RN/Dual Degree Program
The Barbara H. Hagan School of Nursing

Academic year 2016-2017

Revised July 2016
Dear Student,

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

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

If you have any problems or questions, please don’t hesitate to reach me at
The Barbara H. Hagan School of Nursing
Rm. H209
516-323-3659,

Teresa Aprigliano, Ed.D., RN
Associate Dean and Director
RN/Dual Degree Programs
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I. THE BARBARA H. HAGAN SCHOOL OF NURSING

History of Molloy College

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

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

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

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

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

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

The Molloy College Nursing Program has an excellent reputation in the professional Nursing community in the New York Metropolitan area. Our program has grown in size and stature over the years, and at present, has the largest number of majors on campus. Since its inception, there have been thousands of nursing graduates from the Undergraduate Program.
In September 2010, the first doctoral students were accepted. The second doctoral program, Doctor of Nursing Practice (DNP) began in September 2014. The Division moved into The Barbara H. Hagan Center for Nursing on January 19, 2016 and in April of that year officially changed its name to The Barbara H. Hagan school of Nursing. The dedication ceremony was held on the lawn in front of the building on April 19th with community leaders, religious leaders, faculty, and college leadership in attendance. This auspicious school year ended with a graduation ceremony with 10 PhD students being hooded by faculty and the president.
The Barbara H. Hagan School of Nursing

Philosophy of the Barbara H. Hagan School of Nursing

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

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

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

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

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

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

Updated June 2007
Approved September 2007
Humanistic Nursing Framework.

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

The sub-concepts of Nursing are knowledge, responsibility and accountability, leadership/management, research, and professional role. These sub-concepts are introduced at Level I and are further developed within each subsequent level.
## The Molloy College Barbara H. Hagan School of Nursing Humanistic Framework, Extended to the Doctoral Level

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>B.S. Graduate</th>
<th>Master's Graduate</th>
<th>Doctoral Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquires</td>
<td>Demonstrates</td>
<td>Demonstrates</td>
<td>Utilizes</td>
<td>Demonstrates (Advanced Practice)</td>
<td>Generates</td>
</tr>
<tr>
<td>Discusses</td>
<td>Demonstrates (Beginning Practice)</td>
<td>Assumes (Advanced Practice)</td>
<td>Assumes (Generalist Practice)</td>
<td>Demonstrates (Advanced)</td>
<td>Promotes</td>
</tr>
<tr>
<td>Discusses</td>
<td>Demonstrates</td>
<td>Assumers</td>
<td>Assumers</td>
<td>Values</td>
<td>Models</td>
</tr>
<tr>
<td>Defines</td>
<td>Discusses</td>
<td>Utilizes</td>
<td>Utilizes</td>
<td>Practices (Generalist)</td>
<td>Conducts and Disseminates</td>
</tr>
<tr>
<td>Identifies</td>
<td></td>
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<td></td>
<td>Exemplifies</td>
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</table>

### NURSING

- Knowledge
- Responsibility & Accountability
- Leadership/Management
- Research
- Professional Role
### Definitions of the Concepts and Sub-Concepts of the Humanistic Nursing Framework

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMANITY</td>
<td>A Unique human being, functioning as an integrated whole, reflecting bio-psycho-socio-cultural dimensions.</td>
</tr>
<tr>
<td>ENVIRONMENT</td>
<td>The sum total of all internal and external dimensions that influence human beings.</td>
</tr>
<tr>
<td>HEALTH</td>
<td>A dynamic state of bio-psycho-socio-cultural well-being.</td>
</tr>
<tr>
<td>VALUING</td>
<td>To hold in high esteem the inherent worth and dignity of all individuals.</td>
</tr>
<tr>
<td>NURSING</td>
<td>A science and an art which focuses on the diagnosis and treatment of human responses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUB-Concepts</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE</td>
<td>Nursing knowledge is based on the liberal arts and science and incorporates humanity/environment health/valuing.</td>
</tr>
<tr>
<td>RESPONSIBILITY/</td>
<td>Professional nurses accept responsibility and are therefore held accountable to maintain Standards of Practice and adhere to the Profession’s Code of Ethics.</td>
</tr>
<tr>
<td>ACCOUNTABILITY</td>
<td>Work collaboratively with individuals and groups to accomplish professional goals.</td>
</tr>
<tr>
<td>LEADERSHIP/</td>
<td>A process of inquiry that provides evidence contributing to nursing’s expanding body of knowledge.</td>
</tr>
<tr>
<td>MANAGEMENT</td>
<td>Provides humanistic health care to promote health and manage illness for individuals, families and communities in accordance with standards of nursing practice.</td>
</tr>
</tbody>
</table>
UNDERGRADUATE CURRICULUM

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

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

1. Demonstrates professional practice that upholds the inherent worth and dignity of individuals, families and communities, sensitive to their diverse spiritual and cultural needs.

2. Synthesizes knowledge from the humanities, sciences and nursing as the foundation for critical thinking and decision making.

3. Employs effective communication skills throughout the scope of professional practice.

4. Utilizes evolving technology to promote quality patient outcomes.

5. Provides consistent, safe and competent patient centered care.

6. Considers the complex economic, legal, political and ethical issues affecting the delivery of care in the global and dynamic health care environment.

7. Assumes responsibility and accountability for professional nursing practice.

8. Demonstrates beginning leadership abilities as a member of an interdisciplinary health care team.

9. Evaluates and integrates research that supports evidenced based nursing practice.

10. Demonstrates intellectual inquisitiveness and a life long commitment to learning.
### Characteristics of the Baccalaureate Graduate and Level Objectives

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>LEVEL OBJECTIVES</th>
</tr>
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</table>
| 1. Demonstrates professional practice that upholds the inherent worth and dignity of individuals, families, and communities, sensitive to their diverse spiritual and cultural needs. | 1.1 Defines concepts of spiritual and cultural valuing of self and others.  
1.2 Discusses diverse spiritual and cultural value systems in relation to individuals, families and communities.  
1.3 Integrates knowledge of diverse spiritual and cultural value systems in the provision of nursing care to individuals, families and communities. |
| 2. Synthesizes knowledge from the humanities, sciences and nursing as the foundation for critical thinking and decision making. | 1.1 Acquires knowledge from the humanities, sciences and nursing building a foundation for critical thinking and decision making  
2.2 Demonstrates integration of knowledge from the humanities, sciences and nursing as the foundation for critical thinking and decision making in nursing practice.  
2.3 Applies increasing knowledge from the humanities, sciences, and nursing as the foundation for critical thinking and decision making in nursing practice. |
| 3. Employs effective communication skills throughout the scope of professional practice | 3.1 Defines communication skills that can be used in professional practice.  
3.2 Examines varied communication skills to use in selected professional practice situations.  
3.3 Differentiates varied communication techniques appropriate in varied professional practice situations. |
| 4. Utilizes evolving technology to promote quality patient outcomes. | 4.1 Identifies the range of technologies that facilitate clinical care.  
4.2 Develops a repertoire of skills to effectively use technology in the scope of nursing practice.  
4.3 Integrates use of technology in the planning, provision, and documentation of safe, competent nursing care of individuals, families, and communities in a variety of health care settings. |
| 5. Provides consistent, safe and competent patient centered care. | 5.1 Identifies safe practice regulations, goals and standards to promote competent patient centered care.  
5.2 Demonstrates an understanding of safe practice regulations, goals and standards relevant to the provision of competent patient centered care in selected health care environments.  
5.3 Integrates safe practice regulations, goals and standards in order to provide competent patient centered care. |
| --- | --- |
| 6. Considers the complex economic, legal, political and ethical issues affecting the delivery of care in the dynamic and global health care environment. | 6.1 Acquires information regarding economic, legal, political, and ethical issues that can effect the health care environment.  
6.2 Explains specific economic, legal, political, and ethical issues that can affect the delivery of care in the health care environment.  
6.3 Examines the interplay of economic, legal, political, and ethical issues affecting the delivery of care in selected health care environments. |
| 7. Assumes responsibility and accountability for professional nursing practice. | 7.1 Discusses responsibility and accountability as components of professional nursing practice.  
7.2 Demonstrates responsibility and accountability in planning and providing nursing care in selected practice situations.  
7.3 Demonstrates responsibility and accountability in planning and providing nursing care in a variety of practice situations. |
| 8. Demonstrates beginning leadership abilities as a member of an interdisciplinary health care team. | 8.1 Discusses concepts of leadership and the interdisciplinary health care team as components of professional nursing practice.  
8.2 Develops beginning leadership skills while providing professional nursing care for individuals in selected health care settings as a member of the interdisciplinary health care team.  
8.3 Integrates beginning leadership skills as a member of an interdisciplinary team while providing professional nursing care for selected individuals, families, and communities. |
<table>
<thead>
<tr>
<th>9. Evaluates and integrates research that supports evidence based nursing practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Defines the components of research</td>
</tr>
<tr>
<td>9.2 Discusses the significance of research for professional nursing.</td>
</tr>
<tr>
<td>9.3 Applies knowledge of research to professional nursing care of individuals, families, and communities.</td>
</tr>
<tr>
<td>10. Demonstrates intellectual inquisitiveness and a life long commitment to learning.</td>
</tr>
<tr>
<td>10.1 Identifies own learning style and needs and recognizes the professional obligation to life long learning</td>
</tr>
<tr>
<td>10.2 Applies knowledge of learning styles and needs to professional growth and development.</td>
</tr>
<tr>
<td>10.3 Develops a strategy for self-enrichment and professional growth.</td>
</tr>
</tbody>
</table>

**D.  Organization**

**Undergraduate Programs**

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

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

**Graduate Programs**

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

**E.  COMMITTEES**

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

2. **RN/Dual Degree/LPN Committee**
   The purpose of the committee is to plan, develop, monitor, and evaluate all the matters related to the undergraduate curriculum. Issues may be referred to the committee by the Dean of the Barbara H. Hagan School of Nursing Associate Deans and Directors, or recommendation of the faculty and/or students. Appropriate issues may be referred to the Undergraduate and Graduate Committee as needed.
3. **Graduate Nursing Committee**
   The purpose of this committee is to plan, develop, monitor and evaluate all matters related to the graduate program. Issues may be referred to the committee by the Dean of the Barbara H. Hagan School of Nursing, Associate Deans and Directors or recommendation of the faculty and/or students.

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

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

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

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**THE BARBARA H. HAGAN SCHOOL OF NURSING**

**IMPORTANT INFORMATION**

**Grading Criteria**

- A Grade of “C+” or better is required in BIO 120, 121, 245, BIO 222 (if required), and Environmental Studies (ENV 101). The same science course may be repeated one time only. (Policy implemented Fall 2011)
- A Grade of “C+” or better is required in all undergraduate nursing courses.
- Degree Completion Students must have an overall 2.3 cum index prior to beginning upper division courses (300 levels) in Nursing.
- RN/DDP students must maintain a 3.0 cum index throughout the program in addition to the above requirements.
- A grade of B- or better is required in all graduate courses.

Program requirements vary according to the graduate specialty track. See Program Associate Dean and Director for details.

**Course Progression**

- All students must complete the majority of liberal arts requirements before beginning upper division courses. Liberal arts requirements must be completed prior to or concurrent with the completion of NUR 496 or NUR 499.
- Non-clinical courses may be repeated once. Failure to pass the second time necessitates withdrawal from the nursing program.
- A clinical course may be repeated once. Failure to pass the second time necessitates withdrawal from the nursing program.
- Failure of any subsequent clinical course necessitates withdrawal from the nursing program.
- A maximum number of two (2) nursing courses may be repeated.
- A student may withdraw from the same course a maximum of twice.
Skills/Competency Proficiency
RN students are required to submit a copy of current competency tests (from their agencies) to the appropriate faculty member while taking NUR 350. Students who do not have a current competency test or are not currently working in a clinical type practice are required to complete master skills check list. These modules are in the Nursing Lab and must be completed prior to NUR 353.

RN STUDENTS

Clinical Courses
RN Students: Prior to clinical courses NUR 353/496 students must submit the following:
- Current New York State License registration certificate.
- Malpractice insurance with coverage of $1,000,000 per claim/3,000,000 aggregate.
- Cardio-pulmonary resuscitation (CPR) certification.
- Evidence of OSHA training.
- A completed Barbara H. Hagan School of Nursing Physical Form. Attach titre lab sheets for initial physical only.

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

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

Challenge Exams/Testing Programs
- All students are required to take standardized tests throughout the program. Academic remediation/support is required for those students who do not achieve the required test score.
- Challenge exams may be taken once, failure to achieve national average necessitates taking the appropriate course(s). Diploma School Graduates may take Challenge Examinations in the following areas: RN Assessment Exam Nursing Courses: NUR 139, 209, 259, 299, 329, 349, 359 (31 credits) NUR 229 (3 credits) [Pathophysiology]
- Science Challenge Exams schedule and sequence are as follows.
  -BIO 245 (Microbiology)
  -BIO 120 (Anatomy & Physiology I)
  -BIO 121 (Anatomy & Physiology II)

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

ALL CHALLENGES MAY BE TAKEN ONLY ONCE.

Other liberal arts credits may be earned through CLEP, NYCPEP, RED exams or division examinations.
MOLLOY COLLEGE
THE BARBARA H. HAGAN SCHOOL OF NURSING
RN COMPLETION PROGRAM

PROGRAM OF STUDY

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

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

The student must hold the Registered Professional Nurse License in order to begin NUR 352.

**SEMESTER ONE**

NUR 249  Humanistic Nursing Concepts for Professional Practice 3
ENV 101 Environmental Studies 3

**SEMESTER TWO**

NUR 350 Health Assessment in the Community 2
NUR 351 Integrative Nursing Practice 3

**THE/ETH/Electives**

**SEMESTER THREE**

NUR 352 Culture of Health in Chronic Illness 3
NUR 353 Public Health Issues in World Health 5
NUR 389 Nursing Research 3

**SEMESTER FOUR**

NUR 496 Leadership Management 5

**Electives**

Nursing Credits = 24
Residency Credits = 30
Total Credits = 128

(= Core and Science/Liberal Arts pre-requisite courses)
RN/DUAL DEGREE PROGRAM
Number, type of course and credits required depends on transferred/challenged courses. The nursing program builds on a foundation of liberal arts and sciences. Students are expected to complete approximately 40% of their liberal arts/pre-requisites prior to nursing courses.

The RN/Dual Degree Program (DDP) allow students to accelerate their learning by enrolling in both undergraduate and graduate courses throughout their program of study for the purpose of attaining both degrees. Students are awarded a baccalaureate degree upon successful completion of the undergraduate requirements, and a master’s degree upon completion of the graduate requirements. **Students are responsible for the policies in the Graduate Student Handbook while completing this portion of the program.**

**Challenge Exams/Testing Programs**

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

- Challenge exams may be taken once, failure to achieve national average necessitates taking the appropriate course(s). Diploma School Graduates may take Challenge Examinations in the following areas: RN Assessment Exam Nursing Courses: NUR 139, 209, 259, 299, 329, 349, 359 (31 credits) NUR 229 (3 credits) [Pathophysiology]

- Science Challenge Exams schedule and sequence are as follows.
  - BIO 245 (Microbiology)
  - BIO 120 (Anatomy & Physiology I)
  - BIO 121 (Anatomy & Physiology II)

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

  **ALL CHALLENGES MAY BE TAKEN ONLY ONCE.**
  Other liberal arts credits may be earned through CLEP, NYCPEP, RED exams or division examinations.
### RN/DUAL DEGREE

#### PROGRAM OF STUDY

**SEMESTER ONE**

<table>
<thead>
<tr>
<th>Module***</th>
<th>NUR 351</th>
<th>Integrative Nursing Practice</th>
<th>3</th>
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<tbody>
<tr>
<td></td>
<td>NUR 350</td>
<td>Health Assessments in the Community</td>
<td>2</td>
</tr>
<tr>
<td><strong>ETH 505</strong></td>
<td>Contemporary Ethics</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>ENV 101</td>
<td>Environmental Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**SEMESTER THREE**

<table>
<thead>
<tr>
<th>NUR353</th>
<th>Public Health Issues in World Health</th>
<th>5</th>
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<tbody>
<tr>
<td><strong>NUR505</strong></td>
<td>Advanced Nursing Theory</td>
<td>3</td>
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**SEMESTER TWO**

<table>
<thead>
<tr>
<th>NUR 352</th>
<th>Culture of Health In Chronic Illness</th>
<th>3</th>
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<tbody>
<tr>
<td><strong>NUR 510</strong></td>
<td>Current Issues in Nursing</td>
<td>3</td>
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**SEMESTER FOUR**

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<thead>
<tr>
<th>NUR 496</th>
<th>Leadership/Management</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>NUR 389</td>
<td>Nursing Research</td>
<td>3</td>
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<tr>
<td><strong>NUR 515</strong></td>
<td>Organizational Theory</td>
<td>3</td>
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</tbody>
</table>

Note: The following semesters indicate the continued program of study per individualized track.

Graduate Programs: Adult – Gerontology Primary Care Nurse Practitioner (ANP), Family Nurse Practitioner – Primary Care (FNP), Family Psychiatric Mental Health Nurse Practitioner (NPP), Adult-Gerontology Health (CNS)

**RN/DUAL DEGREE PRACTITIONER**

**SEMESTER FIVE**

| **NUR 572** | Advanced Physical Assess | 3 |
| **NUR 573** | Pharmacotherapeutics | 3 |
| **NUR 524** | Advanced Pathophysiology | 3 |

**SEMESTER SIX**

| **NUR 576/577/578/592** | Diag.Reason | 3 |
| **MAT 550** | Stat-Computer Analysis | 3 |
| **NUR 583** | Role of Nurse Practitioner in Primary Care | 2 |

**SEMESTER SEVEN**

| **NUR 584/593** | Diag. & Ther. I | 3 |
| **NUR 557/566/562/551** | | 2 |
| **NUR 587A ANP: Diag. & Ther. I** | | 2 |

**SEMESTER EIGHT**

| **NUR 585/594** | Diag. & Ther. II | 3 |
| **NUR 557/567/563/552** | Practicum II | 2 |
| **NUR 555** | Research Method & Design | 4 |
| **NUR 587B ANP: Diag. & Ther.II** | | 2 |

**SEMESTER NINE**

| **NUR 559/568/564/553** | Practicum III | 2 |
| **NUE 586C ANP: Diag & Ther. III** | | 2 |

* Graduate courses.

**Graduate courses accepted in place of undergraduate**

**Prerequisite to NUR 510**

Undergraduate Nursing Credits = 24
Total Undergraduate Credits = 128
Graduate Credits = 45ANP/PNP/NPP = 48 FNP

Total Credits = 165-174 ANP/PNP/NPP = 168-177 FNP
## RN/DUAL DEGREE CLINICAL NURSE SPECIALIST: ADULT HEALTH

### SEMESTER FIVE
- NUR 572 Advanced Physical Assess. 3
- NUR 573 Pharmacotherapeutics 3
- NUR 524 Advanced Pathophysiology 3

### SEMESTER SIX
- NUR 533 CNS: Foundations/decision Making (15 class hours and 90 hours clinical) 3
- MAT 550 Stat-Computer Analysis *NUR 583 Role of Nurse Practitioner in Primary Care 3

### SEMESTER SEVEN
- NUR 534 CNS: Adult Health Practice I 2 (Seminar and 128 clinical hours)
- NUR Elective 3

### SEMESTER EIGHT
- NUR 535 CNS: Adult Health Practice II 2 (Seminar and 128 clinical hours)
- MAT 550 Stat-Computer Analysis 3
- NUR 555 Research Method & Design 4

### SEMESTER NINE
- NUR 571 Creative Strategies for Teaching Nursing 3 (Seminar and 129 clinical hours)

**Total Undergraduate Nursing Credits = 128**
- Undergraduate Nursing Credits = 23
- Graduate Credits = 42
- Total Credits = 162-171

* Graduate courses.
** Graduate courses accepted in place of undergraduate
***Prerequisite to NUR 510

---

### RN/DUAL DEGREE EDUCATION

### SEMESTER FIVE
- NUR 529 Health Issues with a Global View 2
- MAT 550 Stat-Computer Analysis 3
- NUR 524/572/573 Adv. Practice Core

### SEMESTER SIX
- NUR 570 Higher Education in America 3
- NUR 530 Curriculum Development 3
- NUR 543 Informatics I 3
- NUR 571 Creative Strategies for Teaching Nursing 3

**Total Undergraduate Nursing Credits = 128**
- Undergraduate Nursing Credits = 23
- Graduate Credits = 42
- Total Credits = 164-173

* Graduate courses.
** Graduate courses accepted in place of undergraduate
***Prerequisite to NUR 510

---

### RN/DUAL DEGREE ADMINISTRATION & INFOMATICS

### SEMESTER FIVE
- NUR 540 Administration I 3
- NUR 543 Informatics I 3
- MAT 550 Stat-Computer Analysis 3

### SEMESTER SIX
- NUR 541 Administration II 3
- NUR 544 Informatics III 3
- NUR 555 Nursing Method and Design 4

### SEMESTER SEVEN
- NUR 542 Practicum in Administration 3 (15 class hours and 90 clinical hours)
- NUR 548 Informatics IV 3
- NUR/BUS 546 Human Resources Management 3 (65 clinical hours)

**Total Undergraduate Nursing Credits = 23**
- Undergraduate Nursing Credits = 23
- Graduate Credits = 42
- Total Credits = 164-173

* Graduate courses.
** Graduate courses accepted in place of undergraduate
***Prerequisite to NUR 510

---

-17-
2\textsuperscript{ND}/DUAL DEGREE PROGRAM
The Dual Degree Programs (DDP) for second degree students allow students to accelerate their learning by enrolling in both undergraduate and graduate courses where appropriate, throughout their program of study for the purpose of attaining both degrees. Permission to take graduate courses is individualized according to GPA. Students are awarded a baccalaureate degree upon successful completion of the undergraduate requirements. A master’s degree is awarded upon completion of the graduate requirements.

**Students are responsible for the policies in the Graduate Student Handbook while completing this portion of the program.**

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

**Grading Criteria**
- A grade of "C+" or better is required in BIO 120, 121, 245, 247 and CHE112.
  - The same science course may be repeated one time only. (Implemented Fall 2011)
- A grade of "C+" or better is required in all undergraduate nursing courses.
- A grade of "B-" or better is required in all graduate courses.

*See additional progression criteria, beginning page 33.*

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

Dual Degree/2nd Degree students **may not** take a graduate course until after the successful completion of NUR209, (at a minimum). Additionally graduate courses may not be taken if GPA falls below 3.0.
**MOLLOY COLLEGE**
**THE BARBARA H. HAGAN SCHOOL OF NURSING**

**DUAL DEGREE/2ND DEGREE PROGRAM OF STUDY**

**ALTERNATIVE PATHWAYS**

*Spring* Admit for Students who **Have All** Pre-Requisite Courses

### SPRING SEMESTER ONE

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>NUR 129</td>
<td>Prof. Social/Nur Practice</td>
<td>2</td>
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<tr>
<td>NUR 139</td>
<td>Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>NUR 229</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 209</td>
<td>Foundations Humanistic Prac.</td>
<td>6</td>
</tr>
<tr>
<td>NUR 239</td>
<td>Pharmacology I</td>
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### SUMMER SESSION

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NUR +289</td>
<td>Psycho-Social Concepts</td>
<td>3</td>
</tr>
<tr>
<td>BIO 247</td>
<td>Nutrition for Health</td>
<td>5</td>
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### FALL SEMESTER TWO

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<thead>
<tr>
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<tbody>
<tr>
<td>NUR 290</td>
<td>Adult Health (DDP)</td>
<td>8</td>
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<tr>
<td>NUR 259</td>
<td>Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>NUR +289</td>
<td>Psycho-Social Concepts</td>
<td>3</td>
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### INTERSESSION

### SPRING SEMESTER THREE

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<tr>
<td>NUR 349</td>
<td>Children &amp; Families</td>
<td>4</td>
</tr>
<tr>
<td>NUR 359</td>
<td>Childbearing Family</td>
<td>4</td>
</tr>
<tr>
<td>NUR 389</td>
<td>Nursing Research</td>
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### FALL SEMESTER FOUR

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<tr>
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<tbody>
<tr>
<td>NUR 429</td>
<td>Mental Health</td>
<td>4</td>
</tr>
<tr>
<td>NUR 439</td>
<td>Community</td>
<td>4</td>
</tr>
<tr>
<td>NUR 409</td>
<td>Complex Care</td>
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### SUMMER SESSION

### SPRING SEMESTER FIVE

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<tbody>
<tr>
<td>NUR 459</td>
<td>Leadership Mgt.</td>
<td>2</td>
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<tr>
<td>NUR 449</td>
<td>Complex Care Clinical</td>
<td>3</td>
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<tr>
<td>NUR 499</td>
<td>Comprehensive Clinical</td>
<td>5</td>
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### FALL SEMESTER SIX

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>* NUR 572</td>
<td>Advanced Physical Asses.</td>
<td>3</td>
</tr>
<tr>
<td>* NUR 573</td>
<td>Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>* NUR 524</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
</tbody>
</table>

### SEMESTER SEVEN

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>* NUR 555</td>
<td>Research Method &amp; Design</td>
<td>4</td>
</tr>
<tr>
<td>* NUR 576/577/578/592-Diag. Reasoning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>* NUR 583</td>
<td>Role of Nurse Practitioner in Primary Care</td>
<td>2</td>
</tr>
</tbody>
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### SEMESTER EIGHT

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>* NUR 584/593</td>
<td>Diag. &amp; Ther. I</td>
<td>3</td>
</tr>
<tr>
<td>* NUR 557/566/562/551</td>
<td>Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>* NUR 587A</td>
<td>ANP: Diag. &amp; Ther. I</td>
<td>2</td>
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### SEMESTER NINE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>* NUR 585/594</td>
<td>Diag.. &amp; Ther. II</td>
<td>3</td>
</tr>
<tr>
<td>* NUR 558/567/563/552</td>
<td>Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>* NUR 587B</td>
<td>ANP: Diag. &amp; Ther. II</td>
<td>2</td>
</tr>
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</table>

### SEMESTER TEN

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>* NUR 559/568/564/553</td>
<td>Practicum III</td>
<td>2</td>
</tr>
<tr>
<td>* NUR 587C</td>
<td>ANP: Diag. &amp; Ther. III</td>
<td>2</td>
</tr>
</tbody>
</table>

### Masters courses

| Undergraduate Nursing Credits | 55 |
| Graduate Credits ANP/PNP/NPP  | 45 |
| FNP                          | 49 |

Note: The above semesters apply to all Dual Degree/2nd Degree students. The following semesters indicate the continued program of study per individualized track.

Graduate Programs:
- Adult –Gerontology Primary Care Nurse Practitioner (ANP),
- Family Nurse Practitioner – Primary Care (FNP),
- Family Psychiatric Mental Health Nurse Practitioner (NPP),
- Adult-Gerontology Health (CNS)

**DUAL DEGREE/2ND DEGREE NURSE PRACTITIONER**

### SEMESTER SIX

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>* NUR 572</td>
<td>Advanced Physical Asses.</td>
<td>3</td>
</tr>
<tr>
<td>* NUR 573</td>
<td>Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>* NUR 524</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
</tbody>
</table>

### SEMESTER SEVEN

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>* NUR 555</td>
<td>Research Method &amp; Design</td>
<td>4</td>
</tr>
<tr>
<td>* NUR 576/577/578/592-Diag. Reasoning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>* NUR 583</td>
<td>Role of Nurse Practitioner in Primary Care</td>
<td>2</td>
</tr>
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</table>

### SEMESTER EIGHT

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>* NUR 584/593</td>
<td>Diag. &amp; Ther. I</td>
<td>3</td>
</tr>
<tr>
<td>* NUR 557/566/562/551</td>
<td>Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>* NUR 587A</td>
<td>ANP: Diag. &amp; Ther. I</td>
<td>2</td>
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### SEMESTER NINE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>* NUR 585/594</td>
<td>Diag.. &amp; Ther. II</td>
<td>3</td>
</tr>
<tr>
<td>* NUR 558/567/563/552</td>
<td>Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>* NUR 587B</td>
<td>ANP: Diag. &amp; Ther. II</td>
<td>2</td>
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### SEMESTER TEN

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>* NUR 559/568/564/553</td>
<td>Practicum III</td>
<td>2</td>
</tr>
<tr>
<td>* NUR 587C</td>
<td>ANP: Diag. &amp; Ther. III</td>
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</tr>
</tbody>
</table>

* Masters courses

Undergraduate Nursing Credits = 55
Graduate Credits ANP/PNP/NPP = 45
FNP = 49

-21-
### 2ND/DEGREE- CLINICAL NURSE SPECIALIST: ADULT- GERONTOLOGY HEALTH

<table>
<thead>
<tr>
<th>SEMESTER SIX</th>
<th>SEMESTER SEVEN</th>
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</thead>
<tbody>
<tr>
<td>*NUR 572</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Physical Asses.</td>
<td>*NUR 533</td>
</tr>
<tr>
<td>*NUR 573</td>
<td>3</td>
</tr>
<tr>
<td>Pharmacotherapeutics</td>
<td>CNS: Foundations/decision</td>
</tr>
<tr>
<td>* NUR 524</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Pathophysiology</td>
<td>(Making 15 class hours and 90 hours clinical)</td>
</tr>
<tr>
<td>*NUR 583</td>
<td>2</td>
</tr>
<tr>
<td>The Role of the Nurse Practitioner in Primary Care</td>
<td>*NUR 555</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>*NUR Elective</td>
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<table>
<thead>
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<th>SEMESTER NINE</th>
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</thead>
<tbody>
<tr>
<td>*NUR 534</td>
<td>2</td>
</tr>
<tr>
<td>CNS: Adult Health Practice</td>
<td>*NUR 535</td>
</tr>
<tr>
<td>(Seminar and 128 clinical hours)</td>
<td>CNS: Adult Health Practice II</td>
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<td>*NUR Elective</td>
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<table>
<thead>
<tr>
<th>SEMESTER TEN</th>
<th>*Masters Course</th>
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</thead>
<tbody>
<tr>
<td>*NUR 536</td>
<td>Undergraduate Nursing Credits = 55</td>
</tr>
<tr>
<td>CNS: Adult Health Practice II</td>
<td>Graduate Credits = 42</td>
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<td>(Seminar and 12.9 clinical hours)</td>
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</table>

Undergraduate Nursing Credits = 55
Graduate Credits = 42

### 2ND/DEGREE- NURSING EDUCATION

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<thead>
<tr>
<th>SEMESTER SIX</th>
<th>SEMESTER SEVEN</th>
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<tbody>
<tr>
<td>*NUR 529</td>
<td>2</td>
</tr>
<tr>
<td>Health Issues/Global View</td>
<td>*NUR 531</td>
</tr>
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<td>*NUR 530</td>
<td>3</td>
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<tr>
<td>Curriculum Development</td>
<td>*NUR 570</td>
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<td></td>
<td>3</td>
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<tr>
<td>*NUR 550</td>
<td>3</td>
</tr>
<tr>
<td>Stat-Computer Analysis</td>
<td>*NUR 532</td>
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<tr>
<td>(if not already taken)</td>
<td>Practicum in Education</td>
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<tr>
<td>*NUR 571</td>
<td>3</td>
</tr>
<tr>
<td>Creative Strategies for Teaching Nursing</td>
<td>*NUR 543</td>
</tr>
<tr>
<td></td>
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<td>*NUR 543</td>
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<tr>
<td>Informatics I</td>
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<tr>
<td>*Masters Course</td>
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Undergraduate Nursing Credits = 55
Graduate Credits = 42

### 2nd/DEGREE -NURSING ADMINISTRATION WITH INFORMATICS

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</tr>
<tr>
<td>Administration I</td>
<td>*NUR 541</td>
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<tr>
<td>*NUR 543</td>
<td>3</td>
</tr>
<tr>
<td>Informatics I</td>
<td>*NUR 544</td>
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<tr>
<td>*MAT 550</td>
<td>3</td>
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<tr>
<td>Stat-Computer Analysis</td>
<td>*NUR 555</td>
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<tr>
<td>(if not already taken)</td>
<td>Nursing Method and Design</td>
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<tbody>
<tr>
<td>*NUR 545</td>
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<tr>
<td>Practicum in Informatics</td>
<td>*NUR 542</td>
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<tr>
<td>(Seminar and 135 practice hours)</td>
<td>Practicum in Administration</td>
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<td>*NUR/BUS 546</td>
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<td>Human Resources Management</td>
<td>*NUR 548</td>
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<tr>
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<td>Informatics IV</td>
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Undergraduate Nursing Credits = 55
Graduate Credits = 43
MOLLOY COLLEGE
THE BARBARA H. HAGAN SCHOOL OF NURSING

DUAL DEGREE/2ND DEGREE PROGRAM OF STUDY
ALTERNATIVE PATHWAYS

Spring Admit for Students who Need Pre-Requisite Courses

**SPRING SEMESTER ONE**

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<td>CHEM 112</td>
<td>Organic and Biological Chemistry</td>
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<td>NUR 129</td>
<td>Prof. Social/Nur Practice</td>
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**SUMMER SESSION**

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<td>Anatomy and Physiology II</td>
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<td>BIO 245</td>
<td>Microbiology</td>
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<td>Growth &amp; Development</td>
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**FALL SEMESTER TWO**

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</tr>
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<td>+/-BIO 247</td>
<td>Nutrition for Health</td>
</tr>
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<td>NUR 239</td>
<td>Pharmacology I</td>
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<td><strong>Total</strong></td>
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**INTERSESSION**

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**SPRING SEMESTER THREE**

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<tr>
<td>NUR 259</td>
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<tr>
<td>NUR 349</td>
<td>Children &amp; Families</td>
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**SUMMER SESSION**

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<tr>
<td>NUR 349</td>
<td>Children &amp; Families</td>
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**FALL SEMESTER FOUR**

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<tr>
<td>NUR 429</td>
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**SPRING SEMESTER FIVE**

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<td>Complex Care Clinical</td>
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**Note:** The above semesters apply to all Dual Degree/2nd Degree students. The following semesters indicate the continued program of study per individualized track.

=================================================================================================================================

Graduate Programs: Adult – Gerontology Primary Care Nurse Practitioner (ANP), Family Nurse Practitioner – Primary Care (FNP), Family Psychiatric Mental Health Nurse Practitioner (NPP), Adult-Gerontology Health (CNS)

**DUAL DEGREE/2ND DEGREE NURSE PRACTITIONER**

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<td>* NUR 573</td>
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<tr>
<td>* NUR 524</td>
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<tr>
<td>* NUR 576/577/578/592</td>
<td>Diag. Reasoning</td>
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<tr>
<td>* NUR 583</td>
<td>Role of Nurse Practitioner in Primary Care</td>
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**SEMESTER EIGHT**

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<td>Diag &amp; Ther I</td>
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<tr>
<td>* NUR 557/566/562/551</td>
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<td>* NUR 587A</td>
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**SEMESTER NINE**

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<td>* NUR 558/567/563/552</td>
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<td>* NUR 587B</td>
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**SEMESTER TEN**

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**Note:** Masters courses

**Undergraduate Nursing Credits = 55**

**Graduate Credits ANP/PNP/NPP = 45**

**FNP = 49**

-23-
### 2ND/DEGREE- CLINICAL NURSE SPECIALIST: ADULT-GERONTOLOGY HEALTH

**SEMESTER SIX**
- *NUR 572 Advanced Physical Asses. 3
- *NUR 573 Pharmacotherapeutics 3
- *NUR 524 Advanced Pathophysiology 3
- *NUR 583 The Role of the Nurse Practitioner in Primary Care 2

**SEMESTER SEVEN**
- *NUR 533 CNS: Foundations/decision 3
- *NUR 555 Research Method & Design 4

**SEMESTER EIGHT**
- *NUR 534 CNS: Adult Health Practice 2
- (Seminar and 128 clinical hours)
- *NUR Elective 3

**SEMESTER NINE**
- *NUR 535 CNS: Adult Health Practice II 2
- (Seminar and 128 clinical hours)

**SEMESTER TEN**
- *NUR 536 CNS: Adult Health Practice II 2
- (Seminar and 12.9 clinical hours)

* Masters course

Undergraduate Nursing Credits = 55
Graduate Credits = 42

---

### 2ND/DEGREE- NURSING EDUCATION

**SEMESTER SIX**
- *NUR 529 Health Issues/Global View 2
- *NUR 530 Curriculum Development 3

**SEMESTER SEVEN**
- *NUR 531 Measurement & Evaluation 3
- *NUR 570 Higher Education in America 3

**SEMESTER EIGHT**
- *NUR 555 Research Method & Design 4
- *NUR 524/572/573 Adv. Practice Core 3
- *NUR 571 Creative Strategies for Teaching Nursing 3

* Masters courses

Undergraduate Nursing Credits = 55
Graduate Credits = 42

---

### 2nd/DEGREE -NURSING ADMINISTRATION WITH INFORMATICS

**SEMESTER FIVE**
- *NUR 540 Administration I 3
- *NUR 543 Informatics I 3
- *MAT 550 Stat-Computer Analysis (if not already taken) 3

**SEMESTER SIX**
- *NUR 541 Administration II 3
- *NUR 544 Informatics III 3

**SEMESTER SEVEN**
- *NUR 545 Practicum in Informatics 3
- (Seminar and 135 practice hours)
- *NUR/BUS 546 Human Resources Management 3

* Masters course

Undergraduate Nursing Credits = 55
Graduate Credits = 43
### FALL SEMESTER ONE

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<td>NUR 259</td>
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<td>NUR 289</td>
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<td>BIO 247</td>
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### SUMMER SESSION

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### FALL SEMESTER THREE

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<td>Community</td>
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<td>NUR 409</td>
<td>Complex Care</td>
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<td>* NUR 573</td>
<td>Pharmacotherapeutics</td>
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<td>* NUR 524</td>
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<td>*NUR 576/577/578/592</td>
<td>Diag. Reasoning</td>
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<td>*NUR 583</td>
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### SEMESTER EIGHT

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<td>*NUR 557/566/562/551</td>
<td>Practicum I</td>
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<td>*NUR 587A</td>
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### SEMESTER TEN

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<td>2</td>
<td>*NUR 587C</td>
<td>ANP: Diag. &amp; Ther. III</td>
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</table>

### Note:

The above semesters apply to all Dual Degree/2nd Degree students. The following semesters indicate the continued program of study per individualized track.

Graduate Programs: Adult – Gerontology Primary Care Nurse Practitioner (ANP), Family Nurse Practitioner – Primary Care (FNP), Family Psychiatric Mental Health Nurse Practitioner (NPP), Adult-Gerontology Health (CNS)

**DUAL DEGREE/2ND DEGREE NURSE PRACTITIONER**

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<tr>
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<td>* NUR 573</td>
<td>Pharmacotherapeutics</td>
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<td>* NUR 524</td>
<td>Advanced Pathophysiology</td>
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<td>*NUR 587C</td>
<td>ANP: Diag. &amp; Ther. III</td>
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**Graduate Credits ANP/PNP/NPP = 45**

**FNP = 49**
2ND/ DEGREE- CLINICAL NURSE SPECIALIST: ADULT-GERONTOLOGY HEALTH

SEMESTER SIX
* NUR 572 Advanced Physical Assess. 3
* NUR 573 Pharmacotherapeutics 3
* NUR 524 Advanced Pathophysiology 3
* NUR 583 The Role of the Nurse Practitioner in Primary Care 2

SEMESTER SEVEN
* NUR 533 CNS: Foundations/decision 3
(Making 15 class hours and 90 hours clinical)
* NUR 555 Research Method & Design 4

SEMESTER EIGHT
* NUR 534 CNS: Adult Health Practice 2
(Seminar and 128 clinical hours)
* NUR Elective 3

SEMESTER NINE
* NUR 535 CNS: Adult Health Practice II 2
(Seminar and 128 clinical hours)

SEMESTER TEN
* Masters course
* NUR 536 CNS: Adult Health Practice II 2
(Seminar and 12.9 clinical hours)

Undergraduate Nursing Credits = 55
Graduate Credits = 42

SEMESTER SIX
* NUR 529 Health Issues/Global View 2
* NUR 530 Curriculum Development 3

SEMESTER SEVEN
* NUR 531 Measurement & Evaluation 3
* NUR 570 Higher Education in America 3

SEMESTER EIGHT
* NUR 555 Research Method & Design 4
* NUR 524/572/573 Adv. Practice Core 3
* NUR 571 Creative Strategies for Teaching Nursing 3

* Masters courses
Undergraduate Nursing Credits = 55
Graduate Credits = 42

SEMESTER SEVEN
* NUR 540 Administration I 3
* NUR 543 Informatics I 3
* MAT 550 Stat-Computer Analysis (if not already taken) 3

SEMESTER SIX
* NUR 541 Administration II 3
* NUR 544 Informatics III 3

SEMESTER EIGHT
* NUR 542 Practicum in Administration 3
(Seminar and 135 practice hours)
* NUR 548 Informatics IV 3

* Masters course
Undergraduate Nursing Credits = 55
Graduate Credits = 42

2nd/ DEGREE- NURSING ADMINISTRATION WITH INFORMATICS

SEMESTER FIVE
* NUR 540 Administration I 3
* NUR 543 Informatics I 3
* MAT 550 Stat-Computer Analysis (if not already taken) 3

SEMESTER SIX
* NUR 541 Administration II 3
* NUR 544 Informatics III 3

SEMESTER SEVEN
* NUR 542 Practicum in Administration 3
(Seminar and 135 practice hours)
* NUR/BUS 546 Human Resources Management 3

SEMESTER EIGHT
* NUR 548 Informatics IV 3

* Masters course
Undergraduate Nursing Credits = 55
Graduate Credits = 42

-26-
### FALL SEMESTER ONE

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### SPRING SEMESTER TWO

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### SUMMER SESSION

- NUR 229 Pathophysiology: 3 credits
- NUR 209 Foundations Humanistic Prac.: 6 credits
- NUR 239 Pharmacology I: 2 credits

### FALL SEMESTER THREE

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<th>Course</th>
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<td>Pharmacology II</td>
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<td>NUR 289</td>
<td>Psycho-Social Concepts</td>
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### SPRING SEMESTER FOUR

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<tr>
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<td>NUR 359</td>
<td>Childbearing Family</td>
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<td>NUR 349</td>
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### FALL SEMESTER FIVE

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### SPRING SEMESTER SIX

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<td>NUR 449</td>
<td>Complex Care Clinical</td>
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<td>NUR 499</td>
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**Note:** The above semesters apply to all Dual Degree/2nd Degree students. The following semesters indicate the continued program of study per individualized track.

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### DUAL DEGREE/2ND DEGREE NURSE PRACTITIONER

#### SEMESTER SIX

- *NUR 572 Advanced Physical Asses.
- *NUR 573 Pharmacotherapeutics
- *NUR 524 Advanced Pathophysiology

#### SEMESTER SEVEN

- *NUR 555 Research Method & Design
- *NUR 576/577/578/592-Diag. Reasoning
- *NUR 583 Role of Nurse Practitioner in Primary Care

#### SEMESTER EIGHT

- *NUR 584/593 Diag & Ther I
- *NUR 557/566/562/551 Practicum I
- *NUR 587A ANP: Diag. & Ther.I

#### SEMESTER NINE

- *NUR 585/594 Diag. & Ther. II
- *NUR 558/567/563/552 Practicum II
- *NUR 587B ANP: Diag. & Ther. II

#### SEMESTER TEN

- *NUR 559/568/564/553 Practicum III
- *NUR 587C ANP: Diag. & Ther. III

**Masters courses**

- Undergraduate Nursing Credits = 55
- Graduate Credits ANP/PNP/NPP/ = 45
- FNP/ = 49

-27-
**2ND/DEGREE- CLINICAL NURSE SPECIALIST: ADULT-GERONTOLOGY HEALTH**

<table>
<thead>
<tr>
<th>SEMESTER SIX</th>
<th>SEMESTER SEVEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>* NUR 572</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Physical Asses.</td>
<td>*NUR 533</td>
</tr>
<tr>
<td>*NUR 573</td>
<td>(Making 15 class hours and 90 hours clinical)</td>
</tr>
<tr>
<td>Pharmacotherapeutics</td>
<td>*NUR 555</td>
</tr>
<tr>
<td>* NUR 524</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Pathophysiology</td>
<td>*NUR Elective</td>
</tr>
<tr>
<td>*NUR 583</td>
<td>2</td>
</tr>
<tr>
<td>The Role of the Nurse Practitioner in Primary Care</td>
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</table>

<table>
<thead>
<tr>
<th>SEMESTER EIGHT</th>
<th>SEMESTER NINE</th>
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</thead>
<tbody>
<tr>
<td>*NUR 534 CNS: Adult Health Practice 2</td>
<td>*NUR 535 CNS: Adult Health Practice II 2</td>
</tr>
<tr>
<td>(Seminar and 128 clinical hours)</td>
<td>(Seminar and 128 clinical hours)</td>
</tr>
<tr>
<td>*NUR Elective</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>SEMESTER TEN</th>
<th>*Masters course</th>
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</thead>
<tbody>
<tr>
<td>*NUR 536 CNS: Adult Health Practice II 2</td>
<td>Undergraduate Nursing Credits = 55</td>
</tr>
<tr>
<td>(Seminar and 12.9 clinical hours)</td>
<td>Graduate Credits = 42</td>
</tr>
</tbody>
</table>

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**2ND/DEGREE- NURSING EDUCATION**

<table>
<thead>
<tr>
<th>SEMESTER SIX</th>
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<tbody>
<tr>
<td>*NUR 529 Health Issues/Global View 2</td>
<td>*NUR 531 Measurement &amp; Evaluation 3</td>
</tr>
<tr>
<td>*NUR 530 Curriculum Development 3</td>
<td>*NUR 570 Higher Education in America 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER EIGHT</th>
<th>SEMESTER NINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>*NUR 555 Research Method &amp; Design 4</td>
<td>*NUR 532 Practicum in Education 3</td>
</tr>
<tr>
<td>*NUR 524/572/573 Adv. Practice Core 3</td>
<td>(15 class hours &amp; 90 clinical hours)</td>
</tr>
<tr>
<td>*NUR 571 Creative Strategies for Teaching Nursing 3</td>
<td>*NUR 543 Informatics I 3</td>
</tr>
<tr>
<td>*Masters courses</td>
<td></td>
</tr>
</tbody>
</table>

Undergraduate Nursing Credits = 55
Graduate Credits =

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**2ND/DEGREE- NURSING ADMINISTRATION WITH INFORMATICS**

<table>
<thead>
<tr>
<th>SEMESTER FIVE</th>
<th>SEMESTER SIX</th>
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</thead>
<tbody>
<tr>
<td>*NUR 540 Administration I 3</td>
<td>*NUR 541 Administration II 3</td>
</tr>
<tr>
<td>*NUR 543 Informatics I 3</td>
<td>*NUR 544 Informatics III 3</td>
</tr>
<tr>
<td>*MAT 550 Stat-Computer Analysis (if not already taken) 3</td>
<td>*NUR 555 Nursing Method and Design 4</td>
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</tbody>
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<table>
<thead>
<tr>
<th>SEMESTER SEVEN</th>
<th>SEMESTER EIGHT</th>
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</thead>
<tbody>
<tr>
<td>*NUR 545 Practicum in Informatics 3</td>
<td>*NUR 542 Practicum in Administration 3</td>
</tr>
<tr>
<td>(Seminar and 135 practice hours)</td>
<td>(15 class hours and 90 clinical hours)</td>
</tr>
<tr>
<td>*NUR/BUS 546 Human Resources Management 3</td>
<td>*NUR 548 Informatics IV 3</td>
</tr>
<tr>
<td>*Masters course</td>
<td></td>
</tr>
</tbody>
</table>

Undergraduate Nursing Credits = 55
Graduate Credits = 43

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LPN TO BS/RN PROGRAM

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

Admission Requirements:

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

Program of Study

Students follow the same program of study as generic nursing students. LPN to BS/RN Program students may receive advanced standing. Students with a minimum of one (1) year of clinical experience maybe granted equivalent credit for NUR 224 LPN: Clinical Concepts as related to Humanistic Nursing Practice (3 credits).

The decision to waive NUR 224 will be based upon the provision of direct patient care during one-year of full time practice or its part-time equivalent (employer verification is required) in an institutional setting and successful completion of a skills module (See Associate Dean for more information). All LPN students may be interviewed by Associate Dean prior to acceptance.

Transfer Credits

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

Potential Challenge Opportunities Available for LPN Students

The Barbara H. Hagan School of Nursing Challenge Exams:
Nur 139 - Growth & Development Across the Life Span (3)

Science Department Challenge Exams:
- Bio 120- Anatomy and Physiology I (4cr)
- Bio 121- Anatomy and Physiology II (4cr)
- Bio 245- Microbiology (4cr)
- Chemistry 112 (4cr)

Liberal Arts CLEP Exams:
- Introduction to Sociology (3cr)
- General Psychology (3cr)

Science Challenge Exams schedule and sequence are as follows.
- BIO 245 (Microbiology)
- BIO 120 (Anatomy & Physiology I)
- BIO 121 (Anatomy & Physiology II)

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

ALL CHALLENGES MAY BE TAKEN ONLY ONCE.

Failure to achieve the required grade of C+ or better, will require the student to enroll in and successfully complete the Molloy College appropriate course.
# MOLLOY COLLEGE
## THE BARBARA H. HAGAN SCHOOL OF NURSING
### LPN-BS/RN Program of Study

<table>
<thead>
<tr>
<th>Level</th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>SUMMER SEMESTER</th>
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</thead>
<tbody>
<tr>
<td>100</td>
<td>FST</td>
<td></td>
<td>4 BIO 245</td>
</tr>
<tr>
<td></td>
<td>Bio 120</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Che 112</td>
<td>4 **Bio 245</td>
<td>4 Option to take during summer</td>
</tr>
<tr>
<td></td>
<td>Eng 110</td>
<td>3 ** NUR 139</td>
<td>3</td>
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<tr>
<td></td>
<td>**Psy 111</td>
<td>3 Arts/Fine Arts</td>
<td>3</td>
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<tr>
<td></td>
<td>NUR 129</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>17 credits</td>
<td></td>
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<tr>
<td></td>
<td>***NUR 224</td>
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<td>2</td>
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<td></td>
<td>NUR 226</td>
<td>3 NUR 259</td>
<td></td>
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<tr>
<td></td>
<td>NUR 229</td>
<td>3 NUR 299</td>
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<td></td>
<td>NUR 239</td>
<td>2 MAT 114/115</td>
<td>3</td>
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<tr>
<td></td>
<td>BIO 247</td>
<td>2 NUR 289</td>
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<tr>
<td></td>
<td>Arts/Fine Arts</td>
<td>3 14 credits</td>
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<tr>
<td></td>
<td></td>
<td>16 credits</td>
<td></td>
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<tr>
<td>200</td>
<td>NUR 329</td>
<td>6 NUR 349</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NUR 389</td>
<td>3 NUR 359</td>
<td></td>
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<tr>
<td></td>
<td>THE or PHI</td>
<td>3 Eng Lit/Modern</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ethics</td>
<td>3 Language</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Soc/Behav Science</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>Elective*</td>
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<tr>
<td></td>
<td></td>
<td>15 credits</td>
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<tr>
<td>300</td>
<td>NUR 409</td>
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<tr>
<td></td>
<td>NUR 429</td>
<td>3 NUR 449</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 439</td>
<td>4 NUR 459</td>
<td></td>
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<tr>
<td></td>
<td>Modern Language/Eng Lit PED</td>
<td>4 CORE</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>17 Credits</td>
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<tr>
<td>400</td>
<td>NUR 409</td>
<td>3 NUR 449</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 429</td>
<td>4 NUR 459</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 439</td>
<td>4 NUR 499</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Language/Eng Lit PED</td>
<td>5</td>
<td>4</td>
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<tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>17 credits</td>
<td></td>
</tr>
</tbody>
</table>

- *must be Liberal Arts & Sciences credits
- **CLEP/Challenge Option
- ***Experiential Credit
DIVISION POLICIES: ALL DUAL DEGREE PROGRAM STUDENTS

Admissions/Readmission

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

- Upon acceptance to the nursing major, a background check may be required for rotation to specific clinical agencies. The clinical agencies will notify Molloy College for those individuals who have an unsatisfactory background check. The student then will have the opportunity to schedule an appointment with the College appointed individual(s) to review the results of the background check. A determination on proceeding is then made on a case by case basis. Progression and clinical placement in the nursing program may be contingent upon a satisfactory background check. (Effective Fall 2009) See appendix O for further information.

- Upon completion of the nursing program, students will complete an application for licensure as a registered nurse and take the NCLEX-RN licensure examination. A component of that process is determination of “good moral character”. The application asks the applicant to indicate if the “applicant has been convicted of a crime, or has committed an act which raises a reasonable question as to the applicant’s moral character.” (Please refer to New York State Education Department, Office of Professions, Regents Rules, Part 28, p.111, www.opnysed.gov) It is the student’s responsibility to seek legal guidance with any concern about meeting these criteria. (Effective Fall 2009) See appendix P for further information.

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

- Undergraduate clinical nursing course work completed more than three years ago in Molloy College’s Nursing Programs must be repeated. Clinical courses taken within the past 3 years may require that students successfully complete challenge exams and demonstrate clinical competency.

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

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

- Students who have been withdrawn due to academic failure may not be re-admitted to the same undergraduate nursing program.
DDP - In addition to the above please note, the statute of limitation for previously completed graduate course work may not exceed 3 years.

**Reading and Writing Policies**

**Admission Requirements for RN/Dual Degree Program**

Reading and Writing Proficiency

<table>
<thead>
<tr>
<th>RN/Completion Students</th>
<th>Please See Associate Dean of the Program for Specific Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN/Dual Degree Students</td>
<td>Reading requirements</td>
</tr>
<tr>
<td>Dual Degree/2nd Degree Students</td>
<td>Reading requirements</td>
</tr>
</tbody>
</table>

**Reading and Writing Proficiency for LPN and Transfer Students.**

Beginning Fall 2007, students entering the Undergraduate Nursing Program must achieve a minimum SAT Critical Reading Test score of “480” prior to beginning Level I nursing courses. Those students with less than a score of “480” must complete ENG090 or ENG101 with a minimum grade of “C”. (See Molloy Catalog for specific criteria relating to SAT scores.) Students must successfully complete Math Screening Test or MAT060 before Nursing 129. (See Molloy Catalog regarding remediation.) Math 060 may be taken only once. Failure to pass will result in withdrawal from the program.

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

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

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

**A. Drug Calculation Proficiency**

**Level I Drug Calculation Requirement**

This requirement must be successfully completed prior to NUR 299 for LPN’s and N290 for 2nd Dual Degree students.

The Level I Drug Calculation Test is administered during N239 LPN. A 90% passing grade is required.

- The test may be retaken once following completion of prescribed remediation.
- If the student fails to receive 90% on the retake examination he/she is required to take NUR 070.
- NUR 070 may be taken only once. Students must demonstrate competency in level drug calculations by attaining a minimum passing grade of 90% on the exam in NUR 070. Failure to meet this requirement will result in dismissal from the nursing program.
Level II Drug Calculation Requirement
This requirement must be successfully completed prior to NUR 409. The Level II Drug Calculation Test is administered prior to NUR 409 and a 90% passing grade is required.

- The test may be retaken once following completion of prescribed remediation.
- If the student fails to receive 90% on the retake exam, he/she is required to take NUR 071.
- NUR 071 may be taken only once. Students must demonstrate competency in level drug calculations by attaining a minimum passing grade of 90% on the exam in NUR 071. Failure to meet this requirement will result in dismissal from the nursing program.

Additional Policies Related to Drug Calculation
- Beginning at the 200 level all nursing courses will include a mandatory 10% of test questions on drug calculation. (Does not apply to NUR 389 or N459)
- Division-provided calculators will be available beginning in second level nursing courses from NUR 239 through the remainder of the UG curriculum.
- National Council of State Boards of Nursing (NCSBN) Decimal Rounding Rules: the students are instructed to carry the decimal point out either 2 or 3 places and all rounding is done at the end.

B. Advisement
Each student in the RN/Dual Degree Program is notified of his or her faculty advisor by mail for the purpose of academic advisement. A student who has not been notified of the name of his or her advisor should request this information from the office of the RN/Dual Degree Program in the Barbara H. Hagan School of Nursing, Rm: 209. (516-323-3658)

Students are encouraged to contact their advisors early in the semester. Appointments with advisors should be made prior to registration to plan the student’s academic program. Forging a faculty signature, on your registration card, is a serious offense and will be dealt with appropriately by the office of the Associate Dean of Academic Affairs.

Each student is responsible for knowing the requirements for the degree(s) he or she is seeking and for satisfactorily completing the necessary courses

C. Criteria for Progression – See Also Appendix J or Appendix K and L.
   a. Grades of C+ or better is required in all science courses. The same science course may be repeated one time only. (Policy implemented Fall 2011)
   b. Grades of C+ or better is required in all nursing courses. The same science courses may be repeated one time only (policy implemented fall 2011). Failure on the re-take of the science will result in a dismissal from the Nursing Program. Nursing Students that withdraw from a science course with less than the required C+ (77) grade will be given a WF.
   c. A maximum of TWO nursing courses may be repeated. On the third failed nursing course the student will be dismissed from the program. Failure of a second clinical course will result in dismissal from the program.
D. Intersession and Summer Course Offerings
Nursing courses are offered during the Fall and Spring semester and often during the winter intersession and Summer sessions. Please note that intersession and summer courses contain the same number of classroom and clinical hours as courses offered during the Fall and Spring semester. However, these sessions are shorter than the semester sessions, and many students find these difficult, especially with work and family responsibilities. Prior to registering for courses (especially clinical courses) in the summer, please discuss with your advisor. Please note that a limited number of course sections are offered. No guarantee is made that space will be available for all students who wish to attend these sessions.

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

• Overall GPA of 3.2 including the preceding semester
• No failed nursing courses throughout program
• Students who withdraw during the semester with either a W or WF will not be eligible to register for intersession or summer nursing courses
• Students who do not pass their nursing course(s) during the preceding semester will not be permitted to take that course(s) during the winter intersession or summer.

For Dual Degree/2nd Degree Students For Summer N349/359 ONLY
• To be eligible for N349 and N359 in the summer your GPA must be 3.3 or greater.
• Students who withdraw during the spring semester with either a W or WF will not be eligible to register for summer nursing courses.
• No failed nursing courses during the program.
• Students who do not pass their nursing course(s) during the spring semester will not be permitted to take that course(s) during the summer.

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

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

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

   **Cardio Pulmonary Resuscitation** - During the first week of NUR 209, all nursing majors are required to have completed a nine hour Cardio Pulmonary Resuscitation certification (CPR) for professional rescuers. Thereafter, re-certification is required every 2 years. On line CPR must be followed by hands-on practice. Cardio pulmonary resuscitation (CPR) must be completed by all nursing students prior to clinical rotations. A copy of CPR certification must be presented with your Nursing physical to the Barbara H. Hagan School of Nursing, Rm. H205

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

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

G.  **Fire Safety**

   Students are required to complete a Fire Safety Module, during the first week of NUR 209 in the Nursing Learning Lab. Documentation of successful completion of the Fire Safety Module must be shown to the faculty. Student is responsible for maintaining copy of documentation. Permanent record will also be kept in division file.

H.  **Child Abuse**

   Students are required to complete a state mandated Child Abuse module prior to completing NUR 349. Documentation of completion must be shown to appropriate faculty. Students are responsible for maintaining copy of documentation. Permanent record will also be kept in division file.

I.  **Transportation/Facilities**

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

J.  **Physical Forms**

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

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

K.  **Travel Time Between Classes**

   A minimum of one hour between the end of one clinical course and start of next course is mandatory. Students are not permitted to work the hours before N499 practicium hours.

L.  **Clinical Hours**

   Students and faculty must take breaks during 8 or 12 hour clinical days. Faculty will determine when during the day these breaks occur.
M. **Liability Insurance**
   All students are required to carry liability insurance under a group plan sponsored by Molloy before taking any clinical nursing course. This annual fee is payable along with tuition before the first clinical course, NUR 209 and before Junior and Senior years. (LPN and RN students are required to carry individual policies and provide a copy to the Nursing Division for filing)

N. **Academic Integrity Statement**
   *See Molloy College Web site & College Catalogue

O. **Drug and Alcohol Abuse Policy**
   *See Molloy College Web site & College Catalogue

P. **Grade Appeals Policy**
   *See Molloy College Web site & College Catalogue
   (Pg 49 of this Handbook)

Q. **Academic Review Process**
   (See Appendix J and pg 68 of this handbook)

R. **Clinical Attendance Policy**
   (See Appendix M and page 39 of this handbook for full policy and forms)

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

**Graduation**

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

DRN/DDP - Once students complete all undergraduate general education and undergraduate nursing program requirements for a total of 128 credits and a minimum cumulative index of 3.0, they receive their baccalaureate degree. Master’s degrees will be awarded upon completion of the graduate program requirements and a minimum cumulative index of 3.0.

DNU/DDP - Once students complete all of the undergraduate nursing program requirements and a minimum cumulative index of 3.0, they receive their baccalaureate degree. Master’s degrees will be awarded upon completion of the graduate program requirements and a minimum cumulative index of 3.0.

A general recommendation form (See Appendix B) is done at the completion of the last undergraduate clinical course by the appropriate faculty member. This recommendation is kept on file in the nursing office.

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General Course Information- Grading Criteria

1) Theory Courses
(Non-clinical courses: N129, N139, N229, N226LPN, N239, N259, N289, N389, N409, N459)
   A. Theoretical grades are determined by student achievement on course requirements.
      Students are responsible for meeting stated course objectives, maintaining necessary
      grade level, submitting written work on time, and making up work missed through absence.
   
   B. To pass the course a student must achieve a 77 (C+) or better.
   
   C. Lab Review Class (Nur209, N239, & N290). Review classes, for skills, are offered by the lab
      staff throughout the semester. Students may attend a review class only AFTER instruction by their
      lecture faculty. NO student will be permitted to attend a review unless first instructed by the faculty.

2) Clinical Courses
   For the clinical nursing courses students must pass the clinical component and achieve a
   grade of 77% in the theoretical component to pass the course. Students earn a Pass/Fail for
   the clinical component of these courses which is based on demonstration of safe, appropriate
   levels of nursing practice, which is documented on a clinical evaluation tool.
   A final letter grade reflects achievement in a theoretical component, a pass for the clinical
   component and the student’s ability to meet course objectives:
   - student demonstration of safe and appropriate levels of nursing practice
   - evidence of appropriate level written and oral work
   - punctual attendance at clinical sites. Lateness is defined as arrival any time after
     the start of the clinical day. Members of the faculty recognize the presence of
     extenuating circumstance therefore; faculty will handle lateness on an individual
     basis.
   - Demonstration of behaviors which facilitate prudent care of clients:
     - Consistent accurate interpretation of instructions;
     - Consistent ability to utilize own emotions in an appropriate manner;
     - Consistent ability to assess and intervene effectively
     - Consideration of faculty recommendations for counseling and remediation
     - Demonstration of responsibility, accountability and safety, in practice, through the
       ability to recognize/acknowledge (verbally and in writing) an error which might
       jeopardize the health or well-being of any patient.

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

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

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Clinical Attendance Policy (Effective Fall 2009) See Appendix N

Students are expected to attend all scheduled clinical days. Absence from a clinical experience must be reported to the faculty, the unit and the school (516-323-3753) as instructed by the clinical faculty. Students will be required to make up any time missed. A fee of $150 will be charged. The student will be responsible for payment of the fee to the Bursar’s Office prior to the completion of the semester.

1. Three (3) or more consecutive absences due to illness in one course requires a note from a health care professional before attendance in any clinical agency can be resumed. Note will be placed in the student’s file and make-up work will be required.

2. Absences that exceed 10% of total clinical time in any clinical course will be made up during the semester. The students are required to attend a supervised clinical experience comparable in time to absence. Students who are unable to make up the time will receive an INCOMPLETE until the time is made up.

Students may not be able to progress to the next level course until the incomplete is resolved.

3. For any absence or lateness the student must:
   a. Call 516-323-3753
   b. Contact current clinical instructor
   c. Contact clinical unit

Clinical Failure Policy

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

Students are expected to demonstrate:

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

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

Below Expected Level Rating

Students may receive a rating of below expected level for one day when:

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

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

Failure for the Clinical Day
When a student receives a rating of below expected level for the day, it serves as a warning to the student that there are deficiencies in his/her clinical performance that if left unchanged, could jeopardize the students standing in the clinical course.

Upon notification of this rating, the student is advised that they are expected to consistently demonstrate behaviors at an expected level for the duration of the semester. If on a subsequent day, a student receives a second rating of below expected level in any area, the student will receive a failure for that clinical day. If on a third clinical day, a student receives a third rating of below expected level in any area, the student will receive a second clinical failure.

Two clinical failure days constitute failure of the course.

A student may receive a clinical failure for the day if:
• A student does not display skill competency appropriate to their present level in the program
• A student does not demonstrate proper judgment appropriate to their present level in the program
• A student does not demonstrate proper judgment appropriate to their present level in the program
• A student fails to demonstrate accountability and responsibility in the role of the professional nursing student

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

A. Clinical performance is rated below expected level on three clinical days or if student receives two clinical failure days.

B. Student is subject to immediate failure of the clinical course in the following circumstances:
   - A student’s clinical performance in the judgment of the clinical faculty member constitutes a threat to patient safety
   - A student has committed any act that in professional practice would be considered professional misconduct and/or warrant report to the Office of Professional Discipline (OPD).
Withdrawal Policy

- Withdrawal from full semester clinical courses also follows the policy noted in the Molloy College Catalog.
- Withdrawal from half semester courses (NUR 349: Humanistic Nursing Care of Children and Families, NUR 359: Humanistic Nursing Care of the Childbearing Family NUR 449: Humanistic Nursing Care of Adults: III) will follow the policy noted below:
  - Students will be permitted to withdraw with a grade of “W” on or before half the number of clinical days are completed for half semester courses.
- Students will be permitted to withdraw from a course with a grade of “W” before the mid-semester appraisal date, per the college policy as noted in the catalog, pg. 67.
- Students who request to withdraw after mid-semester, but prior to a date/event identified in specific course outline will earn a grade of “W”. Students who withdraw after this date because they are failing (based on past attendance, participation, assignments, tests and course outline) earn a “WF” grade.

Academic Review Process

Students who have a question or issue regarding grading may initiate the Academic Review Process. Academic Review Form must be completed and given to the Dean of the School of Nursing, at the time student begins Step Three/Formal Process.

See Appendix H for department process and Molloy College Undergraduate Student Handbook and Calendar for college wide process.

Clinical Injury/Insurance

All students are expected to carry their own health insurance.

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

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

Student Dress Code

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

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

It is the responsibility of the student to comply with the stated dress code, as well as any individual requirements of the clinical agency. Students cannot have distracting hair color or inappropriate hair or makeup when in the clinical agency. If a faculty member deems that the student’s appearance is either unprofessional or unsafe or does not meet agency standards/requirements, the student will not be permitted in the clinical area and may be asked to return to campus.

The following requirements apply to all students:

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

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

HOSPITAL

All Students:

In some settings, scrub outfits which are the property of the institution are worn. On arriving and departing from the clinical agency, dress code is to be maintained.
Female Students:
- White Molloy uniform, undergarments must be solid white
- White stockings
- All white professional shoe (no sneakers or logos)
- Sweaters may be worn, white or blue
- Make-up is to be kept light

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

COMMUNITY HEALTH

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

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

Male Students:
- Collared Shirt
- Dress Slacks
- Clean shaven, beards or mustaches must be neatly trimmed
MENTAL HEALTH

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

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

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

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

<table>
<thead>
<tr>
<th>Life Uniforms</th>
<th>Lakeville Uniforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>249 Old Country Road</td>
<td>271-11 Union Turnpike</td>
</tr>
<tr>
<td>Carle Place, NY 11514</td>
<td>New Hyde Park, NY 11010</td>
</tr>
<tr>
<td>(516) 747-6090</td>
<td>(718) 343-8947</td>
</tr>
</tbody>
</table>

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

Male Uniforms:
- Top: Adar Jacket #607
- Pants: Landau #8550

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

All students are representatives of the undergraduate nursing program of Molloy College. As such they are expected to dress and behave professionally at all times. Professional attire is discussed in section Community Health on page 43. Interactions with patients, their family members and other health care professionals must be formal and respectful with professional boundaries maintained.

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

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

Students are not to post confidential or proprietary information about patients, other students or faculty. Students must follow the applicable federal requirements such as FERPA and HIPAA in cyberspace. Students must also adhere to all Molloy College policies as noted in the Student Handbook. Students who share confidential information do so at the risk of disciplinary action. Students may consult the National Council State Boards of Nursing’s “A Nurse’s Guide to the use of Social Media” for more information on this issue. The brochure is available in H209 or can be accessed on line at https://www.ncsbn.org/2930.htm.

Non-Discrimination in Nursing Practice

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

A. Health Requirements

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

- For Fall Semester clinical class, completed physical form is due by July 15th.
- For Spring Semester clinical class, completed physical form is due by December 1st.
- For Summer Semester clinical class, completed physical form is due by April 15th.
Contractual agreements between Molloy College and the clinical agencies specify that students who do not have physical forms on file may not attend the clinical area. There are no exceptions to this requirement. Forms not submitted by the due date will result in a $50 late fee. To comply with Health Insurance Portability & Accountability Act (HIPAA) students will be asked to sign a Student Health Information Waiver (see Appendix F) which will be kept on file in the Division. HIPAA content will be included in lecture where appropriate.

B. Substance Abuse

Any nursing student under the influence of alcoholic beverages and or legal or illegal substances on campus or during clinical experience is subject to disciplinary action as stated in the Molloy College Student Handbook. A nursing student reporting to clinical agency under adverse influence of any type will not be permitted to remain in the agency that day. The matter will be referred to the appropriate Associate Dean for further evaluation and disciplinary action if warranted.

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

C. Medical Clearance

Accident/Illness

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

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

D. Immunization Policy

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

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

4. Students will be required to receive a Varicella vaccination if they are unable to provide the dates of previous Varicella vaccinations. Once student brings in official documentation of the first vaccination, they will be eligible to attend clinical provisionally*. They must receive the second booster 28 days later. Once this second document is provided, the student will be fully cleared for clinical. No further titres are required.

5. Students may be required to have further immunizations by individual clinical agencies or due to changes in the Department of Health regulations.


E. Infectious Disease Policy

Nassau County Department of Health

Please note:

a. New York State Public Health Law 2165 requires post-secondary students attending colleges and universities to demonstrate proof of immunity against measles, mumps and rubella.
b. Additionally, clinical agencies require the following tests which identify immunity levels: Titers are required for: (i) Varicella (Chicken Pox), (ii) Rubeola (measles), (iii) Rubella (German measles) and (iv) Mumps. Lab reports of the four (4) titers are required.

F. Tuberculosis Testing (PPD)

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

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

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

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

• The following items are recommended as a means of fostering health:

  SMA6
  Pap Smear
  Sickle Cell Preparation (when appropriate)

• 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.
• Individual clinical agencies may require additional testing such as drug screening or additional PPD testing. An informed consent regarding Drug Screening is to be signed by students and will be kept on file in the School of Nursing. Students will be notified about any additional testing required.

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

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

Institutional Guidelines:

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

The following document has assisted in the formulation of this policy:
The American Nurses’ Association’s “Ethics in Nursing: Position Statement and Guidelines” (Updated 2001).

Policy Guidelines for Students

• 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 will continue to be developed by the curriculum committee and specific specialty groups.

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

• A decision regarding admission to Molloy’s Nursing Division 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 for nursing students.

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

• In the event that a student is exposed to a communicable or infectious disease, the policy of the institution in which the exposure occurred will be followed. Counseling regarding treatment, referral, testing, and follow-up may be provided by the institution and by the college Health Services Office. The benefits of such interventions will be discussed, but such actions will not be required. Such incidents and any follow-up will be treated as confidential and privileged information.
Guidelines for Clinical Experience/On-Campus Lab

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

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

*See Appendix F for CDC guidelines regarding Standard Precautions.

Strike Policy

Procedures for Strikes at Affiliating Agencies

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

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

- a secretary will call Security (ext. 3500) to advise that strikers are on the premises.
- the decision to talk with strikers rests with the administration of Molloy College.
The administration present will communicate the results of the meeting with an Associate Dean of the Barbara H. Hagan School of Nursing. The disputing agency will be notified of the strikers’ visit by the appropriate College personnel. Faculty may speak with the strikers or may refer them to the Office of the Vice President for Academic Affairs. Faculty must identify if they are speaking as individuals or representatives of Molloy College.

**Hierarchy of Communication for Academic Problems**
For resolution of academic problems, the *sequential* steps listed here are to be followed:
- Make an appointment with individual instructor to discuss problem.
- Make an appointment with the Associate Dean and Director of RN/Dual Degree Program and then, if necessary or desired, with the Dean of the Barbara H. Hagan School of Nursing to discuss the problem.
- Make an appointment with the Associate Dean for Academic Affairs to discuss the problem.

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

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

**Student Input into the Barbara H. Hagan School of Nursing**
Membership on Division Committees
Discussion with individual faculty advisors.
Meeting with the Associate Deans
Completing Course Evaluation and Evaluation of Teaching effectiveness
Completing Evaluation of Nursing Lab
Use of telecommunication to communicate with individual faculty.

**Network for Assistance with Personal Problems**
Services are available to nursing students who find themselves in need of counseling. The Nursing Division offers the following suggestions for those who need assistance with personal problems.

1. **Academic Problems**
   - Refer to Hierarchy of Communication for assistance in dealing with Academic Problems.

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

   - For additional assistance, the student may contact his/her own academic advisor who might offer suggestions as to how to obtain help with academic problems.
- The Associate Dean and Program Director may be of assistance regarding resources.

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

3. **Additional Personal Problems**
   - The college provides personal counseling services. Students are referred for academic issues either by the Associate Dean of Academic Services or faculty or Associate Dean/Director. The counselor is on campus several days a week. The counselor is located in Kellenberg 207, 2nd Floor (Before Library). For appointments and questions, please call 516-323-3465. The assistance program provides confidential counseling services for the following concerns.

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

   For additional guidance in the areas of stress and coping, either in school or at home, the student may seek the assistance of the office of Information and Referral Services of the Nassau County Department of Mental Health. A list of additional sources of assistance may be obtained through the Barbara H. Hagan School of Nursing. 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.

VI. DIVISION HONORS

A. **International Nursing Honor Society**

   **Sigma Theta Tau, Inc.**
   **Epsilon Kappa Chapter**

   **Purposes**
   - Recognize superior academic achievement
   - Promote and recognize the development of leadership qualities
   - Foster high professional standards
   - Encourage expression of an individual’s creativity in nursing
   - Strengthen commitment to the ideals and purposes of the profession.

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

   **Activities**
   Sponsors conferences and discussion on topics related to nursing Honors academic achievement and leadership in nursing Awards:
- Nursing Research Project Award is given to a member of Epsilon Kappa Chapter who proposes and carries out research pertinent to nursing.
- Epsilon Kappa Book Scholarship is awarded to a Molloy College Junior Nursing student who meets criteria for financial need and scholastic achievement. This award is designed to assist the recipient with the purchase of nursing textbooks and will be awarded prior to the beginning of the Fall semester of the junior year.

- Other awards may be given for the following:
  - Outstanding Student Performance
  - Excellence in Education
  - Excellence in Nursing Practice
  - Leadership Award
  - Writing Publications
    - Image - International
    - Epsilon Kaptions - local

**Class Night**
The student with the highest academic standing receives Division Honors on Class Night for each program. The student with the second highest academic standing in nursing receives honorable mention for each program.

**VII. PROFESSIONAL ORGANIZATIONS**

A. American Nurses Association/New York State Nurses Association:
   Establishes standards of nursing practice, education, and services. Promotes educational and professional advancement, and the general welfare of registered nurses.

B. District Nurses Association (District #14):
   Promotes educational and professional advancement of registered nurses on a local line.

C. National League for Nursing:
   Provide educational programs.
   Aid in the development of constructive material legislation supportive of health services. Accreditation of nursing education programs.

D. American Association of Colleges of Nursing:
   Promotion and improvement of higher education for professional nursing.
   Promotes research and provide for the development of academic leaders.

E. Commission on Collegiate Nursing Education:
   National professional accrediting body.
F. National Student Nurses Association:
Assumes responsibility for contributing to nursing education in order to provide for the highest quality health care. Provides programs representative of fundamental and current professional interests and concerns. Aids in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life.

G. Sigma Theta Tau:
The International Nursing Honor Society - chapters are located all over the United States and numerous other countries.
Recognizes superior academic achievement
Promotes and recognizes the development of leadership qualities
Fosters high professional standards
Encourages expression of an individual’s creativity in nursing
Strengthens commitment to the ideas and purposes of the profession

VIII. AIDS TO LEARNING AND RESEARCH

A. Nursing Laboratory
The Labs are equipped with materials which the students may use in developing the necessary skills for patient care. Audio-visual materials, computers and inter-active videos are also available at the resource center to enhance the students’ learning. Students are encouraged to use these facilities which are open during the school year. The Labs are staffed by Learning Laboratory Instructors.

B. Information Commons/ Public Square
The Academic Information Commons is available to all students and is located on the 2nd floor in the Public Square.

C. Library
The James E. Tobin Memorial Library has hours posted outside the door. The Library is a quiet place to do research, especially during the warm weather when there is the added attraction of air conditioning. A library guidebook is available and if you cannot find what you need at Molloy, utilizes the inter-collegiate library system.
Students are expected to utilize the periodical room of the library to familiarize themselves with the many resources available to them. Students are encouraged to keep abreast of current trends in nursing by subscribing to one or more nursing journals.
Students may use all member libraries of the Long Island Regional Association of Colleges and Higher Education institutions
D. **Media Center of the Library**
The Media Center is located in the James E. Tobin Memorial Library, on the 2nd floor of Kellenberg, in the patron service area.

E. **Academic Resource Center (ARC)**
The ARC assists students who encounter problems in their course of study. Students are taught to develop the skills necessary for test preparation, note-taking, text-reading, preparing oral presentations, and organizing term/research papers. The Center welcomes drop-ins as well as those referred by faculty.

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 forever welcome to Molloy. Growth, recreation, and enhancement of the person are lifelong endeavors, totally congruous with “Molloy’s life-time scholarships.” Records of courses that have been audited will be retained and transcripts will be issued upon written request and submission of appropriate fee. At no time will credit be granted for audited courses.

IX. **STUDENT ORGANIZATIONS AND FUNCTIONS**

**Molloy College Nursing Student Association (MNSA)**
The Molloy College Nursing Association is open to all nursing majors. Meetings are scheduled as necessary, with separate meetings designated for invited lectures. These meetings are usually scheduled at the beginning of each semester. Any information concerning the Nursing Student Association and its activities can be found on the bulletin board located on the 2nd floor of the Barbara H. Hagan School of Nursing building. The Club coordinates various activities, such as the Senior Pinning Ceremony.

**Senior Pinning Ceremony**
The Nursing Student Association sponsors the Senior Pinning Ceremony which is held upon completion of the nursing senior course and requirements for graduation. This ceremony is a traditional one which celebrates the culmination of the progression through the nursing program. The graduating students receive their pins in the presence of faculty, relatives, and friends. (Note: The purchase of pins is optional. The cost of the pins is not included in the student fees.)

**Student Academic Board**
See Molloy College Student Handbook & Calendar.
(Found on the Molloy College Web Page)
APPENDIX A

LPN to BS/RN Program

EMPLOYMENT STATUS FORM

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

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

Name of Agency_____________________________________

Address____________________________________________

Phone Number______________________________________

Dates of employment: From__________ To__________ Full Time__
    From__________ To__________ Part Time__

Type of position___________________________________

Does this position involve direct patient care?__________

Signature___________________________________________

Position__________________________________________    Date_________________

Thank you for your cooperation.
MOLLOY COLLEGE

THE BARBARA H. HAGAN SCHOOL OF NURSING

WAIVER OF ACADEMIC RECORDS

I, THE UNDERSIGNED, AUTHORIZE RELEASE OF INFORMATION FROM MY GENERAL RECOMMENDATION UPON COMPLETION OF SENIOR CLINICAL COURSE NUR 499/496 LEADERSHIP/COMMUNITY.

Signature: ________________________________ Date ____________
APPENDIX B

MOLLOY COLLEGE
THE BARBARA H. HAGAN SCHOOL OF NURSING
GENERAL RECOMMENDATION FORM

NAME ______________________________________________ CLASS OF ____________

ADDRESS __________________________________________ PHONE NO ____________

OTHER COLLEGES ATTENDED_________________________________________________

HONORS IN COLLEGE_____________________________________________________

SCHOLARSHIPS_________________________________________________________________

WORK EXPERIENCE/ACTIVITIES/CLUBS__________________________________________

DATE OF GRADUATION____________ DEGREE______________________________

| 1. Demonstrates professional practice that upholds the inherent worth and dignity of all individuals | Satisfactory | Above Average |
| 2. Utilizes knowledge as a basis for critical and ethical decision making in the generalist practice area: | | |
| a. Theoretical Knowledge | | |
| b. Application of Theory to Practice | | |
| c. Clinical Judgement | | |
| d. Therapeutics | | |
| 3. Assumes responsibility and accountability for professional Humanistic Nursing Practice | | |
| 4. Assumes a beginning Leadership/Management role in a variety of health care settings with Individuals, families, communities: | | |
| e. Organization Skills | | |
| f. Collaborates with Health Care Team | | |
| g. Leadership | | |
| 5. Utilizes research findings in professional Humanistic Nursing Practice | | |
| 6. Practice as a professional Nurse generalists: | | |
| h. Communication Skills | | |
| i. Patient/Family Teaching | | |
| j. Potential for Professional Growth | | |

COMMENTS:__________________________________________________________________________

___________________________________________________________________________

Student Signature:____________________________________________ Date:__________

Faculty Signature:____________________________________________ Date:__________

Rev: 7/00
## CHARACTERISTIC I: Demonstrates professional practice that upholds the inherent worth and dignity of all individuals

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Demonstrates behaviors indicative of valuing of others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Recognizes cultural and religious differences in planning and implementing client care</td>
<td></td>
<td></td>
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<tr>
<td>2. Demonstrates concern for the needs of the individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Supports the uniqueness and dignity of the individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Demonstrates behaviors reflective of self-worth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Interactions with peers reflect recognition of their dignity and worth</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

## CHARACTERISTIC II: Utilizes knowledge as a basis for critical decision-making in the generalist practice area

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
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<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Utilizes theory appropriate to clinical experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrates ability to apply theory to experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Makes choices based on critical thought</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Demonstrates ethical practice based on the Nurse’s Code of Ethics</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### CHARACTERISTIC III: Assumes responsibility and accountability for professional humanistic nursing practice

<table>
<thead>
<tr>
<th>A. Demonstrates responsibility for own learning</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepared for clinical experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reports to clinical area on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Submits completed assignments on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Utilizes resource people appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrates ability to critique own performance Realistically</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Demonstrates responsibility and accountability for nursing actions by appropriate communication</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reports accurate and pertinent information to appropriate individuals</td>
<td></td>
<td></td>
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<tr>
<td>2. Written communication is accurate, complete and appropriate.</td>
<td></td>
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</tr>
<tr>
<td>3. Utilizes appropriate verbal skills in interacting with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Contributes to peers learning (Conferences)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Demonstrates responsibility and accountability for nursing action based on Standards of Nursing Practice</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>D. Performance is based on legal aspects of nursing practice</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

### CHARACTERISTIC IV: Assumes a beginning leadership/management role in a variety of health care settings with individuals, families and communities

<table>
<thead>
<tr>
<th>A. Incorporates management of the environment when appropriate</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>B. Demonstrates a leadership role</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>
C. Works effectively as a member of the appropriate team

<table>
<thead>
<tr>
<th>CHARACTERISTIC V: Utilizes research findings in professional humanistic nursing practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>A. Seeks resources to support experience</td>
</tr>
<tr>
<td>B. Utilizes research findings to enhance professional role</td>
</tr>
<tr>
<td>C. Identifies researchable areas for enhancing professional role</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHARACTERISTIC VI: Practices as a professional nurse generalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>A. Maintains professional appearance</td>
</tr>
<tr>
<td>1. Utilizes appropriate interviewing techniques</td>
</tr>
<tr>
<td>2. Assessment/Data collection</td>
</tr>
<tr>
<td>3. Utilizes the teaching/learning process for experience</td>
</tr>
<tr>
<td>4. Makes appropriate referral</td>
</tr>
<tr>
<td>5. Recommends/utilizes appropriate resources</td>
</tr>
</tbody>
</table>

FACULTY COMMENTS:

STUDENT COMMENTS:

_________________________ Date: ___________ / ______________________ Date: ___________
Faculty Signature                                                   Student Signature
APPENDIX D
MOLLOY COLLEGE
THE BARBARA H. HAGAN SCHOOL OF NURSING
RN AND DUAL DEGREE PROGRAMS
RN-PRECEPTOR CLINICAL EVALUATION FOR EXTENDED ROTATION

Name of Student: ________________________________________________

Is punctual and dependable.

Evidences ability to work independently.

Takes initiative in seeking new learning experiences.

Assumes responsibility and is accountable for actions.

Functions appropriately in new situations.

Takes initiative in meeting own objectives.

Demonstrates the ability to apply theoretical concepts to experience.

Successfully completed the necessary clinical hours.

Signature: _______________________

Title: _______________________

Facility: _______________________

Thank you for your cooperation.
APPENDIX E

Section 504: Rehabilitation Act

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

Identification of Campus Coordinators:
Please see Molloy College Catalogue

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APPENDIX F

STANDARD PRECAUTIONS

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

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

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

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

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

Implementation of universal blood and body-fluid precautions for all patients eliminates the need for use of the isolation category of "Blood and Body Fluid Precautions" previously recommended by CDC for patients known or suspected to be infected with blood-borne pathogens. Isolation precautions (e.g. enteric, "AFB") should be used as necessary if associated conditions, such as infectious diarrhea or tuberculosis, are diagnosed or suspected.
Precautions for invasive procedures
In this document, an invasive procedure is defined as surgical entry into tissues, cavities, or organs or repair of major traumatic injuries 1) in an operating or delivery room, emergency department, or outpatient setting, including both physicians’ and dentists’ offices; 2) cardiac catheterization and angio-graphic procedures; 3) a vaginal or cesarean delivery or other invasive obstetric procedure during which bleeding may occur, or 4) the manipulation, cutting, or removal of any oral or perioral tissues, including tooth structure, during which bleeding occurs or the potential for bleeding exists. The universal blood and body-fluid precautions listed above, combined with the precautions listed below, should be the minimum precautions for all such invasive procedures.

B. 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.

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

Centers for Disease Control
Released 1987
Updated 1996
APPENDIX G
National Student Nurses Association, Inc.
Code of Academic and Clinical Conduct

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

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

A CODE FOR NURSING STUDENTS
As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we;

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

 Adopted by the NSNA House of delegates, Nashville, TN, on April 6, 2001
Students entering a baccalaureate nursing program are beginning an education in professional nursing which requires standards of ethical comportment and appropriate behavior as identified in the ANA Code of Ethics. The faculty of the Barbara H. Hagan School of Nursing welcomes the opportunity to educate nursing students. In turn it is expected that students will adopt as well as demonstrate appropriate pre-professional behaviors. In the National Student Nurses’ Association Code of Academic and Clinical Conduct it states that nursing students must uphold the trust placed in it by society. This trust is consonant with the concept of civility. This is behavior that shows respect toward another person, makes a person feel valued and contributes to mutual respect, effective communication and team collaboration (Lower-Ski, 2012) Within this context the student commits to the following:

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

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

________________________________________  __________________________
Print Name                                                      Date

________________________________________
Signature

Draft Presented to DoN Fall 2013
Approved for Spring 2014 implementation
Appendix I

Molloy College
The Barbara H. Hagan School of Nursing

Essential Professional Behaviors

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

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

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

 Print Name

 Date

Signature

Draft Presented to DorfN Fall 2013
Approved Spring 2014 implementation

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Appendix J

MOLLOY COLLEGE
THE BARBARA H. HAGAN SCHOOL OF NURSING

ACADEMIC REVIEW PROCESS

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

INFORMAL PROCESS

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

**Step Two:** A meeting between the student, faculty and program director is held in a second attempt to reach resolution. The student has the option to **Step Three** if there is failure to solve the problem.

FORMAL PROCESS

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

A formal meeting is held with
- Dean
- Associate Deans
- The Faculty
- The Student
- Student may select non-legal support person

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

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

NOTE TIME FRAME FOR MOLLOY COLLEGE GRADE APPEAL PROCESS.

Summer 2001
ACADEMIC REVIEW FORM

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

Student Name:______________________________ Date:_____________
(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 and Director.

Associate Dean and Director name: __________________________
Date of meeting: ______________________
Outcome: ________________________________

FORMAL MEDIATION FOR ACADEMIC REVIEW

Specify problem or complaint

2. Provide evidence to support the complaint

3. State outcome

Student Signature

______________________
Date

-70-
<table>
<thead>
<tr>
<th>Resolution</th>
<th>No basis for grade appeal</th>
<th>Grade appeal</th>
</tr>
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</table>

**Recommended Action**

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</table>

Signature                  Date
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.

5. HIPAA provides for standardization of the interchange of medical data
6. Protects patient privacy
7. 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 clinical agencies as indicated below or any other agency that Molloy College may be affiliated with 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

Baldwin High School District
Broadlawn Manor Nursing & Rehab. Center
CNR Health Care
Community Health Centers/Nassau Health Corp.
Good Samaritan Hospital Medical Center
Good Shepherd Hospice
Holliswood Hospital
Huntington Hospital
Jamaica Hospital
John T. Mather Memorial Hospital
Komanoff Center for Rehabilitative Medicine
Long Beach Hospital Home Care
Long Beach Medical Center
Long Beach Schools
Mercy Medical Center
Nassau Boces Teen Age Parenting Program
Nassau University Medical Center
New Hyde Park Schools
NY Hospital Medical Center of Queens

North Shore/LIJ Health Care Systems
North Shore University Hosp. at Manhasset
North Shore University Hosp. at Glen Cove
North Shore University Hosp. at Plainview
North Shore University Hospital at Huntington
North Shore University Hospital at Syosset
Nursing Sisters Home Visiting Service
Pederson Kreg
Peninsula Hospital Center
St. Francis Hospital
St. John’s Episcopal Hospital, South Shore
St. Mary’s Hospital for Children
South Nassau Communities Hospital
South Nassau Home Care
South Oake Hospital
The Center for Developmental Disabilities

Visiting Nurse Association of Long Island
Visiting Nurse Service, Inc.
Visiting Nurse Service of New York City
Winthrop Home Care
Winthrop Poison Control
Winthrop University Hospital
To: All Undergraduate Nursing Students/LPN

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

All entering freshmen and transfer students who score a minimum of 480 on the Critical Reading section of the SAT exam are exempt from reading courses and may begin nursing and science sequence courses.

Students must pass the entrance math screening test or MAT 060 to begin the program.

During a fall or spring semester students must have an overall 2.5 cumulative index prior to beginning NUR 209, 229 and 239 and an overall 2.3 cumulative index prior to beginning NUR 329 and associated courses. Different criteria apply during summer offerings and are noted below.

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

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

A maximum of TWO nursing courses may be repeated. On the third failed non-clinical course the student will be dismissed from the program. Failure of a second clinical course will result in dismissal from the program.

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

• Overall GPA of 3.2 including the preceding semester
• No failed nursing courses throughout program
• Students who withdraw during the preceding semester with either a W or a WF will not be Eligible to register for winter intersession or summer nursing courses
• NUR 349/NUR 359 Summer sessions are reserved for dual degree students only.

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

Please refer to the current college catalogue for additional information
I have read and understand the criteria stated above:

________________________  ___________  __________  __________
Print Name  Signature  Date  Class  ID #
Drug Calculation Proficiency Progression
Level I Drug Calculation Requirement

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

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

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

Level II Drug Calculation Requirement

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

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

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

Signature:_________________________________
APPENDIX L
MOLLOY COLLEGE
THE BARBARA H. HAGAN SCHOOL OF NURSING
Academic Progression Requirements

To: Dual Degree Program Students (DDP)

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

All nursing students must have a 14 grade Nelson-Denny Reading level or TEAS Reading Level of 92.5% or higher, and have successfully passed the math screening test or MAT 060 prior to beginning in the program.

Students need to maintain a 3.0 GPA. If your GPA falls below 3.0 you will be placed on probation for one semester.

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

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

A maximum of TWO nursing courses may be repeated. On the third failed non-clinical course the student will be dismissed from the program. Failure of a second clinical course will result in dismissal from the program.

Students may register for courses during the summer and intersession on an as available basis. Criteria for attendance include:
• No failed nursing courses throughout program.
• Students who withdraw during the semester prior with either a W or WF will not be eligible to register for summer or intersession nursing courses.
• Overall GPA of 3.2 including the semester prior. (Excluding NUR 359 and NUR 349)
• To take NUR 359 and/or NUR 349 in a summer session an overall GPA of 3.3 is required.
• Students who do not pass their nursing course(s) during the spring semester will not be permitted to repeat that course(s) during the summer.

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

Please refer to the current college catalogue for additional information.

I have read and understand the criteria stated above:

_____________________       ______________________   ________       ________  _________
Print Name                                              Signature                 Date               Class        ID #
Drug Calculation Proficiency Progression

Level I Drug Calculation Requirement
2nd Degree Dual Degree

This requirement must be successfully completed prior to NUR 290. The Level I Drug Calculation Test is administered during the NUR 239 course and a 90% passing grade is required.

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

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

Level II Drug Calculation Requirement

This requirement must be successfully completed prior to NUR 449. The Level II Drug Calculation Test is administered during the NUR 409 course and a 90% passing grade is required.

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

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

Signature:______________________________
Clinical Attendance Policy

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

Personal illness or death of an immediate family member will be considered an excused absence; however, the student is responsible for providing written confirmation of the illness from their health care provider if requested by an Associate Dean. Students will be required to make up any time missed for this illness or death. A fee of $150.00 will be charged.

In consultation with the faculty member, the missed clinical can be made up with an alternative assignment. Those students that make up the absence with an alternative assignment will also be charged a $150.00 fee.

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

R. Schecter, PhD,RN  
T. Aprigliano, EdD,RN  
Associate Dean Undergraduate Program  
Associate Dean Dual Degree Program

PRINT NAME / SIGNATURE

DATE

12/2008
RS
All students are required to complete a specified number of clinical hours for individual courses. These hours must be fulfilled in order to meet course requirements. Students that are absent must submit this form to request a make up clinical experience. At the discretion of the Associate Dean for the program and the faculty member involved, a determination is made if the absence is made up with actual clinical time or an alternative assignment.

The Barbara H. Hagan School of Nursing implemented beginning in Fall 2009 semester a fee of $150.00 to arrange for the clinical make up day(s) as a faculty member must be engaged for that purpose.

Name _____________________________

Course Number _________________ Section ______

Date _________________________________

Reason for absence
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Associate Dean Office

Clinical Make Up Arranged   Yes _______   No   ________

Faculty_____________________________ Date(s) ______

Alternative Assignment   Yes _______   No   ________

Due _____________________________
Effective Fall 2009 – All Nursing Majors

Upon acceptance to the nursing major, a background check may be required for rotation to specific clinical agencies. The clinical agencies will notify Molloy College for those individuals who have an unsatisfactory background check. The student then will have the opportunity to schedule an appointment with the College appointed individual(s) to review the results of the background check. A determination on proceeding is then made on a case by case basis. Progression and clinical placement in the nursing program may be contingent upon a satisfactory background check.

Upon completion of the nursing program, students will complete an application for licensure as a registered nurse and take the NCLEX-RN licensure examination. A component of that process is determination of “good moral character.” The application asks the applicant to indicate if the “applicant has been convicted of a crime, or has committed an act which raises a reasonable question as to the applicant’s moral character.” (Please refer to New York State Education Department, Office of the Profession, Regents Rules, Part 28, p. 111, www.op.nysed.gov). It is the student’s responsibility to seek legal guidance with any concern about meeting these criteria.
A requirement for licensure as a registered professional nurse includes the criteria “being of good moral character as determined by the department.” An expression that we are all familiar with but of a rather vague nature. As we educate the students about the license examination we also need to include information on eligibility for licensure, and in particular this issue of good moral character.

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

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

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

Article 130 of the Education Law, Part 28 Regents Rule notes that “all information indicating that an applicant has been convicted of a crime, or has committed an act which raises a reasonable question as to the applicant’s moral character, shall be referred to the director of the Office of Professional Discipline. “ The rule goes on to note that once referred, an investigation of the circumstances surrounding such conviction or act is held. The review results in the submission of a recommendation to a review panel. The panel can either rule in favor of the applicant namely that “the moral character is adequate for licensure” or that a substantial question exists about the moral character of the applicant. Applicants are entitled to a hearing appealing the decision. Further they may reapply 18 months after a negative ruling. The Committee of the Professions has the final determination on the applicant. Students need to understand that a self assessment of past acts/behavior may preclude them from licensure. Making this determination may lead them to approach a faculty member or advisor for advice. Our role is to help them consider possible alternative career paths if that is appropriate.

Should you want more detailed information on this topic, please click on the link below.
http://www.op.nysed.gov/practiceguides/nurse_guide_march08.pdf
Confidentiality of Information
As a Nursing Student at Molloy College you will be taking part in a simulated clinical experience. Students are expected to keep all events, procedures and information strictly confidential. This includes ALL information (labs, meds, treatments etc.) about your “patient” and any information obtained during the debriefing process.

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

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

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

I understand and agree to abide by the Confidentiality of Information statement.
I understand and agree to be recorded for educational purposes only. Both statements must be agreed on in order to partake in the clinical simulation.

Print Name________________________________________________________________________
Sign
Name________________________________________________________________________Date__________

Used in part by permission of DMACC Nursing Program
APPENDIX R

MOLLOY COLLEGE
THE BARBARA H. HAGAN SCHOOL OF NURSING

NURSING LEARNING LAB

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

• All skill testing is done on the main campus only.

• The required lab hours are for hands on application of skills. Applying lab hours for viewing of videos and CAI’s must be approved by faculty.

• Review classes for skills are offered by the lab staff throughout the semester. Students may attend a review class only AFTER instruction by their lecture faculty. NO student will be permitted to attend a review class unless first instructed by the faculty.

• The last skill test can begin no later than 1 hour prior to the lab closing.

• Students may not ask for assistance or ask questions or attend a review class on the day of testing or be tested on the day it is shown in class. Students may not retest on the same day they failed a skills test.

• It is the student’s responsibility to bring an adult partner for those skills that require a partner for testing.

• Students are responsible for signing their course designated sing-in-book upon arrival in the lab. It is also the student’s responsibility to be signed out when leaving the lab. Lab instructors cannot sign for previous days or times.

• All required hours and testing of skills must be completed by the last day your class meets.

• At no time are children, cell phones or food permitted in the lab.

• Students test with lab instructors twice. If the student is unsuccessful after their second test, lab instructors will refer the student to his/her individual faculty.

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