



School of Nursing

Undergraduate & Graduate Student Handbook

Academic Year 2012-13

Baccalaureate Program

Full-time

Part-time - Day

Evening & Weekend

Accelerated

RN to BS

Master of Science Programs

Nurse Educator

Adult Nurse Practitioner

Family Nurse Practitioner

Executive Program for Nursing
& Health Care Administration

Accelerated BS/MS Program

Adult Nurse Practitioner

Executive Program for Nursing
& Health Care Administration

Post Master's Certificate Programs

Nurse Educator

Adult Nurse Practitioner

Family Nurse Practitioner

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LONG ISLAND UNIVERSITY SCHOOL OF NURSING

HISTORY

The nursing program at the Brooklyn Campus of Long Island University was started in 1955. The curriculum was designed for graduates of approved diploma schools of nursing who were practicing nurses and wanted to earn a Bachelor of Science degree with a major in nursing. At that time, nursing was a department in one of the divisions of the Schools of Liberal Arts and Sciences (now Connolly College). The original program for registered nurses was gradually phased out when a generic baccalaureate program preparing students for the professional practice of nursing was inaugurated in 1963. Nursing continued as a department in a division of Connolly College until 1983 when it became a division in the newly established School of Health Professions. The present School of Nursing was created in 1990. In addition to a generic baccalaureate in nursing and a RN-BS completion program, the School offers Master of Science and post-master's certificate programs for adult and family nurse practitioners, nursing and health care managers and nurse educators. It is accredited by the American Association of Colleges of Nursing/Commission on Collegiate Nursing Education and registered by the New York State Education Department.

ACCREDITATION AND SOURCE OF PROFESSIONAL STANDARDS & GUIDELINES

Both the Baccalaureate and Graduate programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE).

The professional standards and guidelines used include:

- American Association of Colleges of Nursing - Essential of College and University Education for Professional Nursing.
- American Association of Colleges of Nursing – The Essentials of Master’s Education for Advance Practice Nursing
- American Association of Colleges of Nursing – Supplement to The Essentials of Master’s Education for Advance Practice Nursing
- Council of Graduate Education for Administration in Nursing – The Essentials of Master’s Level Nursing Education for Nursing Administration Advanced Practice
- National Task Force on Quality Nurse Practitioner Education – Criteria for Evaluation of Nurse Practitioner Programs
- National Organization of Nurse Practitioner Faculties – Domains and Competencies of nurse Practitioner Practice
- American Association of Colleges of Nursing - Adult-Gerontology Primary Care Nurse Practitioner Competencies
- Health Resources and Services Administration – Nurse Practitioner Primary Care Competencies in Specialty Areas: Adult, Family, Gerontological, Pediatric, and Women’s Health
- National League for Nursing Nurse Educator Competencies
- American Nurses Association – Standards of Clinical Nursing Practice: Code of Ethics
- American Nurses Association – Nursing’s Social Policy Statement
- American Nurses Association – Scope and Standards for Nurse Administrators
- New York State Education Department – Standards for Professional Programs
- New York State Nurse Practice Act
- New York State Board of Nursing

MISSION

The mission of Long Island University School of Nursing is to share and embrace the rich diversity, wisdom and multiple perspectives of an inner city, urban student body that will practice in an unpredictable, ever changing world. Our mission is to provide a learning environment that stimulates critical thinking and intellectual flexibility to enable graduates to provide quality nursing care. Furthermore, this learning environment engages and excites students to be committed to social advocacy and reform in a diverse global society that they reflect.

PHILOSOPHY

The philosophy of the School of Nursing (SON) is derived from a humanistic view of the world and is in keeping with the LIU vision, “toward a more peaceful and humane world.” We believe that individuals possess dignity and worth, and therefore have an innate right to respect and honor. We believe that persons are accountable for their own actions while simultaneously bearing responsibility for contributing to the welfare of society and the planet.

The nursing faculty has been guided by these principles in developing their beliefs about person, environment, health, nursing, nursing education, and teaching and learning.

Person:

The faculty believes that a person is a unique, holistic, and ever-changing system. A person has basic human needs manifested throughout the life cycle. To satisfy these needs, the person is constantly interacting with the environment. Need satisfaction serves as the motivation for learning. Positive responses enable the individual to achieve satisfaction of needs, resulting in health, growth and self actualization. Negative responses impact health and provide an opportunity for nursing interventions.

Individuals have freedom of choice and are accountable for their choices. As caring individuals they enter into reciprocal relationships that foster spiritual integrity, mutual trust, a sense of self-worth and a feeling of belonging.

Environment:

The faculty believes that the environment is an aggregate of all internal and external conditions affecting the life and development of the individual, family, community, society and world. The physical, biological, social, cultural, economic and political aspects of the environment influence the well-being of the individual, family and community, and the environment is, in turn, influenced by them. Further, the faculty believes that the person and the environment are constantly changing and mutually interacting.

Our placement in a multi cultural, diverse, urban environment necessitates that we understand the complex stresses and needs distinct to this setting. Nursing in an urban environment demands the awareness of such issues as access to care; education of the community; manipulation of environmental hazards and supports; importance of being vigilant and prepared to deal with natural and man-made disasters; and the morbidity and mortality factors indigenous to this environment. In addition, assessment of the demographic and cultural influences such as the increasing diversification of the population, the changing family structure, and the shifts in the age profile of the population, and their relation to the well-being of the community are paramount.

In accepting the challenges of our urban environment, the faculty believes that the health needs of the community are best served by promoting primary and secondary prevention with an emphasis on risk assessment and client education (individual, family and community). The health care system in general, and professional nursing in particular, must respond to these changing community health needs by providing primary, secondary, and tertiary levels of care. Concomitantly, the faculty believes that the urban environment does not exist in a vacuum, but rather interacts with and reflects the ever-changing global environment.

The health care system, and nursing in particular, must be aware of the social, cultural, political and economic issues that impact upon the individual, family, community, society and world, and their consequences.

Health:

Health is a dynamic state that is individually defined and culturally influenced. The faculty believes that health is a process of being and becoming an integrated whole person. Each person responds to threats to well-being within identifiable patterns of behavior. Each pattern is an expression of the person's bio-psychosocial, spiritual, and cultural integration and can be understood only within the context of the individual's unique interaction with one's environment.

The faculty deems adequate health care to be a basic right of every person. Access to primary, secondary and tertiary health care particularly in an urban setting, is often limited and therefore requires sustained effort and focus on the part of nursing. We believe that increased appropriate utilization of nurses as health care providers can contribute to more available, more efficient and less costly health care.

Nursing:

The faculty believes that nursing is a caring, humanistic, learned, artistic and scientific profession whose practice focuses on the health of the person, family, and community and empowers people to make their own choices.

Since nursing exists in a changing environment, it, too, is continually changing; as health care needs evolve nursing must respond. Thus, we believe that nursing influences and is influenced by the changing society, the profession of nursing thereby becoming increasingly diverse.

The goals of nursing are the promotion and maintenance of health and the restoration of health in case of illness. Thus, we believe the function of nursing is to facilitate wellness-promoting responses of the person, family, and community. Nursing care is seen as appropriate in any setting in which health is a goal or where illness is an issue.

Nursing is an interpersonal process which requires as its foundation the development of effective verbal and nonverbal communication skills in order to develop and use the intellectual skills and interventions essential to the practice in nursing. The faculty believes that critical and creative thinking, problem solving, and decision making are necessary skills for nursing practice.

Nursing practice includes the role of leader/manager, change agent/facilitator, client advocate, teacher/learner and provider of care. As a practice profession, nursing requires competency in utilization of clinical judgment and the related essential skills for nursing practice. Faculty believes that these roles, to be effective in the current highly technological and increasingly complex and uncertain health care environment, are best supported through application of the process of evidenced-based nursing practice.

Evidence-based nursing practice is built upon knowledge synthesized from nursing, psychosocial and biophysical sciences, and the humanities. As a learned, scientific profession, we believe nursing must continue to expand its knowledge base through research and the application of research findings to practice. Therefore, nursing practice will become more clearly defined as nursing research, theory and evidence expand.

We further believe that nurses are responsible and accountable for their own practice and accept responsibility for the provision of nursing care when it is delivered by others. We see the nurse as responsible for continued personal and professional development and for the development of the profession.

Nursing Education:

The faculty believes that learning is an interactive, lifelong process extending beyond the four walls of the classroom. Learning brings about long-term changes in behavior, thoughts, ideas, attitudes and values. These changes are not merely the outcome of maturation or chance.

Interactive learning engages the intellectual effort of both teacher and student and is necessary for the development of critical and creative thinking, problem solving, and decision-making skills. Both teacher and student are seen as active, responsible partners in the educational process.

The teacher, as a facilitator, guide, resource person and role model, assists the students to realize their potential by creating a mutually respectful atmosphere in which the learners are free to challenge assumptions. Furthermore, this learner-centered environment is conducive to independent thought and action, flexibility, creativity, pursuit of scholarly achievement, awareness of self, and acceptance of others. Students realize their potential by assuming responsibility for learning outcome and continuing professional development.

The faculty acknowledges that students are individuals who differ in their ways of learning. Individualization within courses becomes the challenge of the teacher.

The faculty considers baccalaureate education in nursing to be essential preparation for beginning professional nursing practice. Baccalaureate nursing preparation, as a composite of liberal arts and professional education, provides the foundation for graduate study in nursing and expands and modifies the knowledge, clinical skills, and values required for beginning professional nursing practice and to be an educated member of society.

The faculty believes that professional nursing education takes place in the upper division of the University, i.e. it builds on general education, and support courses in the sciences. Supportive courses in the natural and social sciences provide knowledge basic to understanding the nature of human beings and society in general.

The faculty believes that nursing content must reflect the traditional body of nursing knowledge, but must also be augmented by knowledge derived from the process of evidence-based inquiry. Furthermore, we recognize that this knowledge is best disseminated not only through conventional teaching strategies but also through non-traditional and emerging nursing and other research- and evidence-based pedagogies. Since nursing is a practice profession, the integration of knowledge is facilitated through concurrent application in the clinical and laboratory settings. Faculty, in turn, must be expert in their clinical field and must maintain clinical and pedagogical expertise.

In order to ensure that program outcomes are met, ongoing evaluation of the educational process is necessary. The faculty believes that evaluation is a vital component of education and is the means by which student and teacher can determine whether mutual expectations, goals and outcomes have been achieved. Formative and summative evaluation must take place at all levels of the educational process and serve as the means for guiding and promoting the progressive attainment of educational goals for student and faculty. Ongoing evaluation of the educational process is necessary in order to ensure that program outcomes are met.

We believe that the progress of registered nurse students who are prepared in other than baccalaureate nursing education programs requires recognition of past learning both within the classroom and the experiential settings. Their progression toward a professional degree is achieved through placement in advanced nursing and liberal arts courses which reinforce and maximize their strengths and provide an expanded knowledge base that facilitates professional nursing practice.

PROGRAM OUTCOMES

The baccalaureate program of study is designed to develop the competencies essential for beginning professional practice and to build a foundation for further study and advanced practice.

Upon completion of the program, the graduate will:

- Pass State Nursing Licensure exam on the first attempt.
- Enter into professional nursing practice within 3-6 months from graduation.
- Communicate effectively both in writing and orally.
- Deliver client centered care that is culturally competent, safe and compassionate.
- Practice within the legal and ethical parameters of the nursing profession.
- Become a provider of care, manager of care and a member of the profession.
- Advocate for equitable health care, public policy and health literacy for all individuals, families, and local and global communities.
- Use nursing science as the basis for nursing practice.
- Integrate knowledge from current technological, research and evidence based practice for the improvement of health care.
- Practice and adhere to the ANA Code of Ethics.

The graduate program of study is designed to develop the competencies essential for an advanced level of nursing practice. Upon completion of the program, the graduate will:

- Synthesize knowledge from conceptual frameworks and empirical sciences relevant to the advanced practice nursing role.
- Evaluate relevant data in the planning and implementation of health care.
- Utilize the research process in the systematic investigation of factors that influence the health and adaptation of client populations.
- Assume a collegial role in consultation with other care providers to enhance the quality and accessibility of health care services to consumers.
- Utilize the advanced practice role to exercise leadership responsibility, professional accountability and scholarly approach to health care.
- Generate a personal philosophy and role definition that reflects commitment to human values and contributes to the evolution of nursing as a profession.
- Utilizes oral and written communication skills to actualize the advanced practice of nursing role.

In addition to the Master's level outcomes listed above **the graduate of the Nurse Educator graduate will demonstrate the ability to:**

- Use a wide range of theory and research from both general and nursing education to facilitate learning in various educational environments.
- Develop and implement strategies to facilitate learner development and socialization in various educational environments.
- Design courses and participate in curriculum development and evaluation of program outcomes.
- Utilize the nurse educator role to exercise leadership, professional accountability and a scholarly approach to nursing and healthcare.
- Select and develop appropriate assessment tools to evaluate classroom and clinical performance of nursing students and/or clinical staff.
- Use a wide range of modalities in classroom and clinical teaching.
- Articulate the role of the nurse educator as a collaborative member of the academic and healthcare teams.

In addition to the Master's level outcomes listed above **the graduate of the Executive program for Nursing and Health Care Management will demonstrate the ability to:**

- Establish a clear vision and mission for Nursing Services (that aligns with the organization's mission, vision, and values) in collaboration with the organizational leaders.
- Develop, implement, and evaluate standards of patient care and standards of nursing practice that ensure safety and quality patient care.
- Prioritize resources and utilize budget effectively in the delivery of patient care services.
- Apply leadership principles to the development of core competencies and promote critical thinking skills across the continuum of care.
- Manage evolving health care environment in accordance with accrediting and regulatory agencies within the health care delivery system.
- Communicate Performance Improvement findings and recommendations to the professional staff and appropriate oversight community and governing board.
- Commitment to professional development and lifelong learning.

In addition to the outcomes listed above for Master's level study, **the Nurse Practitioner graduate will demonstrate the ability to:**

- Use a wide range of theory and research from nursing, medicine and the social and physical sciences in formulating health care management plans for individuals.
- Assess, diagnose, monitor, coordinate and manage the health care of selected clients of all ages in both primary and acute care settings.
- Perform and interpret physical examinations and laboratory tests in both the primary and acute care setting.
- Select and recommend appropriate diagnostic and therapeutic interventions and regimes with attention to safety and cost in keeping with collaborative protocols.
- Select and prescribe appropriate drug therapy for common acute and chronic disorders in keeping with collaborative protocols.
- Prepare and submit practice protocols in order to meet the certification requirements of the New York State Education Department.
- Articulate the role of the nurse practitioner as a collaborative member of the health care team.

BACCALAUREATE PROGRAM

Bachelor of Science Degree

Long Island University's Brooklyn Campus offers a 128-credit Bachelor of Science with a concentration in Nursing; 62 credit must be taken in the School of Nursing. The program is designed to prepare students to develop the competencies essential for beginning professional nursing practice, and to build a foundation for graduate study. Full-time and part-time, evening and weekend courses of study are available.

Credit Hours
62

Class Hours
675

Lab Hours
135

Clinical Hours
585

Credit System

1 didactic credit hour equals

15 clock hours

1 clinical credit hour equals

45 clock hours

Instructional System

1 semester equals

15 weeks

BS DEGREE

N190	Clinical Nursing I: Nursing Foundations	4 credits
N192	Clinical Nursing 2: Nursing care of the Older Adult	5 credits
N197	Pathophysiology in Nursing	3 credits
N198	Pharmacology in Nursing	3 credits
N199	Principles of Medication Administration	1 credit
N290	Clinical Nursing 3: Gender Specific Nursing Across the Life Span	4.5 credits
N292	Clinical Nursing 4: Behavioral Health Nursing	4.5 credits
N293	Research in Nursing	3 credits
N295	Health Assessment in Nursing	3 credits
N390	Clinical Nursing 5: Nursing Care of the Ill Adult 1	6 credits
N392	Clinical Nursing 6: Nursing Care of Children and their Families	4 credits
N393	End of Life Nursing Care	3 credits
N395	Leadership Management and Contemporary Issues in Nursing	4 credits
N490	Clinical Nursing 7: Nursing Care of the Ill Adult 2	6 credits
N492	Clinical Nursing 8: Community Centered Nursing	5 credits
N494	Transition to Professional Nursing Practice	3 credits

Course of Study for Full-time Professional Phase

	SEMESTER I		Credits
N190 / 190L	Clinical Nursing 1: Nursing Foundations	Includes College Lab + add. learning	4
N192 / 192C	Clinical Nursing 2: Nursing Care of the Older Adult	Includes Clinical + add. learning	5
N197	Pathophysiology in Nursing		3
N198	Pharmacology in Nursing		3
N199	Principles of Medication Administration		1
	SEMESTER II		
N290 / 290C	Clinical Nursing 3: Gender Specific Nursing Across the Life Span	Includes Clinical + add. Learning	4.5
N292 / 292C	Clinical Nursing 4: Behavioral Health Nursing	Includes Clinical + add. Learning	4.5
N293	Research in Nursing		3
N295 / 295L	Health Assessment in Nursing	Includes College Lab	3
	SEMESTER III		
N390 / 390C	Clinical Nursing 5: Nursing Care of the Ill Adult 1	Includes Clinical	6
N392/ 392C	Clinical Nursing 6: Nursing Care of Children and their Families	Includes Clinical + add. Learning	4
N393	End of Life Nursing Care		3
N395 / 395L	Leadership Management and Contemporary Issues in Nursing	Includes College Lab	4
	SEMESTER IV		
N490 / 490C	Clinical Nursing 7: Nursing Care of the Ill Adult 2	Includes Clinical	6
N492/ 492C	Clinical Nursing 8: Community Centered Nursing	Includes Clinical	5
N494	Transition to Professional Nursing Practice		3

Couse of Study for Part-time/Weekend/Evening

	FALL SEMESTER I		Credits
N190 / 190L	Clinical Nursing 1: Nursing Foundations	Includes College Lab + add. learning	4
N197	Pathophysiology in Nursing		3
N199	Principles of Medication Administration		1
SPRING SEMESTER I			
N192 / 192C	Clinical Nursing 2: Nursing Care of the Older Adult	Includes Clinical + add. learning	5
N198	Pharmacology in Nursing		3
SUMMER SEMESTER II			
N290 / 290C	Clinical Nursing 3: Gender Specific Nursing Across the Life Span	Includes Clinical + add. Learning	4.5
N295 / 295L	Health Assessment in Nursing	Includes College Lab	3
FALL SEMESTER II			
N292 / 292C	Clinical Nursing 4: Behavioral Health Nursing	Includes Clinical + add. Learning	4.5
N293	Research in Nursing		3
SPRING SEMESTER III			
N390 / 390C	Clinical Nursing 5: Nursing Care of the Ill Adult 1	Includes Clinical	6
N393	End of Life Nursing Care		3
SUMMER SEMESTER III			
N392/ 392C	Clinical Nursing 6: Nursing Care of Children and their Families	Includes Clinical + add. Learning	4
N395 / 395L	Leadership Management and Contemporary Issues in Nursing	Includes College Lab	4
FALL SEMESTER IV			
N492/ 492C	Clinical Nursing 8: Community Centered Nursing	Includes Clinical	5
SPRING SEMESTER IV			
N490 / 490C	Clinical Nursing 7: Nursing Care of the Ill Adult 2	Includes Clinical	6
N494	Transition to Professional Nursing Practice		3

POLICIES FOR PART-TIME PROGRAM

- Students in the part-time program follow the policies set for students in the full time program in the School of Nursing.
- Students wishing to enroll in the professional nursing sequence on a part-time basis must declare their intentions in writing to the Director of Advisement and follow the part-time course of study.
- Students who wish to change their status from full-time to part-time may do so within the first two weeks of the semester.
- Full time students withdrawing from courses after the second week may change to part-time status; however, they will not be guaranteed space in the subsequent semester as a part-time student.
- All students must complete the nursing curriculum and the 100 hours of community service within four years.

Course of Study for Accelerated Program

SUMMER SEMESTER			Credits
N190 / 190L	Clinical Nursing 1: Nursing Foundations	Includes College Lab + add. learning	4
N192 / 192C	Clinical Nursing 2: Nursing Care of the Older Adult	Includes Clinical + add. learning	5
N197	Pathophysiology in Nursing		3
N198	Pharmacology in Nursing		3
N199	Principles of Medication Administration		1
FALL SEMESTER			
N290 / 290C	Clinical Nursing 3: Gender Specific Nursing Across the Life Span	Includes Clinical + add. Learning	4.5
N292 / 292C	Clinical Nursing 4: Behavioral Health Nursing	Includes Clinical + add. Learning	4.5
N293	Research in Nursing		3
N295 / 295L	Health Assessment in Nursing	Includes College Lab	3
SPRING SEMESTER			
N390 / 390C	Clinical Nursing 5: Nursing Care of the Ill Adult 1	Includes Clinical	6
N392/ 392C	Clinical Nursing 6: Nursing Care of Children and their Families	Includes Clinical + add. Learning	4
N393	End of Life Nursing Care		3
N395 / 395L	Leadership Management and Contemporary Issues in Nursing	Includes College Lab	4
SUMMER SEMESTER			
N490 / 490C	Clinical Nursing 7: Nursing Care of the Ill Adult 2	Includes Clinical	6
N492/ 492C	Clinical Nursing 8: Community Centered Nursing	Includes Clinical	5
N494	Transition to Professional Nursing Practice		3

POLICIES FOR ACCELERATED PROGRAM

- Students in the accelerated program follow the policies set for students in the full time program in the School of Nursing.
- All School of Nursing requirements for students in the Accelerated Program will be completed during the 4- semester program.

RN to Bachelor of Science Degree

The B.S. with a concentration in Nursing is available to registered nurses seeking the baccalaureate degree through the School of Nursing's R.N.-B.S. Connection Program. The program is offered in a blended format and builds on the knowledge that R.N.s already possess, while providing a wide range of liberal arts, sciences and baccalaureate level nursing courses to help broaden expertise and lay the foundation for advancement in the profession. The blended format provides opportunities for the registered nurse student to utilize a variety of learning methodologies; face-to-face interaction with faculty and classmates and online learning.

Each student has an individualized course of study that recognizes prior academic work and the University's requirements for this degree. **Some students may be required to complete additional courses in the arts and sciences.**

Program	Credit Hours	Class Hours	Clinical Hours
RN to BS	31	360	180
Credit System			
	1 didactic credit hour equals		15 clock hours
	1 clinical credit hour equals		45 clock hours
Instructional System			
	1 semester equals		15 weeks

Academic Requirements – Courses

BS DEGREE

N297	Introduction to Baccalaureate Nursing Education		3 credits
N298	Introduction to Nursing Informatics		3 credits
N299	Health Promotion I (Health Assessment for RNs)		3 credits
Psy 150	Statistics in Psychology	} one	3 credits
Mat 100	Statistics in Psychology		3 credits
N396	Leadership and Management I		3 credits
N397	Health Promotion II Nursing Management of Complex Health Issues		3 credits
N398	Nursing Research for Evidence-Based Nursing Practice		3 credits
	Liberal Arts Elective		3 credits
N495	Leadership and Management II (Budgeting and Health Care Policies/Issues)		3 credits
N496	Health Promotion III – Health Care needs of Diverse Populations		4 credits
N497	Health Promotion IV – Nursing in the Community		5 credits

Course of Study

Semester I			Credits
N297	Introduction to Baccalaureate Nursing Education		3
N298	Introduction to Nursing Informatics		3
Semester II			
N299/N299L	Health Promotion I (Health Assessment for RNs)	2 lecture and 3 hours lab	3
Psy 150 or Mat 100	Statistics in Psychology		3
Semester III			
N396/N396C	Leadership and Management I	2 lecture 3 independent guided clinical	3 (2 / 1)
N397	Health Promotion II Nursing Management of Complex Health Issues		3
Semester IV			
N398	Nursing Research for Evidence-Based Nursing Practice		3
	Liberal Arts Elective		3
Semester V			
N495	Leadership and Management II (Budgeting and Health Care Policies/Issues)		3
N496	Health Promotion III – Health Care needs of Diverse Populations		4
Semester VI			
N497/N497C	Health Promotion IV – Nursing in the Community	3 hours of lecture 6 hours of clinical	5 (3/2)

GRADUATE PROGRAM

Nurse Educator Track

The Master of Science Nurse Educator Program is a 36-credit program presented in a blended learning format and provides the baccalaureate graduate with a strong foundation in the knowledge and skills needed for a position in academic teaching or staff development: curriculum development, theories of teaching and learning, teaching methodologies, use of stimulation and testing and outcomes measurements.

The academic teaching track includes advanced studies of pathophysiology, physical assessment and pharmacology to assure the level of understanding of these subjects to teach in a baccalaureate nursing program. The staff development track introduces the student to nursing budgets, organizational behavior and informatics. Both track include a teaching practicum during the final semester.

Students in this program must have access to a computer that is less than three years old and a high-speed internet connection. A complete list of hardware and software requirements is given to students in this program at the time of their acceptance into the program.

Program	Credit Hours	Class Hours	Clinical Hours
Nurse Educator	36	510	60
Credit System			
1 didactic credit hour equals			15 clock hours
1 clinical credit hour equals			30 clock hours
Instructional System			
1 semester equals			15 weeks
Estimated Total Program Hours			
Total number of graduate-core didactic clock hours			120
Total number of content didactic clock hours			390
Total number of preceptored clinical clock hours			60
MS Degree			
N 610 Nursing Research			3 credits
N 620 Theoretical Basis of Advanced Practice Nursing			3 credits
N 670 Health Care Policy, Issues and Ethics			2 credits
MS Degree and Post Master's Certificate, Nurse Educator			
N710 Theories of Teaching and Learning			3 credits
N720 Curriculum Development			3 credits
N730 Teaching Strategies and Methodologies			2 credits
N740 Testing and Outcomes Measurements			2 credits
N750 Teaching Practicum			2 credits

Nurse Educator Academic Teaching Specialty

N612 Pathophysiology for Advanced Practice	3 credits
N634 Advanced Physical Assessment	3 credits
N645 Pharmacology	3 credits
N735 Use of Technology and Simulation	3 credits
N715 Role of the Nurse Educator	2 credits
N745 Academic Teaching Seminar	2 credits

Nurse Educator Staff Development Specialty

N668 Organizational Performance	3 credits
N675 Nursing Finance	3 credits
N725 Informatics	3 credits
N735 Use of Technology and Simulation	3 credits
N715 Role of the Nurse Educator	2 credits
N755 Staff Development Seminar	2 credits

This program is presented in a blended format. All courses are web-enhanced using BlackBoard. Less than 50% of the content in any one course may be online. Basic computer skills are required.

COURSE OF STUDY FOR NURSE EDUCATOR, ACADEMIC TEACHING

Semester I		Credits
N620	Theoretical Basis of Advance Practice Nursing	3
N710	Theories of Teaching and Learning	3
Semester II		
N670	Curriculum Development	3
N612	Pathophysiology for Advanced Practice	3
Semester III		
N634	Advanced Physical Assessment	3
N735	Use of Technology and Stimulation	3
Semester IV		
N610	Nursing Research	3
N645	Pharmacology	3
Semester V		
N730	Teaching Strategies and Methodologies	2
N740	Tests and Outcomes Measurements	2
N670	Health Care Policies, Issues and Ethics	2
Semester VI		
N715	Role of the Nurse Educator	2
N745	Academic Teaching Seminar	2
N750	Teaching Practicum	2

COURSE OF STUDY FOR NURSE EDUCATOR, STAFF DEVELOPMENT

Semester I		Credits
N620	Theoretical Basis of Advance Practice Nursing	3
N710	Theories of Teaching and Learning	3
Semester II		
N670	Curriculum Development	3
N668	Organizational Performance	3
Semester III		
N735	Use of Technology and Stimulation	3
N675	Nursing Finance	3
Semester IV		
N610	Nursing Research	3
N725	Informatics	3
Semester V		
N730	Teaching Strategies and Methodologies	2
N740	Tests and Outcomes Measurements	2
N670	Health Care Policies, Issues and Ethics	2
Semester VI		
N715	Role of the Nurse Educator	2
N750	Teaching Practicum	2
N755	Staff Development Seminar	2

Executive Program for Nursing and Health Care Management

The Master of Science Executive Program for Nursing and Health Care Management is a 43-credit program offering nursing and business courses and requires two semesters of internship experience in management of a nursing or health care organization.

The internship experiences are designed to continue for two consecutive semesters and will be selected to meet the future career goals of the individual student. Settings such as hospitals, nursing homes, HMO's, community health programs, home care agencies and consulting firms, will be utilized. The student will be expected to develop a final Master's project based on the internship experience. The concurrent seminars allow the student to synthesize and apply the content of the required nursing and business courses to the unique requirements of managing in the health care settings. The seminars will also serve to bring together students from a variety of internships for in-depth discussion and analysis of projects, problems and issues encountered in various fields based on levels of patient acuity (level of patient care) and nursing skill mix, hospital based managed care, as well as management of nursing budget and quality management.

Program	Credit Hours	Class Hours	Clinical Hours
Nurse Executive	43	495	420
Credit System			
1 didactic credit hour equals			15 clock hours
1 clinical credit hour equals			42 clock hours
Instructional System			
1 semester equals			15 weeks
Estimated Total Program Hours			
Total number of graduate-core didactic clock hours			120
Total number of content didactic clock hours			375
Total number of mentored clinical clock hours			420
MS Degree			
N 610 Nursing Research			3 credits
N 620 Theoretical Basis of Advanced Practice Nursing			3 credits
N 670 Health Care Policy, Issues and Ethics			2 credits
MS DEGREE, Executive Program for Nursing and Healthcare Management			
GBA517 Foundations of MIS			3 credits
MPA613 Foundations of Health Systems Finance			3 credits
GBA512 Principles of Leadership and Management			3 credits
NUR668 Organizational Performance			3 credits
MAN722 Human Resources Management			3 credits
NUR674 The Nurse Executive in the Health Care System			3 credits
NUR675 Nursing Finance			3 credits
NUR680 Internship in Nursing & Health Care Management I			5 credits
NUR682 Internship Seminar in Nursing & Health Care Management I			2 credits
NUR684 Internship in Nursing & Health Care Management II			5 credits
NUR686 Internship Seminar in Nursing & Health Care Management II			2 credits

Some courses in this program are presented in a blended format. All courses are web-enhanced using BlackBoard. Less than 50% of the content in any one course may be online. Basic computer skills are required.

COURSE OF STUDY FOR EXECUTIVE PROGRAM FOR NURSING AND HEALTH CARE MANAGEMENT

Semester I		Credits
N620	Theoretical Basis of Advance Practice Nursing Fall – 1st Year	3
N610	Nursing Research Fall – 1st Year	3
Semester II		
MPA613	Foundations of Health Systems Finance Fall – 2nd Year	3
GBA 512	Principles of Leadership and Management Fall – 2nd Year	3
Semester III		
N674	The Nurse Executive in the Health Care System Fall – 3rd Year	3
N675	Nursing Finance Fall – 3rd Year	3
Semester IV		
N684	Internship in Nursing & Health Care Management II Spring – 4th Year	5
N686	Internship Seminar II Spring – 4th Year	2

NURSE PRACTITIONER TRACKS

The Nurse Practitioner programs are designed to prepare the Registered Nurse for an advanced practice role in a primary care setting.

The Master of Science degree programs and the post-Master's certification programs preparing the Adult Nurse Practitioner and Family Nurse Practitioner to meet the requirements for New York State certification to practice as a nurse practitioner. Graduates will also be eligible for national certification by professional organizations. The course of study for ANP may be completed in six semesters of part time study; the FNP may be completed in eight to nine semesters of part time study.

The following chart outlines the requirement for the various degree programs:

Program	Credit Hours	Class Hours	Clinical Hours
ANP	43	525	600
FNP	49	555	900

A gap analysis of the academic and clinical preparation will determine the course of study for applicants to the post MS certificate programs who have already completed an accredited nurse practitioner program.

Applicants to the post-MS certification programs who are not nurse practitioners must complete a 33-41 credits course of study. The following chart outlines the requirement for the various certification programs:

Program	Credit Hours	Class Hours	Clinical Hours
ANP	35	405	600
FNP	41	435	900

Credit System

1 didactic credit hour equals

1 clinical credit hour equals

1 laboratory credit hour equals

ANP

15 clock hours

75 clock hours

3 clock hours

FNP

15 clock hours

75 clock hours

3 clock hours

Instructional System

1 semester equals

15 weeks

15 weeks

Estimated Total Program Hours

Total number of graduate-core didactic clock hours

120

120

Total number of content didactic and laboratory clock hours

405

435

Total number of preceptored clinical clock hour

600

900

MS Degree

N 610 Nursing Research	3 credits
N 620 Theoretical Basis of Advanced Practice Nursing	3 credits
N 670 Health Care Policy, Issues and Ethics	2 credits

MS Degree and Post Master's Certificate, Nurse Practitioner Core

N611 Advanced Medical Physiology	3 credits
N612 Pathophysiology for Advanced Practice	3 credits
N613 Health Care of the Geriatric Client	2 credits
N614 Primary Care of the Adult	2 credits
N630 The Advanced Practice Role	2 credits
N634 Advanced Physical Assessment	3 credits
N644 Pharmacology	4 credits

Adult Nurse Practitioner Specialty

N650 Diagnosis and Management of Illnesses and Physical Conditions of the Adult I	4 credits
N654 Preceptored Practicum in Primary Care of the Adult	4 credits
N660 Diagnosis and Management of Illnesses and Physical Conditions of the Adult II	4 credits
N664 Preceptored Practicum in Primary Care of the Adult II	4 credits

Family Nurse Practitioner Specialty

N690 Diagnosis and Management of the Family I	4 credits
N691 Practicum- Family Primary Care I	4 credits
N692 Diagnosis and Management of the Family II	4 credits
N693 Practicum-Family Primary Care II	4 credits
N694 Diagnosis and Management of the Family III	4 credits
N695 Practicum-Family Primary Care III	4 credits

These programs are presented in a blended format. All courses are web-enhanced using BlackBoard. Less than 50% of the content in any one course may be online. Basic computer skills are required.

COURSE OF STUDY FOR THE ADULT NURSE PRACTITIONER TRACK

Semester I		Credits
N620	Theoretical Basis of Advance Practice Nursing	3
N611	Medical Physiology	3
Semester II		
N610	Nursing Research	3
N612	Pathophysiology for Advanced Practice	3
N670	Policies, Issues and Ethics Summer I	2
Semester III		
N614	Primary Care of the Adult	2
N644	Pharmacology	4
Semester IV		
N630	Advanced Practice Role	2
N634 & 634L	Advanced Physical Assessment	3
N615	Health Care of the Geriatric Client Summer I	2
Semester V		
N650	Diagnosis & Management of the Adult I or	4
N654A & B	Adult Practicum	4
Semester VI		
N660	Diagnosis & Management of the Adult II	4
N664A & B	Adult Practicum	4
Semester VII*		
Semester VIII*		

*If the A & B portions of N654 and N664 have not completed an additional 1-2 semesters will be required to complete the course of study.

COURSE OF STUDY FOR THE FAMILY NURSE PRACTITIONER TRACK

Semester I		Credits
N620	Theoretical Basis of Advance Practice Nursing	3
N611	Medical Physiology	3
Semester II		
N610	Nursing Research	3
N612	Pathophysiology for Advanced Practice	3
N670	Policies, Issues and Ethics Summer I	2
Semester III		
N614	Primary Care of Adult	2
N644	Pharmacology	4
Semester IV		
N630	Advanced Practice Role	2
N634 & N634L	Advanced Physical Assessment	3
N615	Health Care of the Geriatric Client Summer I	2
Semester V		
N690 or N692	Diagnosis & Management of the Family I or II	4
N691A & B or N693A & B	Family Adult Practicum I or II	4
Semester VI		
N694	Diagnosis & Management of the Family III	4
N695 A & B	Family Practicum III	4
Semester VII		
N690 or N692	Diagnosis & Management of the Family I or II	4
N691A & B or N693A & B	Family Adult Practicum I or II	4
Semester VIII*		
Semester IX*		

**If the A & B portions of N691, 693 and/or N695 have not completed an additional 1-2 semesters will be required to complete the course of study.

NON-ACADEMIC DEGREE REQUIREMENTS

All students in the Graduate Program are required to:

- Adhere to the Essential Abilities and Behaviors of the Graduate Nursing Program.
- Maintain current membership in a professional organization approved by the Director of their program.
- Attend at least one meeting of the approved professional organization each semester.
- Complete the online course Nurses on the *Front Line: Preparing for and Responding to Emergencies and Disasters* at <http://learning.nnepi.org/default.asp>. The course does not have to be done for credit.

B.S./M.S. Accelerated Program

The Bachelor of Science/Master of Science Program is designed for registered nurses with associate degrees in nursing who wish to fulfill their career goals by combining the baccalaureate and master's of science degree in nursing. The program is a 159-credit program that leads to one of two tracks:

- B.S./M.S. Adult Nurse Practitioner Program
- B.S./M.S. Nurse Executive and Health Care Management Program.

Program Model for Nurse Practitioner Track

All core, humanities, distribution, science and mathematics, and ancillary requirements are the same as those for the R.N./B.S. Program. Undergraduate Nursing Requirements

- Nursing credits transferred from Associate Degree in Nursing **31 credits**

BS Nursing Core

- Nursing 297 Introduction to Baccalaureate Nursing Education 3
- Nursing 299 Health Assessment for RNs 3
- Nursing 396 Leadership and Management I 3
- Nursing 398 Nursing Research 3
- Nursing 496 Health Promotion III 4
- Nursing 497 Health Promotion IV (Nursing in the Community) 5

21 credits

Graduate Component Shared by Both Programs

- Nursing 610 3
- Nursing 611 3
- Nursing 620 3
- Nursing 670 2

11 credits

Graduate Component

- Nursing 612 3
- Nursing 614 2
- Nursing 630 2
- Nursing 634 3
- Nursing 644 4
- Nursing 650 4
- Nursing 654 4
- Nursing 660 4
- Nursing 664 4

30 credits

Required Practicum

600 clock hours

Program Model for Nurse Executive and Health Care Management Track

All core, humanities, distribution, science and mathematics, and ancillary requirements are the same as those for the R.N./B.S. Program. Undergraduate Nursing Requirements

- Nursing credits transferred from Associate Degree in Nursing **31 credits**

BS Nursing Core

- Nursing 297 Introduction to Baccalaureate Nursing Ed 3
- Nursing 299 Health Assessment for RNs 3
- Nursing 396 Leadership and Management I 3
- Nursing 398 Nursing Research 3
- Nursing 496 Health Promotion III 4
- Nursing 497 Health Promotion IV (Nursing in the Community) 5

21 credits

Graduate Component Shared by Both Programs

- Nursing 610 3
- Nursing 620 3
- Nursing 668 3
- Nursing 670 2

11 credits

Graduate Component

- Nursing 674 3
- Nursing 675 3
- Nursing 680 5
- Nursing 682 2
- Nursing 684 5
- Nursing 686 2
- MPA 613 3
- GBA 512 3
- GBA 517 3
- Management 722 3

32 credits

Required Internship

420 clock hours

POLICIES SPECIFIC TO THE RN/MS PROGRAM

- Complete all RN/BS requirements as outlined in Accelerated Program course of study before registering for Graduate courses. The Coordinator of the RN to BS program will determine if all requirements have been satisfied prior to registration for graduate level courses.
- Maintain a minimum GPA of 3.0
- Make appointment with Graduate counselor to discuss plan of study at least one semester before beginning graduate courses (Shared Courses)
- Adhere to all general policies of both Undergraduate and Graduate Programs
- Successfully complete all requirements of specific program of study upon which time will be awarded both B.S. and M.S degrees.
- Students who do not complete the dual program of study will not be awarded a B.S. degree. Such students must submit a 'change of major' application from BS/MS to BS status and complete all undergraduate requirements as recommended by their advisor.

SCHOOL OF NURSING GRADES AND SYMBOLS

Letter Grade	Numerical Range	Quality Points
A Excellent	92.5 - 100	4.00
A- Extremely good	89.5 - 92.45	3.67
B+ Very Good	86.5 - 89.45	3.33
B Good	82.5 - 86.45	3.00
B- Good with minor reservations	79.5 - 82.45	2.67
C+ Above Average	76.45 - 79.45	2.33

Grades of C, C-, D and F are not acceptable in the School of Nursing

C Average	72.5 - 76.44	2.00
C-	69.5-72.45	1.67
D+	66.5 - 69.45	1.33
D	62.5 - 66.45	1.00
F	<62.5	0

F	Failure to meet course requirements in a P/F course
P Passed	Satisfactory completion of course work
I Incomplete	Some portion of course work not complete
W Withdrew	Formal drop of course during first four weeks or passing work to date of withdrawal
WF Withdrew Failing	Formal drop of course - failing work to date
UW Unofficial Withdrawal	No record of withdrawal, student does not attend class. Instructor assigns grade UW.
ABS Absent from a final examination	

PROGRESSION/RETENTION IN BACCALAUREATE PROGRAM

Progression in the Professional Sequence: *In order to progress to and remain in the professional sequence a student must:*

- maintain a minimum overall cumulative GPA, as it appears on the transcript for all LIU courses of 2.5 and a minimum cumulative nursing GPA of 2.5.
- attain a minimum score of 75 on the HESI A2 (both composite English and Math)
- complete all nursing courses with a minimum grade of "C+".
- be in good academic standing, passing all courses, to participate in early registration for clinical placement.
- pass both didactic and clinical/lab portions of courses with a clinical/laboratory section. If a student fails the clinical/lab portion of a course, the entire course is failed.
- fail no more than one nursing course.
- repeat a failed nursing course only once. When repeating a course, the grade of "B" must be earned. Failure to do so will result in dismissal.
- complete and pass all prerequisite courses prior to programming for the next level of nursing courses.
- change the symbol of "I" (incomplete) in any prerequisite course to a passing grade prior to programming for the next level of nursing courses.
- demonstrate competency in medication administration calculations at every level in the undergraduate curriculum. Competency is demonstrated by achieving a grade of 100% on a medication proficiency exam. A practice test is given for each level at approximately week 3 of the semester. The practice test contains Level appropriate content. Students who score 100% on this practice/pre test, will have this score accepted as their 100% for the semester. If a 100% is not obtained on the pre-test, the student will have two more opportunities to demonstrate competency. The first opportunity will occur approximately the 10th week of the semester and the second opportunity will be approximately the 12th week. Students who fail to obtain a score of 100% at this second opportunity will not be able to progress to the next clinical course.
- complete a formal remediation course during the next semester if a score of 100% during any particular semester. At the end of the remediation course, these students will be required to take the medication administration examination again and obtain the score of 100%. Students in remediation are given a "pre-test" at approximately the 10th week of the semester. If a 100% is obtained, the exam is accepted as their 100% for the semester. Students who do not obtain a 100% will have 2 more opportunity to achieve 100%. Failure to achieve 100% at this time will result in dismissal from the nursing program.
- complete 100 hours of community service prior to graduation. Students must meet with an advisor to plan the community service.
- pass customized final examinations with the required score level.
- must meet with an academic advisor to discuss progression if grades earned on customized exam are below the required level, as they may be required to register and complete a remediation course during the succeeding semester.

PROGRESSION/RETENTION IN GRADUATE PROGRAM

Students must maintain a B average. Failure to attain a B average in any one semester will result in academic probation. If a B average (GPA 3.0) is not attained after the succeeding semester, the student will be dismissed from the program.

Courses Requiring a Grade of B or Better

- Physical Assessment-Nursing 634 & 634L (NP students only)
- Advanced Practice Role-Nursing 630
- Primary Care of the Adult-Nursing 614
- Health Care of the Older Adult 615
- Diagnostics and Management of Adults-Nursing 650 and 660

- Diagnostics and Management of Family-Nursing 690, 692 and 694
- All practicum experiences for the Nurse Practitioner Programs-Nursing 654, 664, 691,693 and 965
- Organizational Performance-Nursing 668
- Internship in Nursing & Health Care Management I and II–Nursing 680 and 684
- Internship Seminar: Nursing and Health Care Management I and II –Nursing 682 and 686
- Theories of Teaching and Learning-Nursing 710
- Curriculum Development-Nursing 720
- Teaching Strategies and Methodologies-Nursing 730
- Testing and Outcomes Measurements-Nursing 740
- Teaching Practicum-Nursing 750

ACADEMIC PROBATION

Academic probation is a formal warning that a student is not making appropriate progress toward fulfilling all requirements of the program. A student is placed on probation for the following reasons:

Baccalaureate Program	Graduate Program
Cumulative GPA falls below a 2.5	GPA falls below 3.0
Nursing GPA falls below a 2.5	Receives a B- or C+ in designated courses or C, C-, D, F, or WF in all other courses
Receives a C, C-, D, F, or WF in a nursing course	
Obtains a C, C-, D, F or WF in any required science course	
Withdraws twice from the same science course	
Withdraws twice from the same nursing course	
Rectify deficits during the next enrolled semester. A student may remain on probation for no more than one semester. Failure to meet probation requirements results in dismissal from the School of Nursing.	

FAILING GRADE NOTICE

Any student who is failing a theory or clinical course at mid-semester or anytime thereafter will receive a failing grade notice from Advisement. Students who are failing should meet with the instructor, the course coordinator and an academic advisor to discuss courses of action.

DISMISSAL

A student can be dismissed from the School of Nursing for academic or disciplinary reasons. Reasons for dismissal include the following:

Baccalaureate Program	Graduate Program
The student did not meet the probationary requirements	The student did not meet the probationary requirements
received a grade below "C+" in two nursing courses	failed to obtain a grade of B or better when

	repeating a failed course
received a grade below "C" in two science courses.	failed more than one course
failed to obtain a grade of B or better when repeating a failed nursing course	Failed to demonstrate the behaviors as defined in the Essential Behaviors document.
failed to obtain a grade of C+ or better when repeating Bio 131, 132 and 101	
failed to complete a required nursing/science course for the second time	
received a substandard clinical performance report	
violated the School of Nursing Honor Code and/or School of Nursing General Policies	

WITHDRAWAL

Baccalaureate Program	Graduate Program
Students may withdraw from one or all courses provided they notify the faculty. The symbol "W" will be entered on the transcript, if the student withdraws within the first 4 weeks of a 15-week semester, or w/n the first 2 wks of a 7-week course.	Students may withdraw from one or all courses if they notify their instructors of their intention. The symbol "W" will be entered on the transcript, if the student withdraws within the first 4 weeks of a 15-week semester.
Students who withdraw after the fourth week of a 15-week course or after second weeks in a seven week course will receive the symbol "W" if work was satisfactory at time of withdrawal. The policy for withdrawal will be defined in each course syllabus. The symbol "WF" is entered if students' work is unsatisfactory at time of withdrawal.	Students who withdraw after the fourth week of a 15-week course will receive the symbol "W" if work was satisfactory at time of withdrawal. The symbol "WF" is entered if students' work is unsatisfactory at time of withdrawal. Students do not have the option of an incomplete in a course they are failing.
The symbol of "WF" is not calculated in the cumulative index, but counts as a failure in a nursing course.	
Students who are on probation and have withdrawn from all courses are not eligible for readmission without the approval of the Dean.	
Students in good academic standing who withdraw officially from all courses receive a leave of absence automatically.	
Withdrawals must be filed before the last day for withdrawal as listed in the semester calendar.	
Procedure to Withdraw <ul style="list-style-type: none"> • Have a valid reason • Obtain an application to withdraw from the Office of Registrar or Office of Advisement. • Clear student financial account. • If circumstances prevent a student from withdrawing in the prescribed fashion as described, then the student must send a registered letter to the Dean regarding the withdrawal request. 	Procedure to Withdraw <ul style="list-style-type: none"> • Have a valid reason. • Obtain an application to withdraw from the appropriate Program Director. • Obtain signatures of instructors, Program Director and Dean as required by individual circumstances. • Clear financial account. • If circumstances prevent withdrawing in the prescribed fashion as described above, then students must send a registered letter to the Dean of the School of Nursing regarding their withdrawal request.
Students may withdraw for health reasons (see below).	

WITHDRAWAL FOR HEALTH REASONS

Each case will be considered on an individual basis and the final decision rests with the Dean.

Students who must withdraw from any or all nursing courses after week four (4) of a 15 week course or the 2nd week from a 7 week course for health reasons-medical or psychological, and are doing unsatisfactory work at that time or are past the deadline for withdrawal must submit a request for a health withdrawal to the Dean. To be granted a health withdrawal without penalty the student must sign a contract agreeing to comply with all related conditions. Appendix A.

These conditions include:

- verification of condition interfering with academic progression by a bona fide health care provider.
- evidence of continuing, ongoing participation in a bona fide treatment plan.
- certification of fitness for return to school, either part-time or full-time, from a bona fide health care provider.

REFUND

The University refunds tuition according to the schedule published by the Registrar.

RE-ADMISSION INTO BACCALAUREATE PROGRAM

Students who were on probation when they withdrew from the program or with an approved leave of absence may apply for readmission to the School of Nursing. An applicant's transcript will be reviewed by the Admission, Progression and Retention Committee (APR) prior to readmission. An interview with a member of the APR Committee or with the Chair or the Dean may be required.

RE-ADMISSION TO GRADUATE PROGRAM

- Students may take a 12-month leave of absence without penalty. Students taking an 18-month leave of absence may be readmitted without penalty at the discretion of the Program Director.
- Students taking a leave of absence of 12 to 36 months may be required to repeat some course work at the discretion of the Program Director.
- Students who return to the Nurse Practitioner Program after an extended period must show proficiency in physical assessment. If the student is unable to show proficiency, the advanced physical assessment course must be repeated.
- Students who have been away from the Nurse Practitioner or the Nurse Executive Programs for three years or more will be required to repeat courses whose content is subject to change due to new evidence-based knowledge. The decision on what courses must be repeated will be made by the Program Director in consultation with the appropriate graduate faculty and the Dean of the School of Nursing.
- Tuition and applicable fees will be assessed for courses that must be repeated. This includes courses with an "incomplete."
- Students who have been terminated from the Graduate Program because they have not registered for continuation-of-matriculation or have not requested a leave of absence can apply for readmission. Readmission is not guaranteed. Applications for readmission will be evaluated on an individual basis. The conditions for readmission will be determined by the Program Director in consultation with the appropriate graduate faculty and the Dean of the School of Nursing.

GRADUATION

Requirements and procedures for graduation are the same for students of the nursing programs as for other students at LIU. Full time baccalaureate students must complete the nursing course sequence within 4 years. Graduate students must complete all program requirements within 5 years. The semester of the anticipated completion of the degree program students must do:

- apply for the degree according to University requirements and deadlines.
- schedule an appointment with an Academic Advisor to do a “Graduation Check.”
- Obtain clearance from the Bursar's office. All bills must be paid or a student's transcript will not be released.

GENERAL PROGRAM POLICIES

PROFESSIONAL BEHAVIOR

- Students will conduct themselves in a respectful manner with clients, health care personnel, faculty and peers in classroom and clinical settings.
- The School of Nursing has a zero tolerance policy regarding students' unprofessional behavior. This includes, but is not limited to, any bias statements and any threats of physical/ verbal abuse. Any bias statement (as defined according to the law addressing race, creed, color, and/or sexual preference etc.) in any professional or classroom setting will not be tolerated. Due process will be exercised for non-adherence to this policy.
- All students must sign and adhere to the School of Nursing Code of Honor.
- Students in the Graduate Program are required to sign an Essential Behaviors document prior to starting classes. Retention and graduation are contingent on compliance with the behaviors described in that document.

ORIENTATION

- Baccalaureate students are required to attend orientation at the beginning of each semester. Failure to attend orientation will jeopardize progression into the clinical courses.
- Graduate students are required to attend orientation at the beginning of their first semester and each fall semester thereafter.

IDENTIFICATION

- Each student is provided with an official University I.D. The ID is necessary for entering the LIU campus. It also permits students to use the library, computer labs and various resources centers.
- Students attending classes at the Kings County Hospital Satellite Campus must also obtain an ID for that campus.
- Clinical agencies may also require their own identification.
- Name pins on the School of Nursing uniform must be worn by all nursing students in clinical areas.

SCHOOL OF NURSING INTERNET SITES

School of Nursing Student Resource Sites - Undergraduate & Graduate

Students must register for the appropriate School of Nursing Student Resource Site. These are the official communications tools for all School of Nursing students. It is the responsibility of all students to check the site every day or two for important announcements. Not having seen an announcement will not be accepted as an excuse for anything.

It is necessary for students to self-enroll to have access to the resource sites. Enrollment must be accomplished by the second week of class.

Instructions for Self-Enrollment to the School of Nursing Student Resource Sites

- Log on to BlackBoard. Select "Courses" tab (at the top of the page).
- Select "Brooklyn Campus" under the heading "Course Catalog" (on the right side of page).
- Select "Academics" under the heading "Browse Categories and then hit "Go"(on the left side of the page).
- Look for the course named **School of Nursing Undergraduate Student Resource Site** or the **School of Nursing Graduate Student Resource Site**. Click on the course ID and a downward arrow will appear. Click on the arrow and then click "Enroll".
- Enter the access code (upper case letters)
 - NURS@N\$NDERGR@D for the undergraduate student site or
 - NURS@NRG@D for the graduate student site and then submit
- Access to the Resource Site will now appear in the list of courses on your personal Blackboard. You will receive a message that enrollment has been successful. Click OK at the bottom.

ProjectNurse Program for Undergraduates

For undergraduate students, the ProjectNurse program is used to monitor compliance with the clinical clearances and mandatory skills and certifications. A guide for using ProjectNurse has been posted on the Undergraduate Student's Resource site. The guide is located in the Tab entitled "Undergraduate Information" in the Undergraduate Resources site BlackBoard described above. Please note: the student guide describes the function of the software and uses a "dummy" site for the instruction – the LIU SON site does NOT have "demo" as part of the web site location.

LIU WebSite Location: secure.projectnurse.com/liu

USER NAME is: firstname.lastname **Initial PASS WORD is:** projectnurse

You will then be prompted to change your password.

BACCALAUREATE PROGRAM CLASS AND CLINICAL ATTENDANCE

- Students are expected to attend all classes and participate in all classroom activities. Instructors have the right to require class attendance as a component of the final grade.
- Students are responsible for course content missed due to absence.
- Students are expected to select courses that do not conflict with known obligations. Students who have new obligations that conflict with scheduled course requirements must meet with course faculty/coordinator at least 3 weeks prior to the absence to discuss arrangements for fulfilling course requirements.
- Baccalaureate students are required to attend all clinical and lab experiences. There are no excused absences. Students must complete the learning activities required by each clinical/lab course in a manner that is consistent with objectives of the course. Missing clinical could jeopardize progression in the program.
 - It is possible that a single absence can be made up by special arrangements with the clinical coordinator of the course.
 - A student may not progress to the next clinical course until all clinical hours have been completed.
- If baccalaureate students are unable to attend a clinical experience they are required to telephone the faculty and clinical agency one hour prior to the beginning of pre-conference.

GRADUATE PROGRAM CLASS, PRACTICUM AND INTERNSHIP ATTENDANCE

- Graduate students are required to telephone the preceptor/clinical agency at least one hour prior to the beginning of any scheduled clinical experience if they will be absent. The student's program director must also be notified of any absence from practicum and internship experiences.
- Students are expected to attend all classes and participate in all classroom activities. Instructors have the right to require class attendance as a component of the final grade.
- Students are responsible for course content missed due to absence.
- Students who know that they have obligations that conflict with scheduled course requirements must meet with course faculty/coordinator at least 3 weeks prior to the absence to discuss arrangements for fulfilling course requirements.
- Practicum and internship attendance requirements are found in the program guidelines in the appendices of the Student Handbook.

LATENESS

- Students are expected to be on time for all lectures, clinical experiences, labs and seminars.
- If students arrive late they may be denied admission and/or be marked absent at the discretion of the instructor.
- Late students must avoid disrupting the class in progress.
- Students are responsible for notifying their preceptor/clinical agency if they will be late for any scheduled clinical experience.
- Lateness of 30 minutes or more constitutes an absence from a clinical experience.

GENERAL EXAM POLICIES

- Baccalaureate exams are scheduled on a day(s) allotted for course exams outside the classroom time.
- Students are expected to take examinations when they are scheduled. A student who misses an exam with a valid reason, i.e., illness of self or family, death in family, will be given a make-up exam. The format of the make-up exam is at the discretion of the faculty. A student will receive a zero for any subsequent missed exams. A student who misses an exam without a valid reason will receive a zero for that exam. All missed exams will be documented in the student's folder.
- The faculty may require students to sit in assigned seats during any examination.

- No additional time will be given to students who are late for an examination. Seating for latecomers will be assigned by faculty.
- All electronic equipment such as cellular phones, beepers, ipods, ipads and mp3 players must be turned OFF during the examination. No earphones, hats or hoods are to be worn during the exam. All bags, coats and other personal belongings must be placed in front of the room. Students cannot go back in their bags to get items such as calculators.
- Deception/cheating of any sort during examinations is unacceptable and will result in failure in the course and other penalties, including dismissal from the School of Nursing. Any mark on the test paper that may be read by another student may be taken as evidence of deception/cheating.
- At the end of the exam, students are expected to follow directions given by faculty regarding submission of exam. Students may be required to remain seated and not leave the exam room the last 15 minutes of examination.
- It is recommended that as each answer is selected it be recorded immediately on the Scantron sheet, for the time allotted for the exam includes completion of the Scantron sheet. **Note:** additional time **will not** be given for the transposing of answers from the examination booklet to the Scantron sheet.
- Students are expected to watch the time to organize themselves as the test progresses.
- During the review, which is an integral part of the testing process, the student's test may be returned for review. Students are not allowed to write notes of any type or use any type of recording devices during the review. All cell phones iPods/iPads, mp3 players and beepers must be turned OFF.
- Students who are absent from the final examination must file an application for a deferred final examination with the Director of Advisement for approval by the Dean of the School of Nursing within five (5) days, giving the reason for absence. If the absence was due to illness or injury, the application must be accompanied by medical certification stating the dates of incapacity. If the absence was due to a death in the immediate family, the student must inform the Dean of the date of death and the relationship. Deferred finals will be given on the date published in the Academic Calendar for the Spring semester and a date published by the School of Nursing for the Fall semester.

ASSIGNMENTS

- Each hour of class time requires a minimum of 2 hours for preparation and study.
- All reading assignments and study guides are to be completed prior to classes.
- All written assignments must be submitted on the date assigned unless specific arrangements are made in advance with the faculty.
- Students are required to retain a copy of all papers submitted to faculty. No credit will be granted for papers claimed to be lost.
- Written assignments are expected to be neat, legible, error free, conform to directions of the specific assignment, and have correct spelling and grammar. The professor reserves the right to refuse to read an assignment that is unacceptable in appearance.
- Written assignments should conform to the following standards unless otherwise instructed:
 - APA format
 - Use white, standard size (8 1/2 x 11) paper.
 - Written assignments are to be word processed and double-spaced.
 - References and bibliographies should be documented using American Psychological Association (APA) 6th ed. format.
 - Arrange and number pages in proper sequence.
 - Provide a title page following APA format
 - Nursing care plans may be handwritten provided that the writing or printing is clear, neat and legible.
 - Staple the pages together in the upper left corner. Do not use binders or folders.
 - Students may leave materials with the secretary in Room HS 401, where a dated receipt will be issued to student with a copy to be given to professor.

Calculation Standards / Rules for Medication Administration Problems

1. Show all calculations. If using a calculator, you must show the steps you take to arrive at the final answer.
2. Answers must be written in the blank provided on the quiz or exam paper.
3. Never write a zero by itself after a decimal point [trailing or dangling zero] in other words 42 mg, not 42.0 mg and always use a zero before a decimal point, 0.23 mg not .23 mg.
4. Use only the 24 hour clock to designate time. There is no colon in the 24 hour clock.
Example: 6 AM is 0600 hours, NOT 06:00 hours & 6 PM is 1800 hours NOT 18:00 hours.
2400 hours is midnight. 0001 hours is one minute past midnight.
5. Mini or micro or pediatric drop (gtt) = 60 gtts/mL
6. Macro drop (gtt) = 10, 12, 15 or 20 as noted per mL
7. DROP rates are to be calculated out to 1 decimal place and rounded to the nearest WHOLE number. Values of ≥ 5 , round up. Values of < 5 , round down.

Examples: 16.6 = 17 gtts/min 21.3 = 21 gtts /min
 22.5 = 23 gtts/min 22.4 = 22 gtts/min
 28.4 = 28 gtts/min 28.4 = 28 gtts/min

8. **All** other calculations are to be taken out to 3 decimal places (maintain the three decimal places while calculating multi-step problems) and round to 2 decimal places for the answer.

Example: You calculated that a client is to receive 4.827 mL of a medication. The rule requires that this be rounded to 2 decimal places (hundredths place) for the answer. Therefore 4.827 becomes 4.83.

9. When a medication or other additive is to be injected into an intravenous solution, the volume of the additive is to be added to the amount of the IV bag of fluid. Use this sum total volume in calculating the amount of time needed to infuse or in calculating rates of infusion.

Example: Tobramycin 80mg IVPB is ordered q 8hr. Tobramycin is available in concentration of 10mg/1mL. Infuse the drug in 50 mL of normal saline over 30 minutes. 8mL + 50mL = 58mL sum total volume.

10. Program (set) IV infusion pumps in mL/hr. Calculate out to 3 decimal places and round to the 100th place (two decimal points out) because some pumps can be set that precisely.

11. I & O is calculated for the shifts at the following times:

0600 hrs for the (2300-0700) shift
1400 hrs for the (0700-1500) shift
2200 hrs for the (1500-2300) shift

STUDENT RESPONSIBILITIES:

Communications

- Students will maintain their Long Island University e-mail addresses for communications with the School of Nursing. (John.Smith@brooklyn.liu.edu).
- Students will keep current addresses and telephone numbers with the Registrar's office and the School of Nursing.
- Students will check the Undergraduate Student Resource Site or the Graduate Student Resource Site on Blackboard at daily or every other day for important announcements and information.

Mandatory Health Clearance

- The New York State requires certain immunizations for college and other post-secondary students. In order to attend classes, all students must meet these NYS requirements.
- Long Island University requires that all students submit a completed health form to the Health Service prior to or early in their first semester of study.
- The School of Nursing requires all clinical practice phase students to have a complete and current physical examination by their own primary care provider before the start of a practicum or internship and each year thereafter. In some instances, clinical agencies may require additional laboratory procedures as a precondition of the clinical experience.
- The cost of physical examination and laboratory tests are the responsibility of the student.
- All students must meet the University and School of Nursing clinical clearance requirements, which include:
 - proof of immunity against measles, mumps, rubella (MMR), varicella, DT (diphtheria/tetanus) and any additional required immunizations or other laboratory tests required by individual clinical agencies.
 - students are strongly advised to be vaccinated against hepatitis B. Students who choose not to receive the vaccine will be asked to sign a declination form, which will be kept as part of the permanent file.
 - the results of a yearly PPD tuberculin skin test or, for positive TB skin test reactors, a chest x-ray done within the past three years.
 - proof of drug screening. Students who test positive may be required to withdraw from the clinical nursing course in which they are registered.
 - students with a serious illness may be asked to provide a health clearance and letter from their primary care provider allowing the student to participate in clinical experiences.
 - following any changes in health status, (e.g., hospitalization, surgery, birth of a baby) the student must bring in a letter from the primary health care provider allowing the student to be in a clinical area.
 - mandatory annual retraining on HIPPA, OSHA fire and safety, and infection control.
- Students who have been exposed to any infectious disease must inform the School of Nursing and the clinical agency and provide documentation that appropriate testing and/or treatment has been completed before being permitted to return to class and clinical. If the exposure occurred in the clinical setting, the facility where the exposure took place will provide testing where deemed appropriate.
- In compliance with U.S Public Health service requirements, it is recommended that pregnant students not practice where there are clients with infectious diseases without first receiving written permission from their health care provider.
- Health clearance forms are available on the Undergraduate Student Resource Site on Blackboard.

Graduate Clinical Clearance for Practicum and Internship Experiences

- Students cannot participate in any clinical experience until all of the required documentation is in their file. **Any student doing practicum or internship hours without this documentation will be dismissed from the School of Nursing.**
- Students are responsible for keeping a record of the expiration date on all documentation and to update their School of Nursing file prior to these dates. If documentation is not up-to-date the preceptor or mentor will be notified that the student is not eligible to continue in practicum or internship.
- All students are responsible for showing proof of the following prior to starting any practicum or internship experience:
 - A health history and physical examination on a School of Nursing form. The form is available on the Graduate Student Resource Site on Blackboard. **Must be updated annually from date of last physical examination.**

- Current New York State license to practice as a registered professional nurse. **Must be updated prior to date of expiration.**
- Malpractice insurance for graduate nursing students with minimum coverage of \$1,000,000 per claim and \$6,000,000 aggregate. It is the student's responsibility to check with their insurance carrier to confirm that their malpractice coverage includes activities as a nurse practitioner or nurse executive student. **Must be updated prior to date of expiration.**
- Current basic life support certificate. **Must be updated prior to date of expiration.**
- Verification that mandatory fire, safety and infection control requirements have been met within the past year. **Must be updated annually from date of last certification.**
- Current HIPPA privacy/confidentiality certificate.
- Current health care insurance certificate. **Must be updated if your health insurance provider changes.**
- Background investigation within the past year. **The Clinical Coordinator should be notified of the date the online application is submitted. Must be updated annually from date of last investigation.**
- Drug screen within the past year. **Must be updated annually from date of last screening.**
- Current resume. **Must be updated if there is a change in your employment status or place of employment.**
- If a student is pregnant she must have written permission from her health care provider to practice where there are infectious diseases.
- Current address, e-mail address, mobile telephone number, home and work telephone numbers on file with the Clinical Coordinator. **Must be updated whenever there is a change in any number.**

Health Insurance

- The University automatically charges students a fee for medical health insurance when they are registered for a course(s). If a student has private medical insurance, and wishes to decline the University coverage, the student must submit a request to waive coverage by the established deadlines. Information on how to obtain a waiver is on the LIU web site.
- Students are required to have a valid form of medical insurance when taking clinical courses. Baccalaureate students must show proof of insurance to School of Nursing Lab Resource staff, graduate students must submit their documentation to the graduate program office.

Background Checks and Drug Screening

- The School of Nursing requires all students to obtain general and criminal background checks and drug screening. Instructions for completing the background checks and drug screening can be obtained from the Lab Resource staff.
- Any student who has been indicted for a crime or tests positive for drugs must make an appointment to speak with the Dean. Students who have a felony conviction are not guaranteed issuance of nursing licensure following completion of the nursing program.
- Forms and further information are available on both the Undergraduate and Graduate Student Resources sites on Blackboard.

Cardiopulmonary Resuscitation [CPR]

All students are required to have a valid certification in CPR (which should cover adult, adolescent and child). Due dates for CPR certificates are the same as for Health clearances. The lab resource staff has a list of accepted vendors for CPR certification.

Dress Code Regulations

- Undergraduate students will wear the official School of Nursing uniform.
- Graduate students will wear a lab coat.
- Jewelry and hair ornaments are not to be worn with the uniform. Exceptions include a plain wedding band and one pair of small post-type earrings. Makeup should be used in moderation.
- Hair should be confined above the collar and away from the face. Men should be clean shaven or present well-

groomed mustaches or beards.

- Fingernails must be clean and short. If worn, nail polish should be clear and intact. **No silk or acrylic wraps, no extensions to natural nails.**
- Students should bathe daily. Deodorants should be used. No scented oils, crèmes, perfumes, after shaves, etc.
- Special needs for religious dress requirements will be honored if they do not conflict with guidelines of the Occupational Safety and Health Administration (OSHA) or the Centers for Disease Control (CDC). All requests to modify the clinical dress code are made to the Dean.
- Tattoos must be covered.

OTHER STUDENT RESPONSIBILITIES

- Students are expected to adhere to the School of Nursing policies as defined in the Student Handbook.
- Students are responsible for submitting all assignments on time. In instances where illness or personal problems interfere with fulfillment of these responsibilities, the student is obligated to request an extension from faculty prior to due date.
- Students are responsible for keeping appointments made with faculty or administrators or for providing notification in advance of their inability to keep the appointment.
- Students are responsible for assessing their own levels of performance and for seeking assistance when they need help. Faculty advisors are available for guidance and should be utilized.
- Students are responsible for taking part in the learning process. Reading assignments, studying, research papers, care-plans and other self-instructional activities are an essential part of the academic program and develop the capacity for lifelong learning.
- Students are responsible for being aware of the requirements for progression and graduation and for meeting these requirements.
- Students have the responsibility for providing LIU Admissions /Registrar & Office of Academic Advisement in School of Nursing with accurate and up-to-date addresses and phone numbers in student files.
- Students are responsible for any costs incurred traveling to and from clinical agencies and/or school. Community health students should be prepared to incur additional expense during the community clinical experiences, e.g., phone calls, transportation to and from agencies/clients.
- **Students are responsible for adhering to all additional course policies and procedures not contained in this Handbook.**

ACADEMIC AND PROFESSIONAL INTEGRITY

It is essential that all students understand and demonstrate a belief in academic integrity.

Academic Integrity

Academic integrity is the practice of honesty and openness in scholarly, creative, and communal endeavors. Academic integrity is multifaceted. It involves, in addition to ethical practices, the avoidance of **plagiarism, cheating**, and other forms of professional and personal misrepresentation and dishonesty. Integrity is essential to the values and discourses that characterize the academic environment; to the maintenance of the academic community itself, and to the role of the academic community within society at large. Trust and integrity are integral to any relationship, whether on campus or in later personal and professional life.

Plagiarism

Plagiarism is the use or presentation of ideas, words, or work that is not one's own and that is not common knowledge, without granting credit to the originator. Plagiarism may take many forms. To avoid plagiarism, always cite the source of your information whether from print, electronic/online, or other materials. The guidelines of each individual discipline must

be consulted for details specific to that discipline. It is incumbent upon the student to learn and understand what plagiarism is and how to avoid it.

Cheating

- falsification of statements or data.
- listing of sources that have not actually been used.
- having another individual write a paper or create a work in *lieu* of one's own; writing a paper or creating a work for another to use without attribution.
- purchase of a written paper or work for the purpose of submitting it as one's own, or selling a written paper or other work for another's submission as the student's own.
- using written, verbal, electronic, or other sources of aid during an examination (except when expressly permitted, such as on a stated "open book" exam), or knowingly providing such assistance to another.

School of Nursing Code of Honor

All undergraduate and graduate students are required to read and sign the School of Nursing Code of Honor.

I will actively pursue behaviors that are consistent with professional conduct. I will endeavor to keep professional communications confidential, discussing them only in private, professional settings.

I will perform my nursing practice in a safe manner, consistent with the policy of safe practice as defined by the School of Nursing. I will maintain a professional relationship with faculty, colleagues, clients and other health care providers.

I agree, with full understanding of the implications, that I will not plagiarize in my written work. I will not represent any other person's work as my own. I will not knowingly give or receive information about examinations. I will not utilize any stolen examinations.

If I violate the School of Nursing Code of Standards or participate in any activity commonly known as cheating, and/or violate professional standards of practice and conduct, I recognize that this will result in disciplinary action including possible expulsion from the School of Nursing.

Essential Abilities and Behaviors of the Graduate Nursing Program

Graduate students, at the time of admission to the School of Nursing must read and sign a contract agreeing to adhere to the essential abilities and behaviors detailed in the contract. Appendix B.

Infractions of the School of Nursing Code of Honor

Infractions regarding honesty include plagiarism, deception and cheating. Failure to follow the School of Nursing Code of Honor is unacceptable and, if proven, may result in any of the following penalties.

- | | |
|-------------------|---|
| Warning | Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action. |
| Censure | Written reprimand for violation of specified regulations, which includes the possibility of more severe disciplinary action. |
| Failure | A grade of "F" for a course will be assigned to students who are found guilty of plagiarism or cheating. |
| Suspension | Exclusion from classes and other privileges or activities, as set forth in the notice of suspension for a definite period of time. |
| Expulsion | Termination of student status for an indefinite period. The condition of readmission, if any is permitted, shall be stated in the order of expulsion. |

Dismissal	Termination of student status.
Complaint	To civil authorities.
Ejection	From the premises.

Standards of Professional Nursing Practice

Students in the School of Nursing are expected to adhere to the American Nurses Association **Standards of Professional Nursing Performance**. Failure to maintain these standards may result in disciplinary action.

- Standard 1. The student/registered nurse collects comprehensive data pertinent to the healthcare consumer's health and/or the situation.
- Standard 2. The student/registered nurse analyzes the assessment data to determine the diagnoses or the issues.
- Standard 3. The student/registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.
- Standard 4. The student/registered nurse develops a plan that prescribes strategies and alternative to attain expected outcomes.
- Standard 5. The student/registered nurse implements the identified plan.
 - A. The student/registered nurse coordinates care delivery.
 - B. The student/registered nurse employs strategies to promote health and a safe environment.
 - C. The graduate student/graduate-level prepared specialty nurse or advanced practice registered nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.
 - D. The graduate student/advanced practice registered nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with state and federal laws and regulations.
- Standard 6. The student/registered nurse evaluates progress toward attainment of outcomes.
- Standard 7. The student/registered nurse practices ethically.
- Standard 8. The student/registered nurse attains knowledge and competence that reflects current nursing practice.
- Standard 9. The student/registered nurse integrates evidence and research findings into practice.
- Standard 10. The student/registered nurse contributes to quality nursing practice.
- Standard 11. The student/registered nurse communicates effectively in all areas of practice.
- Standard 12. The student/registered nurse demonstrates leadership in the professional practice setting and the profession.
- Standard 13. The student/registered nurse collaborates with healthcare consumer, family, and others in the conduct of nursing practice.
- Standard 14. The student/registered nurse evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.
- Standard 15. The student/registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.
- Standard 16. The student/registered nurse practices in an environmentally safe and healthy manner.

POLICY ON SEXUAL HARASSMENT

It is the policy of Long Island University to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Sexual harassment is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual

orientation, alienage or citizenship, religion, race, color, national or ethnic origin, disability, and veteran status. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment (or experience as a student), (2) submission to or rejection of such conduct by an individual is used as the basis for employment, (or academic) decisions affecting such individual or, (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work (academic) performance or of creating an intimidating, hostile or offensive working (academic) environment.*

****For further information, please see the Long Island University official Sexual Harassment Policy brochure.***

PARTICIPATION WITHIN THE SCHOOL OF NURSING

- Faculty and administrators encourage student questions and expressions of opinions at regularly scheduled or specially requested faculty/student meetings.
- Students are encouraged to participate in the governing process through student organizations and by serving on committees within the School of Nursing, attending Afternoons With the Dean and/or provide suggestions to the Student Faculty Liaison Committee
- Students serve as voting members on The Student/Faculty Liaison, Faculty and Curriculum Committees. Through these committees students have channels for communication and problem solving and a direct link to the ongoing activities of the School of Nursing.
- The faculty also welcomes the input of alumni; this is encouraged through program evaluation surveys sent every three years and alumni representation on the School of Nursing Advisory Board.

UNDERGRADUATE STUDENT FACULTY LIAISON COMMITTEE

The undergraduate faculty liaison committee serves as a vehicle for to enhance communication between students, faculty, administration and the university.

- Encourages student and faculty participation in community and extracurricular activities.
- Serves as a resource for group related activities, such as but not limited to:
 - Student-Faculty-Alumni Forums
 - Student Nurse Association
 - Orientation activities
 - Student-Faculty-Alumni Newsletter
- Facilitates the implementation of specific student, faculty and/or administration programs to meet need identified by students and/or faculty.
- Assists in the revision of the Student Handbook.
- Facilitates attendance of student representatives to Faculty and Curriculum Committee meetings.
- The membership of the committee is composed of two faculty members and four student representatives – one from each level of the professional nursing sequence.

ACADEMIC GRIEVANCE

The School of Nursing provides an avenue for the student to contest alleged violations of the School's rules, regulations and Code of Honor using the judicial review procedure. The process arbitrates differences between faculty and students according to the grievance procedure.

The process can be initiated by a student for the purpose of arbitrating:

- a grade
- clinical performance evaluation
- adherence to the Honor Code

- professional behaviors
- violations of School of Nursing policies
- infractions (as listed below)

The Grievance Procedure

- A student may request the arbitration of differences between faculty and themselves **no later than six weeks** from the end of the semester in which a grievable event occurs.
- The involved student and faculty confer by special appointment. If the issue is not resolved then:
- The involved student and faculty member confer with the pertinent coordinator by special appointment. If the issue is not resolved, or if this step is not appropriate because no coordinator is involved with the course or the faculty member is the pertinent coordinator, then:
- The involved student and the department Chair/program director confers by special appointment. If the issue is not resolved, then:
- If the issue is still not resolved, then the student may request consideration of the issue by the Grievance Committee.
- The request to the Grievance Committee must be made in writing and must be signed by the student. The letter will include current mailing address and LIU e-mail address. The Committee will acknowledge receipt of the grievance via mail or telephone or LIU e-mail and solicit information from the party or parties mentioned in the grievance. The Committee will then review all information received and obtain any necessary supplementary information from necessary parties. Next, a decision will be made whether or not a grievance hearing is warranted. If no hearing is deemed warranted, the Committee will notify the student in writing via registered & regular mail to the address of record, as well as to university e-mail with confirmation from the recipient. The Dean of the School of Nursing will be notified in writing of the committee's recommendation. If a hearing is deemed to be warranted, the Committee will notify the student in writing via registered & regular mail, as well as university e-mail with confirmation from the recipient, regarding the date, time, and location of the hearing.
- In the grievance process, all information is confidential and participants are free to bring pertinent witnesses/support person to any hearing. The witnesses will give information by answering questions when addressed by the Committee members. The support person is to provide the participant emotional support when needed and is not allowed to speak.
- After the hearing is complete, the Committee will forward its recommendation to the Dean of the school of Nursing who will render a decision. The Grievance Committee will also notify the student in writing via registered & regular mail to the address of record, as well as to university e-mail with confirmation from the recipient that their recommendation has been forwarded to the Dean and that the student should address all future inquiries in the matter to the Dean's office.

INFRACTIONS:

The following list is an example of, but not limited to, behaviors that constitute an infraction:

Major Infractions - Warrants suspension or dismissal

- Misrepresentation of nursing action taken.
- Forging documents. (e.g., medical clearance).
- Physical abuse of clients.
- Physical aggression toward faculty, staff, peers, or property (school and other).
- Cheating on exams.
- Stealing.
- Misrepresentation of qualifications and/or failure to disclose personal information that impacts on practice (e.g., drug addiction).
- Using the papers of others.
- Verbal abuse of clients, faculty, staff, or peers.
- Unsafe and/or unethical practice according to the School of Nursing Code of Standards.
- Conviction of felonies or misdemeanors related to practice or licensure.

Serious Infractions - Warrants disciplinary probation

- Plagiarism according to the Student Handbook

Minor Infractions - Warrant written warning that continuation of behavior may result in disciplinary action:

- Failure to keep appointments.
- Lateness
- Disruption of class or clinical experience.

STUDENT SERVICES

Student Support Services

Student Support Services provides supplemental academic, vocational and personal counseling to students who have physical, emotional or learning disabilities.

- Any student who feels that they may need an accommodation for any type of disability, should talk with personnel in Student Support Services, located in the lower level of the Pharmacy building at the beginning of the semester, or as soon as the need is perceived.
- If a student has a documented disability/impairment and require accommodations, the student must provide the professor with an Accommodation Letter from Student Support Services (SSS). The office is located on the ground floor of the Pharmacy Building, Room B-04, (718) 488-1044. Hours of operation: Monday - Thursday 9-6, & Friday 9-5.

Advisement

All undergraduate students are assigned a faculty advisor who they meet with at least once a semester. Graduate students see their program director or coordinator for advisement.

Advisement Office

The advisors are available to nursing students from the point of entry, through the professional phase to the point of graduation. Students are encouraged to meet with the advisors on a regular basis and whenever a specific need arises. Before and after registration, the Advisement Office of the School of Nursing has an open door policy. No appointments are necessary. Students are expected to meet with the advisors at least once each semester, whether or not a problem is involved, to review their academic record.

The registration process is done by appointment only. Appointments are taken in person or over the phone, one month before registration begins. Anyone without an appointment will not be seen during registration.

Emergency Medical Assistance

Emergency Medical Assistance is available from Health Services on 175 Willoughby Street, (718) 246 - 6450 during operating hours, Monday through Friday 9-5pm. In serious emergencies, or if the Health and Medical Service is not open, 911 will be called by Security or students will be referred to the Brooklyn Hospital Emergency Department.

Counseling Services

Students experiencing stress in relation to academic, social or family situations or students who simply feel they need assistance in coping for various reasons may benefit from speaking to someone at:

Psychological Services

Pharmacy Building

3rd floor – Rm. L 36

(718) 488 - 1226

All contacts are strictly confidential and free psychological services are available.

Instructional Resources and Services

The University provides students with guidance and needed resources needed to make a successful adjustment to college life. These include:

- WAC (Writing Across the Curriculum) (718) 444 – 1094
- Writing Center 2nd Floor of the Humanities building (H218)
- Computer Labs and Tutoring Center (see the LIU Undergraduate Bulletin for further information)

Health and Medical Services

In partnership with Brooklyn Hospital, University Health and Medical Services provides services from 9 AM-5 PM, Monday-Friday by appointment and walk-in. Most services are covered by your insurer and may require a co-pay. Health Services are available for routine and emergency medical care at University Towers, 175 Willoughby Street, (718) 246-6450.

Library Services

Information about the LIU library is easily accessed at <http://www.brooklyn.liu.edu/library/> Included is a description and access to electronic resources including the library catalog, online databases and full text journals. The Circulation Department is located on the fifth floor of the Library Learning Center and includes the circulating book collection as well as course reserves. The Circulation Department registers ID cards for library use, and handles the checkout, return, and renewal of circulation books.

Student Records

The Office of Advisement in the School of Nursing is responsible for maintaining records, and for making those records available to students.

Academic Records

The Office of the Registrar is responsible for maintaining all permanent academic records (transcripts) and for making those records available to students. A copy of student transcripts can be obtained or sent to a third party by submitting a written request and paying a fee.

- Students have until the time of their graduation to have changes made on their academic records. Once a student has graduated, the academic record is frozen and cannot be changed.
- Students failing to fulfill all non-academic requirements (tuition, fees, library obligations, etc.) will be denied subsequent services, including but not limited to withholding diplomas, transcripts, letters of recommendation, or licensure eligibility until these requirements are met.
- The Brooklyn Campus and the School of Nursing comply with the Family Educational Rights and Privacy Act of 1974. This act, also known as the Buckley Amendment, protects the privacy of students' records, establishes students' rights to inspect and review their educational records, and provides guidelines for the correction of inaccurate or misleading data.

Emergency/Crisis Information in the Community

1-800-LifeNet

Safe Horizon 1-800-621-Hope

Incest Hotline 1-212-227-3000

Agency for Sexual Abuse 1-212-523-4344

Center for the Elimination of Violence in the Family 1-718-254-9134

Security

In case of an emergency, or situation considered to be a possible threat to safety, the security office should be contacted immediately at Ext. 55 or 1078 from an in-house phone. There are yellow alarm boxes marked "EMERGENCY" located on each floor of every building.

GLOSSARY OF ACADEMIC TERMINOLOGY

ADJUNCT	Part-time professor who may hold any rank.
BACCALAUREATE	Also called the Bachelor's degree. The undergraduate degree awarded by a college or university upon completion of a required course of study which is usually four years in length. The Brooklyn Campus of Long Island University awards the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) to a graduate, depending upon the major. Please note: Upon completion of the Nursing program, you will receive a Bachelor of Science (B.S.) degree.
BURSAR	The office that receives tuition payments and distributes funds.
CHAIR	A member of the faculty elected to act as administrator of an academic division.
CO-REQUISITE	Requirements (or courses) that the student must meet at the same time or before taking a specific course.
CURRICULUM	The course of study which is subject to ongoing revision to meet professional needs; it includes core courses, nursing courses and electives. The Nursing Faculty reserves the right to make reasonable curriculum and policy changes without prior notice to the student body. When possible, students will be notified in advance.
DEAN	Administrative officer in charge of a school, college, faculty unit of a university; a supervisor of student counseling or student activities.
DEAN'S AWARD	An award given to students who are enrolled for 15 credits or more and achieve a cumulative index of 3.7 or higher (with no W, I, or IA grades). Students receiving the award will be entitled to free tuition for course work in excess of fifteen and up to nineteen credits during the semester following the receipt of this award.
DEAN'S LIST	The names of students who have a full program (14 credits in the daytime, 9 credits in the evening) and achieve a grade point average of 3.5 in any one semester are put on the Dean's List for that semester.
DIDATIC	Classroom instruction including lecture and discussion
ELECTIVE	A course selected by a student to complete the required credits, provided that they have completed the prerequisite courses.
FACULTY	Professors of a college or university.
GENERIC STUDENT	A student admitted to the undergraduate nursing program who is not a Registered Nurse.

GRADUATE STUDENT	A student admitted to a Masters Program.
GRADUATION	Award of the appropriate degree upon completion of all academic and financial requirements.
MAJOR	The subject area on which the student wishes to focus and in which the student takes the greater number of credits. For our purposes, the major is NURSING (NUR).
MATRICULATED STUDENT	One who is enrolled in a degree program of a college or university.
NCLEX-RN	National Council Licensing Examination. This examination is taken once a graduate has completed all academic and financial requirements and allows graduates to be licensed as Registered Professional Nurses.
PRE-REQUISITE	Requirements (or courses) that the student must meet before she/he may enroll in another course. For example, Physiology is a prerequisite of pathophysiology, that is physiology must be satisfactorily completed before pathophysiology can be taken.
PRESIDENT	The chief executive officer of Long Island University. The President is Dr. David Steinberg. His office is at University Center, Greenvale, L.I.
PRIMARY CARE PROVIDER	Physician, Nurse Practitioner, or Physician Assistant who provides primary care for an individual.
PROBATION	A status indicating that a student is not meeting all academic standards set by the University and/or School of Nursing. A student has one semester to correct deficits or be dismissed from the School of Nursing.
PROGRAM PLAN	The plan of study which prescribes the order in which courses in the curriculum are taken.
PROVOST	Chief Executive officer at Brooklyn Campus, general counsel for University. Senior University officer. The Provost of the Brooklyn Campus is Gale Haynes.
RANK	The title assigned to members of the faculty. These include Professor, Associate Professor, Assistant Professor, Instructor. There may be adjunct (part-time) faculty members with these same ranks.
REGISTRAR	The Office or individual assigned by the Brooklyn Campus to keep records of student academic performance. The Registrar provides transcripts, processes applications for courses, processes drop/add forms, collects and processes grades, assigns classroom space, etc.
RN STUDENT	A student admitted to the undergraduate nursing program who is a Registered Nurse.
SCANTRON	Testing and or survey forms that are electronically scored.
SEMESTER	A division of the academic year, also called "term". At the Brooklyn Campus there are two semesters, the Spring semester and the Fall semester, each 15 weeks long. In addition, there are two Summer sessions each usually 6 weeks long.

SEMESTER HOUR	The unit of credit, which represents 50 minutes of instruction each week for 15 weeks (one semester). In the Nursing curriculum, each hour of classroom instruction or seminar is equivalent to one semester hour; 3 hours of clinical laboratory or 3 hours of college laboratory are equivalent to one semester hour.
SYLLABUS	A description of course requirements in the form of a course outline which usually includes objectives, assignments, and evaluation methods.
TRANSFER STUDENT	A student who had advanced standing from another major within Long Island University or prior equivalent preparation for courses completed at another 2 or 4 year institution with grades "C" or better.
UNDERGRADUATE	(At the Brooklyn Campus of Long Island University). A student who is enrolled for the purpose of earning a bachelor's degree.
UNIVERSITY	An institution of higher education, comprised of undergraduate and graduate schools/colleges
VICE PRESIDENT	The university administrator responsible for supervising all teaching programs at all of Long Island University.

Instructions for ordering required SON uniform:

1. Go to <http://www.doveapparel.com>
2. Click on Login at the top right (or click Students & then SignUp).
3. A login prompt will pop up, where you can click 'Register'.
4. Create an account with your e-mail address and School code (**LIU**) and clinical dates.
5. Once the account has been created, under the Students Tab, click Order Online.
6. This will take you to Dove's 'fitting room', where you will enter your measurements to determine your size.
7. When you have the size uniform you need to order, access the customized school webpage, where you can place your order.

Appendix A

Withdrawal for Health Reasons

Each case will be considered on an individual basis and the final decision rests with the Dean.

Students who must withdraw from any or all nursing courses after week four (4) for health reasons, medical or psychological, and are doing unsatisfactory work at that time or are past the deadline for withdrawal must submit a request for a health withdrawal to the Dean. To be granted a health withdrawal without penalty the student must sign a contract agreeing to comply with all related conditions. These conditions include:

- A. verification of condition interfering with academic progression by a bona fide health care provider
- B. evidence of continuing, ongoing participation in a bona fide treatment plan
- C. certification of fitness for return to school, either part-time or full-time, from a bona fide health care provider

Withdrawal for Health Reasons Contract

I, _____, agree to comply with all regulations related to the health withdrawal policy.

These include:

1. I agree to submit a statement from a bona fide health care provider that I have a health condition that requires my withdrawal from nursing courses and it has contributed to my inability to progress academically.
2. I agree to submit periodic statements from my health care provider that I am undergoing continuous, ongoing bona fide treatment for my condition. I understand I do not have to reveal the specific nature of treatment and that my privacy will be protected.
3. I agree to submit a written statement of fitness to return to school, either part-time or full-time, from my health care provider before requesting to resume my course work.

Upon agreement to and compliance with the above, I will be permitted to withdraw from my nursing classes and I will receive a "W" grade in those courses. I will be able to repeat those courses without penalty. Failure to comply with this agreement will nullify the contract.

Student's Signature

Date

Dean's Signature

Date

Appendix B

LONG ISLAND UNIVERSITY, BROOKLYN CAMPUS SCHOOL OF NURSING GRADUATE PROGRAM

ESSENTIAL ABILITIES AND BEHAVIORS FOR ADMISSION, PROGRESSION AND GRADUATION IN THE GRADUATE PROGRAM

Students, at the time of admission to the School of Nursing, are required to sign a contract agreeing to adhere to the essential abilities and behaviors detailed in this document. Progression in the program and the awarding of a degree or certificate is contingent on meeting the academic standards, the Code of Standards and the Code of Honor published annually in the Graduate Student Handbook as well as demonstrating adherence to the essential abilities and behaviors.

The Faculty of the School of Nursing approved the Essential Abilities and Behaviors as part of its commitment to graduating advanced practice nurses in all areas of nursing practice who meet the highest standards in providing professional nursing services to the public.

Communication

Students must:

- communicate effectively, both verbally and in writing, and sensitively with patients and their families as well as with other students, staff, faculty, professionals, agency personnel and community members.
- express ideas and feelings clearly and appropriately.
- demonstrate a willingness and ability to give and receive feedback.

Cognitive

Students, within the context of the nursing activities of their programs/areas of study, must be able:

- reason.
- assess.
- analyze.
- integrate.
- synthesize.
- evaluate.

Behavioral/Emotional

Students must possess emotional health needed for:

- the effective utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in their programs/areas of study.
- demonstrating effective and harmonious relationships with diverse academic, professional and community environments relevant to their chosen program of study.
- to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, other professionals, and agency personnel under all circumstances including highly stressful situations.
- effective functioning under stress and adapt to environment that may change rapidly without warning and/or in unpredictable ways as relevant to their programs or areas of study.
- demonstrating empathy for the situations and circumstances of others and appropriately communicating that empathy.

- acknowledging that values, attitudes, beliefs, emotions and experiences affect their perceptions and relationships with others.
- examining and changing behaviors when they interfere with productive individual or team activities.

Professional Conduct

Students must demonstrate the ability to:

- reason morally.
- practice nursing in an ethical manner.
- learn and abide by professional standards of practice and regulation for professional licensure.
- demonstrate the attributes of compassion, integrity, honesty, responsibility and tolerance.

Motor/Sensory Skills and Reasonable Accommodations for Disabilities

Students must have sufficient motor function and sensory skills to be able to execute movements and make observations required in the domain or nursing care activities in their chosen programs/areas of study. They must be able to perform all the essential functions of the program with or without accommodation.

A candidate for admission or a student who discloses a disability and requests accommodation will be referred to the Dean of the School of Nursing. The student may be asked to provide documentation of the disability for the purpose of determining appropriate accommodations. The School of Nursing will provide reasonable accommodations, but is not required to make modification that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to Long Island University and/or the School of Nursing.

Questions regarding reasonable accommodation should be directed to Special Education Service and Achievement Studies.

Adapted, with permission, from a program developed by the University of Washington, School of Nursing, Seattle, Washington.

LONG ISLAND UNIVERSITY, BROOKLYN CAMPUS
SCHOOL OF NURSING GRADUATE PROGRAM

***IMPLEMENTATION OF THE ESSENTIAL ABILITIES AND BEHAVIORS
FOR ADMISSION, PROGRESSION AND GRADUATION***

Dissemination of Information

Information about the Essential Abilities and Behaviors for Admission, Progression and Graduation is posted on the School of Nursing web site for potential students to review. At the time of the personal interview for applicants to the graduate degree or certificate programs, the candidate for admission are asked to read the Essential Abilities and Behaviors document and will be asked to sign a statement agreeing to adhere to the document.

The Graduate Student Handbook contains a copy of the Essentials. The handbook is revised yearly and a copy given to every graduate nursing student at the annual orientation in September. The handbook is also available to all students on Blackboard.

The annual graduate orientation to the School of Nursing reviews the Essential Abilities and Behaviors for all students. Students who do not attend orientation receive a packet of information, including the handbook, in a class for which they are enrolled.

Problematic Abilities and Behaviors

Faculty and administrative staff who observe or are notified of the lack of an essential ability or a behavior that is in conflict with the Essential Abilities and Behaviors discuss the incident with the student. Documentation of the incident and the discussion with the student is then given to the appropriate program director and placed in the student's file. The program director advises the student in writing that continuation in the program can be jeopardized if there is a future incident.

If a pattern of problematic incidents is noted, or if a single serious lapse in the essential abilities and behaviors occurs, the student is required to meet with the program director and the involved faculty to discuss what changes the student must demonstrate to remain in the School of Nursing. A written contract is developed and the student must sign it.

Once a documented incident occurs, the Admission, Progression and Retention Committee reviews the student's progress at the end of each semester. If there is continued demonstration of lack of essential ability or behavior that is in conflict with the Essential Abilities and Behaviors document, or failure to meet the terms of a written contract, the student is dismissed.

The student may appeal the dismissal through the grievance process that is stated in the Graduate Student Handbook.