



**MOLLOY  
UNIVERSITY**

**The Barbara H. Hagan  
School of Nursing and  
Health Sciences  
2025-2026**

**GRADUATE & POST  
CERTIFICATION NURSING PROGRAMS**



**MOLLOY  
UNIVERSITY**

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## Welcome to the Graduate Nursing Program

Dear Student,

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

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

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

Please do not hesitate to contact me at [Eulrich@molloy.edu](mailto:Eulrich@molloy.edu) if you have any concerns. I look forward to guiding you on your journey of graduate education, and wish you every success.

***Ethel Ulrich, DNP, ANP-BC***  
***Associate Dean, Advanced Nursing Practice***  
***And DNP Programs***



### **Heraldic History of the Armorial Seal of Molloy University**

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

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

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

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

# MOLLOY UNIVERSITY

## Mission Statement



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

## Preface

The Molloy Graduate Catalog (<https://molloy.smartcatalogiq.com/2025-2026/graduate-catalog/>) offers general and academic information for all graduate students at the University.

The Molloy University Academic Calendar provides information regarding school days off, holidays, important registration information, and other vital university information. Molloy University Academic Calendar – (<https://molloy.smartcatalogiq.com/2025-2026/academic-calendar/>)

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

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

## **A. History of Molloy University**

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

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

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

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

The last NLN site visit was in October 1992 and the programs (Graduate and Undergraduate Programs) received full accreditation. In 1998 both programs was granted full ten year accreditation by the Commission on Collegiate Nursing Education (CCNE). In January 2004, the interim report to CCNE was accepted. After the most recent reaccreditation cycle in fall 2018, the nursing programs (BS, MS, DNP and Advanced Certificate) continue to be fully accredited by the CCNE.

In July 2006, the department became a Division within the University. In 2016, it became a School of Nursing and in 2019 expanded to the School of Nursing and Health Sciences.

The Molloy University Nursing Program has an excellent reputation in the professional Nursing community in the New York Metropolitan area & since its inception, there have been thousands of nursing graduates from the Undergraduate, Graduate, Post Master's Certificate, DNP, and PhD programs.

In September 2010, the first doctoral students were accepted. The second doctoral program, Doctor of Nursing Practice (DNP) began in September 2014. The Division moved into The Barbara H. Hagan Center for Nursing on January 19, 2016 and in April of that year officially changed its name to The Barbara H. Hagan School of Nursing. The dedication ceremony was held on the lawn in front of the building on April 19, 2016 with community leaders, religious leaders, faculty, students and university leadership in attendance. In September 2019, as the school expanded to include the departments of Communication Sciences and Disorders and Allied Health Sciences, it was renamed The Barbara H. Hagan School of Nursing and Health Sciences.

**In June 2022 the New York State Board of Regents granted Molloy College University Status.**

## **B. Location**

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

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

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

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

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

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

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

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

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

(Updated 6/2007)

#### **D. School of Nursing & Health Sciences Statement on Health Equity**

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

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

References: American Associate of Colleges and Universities (n.d.) Making excellence inclusive.  
<https://www.aacu.org/making-excellece-inclusive>

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

#### **E. Graduate Program Statement of Purpose**

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

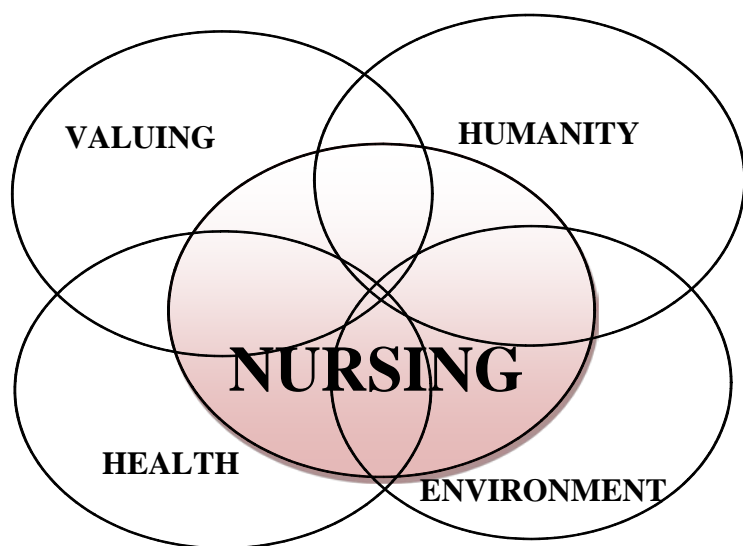
#### **F. Characteristics of the Molloy University Master's Prepared Nurse**

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

### **The Master's Graduate:**

1. Demonstrates a belief in the inherent worth and dignity of all individuals through role modeling professional nursing.
  2. Demonstrates advanced competencies and ethical decision-making.
  3. Assumes responsibility and accountability for advanced professional practice in an increasing complex health care environment.
  4. Assumes a leadership role based on theory, research and expert practice.
  5. Designs and implements research.
  6. Advocates for an environment of health in a global society.
- (Approved by Graduate Program Faculty and Division of Nursing Faculty 5/14/08)

### **G. Humanistic Nursing Framework**



The Molloy Humanistic Nursing Framework affirms nursing's human foundations and is primarily concerned with human beings, their values, beliefs, perceptions, capacities and achievements. The humanistic framework addresses nursing as its central concept. Integral to Nursing are Humanity, Environment, Health, and Valuing. Nursing interacts with each of these four concepts as they, in turn, interact with each other. These concepts are addressed throughout the program.

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

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

Concepts	Definitions
HUMANITY	A unique human being, functioning as an integrated whole, reflecting bio-psycho-socio- spiritual-cultural dimensions.
ENVIRONMENT	The sum total of all internal and external dimensions that influence human beings.
HEALTH	A dynamic state of bio-psycho-socio-spiritual-cultural well-being.
VALUING	To hold in high esteem, the inherent worth and dignity of all individuals.
NURSING	A science and 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 Profession's Code of Ethics.
LEADERSHIP/ MANAGEMENT	Working collaboratively with individuals and groups to accomplish professional goals.
RESEARCH	A process of inquiry that provides evidence contributing to nursing's expanding body of knowledge.
PROFESSIONAL ROLE	Provides humanistic health care to promote health and manage illness for individuals, families and communities in accordance with standards of nursing practice.

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

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

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

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



The following is a list of ethical provisions. A further explanation in the form of interpretative statements is available from the American Nurses' Association.

## **PROVISIONS**

- Provision 1

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

- Provision 2

The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

- Provision 3

The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

- Provision 4

The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.

- Provision 5

The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

- Provision 6

The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

- Provision 7

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

- Provision 8

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

- Provision 9

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Source: American Nurses Association. (2015). Code of ethics with interpretative statements. Silver Spring, MD: Author. Retrieved from <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-ofEthics-For-Nurses.html>

## **H. Master's Degree Program in Nursing**

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

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

- Adult-Gerontology Primary Care Nurse Practitioner
- Adult-Gerontology Acute Care Nurse Practitioner
- Pediatric Nurse Practitioner-Primary Care
- Family Nurse Practitioner-Primary Care
- Family Psychiatric Mental Health Nurse Practitioner
- Adult-Gerontology Clinical Nurse Specialist
- Nursing Education
- Nursing Administration with Informatics

The core courses, germane to the philosophy of the program, provide the foundation for the Humanistic Professional Nursing curriculum. These courses consist of nine credits and are required for all masters' students. These courses provide the link between theory, education, and practice, as well as the knowledge and skills necessary for computer-assisted research incorporating evidence into practice.

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

Nurse practitioner students fulfill their clinical concentration with 15-18 specialty area credits in adult gerontology acute care, adult gerontology primary care, pediatric primary care, family care or psychiatry across the life span fields. Their nurse practitioner role function includes 12 credits of Advanced Practice Core.

Graduates are eligible for certification as a nurse practitioner in New York State, which grants prescriptive privileges. Graduates are also eligible to take the Nursing Informatics, FNP, AGNP, AGACNP, PNP and FPMHNP certification examinations offered by the American Nurses' Credentialing Center (a subsidiary of the American Nurses' Association, AACN (American Association of Critical Care Nurses) and The Pediatric Certification Board of Nursing (PCBN).

## **I. Post Master's Advanced Certificate Program in Nursing**

### **Purpose and Overview**

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

The Post Master's Advanced Certificate Program in Nursing Education is for those who plan to focus on teaching and the Post-Master's Advanced Certificate Programs in Nursing Administration and Nursing Informatics are for those who plan to expand their telepractice and managerial/administrative role. The Nurse Practitioner and Clinical Nurse Specialist Post-Master's Advanced Certificate Programs are designed to prepare advanced practice nurses in primary care of the adult, pediatric or family client.

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

## **J. Masters Program and Course of Study**

The Master's Program entitled Humanistic Nursing Practice in an Evolving Health Care System has eight programs, which include Nursing Education, Nursing Administration with Informatics, Adult Gerontology Clinical Nurse Specialist, Adult Gerontology Primary Care Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, Pediatric Nurse Practitioner-Primary Care, Family Nurse Practitioner-Primary Care and Family Psychiatric Mental Health Nurse Practitioner.

### **SCHEDULES MAY VARY BY SEMESTER AND YEAR**

The Barbara H. Hagan School of Nursing and Health Sciences reserves the right to make necessary program alterations in response to changes in professional nursing standards and/or the health care delivery system. Students are responsible for meeting all Program requirements.

### **MASTERS CORE (9 credits + 6 credits of electives)**

N5051	Theoretical Applications in Transformative Leadership	3 credits
N5052	Reflective Practice and Advocacy	3 credits
N5053	Research and Evidence Based Practice in Nursing	3 credits
	*Six credits of electives	

### **Nursing Education**

NUR 5054	Education Theory and Methods for Nursing Education		3 credits
NUR 5055	Advances in Pathopharmacology		3 credits
NUR 5056	Advanced Physical Assessment and Practicum for Nurse Educators	(30 Practicum hours)	3 credits
NUR 5057	Curriculum Design		3 credits
NUR 5058	Education Assessment, Measurement & Evaluation		3 credits
NUR 5059	Synthesis of Education and Nursing Practice Practicum	(90 Practicum hours)	3 credits

### **Nursing Administration with Informatics**

NUR 5400	Administration I		3 credits
NUR 5410	Administration II		3 credits
NUR 5420	Practicum in Nursing Administration	(90 experiential hours)	3 credits
NUR 5430	Nursing Informatics I		3 credits
NUR 5440	Nursing Informatics II		3 credits
NUR 5450	Nursing Informatics III	(100 experiential hours)	3 credits
NUR 5460	Human Resource Management		3 credits
NUR 5480	Nursing Informatics IV	(100 experiential hours)	3 credits
NUR 5490	Introduction to Health Policy and Analysis		3 credits

### **The MS Nursing Administration & Informatics/MBA Dual Degree**

The MS Nursing Administration & Informatics/MBA Dual Degree is a synthesis of the MS in Nursing Administration with Informatics degree and the MBA in Healthcare Degree. Upon the completion of the MS in Nursing Administration with Informatics, students have the opportunity to be admitted to the Business Division MBA in Healthcare program. Students admitted to this program will complete 60 credits. This includes 42 credits of coursework initially in the MS Nursing Administration with Informatics Degree and then an additional 18 credits to complete the MBA in Business Management Degree. Graduates will receive a MS in Nursing and MBA in Business. Instruction in these 6 targeted MBA courses will employ diverse modalities and may include seminars, reasoned response papers, point/counterpoint discussions, direct lecture and various research modalities. Nursing and Business students representing diverse professional backgrounds will add to the multidimensional focus of the program.

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

BUS 5540	Accounting for Healthcare Professionals	3 credits
BUS 5550	Healthcare Marketing	3 credits
BUS 5560	Economic Evaluations in Healthcare	3 credits
BUS 5570	Healthcare Financing	3 credits
BUS 5580	Healthcare Organization & Delivery	3 credits
BUS 5920	Healthcare Capstone/Strategy	3 credits

### ADVANCED PRACTICE COURSES

(Credits Vary with Program)

The APRN programs take 7-8 semesters to complete

### SCHEDULES MAY VARY BY SEMESTER AND YEAR

There are limited seats available in the Summer, students are registered on a first-come first-serve basis.

The Barbara H. Hagan School of Nursing and Health Sciences reserves the right to make necessary program alterations in response to changes in professional nursing standards and/or the health care delivery system. Students are responsible for meeting all Program requirements. Pending NYS approval all NP program requirements will increase to 45 credits and 750 clinical hours.

***When registered in NUR5730: Pharmacotherapeutics students are required to take and pass a Basic Physical Assessment Competency Examination. It is taken the semester **PRIOR** to the semester of their registration in Advanced Physical Assessment (see Appendix B for study guides). Students who fail one or more parts of the examination will be able to retake the section(s) that they failed One Time Only.***

### **APRN Programs:**

NUR 5721,2,3	Advanced Physical Assessment	3 credits 45 clinical lab hours
NUR 5240	Advanced Pathophysiology	3 credits
NUR 5730	Pharmacotherapeutics	3 credits
NUR 5831	Role of NP	3 credits
NUR 5381	Role of CNS	3 credits

### APRN PROGRAM COURSES

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

- On the first meeting day of each Practicum, students will come to class prepared to participate in a performance-based evaluation.

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

### **Adult-Gerontology Primary Care Nurse Practitioner**

NUR 5760	AGNP: Diagnostic Reasoning	(90 clinical hours)	3 credits
NUR 5871	AGNP: Diagnostics & Therapeutics I		2 credits
NUR 5570	AGNP: Practicum in Primary Care I	(155 clinical hours)	2 credits
NUR 5872	AGNP: Diagnostics & Therapeutics II		2 credits
NUR 5580	AGNP: Practicum in Primary Care II	(155 clinical hours)	2 credits
NUR 5873	AGNP: Diagnostics & Therapeutics III		2 credits
NUR 5590	AGNP: Practicum in Primary Care III	(155 clinical hours)	2 credits

### **Adult-Gerontology Acute Care Nurse Practitioner**

NUR 5760	AGNP: Diagnostic Reasoning	(90 clinical hours)	3 credits
NUR 5881	AGACNP: Diagnostics & Therapeutics I		3 credits
NUR 5891	AGACNP: Practicum in Acute Care I	(155 clinical hours)	2 credits
NUR 5882	AGACNP: Diagnostics & Therapeutics II		3 credits
NUR 5892	AGACNP: Practicum in Acute Care II	(155 clinical hours)	2 credits
NUR 5883	AGACNP: Diagnostics & Therapeutics III		3 credits
NUR 5893	AGACNP: Practicum in Acute Care III	(155 clinical hours)	2 credits

### **Pediatric Nurse Practitioner-Primary Care**

NUR 5770	PNP Diagnostic Reasoning	(90 clinical hours)	3 credits
NUR 5841	PNP: Diagnostics & Therapeutics I		2 credits
NUR 5660	PNP: Practicum in Primary Care I	(155 clinical hours)	2 credits
NUR 5851	PNP: Diagnostics & Therapeutics II		2 credits
NUR 5670	PNP: Practicum in Primary Care II	(155 clinical hours)	2 credits
NUR 5861	PNP: Diagnostics & Therapeutics III		2 credits
NUR 5680	PNP: Practicum in Primary Care III	(155 clinical hours)	2 credits

### **Family Nurse Practitioner – Primary Care**

NUR 5780	FNP: Diagnostic Reasoning	(90 clinical hours)	3 credits
NUR 5810	FNP: Diagnostics & Therapeutics I		3 credits
NUR 5620	FNP: Practicum in Primary Care I	(200 clinical hours)	2 credits
NUR 5820	FNP: Diagnostics & Therapeutics II		3 credits
NUR 5630	FNP: Practicum in Primary Care II	(200 clinical hours)	2 credits
NUR 5860	FNP: Diagnostics & Therapeutics III		3 credits
NUR 5640	FNP: Practicum in Primary Care III	(200 clinical hours)	2 credits

### **Family Psychiatric Mental Health Nurse Practitioner**

NUR 5920	FPMHNP: Theoretical Foundations	(60 clinical hours)	3 credits
NUR 5931	FPMHNP: Diagnostics & Therapeutics I		2 credits
NUR 5510	FPMHNP: Practicum in Primary Care I	(165 clinical hours)	2 credits

NUR 5941	FPMHNP: Diagnostics & Therapeutics II		2 credits
NUR 5520	FPMHNP: Practicum in Primary Care II	(165 clinical hours)	2 credits
NUR 5951	FPMHNP: Diagnostics & Therapeutics III		2 credits
NUR 5530	FPMHNP: Practicum in Primary Care III	(165 clinical hours)	2 credits

### **Adult Gerontology Clinical Nurse Specialist**

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

## **II. Progression and Maintenance of Academic Standards**

### **A. Progression**

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

1. Evidence of a (BPA) basic physical assessment course or its equivalent as a prerequisite to Advanced Physical Assessment. (NP students)
2. Health and professional requirements as determined by the nursing program (see Pre-Clinical/Practicum Requirements.)
3. Maintenance of Academic Standards: The quality point index requirement is 3.0 (83%). If the GPA falls below 3.0, it must be raised to 3.0 by the end of the following semester. Students who fail to raise their GPA to 3.0 will be withdrawn from the program.
4. Repeating courses: A course in which the student receives a grade below (B) may be repeated once. The option to repeat a course may not be used more than two times. (Two different courses.)
5. Withdrawing: Students may withdraw from the same nursing course no more than one time. The student must then complete the course and earn a grade when retaking.



## **B. Academic Regulations**

### **- ID Cards**

All members of the Molloy community are required to wear their ID card on them while at any Molloy location. You are required to wear your Molloy ID at all clinical sites. You can obtain an ID Card and/or Parking Permit at the Public Safety Office located in the Maria Regina Annex near the Residence Halls. There is no initial fee for ID cards. Lost or damaged ID cards can be replaced for \$20.

### **- Advisement & Registration**

The Advisement and Registration dates for each semester are published in the Academic Calendar and posted online in the Lion's Den and Molloy University website. Before the Advisement and registration period, registration instructions will be available to all continuing students. Registration is scheduled with specific dates and times based upon the student's classification or credits earned.

Prior to doing a course search and/or registration, students must complete the Registration Agreement found in Lion's Den. You will register yourself in Lion's Den.

All students will consult with an assigned advisor for planning and academic counseling. Students are responsible for contacting and meeting with an advisor at least once a semester. Your advisor is found in Lion's Den under "My Academics". The Graduate Nursing Department uses the online Acuity Scheduling System to make all appointments with faculty advisors. You will receive a guide to make appointments at the time of advisement. The online guide contains step-by-step instructions for reserving times with your advisor.

Registration for all students requires the payment of tuition and fees when due. Students not paying their bill will be prevented from registering for subsequent semesters and from receiving official transcripts and diplomas by having a Bursar Hold. No student may attend any course for which he or she has not registered. Students may only attend the courses for which they are registered. A student may not register for a course unless all prerequisites have been satisfied or the Associate Dean approves. The University reserves the right to cancel any course, as deemed necessary.

### **- Course Cancellation**

The University reserves the right to cancel courses in which there is insufficient enrollment.

### **- Transfer Policy**

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

- **Graduate Study at Other Institutions**

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

- **Matriculated Status**

Students who have met the requirements of admission, have been accepted into the Graduate Nursing Program, and are seeking to fulfill all the requirements of the master's degree.

- **Provisional Status**

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

- **Separation from University (Leave of Absence)**

All matriculated students leaving the university for one or more semesters off must submit a Separation from University Form. Information on the Withdrawal Consequences for Financial Aid is included in the online form.

**Students may submit these requests online** by logging in to their Lion's Den Login account, then by going to their **My Academics Tab**. **There is a link for the Separation from University Form**. For most devices the link is in the left menu.

Students may take up to two semesters off on leave without going through Admissions and may participate in Early Registration as a continuing student when they are returning. Students taking longer than two semesters will be considered withdrawn from the university. They may notify Admissions to request to be readmitted.

Please contact the Registrar's staff for additional help at 516.323.4300 during business hours.

Students leaving University in the middle of a term must drop/withdraw from their in-progress courses.

"WF" grades can be assigned by instructors after the mid-point of the term for students failing a class. "WF" grades compute as an "F" grade in the student's cumulative GPA. (See the Academic Calendar for deadlines.)

Students who would benefit from a meeting with the Associate Dean for Academic Services will be put on a hold and be asked to schedule an appointment before they can return.

Students who do not register to continue their studies or who do not submit the "Separation From University Form" will be noted as Withdrawn Administratively.

- **Readmission to a Program of Study**

Students out of the University for more than a year may return to the University by requesting to be readmitted through the Office of Admissions. Readmitted students will return under the catalog year requirements that will be in use for the semester they return. Some courses taken years ago may need to be repeated, should it be determined the courses are outdated. Some programs limit the length of the degree completion time and may not allow readmission.

- **Matriculation**

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

- **Grading Policy**

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

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

The following grading system is used in the Graduate Program:

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

- **The Incomplete grade**

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

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

The faculty will determine the appropriate amount of time required to complete the outstanding work and may require a written Completion Contract with the student. Students have no longer than until the last day of the following semester to submit their completed assignments to the faculty. If the Incomplete grade is received in the fall semester or winter intersession, the student has until the last day of the spring semester to submit outstanding assignments. If the Incomplete grade is received in the spring or summer semester(s), the student has until the last day of the fall semester to submit outstanding assignments.

Any extension beyond the published dates of the Academic Calendar requires written approval from the faculty, the Graduate or Doctoral Program Director/Chair and/or Associate Dean and the Senior Dean of Research, Scholarship, and Graduate Studies. Further extensions will be considered under extenuating circumstances and will need to be approved by the School Dean. If by that time the faculty has not notified the Registrar that the "I" has been changed to a letter grade, the "I" becomes an "F".

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

- **Withdrawal from Courses**

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

- **Voluntary Withdrawals**

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

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

- **Non-Voluntary Withdrawals**

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

- **Administrative Withdrawals**

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

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

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

- **Consequences**

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

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

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

- **Complete Withdrawal from All Courses**

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

- **Probation Policy**

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

**C. Graduation Requirements**

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

**D. Degree Requirements**

Students should make certain that their academic records are in proper order at the time they make application for the Master's degree and Graduation. If they are unable for any reason to take a prescribed course in the regular semester, it is their responsibility to take the course later on. They should not request a waiver for the course at a subsequent date, nor should they expect the course to be offered at any unusual time to meet their personal convenience.

**E. School Honors**

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

**F. Exit Interview**

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

## **G. Academic Integrity**

The University maintains and affirms a strong policy of academic honesty. Every member of the academic community has a duty neither to cheat nor to condone cheating, fabrication, plagiarism, or facilitation of academic dishonesty. Academic infractions are subject to disciplinary action. Any member of the Molloy community may report a violation of Academic Integrity to the Associate Dean for Academic Services located in Kellenberg Hall, K-119. Academic infractions are subject to disciplinary action (Refer to University Graduate Handbook)

### **- Academic Integrity Statement**

Academic integrity exists in an environment where students are committed to honesty and truth in scholarship and research. Based on the Dominican tradition of VERITAS (truth) and one of its pillars STUDY, academic integrity is striving to do one's best work in a way that does not cheat, demean, or manipulate others. This may be defined as changing facts, presenting others' ideas as your own, misleading a professor, poor work, and other means. At Molloy, SUCCESS is expressed by your commitment to academic excellence with respect for each person.

Students may contact the office of the Associate Dean for Academic Services, located in Kellenberg Hall, room 119, with any faculty or grading concern at (516) 323-3024 or Karl Koeppel or Linda Silva Thompson

The rights of all members within the University community are recognized and upheld with the highest standards of mutual respect and honesty. Continuous effort must be made by the community to share accountability on the various levels of academic concerns. To this end, members of the Molloy community must be committed to maintaining the highest standards of professional and academic honesty, fairness, and professionalism in their academic work and interactions with others.

### **- Academic Honor Pledge**

"As a member of Molloy University, Catholic and Dominican in tradition, I dedicate myself to the ideals of truth, scholarship and justice. I pledge to demonstrate personal and academic integrity in all matters. I promise to be honest and accountable for my actions and to uphold the Honor System to better myself and those around me. I will refrain from any form of academic dishonesty or deception."

### **- Civility**

Civility is behavior that is consonant with professional behavior. This behavior shows respect toward another person, makes a person feel valued, and contributes to mutual respect, effective communication and team collaboration (Lower, 2012). It is a hallmark of a professional and of those in a pre-professional program. The faculty of the School of Nursing adheres to the standards of ethical comportment, civility, and appropriate behavior identified in the ANA Code of Ethics. That behavior is expected of all students within the School of Nursing. School of Nursing and University wide sanctions may be imposed for those students that do not meet these standards.

“At some time during this class a sensitive issue may be discussed. The faculty member may present an issue in an objective manner and provide examples from the literature on the topic. We request that students not share their own personal experiences to avoid saying anything that would be embarrassing or self-incriminating. Please discuss any personal matters privately with the faculty member after the end of the class. Faculty members are mandatory reporters in reference to Title IX complaints and are required to refer some student concerns to the appropriate University office.”

- **Student Professional Responsibilities**

Engaging in any form of academic dishonesty is an academic infraction subject to disciplinary action. Students are responsible to understand the policies regarding cheating, plagiarism, facilitating academic dishonesty, and fabrication, as well as the penalties for such behavior. The penalties for such behavior include, but are not limited to, participating in an interactive online academic integrity course with a written final paper, suspension, or dismissal. The instructor may also impose a penalty to your course grade.

Students are responsible to understand cheating is utilizing a source other than self during an exam or in completing an assignment.

Fabrication is intentional and unauthorized falsification or invention of any information. Facilitating academic dishonesty is intentionally or knowingly helping or attempting to help someone commit an act of academic dishonesty. For example, allowing another to copy from you during an examination, doing work for another and allowing her/him to represent it as her/his own, and supplying information regarding examinations to others.

- **Plagiarism**

Plagiarism is the presentation of another's writing or another's ideas from the literature as one's own. Legally, socially and academically it is considered a form of theft and usually results in automatic failure on the paper or in the course and may result in an inability to repeat the course. Students who have plagiarized may be referred to the Associate Dean for Academic Support Services. Repeated plagiarism may result in dismissal from the university.

- **Turnitin**

"Turnitin provides originality checking, online grading and peer review to prevent plagiarism prevention and engage students in the writing process. Turnitin encourages best practices for using and citing other people's written material and offers instructors ways to save time and improve their feedback on the writing process. The service offers a complete web-based service to manage the process of submitting and tracking papers electronically, providing better – and faster – feedback to students."

Turnitin. (2012). FAQs. Turnitin. Retrieved from [http://turnitin.com/en\\_us/products/faqs](http://turnitin.com/en_us/products/faqs)



- **Use of Generative Artificial Intelligence (AI)**

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI). These tools are shaping the future of work, research, and technology. Used in the wrong way, they stand in conflict with academic integrity guidelines at Molloy University. To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless a faculty member for a given course specifically authorizes their use. Faculty use Turnitin.com to monitor unauthorized use of AI tools (Please refer to the Student Handbook for additional information.)

**H. Academic Review Process**

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

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

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

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

1. Make an appointment with the individual instructor to discuss the problem.
2. Make an appointment with the Associate Dean, Advanced Nursing Practice and DNP Programs then, if necessary or desired, with the Dean of the Barbara H. Hagan School of Nursing & Health Sciences to discuss the problem.
3. Make an appointment with the Vice President for Academic Affairs to discuss the problem.

## **Informal Process:**

### **Step One:**

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

### **Step Two:**

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

## **Formal Process:**

### **Step Three:**

- A. The student submits a completed Academic Review Form to the Dean of the School of Nursing. (*Appendix A-3*)
- B. A formal meeting is held with:
  - Dean
  - Associate Dean or Department Chair
  - Faculty member
  - Student (Student may select to be accompanied by a non-legal support person)
- C. The student has the option to move to Step Four if there is a failure to obtain a satisfactory solution.

### **Step Four:**

If there are grounds for a subsequent formal grade appeal per university policy, the student may implement the Molloy University Grade Appeal Process. Refer to the **Molloy University Undergraduate/Graduate Student Handbook and Calendar**. It is the responsibility of the student to obtain the instructions and to observe the deadlines for filing an appeal. **NOTE THE UNIVERSITY'S TIMEFRAME for submitting appeals.**

*Revised 8-2023*

## **I. Network for Assistance with Personal Problems**

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

### **Academic Problems:**

- Refer to the Academic Review Process for the proper hierarchy of communication for assistance in dealing with academic problems.

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

### **Health Problems:**

- A. Contact the Student Health Services Office, Wilbur Arts Center, RM 103B, 516.323.3467 for assistance in locating appropriate medical services for a particular health problem.
- B. The health and safety of the Molloy University community remains our top priority. Please be assured that, we continue to evaluate and update our plans based on guidance from local and state Department of Health officials along with the Centers for Disease Control and Prevention (CDC).

### **Additional Personal Problems:**

- A. Students are referred for academic issues by either the Associate Dean of Academic Services or faculty or the Associate Dean and Director. An appointment is necessary with the Director of Student Counseling, Public Square RM 030, 516.323.3484 who may be able to assist with:
 

<i>Crisis Management</i>	<i>Domestic Violence Concerns</i>
<i>Stress Management</i>	<i>Grief, Anxiety, Depression Counseling</i>
<i>Conflict Resolution</i>	<i>Alcohol and Substance Abuse Issues</i>
- B. 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. The student may also wish to contact the Financial Aid Office for assistance with those problems which interfere with career goals as a result of financial difficulties.

## **J. Center for Access and Disabilities**

Molloy University provides a supportive environment for students requesting access to the full college experience which includes but is not limited to academics, housing, and co-curricular activities. Students requesting accommodations based on a documented disability or chronic illness must contact the Center for Access and Disability to initiate the process. Documentation from a qualified professional is required as well as a meeting to discuss how reasonable accommodations may provide access to fulfilling course requirements and/or participating in campus life. Determination of reasonable accommodations is an ongoing and interactive process. Please note: Without confirmation from the Center for Access and Disability, accommodations cannot be provided.

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

The Center for Access and Disability also provides services to assist students in various areas of campus life. Appointments are scheduled on an as-needed basis to determine which individual and/or group services may be appropriate.

Please contact us at [access@molloy.edu](mailto:access@molloy.edu) for more information. We are located in the Casey Center, Room C-017.

Cari Rose-Tomo, Director: 516-323-3315

Kathy Brunet, Assistant Director: 516-323-3316

Leigh Weilandics, Administrative Assistant: 516-323-3317

Molloy University is committed to complying with all applicable provisions of the Americans with Disabilities Act (ADA), ADA Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973. Accommodations and services are designed to equalize opportunities and access, not to lower the academic standard for these students or to alter the essential nature of the degree requirements.

Students requesting accommodations must contact the Center for Access and Disability to initiate the process. [\*\*Request Accommodations\*\*](#)

### **Request Accommodations**

Students requesting accommodations must contact the Center for Access and Disability to initiate the process. You must first complete an online Accommodation Request Form.

[Accommodation Request Form](#)

### **Temporary Accommodations**

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

[Request Accommodations](#)

## **III. SCHOOL OF NURSING GRADUATE PROGRAM PROCEDURES**

### **A. APRN Clinical Preceptor Resources Guide – AACN**

The APRN Clinical Preceptor Resources Guide provides general information for those engaged in APRN education.

Advanced practice registered nurses (APRNs), physicians, and other health professionals are all partners in the clinical education of APRN students. As a practice discipline, experienced APRNs are an active and critical component of APRN clinical education in that they are able to afford APRN students with enculturation to their future role as APRNs.

### **Program Faculty**

Hold the primary responsibility of meeting the intended program outcomes pursuant to the institutions accreditation standards. Further, faculty are responsible for the evaluation of student outcomes that include the faculty, student, and preceptor, as well as the experience and setting of the clinical rotation. In addition, program faculty must ensure that the APRN student acquires the content and competencies, which include those delineated in the AACN Essentials and the nationally recognized APRN role and population focused competencies required by certifying bodies where graduates of the program are eligible to seek national certification.

Program faculty will need to clearly communicate to the APRN Clinical Preceptor the level, the intended clinical progression, and outcome objectives for the clinical rotation of the APRN student during each clinical rotation experience thus affording the student meaningful clinical experiences that will develop the students' comfort in practice and clinical competency. Furthermore, the responsibility of the faculty includes the oversight of the design, implementation, and evaluation of clinical practice experiences that are aligned to student and program outcomes. Regular communication with the APRN Clinical Preceptor is pivotal to ensure the curriculum is being effectively delivered and student outcomes are met.

### **Clinical Preceptor**

A vital component of the clinical education process in creating a safe setting for the APRN student to gain experience and develop clinical competency to effectively manage the population consistent with the role for which they are being educated, e.g. appropriate across the life span management of patients for the family nurse practitioner student. While not an all-inclusive example, the APRN clinical preceptor serves as a role model by incorporating evidence-based education best practices to ensure safe and effective patient outcomes.

### **APRN Student**

Holds the primary responsibility of communicating with the program faculty and clinical preceptor in preparation for and throughout the clinical experience rotation. The student is responsible for meeting all institutional and clinical practice site health and regulatory requirements to include confidentiality, HIPPA, security clearance as required by each clinical site. Students share their learning needs and objectives of the clinical experience that is approved by the program faculty.

## **B. Pre-Clinical/Practicum Requirements**

All clinical students must verify that their health and other requirements have been completed by the deadline as established by the School. In order to be cleared for clinical courses, students create an online account with the School sanctioned outside vendor, [portal.castlebranch.com](https://portal.castlebranch.com) and must complete background screening, drug testing, health documentation, and all other clinical requirements. Clearance occurs when all requirements are satisfied.

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

Students are responsible 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.

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

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

1. Student submits preceptor form to Faculty (*Appendix C*).
2. Students will be directed to Castle-Branch ([portal.castlebranch.com](http://portal.castlebranch.com)) an outside vendor who is managing clinical compliance documentation, background checks, and drug screening. This secure service is fully digitized and easy to use. Castle-Branch is accredited by the Professional Background Screening Association (PBSA), a highly coveted accreditation by the “Gold Standard” Association for background screeners.
3. Contracts are signed by school administrators and attorney and sent to the preceptor who may have contract reviewed by their attorney prior to signing
4. Student documentation expiration dates are checked
5. Site confirms the name of the preceptor and contact information
6. Instructor notifies student when they can begin their rotation

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

**\*Summer Semester:** - Completed after March 15 and submitted before **April 15**.

**Fall Semester:** - Completed after June 15 and submitted before **July 15**.

**Spring Semester:** - Completed after November 1 and submitted before **December 1**.

\*Note: courses listed in the Catalog as Summer offerings (clinical)

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

Students are required to wear a Molloy University ID Photo Badge. ID badges will be issued by the Department of Public Safety during the first weeks of the semester. See e-mail reminders or call 516.323-3500. You must present a copy of your class schedule that clearly shows your ID number or present a bill at the time you have your picture taken. Plain lab coats are to be worn (no institutional patch) with the ID badge clearly visible.

***No student will be permitted in Clinical/Practicum settings without completing their Pre-Clinical/Practicum requirements through CastleBranch. If the completed physical form is not submitted by the first day of class, registration in the clinical course will be cancelled.***

### **C. Dress Code for Graduate Nursing Students**

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

#### **General Expectations:**

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

#### **Clinical Dress Code:**

##### **Attire**

- Business-professional attire appropriate for a healthcare setting.
- White professional lab coat (clean, pressed, and with Molloy decal).
- Scrubs may be worn if required by the clinical site (must be clean and wrinkle-free).
- Closed-toe, low-heeled shoes with non-slip soles.

##### **Grooming & Hygiene**

- Hair should be clean and neat.
- Nails must be short and clean, no longer than a ¼ above nailbed; only clear, light colored or neutral polish is acceptable.
- Fragrance (perfume, cologne, scented lotions) should be avoided.

##### **Jewelry**

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

### **Classroom, Lab & Simulation Dress Code:**

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

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

This policy outlines the expectations for professional behavior of graduate nursing students during clinical hours with assigned preceptors. Adherence to these standards ensures a safe, respectful, and effective learning environment while upholding the integrity of the nursing profession.

#### **1. Professional Appearance and Punctuality**

- Arrive on time as per your schedule created with your preceptor. Be prepared, and dressed according to the dress code.
- Maintain a neat, clean, and professional appearance, including appropriate use of identification badges.

#### **2. Respectful Communication**

- Communicate clearly, respectfully, and professionally with patients, families, preceptors, and healthcare team members.
- Use active listening and appropriate professional language.
- Accept and incorporate constructive feedback without defensiveness.

#### **3. Accountability and Responsibility**

- Be responsible for one's own learning and preparation for clinical experiences.
- Complete required documentation promptly and accurately.
- Admit errors honestly and seek guidance when needed.

#### **4. Confidentiality and Ethical Practice**

- Protect patient privacy at all times, in accordance with HIPAA and site policies.
- Maintain professional boundaries with patients and staff.
- Uphold ethical standards of nursing practice and academic integrity.

#### **5. Collaboration and Teamwork**

- Demonstrate collegiality and cooperation with the preceptor and healthcare team.
- Be willing to assist others while maintaining one's assigned responsibilities.
- Recognize the preceptor's role and follow site policies and procedures.

#### **6. Professional Attitude and Adaptability**

- Display initiative, curiosity, and a positive attitude toward learning.
- Be flexible in adapting to the clinical environment, patient needs, and preceptor guidance.
- Demonstrate composure in stressful situations.



## **7. Clinical Competence and Patient Safety**

- Apply theoretical knowledge to patient care while seeking guidance for unfamiliar situations.
- Prioritize patient safety at all times, asking for assistance when beyond one's scope.
- Demonstrate critical thinking, sound judgment, and evidence-based practice.

## **8. Self-Reflection and Lifelong Learning**

- Engage in self-reflection regarding clinical performance.
- Identify areas for improvement and set goals for professional growth.
- Show commitment to continuous learning and advancement of nursing practice.

## **E. .Mandatory Student Drug Testing & Background Check**

This is conducted prior to participating in Clinical Activities.

### **PURPOSE**

The School of Nursing and Health Sciences recognizes that substance abuse can impair the professional judgment required of the graduate student and that drug testing is a reliable, objective, evidence-based tool to identify those who are currently engaging in the unauthorized or improper use of controlled substances. Substance abuse jeopardizes the ability of the graduate student to administer safe, competent patient care, and healthcare organizations 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 graduate students in the School of Nursing and Health Sciences ("School") undergo drug testing and criminal background check as set forth in this policy and have a documented negative drug screen and background check before being permitted to engage in any clinical activity through the School ("clinical placement" or "clinical activity").

### **SCOPE**

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

### **POLICY**

1. Students in the School are required to complete a 10-panel drug screen with a negative test result as part of the requirements for approval to participate in a clinical placement. The drug testing shall be conducted prior to the first clinical course in the curriculum, and as required by the healthcare facility 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. 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.
3. 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.
4. Drug tests shall be performed through a testing facility designated by CastleBranch. The designated testing facility shall determine what constitutes a positive or negative test result. Students will be directed to an acceptable testing facility by the vendor selected by the School to manage clinical compliance documentation, currently CastleBranch [portal.castlebranch.com](https://portal.castlebranch.com)
5. All test results are made available to the student in accordance with the procedures utilized by the testing facility.
6. 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.
7. If a test result is positive, the MRO will notify the student in accordance with the testing facility's procedures.
  - 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.
8. A student who tests positive under this policy, or fails or refuses to comply with this policy, shall be dismissed from the School of Nursing and Health Sciences. Any attempt to delay, hinder or tamper with any testing or to alter the result of testing, shall be considered a refusal to comply with this policy.
9. Action taken by the School of Nursing and Health Sciences pursuant to this policy shall only be reviewable by the Dean.
10. Because this policy applies to pre-clinical drug testing, positive test results fall outside the definition of "clinical misconduct" in the School of Nursing and Health Sciences Graduate Student Handbook.

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

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

### **Substance Abuse**

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

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

Approved July 2012

### **F. Student Clinical/Practicum Injury**

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

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

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

Students who are injured, become ill, have exposures or other health-related issues at a clinical practicum site will be required to follow the respective clinical agency policy and protocol for evaluation and treatment. Any charges will be billed to the student's health insurance plan. Costs not covered by the insurance plan are the responsibility of the student.

### **G. Non-Discrimination in Nursing Practice**

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

## **H. 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 of risk for such infection.

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

## **I. Infectious Disease Policy for Students and Faculty**

Nassau County Department of Health:

Please Note:

- a. New York State Public Health Law 2165 requires post-secondary students attending university to demonstrate proof of immunity against measles, mumps and rubella.
- b. Additionally, clinical agencies require the following tests which identify immunity levels: Titers are required for: (i) Varicella (Chicken Pox), (ii) Rubeola (measles), (iii) Rubella (German Measles) and (iv) Mumps and Hepatitis B. Lab reports of the five titers are required.
- c. Routine chest x-rays are not required. An x-ray is necessary if a PPD Tuberculin Test is positive.
- d. Yearly Influenza Vaccination or student must sign an Influenza Declination statement.
- e. The following items are recommended as a means of fostering health:
  - i. SMA6
  - ii. Pap Smear
  - iii. Sickle Cell Preparation (when appropriate)
- f. Hepatitis B vaccine is required prior to beginning clinical practice. (Follow-up titer recommended). A student who declines immunization must complete a declination form to be filed in the School of Nursing.

*(Appendix D)*

## **J. Health & Wellness**

Molloy University is committed to maintaining a healthy environment. Therefore, students are urged to monitor the website and all health and safety updates for any health-related changes in campus procedures. If you suspect contracting a contagious disease you are encouraged to use good judgment, monitor your symptoms, consult a medical professional, and remain home if needed. At the present time, masks are not required while on campus. However, we respect individual preferences and encourage members of the community to support the individual right to determine their need to wear a face covering.

If you have health questions or concerns the **Student Health Services** can be reached by email at [healthservices@molloy.edu](mailto:healthservices@molloy.edu) or by phone at 516-323-3467. They are located in the Wilbur Arts Center Room 103B.

The **Student Personal Counseling Center (SPCC)** is a confidential and free service available to all currently enrolled Molloy University students. If you are interested in scheduling an appointment, please call 516-323-3484 Monday-Friday. The Center is located in the Public Square 030, and the SPCC email is [counselingcenter@molloy.edu](mailto:counselingcenter@molloy.edu).

#### **K. Universal Blood and Body Fluid Precautions**

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

Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed.

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

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

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

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

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

#### **L. Precautions for invasive procedures**

In this document, an invasive procedure is defined as surgical entry into tissues, cavities, or organs or repair of major traumatic injuries;

1. In an operating or delivery room, emergency department, or outpatient setting, including both physicians' and dentists' offices;
2. Cardiac catheterization and angiographic procedures;
3. A vaginal or cesarean delivery or other invasive obstetric procedure during which bleeding may occur, or
4. The manipulation, cutting, or removal of any oral or perioral tissues, including tooth structure, during which bleeding occurs or the potential for bleeding exists. The universal blood and body-fluid precautions listed above, combined with the precautions listed below, should be the minimum precautions for all such invasive procedures.

All health-care workers who participate in invasive procedures must routinely use appropriate barrier precautions to prevent skin and mucous-membrane contact with blood and other body fluids of all patients. Gloves and surgical masks must be worn for all invasive procedures. Protective eyewear or face shields should be worn for procedures that commonly result in the generation of droplets, splashing of blood or other body fluids, or the generation of bone chips. Gowns or aprons made of materials that provide an effective barrier should be worn during invasive procedures that are likely to result in the splashing of blood or other body fluids. All health-care workers who perform or assist in vaginal cesarean deliveries should wear gloves and gowns when handling the placenta or the infant until blood and amniotic fluid have been removed from the infant's skin and should wear gloves during post-delivery care of the umbilical cord.

If a glove is torn or a needle sticks or other injury occurs, the glove should be removed and a new glove used as promptly as patient safety permits; the needle or instrument involved in the incident should also be removed from the sterile field.

#### **M. CDC Policy Guidelines for Students**

1. Infectious disease information will continue to be part of the curriculum. Educational materials specific to the needs of students in the Barbara H. Hagan School of Nursing & Health Sciences will continue to be developed by the curriculum committee and specific specialty groups.
2. Informational, referral, and similar support services will be provided to students by the Health Services Office. Requests for information and services regarding communicable and infectious disease will be treated with respect for privacy and confidentiality.
3. Decisions regarding admission to Molloy's Barbara H. Hagan School of Nursing & Health Sciences will be made on the basis of academic and related qualifications. Proof of current antibody titres or immunizations, as mandated by the New York State Health Department and/or affiliating clinical agencies, will be required of nursing students.

4. As long as their medical condition permits, all nursing students will be allowed equal access to university facilities for the purpose of academic, clinical or social activities.
5. In the event that a student is exposed to a communicable or infectious disease, the policy of the institution in which the exposure occurred will be followed. Counseling regarding treatment, referral, testing, and follow-up may be provided by the institution and by the university Health Service Office. The benefits of such interventions will be discussed, but such actions will not be required. Such incidents and any follow-up will be treated as confidential and privileged information.

#### **N. CDC Guidelines for Clinical Experiences**

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

1. Guidelines in the use of protective precautions, equipment, and supplies necessary to minimize the risk of infection will be provided to the students as per CDC guidelines.
2. Students will be held accountable during clinical experiences for the safe and effective use of recommended protective measures. When monitoring reveals a failure of the student to follow recommended precautions, counseling and re-education will be provided by the Barbara H. Hagan School of Nursing & Health Sciences.
3. Prior to entering the clinical area, it is the responsibility of the student to become familiar with current information on the epidemiology, modes of transmission, and prevention of infectious disease; and the need to follow the guidelines for the use of Universal Precautions.

#### **O. Technical Requirements for Online Courses**

Recommended Technical Requirements for "Frustration Free" Computing

STUDENTS ARE STRONGLY ENCOURAGED TO DOWNLOAD, INSTALL AND TEST COMPUTER AND BROWSER REQUIREMENTS PRIOR TO THE BEGINNING OF CLASSES.

Operating System:	Windows 10 (Home, Pro, Education) – Windows S type is not recommended Mac OS 10.11 (El Capitan) or higher Chrome OS (ChromeBooks) – Chrome 58 or higher
Processor:	Intel i3 or equivalent; 2GHz or higher
Memory:	2 GB of RAM or higher
Hard Drive Space:	2 GB free disk space
Browser:	Google Chrome is the preferred browser
Cookies and JavaScript:	Must be enabled. Pop-up blockers should be configured to permit new windows from Molloy web sites.
Plug-ins:	Many instructors post PDF versions of course materials in Canvas. Download <a href="#">Acrobat Reader</a> .

Internet Connection:	Broadband (cable or FiOS) connection required. At least 2 Mbps download speed and 2 Mbps upload is required. <a href="#">Test your internet speed</a>
Sound Card/Speakers:	Required (a headset with microphone recommended - see below)
Monitor/Video Card:	Laptop screen or computer monitor; Capable of at least 1024 X 768 resolution, 1,000:1 contrast ratio
Webcam and Microphone:	Built-in or external webcam and microphone required for courses that have proctored exams or online testing requirements. Also required in order to participate in videoconferencing meetings.

#### **P. Zoom in the Classroom**

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

#### **Q. Policy of Responsible Attendance:**

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

#### **R. Online Course Protocol**

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

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



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

## **S. Minimizing Distractions during Synchronous Online Class**

Zoom, or conferencing sessions, can be impacted by many different environmental or situational variables.

Here are some strategies and suggestions for minimizing such impact:

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

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

## **T. Student Reminders and Etiquette**

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

## **U. Netiquette**

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

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, as well as just differences, in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also, consider that slang can be misunderstood or misinterpreted.

- Do not use all capital letters when composing your responses as this is considered “shouting” on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others’ views and opinions. Avoid “flaming” (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, and then put the acronym in parentheses afterward, for example, Frequently Asked Questions (FAQs). After that, you can use the acronym freely throughout your message.
- Use good grammar and spelling. Avoid using text-messaging shortcuts.

## **V. Recording**

As a student enrolled in courses offered by Molloy University, Rockville Centre, New York. Classes may sometimes be audio or digitally captured for instructional purposes. These recordings are intended only for educational purposes and will be used only by the faculty and students enrolled in the course. Please notify your instructor by email if you do not consent to participation in a digital recording of your course. If no student elects to withhold his/her consent of digital recording of the class, recording can occur. Any student who has not contacted the professor prior to that date will be deemed to have consented to the recording. You may notify your professor by email at any time if you choose to revoke your consent.

## **W. Exams**

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

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

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

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

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

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

## **X. Social Media Use**

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

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

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

Approved July 2012  
Adopted Fall 2012

## **Y. APA Format**

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

## **Z. Strike Policy**

### Procedures for Strikes at Affiliating Agencies

In the event of a strike at an affiliating health care agency, the following procedures are in effect:

1. The Dean or Associate Dean of the Graduate Program 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, their 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, 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 Dean of the School of Nursing & Health Sciences or the Associate Dean of the Graduate Program will relay information to the Vice President for Academic Affairs.

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

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

## **IV. COMMITTEES WITH GRADUATE STUDENT REPRESENTATIVES**

### **A. Graduate Student Election Process**

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

- During the Spring semester, the Graduate Office will distribute information regarding committees available for election to all matriculated graduate students. Included will be information regarding committee focus and responsibility.
- Students interested in serving on a committee may self-nominate or may nominate another graduate student. Nominating another graduate student requires that student's agreement.
- The completed nomination form is returned to the Graduate Office, as per the date noted.
- Ballots are then distributed to all matriculated graduate students
- All elected students begin their term of office in the ensuing academic year.

## **B. University Wide Committees**

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

### **Graduate Academic Policies and Programs Committee**

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

### **Campus and Community Life Committee**

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

### **Financial Resources Committee**

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

### **Priorities and Planning Committee**

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

## V. AIDS TO LEARNING AND RESEARCH

### **Resources**

#### **A. Molloy University Writing Center**

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

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

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

#### **B. Clinical Learning Center**

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

#### **C. Computer Labs, Lounges and Information Commons**

Molloy University has Windows PCs available for general student use in the labs, lounges and Information Commons on campus.

- Casey Center - 1st Floor
- Wilbur Arts Center Lower Level

The Information Commons is located on the 2nd floor of the Public Square. Lab personnel are always on hand during the posted hours to provide a supportive, positive environment for students to learn, practice and improve their computers skills. For typing term papers and for computer assignments, the Information Commons offers open access to students 12 months a year and over 100 hours a week. In addition to internet access, software packages such as Microsoft Office, Maple, and SPSS are installed. Laser printers, a color printer and scanners are available.

To enhance the educational experience, students are required to have a Molloy University LIONS account and are automatically assigned one 24 - 48 hours after registering; this account is used to access campus computers, e-mail, Wi-Fi, Lion's Den and Canvas. Further information can be found in the 'Student Technology Guide' located on the Lion's Den homepage: <https://lionsden.molloy.edu/ics>

#### **D. Library**

Located on the second floor of Kellenberg Hall, the James E. Tobin (JET) Library is the center of academic research on the Molloy University campus. Beyond the library's physical collection of books, media, and journals, the library provides 24/7 access to more than 275,000 eBooks as well as full text to more than 170 million articles or streaming media contained within its 200+ subscription databases. The library also maintains a Digital Commons as its institutional repository, which contains over 4,000 open access works and artifacts from faculty and students.

The JET Library is open 84 hours per week. Reference librarians and virtual chat services are available during these hours to provide research assistance for anyone on or off campus. There is also a Learning Commons on site that allows students to work in a space where peer and professional tutors are standing by ready to help. <https://molloy.libcal.com/hours>

Molloy's ID card serves as the library borrowing card and the same username and password used for email provides off-campus access to an extensive collection of electronic resources. The library also offers more than 170 published research guides that support undergraduate, graduate and doctoral studies, specific disciplines, and even particularly unique assignments. There is a fully automated system for faculty to place materials on reserve, making them readily available to large numbers of students to use within a limited time-period. In order to obtain materials that may be either unavailable or not held in the collection, students and faculty can request books and articles via Molloy's Interlibrary Loan system or leverage the library's Research Loan Program (RLP) to reserve and retrieve books from one of 102 locally participating institutions.

Visit <https://www.molloy.edu/library> to obtain further detail regarding these services and more.

#### **E. Media Services**

Rochelle Sager Media Center is located in Kellenberg Room 022. The library has a collection of DVDs, CDs, records, tapes, as well as viewing equipment. Equipment can be used here or borrowed for classroom or club meeting use. Assistance is available to help prepare student presentations.

#### **F. Alumni Lifetime Scholarships**

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

#### **G. Molloy Portal**

Molloy Portal is the location of all Molloy University online community. To access you type in google – molloy portal it will bring you to the various online links. <https://portal.molloy.edu/>

## H. Lion's Den

New Students - All new students are issued a Molloy username and password as well as a student e-mail account. When the confirmation fee is paid, the IT department will send an e-mail to the personal e-mail account you provided on your application or student information form. This email will instruct you on how to proceed in setting up your new username and password. **Note:** Once confirmed, it can take up to 72 hours for your account to be created. **If you did not receive an email containing your account information: contact IT 516-323-4800, the office is located in Kellenberg 023.**

Current & Returning Students - Log into Lion's Den using your Molloy username and password. If you need to reset your password or have not set up your self-service account, visit the [self-service website](#) and follow the on-screen instructions.

### **This service functions for:**

- Current Students: you are currently taking a course at Molloy
- Returning Students: you have taken a course at Molloy in at least one of the last 2 long semesters (Fall or Spring) and have not withdrawn or graduated
- Faculty, Administrators and staff

The [self-service website](#) is the only supported method for resetting a forgotten password.

Alumni & non-current students – If you have not withdrawn from the University, please continue to use your Molloy username and password to access Lion's Den.

If you have been notified that your account will be deleted in accordance with IT policies for withdrawn students, please use the Student Account Retrieval tool to look up your username, temporary password. Note – typically your username will be your student ID number. If you know that number, you can skip to the password retrieval step.

If you attended Molloy prior to 2009 and never took classes after 2009, please use your student ID number and password.

If you need to look up your Student ID and Password, please use the Student Account Retrieval tool to look up your ID and Password. Note: Prior to 2009, most passwords were the last 4 digits of your Social Security Number

The [New Student Account Retrieval](#) tool will help you retrieve your account information. Follow the on screen instructions to retrieve your username, temporary password, and then to create your own password using the self-service tool. **This retrieval tool only works for new students who have not yet used the self-service site to create their own new password.** [New Student Account Retrieval - Main View | New Student Account Retrieval | Portal Home \(molloy.edu\)](#)

Please read and familiarize yourself with the [Student Technology Guide](#). [Off-Campus Access of Molloy University E-mail](#)



## **I. Canvas Learning Management System**

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

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

[Login to Canvas](#) with your Molloy username and password. Help features can be accessed by clicking on the Help link found on the Canvas Global Navigation Menu.

Canvas 24/7 Support Hotline for Students: 1.844.408.6455

Canvas 24/7 Support Hotline for Faculty: 1.833.204.0569

## **J. Office of Blended/ Online Learning and Student Success**

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

Molloy offers a full range of Student Services and Support:

[Checklist for Successful Hybrid/Online Learners | Molloy University](#)

## **VI. GRADUATE NURSING PROGRAM INFORMATION**

### **A. APA Qualifying BPA Examination for NP Students**

The following is the procedure for taking the Basic Physical Assessment Examination, which is **the semester before you take Advanced Physical Assessment** (NUR 5721, 5722, 5723). All APRN students are required to have taken a Basic Physical Assessment course as part of program entrance requirements. Nursing 5721, 5722, and 5723 explores advanced assessment techniques, and mastery of basic physical assessment skills and is a prerequisite to this course.

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

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

There will be examination dates offered to those students who have met progression requirements prior to registering for NUR 5721, 5722, and 5723. Students who fail one or more parts of the examination will be able to retake the portion(s) that they failed **one time only** with a re-examination fee of \$100. Students, who have retaken the exam and have a second failure, must meet with the Program Coordinator to discuss options of progression.

The multiple-choice examination will precede the observed demonstration. The multiple-choice exam will begin at 6 PM and end at 7 PM in Canvas. The exam will be taken and then the student will report to lab 107 for the practicum portion.

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

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

**Resources for the exam/practicum:**

- Bickley, Lynn. Bate's Guide to Physical Assessment, 13<sup>th</sup> ed.
- Study guide
- Bate's Physical Assessment videos available through Molloy Library: <https://molloy.idm.oclc.org/login?url=https://batesvisualguide.com>
- Continuing Education at Molloy MAY offer a Basic Physical Assessment course. All students interested in taking the course should contact Continuing Education at 516.323.3550 or [conted@molloy.edu](mailto:conted@molloy.edu).
- Tutoring/practice sessions will be available to students in the graduate lab free of charge and the dates will be posted in the Canvas shell. Students will sign up directly with faculty tutor for posted tutoring sessions.

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

**All Students must have access to their Molloy Canvas accounts to take exam and communicate with the assigned faculty member.**

***(Appendix B)***

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

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

- On the first meeting day of each Practicum, students will come to class prepared to participate in a performance-based evaluation.
- The Advanced Physical Assessment Competency observed skills exam will be administered to each student.
- Students will need to achieve a grade of 80% or better on the test to continue in the course.

- If the student is not successful, they can self-remediate and contact the instructor to retest. The same exam will be given at the instructor's convenience.
- Students need to retest within two weeks
- If a student is not successful on the second attempt, they will be required to take a "W" in the course.
- Students will need to self-remediate and retake the Advanced Physical Assessment competency exam prior to attempting to start the practicum course again in the following semester.

### C. Clinical Practicum Policy for all Graduate Nursing Students

The following process occurs prior to the start of a clinical rotation:

- Student submits all required clinical information to CastleBranch
- Student submits preceptor forms to current instructor the semester before the clinical rotation
- Clinical faculty approves site
- Contracts are prepared and signed by school administrators and then sent to the preceptor/facility coordinator to review and sign
- Student documentation expiration dates are checked
- Clinical site confirmation is sent to instructor
- Instructor notifies student when they can begin clinical hours once all required orientation is completed.
- This process may take up to 6 weeks or more.

**Please realize that preceptors volunteer their time, expertise and patient population for you to develop skills. Therefore, it is expected that all students will maintain a respectful, professional demeanor with their preceptor. (Appendix E)**

### D. Hospital Orientation For Clinical Practicums

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

It is **the student's responsibility**; if you are attending a **Hospital based** clinical practicum to view the appropriate orientation **prior** to starting your clinical assignment.

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

## **E. Clearance for Clinical Practicum**

- All documentation- NYS license, physical, vaccination/titer report, malpractice insurance, OSHA Infection Control Certification, Hospital Orientation and BLS certification- must be current prior to the start of the semester. If any of these documents expires during the semester you will be suspended from attending clinical until renewed.
- In order to participate in any clinical course with an agency component, all students registered for a clinical course must submit the following documentation to the School's vendor (Castlebranch) via the online system, by the deadline noted below.

1. Physical examination using the Barbara H. Hagan School of Nursing and Health Sciences form. Must be signed, stamped and dated by provider.
  - On initial physical and all subsequent clinical rotations, you must provide documentation of *two* PPDs implanted within 365 days of each other, a Quantiferon blood test, OR a T-Spot PPD
  - Each subsequent physical requires only *one* PPD or Quantiferon blood test or T-Spot PPD.
  - Laboratory Titer Reports (LAB SHEETS) for Rubella, Rubeola, Varicella, Mumps and Hepatitis B. Numerical Values for each are required
  - Physicals/PPD must be submitted annually to CastleBranch at [www.castlebranch.com](http://www.castlebranch.com)

**Summer Semester:** uploaded to CastleBranch on or before April 15<sup>th</sup>

**Fall Semester:** uploaded to CastleBranch on or before July 15<sup>th</sup>

**Spring Semester:** uploaded to CastleBranch on or before December 1<sup>st</sup>

2. CPR-Cardio pulmonary resuscitation certification must be completed. **No online course will be accepted**, CPR cards must be submitted (Make copy of front and back) with your Physical Information.
  - Acceptable courses provided by
    - American Heart Assoc. – BLS for Health Care Providers
    - American Red Cross – BLS for the Professional Rescuer
3. Uniform for Clinical Experience: Students are to wear plain white lab coats (no affiliation badges of any kind are to be displayed on the lab coat). The Molloy University photo ID Badge is to be worn and clearly visible.
4. Clinical Agency Affiliation Requirements: Individual clinical agency affiliates may require additional medical tests and/or clearance requirement for students entering their agencies. Student will be notified of any additional requirement **AFTER** the clinical placement contract is completed and signed by the agency.
5. Students must submit a copy of NYS RN license registration certificate.
6. Late Fee: A fee of \$50.00 is charged to process physical documents submitted after submission due date.
7. Review the Molloy University Nursing Handbook and review policies and health requirements
8. Signed HIPAA & Latex Forms
9. Flu Vaccines usually are valid for the influenza season (generally August to June of following year) Covid Vaccination Status

10. Malpractice Insurance appropriate to your program (Registered Nurse or Nurse Practitioner Addend to: NP STUDENT) with coverage of \$1,000,000 per claim/\$3,000,000 aggregate
11. Evidence of OSHA training (NYS Infection Control Certificate) CMEresource.com will bring you to NetCe website. Follow the prompts to #9864 Infection Control: The NYS Requirement
12. Students are expected to carry their own insurance

## **(Appendix D)**

### **F. Graduate Change of Program Policy**

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

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

#### **Please Note:**

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

1. Discuss with your advisor your intention to change programs.
2. Student will review the qualifications and submit the following required documents to the graduate nursing office Hagan 309.
  - Current GPA of minimum 3.2 and passing grades in all prior and current courses
  - All applicants must have a minimum of one-year nursing experience related to the pursuing program prior to applying.
  - Submit current CV
  - Submit your personal statement (400-800 words)
    - Discuss why you want to pursue the new specialty
  - Describe how your past and/or ongoing work experience will enhance your experience in this program.
  - State your goals/plans upon completion of the degree.
3. Interview with Coordinator:
  - Upon submission of required documents, the program coordinator will contact student for an interview
  - Once approved, complete the Change of Program form with the Coordinator
  - Student will submit completed form to graduate nursing office Hagan 309

## **G. APEA Resources and Exams**

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

Benefits include:

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

Package Includes:

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

## **H. ProjectConcert**

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

ProjectConcert employs a student-paid subscription model. Each student enrolled in clinical courses will require a subscription. Implementation will begin in the Fall of 2025 with Nurse Practitioner students starting in Diagnostic Reasoning/Theoretical Foundations and/or Practicum I's, and will require a subscription as part of the requirements for the course. Post Masters DNP students will require a subscription starting in DNP Clinical Residency I. Students arrange subscriptions directly with ProjectConcert. The full implementation of this web-based platform will be completed for all graduate students by the Fall of 2026.

## **I. Scholarship Opportunities**

### **Graduate Assistantship Program**

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

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

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

### **The Dr. Kathleen Kilkelly Fellowship Award**

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

### **Dr. Mary Keenan Frawley Nursing Scholarship**

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

### **NYC Saint Patrick's Day Parade Scholarship**

College Level Research Paper Contest. These scholarships are named in memory of Francis P. Beirne, Margaret O'Rourke, James and Rosemary Lombard, and the St. Patrick Foundation Scholarships. Applicants must be currently attending as a graduate student in an accredited college or university, school of nursing, medical school, business school, or law school.

### **Mother Cabrini Molloy Community Van Scholarship**

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

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

**Student Qualifications**

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

You can also contact the Financial Aid office for more information on scholarships. Here is their link with contact information. Link for Financial Aid and Scholarship Information:  
<https://www.molloy.edu/admissions-aid/financial-aid/>



VII. APPENDICES

A-1 Academic Review Form

MOLLOY UNIVERSITY  
THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES  
ACADEMIC REVIEW FORM

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

Date: \_\_\_\_\_ Student Name: \_\_\_\_\_  
(please print)

Course: \_\_\_\_\_

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

Faculty Name: \_\_\_\_\_

Date of meeting: \_\_\_\_\_

Outcome: \_\_\_\_\_

\_\_\_\_\_

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

Associate Dean or Department Chair: \_\_\_\_\_

Date of meeting: \_\_\_\_\_

Outcome: \_\_\_\_\_

\_\_\_\_\_

**FORMAL MEDIATION FOR ACADEMIC REVIEW**

1. Specify problem or complaint \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Provide evidence to support the complaint \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. State desired outcome \_\_\_\_\_

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**FOR DEPARTMENT USE ONLY**

\_\_\_\_\_

**Resolution**

\_\_\_\_\_

**No basis for grade appeal**

\_\_\_\_\_

**Grade appeal**

**Recommended Action:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **B-1 Instructions for BPA Exam**

**MOLLOY UNIVERSITY  
BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES  
GRADUATE NURSING PROGRAM  
GUIDELINE FOR BASIC PHYSICAL ASSESSMENT TESTING**

1. Students will be advised of requirement during advisement.
2. Students and advisor will sign advisement acknowledgement form.
3. Students will be notified of testing dates and re-take date via email.
4. Students will sign up for one of two testing dates offered.
5. Grades for the written and practicum exam will be posted on-line.
6. Students who fail one or both parts of the exam will be able to re-take the part they failed ONE time only with a re-examination fee of \$100.00.
7. There will be one re-testing date offered each semester. Student will contact BPA Coordinator to schedule re-test.
8. Students who have re-taken the written or practicum and have not been successful in passing must make an appointment with the program track coordinator to discuss progression.
  - Students who sign up for a testing date and fail to re-schedule/show will automatically be assigned a testing date and be notified via email.
  - Students who do not schedule a testing date will not be able to progress in the program.
  - Student must enroll in Advanced Physical Assessment within 1 year of passing BPA testing. If not, student will be required to re-test.

**MOLLOY UNIVERSITY  
BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES  
GRADUATE NURSING  
Basic Physical Assessment Exam Guideline**

The following is the procedure for taking the Basic Physical Assessment Competency Examination, which is a **pre-requisite** the semester before you take Advanced Physical Assessment (NUR 5721, 5722, 5723). All RN students are required to have taken a Basic Physical Assessment course as part of program entrance requirements. Nursing 5721, 5722, and 5723 explore advanced assessment techniques and mastery of basic physical assessment skills and is a prerequisite to this course.

**This letter outlines all the information you need to sign up and prepare for this exam. Please read the information carefully and follow the directions.**

**All Students must have access to their Molloy Canvas accounts to take exam and communicate with the assigned faculty member.**

The Basic Physical Assessment Competency Examination will consist of a 50-item multiple-choice exam and an observed demonstration of a randomly selected body system. The multiple-choice examination will be based on *Bate's Guide to Physical Examination and History Taking*. The exam will be administered on campus, in person, through Canvas. A room assignment will be forthcoming. The skills demonstration will be conducted in the Hagan Lab 107. Students must receive a passing grade for both elements to begin NUR 5721, 5722, and 5723. The passing grade for the written exam is 76% and the skills demo is graded as Pass or Fail.

There will be two examination dates offered to those students who have met progression requirements prior to registering for NUR 5721, 5722, and 5723. Students who fail one or more parts of the examination will be able to retake the portion(s) that they failed **one time only** with a re-examination fee of \$100. Students who have retaken the exam and have a second failure must meet with the Program Coordinator to discuss options of progression.

The multiple-choice examination will precede the observed demonstration. The multiple-choice exam will begin at 6 PM and end at 7 PM in Canvas. The exam will be taken and then the student will report to lab 107 for the practicum portion.

**The Exam/Practicum are scheduled**

- **Monday XXXXXXXX exam at 6 PM and Practicum at 7PM**
- Or**
- **Monday XXXXXXXX exam at 6 PM and Practicum at 7PM**

**Students must register for ONE testing date.**

**The re-test date is XXXXXXXX.** (This testing date is **strictly for those re-testing**) exam at 6 PM and Practicum at 7PM.

**MANDATORY ZOOM MEETING**

There will be a **ZOOM meeting at 7:00 pm** for all students registered for the exam. **The link will be posted in the Canvas shell.**

The application, dates of continuing education courses, and study guide are attached with this letter. Please complete the application and return to [Cdelgado@molloy.edu](mailto:Cdelgado@molloy.edu) . You will receive a **Canvas invite via your Molloy email** to the course within 10 days of sending your completed application.

**Resources for the exam/practicum:**

1. Bickley, Lynn. Bate's Guide to Physical Assessment, 13<sup>th</sup> ed.
2. Attached study guide
3. The easiest way to access Bates is by using the JETfind search box with any of the following keywords: Bates DVD; Bates; Bates Videos; Graduate Nursing; Physical Examination; Bates Physical Assessment; Streaming Bates; Bates Streaming.  
<https://molloy.idm.oclc.org/login?url=https://batesvisualguide.com>. Bates can also be found on [A-Z Databases](#) .
4. Continuing Education at Molloy offers a Basic Physical Assessment course. All students interested in taking the course should contact Continuing Education at 516.323.3550 or [conted@molloy.edu](mailto:conted@molloy.edu). This course is scheduled on various weeks prior to the exam and is a three-day course. Course dates and information regarding registering for the course are available through Continuing Education. Graduate Nursing does not schedule students for this resource. Students contact Continuing Ed directly.
5. Tutoring/practice sessions will be available to students in the graduate lab free of charge, and the dates will be posted in the Canvas shell. Students will sign up directly for posted tutoring sessions.

If your physical assessment skills are rusty, it is strongly advised that you sign up for a continuing education course, review the BATES videos available through the Molloy library, and practice physical assessment techniques prior to testing.

**Molloy University  
The Barbara H. Hagan School of Nursing and Health Sciences Graduate  
APRN Programs**

**Application for Basic Physical Assessment Competency Exam**

(For Students taking Advanced Physical Assessment during SPRING 2023 Semester)

Applications must be submitted to Celi Delgado via e-mail to cdelgado@molloy.edu at least 2 weeks before the requested testing date

Name \_\_\_\_\_ ID# \_\_\_\_\_

Date of application \_\_\_\_\_ Molloy e-mail address \_\_\_\_\_

Major (circle one): AG-PCNP AG-ACNP FNP PNP PMHNP

Name of advisor: \_\_\_\_\_

Date of test requested (check one):

\_\_\_\_\_ Monday, **DATE** Written Exam 6pm / Skills Exam 7 - 9pm

\_\_\_\_\_ Monday, **DATE** Written Exam 6pm / Skills Exam 7 - 9pm

FOR RE-TEST ONLY Monday, **DATE2** Written Exam 6pm / Skills Exam 7 - 9pm

This is my: \_\_\_\_\_ Initial test

\_\_\_\_\_ Re-test (applications for re-tests will be billed by Office of the Bursar for \$100)

Taking the pre-test is required

**This is not a registration guarantee for Advanced Physical Assessment**

**MOLLOY UNIVERSITY  
BARBARA HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES  
GRADUATE NURSING PROGRAM**

**Date:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**During advisement, a review of my plan of study was conducted for the Advanced Practice Nursing Program. Based upon this discussion, I understand that I will need to take the Basic Physical Assessment (BPA) examination. This qualifying test is a prerequisite prior to registering for Advanced Physical Assessment.**

**I have been advised to take the BPA exam during the semester that I am enrolled in Advanced Pathophysiology & Pharmacology.**

**I am aware, that BPA testing is good for one year, and I will have to re-test if I enroll in Advanced Physical Assessment more than one year later than my BPA testing date.**

**Student Signature:** \_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_

(Note: adjustments can be made based upon my progression in the program)

## **B-5 Study Guide Basic Physical Assessment Exam – NP Program**

### **MOLLOY UNIVERSITY THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES GRADUATE NP PROGRAM**

#### **Study Guide: Basic Physical Assessment Exam**

**Questions will be based on the content in *Bates' Guide to Physical Examination and History Taking (13th ed.)*. Philadelphia: Lippincott.**

1. Overview: Physical Examination and History Taking
2. The Head and Neck – Techniques of Examination
3. The Thorax and Lungs– Techniques of Examination
4. The Cardiovascular System– Techniques of Examination
5. The Breasts and Axillae– Techniques of Examination
6. The Abdomen– Techniques of Examination
7. The Peripheral Vascular System– Techniques of Examination
8. The Musculoskeletal System– Techniques of Examination
9. The Nervous System– Techniques of Examination

In addition to the textbook, you may stream the Bate's DVD through the JET library:

<https://batesvisualguide.com/>

**The DVD's demonstrate how to do the physical examination.**

1. **Head, Eyes, Ears**
2. **Nose, Mouth, and Neck**
3. **Thorax and Lungs**
4. **Cardiovascular: Neck Vessels and Heart**
5. **Cardiovascular: Peripheral vascular system**
6. **Breast and Axillae**
7. **Abdomen**
8. **Musculoskeletal System**
9. **The Nervous System: Cranial Nerves and Motor System**
10. **The Nervous System: Sensory System and Reflexes**

Revised cd/2023



## **NP Program - Head & Neck**

**MOLLOY UNIVERSITY**  
**THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES**  
**NP PROGRAM**  
**Head and Neck**

Examination element	1	2	3	Comments
Head, scalp, skull, face, skin				
Visual acuity				
Visual fields				
Inspect eye structures				
Pupils – light and near reaction				
EOMs				
Ophthalmoscopic exam				
Inspect ear structures				
Auditory acuity				
Otoscopic exam				
Inspect nose				
Palpate sinuses				
Inspect all oral structures				
Visualize posterior pharynx				
Inspect neck				
Palpate and name lymph nodes				
Inspect and palpate thyroid				

**NP Program – Thorax & Heart**

**MOLLOY UNIVERSITY  
THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES  
NP PROGRAM  
Thorax & Heart**

Examination element	1	2	3	Comments
Inspect posterior chest and AP:lateral diameters				
Palpate tenderness, expansion (posterior)				
Fremitus, posterior chest				
Percuss posterior chest				
Auscultate posterior chest				
Inspect anterior chest				
Palpate tenderness, expansion (anterior)				
Fremitus, anterior chest				
Percuss anterior chest				
Auscultate anterior chest				
Bronchophony, egophony, whispered pectoriloquy				
Assess JVP, carotids				
Inspect and name cardiac areas				
Palpate pulsations, thrills, locate apical impulse				
Auscultate with diaphragm				
Auscultate with bell				
Auscultate in left lateral position with bell				
Identify S1 and S2				

## **RN Program – Abdomen & Peripheral Vascular**

**MOLLOY UNIVERSITY  
THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES  
RN PROGRAM  
Abdomen & Peripheral Vascular**

Examination element	1	2	3	Comments
Inspect abdomen				
Auscultate for bowel sounds, bruits				
Percuss entire abdomen				
Percuss and measure liver span				
Percuss spleen 2 ways (towards and splenic percussion sign)				
Light palpation entire abdomen				
Deep palpation entire abdomen				
Palpate liver				
Palpate spleen (2 positions)				
Palpate kidneys				
Palpate aorta				
Check for CVA tenderness				
Murphy's sign				
Inspect arms				
Palpate arm pulses and nodes				
Inspect legs				
Palpate leg pulses and nodes				
Check for edema (3 locations)				

**NP Program – Breast & Musculoskeletal**

**MOLLOY UNIVERSITY  
THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES  
NP PROGRAM  
Breast & Musculoskeletal**

Examination element	1	2	3	Comments
Inspect breasts (4 positions)				
Palpate breasts				
Name and palpate axillary lymph nodes				
Inspect, palpate, ROM TMJ				
Inspect, palpate, ROM neck				
Identify shoulder landmarks (acromion tip, greater tubercle of humerus, coracoid process)				
Inspect, palpate, ROM shoulder				
Inspect, palpate ROM elbow				
Inspect, palpate ROM wrists and hands				
Inspect (from back and side), palpate ROM spine				
Inspect, palpate ROM hips				
Identify knee landmarks (tibial tuberosity, medial and lateral tibial condyles)				
Inspect, palpate ROM knees				
Inspect, palpate ROM ankles and feet				

**NP Program – Neurological Exam**

**MOLLOY UNIVERSITY**  
**THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES**  
**NP PROGRAM**  
**Neurological Exam**

Examination element	1	2	3	Comments
Assess orientation (time, person, place)				
CN I				
CN II (fields, fundi, state you would do acuity)				
CN III,IV, VI (pupils, EOMs)				
CN V (facial sensation, temporal and masseter m.)				
CN VII (facial movement)				
CN VIII (hearing)				
CN IX, X (swallowing, palate rise, can omit gag)				
CN XI (shoulder movements)				
CN XII (tongue movement)				
Gait, tandem walk, toe and heel walk, hops, knee bends				
Grasp strength				
Coordination point to point UE and LE, RRAMS UE and LE				
Romberg				
Sensory – pain and light touch hands and feet				
DTRs: biceps				
DTRs: triceps				
DTRs: brachioradialis				
DTRs: patellar				
DTRs: Achilles				

## **B-6 BPA Grading**

### **Grading:**

Head/neck: 1.96 per point, each score of 3 = 5.88. MORE THAN 2 “1” scores = failing

Thorax/heart: 1.85 per point, each score of 3 = 5.55. MORE THAN 2 “1” scores = failing

Abdomen/PV: 1.85 per point, each score of 3 = 5.55. MORE THAN 2 “1” scores = failing

Breast/Musculoskeletal: 2.38 per point, each score of 3 = 7.14. MORE THAN 2 “1” scores = failing

Neuro: 1.66 per point, each score of 3 = 5.0. MORE THAN 3 “1” scores = failing

## C-1 Preceptor/Clinical Placement Application

**SAMPLE FORM**

**Molloy University**  
**The Barbara H. Hagan School of Nursing & Health Sciences**  
**Graduate Nursing Program**  
**Preceptor/Clinical Placement Application**

Prior to the start of a clinical assignment, the student and Program Coordinator must complete the application. A Clinical Placement Application is required for each site, each semester. All student medical documents must be current when submitting this application.

Submit to your clinical Faculty. Once received, there is a six-week turnaround for processing.

**Student Completes**

Course #: \_\_\_\_\_ Date: \_\_\_\_\_

Semester: \_\_\_\_\_ Faculty Name: \_\_\_\_\_

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_

Address: \_\_\_\_\_ City, State, Zip: \_\_\_\_\_

Email: \_\_\_\_\_ Department: \_\_\_\_\_

Place of Employment: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

**Coordinator of Program Completes**

Preceptor Full Name & Credentials: \_\_\_\_\_

Preceptor Phone #: \_\_\_\_\_ Preceptor Email: \_\_\_\_\_  
(Required) (Required)

Site Coordinator Full Name & Credentials: \_\_\_\_\_

Site Coordinator Email: \_\_\_\_\_

Clinical Facility Name: \_\_\_\_\_

Type of Facility: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number/Fax: \_\_\_\_\_

Placement setting and clinical preceptor are appropriate to meet course practicum objectives for this student. Preceptor understands the course practicum requirements and expectations, including faculty visitation/evaluation during the student's experience

Approved Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Note: Faculty for the course will advise student of clearance to begin clinical experience**

**MOLLOY UNIVERSITY**  
**The Barbara H. Hagan School of Nursing & Health Sciences**  
**REQUIREMENTS FOR ATTENDING CLINICAL PRACTICE**

Each item must be completed:

1. Physical examination using the **Barbara H. Hagan School of Nursing and Health Sciences FORM**.

FORM MUST BE SIGNED, STAMPED AND DATED BY PROVIDER AND INCLUDE:

- On initial physical for Advanced Physical Assessment NUR 5721, 2, 3, 4, and all subsequent clinical rotations, you must provide documentation of *two* PPDs implanted within 365 days of each other, a Quantiferon blood test, OR a T-Spot PPD
- Each subsequent physical requires only *one* PPD or Quantiferon blood test or T-Spot PPD
- Laboratory Titer Reports (LAB SHEETS) for Rubella, Rubeola, Varicella, Mumps  
Numerical Values for each are required
- Physicals/PPD must be submitted annually to CastleBranch at [www.castlebranch.com](http://www.castlebranch.com)  
**Questions regarding uploading documents? CONTACT 1.888.723.4263**

**Summer Semester:** - uploaded to CastleBranch on or before April 15<sup>th</sup>

**Fall Semester:-** uploaded to CastleBranch on or before July 15<sup>th</sup>

**Spring Semester:** - uploaded to CastleBranch on or before December 1<sup>st</sup>

2. CPR-Cardio pulmonary resuscitation certification must be completed. **No online course will be accepted.**  
CPR cards must be submitted (Make copy of front and back) with your Physical Information.  
Acceptable courses provided by: **American Heart Assoc. – BLS for Health Care Providers & American - Red Cross – BLS for the Professional Rescuer**
3. Uniform for Clinical Experience: Students are to wear plain white lab coats (no affiliation badges of any kind are to be displayed on the lab coat). The Molloy University photo ID Badge is to be worn and clearly visible.
4. Clinical Agency Affiliation Requirements: Individual clinical agency affiliates may require additional medical tests and/or clearance requirements for students entering their agencies. Student will be notified of any additional requirements AFTER the clinical placement contract is completed and signed by the agency.
5. Students must submit a copy of NYS RN license registration certificate.
6. Late Fee: A fee of \$50.00 is charged to process physical documents submitted after submission due date.
7. Review the Molloy University Nursing Handbook and review policies and health requirements.
8. Sign HIPAA and Latex forms.



### Continued – D1 - Requirement for Attending Clinical

9. FLU vaccines are valid for the influenza season (generally August to June of following year).
10. Malpractice Insurance appropriate to your program (Registered Nurse or Nurse Practitioner Addend to: **NP STUDENT**) with coverage of \$1,000,000 per claim/\$3,000,000 aggregate.
11. Evidence of OSHA training (NYS Infection Control Certificate) CMEresource.com will bring you to NetCe website. Follow the prompts to #9864 Infection Control: The NYS Requirement
12. Students are expected to carry their own health insurance.

Attention All Graduate Nursing Students

For clarification of all forms

Contact:

Mary Jane O'Malley

[momalley@molloy.edu](mailto:momalley@molloy.edu)

Students should make photo copies of all submitted documents. We are not permitted to make copies for your use!

### D-3 Physical Form

**MOLLOY UNIVERSITY**  
**THE BARBARA H. HAGAN SCHOOL OF NURSING & HEALTH SERVICES**  
**PHYSICAL FORM**

**SAMPLE FORM**

Molloy University – Barbara H. Hagan School of Nursing & Health Sciences  
Mary Jane O'Malley [momalley@molloy.edu](mailto:momalley@molloy.edu)  
1000 Hempstead Ave., Rockville Centre, New York 11571-5002

*Anticipated Class  
next semester:*

Course \_\_\_\_\_ Section \_\_\_\_\_

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ ID# \_\_\_\_\_  
Maiden Name \_\_\_\_\_ Date of Birth \_\_\_\_\_  
Address \_\_\_\_\_ Gender \_\_\_\_\_  
Phone \_\_\_\_\_

**Required on Initial Physical Only: TITERS NEED TO BE DONE ONE TIME ONLY**  
**LAB REPORTS MUST BE ATTACHED FOR EACH TITER!**

Rubella Titer	Value: _____	Result: _____	Date: _____
Rubeola Titer	Value: _____	Result: _____	Date: _____
Varicella Titer	Value: _____	Result: _____	Date: _____
Mumps Titer	Value: _____	Result: _____	Date: _____

**HISTORY OF VACCINATIONS:** Please provide immunization dates if *Titers are Equivocal or Negative*

MMR #1 _____	MMR #2 _____	VARICELLA #1 _____	VARICELLA #2 _____
Hepatitis B Vaccine: _____	HepB #1 _____	HepB #2 _____	HepB #3 _____

NURSING STUDENTS ARE TO BE IMMUNIZED WITH HEPATITIS B VACCINE PRIOR TO THE BEGINNING OF CLINICAL PRACTICE OR MUST SIGN A DECLINATION STATEMENT.

**DECLINATION STATEMENT**

***If HepB titer is Negative or Equivocal and you DO NOT have record of your immunization you must sign Declination.***

I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been informed of the need to be vaccinated with Hepatitis B Vaccine. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccination, I continue to be at risk of acquiring Hepatitis B, a serious disease.

Name (Print): \_\_\_\_\_

Date: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_

**Diphtheria/TetanusPertussis: [Within Last 10 Years] (Tdap)\_\_\_\_\_ (Td)\_\_\_\_\_**

If, as an adult you haven't had a vaccine that contains pertussis (whooping cough) one of **the doses** you receive needs to have pertussis in it.

**D-3 Physical Form Con't**

**SAMPLE FORM**

**I certify that** \_\_\_\_\_

**Is in good health as determined by a recent physical examination of sufficient scope to ensure that the student is free from health impairments which may be of potential risk to patients or other personnel or which may interfere with the performance of the student's duties, including habituation or addiction to depressants, stimulants, narcotics, alcohol or other drugs or substances which may alter individual behavior. This individual is able to participate in clinical learning experiences as a student of Nursing.**

**I have identified the following:**

**B.P.:** \_\_\_\_\_

**Vision:** \_\_\_\_\_ **Hearing:** \_\_\_\_\_

**Allergy to Latex: Yes:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Other Allergies:** \_\_\_\_\_

**Illnesses:** \_\_\_\_\_

**Injuries:** \_\_\_\_\_

**Restrictions on activity:** \_\_\_\_\_

**Medications:** \_\_\_\_\_

**Disabilities:** \_\_\_\_\_

**\*\*Students with disabilities are considered on an individual basis. Students must be able to meet program objectives.**

**Name of Health Care Provider:**

\_\_\_\_\_  
**(Stamp Is Required)**

**Address:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**HEALTH CARE PROVIDER**

**SIGNATURE:** \_\_\_\_\_

**D-4 PPD FORM**

**SAMPLE FORM**

**MOLLOY UNIVERSITY  
THE BARBARA H. HAGAN SCHOOL OF NURSING & HEALTH SCIENCES  
PPD FORM**

**Molloy University – Barbara H. Hagan School of Nursing & Health Sciences**

**Hagan 305 Mary Jane O'Malley momalley@molloy.edu 1000 Hempstead Ave., Rockville Centre, New York 11571-5002**

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ ID# \_\_\_\_\_  
Maiden Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Gender \_\_\_\_\_  
Address \_\_\_\_\_ Phone \_\_\_\_\_

**ONE OF THE FOLLOWING MUST BE COMPLETED WITHIN THE PAST 12 MONTHS. If positive results, submit physician clearance on letterhead. A TWO STEP PPD is required for first time clinical students only.**

1. PPD – Tuberculin Test (PPD intradermal only) [MUST BE READ 48 – 72 HOURS LATER]

Date Implanted: \_\_\_\_\_ Date Read: \_\_\_\_\_ Result: \_\_\_\_\_

**\*2nd PPD IS REQUIRED AND SHOULD BE IMPLANTED WITHIN 364 DAYS OF THE 1st PPD\***

Date Implanted: \_\_\_\_\_ Date Read: \_\_\_\_\_ Result: \_\_\_\_\_

**OR**

2. QuantiFERON TB Gold Result: \_\_\_\_\_ Date: \_\_\_\_\_ Lab Sheet Must Be Attached

3. T-Spot Result: \_\_\_\_\_ Date: \_\_\_\_\_ Lab Sheet Must Be Attached

**POSITIVE FINDINGS OF ALL TUBERCULOSIS TESTS REQUIRE A NEGATIVE CHEST XRAY REPORT. XRAY REPORT MUST BE ATTACHED:**

Date: \_\_\_\_\_ Result: \_\_\_\_\_

Name of Health Care Provider: \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Phone Number \_\_\_\_\_

**\*STAMP IS REQUIRED\***

## D-5 Latex Allergy Policy

**SAMPLE FORM**

### THE BARBARA H. HAGAN SCHOOL OF NURSING & HEALTH SCIENCES Latex Allergy Policy

**Background:** Latex allergy has become a serious healthcare problem. Experts have described it as a disabling occupational disease among healthcare workers (American Nurses Association, 1997).

The allergic reaction to latex is evoked by direct contact with products containing latex rubber or by inhaling powder from latex gloves. Responses may range in severity from a rash to asthma attacks to death from anaphylaxis (New York State Nurses Association, 1999).

The increased need to don gloves in both medical and non-medical settings has increased the prevalence of latex allergies. A 1997 alert published by the National Institute of Occupational Safety (NIOSH) indicated that less than 1% of the general population and 8% to 17% of regularly exposed healthcare workers are sensitized to latex (American Latex Allergy Assoc., 2016). These statistics indicate that an increasing number of entering nursing students may already have a latex sensitivity. Beginning one's professional life with a latex allergy presents unique challenges for students and faculty.

In light of this growing problem the School of Nursing has developed the following policy related to latex exposure.

**Initial Steps:** All Molloy School of Nursing Student and Faculty History and Physical Forms to have a category, which indicates *Latex Allergy*. The healthcare provider completing the form must specifically respond to this item.

**Follow-Up:** In those instances where a latex allergy has been indicated, faculty/student will need to be contacted by Health Services: The following actions should be initiated:

Faculty/Student will be given literature on latex allergies

Faculty/Student will be counseled regarding acceleration of sensitivity with repeated exposures

Faculty/Student will be encouraged to wear a Medi-Alert bracelet as suggested by NIOSH

Faculty/Student acknowledgement of this policy will be kept on file in department

**Agency Contact:** The faculty/student will be responsible for sharing information about themselves regarding latex allergy with the respective clinical agency.

☐ I do not have any allergy

☐ I have a latex allergy and I have previously so notified Molloy University. I am fully aware of the dangers arising out of exposure to latex and I agree to exercise appropriate caution. I hereby release Molloy University, its Board of Trustees, officers and administrators and employees from any claim or liability arising out of my exposure to latex either on the campus of Molloy University or in any clinical setting.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**D-6 Health Insurance Portability & Accountability Acknowledgement Form**

**SAMPLE FORM**

**MOLLOY UNIVERSITY**  
**THE BARBARA H. HAGAN SCHOOL OF NURSING & HEALTH SCIENCES**  
**Health Insurance Portability and Accountability Acknowledgment Form**

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

HIPAA provides for standardization of the interchange of medical data

Protects patient privacy

Protects security of patient data

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

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

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

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

\_\_\_\_\_  
Name (Please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**D-7 Flu Vaccine Form**

**MOLLOY UNIVERSITY  
THE BARBARA H. HAGAN SCHOOL OF NURSING & HEALTH SCIENCES**

**FLU VACCINE FORM  
DUE BY OCTOBER 1<sup>st</sup>-DECEMBER 15<sup>th</sup>**

**SAMPLE FORM**

**PLEASE PRINT**

*Student Name*

*Molloy ID Number*

*E-Mail Address*

*Phone Number*

*Course & Section*

**Entire form must be completed**

*Manufacturer or Company Name of Vaccine*

*Lot Number of the Vaccine*

*Expiration Date*

*Dose Administered*

*Date Administered*

*Placement*

*☐ Right Deltoid*

*☐ Left Deltoid*

*Name of Provider*

*License Number*

*Stamp*

*Address of Provider*



## E-1 Guidelines for Clinical Practicum

### Guidelines for Clinical Practicum

1. Students must complete the Preceptor/Clinical Placement Information form prior to the dates noted on the form. The form must be legible and complete. Please include employment information and home address since clinical coordinators in many of the facilities need this information to assign students.
2. All documentation- NYS license, physical exam, vaccination/titer report, flu vaccine, malpractice insurance, OSHA Infection Control Certification, Hospital Orientation and BLS certification- must be current prior to the start of the semester. If any of these documents expires during the semester you will be suspended from attending clinical until renewed. Mary Jane O'Malley (X 3737) maintains the documentation database.
3. The following process occurs prior to the start of a clinical rotation:
  - Student submits preceptor form to current instructor the semester before next clinical rotation
  - Instructor approves site
  - Contracts are prepared and signed by school administrators and then sent to the preceptor/facility coordinator to review and sign
  - Student documentation expiration dates are checked
  - Clinical site confirmation is sent to instructor
  - Instructor notifies student when they may begin clinical hours
4. The instructor will notify you of the contact information. Students must contact Preceptor within 5 days of receiving assignment. Students may not start their clinical rotations before the contracts have been confirmed. Any hours completed prior to confirmation will not be considered toward the final hours required for each course. If you have any questions or concerns regarding your placement you should contact the instructor.
5. It is the responsibility of the student to work closely with the preceptor to assure completion of the required number of hours. Please note for AGNP, PMHNP, and FNP clinical tracks- these are primary care tracks and our preceptors work in clinics, practices and centers that may not be open in the evening or weekend. Molloy University cannot guarantee that you will be able to complete your hours on the off shifts. You will need to have flexibility in your work/personal schedule to complete the hours during the weekday day shift. Clinical hour requirements range from 90 hours to 200 hours per semester depending on program. If there is a problem the instructor will visit the site to determine if there is a reason to discontinue use of the site. Length of travel to a site, and availability of hours in the evening and weekends will not constitute sufficient reason to change clinical placement site.

## E-1 - Con't Guidelines for Clinical Practicum

### Guidelines for Clinical Practicum

6. Nurse Practitioner students have the option of submitting a name of a physician or nurse practitioner for consideration as a preceptor. Clinical Nurse Specialist students may submit the name of a qualified Clinical Nurse Specialist for consideration. The faculty will then contact the professional and determine appropriateness of the site to the course objectives. This is not a guarantee that a student will be assigned to this site.
7. Once the student has contacted the preceptor, a schedule of clinical hours needs to be arranged. Typically, students will need to do one 10 to 12-hour day in order to complete the required hours for the rotation.
8. Once the schedule of clinical hours is set up the student must abide by it. If a student does not abide by the schedule the preceptor may discontinue the practicum.
9. Student must send their faculty member a copy of their Practicum Hours Schedule.
10. Any student who does not comply with the above policy will receive an "F" in the Practicum course and will have to repeat the entire course.

**Please realize that preceptors volunteer their time, expertise and patient population for you to develop skills. Therefore, it is expected that all students will maintain a respectful, professional demeanor with their preceptor.**

I have read the above and agree to the guidelines for clinical preceptor assignment. I was also offered the opportunity to discuss the process with the faculty.

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Print Name

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Signature

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Date

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Course

**All questions and concerns should be forwarded to the instructor.**

## **E-2 Guidelines for NP Clinical Competency Tool**

### **TO BE COMPLETED BY PRECEPTOR – Course Specific**

1. It is the student's responsibility to give the evaluation tool to the preceptor prior to starting any clinical hours.
2. Grading is as follows:
  - a. Diagnostic Reasoning - Score of 30 or above and no greater than 3 unsatisfactory marks.
  - b. Practicum One - Score of 35 or above and no greater than 2 unsatisfactory marks.
  - c. Practicum Two - Score of 40 or above and no greater than 1 unsatisfactory mark.
  - d. Practicum Three - Score of 50 or above and no unsatisfactory marks.
3. Students must receive a passing grade based on the above criteria to pass this element of the course.
4. This rubric will appear in each clinical course syllabus and in the graduate handbook.

### E-3 Practicum in Nursing Education

**THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES  
GRADUATE PROGRAM  
NUR 5320- PRACTICUM IN NURSING EDUCATION**

**Evaluation of Student in the Education Practicum**

**Student Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

**Faculty Member's Name:** \_\_\_\_\_

**Preceptor # Hours** \_\_\_\_\_

**Practicum Site:** \_\_\_\_\_

**Preceptor:** \_\_\_\_\_

Objective	Pass	Fail	Needs Improvement	No Opportunity To Observe
<b>A. <u>Educator Role</u></b>  <b>1. Identified the characteristics of an effective nurse educator.</b>  <b>2. Participated in the overall functioning of an education setting.</b>  <b>3. Constructed personal objectives for the Practicum experience.</b>  <b>4. Carried out evaluation procedures appropriate to the Practicum.</b>  <b>5. Maintained a professional relationship with the Mentor.</b>  <b>6. Implemented a teaching plan for a class presentation in the Practicum setting.</b>  <b>7. Assessed the learner.</b>  <b>8. Identified teaching-learning activities.</b>  <b>9. Implemented teaching strategies.</b>  <b>10. Implemented technological resources and modalities to support teaching and evaluate learning/program outcomes.</b>				

### E-3 Practicum in Nursing Education Continue

Objective	Pass	Fail	Needs Improvement	No Opportunity to Observe
<b>B. <u>Research Role</u></b>  1. Utilizes research to support decisions/actions in educator role. 2. Identifies potential research related to education. 3. Demonstrates ability to access technology related to advanced practice and education. 4. Utilizes databases to document and monitor learner and program outcomes.				
<b>C. <u>Professionalism</u></b>  1. Assumes responsibility for maintaining current knowledge and competency in area of specialization. 2. Develops a plan for professional development. 3. Collaborates with other advanced practice nurses within the institution and healthcare system. 4. Promotes a positive image of nursing. 5. Participated in Practicum Seminars				

**COMMENTS:** (Please address overall performance and any area marked Fail, Needs Improvement or No Opportunity to Observe)

**PRECEPTOR:** \_\_\_\_\_

\_\_\_\_\_

**FACULTY:** \_\_\_\_\_

\_\_\_\_\_

**STUDENT:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Preceptor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

#### E-4 Nursing Informatics III Practicum

**MOLLOY UNIVERSITY  
THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES  
GRADUATE PROGRAM  
NUR 5450 – NURSING INFORMATICS III PRACTICUM**

**Evaluation of Student in the Informatics Practicum**

**Student Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

**Faculty Member's Name:** \_\_\_\_\_

**Preceptor # of Hours:** \_\_\_\_\_

**Practicum Site:** \_\_\_\_\_

**Preceptor Name:** \_\_\_\_\_

Objective	Pass	Fail	Needs Improvement	No Opportunity To Observe
<p><b>A. <u>Informaticist Role</u></b></p> <p><b>1. Participates in the functioning of the information technology system of an institution.</b></p> <p><b>2. Supports and facilitates the organization's /unit's implementation of computerized information systems.</b></p> <p><b>3. Assists administration in coordinating, implementing, and evaluating software/information technology systems/program.</b></p> <p><b>4. Participates in appropriate meetings and/or conferences.</b></p> <p><b>5. Seeks input from administrator regarding professional development.</b></p> <p><b>6. Applies critical thinking analysis to Decisions regarding technological resources for management issues of budgeting, planning, staffing, quality control, etc.</b></p> <p><b>7. Selects and utilizes appropriate software for information and database management.</b></p> <p><b>8. Applies standards of ethics and laws pertaining to information management.</b></p>				

## E-4 Nursing Informatics III Practicum – Continue

<p><b>B. <u>Research Role</u></b></p> <ol style="list-style-type: none"> <li>1. Utilizes research to support decisions in informaticist role.</li> <li>2. Identifies potential research related to information technology and its application in health care.</li> <li>3. Utilizes advanced software programs to support/evaluate research.</li> <li>4. Utilizes/develops database to monitor patient outcomes.</li> <li>5. Acts as a resource to other nurses.</li> </ol>				
<p><b>C. <u>Professionalism</u></b></p> <ol style="list-style-type: none"> <li>1. Assumes responsibility for maintaining current knowledge and competency in field.</li> <li>2. Develops a plan for professional development.</li> <li>3. Collaborates with others in the field.</li> <li>4. Promotes a positive image of nursing.</li> <li>5. Participated in Practicum Seminars</li> </ol>				

**COMMENTS:** (Please address overall performance and any area marked Fail, Needs Improvement, or No Opportunity to Observe)

**PRECEPTOR OR FACULTY:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**STUDENT:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Preceptor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

## E-5 NP Clinical Competency Tool - Non course specific

**MOLLOY UNIVERSITY**  
**THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES**  
**NURSE PRACTITIONER PROGRAM**  
**CLINICAL COMPETENCY TOOL**

**STUDENT** \_\_\_\_\_ **DATE** \_\_\_\_\_ **COURSE** \_\_\_\_\_  
**PRECEPTOR** \_\_\_\_\_ **SITE** \_\_\_\_\_

Directions: Rate the student you have precepted on each of the following items. Circle the number after each statement that most nearly expresses your view.

- (4) Performs independently  
 (3) Performs with minimal assistance  
 (2) Performs with considerable assistance  
 (1) Unsatisfactory performance

1. Obtains comprehensive and problem-focused <b>health histories</b>	4	3	2	1
2. Performs comprehensive and problem-focused <b>physical exams</b>	4	3	2	1
3. Analyzes and interprets history, physical exam findings, and diagnostic information to develop appropriate <b>differential diagnoses</b>	4	3	2	1
4. Employs appropriate <b>diagnostic and therapeutic interventions</b>	4	3	2	1
5. Utilizes <b>pharmacotherapeutic modalities</b> with consideration of efficacy, safety, and cost	4	3	2	1
6. Delivers <b>health promotion and disease prevention services</b> based on age, developmental stage, family history, and ethnicity	4	3	2	1
7. Initiates <b>consultation and referral</b> services when the problem exceeds his/her expertise or the nurse practitioner scope of practice	4	3	2	1
8. Establishes effective <b>nurse practitioner-patient/family relationships</b>	4	3	2	1
9. Effectively protects client <b>confidentiality and privacy</b>	4	3	2	1
10. Provides appropriate <b>health education</b> to clients based on needs assessment, mutual goal-setting, and evidenced-based rationale	4	3	2	1
11. Utilizes appropriate <b>information resources/evidence bases</b> to support decision-making and high quality client care	4	3	2	1
12. Practices with regard to an <b>understanding of health care delivery systems</b> and reimbursement, practice resources and policies, and legal and ethical frameworks	4	3	2	1
13. Demonstrates <b>cultural and spiritual competence</b> by respecting the value and dignity of individuals, without regard to age, gender, religion, socioeconomic status, sexual orientation, and ethnicity	4	3	2	1
14. Documents in logical order and timely manner with completeness	4	3	2	1
15. Demonstrates efficient / appropriate use of time	4	3	2	1
16. Develops collaborative working relationships	4	3	2	1



**E-5 Clinical Competency Tool Non Course Specific Con't**

**PRECEPTOR COMMENTS**

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**Preceptor Signature**\_\_\_\_\_ **Date**\_\_\_\_\_

**FACULTY COMMENTS**

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**Faculty Signature**\_\_\_\_\_ **Date**\_\_\_\_\_

**STUDENT COMMENTS**

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**Student Signature**\_\_\_\_\_ **Date**\_\_\_\_\_

## E-6 Clinical Competency Tool – AGACNP Acute Care I, II, III

<b>MOLLOY UNIVERSITY</b> <b>THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES</b> <b>NURSE PRACTITIONER PROGRAM</b> <b><u>CLINICAL COMPETENCY TOOL</u></b>				
<b><u>NUR5891 AG-ACNP: Practicum in Acute Care I</u></b> <b><u>NUR5892 AG-ACNP: Practicum in Acute Care II</u></b> <b><u>NUR5893 AG-ACNP: Practicum in Acute Care III</u></b>				
<b>STUDENT</b> _____ <b>DATE</b> _____ <b>COURSE</b> _____ <b>PRECEPTOR</b> _____ <b>SITE</b> _____				
<b>Directions:</b> Rate the student you have precepted on each of the following items. Circle the number after each statement that most nearly expresses your view.				
(4) Performs independently (3) Performs with minimal assistance (2) Performs with considerable assistance (1) Unsatisfactory performance				
1. Obtains comprehensive and problem-focused <b>health histories</b>	4	3	2	1
2. Performs comprehensive and problem-focused <b>physical exams</b>	4	3	2	1
3. Analyzes and interprets history, physical exam findings, and diagnostic information to develop appropriate <b>differential diagnoses</b>	4	3	2	1
4. Employs appropriate <b>diagnostic and therapeutic interventions</b>	4	3	2	1
5. Utilizes <b>pharmacotherapeutic modalities</b> with consideration of efficacy, safety, and cost	4	3	2	1
6. Delivers <b>health promotion and disease prevention services</b> based on age, developmental stage, family history, and ethnicity	4	3	2	1
7. Initiates <b>consultation and referral</b> services when the problem exceeds his/her expertise or the nurse practitioner scope of practice	4	3	2	1
8. Establishes effective <b>nurse practitioner-patient/family relationships</b>	4	3	2	1
9. Effectively protects client <b>confidentiality and privacy</b>	4	3	2	1
10. Provides appropriate <b>health education</b> to clients based on needs assessment, mutual goal-setting, and evidenced-based rationale	4	3	2	1
11. Utilizes appropriate <b>information resources/evidence bases</b> to support decision-making and high quality client care	4	3	2	1
12. Practices with regard to an <b>understanding of health care delivery systems</b> and reimbursement, practice resources and policies, and legal and ethical frameworks	4	3	2	1
13. Demonstrates <b>cultural and spiritual competence</b> by respecting the value and dignity of individuals, without regard to age, gender, religion, socioeconomic status, sexual orientation, and ethnicity	4	3	2	1
14. Documents in logical order and timely manner with completeness	4	3	2	1
15. Demonstrates efficient / appropriate use of time	4	3	2	1
16. Develops collaborative working relationships	4	3	2	1

**E-6 Clinical Competency Tool AGACNP Acute Care I, II, III – Con’t**

**PRECEPTOR COMMENTS**

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**Preceptor Signature**\_\_\_\_\_ **Date**\_\_\_\_\_

**FACULTY COMMENTS**

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**Faculty Signature**\_\_\_\_\_ **Date**\_\_\_\_\_

**STUDENT COMMENTS**

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**Student Signature**\_\_\_\_\_ **Date**\_\_\_\_\_

**Molloy University**  
**THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES**  
**GRADUATE NURSING**  
**NP Clinical Hours Verification Form**

**Student Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_  
**Clinical Site:** \_\_\_\_\_ **Preceptor Name:** \_\_\_\_\_

Date of Clinical Experience	Start and finish time e.g. 8AM – 4PM = 8 hours	Name of Preceptor (PRINT)	Signature of Preceptor for the day
<b>Total Hours</b>			

**Student Signature** \_\_\_\_\_  
 Revised 8/2014

**Instructor: Signature** \_\_\_\_\_

[illegible]

**Molloy University**  
**THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES**  
**GRADUATE NURSING**  
**Pediatric Nurse Practitioner Primary Clinical Log Form**

**Student Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_  
**Clinical Site:** \_\_\_\_\_ **Preceptor Name:** \_\_\_\_\_

Date of Clinical Experience	Start and finish time e.g. 8AM – 4PM = 8 hours	Name of Preceptor (PRINT)	Signature of Preceptor for the day
<b>Total Hours</b>			

**Student Signature** \_\_\_\_\_ **Instructor: Signature** \_\_\_\_\_

Revised 8/2014

## **E-10 Nurse Practitioner Clinical Skills checklist**

**MOLLOY UNIVERSITY**  
**THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCE**  
**Nurse Practitioner Clinical Skills Checklist**

Faculty or preceptors are to date and sign under one or more of the following columns for designated skills. Students will begin this checklist in Advanced Physical Assessment and maintain it until completion of all clinical courses. By that time there should be at least one column entry for every listed skill. Students are to submit a copy of the checklist to their faculty member at the end of each clinical course.

<b>Skills</b>	<b>Learned in class/lab</b>	<b>Practiced in lab</b>	<b>Performed in clinical setting</b>
<b><i>Dermatologic</i></b>			
Wood's light exam			
I & D simple abscess			
Steri-Strip Application			
Suture Insertion			
Suture Removal			
Tick Removal			
PPD technique, and reading			
<b><i>Musculoskeletal</i></b>			
Clavicle Immobilization			
Splinting & Taping			
<b><i>Genitourinary</i></b>			
Pap Smear Collection			
Microscopy – urine and wet mount			
Vaginal pH			
<b><i>HEENT</i></b>			
Audiometry Testing			
Eyelid Eversion			
Corneal Abrasion & Foreign Body Removal			
Eye Trauma Stabilization			
Cerumen Impaction Removal			
Epistaxis Control			
Fluorescein stain of the eye			
Throat swab			
<b><i>Cardiovascular</i></b>			
Doppler Technique			
ECG Lead Placement			
ECG Interpretation			
Venipuncture			
Fingerstick			
<b><i>Respiratory</i></b>			
Aerosol/Inhalation Administration (Nebulizer)			
Peak Flow Meter			
X-ray Interpretation Chest			
<b><i>Other Skills Learned or Practiced</i></b>			

## E-11 Student Evaluation of Preceptor

**MOLLOY UNIVERSITY**  
**THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES**  
**NURSE PRACTITIONER PROGRAM**  
**STUDENT EVALUATION OF PRECEPTOR**

Student \_\_\_\_\_ Course Number \_\_\_\_\_

Course Title \_\_\_\_\_

Semester \_\_\_\_\_ Clinical Site & Location \_\_\_\_\_

Clinical Assignment Dates \_\_\_\_\_ to \_\_\_\_\_

Preceptor \_\_\_\_\_

GENERAL	Excellent	Very Good	Good	Fair	Poor	Never	Comments
Orientation to setting							
Objectives clarified							
Opportunities to meet objectives							
Welcomes you as a team member							
Serves as professional role model							

PRECEPTOR AS TEACHER	All of the Time	Most of the Time	Sometimes	Rarely	Never	Comments
Encourages questions						
Stimulates problem solving						
Freely admits does not know						
Concise/logical						
Allows you to provide direct patient care rather than observation						
Observed you performing history						
Observed you performing PE						
Encourages you to assume increasing responsibility during clinical experience						
Leads you through decision Making rather than giving own impressions						
Reviews differential diagnoses and alternative management						
Utilizes evidenced base practice in diagnostic process						
Gives you feedback regarding performance and progress on a daily basis						



**E-11 Student Evaluation of Preceptor Con't**

**Would you recommend this preceptor/clinical site to other students? Yes\_\_\_\_\_ No \_\_\_\_\_**  
**Why/Why not? (Please be specific)**

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**Narrative summary of your experience at this site**

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**Student Signature**\_\_\_\_\_

**Date**\_\_\_\_\_

## E-12 Faculty Evaluation of Student Performance

**MOLLOY UNIVERSITY  
THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES  
NURSE PRACTITIONER PROGRAM**

**FACULTY EVALUATION OF STUDENT PERFORMANCE**

**Course:** \_\_\_\_\_ **Date of Site Visit:** \_\_\_\_\_ **Student Name:** \_\_\_\_\_  
**Preceptor Name & Title:** \_\_\_\_\_ **Clinical Site:** \_\_\_\_\_

Note whether the student:		Yes	No	Comments
1	Establishes effective nurse practitioner - patient/family relationship			
2	Takes appropriate history based upon chief complaint.			
3	Performs physical exam consistent with chief complaint.			
4	Presents findings clearly and concisely to faculty or preceptor.			
5	Verbalizes possible diagnoses			
6	Verbalizes a plan of care			
7	Demonstrates adequate documentation skills			

**Based on the above assessment, the student is performing:**

\_\_\_\_\_ Above the expected level

\_\_\_\_\_ At the expected level

\_\_\_\_\_ Below the expected level (*if this choice is selected, note on reverse side an action plan for meeting course objectives*)

**Comments** (based on observation and discussion with preceptor):

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Faculty signature: \_\_\_\_\_ Student signature: \_\_\_\_\_