000 level courses)

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

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

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

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

- A student does not display skill competency appropriate to their present level in the program
- A student does not demonstrate proper judgment appropriate to their present level in the program
- A student fails to demonstrate accountability and responsibility in the role of the professional nursing student
- A student is not cleared for clinical on the first day of the semester (applies to 3000 & 4000 level courses)

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

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

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

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

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

H. Clinical Withdrawal Policy

The deadline for a student to request a voluntary withdrawal is prior to the **end of the 10th week** of the semester (prorated for shorter sessions and 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.
Access the link for policy regarding WF and administrative withdrawal.

https://molloy.smartcatalogiq.com/en/2024-2025/undergraduate-catalog/academic-policies-and-procedures/withdrawal-from-courses/

I. Academic Review Process

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

J. Clinical Injury/Insurance

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

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

K. Uniforms

The purpose of the dress code is to assist the student in projecting an image of professionalism and enable the student to function efficiently and safely in any clinical setting.
It is the responsibility of the student to comply with the dress codes, as well as any individual requirements of the clinical agency. If a faculty member deems that the student's appearance is either unprofessional or unsafe or does not meet agency standards, the student will not be permitted in the clinical area and may be asked to return to campus.

The following requirements apply to all:

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

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

Students must purchase a patch at the Molloy University Bookstore

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

UNIFORM Brand- Grey's Anatomy (all white)

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

UNIFORM Brand- Cherokee (all white)

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

Molloy Patch: To be sewn on left sleeve.

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

Review the Nursing Student Handbook regarding Dress Code.

Updated Summer 2026

L. Substance Abuse

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

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

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

Approved July 2012

M. Professional Disposition

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

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

N. Social Media

Social media is defined as media designed to be disseminated through internet, social interaction sites. Examples include but are not limited to LinkedIn, Twitter, Facebook, Second Life, Flickr, Instagram, 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 the risk of disciplinary action.

Students may consult the National Council State Boards of Nursing's "*A Nurse's Guide to the use of Social Media"* for more information on this issue. The brochure is available in H209 or can be accessed on line at https://www.ncsbn.org/2930.htm.

Approved July 2012

O. Nondiscrimination in Nursing Practice

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

P. Strike Policy

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

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

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

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

IV. HEALTH REQUIREMENTS

A. Health Requirements

Students assume responsibility for their own health insurance. Prior to entry into an initial clinical course, a physical examination with required immunizations, boosters **and** antibody titer, as well as specific requirements of individual clinical agencies, is mandated. Thereafter, an annual physical and PPD are required. Students with a positive PPD require a subsequent negative chest x-ray. Yearly physicals must specifically note that a pulmonary assessment shows no evidence of disease.

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

Contractual agreements between Molloy University and the clinical agencies specify that students who do not have physical forms on file may not attend the clinical area. There are no exceptions to this requirement.

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

B. Medical Clearance

Accident/Illness

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

Students may not attend clinical activities, whether on campus or at an external agency, while using any external medical appliance, unless otherwise approved with accordance with this policy.
If a student experiences and unexpected health event while on campus or at a clinical agency the student must submit a healthcare provided clearance note prior to returning to clinical activities. This note must confirm that there are no restrictions on the student's participation.
Students with a disability, or who believe they may have a disability, should contact the Center for Access and Disability to engage in the interactive process and determine reasonable accommodations, if applicable.

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

C. Immunization Policy

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

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

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

D. Infectious Disease Policy

Nassau County Department of Health

a. New York State Public Health Law 2165 requires post-secondary students attending colleges and universities to demonstrate proof of immunity against measles, mumps and rubella.

b. Additionally, clinical agencies require the following tests which identify immunity levels: Titers are required for: (i) Varicella (Chicken Pox), (ii) Rubeola (measles), (iii) Rubella (German measles) and (iv) Mumps. Lab reports of the four (4) titers are required.

c. Tuberculosis Testing (PPD)

   i. Students new to Molloy University must have a two-step PPD. The first implantation must be read and then followed by a second implantation within a one to three week period of time which must also be read. Two negative readings are required. An x-ray is necessary if a PPD Tuberculin Test is positive. Routine chest x-rays are not required otherwise.

   ii. In subsequent school semesters, students that have had negative two-step PPDs will require only the one step PPD yearly.

   iii. Students that are unable to have a PPD (i.e., due to pregnancy) can have a QuantiFERON Gold blood test and then in subsequent years continue with the one-step PPD.

   iv. Students with a positive PPD require a subsequent negative chest x-ray. Yearly physicals must specifically note that a pulmonary assessment shows no evidence of disease.

d. Pertussis. As an adult if you have **not** had a vaccine that contains Pertussis (whooping cough), you will need to have a separate Pertussis vaccination. This vaccine is known as **Tdap**. A booster is required every ten years. Currently this is not required but highly recommended (**Policy notification fall 2011**).

e. 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.

f. Influenza Vaccination

   As per New York State Department of Health all students must receive a flu vaccine yearly. Agencies have the right to decline to permit unvaccinated students on their clinical campus. Those students who cannot medically receive the vaccine must provide appropriate documentation from their health care provider. All efforts will be made to secure a clinical placement for those students.

Institutional Guidelines:

Molloy University believes that it has a moral commitment to its students, faculty, and the community to demonstrate compassion and understanding toward individuals who have communicable or infectious diseases. Molloy University, in accordance with sections 503 and 504 of the Rehabilitation Act of 1973, will not discriminate against such individuals, nor will it discriminate against any individual based on the perception that 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's "Ethics in Nursing: Position Statement and Guidelines" (Updated 2001).

Policy Guidelines for Students:

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

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

1. Guidelines in the use of protective precautions, equipment and supplies necessary to minimize the risk of infection will be provided to the students as per CDC guidelines.
2. Students will be held accountable during clinical experiences for the safe and effective use of recommended protective measures. When monitoring reveals a failure of the student to follow recommended precautions, counseling and re-education will be provided by the School of Nursing.
3. Prior to entering the clinical area, it is the responsibility of the student to become familiar with current information on the epidemiology, modes of transmission, and prevention of infectious disease and the need to follow the guidelines for the use of Standard Precautions.
4. In instances where a student demonstrates apprehension or refusal to care for a patient with an infectious disease, the nursing faculty will provide education and counseling to that student. If refusal persists, career counseling should be given to determine whether the student should continue to study nursing.
5. Students will be assigned to care for patient with communicable/infectious disease based on their theoretical knowledge and clinical competence, as determined by the judgment of the clinical instructor. **See Appendix C for CDC guidelines regarding Standard Precautions**
6. Health care workers including nursing students care for patients that may have communicable diseases. Students prepare by wearing appropriate PPE. Nurses have the ethical obligation to care for patients and nursing students have that same obligation. Additionally, nurses and student nurses will not discriminate against any individual based on the perception that he or she has or is suspected of having an infectious or communicable disease.

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

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

III. ACADEMIC RESOURCES

A. Advisement

Each student is assigned a faculty member for the purpose of academic advisement. Students are encouraged to contact their advisors early in the semester seeking guidance related to enrollment.

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

B. Hierarchy of Communication for Academic Problems

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

a. Make an appointment with individual faculty to discuss problem.
b. Make an appointment with the Associate Dean/Director of Undergraduate Program and then, if necessary or desired, with the Dean of the School of Nursing to discuss the problem.
c. Please refer to the Molloy University Student Handbook and Calendar for the Policy Concerning Grade Appeals.

C. Academic Resources

The University has a multitude of resources for students. They include:
Learning Commons
Library
Computer Labs, Lounges and Information Commons
Tutoring Services
The Writing Center
Office of Blended and Online Learning
Student Solution Center
TRIO Program—Student Support Services
STAP—St. Thomas Aquinas Program

All of the above academic recources can be accessed using the link.
https://molloy.smartcatalogiq.com/en/2024-2025/undergraduate-catalog/academic-services/

Center for ACCESS and Disability – Room C017 Phone (516) 323-3315
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/

Clinical Learning Center (CLC): The labs are equipped with materials which the students may use in developing the necessary skills for patient care. Students are encouraged to use these facilities which are open year round. The labs are staffed by CLC instructors.

D. Network for Assistance with Personal Problems

1. Academic Problems:

a. Individual faculty members might be of assistance regarding suggested avenues for obtaining tutorial help with course work. However, the responsibility for acting upon such suggestions lies solely with the student.

b. For additional assistance, the student may contact his/her own academic advisor who might offer suggestions as to how to obtain help with academic problems

2. Health Problems:

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

3. Additional Personal Problems:

a. The university provides personal counseling services. Students are referred for academic issues either by the Dean of Student Success & Assessment or faculty or Associate Dean/Director of Undergraduate Nursing. The counselor is on campus all weekdays. The counselor is located in Public Square Lower Level room 030. For appointments and questions, please call 516-323-3484.

b. The assistance program provides confidential counseling services for the following concerns:

Crisis Management	Domestic Violence Concerns
Stress Management	Grief, Anxiety & Depression Counseling
Conflict Resolution	Alcohol & Substance Abuse Issues

c. Students are referred out for child and elder care issues, legal and financial counseling and debt and credit counseling.

d. For additional guidance in the areas of stress and coping, either in school or at home, the student may seek the assistance of the office of Information and Referral Services of the Nassau County Department of Mental Health.

e. The student may also wish to contact the Financial Aid Office for assistance with those problems which interfere with career goals as a result of financial difficulty. PROFESSIONAL ORGANIZATIONS

E. American Association of Colleges of Nursing (AACN)

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

F. Commission on Collegiate Nursing Education (CCNE)

National professional accrediting body for baccalaureate and higher degree programs.

G. National League for Nursing (NLN)

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

H. National Student Nurses Association (NSNA)

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

- **Total School Membership Plan (TSMP)** The $37 NSNA membership fee is included each year in the fall tuition bill. This includes membership in Nursing Students Association of New York State (NSANYS). All Molloy undergraduate nursing students are enrolled in NSNA unless they opt-out.

I. New York State Nurses Association (NYSNA)

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

G. Nurses Association of the Counties of Long Island (NACLI)

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

H. Sigma Theta Tau (STTI) International

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

IV. STUDENT ORGANIZATIONS

A. Molloy Nursing Student Association (MNSA)

The Molloy University Nursing Association is open to all nursing students. It provides opportunities for nursing students to learn how to grow, as they continue to succeed in nursing. Meetings are scheduled as necessary, with separate meetings designated for invited lectures. These meetings are usually scheduled at the beginning of each semester. Any information concerning MNSA and its activities can be found on the bulletin boards located on the 2nd floor of the Barbara H. Hagan building outside of the School of Nursing offices.

B. Senior Pinning Ceremony

The pinning ceremony is steeped in the rich history of nursing education. The pin from the school of nursing, is one of the hallmarks that separates nursing from other health professions. Each school has a pin that is unique to its mission, values and culture. The ceremony is held upon completion of all senior nursing courses and all courses for degree completion. The ceremony includes faculty and administration and is held in front of family and friends. The cost of the pins is not included in student fees.

APPENDIX A1
Molloy University
School of Nursing
Undergraduate Program

Level Course	Fall Semester	Spring Semester
Level 1000	FST 1000 1 BIO 1200 4 ENG 1100 3 PSY 1110 3 CHE 1120 4 NUR 1290 2 17 credits	NUR 1390 3 BIO 1210 4 SOC 1010/1520/1660 3 BIO 2450 4 Mod Language or Lit 3 17 credits
Level 2000	NUR 2090 6 NUR 2290 3 NUR 2390 2 BIO 2470 2 Mod Language or Lit 3 16 credits	NUR 2590 2 NUR 2990 6 MAT 1140/1150 3 NUR 2890 3 PED 1 15 credits
Level 3000	NUR 3290 6 NUR 3890 3 Phi or Theology 3 Ethics 3 15 credits	NUR 3490 4 NUR 3590 4 Art or Mus Hx or COM 3 Elective* 3 14 credits *Must be LAS credits
Level 4000	NUR 4090 3 NUR 4290 4 NUR 4390 4 History or Pol Science 3 Art or Mus Hx or COM 3 17 credits	NUR 4490 3 NUR 4590 2 NUR 4990 5 CORE 4 Phi or Theology 3 17 credits

APPENDIX A2
Molloy University
School of Nursing
Undergraduate Program - HONORS TRACK

Level Course	Fall Semester		Spring Semester	
Level 1000	FST 1000	1	NUR 1390	3
	BIO 1200	4	BIO 1210	4
	SOC 3250H	3	ENG 1100	3
	PSY 1110	3	BIO 2450	4
	CHE 1120	4	MUS 3240H	3
	NUR 1290	2		
		17 credits		17 credits
Level 2000	NUR 2090	6	NUR 2590	2
	NUR 2290	3	NUR 2890	6
	NUR 2390	2	NUR 2990	3
	BIO 2470	2	MAT 1140/1150	3
	ART 3240H	3		
		16 credits		14 credits
Level 3000	NUR 3290	6	NUR 3490	4
	NUR 3890	3	NUR 3590	4
	PHI 3250H	3	ENG 3810H	3
	THE 3200H	3	HIS 3240H	3
			Elective	3
		15 credits		17 credits
Level 4000	NUR 4090	3	NUR 4490	3
	NUR 4290	4	NUR 4590	2
	NUR 4390	4	NUR 4990	5
	MOD LANG/ENG LIT	3	CORE 3800H	4
	PED	1	PHI 3800H (Ethics)	3
		15 credits		17 credits

APPENDIX B

Molloy University
Barbara H. Hagan School of Nursing
Policy on Pre Clinical Clearance

CLINICAL PRACTICE GUIDELINES

CLINICAL PLACEMENT

A variety of clinical agencies are utilized for student clinical placements. Every attempt is made to provide a variety of clinical placements in order to allow the students to care for diverse client populations and to interact with different groups of students within their clinical sections. Students must be prepared to travel to sites which may not have access to public transportation. It is the student's responsibility to arrange travel to and from clinical sites. In addition, the student must be prepared to travel in adverse weather conditions and at various times of the day.

School policy notes that students must allow 1 hour between end of clinical rotation and enrollment in a class. This will allow time for safely returning to campus.

CLEARANCE FOR CLINICAL PRACTICE

Mandatory Drug Testing and Background Checks:

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

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

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

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

THE BARBARA H. HAGAN SCHOOL OF NURSING

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

PURPOSE

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

SCOPE

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

POLICY

1. Students in the School of Nursing are required to complete a 9-panel drug screen with a negative test result as part of the requirements for approval to participate in a clinical placement. The drug testing shall be conducted prior to the first clinical course in the curriculum, and as required by the healthcare facility at which the student is placed ("clinical site"). Testing is required to be completed by the established deadlines as determined by the School or, alternatively, the agency. Failure to complete the requisite drug testing by any established deadline will result in the delay and/or withdrawal of a clinical placement. Students are responsible for the cost of all drug tests. Testing under this policy is in addition to any testing required by the policies and procedures at any clinical site.

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

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

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

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

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

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

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

7. A student who tests positive or fails or refuses to comply with the policy, shall be dismissed from the School of Nursing. 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.

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

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

10. 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.

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

RELATED POLICIES
School of Nursing Undergraduate Student Handbook
Molloy University Student Handbook

RESPONSIBLE OFFICES
Office of the Dean of the School of Nursing

APPROVED
By the Dean of the School of Nursing
…….
Fall 2018
…….

CLEARANCE PROCEDURE

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

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

Students are responsible to notify the Associate Dean of any changes to their status that could affect their background checks. Students are additionally responsible to comply with any specific clearance requirements associated with the clinical site they are assigned to at the clearance deadline point. Noncompliance with site-

specific requirements will result in an inability to complete the clinical portion of courses. The student will be withdrawn from the relevant course(s) and will be unable to progress in the program.

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

CLEARANCE REQUIREMENTS:

MANDATORY REQUIREMENTS FOR CLINICAL PLACEMENT

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

1. Health Requirements
    a. Yearly physical examination completed no sooner than 3 months prior to the clearance deadline;
    b. 2-step Tuberculosis (PPD) screening;
    c. Influenza vaccine (required yearly);
    d. Tdap vaccine;
    e. Hepatitis B Vaccine documentation; and
    f. Titers for specific infectious diseases (specific details can be found in Health Packet located on Lion's Den).

2. Current malpractice insurance coverage $2 million/$4 million, appropriate to your program:
    a. Registered Nurse (RN-BSN students)
    b. Licensed Practical Nurse (LPN-BSN students)

3. Current BLS for Health Care Providers CPR certification by the American Heart Association or other School sanctioned agency (updated and resubmitted if initial CPR certification has expired).

4. Drug screening (**See POLICY ON MANDATORY STUDENT DRUG TESTING PRIOR TO PARTICIPATION IN CLINICAL ACTIVITIES, at the top of this Appendix document)**

    a. Pre-clinical drug testing is required of all students enrolled in clinical courses at the School of Nursing. Testing must be completed through the approved Molloy University vendor prior to beginning any clinical placement and as may be required by the particular clinical site. No other testing procedures will be permitted, nor will such results be accepted.
    b. Students who fail or refuse to complete the drug-testing requirement will be dismissed from the School of Nursing.

5. 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.

6. RN-BSN students only: evidence of a valid Registered Nurse license in NYS. A copy of the license verification form from the State Board of Nursing must be submitted to the School of Nursing via the online vendor.

7. Other requirements may need to be met, if the clinical agency changes the student clearance criteria or requirements.

APPENDIX C

STANDARD PRECAUTIONS

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

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

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

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

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

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

Precautions for Invasive Procedures

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

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

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

Centers for Disease Control Released 1987, Updated 1996

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

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

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

APPENDIX D

Section 504: Rehabilitation Act

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

Contact Associate Dean for Academic Support Services for accessing assistance.

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

APPENDIX E

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

PREAMBLE

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

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

A CODE FOR NURSING STUDENTS

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

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

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

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

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

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

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

_____ _____
Print Name Date

_____
Signature

Molloy University

School of Nursing

Essential Professional Behaviors

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

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

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

_____ _____

Print Name Date

_____

Signature

APPENDIX H

MOLLOY UNIVERSITY

BARBARA H HAGAN SCHOOL OF NURSING

Professional Behaviors Policy

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

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

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

Students who demonstrate academic dishonesty as outlined in the Molloy University Student Handbook, will also be held to this process.

PROCESS:

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

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

PROFESSIONAL STANDARDS COMMMITTEE to ADDRESS BEHAVIORAL CONCERNS:
Membership: Associate Deans, related course coordinator/track coordinator, two senior faculty members.
Procedure: Committee convened by Dean, who will appoint the faculty members in consultation with Associate Deans.
The student will meet with the committee, during which time the specific concerns will be presented. Only the student is permitted to participate in the meeting. No other representatives are permitted to participate on the student's behalf. The student will have opportunity to respond with his or her perspective. The committee will then have an executive session to determine the recommended resolution.
Committee Decision options:

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

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

PROFESSIONAL STANDARDS COMMMITTEE to ADDRESS ACADEMIC CONCERNS:
Membership: Associate Deans, related course coordinator/track coordinator, two senior faculty members.
Procedure: Committee convened by Dean, who will appoint the faculty members in consultation with Associate Deans.

Students will follow the usual Academic Review Process. Student will complete the form (Appendix I) upon initiating the process.

- Student will meet first with the faculty to informally discuss concerns
- Student and faculty will then meet together with the appropriate Associate Dean. The goal again is to informaly resolve the concern.
- If no resolution is reached, then the student, faculty and participating Associate Dean will arrange to meet with the Dean. Student must at that time complete the form (Appendix I) and give the form to the administrative assistant to the dean for review, prior to the meeting..
- After meeting with all parties, the dean will formally make a decision if there are gounds for the appeal or if the appeal does not result in an change to the outcome. Students are formally notified by the dean and a copy of the letter is placed in the student's SON file. A copy is also sent to the Dean of Student and the Office of Student Success & Assessment for documentation/tracking purposes.

Approved SON: Spring 2018
Implemented: Fall 2018

APPENDIX I
ACADEMIC REVIEW FORM

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

THIS FORM IS TO BE COMPLETED BY STUDENTS WHO WISH TO PERSUE MEDIATION OF AN ACADEMIC ISSUE.
FOR THE UNDERGRADUATE NURSING PROGRAM PLEASE EMAIL rschecter@molloy.edu
FOR WRITABLE PDF FORMAT.

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

Student Name

Today's date

Student ID

Program and level -check all that apply

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

Course number, section, and course name

Status of academic concern

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

Date of meeting

Outcome of meeting with faculty member

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

Date of meeting

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

Formal Academic Review Mediation

Clearly describe the specific academic issue to be addressed

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

Indicate requested resolution or outcome

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

APPENDIX J

MOLLOY UNIVERSITY SCHOOL OF NURSING

Health Insurance Portability And Accountability Acknowledgment Form

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

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

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

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

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

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

_____
Name (Please print)

_____ _____
Signature Date

Updated Fall 2023

APPENDIX K

MOLLOY UNIVERSITY
SCHOOL OF NURSING
Academic Progression Requirements

To: Undergraduate Nursing Students/LPN Nursing Students

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

Students must pass the entrance math screening test or MAT 0600 to begin the program.

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

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

Grades of **C+** or better are required in all nursing courses. The same nursing course may be repeated one time only. Students may withdraw from the same nursing course no more than once.

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

Failure of a second clinical course will result in dismissal from the program. Students repeating either a nursing or lab- science course (excludes BIO 2470) must enroll in an in person section.
Students may register for courses during the summer on an as available basis. Criteria for intersession/summer attendance are:

- Overall GPA of 3.0 including the proceeding semester
- NUR 3490/NUR 3590 summer sessions are **reserved for dual degree students only**
- No failed nursing courses throughout program
- Students who withdraw during the prior semester with either a W or a WF will not be eligible to register for intersession or summer nursing courses
- Students that are repeating either a nursing or science course must take the course as an in-person section. You may not repeat the course in an asynchronous section.
- NUR 4290/NUR 4490/NUR 4990 during summer sessions are reserved for **fast track accelerated students only.** (As of Summer 2023)

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

_____ _____ _____ _____
Print Name Signature Date Class
_____ID Number

APPEDIX K (continued)

Molloy University
School of Nursing
Drug Calculation Proficiency Progression

Level I Drug Calculation Requirement

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

- Students that fail the test may retake the examination once after completion of remediation.
- Failure on the retake examination requires the student to take NUR 0700.
- NUR 0700 may be taken only once. Students must demonstrate competency in level drug calculation by attaining a minimum passing grade of 90% on the exam in NUR 0700.

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

Level II Drug Calculation Requirement

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

- Students that fail the test may retake the examination once after completion of remediation.
- Failure on the retake examination requires the student to take NUR 0710.
- NUR 0710 may be taken only once. Students must demonstrate competency in level drug calculation by attaining a minimum passing grade of 90% on the exam in NUR 0710.

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

Signature: _____

Revised summer 2012

APPENDIX L

MOLLOY UNIVERSITY
SCHOOL OF NURSING

Simulation Confidentiality and Consent to Video

Confidentiality of Information

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

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

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

Audio-visual Recording

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

_____I understand and agree to abide by the Confidentiality of Information statement.
_____I understand and agree to be recorded for educational purposes only.

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

Print Name _____

Sign Name_____Date_____

Used in part by permission of DMACC Nursing Program

APPENDIX M
MOLLOY UNIVERSITY
SCHOOL OF NURSING
State Criteria for Licensure

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

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

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

We need to educate the students not only about what professional misconduct means, but what the pre-licensure criteria are. Students should be able to self-assess if they will have difficulty being admitted to the license examination based upon past behavior or events. To facilitate that learning which should be included in NUR 12900, as part of the discussion on legal aspects and education for the profession, the information below is offered:
Article 130 of the Education Law, Part 28 Regents Rule notes that "all information indicating that an applicant has been convicted of a crime, or has committed an act which raises a reasonable question as to the applicant's moral character, shall be referred to the director of the Office of Professional Discipline. " The rule goes on to note that once referred, an investigation of the circumstances surrounding such conviction or act is held. The review results in the submission of a recommendation to a review panel. The panel can either rule in favor of the applicant namely that "the moral character is adequate for licensure" or that a substantial question exists about the moral character of the applicant.

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

Should you want more detailed information on this topic, please click on the link below.
http://www.op.nysed.gov/practiceguides/nurse_guide_march08.pdf

APPENDIX N
CLINICAL LEARNING CENTER

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

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

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

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

- No more than two practice appointments are allowed daily

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

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

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

- **All electronic devices, including cell phones, smart watches, smart glasses, headphones, and hats, must be turned off and removed from the testing area**
- When skill testing vital signs, students ***must*** bring another Molloy student and reserve separate time slots for each student to skill test.
  Students cannot test on the day the skill is learned in class, or on the same day a student receives assistance from a Nursing Instructor or Peer Mentor in the CLC
- Unsuccessful skill tests: The retest will be scheduled on a *different* day and with a different Nursing Instructor. A student that is unsuccessful testing the same skill twice will have the lecture professor notified for subsequent testing protocol
- Unsuccessful skill re-test- Student must bring in the first module with the unsuccessful signature on it to re-test.

- **Student responsibility includes wiping down and returning equipment to the designated area and leave bedside in neat condition**
- **No beverages, food, videotaping (unless pre-approved) or children are permitted in the CLC**
- **CLC laboratories are cell-phone free (Please leave the lab to make/accept calls)**
- **Uniforms are not permitted in the CLC when coming from a clinical environment/work**
- **Dress code for CLC and Simulation labs following the current Molloy University Student Handbook**
- **When on campus and in clinical settings, you must be appropriately dressed and groomed, in keeping with professional image. No tank tops, half-shirts, or revealing shorts for all**

Appendix O

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

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

References

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

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

Approve SON&HS Spring 2021