

**DEPARTMENT OF NURSING GRADUATE**

**STUDENT HANDBOOK – 2024/2025**



Commission on Collegiate Nursing Education  
MAIL TO:  
655 K Street NW Suite 750 Washington, D.C. 20001  
Email to: [www.cneaccreditation.org](http://www.cneaccreditation.org)

## TABLE OF CONTENTS

Welcome from The Department Chair	3
Welcome from The School of Nursing	4
LIU-Post Mission Statement and Nursing Vision Statement	5-6
Accreditation	6
School of Nursing Mission and Philosophy	6
Goals of the Graduate Nursing Programs	6-7
Outcomes of the Graduate Nursing Programs	8-10
Goals of the Graduate Nursing Program	8-10
Alignment Chart: Among Expected Student Outcomes, Ten AACN Nursing Essentials	8-10
Master of Science Degree Programs in Nursing	11
General Graduate Admission Policy	11
School of Nursing Graduate Grading Policy	12-13
Retention Policy	13
School of Nursing Graduate Curriculum	13-14
FNP Pre-Licensure Plan of Study Chart	15-18
SCHOOL OF NURSING COMMUNICATION CHAIN OF COMMAND:	19
CRIMINAL BACKGROUND IMPLICATIONS:	19
ACADEMIC POLICIES AND PROCEDURES	20 -
SON Academic Standing Process	20
SON Grade Appeal Process	20-22
Appeal Process of Program Dismissal	22
GRADING GUIDELINES	22
ACADEMIC PROBATION PROCESS	23
CAMPUS POLICIES	19-22
LIU POST Academic Conduct Policy	23
LIU POST Academic Conduct Policy Appeals Process	24
Plagiarism	24
Social Media Policies	25
Avoiding other violation of the Academic Conduct Policy	26
CLINICAL EDUCATION	26-32

Clinical Failure and Clinical Withdrawal	26-27
Clinical Evaluations	27-29
Cell Phone Use	30
Substance Abuse Policy	30
Student Medical Clearance	30-31
Liability Insurance optional	33
Certifications- CPR/AED- Infection Control- NYS Child Abuse Identification & Reporting	33
<b>STUDENT INFORMATION</b>	<b>33-37</b>
Attendance policy	33
Pregnancy policy	34
Email communication	35
Brightspace	35
Disability support services (DSS)	36
Change of Address, telephone and name	37
Anti-harassment policy	37
Unsafe and Unethical nursing practice	37
<b>RECOMMENDATION LETTERS</b>	<b>39</b>
Appendix A: Social Media Form	
Appendix B: Health Clearance Form	
Appendix C: Remediation Form	
Appendix D: Corrective Plan of Action Form	
Appendix E: Clinical Guidelines-Professional Behaviors	
Appendix F: NYS Nurse Practice Act	
Appendix G: Technical Standard for Admission Matriculation and Progression	
<b>Appendix H: Receipt of Graduate Nursing Handbook Attestation Form</b>	
Appendix I: Confidentiality Agreement	
Appendix J: Health Release Form	

## WELCOME FROM THE DEPARTMENT CHAIR

Dear Nursing Students,

The faculty and staff of Long Island University (LIU) would like to welcome you as you begin your commitment to life- long learning in the field of Nursing.

Obtaining your master's degree in nursing, as a Family Nurse Practitioner (FNP), will provide you with the opportunity to continue to provide quality, evidence- based care to your clients, as well as the autonomy to diagnose, support and treat your clients safely and effectively.

As working Registered Nurses, committing to a program as demanding as a graduate nursing program is quite the challenge and will require a work, life-study balance.

LIU offers learning in many innovative forms and incorporates scientific evidence of diagnosis, treatment, and preventive care into our program. While your studies will require dedication and commitment, I want you to know that you are not alone. Our faculty, staff, and academic community are here to support you every step of the way. Utilizing LIU's many resources, including our experienced faculty and staff, our state-of-the-art simulation center and our Anatomage table will ensure your success in the FNP program.

Successful completion of the program will make you eligible to take and become certified as a Family Nurse Practitioner.

I hope you embrace all that your nursing education has to offer and take advantage of the many opportunities for learning and growth that will come your way. Congratulations on embarking on this exciting journey, and best of luck in your studies.

Sincerely,

A handwritten signature in black ink, appearing to read "Kerry Vignola". The signature is fluid and cursive, with the first name "Kerry" and last name "Vignola" clearly distinguishable.

Professor Kerry Vignola  
Chairperson, LIU Post School of Nursing

## Welcome from the Graduate Nursing Faculty and Staff

The faculty and staff of the Long Island University-POST Graduate Nursing Program welcome you. We are committed to be the college of choice for those licensed professional nurses seeking a unique learning experience and innovative learning environment that is characterized by openness, inclusion, support for personal and professional success and mutual respect.

The program will be challenging and will test your personal and academic limits. The rewards of completing the Graduate nursing program will be well worth your efforts and personal commitment. Graduation from the program will help to prepare you for the Advanced Practice Certification Examination and your professional career as a knowledgeable, skillful, autonomous, and caring health care provider.

This handbook is designed to help you understand the nursing program's policies. Changes in this document are anticipated and you will be provided with updates as they occur.

Our highest priority is your success! We are dedicated to fostering a lifelong learning experience in the nursing profession and look forward to the day when you will become our colleague.

Kerry Vignola DNP(s), RN-BC Chairperson Assistant Professor <a href="mailto:kerry.vignola@liu.edu">kerry.vignola@liu.edu</a>	Mamun Rayhan, DNP, FNP-BC FNP Director Assistant Professor <a href="mailto:mamunur.rayhan@liu.edu">mamunur.rayhan@liu.edu</a>
Daniel Jacobsen, MS, NP-C Assistant Professor <a href="mailto:daniel.jacobsen@liu.edu">daniel.jacobsen@liu.edu</a>	Jacqueline Kirk PhD, MBA, ANP -BC Assistant Professor Jacqueline.kirk@liu.edu
Debra McWilliams, PhD, RN, CHSE Director Simulation Lab <a href="mailto:Debra.McWilliams@liu.edu">Debra.McWilliams@liu.edu</a>	Gina Lespinasse, DNP, AGNP-BC Assistant Professor <a href="mailto:Gina.Lespinasse@liu.edu">Gina.Lespinasse@liu.edu</a>
Kasie Borowy Director, Clinical Education <a href="mailto:Kasie.borowy@liu.edu">Kasie.borowy@liu.edu</a>	Regina Cardaci, PhD, CNM, NP, NYAM Associate Professor
Kathleen Eisenstein, BS, RN Nursing Arts and Skills Lab Manager <a href="mailto:Kathleen.eisenstein@liu.edu">Kathleen.eisenstein@liu.edu</a>	Afeena Ali, DNP, AGPNP-BC Assistant Professor
Margaret Palermo, BS Administrative Assistant <a href="mailto:Margaret.Palermo@liu.edu">Margaret.Palermo@liu.edu</a>	

The School of Nursing's faculty and staff can be reached at:  
Office: 516-299-4053  
Fax: 516-299-2352  
Location: Room 270 (second floor) Life Science Building

## **MISSION STATEMENT OF LIU POST**

At its core a liberal arts institution, the LIU Post Campus is dedicated to meeting the needs and expanding the horizons of all our students, whether in the arts and sciences, our professional schools or through life-long learning.

We, at LIU Post, are committed to providing highly individualized educational experiences in every department and program from the freshman year through advanced doctoral research in selected areas. The emphasis on the student learner is evident, in our faculty's devotion to excellence in teaching, our intensive advisement system, and our encouragement of experiential learning through cooperative education, internships, practicum, community service, study abroad, research projects, and artistic performance.

Our students benefit as well from the Campus' participation in one of the nation's largest private university systems, and from our ability to draw on the unparalleled cultural and professional resources of New York City and Long Island. Graduates of LIU Post will have developed strong critical and expressive abilities, civic responsibility, and a mature understanding of the ideas, events, and forces shaping the modern world.

## **LIU POST SCHOOL OF NURSING VISION STATEMENT**

The School of Nursing (SON) at LIU Post will be one of foremost institutions in the nation providing health professions education, which will empower students to address the evolving health and social needs for the new millennium. As graduates of accredited programs that demand the highest performance and ethical standards, our students will become leaders in their area of practice, top administrators in health and social service organizations, cutting edge researchers, and collaborative members of inter-professional teams and providers of relationship centered care.

Program development will include an analysis of evolving health care systems, with a focus on the needs of the community, organizations, and individuals. Consideration will be given to developing programs that meet the Nation's health and social care needs based on national workforce analyses.

Technology and experiential learning will be the cornerstone of all programs. Mastering these essential concepts will give students the ability to become competent professionals, ready to engage as skilled, successful health care members.

The SON faculty are experts in clinical practice, social wellness, teaching, and research, producing scholarships valuable to all areas of health profession education. Faculty's continuous development activities enhance their skills in attainment of funding, research, and excellence in teaching for the students at LIU Post and the community we serve.

The SON advisory board represents the varied constituents of the health professions. Such persons include but are not limited to:

- Patients, clients, patient families/caretakers
- Professionals who address quality assurance programs, planning and evaluation, interpersonal communication, values and ethics, teams and teamwork, cultural awareness and competency.
- Community contacts necessary for building and expanding relationships that will subsequently provide opportunities for our students and faculty (i.e., clinical placement, research opportunities, mentorship)
- Experts who will provide consultation and feedback for developing and enhancing programs that address the needs of the current health care environment, workforce, and community.
- Strategic partners who will provide funding opportunities to help construct and maintain facilities, support student scholarships, and sponsor faculty research.
- Alumni of LIU Post who have made significant contributions in health care and will provide motivation for further advancement.

### **ACCREDITATION**

Commission of Higher Education of the Middle States Association of Colleges and Secondary Schools. All academic programs are registered with the New York State Department of Education. The LIU Post nursing programs are accredited by both the New York State Department of Education and the Commission of Collegiate Nursing Education (CCNE). The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at LIU Post SON is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

### **SCHOOL OF NURSING MISSION AND PHILOSOPHY**

The mission and philosophy of the LIU-POST School of Nursing and faculty is to prepare students for life-long learning to meet the increasing demands of the expanding environment of nursing practice. The graduates of the School of Nursing will have developed the values and competencies that are embraced by the nursing profession that include: Caring, inter-professional collaboration, communication, critical thinking, diversity, cultural and global world perspective within a framework of professionalism and scientific principles that are central to the delivery of nursing care and core concepts of the LIU-POST School of Nursing.

### **GOALS OF THE GRADUATE NURSING PROGRAM**

The program of study at the School of Nursing at LIU Post seeks to prepare Advanced Practice professional nurses to provide patient and family centered care within an inter-professional framework. The students who graduate from either the Family Nurse Practitioner Program will:

1. Demonstrate the advanced nursing practice by utilizing theories, research and quality improvement to formulate plans of care to improve safety and health of individuals, populations, and systems.
2. Implement leadership, management and advocacy skills in the advanced nursing practice role.
3. Integrate nursing and relevant sciences with ethical and critical decision-making to improve the quality and accessibility of care for culturally diverse populations.

Develop collaborative interdisciplinary teams to coordinate, manage, and promote health care and systems process improvement.

**AACN Ten Domains for Nursing (AACN, 2021):**

- I. *Knowledge for Nursing Practice*- disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural social sciences.
- II. *Patient-Centered Care*- focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidenced-based, and developmentally appropriate.
- III. *Population Health*- spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
- IV. *Scholarship for Nursing Practice*- is the generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
- V. *Quality and Safety*- quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- VI. *Interprofessional Partnerships*- intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
- VII. *Systems-Based Practice*- responding to and leading with complex systems of health care.
- VIII. *Information and Healthcare Technologies*- information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision-making, and support professionals as they expand knowledge and wisdom for practice.
- IX. *Professionalism*- formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.
- X. *Personal, Professional, and Leadership Development*- participation in activities and self-reflection that foster personal health, resilience, and well-being, life-long learning, and support the acquisition of nursing expertise and assertion of leadership.

**Professional Development:**

- Commitment to continuing education and lifelong learning that supports professional development and supports safe and competent advance practice nursing.

**Expected Program Outcomes:**

The program tracks, analyzes, and sets goals on key metrics of aggregate program outcomes: Program Completion; student, alumni and employer satisfaction; Certification Exam Pass Rate, Faculty Outcomes and Nurse Practitioner or Specialty Employment rate.



- **Program Completion reflects** numbers of students entering, length of time to complete the program, and numbers of students graduated.
- **Faculty Outcomes.** demonstrates achievement of expected faculty outcomes
- **Program Satisfaction** reflects the level of satisfaction with the program by students, alumni and employers.
- **Specialty Certification Pass Rates** tracks the percentage of students who achieve a first-time pass of the certification exam as well as overall cohort pass rates.
- **Employment Rate** tracks the number of graduates employed as Nurse practitioners or within their specialty practice setting.

**Expected Graduate Student Outcomes, LIU-POST School of Nursing  
Graduate Student Goals, Nursing Core Concepts and the Ten Nursing Essentials of  
Graduate Education (AACN, 2021)**

<b>LIU-POST M.S. IN NURSING EXPECTED STUDENT GOALS</b>	<b>LIU-POST SCHOOL OF NURSING (SON) CORE CONCEPTS</b>	<b>THE TEN NURSING ESSENTIALS (AACN, 2021)</b>	<b>National Task Force for Quality Nurse Practitioner Education (NTF, 2022)</b>
<p>1. Demonstrate advanced nursing practice by utilizing theories, research, and quality improvement to formulate plans of care to improve safety and health of individuals, populations, and systems.</p> <p>2. Implement leadership, management, and advocacy skills in the advanced nursing practice role.</p> <p>3. Integrate nursing and relevant sciences with ethical and critical decision-making to improve the quality and accessibility of care for culturally diverse populations.</p> <p>4. Develop collaborative interdisciplinary teams to coordinate, manage, and promote health care systems'</p>	<p>1. Clinical Judgment</p> <p>2. Communication</p> <p>3. Compassionate Care</p> <p>4. Diversity, Equity, and Inclusion</p> <p>5. Ethics</p> <p>6. Evidenced-Based Practice</p> <p>7. Health Policy</p> <p>8. Social Determinants of Health</p>	<p>I. Knowledge for Nursing Practice-</p> <p>II. Patient-Centered Care-</p> <p>III. Population Health-</p> <p>IV. Scholarship for Nursing Practice</p> <p>V. Quality and Safety-</p> <p>VI. Interprofessional Partnerships-</p> <p>VII. Systems-Based Practice-</p> <p>VIII. Information and Healthcare Technologies-</p> <p>IX. Professionalism</p> <p>X. Personal, Professional, and Leadership Development</p>	<p>Criterion I Mission and Governance Standard: The NP Program is aligned with the institution's mission/philosophy/values and governance that support educational excellence through a structure that addresses quality assurance and improvement; diversity, equity, and inclusion (DEI); and input from the community of interest. Effective, ongoing formal processes, including faculty input, are in place for self-assessment and planning for the purpose of program improvement. Institutional policies commit to supporting</p>

<p>process improvement.</p>			<p>quality within the NP program</p> <p>Criterion II  Standard: Institutional resources are sufficient for the NP program's matriculated students, and they reflect ongoing commitment to quality education leading to progression and graduation as competent nurse practitioners ready for population focused health care. Resources necessary to sustain a quality NP program are inclusive of fiscal, human, student support services, learning, and physical/technology resources, regardless of delivery modality.</p> <p>Criterion III  Standard: The NP program curriculum contains all educational experiences that facilitate expected outcomes of NP graduates. The NP faculty designs, reviews, revises, and evaluates the curriculum to maintain current relevancy and meet national standards. The curriculum addresses competencies, as delineated by specialty nursing organizations,</p>
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			<p>NP organizations, and nursing education organizations, to promote student achievement of learning and program outcomes. The curriculum establishes the depth and breadth of requisite knowledge and skills for student success in the NP program as demonstrated through NP student learning experiences, testing, and overall evaluation.</p> <p>Criterion IV Standard: The NP program has a formal comprehensive and systematic program evaluation plan that determines program quality and the ongoing quality improvement (QI) process. The QI process includes a plan for the overall assessment of the program, its policies and resources, including faculty and students, curriculum, and evaluation with indicated revisions.</p>
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## MASTER OF SCIENCE DEGREE PROGRAMS IN NURSING

The School of Nursing offers a Master of Science degree in Nursing preparing the Family Nurse Practitioner (FNP). The program is in keeping with the mission, philosophy and goals of the School of Nursing at LIU Post, which since its inception in 1972, has focused on providing access to quality continuing professional education to regional RN's preparing the graduate student for life-long continuing professional education to meet the increasing demands of the expanding role and environment of nursing practice.

### GENERAL GRADUATE ADMISSION POLICY

Admission to the Master of Science programs requirements include the following:

- Current unencumbered New York State Registered Nurse license
- B.S. degree with a major in nursing from an accredited School or Department of Nursing with a minimum GPA of 3.0
- FNP Program prerequisite course:
- Undergraduate physical assessment course or workshop is required prior to taking the graduate advanced health assessment course
- Undergraduate research course and statistics prior to taking the graduate research course
- Letter of personal statement
- Current Resume or CV
- Two professional letters of recommendation
- Applicants to the FNP program, one letter must be from a practicing nurse practitioner or physician (MD/DO).

***Transfer credit:*** Graduate course work taken prior to admission to the program is evaluated by each Program Director and faculty teaching the specific course. The sum total of transfer credit is limited to six semester hours of credit, unless special approval is given by the School of Nursing

***Completion of coursework:*** The Master's degree must be completed within five years from the date of the candidate's admission, unless the Chairperson and Program Director, responding to a written request, permits an extension.

***Leave of Absence:*** If a student requests a leave of absence, the student must complete a maintenance of matriculation form available in the graduate advisor's office. A leave of absence is usually limited to one semester.

***Advisement:*** All faculty and course professors provide academic and clinical support for students and career advice and guidance.

<b>SCHOOL OF NURSING GRADUATE GRADING POLICY</b>		
<b>Letter Grade</b>	<b>Percentage</b>	<b>Grade Point Average (GPA)</b>
<b>A</b>	<b>93-100</b>	<b>4.000</b>
<b>A-</b>	<b>90-92.99</b>	<b>3.667</b>
<b>B+</b>	<b>87-89.99</b>	<b>3.333</b>
<b>B</b>	<b>83-86.99</b>	<b>3.000</b>
<b>B-</b>	<b>80-82.99</b>	<b>2.667</b>
<b>C+</b>	<b>75-79.99</b>	<b>2.333</b>
<b>C</b>	<b>70-74.99</b>	<b>2.000</b>
<b>C-</b>	<b>65-69.99</b>	<b>1.667</b>
<b>D</b>	<b>60-64.99</b>	<b>1.000</b>
<b>F</b>	<b>Below 60</b>	<b>0.000</b>

### **GRADING**

- Credit is granted for courses completed with the grade of (A), (A-), (B+), (B)
- A grade of (P) signifies pass and a grade of (SP) signifies satisfactory progress for dissertation supervision.
- The grade of (B- to F) signifies failure, and a grade of (W) indicates a student-initiated withdrawal from a course that occurred sometime after the add/drop period through the final day to select the Pass/Fail option.
- A grade of (NC) indicates a student never initiated proper withdrawal procedure and either stopped attending a class before the withdrawal deadline or didn't attend the class at all.
- A grade of (INC) is assigned at the professor's discretion and indicates that some of the course requirements have not been completed. A student has until the beginning of the following semester to make up for incomplete coursework. When, due to extenuating circumstances, a student needs additional time to complete the course, he or she must submit *a written request* to the appropriate faculty member, chairperson and dean for an extension.
- After completion of an incomplete (INC) course, a grade of (I) is retained on the transcript along with the final earned grade and the date.
- Students have the option to repeat any course. Credits will be earned only once, and although the original grade remains on the student's permanent record, the second grade (whether higher or lower) will be used in computing the cumulative grade point average. No student who has taken a course and received a passing grade may repeat that course for credits after he or she has taken a related course containing content of a higher level.
- No course may be repeated more than once, unless approved by the respective Dean. If a course is taken more than twice, all grades after the first will be computed into the student's GPA.

- Required courses in which a grade of (B- to F) was earned must be repeated within one year. Students are encouraged to repeat such courses, provided they are offered, during the subsequent semester; this applies particularly to those on academic probation.
- Students are responsible for monitoring their cumulative average to ensure they are meeting their requirements for graduation and satisfactory academic progress.

### **RETENTION POLICY**

To remain in good standing in the graduate nursing program, students must maintain the following:

- A cumulative GPA of 3.0 is required for all graduate work.
- Students who do not maintain an overall GPA of at least 3.0 will be placed on probation for one semester.
- Students who do not raise their overall GPA to a 3.0, after one semester on probation, will be dismissed from the Graduate MS in Nursing program.
- All Graduate students must earn a grade of “B” or better in all courses.
- Students may have one course failure and successfully repeat that course one time.
- Students failing the clinical component will have to repeat the didactic and clinical component the next time the course is offered.
- All Graduate students must successfully complete all advanced core courses before proceeding to specialty courses.
- Course sequencing follows as outlined on the graduate curriculum plan.

### **GRADUATE CURRICULUM**

The FNP programs is designed as part-time courses of study:

- 7 semesters for the FNP (46 credits) program with 750 practicum hours.

The core curriculum for the FNP program consists of 23 credits, including course work in nursing theory, issues in professional nursing for advanced practice nurses, family issues, nursing research, advanced pathophysiology, pharmacology for advanced practice nursing, and advanced health assessment.

The faculty of the School of Nursing reserves the right to make changes in policy and curriculum as dictated by current evidence-based practice and standards in practice and education.

## MASTER OF SCIENCE: FAMILY NURSE PRACTITIONER (FNP) PROGRAM

Accreditation:	<ul style="list-style-type: none"> <li>• Commission on Collegiate Nursing Education (CCNE)</li> </ul>
License Eligibility (Post Grad):	<ul style="list-style-type: none"> <li>• New York State</li> </ul>
Board Certification Eligibility (Post Grad):	<ul style="list-style-type: none"> <li>• American Nurses Credentialing Center (ANCC) or</li> <li>• American Association of Nurse Practitioners (AANP) Certification Program.</li> </ul>

Students in the FNP program are strongly encouraged to apply for National Certification as soon as possible after graduation. Students are advised that his/her clinical records are kept at LIU for three years.

Current National Certifying bodies are the AANP (American Association of Nurse Practitioners) and the ANCC (American Nursing Credentialing Center). Applications can be found online:  
<http://www.aanpcert.org>  
<https://www.nursingworld.org/ancc/>

Students are encouraged to discuss their professional trajectory with their LIU SON Faculty who are Nationally Certified.

**FNP PLAN OF STUDY**

Long Island University Post

School of Nursing

Graduate Nursing Program of Study: MS Family Nurse Practitioner

NAME:

ID:

EMAIL:

HOME PHONE :

CELL PHONE:

ADVISOR:

COURSE REQUIRED	TAKEN
NUR 501	
NUR 604	
NUR 606/606L	
NUR 615	
NUR 621	
NUR 760	
NUR 770	
NUR 775	
NUR 660	
NUR 665	
NUR 670	
NUR 675	
NUR 780	
NUR 785	

**Master of Science Nursing Family  
Nurse  
Practitioner  
Requirements  
include:**

Core .....	23 Credits
Practicum .....	23 Credits
Total .....	46 Credits

**Curriculum**



<b>I. Core</b>	Credits	Required for Program		Prerequisite s
NUR 501 Issues in Professional Nursing for Advanced Practice Nurses	3	FNP		None
NUR 604 Advanced Clinical Pathophysiology Across the Lifespan	3	FNP		None
NUR 606/606L Advanced Health Assessment Across the Lifespan (90 lab hours)	4	FNP		NUR 501, 604
NUR 615 Advanced Pharmacology	3	FNP		NUR 501,604,606,606L
NUR 621 Family Theory: Culture, social, Ethical and policy Issues	3	FNP		NUR 501
NUR 760 Nursing Research and Evidenced-Based Practice	3	FNP		NUR 501
NUR 770 Diagnostic and Clinical Reasoning (25 lab hours)	4	FNP		NUR 501,604,606,606L, 615,621,760
<b>II. Practicum</b>	Credits	Direct Care Practicum Hours	Required for Program	Prerequisites
NUR 775 Diagnostic and Clinical Reasoning Practicum	2	105	FNP	NUR 501, 604, 606, 606L, 615, 621, 760,

NUR 660 Diagnosis and Management I: Adult Geriatric Health	3	0	FNP	NUR 501,604,606,6 06L, 615,621,760, 770,775
NUR 665 FNP Practicum I: Primary Care of Families (Adult Geriatric Health)	4	215	FNP	NUR 501,604,606,6 06L, 615,621,760, 770,775
NUR 670 Diagnosis and Management II: Pediatric and Women's Health	3	0	FNP	NUR 501,604,606,6 06L, 615,621,760,7 70,775, 660, 665
NUR 675 FNP Practicum II: Primary care of families (Pediatrics & Women's Health)	4	215	FNP	NUR 501,604,606,6 06L, 615,621,760,7 70,775, 660, 665
NUR 780 Diagnosis and Management III: Management of Chronic Complex Medical Conditions Across the Lifespan	3	0	FNP	NUR 501,604,606,6 06L, 615, 621,760,770,7 75 660, 665,670,675
NUR 785 FNP Practicum III: Management of Chronic Complex Medical Conditions Across the Lifespan	4	215	FNP	NUR 501,604,606,6 06L, 615, 621,760,770,7 75660, 665,670,675

FNP candidates will complete three semesters of clinical practice with a NP or MD/DO preceptor; two semesters in settings providing primary health care to the adult client and one semester providing care to children and women's specialty issues, offered in conjunction with the following courses: Diagnosis & Management I, Diagnosis & Management II, Diagnosis & Management III.

#### **ADDITIONAL COURSES:**

##### **NUR 600P - Additional Practicum Course**

An additional practicum course (NUR 600P) has been developed for those students who fall into the following categories. These students are required to register for NUR 600P to complete their practicum course work. Fee is equivalent to one credit per 100 practicum hours.

- 1) Students who need more time beyond the academic semester to achieve the required practicum hours.
- 2) Students who have a two-semester lapse in time between any of the practicum graduate courses.
- 3) Students who are considered by faculty to be borderline satisfactory competency standard/s. All students registered for NUR 600P are expected to demonstrate progress toward the achievement of the specific advanced practice competency and require faculty approval for all accrued practicum hours to be considered part of the total required practicum hours.

### **SCHOOL OF NURSING COMMUNICATION ADMINISTRATIVE HIEARCHY:**

Communication in the School of Nursing is an essential component of the student/ faculty interaction.

- Students are to initially discuss matters of concern to their course professor by contacting the course professor via email for an appointment.
- If the matter is unresolved, the student may contact the Director of the Graduate program (or nursing chairperson in his/her absence) for an appointment to discuss it.
- If the matter remains unresolved, the student may contact the Nursing Chairperson for an appointment.
  - The professional decisions of the School of Nursing are *final* and are based upon established SON policy and procedures in alignment with regulatory governing agencies (AACN, CCNE, NYSDOE); clinical affiliate partners and the professional standards of nursing practice.
- A student may only appeal an academic decision of the School of Nursing Chairperson to the Dean of the School of Nursing (SON) following the SON Graduate Student Academic Grievance Procedure found in the LIU Post Bulletin. The student must submit a formal, written appeal to the Dean using the SON Grievance Appeal Request Form indicating the basis of the appeal and all methods used to date to resolve the grievance. It is the student's responsibility to provide specific evidence to support his/her appeal.

### **CRIMINAL BACKGROUND IMPLICATIONS:**

Clinical/field experience affiliates, i.e., hospitals and clinics, require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, School of Nursing students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students desiring entrance into the School of Nursing should be aware that our clinical/field affiliates have the right to reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. If a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, you may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program.

In addition, School of Nursing students should be aware that the presence of a criminal record could result in the refusal of the licensing/ certification/registration agencies and or state licensing board to issue the credential or license to practice.

Prospective students are strongly encouraged to contact pertinent state licensing board to inquire whether a criminal record, including driving offenses would preclude the individual from eligibility to obtain a license/certification.

## ACADEMIC POLICIES AND PROCEDURES

### SCHOOL OF NURSING ACADEMIC STANDING PROCESS:

Issues brought forth to School of Nursing (SON) Academic Standing Committee (ASC) by either the faculty, administration, or the student themselves include:

- Failure to adhere to the standards of performance, conduct and/or ethics.
- Failure to adhere to the American Nurse Association Code of Ethics
- Failure to achieve the minimum requirements that will result in probation or dismissal from the Nursing Program

### SCHOOL OF NURSING GRADE APPEAL PROCESS:

***THE FOLLOWING IS THE ONLY APPLICABLE GRADE APPEALS PROCESS FOR ALL NURSING STUDENTS.***

**Final Course Grades and/or other evaluations** earned in LIU School of Nursing didactic and in clinical courses are subject to the following Nursing Appeal Process.

*No other appeal process is recognized.* In the event of a conflict with any other University policy, the process below shall control and take precedence over any other LIU appeals process.

- This process is limited to the advocacy of LIU students and faculty *only*. As such, guests will not be permitted to participate in any of the review or appeal proceedings (including but not limited to parents, guardians, friends, classmates, or attorneys) nor are third parties permitted to accompany a student into a review/appeal meeting.
- The ASC is a faculty and student review process. If a student brings a third-party to a hearing, the third party will be asked to wait for the student in a seating area outside of the School of Nursing offices.
- No unauthorized video or audio taping or photographs are permitted during any of the test reviews and/or appeals proceedings.

*\* A student's failure to adhere to any of these SON processes will result in the student's forfeiture of an appeal meeting. In the event of a forfeiture of an appeal meeting, only the student's written appeal will be considered.*

**A:** While ONLY FINAL GRADES may be appealed through the Academic Standing Process outlined below, if a student believes that a grade on a particular assignment, evaluation, exam, or quiz (not a final course grade) received is incorrect, the student shall:

1. Send a formal request for review in writing to the faculty of the course
2. If the grade is deemed correct (no miscalculation occurred), then it stands as issued. The faculty who assigned the grade shall notify the student of the decision in writing within five (5) business days.
3. If the grade issued was in error (miscalculation of grade occurred) the faculty corrects the grade and shall notify the student of the grade change

within five (5) business days.

**B: FINAL GRADE APPEAL:** Only final course grade(s) may be appealed to the appropriate Department Program Director or in their absence the Nursing Chairperson. The student must provide evidence to support their claim if the student believes there is demonstrable evidence that *prejudice, or arbitrary/capricious action on the part of the instructor has influenced the grade.*

**STEPS:**

1. Students may submit an appeal of the final grade in writing within 5 business days of the grade posting to their course professor.
2. If there is no resolution through discussions with their *course professor*, the student may appeal to the department of nursing Graduate *program director (or nursing chairperson in his/her absence)* within 5 days with evidence of their communication with their course professor.
3. The *Graduate program director (or nursing chairperson in his/her absence)* will schedule a meeting with the student within 5 business days of being contacted.
4. The *Graduate program director* will advise the student in writing of their findings within 5 business days of the meeting with the student.
5. Appeal of the Graduate Director (*or nursing chairperson in his/her absence*) decision can only be made within 5 business days in writing to the School of Nursing Chairperson.
6. The School of Nursing Chairperson's reply in writing to the student must be within 5 days
7. A final appeal can be made to the Dean of the School of Nursing if all prior steps have been completed and there is no resolution
8. No further grade appeal process may be utilized if students exhaust the School of Nursing Grade Appeal Process.

**C: THE SCHOOL OF NURSING (SON) ACADEMIC STANDING COMMITTEE (ASC) PROCESS: (Related to violation of the Academic Conduct Policy)**

REVIEWS of all other academic matters brought to the SON ASC Committee, and decisions of the SON ASC Committee are based upon the policies of the School of Nursing.

**STEP 1:** The committee reviews all evidence pertaining to the violation of the Academic Conduct Policy

**STEP 2:** The School of Nursing Academic Standing Committee may request the presence of anyone relevant to the review in order to ensure the student's rights as well as the academic standards and professional integrity of the nursing program

**STEP 3:** Following a thorough review, the SON Academic Standing committee renders a decision whether to refer the student misconduct to the LIU Post Campus Director of Community Standards with their report and recommendation, who shall serve as the

repository of reports of academic misconduct. If the case requires further action, contact the chair of the Faculty Student Appeals Board to inform him or her of the case. The chair of the Faculty Student Appeals Board shall then convene a meeting of the Committee in a timely fashion and inform the student that his or her case will be heard by the Committee.

**STEP 4:** The student will follow the decision of the LIU Post Campus Academic Conduct Appeals Committee

#### **D: LIU POST CAMPUS (ASC) -APPEAL PROCESS OF DISMISSAL FROM THE NURSING PROGRAM**

- ▶ Nursing students who wish to appeal a dismissal from the nursing program must obtain a letter of support from the School of Nursing Chairperson in accordance with the LIU POST CAMPUS Academic Standing Committee (ASC)'s protocol as outlined in the dismissal letter.
- ▶ Nursing students who wish to appeal for dismissal from the nursing program must write a letter addressed to the LIU POST CAMPUS (ASC) Chairperson stating the grounds for their appeal accompanied by a letter of support by the School of Nursing Chairperson.
- ▶ Dismissal of students from the nursing program does not imply dismissal from the University.
- ▶ A student whose dismissal from the nursing program is upheld by the LIU POST Campus ASC, will be counseled towards majors that may better suit the student.

All students are required to read the LIU Post Pride Student Handbook, where you will find the Academic Conduct Policy regarding A.) Academic Respect for the Work of Others, B.) Academic Self-Respect, C.) Academic Honesty, D.) Academic Originality and E.) Academic Fairness. The LIU Post Pride Student Handbook can be found at url: <https://liu.edu/about/university-policies/student-handbooks>.

Failure to be aware of these policies does not excuse students in adhering to the academic ethos.

#### **GRADING GUIDELINES**

LIU Post must legally maintain confidentiality regarding student performance. To guarantee confidentiality, grades will only be provided in one of the following ways. Release of student grades will NOT take place by ANY OTHER MEANS.

- Confidential posting of grades via the student's MY.LIU.EDU
- Mailed confirmation of grades from the University Registrar
- Direct face to face receipt of grades from the course instructor
- Mailing of student supplied, stamped, self-addressed envelope to student
- Or a response from a student-initiated email request for a grade

## ACADEMIC PROBATION

Academic probation is a warning that the student's performance falls below the institution's requirement for acceptable academic standing.

The student nurse Academic probation status will remain throughout the remainder of the nursing program. Upon completion of all curriculum requirements and demonstrate a cumulative GPA of 3.00. A subsequent failure in any nursing course or the inability to maintain the cumulative 3.00 GPA level will result in permanent dismissal from the nursing program.

Student may be placed on academic probation when:

- Receipt of a grade below B (one time only)
- Cumulative GPA below 3.00 (one time only)

### ACADEMIC PROBATION PROCESS

1. The student upon their request will have the opportunity to meet with the Director of the Graduate program (*or nursing chairperson in his/her absence*) to help develop an individualized student-centered remediation plan in order to assist the student to return to good academic standing.
2. In the semester following academic probation, the student will not be permitted to exceed the total number of credits than enrolled when placed on academic probation.
3. The student may not progress in the program courses until they have completed any prerequisite coursework with the minimum grade of 'B' or better.  
*\*This limitation may cause the student to repeat a year in order to realign with the department course offerings.*
4. The student may not take an incomplete grade (INC), an unofficial withdrawal grade (UW) or a withdrawal grade (W) from the repeated course.
5. The student may not take any pass/fail courses for the upcoming semester.

## CAMPUS POLICIES LIU POST ACADEMIC CONDUCT POLICY

The Academic Conduct Policy of the LIU Post Campus promotes an academic community characterized by respect, honesty, originality, and fairness. Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in the committing of any of the acts, is a violation of this Policy. Any student found engaging in academic misconduct is subject to disciplinary action.

Information about the Policy and resources to prevent violating it can be found in the Academic Conduct Policies and Standards section of the Web site. All students are required to familiarize themselves with university policies in the Student Handbook:

<https://liu.edu/content/policy/aa/AA-Student-Academic-Conduct-Policy.pdf>



## **LIU POST ACADEMIC CONDUCT POLICY APPEALS PROCESS**

Please refer to the LIU Post Bulletin for details on the appeals process.

All students are required to read the LIU Post Student Handbook, where you will find the Academic Conduct Policy regarding A) Academic Respect for the Work of Others, B) Academic Self-Respect, C) Academic Honesty, D) Academic Originality, and E) Academic Fairness. [https://liu.edu/~link.aspx?\\_id=551347875BAC4778A170C1EE5F0B6A2D&\\_z=z](https://liu.edu/~link.aspx?_id=551347875BAC4778A170C1EE5F0B6A2D&_z=z)

Failure to be aware of these policies does not excuse students from adhering to the academic ethos.

## **PLAGIARISM**

### **Ways to Prevent Violating the Academic Conduct Policy**

The B. Davis Schwartz Memorial Library at the LIU Post of has created some resources and web pages to help you to avoid the pitfalls of plagiarism and other unethical practices such as cheating.

### **AVOIDING PLAGIARIZING THE WORK OF OTHERS**

What is Plagiarism? the practice of taking someone else's work or ideas and passing them off as one's own.

Recommendations:

- Organize your thoughts and sources when you begin a research project. Be sure to read and understand all instructions provided to you by your instructor.
- Always identify and document the sources used, so that when you prepare a bibliography or works cited page you will have all the information required. Never cite references that you did not use in your work.
- While doing your reading and research, take clear notes and include citation information.
- For quotations, indicate the page numbers of the source. When paraphrasing others' ideas in your own words, remember that you still must cite the source.
- Always give credit to other authors and their work. This demonstrates that you are knowledgeable about the research on your topic and have put forth the effort to learn and investigate the subject matter.
- Above all else, when in doubt, ask for help from your instructor or a librarian.

### **CITATIONS:**

For specifics on citing your sources, use the American Psychological Association (APA 7th Edition) style manual in print or online, refer to the Library's Citation Style page or ask for help at the Reference Desk in the Library. Be sure to ask your instructor which style manual is acceptable. The LIU Post Writing Center offers writing assistance to students by appointment.

## ACADEMIC POLICY/PLAGIARISM

### Academic Integrity

Plagiarism is the use or presentation of ideas, works, or work that is not one's own and that is not common knowledge, without granting credit to the originator. Plagiarism is not only unacceptable but condemned in the strongest terms possible based on moral, educational, and legal grounds.

Cheating includes, but is not limited to the following: falsification of statements or data; listing sources that have not been used; having another individual write your paper or do your assignments; writing a paper or creating work for another student to use without proper attribution; purchase of paper or research work for one's submission as his/her own work; using written, verbal, electronic or other sources of aid during an examination (except when expressly permitted by the instructor depending on the nature of the examination); or knowingly providing such assistance to aid other students. All students are required to read the LIU Post Pride Student Handbook, where you will find the Academic Conduct Policy regarding A) Academic Respect for the Work of Others, B) Academic Self-Respect, C) Academic Honesty, D) Academic Originality, and E) Academic Fairness.

The LIU Post Pride Student Handbook can be found at url:

<https://liu.edu/~link.aspx?id=551347875BAC4778A170C1EE5F0B6A2D&z=z>

## SOCIAL MEDIA POLICIES

Patient privacy is paramount. It is fundamentally an ethical and legal obligation of nurses including student nurses to ensure patient privacy. Patient privacy and confidentiality is to be protected in all environments; this includes the clinical arena, Interprofessional Simulation Center (ISC), the classroom and off campus.

Nurses are ethically required to practice with compassion and respect for the inherent dignity and worth of the patient, the patient's family, peers, colleagues, and members of the interdisciplinary team. This is especially true in the advent of technology where audio, video, texting, photography and social media are used daily.

- This includes digital/internet/email and all other forms of communication.
  - Students who violate patient privacy through direct, indirect, or technological communication **will be dismissed from the program.**
  - Students must also abide by the requirements on social media, photography, and texting when in clinical institutions.
  - Students are required to read, understand, and follow the American Nurses Association (ANA) Principles for Social Networking.
  - In addition, students are to sign the Social Media form found in Appendix A.
- Navigating the World of Social Media <https://www.nursingworld.org/social/>

Students are also required to abide by The Health Insurance Portability and Accountability Act of 1996 (HIPAA). Under this federal law of 1996, protected "individually identifiable information" includes health information that identifies the individual or can reasonably be used to identify the individual, in any form (oral, written, or otherwise) that relates to the past, present, or future physical or mental

health of an individual. Students are prohibited from removing any document, actual or replicated via photocopy or photography, from any placement site to prevent any possible HIPAA violation.

- Summary of the HIPAA Privacy Rule  
<http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

Please note: All students MUST comply with the mandates of clinical institutions and the Health Information Portability and Accountability Act (HIPAA) when using mobile devices. While in the clinical area, students' mobile devices must be placed on Airplane Mode and must NEVER be used to access or transmit personal information, including photographs, about any patient.

Students may not use their cell phones while on clinical units.

### **AVOIDING OTHER VIOLATIONS OF THE ACADEMIC CONDUCT POLICY**

- Do not work with another student on any assignment unless explicitly approved by your instructor. Be sure to understand the instructor's expectations for individual and group work.
- An assignment you completed for a course should never be resubmitted for credit in another course. Resubmitted work is considered plagiarized.
- Do not lend your work to other students.
- Never take an exam for someone else.
- Keep copies of all work submitted during a course (including rough drafts and notes) until your final grade is received. If necessary, this can provide evidence of original work. This also holds for electronic assignments – save previous versions under different names.
- If you submit an assignment electronically to an instructor, be sure to request confirmation of receipt. Although discouraged, if you do not submit the assignment directly to your instructor (i.e., slid under door, left in mailbox, etc.), be sure to follow-up by phone or by email with the instructor the next day to be sure it was received.

### **CLINICAL FAILURE**

All nursing students must pass both the clinical and theoretical component to progress in the nursing program. Students must achieve a passing grade in both the clinical and theoretical courses to maintain matriculation in the program. Thus, failure in either the clinical arena or the didactic components will necessitate the student repeating both components.

Failure for the student to demonstrate minimal safe patient care competencies during a clinical experience will result in the student receiving an academic warning. The Academic Warning will be forwarded to the School of Nursing Academic Standing Committee. The rationale as to why the student did not demonstrate minimal safe patient care competency will be discussed with the student and the student's clinical faculty.

A remediation plan will be defined by the clinical faculty for the student. If the student does not adhere to the remediation plan and fails to demonstrate minimal safe patient

care competencies in subsequent clinical experiences, the student will receive a failing grade for that clinical experience. Receipt of two failing grades during a clinical experience will result in failure of the course's didactic and clinical component.

A student will fail the clinical practicum if the following occurs:

- Failure to demonstrate skill competency appropriate to their present level in the program.
- Student does not demonstrate accountability and responsibility in the role of a professional nurse.
- Fails to demonstrate proper judgment appropriate to their present level in the program.

A student will receive a clinical failure for the course if the following occur. Students will be immediately dismissed from the clinical site and receive an Academic Warning. Students will be expected to meet with the clinical course instructor, the Director of the Graduate program and the Chair of the School of Nursing.

- Unsafe behaviors that have caused harm to a patient.
- Unprofessional or unethical behaviors in the clinical arena or with colleagues, peers, nurses or faculty
- If there is suspicion that a student is under the influence of mind-altering substances

### **CLINICAL WITHDRAWAL POLICY**

Withdrawal from full semester clinical courses also follows the LIU Post academic policy pertaining to withdrawal. Students who withdraw from clinical courses will also be expected to withdraw from the associated lecture.

Students will be permitted to withdraw after this point with a grade of “W” or “NC” as determined by the instructor and based on the student’s work up to that time. The “NC” grade will be equivalent to “F” and computed in the student’s index Academic Review Process.

### **CLINICAL EVALUATIONS**

According to Yanhua & Watson (2011), a review, analysis and evaluation of clinical competencies provide a learning opportunity for nursing students. Evaluation is crucial to the learning process. The process allows students to assess their clinical growth, enhance their strength, identify, and strengthen their challenges and reflect on their learning abilities. Additionally, the process of student evaluation faculty provides crucial information to enhance teaching effectiveness. There are two specific tools utilized in the evaluation and assessment of clinical competency. The FNP Competency Profile and the FNP Program Clinical Site & Student Mid-Term Evaluation Form.

Students must achieve selected clinical skills listed on the Clinical National Organization of Nursing Practitioner Faculty (NONPF) competency list. TYPHON Group is a web-based student tracking system for nursing and health education whereby the student enters each detailed clinical encounter which is reviewed and evaluated by the LIU POST clinical professor.

The FNP Competency Profile is a formal evaluation process. Students will receive a formal evaluation during a clinical experience.

- Clinical faculty will provide a formative assessment at mid-point of the semester and a summative assessment at the end of the semester for each nursing student.
- Students will be provided with the opportunity to read and review all clinical evaluations and provide additional comments.
- A copy of the signed The FNP Competency Profile will be placed in the student's permanent academic record.

Additionally, students will be expected to participate in faculty guided self-assessments. Several methods will be utilized to permit students to engage in self-assessment.

#### **STUDENTS ARE EXPECTED TO DEMONSTRATE:**

- Demonstrate competencies outlined in The FNP Competency Profile
- Judgment – ability to use pertinent and necessary data to make informed decisions.
- Professionalism – ability to conduct oneself as a professional nursing student representing LIU Post in a positive manner.

Students will be held accountable in the clinical setting for all previously learned knowledge and skills. This includes, but is not limited to such areas as pathophysiology, therapeutic communication, medical & surgical asepsis and the skills acquired in all nursing courses.

#### **BELOW EXPECTED LEVEL RATING**

Students may receive a rating of below expected when:

- Late submission of clinical work
- Late arrival to the clinical site
- Unprepared for the clinical experience.
- Fails to meet the minimal clinical performance criteria as defined on the Clinical Evaluation tool

#### **CLINICAL EVALUATIONS/BELOW LEVEL**

Clinical performance must meet the minimum standard for each performance dimension as defined on the Clinical Evaluation tool.

- If a nursing student is found deficient in a clinical skill, an individualized student remediation plan with appropriate referrals will be made with the student.
- Clinical instructors will provide a Remediation Form to the student. A copy will be placed in the student's permanent academic record.
- It is the nursing student's responsibility to become familiar with the clinical course objectives and the criteria for successful completion of clinical practice of each course. Please refer to section on Remediation Plan above.
- Clinical Evaluations tools are distributed to students with each clinical course.

## CELL PHONE USE

- Cell phones **MUST BE TURNED OFF** during all class sessions and not placed on vibrating mode. If a student has an emergent situation that necessitates keeping the cell phone on, the student **MUST** get permission from the instructor prior to the lecture or laboratory session.
- Students using laptops and tablets etc. during class are expected to be using those devices for class work. During class sessions, it is forbidden for students to take any photos, videos, **or record lectures** without the explicit consent of the faculty member. Nor may photos, videos or recordings be posted on any social media forum. Please refer to the section in this handbook on social media.
- **There are NO CELL PHONES permitted in the Clinical settings.**
- **Phones must be left off site.**

## LIU POST - SUBSTANCE ABUSE POLICY

- ✓ Suspected substance abuse: Students who are suspected of abusing alcohol, drugs or other illegal substances will be immediately subject to removal from the clinical site.
- ✓ Substance abuse by students will prohibit them from attaining professional licensure and impede them from securing appropriate placements for program completion.
- ✓ Students that utilize illicit drugs or abuse prescriptions will be dismissed from the nursing program.
- ✓ LIU Post policies related to substance abuse will be enforced.

## MEDICAL HEALTH CLEARANCES- CRIMINAL BACKGROUND CHECKS AND DRUG SCREENINGS

The following is the School of Nursing Health Clearance Policy, and Background Check rules apply to ALL Students:

### 1. Health Evaluation Requirements

The LIU-POST Nursing program has partnered with Castle Branch to make the collection and management of your immunization records quicker and simpler. Through this online service, you can electronically upload copies of your records which will automatically be available to your program clinical coordinator and administrator. The service allows you to create your own student account which will house copies of your records that you will be able to access even post-graduation at any time. Follow the directions on the student instruction form to place your order online and begin the process.

- The system will alert you to any updates associated with your records. Annual physical, required lab work PPD, immunizations and titers are required.
- Proof of immunizations must include date, titer and results.
- All students must upload his/her documents by the semester/year deadline.
- **NO STUDENT** will be permitted to attend clinical site rotations unless all criteria/documents are uploaded and cleared by the clinical coordinator. Which will result in clinical failures for the missed days.

- Be advised that clinical partners may require blood and urine drug tested before your clinical rotations.
- REMINDER: Make copies of ALL documents submitted to the LIU-POST DON. You will need copies of your own records.
- The School of Nursing DOES NOT retain copies of student Health Clearance documents in student files.
- Keeping a current record of health-related materials is the students' responsibility.
- All students must upload his/her documents by the semester/year deadline. NO STUDENT will be permitted to attend clinical site rotations unless all criteria are met.

**2. Each academic year**, all nursing students must complete and submit an annual physical exam.

**3. Please note**, all nursing students may be required to undergo PPD testing as required by the clinical site or changes in current policy.

**4. Vaccinations:**

- a. Tetanus/Diphtheria – proof of vaccination within 10 years.
  - b. Measles/Mumps/Rubella/Varicella – proof of immunity is documented titers. If the nursing student cannot demonstrate immunity, vaccinations are required and MUST be completed 8 weeks (about 2 months) before the start of clinical experiences. At that point, documentation of titers is required before the start of clinical.
  - c. Influenza annual vaccination – Nursing students and faculty are required to be vaccinated with the current flu vaccine each year. Proof of this vaccination may be required by the healthcare institution and will be required by the SON as part of the healthcare clearance guideline. Nursing students who decline the flu vaccine or it has contraindicated they may attend clinical wearing a mask and or must adhere to the institutions policies.
  - d. Hepatitis B vaccination – proof of immunity is a documented titer. For students who have or will be refusing the Hepatitis B vaccination, a declination of vaccination form must be signed and filed with the SON
  - e. Other vaccinations: The New York State Department of Health (DOH) may require additional vaccinations from time-to-time, including Covid-19. Nursing students may be required to comply with these regulations.
5. **Nursing students** may be subject to background checks by the healthcare institution they are attending to complete their clinical experiences. Students will be notified with as much advance notice as possible if this requirement is needed.
  6. **Nursing students** may be subject to fingerprinting by the healthcare institution they are attending to complete their clinical experiences. Students will be notified with as much advance notice as possible if this requirement is needed.
  7. **Nursing students** may be subject to drug screening by the healthcare institution they are attending to complete their clinical experiences. Students will be notified with as much advance notice as possible if this requirement is needed.
  8. **Nursing students** may be required to attend healthcare institution orientation. It is the responsibility of each student to make arrangements and attend these orientations as needed/requested that may occur prior to the beginning of the semester.
  9. Medical Clearance forms are found at the end of this handbook under Appendix B.

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## OPTIONAL LIABILITY INSURANCE

Nursing students may purchase optional nursing student malpractice insurance if desired. LIU Post students are covered under the University's policy while under clinical rotations during study at LIU Post. Please note the inclusion does not infer LIU Post endorses or is affiliated with any entities offering liability insurance.

## CERTIFICATIONS

1. **CPR/BLS**, CPR with BLS certification is required and must be renewed every two years. Students will require their first CPR with BLS certification by the start of their second academic year.
2. **NYS INFECTION CONTROL MANDATED TRAINING**

Students must take the New York State mandated training module to meet the requirements of a Registered Professional Nurse license in New York. Website: <http://www.elearnonline.net/>

### 3. NYS Child Abuse: Identification & Reporting

- Students are to print and download their certificates.
- A copy of the certificate will be filed in the student's file within the School of Nursing.

## STUDENT INFORMATION

### ATTENDANCE POLICY: GRADUATE PROGRAM

Students are expected to attend all classes regularly and punctually. Students that miss a class are responsible for obtaining assignments (whether listed in the course syllabus, or given during a class or otherwise), and completing all assigned work.

- More than two "unexcused" absences may result in a grade drop (Example A to A-). In order to be considered for an "excused absence" students must submit supportive documents as proof.
- The faculty will monitor student attendance and will complete roster verification.
- The faculty may not allow a class student not listed on their roster.
- Only one lab/clinical absence will be permitted and will require make-up.
- Faculty can create an alternate assignment for the make-up which equates to the missed clinical experience
- 

#### **LATE ASSIGNMENTS:**

- All assignments must be completed by the due date.
- There will be a **1 point per day** deduction for an assignment that is late, unless ***prior*** arrangements are made with the course Professor.
- After 5 days the assignment will no longer be accepted, and the grade will be zero.

## PREGNANCY POLICY: LIU POST SON

Consistent with LIU's Title IX policy, LIU SON does not discriminate against any student based on pregnancy, parenting, or related conditions. Pregnant or parenting students seeking accommodation may contact the Learning Support Center at 516-299-3057 or email [Post-LearningSupport@liu.edu](mailto:Post-LearningSupport@liu.edu).

- Nursing students, upon knowledge of their pregnancy, must bring a health note from their primary care provider stating they are cleared to perform 100% of all physical nursing functions.
- The required documents must be presented to the Program Director (*or nursing chairperson in their absence*) prior to starting or continuing in all nursing didactic/ clinical/ lab courses and sessions. A copy of this document will be maintained in the student's file.
- SON Students are expected to meet the program and attendance requirements.
  - For example, SON students are required to attend every clinical rotation, ISC and lab day as scheduled.
  - In the event of significant illness or other excused absence, faculty must be notified prior to the start time of clinical.
- The student will be permitted to continue in the clinical rotation if she can perform the necessary activities and is approved by her health care professional.
  - If a student develops complications, she must present a note from her health care professional to support her ability to continue with her clinical experience.
  - If the student is unable to complete her clinical rotation, she will receive an "I" - incomplete, and must complete the clinical rotation when it is offered again.
- If a student completes a significant portion of the clinical experience, faculty's discretion will determine if the student was able to fulfill course objectives.
- After delivery, and before returning to class or clinical the student must present to the Program Director (*or nursing chairperson in their absence*) written authorization by her health care provider that states that she can participate 100% without restrictions in her courses (didactic, clinical, lab). A copy of this document will be maintained in the student's file.
- A clinical absence may result in failure of the clinical day.
- All Faculty clinical absences must be made up.

The LIU Post Center for Healthy Living [mailto: post-healthyliving@liu.edu](mailto:post-healthyliving@liu.edu) staff can assist you with your specific questions as they relate to leaves of absence and/or excused absences. Excused absences due to pregnancy or related conditions require medical documentation. These documented absences may be excused as deemed medically necessary and educationally practical. Students may be permitted to make up missed course work where feasible under course requirements.

Due to SON's sequential didactic and clinical program requirements (e.g., supervised site clinical rotations), a student requesting multiple or extended absences should work with the faculty/clinical director (or nursing chairperson in his/her absence) to determine whether making up the missed clinical hours is achievable or if a leave of absence would be a more appropriate where supervised clinical absences cannot be made up at the site until the next academic year. If SON cannot schedule make-up session(s) with the clinical site during the term, the student will be required to withdraw or take a leave of absence until the clinical course is next offered. If a Leave of Absence is necessitated, the student will be reinstated at the same status held before the leave.

## E-MAIL COMMUNICATION

All email communication with faculty, staff and administrators at LIU Post must be done professionally, UTILIZING THE LIU E-MAIL SYSTEM. All students are given an LIU email account for all program-related communication and will be responsible for checking their emails daily. The following email format is required:

1. The subject line must include a clear description of content being addressed in the body of the email.
  2. If the subject matter relates to a course, the subject heading must include the course name and title.
  3. The body of the email must include a greeting and must end with your full name.
  4. If attaching a document, this document must contain your name and the course number and title (when applicable).
- Emails received by faculty, staff, and administrators at the SON will be replied to with a confirmation of receipt of the student's LIU email.
  - If a student does not receive confirmation of receipt within three business days, they must resend that email or contact the faculty, staff, or administrator by other means.
  - LIU-POST has a **NO TEXTING** policy regarding official communications and any such communication will not be considered evidence of official communications.

### BRIGHTSPACE™ AND CENTER FOR STUDENT INFORMATION (CSI)

**Brightspace™ is the digital learning platform used at LIU Post.**

CSI staff are service representatives responsible for providing students with information and assistance to address questions or concerns. The objective of the CSI office is to provide accurate and timely information to students for most student questions and, when necessary, to refer students to other offices in the Campus Community for resolution of more complex issues.

CSI provides technological assistance to students as they navigate through their degree programs. They support student portals for financial services, registration, grades and general electronic communications. CSI also assists with campus employment placement for students.

Below is the contact information for LIU-Post Help Desk for questions on how to navigate Brightspace™

<https://Brightspace.liu.edu/> or <http://it.liu.edu/CSI>

Information Technology (718) 488-3300

(516) 299-3300

IT@liu.edu

Orientation and access to

<https://it.liu.edu/tutorials/campus-help-desk/>

campus networks/Wi-Fi:

Hardware recommendation: <http://it.liu.edu/Hardwaresoftware>

LIU Post Online Protocols <https://it.liu.edu/about-us/it-policies/>

## **DISABILITY SUPPORT SERVICES (DSS)**

### **Students with Disabilities**

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the ADA Amendments Act of 2008, I will make accommodations for students with disabilities. Those students must provide me with the appropriate DSS Accommodations Form by the end of the second week of classes. Please contact the office of Disability Support Services in the Center for Learning at 516-299- 3057 to take appropriate steps to develop an appropriate educational plan.

If you are a student with a documented disability, medical condition, or think you may have a disability, and will need accommodations, academic adjustments, auxiliary aids, or other services, please contact the Office of Disability Support Services by calling 516-299-3057 or emailing [Post-LearningSupport@liu.edu](mailto:Post-LearningSupport@liu.edu) to request services, accommodations or for additional information. Additional information is also available on the DSS website: [www.liu.edu/post/dss](http://www.liu.edu/post/dss).

The Center for Healthy Living offers supportive psychological and nutritional services Monday – Friday 9 a.m.to 5 p.m. and is in Post Hall, Lower Level – South Entrance (parking lot side of building.) Additional information is available by emailing [Post-HealthyLiving@liu.edu](mailto:Post-HealthyLiving@liu.edu) or calling (516) 299-3468.

LIU Post offers free tutoring in subject areas and in writing. For information about how to register for tutoring, contact:

The Center for Learning Email: [Post-LearningSupport@liu.edu](mailto:Post-LearningSupport@liu.edu) Phone:  
516-299-3057

The Writing Center Email: [Post-WC@liu.edu](mailto:Post-WC@liu.edu) Phone:  
516-299-2732

## **TITLE IX**

It is the policy the School of Nursing to comply with Title IX of the Education Amendments of

1972, which prohibits discrimination based on sex (including sexual harassment and sexual violence) in the University's educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination. Title IX states that: No person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

[https://liu.edu/~link.aspx?\\_id=551347875BAC4778A170C1EE5F0B6A2D&\\_z=z](https://liu.edu/~link.aspx?_id=551347875BAC4778A170C1EE5F0B6A2D&_z=z)

### CHANGE OF ADDRESS, TELEPHONE, AND NAME

Should any personal identification or contact information be changed, it is the student's responsibility to notify the SON administrative assistant, the faculty member, and the University Registrar of such changes immediately.

- Both the University and the SON maintain student records and use this information for contacting students and for mailing important information.
- Neither the SON, nor the University, can assume responsibility for mail sent to a student not received by them.

### ANTI-HARASSMENT POLICY

Long Island University is committed to enforcing anti-harassment and discrimination policies. Please refer to the Student Handbook for more detailed information.

[https://liu.edu/~link.aspx?\\_id=551347875BAC4778A170C1EE5F0B6A2D&\\_z=z](https://liu.edu/~link.aspx?_id=551347875BAC4778A170C1EE5F0B6A2D&_z=z)

### UNSAFE AND UNETHICAL NURSING PRACTICE

Certain behaviors are essential for safe and ethical nursing practice. Violations of such practice are defined below, so that each nursing student may be aware of the seriousness of his/her actions. **Unsafe and/or unethical practice may result in clinical failure and suspension from the program.** Unsafe or unethical nursing practice may be evidenced by, but is not limited to, one or more of the following behaviors:

- a. Performing activities for which the student is not prepared or beyond the student's capabilities.
- b. Performing activities which do not fall within the legal scope of professional nursing practice.
- c. Recording or reporting inaccurate data regarding client assessments, care plans, nursing interventions, and/or client evaluations.
- d. Failing to recognize and/or report and record own errors (incidents) performed in relation to client care. See Medication Administration Policy
- e. Having physical, mental, and/or cognitive limitations which endanger or impair the welfare and safety of the client and/or others.
- f. Disclosing confidential or private information inappropriately. See the "Confidentiality and Privacy" section.
- g. Behaving in a disrespectful manner toward clients, faculty and/or other health team members. Arriving late to the clinical area. Does not follow reporting protocol when absent from the clinical rotation.
- h. Attending clinical experiences while under the influence of alcohol or drugs, including prescriptive medication which may impair performance or excessive lack of sleep.
- i. The student must be alert and actively participate in the learning situation.

### WRONGFUL ACTS ARE DEFINED AS FOLLOWS:

- a. **Negligence:** is a careless act of omission or act that results in injury to another. Every individual is responsible for always conducting himself/herself in a reasonable and prudent manner, and failure to do so constitutes negligence.
- b. **Malpractice:** is negligence of a professional nature. Unprofessional actions or professional misconduct that injure or harm another is considered malpractice.
- c. The following measures may be taken by the clinical faculty member if a nursing student demonstrates unsafe, unethical, wrongful, unprofessional, or illegal nursing practice as **defined above:**
- d. Immediate dismissal from the clinical area.
- e. Timely evaluation by nursing faculty and referral to the Nursing Academic Review Committee as needed.
- f. Depending on the decision of the Academic Review Committee the result may require remediation with faculty or immediate dismissal from the Nursing Program.

### RECOMMENDATION LETTERS

Students who would like to request a recommendation letter from a member of the SON for any reason must follow the following protocol:

1. Make the request in writing to the SON member at least two (2) weeks before the needed documentation.
2. Be sure to include specific information in the request, such as:
3. To whom, where the letter should be addressed and e-mailed.
4. Please include the title of the person with full credentials and position.
5. The purpose and required content of the letter. (i.e., job, academic advancement; award)
6. Background information (accomplishments, professional memberships, professional activities, etc.) of the individual requesting the letter and why they are worthy of this award/recommendation.
7. The date the letter is due.
8. A copy of the student resume is attached to the request.

## Appendix A

### LIU POST SOCIAL MEDIA FORM

**Instructions:** Read over the policy and visit the sites provided below.  
Sign the bottom of this form and upload it to your e-Portfolio and give a copy to your instructor.

#### POLICY ON SOCIAL MEDIA

The School Nursing (SON) supports the University and professional nursing organization guidelines related to the use of social media. Information posted on social media (for examples, but not limited to: Facebook, Google+, Twitter, YouTube, Instagram, LinkedIn, Pinterest and other forms of social medial) may potentially become disclosed to the public at any time, regardless of the privacy settings intended by the user.

Consequently, students should not post content that is disrespectful of others, or any patient or course related information that is confidential, private, or proprietary.

All students in the SON are required to review the content in the links below for important information about the acceptable use of social media:

ANA’s Principles for Social Networking and the Nurse Guidance for Registered Nurses (PDF):  
<https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf>

National Council of State Boards of Nursing “A Nurse’s Guide to the Use of Social Media”  
(download PDF): <https://www.ncsbn.org/3739.htm>

National Council of State Boards of Nursing video: Social Media Guidelines for Nurses  
<https://www.ncsbn.org/videos.htm>

I \_\_\_\_\_, have visited the websites provided above, read the material regarding appropriate uses of social media, and understand the possible consequences of inappropriate use of social media.

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

Signature \_\_\_\_

# Appendix B



**LONG ISLAND UNIVERSITY POST  
CAMPUS**  
720 Northern Boulevard, Brookville,  
NY 11548  
Phone: 516-299-2485

## Health Clearance Form for School of Nursing Students

### SECTION I: PERSONAL INFORMATION (TO BE COMPLETED BY STUDENT)

STUDENT NAME	DATE OF BIRTH	SEX <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE
ADDRESS	LIU ID #	
TELEPHONE NUMBER (DAY)/ ALTERNATE TELEPHONE NUMBER (I.E. CELL PHONE, ETC.)	PERSON TO NOTIFY IN EVENT OF EMERGENCY/TELEPHONE NUMBER	

### SECTION II: HEALTH HISTORY

(TO BE COMPLETED BY STUDENT AND REVIEWED BY A LICENSED PHYSICIAN, NURSE PRACTITIONER OR PHYSICIAN ASSISTANT)

Have you ever had or do you now have any of the following? (Place a check in the box if applicable and specify under comments)

<b>History</b> <input type="checkbox"/> Allergies <input type="checkbox"/> Anemia or bleeding disorder* <input type="checkbox"/> Arthritis <input type="checkbox"/> Asthma* <input type="checkbox"/> Cancer/cysts/tumors <input type="checkbox"/> Cardiac disease, heart trouble, abnormal heart rate* <input type="checkbox"/> Chronic or frequent colds <input type="checkbox"/> Contact lenses or glasses* <input type="checkbox"/> Diabetes* <input type="checkbox"/> Diabetes, uncontrolled* <input type="checkbox"/> Drug, alcohol or narcotic habit <input type="checkbox"/> Ears, eye, nose or throat problems <input type="checkbox"/> Fainting* <input type="checkbox"/> Fear of tight or enclosed spaces* <input type="checkbox"/> Gastrointestinal disorder (ulcer, colitis) <input type="checkbox"/> Hearing deficits* <input type="checkbox"/> Heat exhaustion or heat stroke <input type="checkbox"/> Hepatitis <input type="checkbox"/> High or low blood pressure <input type="checkbox"/> High blood pressure, uncontrolled* <input type="checkbox"/> Injuries <input type="checkbox"/> Immunosuppressed? (If yes, specify) _____ <input type="checkbox"/> Kidney disease <input checked="" type="checkbox"/> Lung disease* ( <input type="checkbox"/> Emphysema <input type="checkbox"/> Chronic Bronchitis)* <input type="checkbox"/> Mental or emotional problems <input type="checkbox"/> Musculoskeletal <input type="checkbox"/> Neurological disease (stroke, etc.) <input type="checkbox"/> Orthopedic problems (back pain, deformities) <input type="checkbox"/> Persistent cough, shortness of breath, breathing problems* <input type="checkbox"/> Respiratory disorders* <input type="checkbox"/> Rheumatic Fever <input type="checkbox"/> Ruptured ear drum* <input type="checkbox"/> Surgery: List: _____ _____ _____	<input type="checkbox"/> Seizure disorders (i.e. epilepsy, loss of consciousness)* <input type="checkbox"/> Seizures, uncontrolled* <input type="checkbox"/> Sensation of smothering* <input type="checkbox"/> Tuberculosis <input type="checkbox"/> Venereal Disease <input type="checkbox"/> Any other illness or injury other than those already noted? _____ _____ _____	<b>PPD Symptom Review</b> <input type="checkbox"/> PPD Negative (check items below only if positive PPD exists): <input type="checkbox"/> Fever <input type="checkbox"/> Weight loss <input type="checkbox"/> Night sweats <input type="checkbox"/> Cough <input type="checkbox"/> Hemoptysis	<b>Current Medications*</b> (prescription and non-prescription) _____ _____ _____ _____ _____ _____ _____
		Have you ever worn a HEPA respirator before? * <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe the circumstances and any apparent difficulties noted with respirator use. _____ _____ _____	
Do you have any other condition that you believe might interfere with respirator use or result in limited working ability? * <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain: _____ _____ _____	<b>Allergies:</b> <input type="checkbox"/> None (include any medication, food, and/or chemical allergy) _____ _____ _____ _____ _____	<b>Comments for any checked boxes:</b> _____ _____ _____ _____ _____ _____	

\*Indicates medical questions required for respirator use



<b>SECTION III: HEPATITIS VACCINE/DECLINATION</b> (To be completed by student – check appropriate statement)		<b>SECTION IV: RELEASE OF INFORMATION</b> (To be completed by student)	
<input type="checkbox"/> I <b>have received</b> a <b>Hepatitis B vaccination</b> series. <input type="checkbox"/> I have been informed that to complete my physical for clinical rotations and field internships, that I should take a series of three (3) Hepatitis-B vaccines under the current OSHA guidelines. I must arrange for this series of vaccines on my own and through my own clinical practitioner. I hereby <b>DECLINE</b> to take these vaccines, and do so <b>AT MY OWN RISK</b> and I release Long Island University and its Clinical Hospital Affiliates of all liabilities and personal responsibilities.		I hereby authorize the physician/health care practitioner listed on the reverse of this form to forward my Health History and Medical Records to Long Island University School of Nursing and to any of the Clinical Affiliates as required by Title 10 and other governing agencies.	
Signature	Date	Signature	Date

**SECTION V: IMMUNOLOGICAL INFORMATION:**

(TO BE COMPLETED BY A LICENSED PHYSICIAN, NURSE PRACTITIONER, OR PHYSICIAN ASSISTANT)

**\* IMPORTANT NOTE: \*\*\* ORIGINAL LABORATORY REPORTS MUST BE SUBMITTED ATTACHED TO THIS FORM!**

DATES	TESTS	RESULTS	COMMENTS:
<b>Date Placed:</b> / /20____ <b>Date Read:</b> / /20____ <b>Date Placed:</b> / /20____ <b>Date Read:</b> / /20____	<b>2 Consecutive P.P.D. (Tuberculosis) Skin Tests:</b> • 2 step TB skin test (administered 1-3 weeks apart) OR 2 consecutive annual skin tests (administered 10-12 month apart), the most recent test administered within the past 6 months) <small>As per current CDC and JACHO guidelines, this test MUST be repeated every six (6) months for practicing healthcare workers.</small> • If QuantiFERON-TB Gold test or T-SPOT tests are used please indicate results as <input type="checkbox"/> Positive or <input type="checkbox"/> Negative <small>Only results within past 1 year will be acceptable. Lab Report MUST</small>	<input type="checkbox"/> Erythema _____mm  <input type="checkbox"/> Induration _____mm be submitted	<b>PPD/QuantiFERON/Chest X-Ray Comments:</b>   
<b>Date Taken:</b> / /20____ <input type="checkbox"/> CXR Not Needed	<b>Chest X-ray:</b> (Only required if PPD is positive) <b>*** Copy of a Radiology Report within one (1) year MUST be submitted with this form ***</b>	See Report	
<b>Date of Test:</b> / /20____	<b>Rubeola (Measles) Titer:</b> Expected Result: IMMUNE <b>*** Lab report must be submitted ***</b>	<input type="checkbox"/> Immune <input type="checkbox"/> Not Immune	<b>MMR LAB RESULTS COMMENTS:</b>  <input type="checkbox"/> Negative or low titer levels on any part of the MMR lab results warranted the administration of the MMR vaccine on ____/____/____ by _____
<b>Date of Test:</b> / /20____	<b>Rubella (German Measles) Antibody Titer:</b> Expected Result: IMMUNE <b>*** Lab report must be submitted ***</b>	<input type="checkbox"/> Immune <input type="checkbox"/> Not Immune	
<b>Date of Test:</b> / /20____	<b>Mumps Titer:</b> Expected Result: IMMUNE <b>*** Lab report must be submitted ***</b>	<input type="checkbox"/> Immune <input type="checkbox"/> Not Immune	
<b>Date of Test:</b> / /20____	<b>Varicella (Chicken Pox) Titer:</b> Expected Result: IMMUNE <b>*** Lab report must be submitted ***</b>	<input type="checkbox"/> Immune <input type="checkbox"/> Not Immune	<b>Varicella Lab Results Comments:</b>  <input type="checkbox"/> Negative or low Varicella titer level warranted the administration of the Varicella vaccine on ____/____/____ by _____
<b>Date of Test:</b> / /20____	<b>Hepatitis B Surface Antibody Titer:</b> Expected Result: IMMUNE <b>*** Lab report must be submitted ***</b>	<input type="checkbox"/> Immune <input type="checkbox"/> Not Immune	<b>Hepatitis B Surface Antibody Lab Results Comments:</b>  <input type="checkbox"/> Negative or low Hepatitis B Surface Antibody titer level warranted the 1 <sup>st</sup> administration of the Hepatitis B vaccine on ____/____/____ by _____  Hep B #2 is due: ____/____/____ Hep B #3 is due: ____/____/____
<b>Date of Test:</b> / /20____	<b>Tdap Tetanus-Diphtheria-Pertussis Toxoid Booster</b> (Recommended if last injection >10 years)	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed	<b>Tdap Comments:</b>  <input type="checkbox"/> Tdap Booster administered by: _____

**SECTION VI: HEALTH CARE PRACTITIONER SIGNATURE/INFORMATION:**

(TO BE COMPLETED BY A LICENSED PHYSICIAN, NURSE PRACTITIONER, OR PHYSICIAN ASSISTANT)

Is this individual medically cleared for fit testing and use of air-purifying respirators?

- Yes
- No Please specify reason(s):  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I have reviewed the physical and mental capacity of the above named individual. A physical examination and his/her mental history has been recorded within the past year. In my judgment, the applicant is free from any physical or mental health impairment which is a potential risk to the patient or personnel, or which might interfere with the performance of duties, including the habituation or addiction to depressants, stimulants, narcotics, alcohol or other substances which may alter the individual's behavior or which may impair his/her ability to discharge his/her responsibility for patient care.

 Physician     Nurse Practitioner     Physician Assistant

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

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

Telephone: ( ) \_\_\_\_\_

Date of Examination: \_\_\_\_\_

**Signature and/or Stamp:**

## Appendix C

### LIU Post Remediation Form

#### Clinical Theory

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

**Faculty/Course/Location:** \_\_\_\_\_

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

**Process:** Students are to email their Instructor to arrange for an appointment to remediate. Completed remediation form is to placed in the student's

---

Description of faculty concern:

---

Remediation action recommended:

Skills needing remediation:

Learning objective:

Date skill(s) completed:

---

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

Student Signature

---

Cc: Student file

Student copy

Advisor file

Rev 10/18

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## Appendix D

### LIU POST – SCHOOL OF NURSING CORRECTIVE PLAN OF ACTION FORM

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

.....

Objective of Corrective Plan of Action: To assist the student in identifying and addressing behavioral criteria that need to be demonstrated appropriately in the BS nursing program.

The Corrective Plan of Action consists of problem list, SMART learning objectives (specific, measurable, achievable, results oriented, time bounded), specific activities to achieve the objectives, outcome measurement.

#### Problem Specific Activities

**(The student will fill in this section. Add activities that will facilitate achievement of the outcome)**

#### Outcome Measurement

**(What student and faculty will see, hear or feel to verify accomplishment)**


A "SMART" Objective:

1. Specific
2. Measurable
3. Achievable
4. Results centered
5. Time bounded

At completion of the time frame:

Date:

---

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

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

Cc: Student file  
Student copy  
Advisor file  
Rev. 10/18

**Appendix E****CLINICAL GUIDELINES**

Clinical course/Semester: \_\_\_\_\_

Healthcare Institution/Facility/Unit: \_\_\_\_\_

Clinical Instructor: \_\_\_\_\_

The Clinical Professional Behaviors document details the expected behaviors of LIU – Post Nursing students. Nursing students will require a review and signature of this document for each clinical course during their education at LIU – Post. This will serve as a reminder of the expectations required to practice in clinical situations and in the simulation lab.

Students:

1. Have read and understand the School of Nursing – Nursing Student Handbook regarding professional behaviors.
2. Have read and understand the American Nurses Association (ANA) Code of Ethics for Nurses (2015) <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/> and agree to abide by them.
3. Have read and understand the ANA Principles on social media - Guidelines for using electronic and social media: The regulatory perspective. <http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-17-2012/No3-Sept-2012/Guidelines-for-Electronic-and-Social-Media.html> -
4. Adhere to the healthcare institution/facility/unit policy on the use of digital devices to include mobile phones and social media

Please refer to the Nursing Student Handbook for additional information not included here.

Not adhering to the guidelines stated above and within the Nursing Student Handbook constitutes unprofessional behaviors and will result in removal from the clinical area and not being to complete your course(s) during the semester the infraction occurs.

By signing below, you have read, understood, reviewed and are well versed with the expected behaviors of the nursing student at LIU – Post.

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

**References:**

Bell, L. (2015). Code of Ethics for Nurses with Interpretive Statements. *Critical Care Nurse*, 35(4), 84-84.

Spector, N., Kappel, D. (2012). Guidelines for using electronic and social media: The regulatory perspective. *OJIN: The Online Journal of Issues in Nursing*, 17(3).

**APPENDIX F****NYS Nurse Practice Act****LEGAL DEFINITION OF NURSING PRACTICE NEW YORK STATE****Effective June 18, 2010**<http://www.op.nysed.gov/prof/nurse/article139.htm>**Section 6901:**

Definitions as used in section 6902:

1. "Diagnosing" in the context of nursing practice means identification of and discrimination between physical and psychosocial signs and symptoms essential to effective execution and management of the nursing regimen. Such diagnostic privilege is distinct from a medical diagnosis.
2. "Treating" means selection and performance of those therapeutic measures essential to the effective execution and management of the nursing regimen, and execution of any prescribed medical regimen.
3. "Human responses" means those signs, symptoms and processes which denote the individual's interaction with an actual or potential health problem.

**Section 6902:**

Definitions of practice of nursing:

1. The practice of the profession of nursing as a registered professional nurse is defined as Diagnosing and treating human responses to actual or potential health problems through such services as case-finding, health teaching, health counseling, and provisions of care supportive to or restorative to life and well-being, and executing medical regimens prescribed by a licensed or otherwise legally authorized physician or dentist. A Nursing regimen shall be consistent with and shall not vary any existing medical regiment.
2. The practice of nursing as a licensed practical nurse is defined as performing tasks and responsibilities within the framework of case-finding, health teaching, health counseling, and provision of supportive care under the direction of a registered professional nurse or licensed or otherwise legally authorized physician or dentist.

**Section 6906:**

Nothing in this article shall be construed to confer authority to practice medicine or dentistry.

**APPENDIX G****LONG ISLAND UNIVERSITY -POST  
SCHOOL OF NURSING****TECHNICAL STANDARDS FOR ADMISSION, MATRICULATION AND CONTINUED  
PROGRESSION IN THE NURSING PROGRAM**

Nursing is a practice discipline and successful completion of the nursing program requires that students demonstrate the ability to perform several essential skills effectively and safely. All students are assessed in practice labs and clinical practicums throughout the program to confirm adherence to the technical standards, with or without accommodation. Technical standards must be met for admission to, matriculation in and progression through the Nursing program. These requirements pertain to all student conduct regardless of setting (e.g., classroom/didactic, office, on-campus simulation or off-campus clinical, email communication, etc.). According to the Board of Nursing Rules & Regulations, accepted standards of nursing practice include “behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity”. In addition, as clearly described in various clinical evaluation tools and course guidelines, students must be able to provide safe competent patient care.

The standards include personal and professional traits and include the following areas:

- Intellectual
- Psychomotor
- Observation
- Communication
- Emotional Coping Skills
- Professional Traits

**Students are held to the following Professional and Technical Standards:**

- American Nurse Association (ANA) Standards of Practice & Standards of Professional Performance (ANA 2015)
- American Nurse Association (ANA) Code of Ethics (ANA, 2015)
- American Association of Colleges of Nursing (AACN) Program 9 Essentials (2008) and Accreditation Standards (AACN, 2018)

Please see attached article. The Essential citation needs to be updated.

---



A student entering the nursing program will be able to demonstrate the following technical competencies:

- **Intellectual**

- Critical thinking is an important part of clinical judgment needed to provide safe patient care. Students must be able to problem solve creatively, to master abstract ideas and to synthesize information to handle the challenges of the academic, laboratory and clinical settings. Students must be able to measure, calculate, reason, and quickly analyze information

- **Psychomotor**

Students must have the physical coordination to be able to handle moving clients and to direct clients in varied practice settings. Visual acuity and independent mobility, fine and gross movement, equilibrium, and the use of touch are essential to assure safety of clients, significant others and staff. Nursing students must be able to provide general care (including preparing medications and administering treatment and completing patient assessments). Students must be able to perform basic life support (CPR), and function in an emergency. Students must be able to travel to and from classes and clinical assignments on time and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames. Students must be able to meet the challenges of a health care environment which requires a readiness for immediate and appropriate response without interference of personal or medical problems

- **Observation**

Students must be able to observe patients accurately to assess their condition and perceive signs of disease and responses to treatments through physical examination, including visual cues, auditory information (patient voice, heart tones, bowel, and lung sounds) and palpable changes in certain organs and tissues.

- **Communication**

The ability to communicate verbally and in writing, using appropriate grammar and vocabulary, to build relationships with faculty, advisors, fellow students, colleagues and clients and their significant others. Proficiency in communication includes transactions with individuals and groups in learner, collegial, consultative, leadership and tasks roles. Students must be able to elicit information, gather information, describe findings, and understand non-verbal behavior. Students must be able to process and accurately convey information about the patient status to faculty, staff, and other health care providers promptly.

- **Emotional Coping**

Emotional health for full utilization of intellect, the exercise of good judgment, prompt completion of responsibilities and the development of mature, sensitive, and effective relationships with others. Working with people in need often requires taxing workloads and adaptation to changing and challenging environments requiring flexibility and a spirit of cooperation. Essential emotional coping skills include the ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice.

- **Professional Traits**

---

- Students must have a commitment to adherence of policies of the college, of the nursing program and of the clinical sites. This includes a commitment to the code of ethics of the profession and behavior which reflects a sense of right and wrong in the helping environment. These rules include matters relating to professional dress and behavior. Students must have a commitment to work in an intense setting which challenges the individual to meet the needs of people of diverse cultures and age groups who are ill, severely injured, limited by cognitive, emotional, and functional deficits, and whose behavior may create at times an aversive reaction. The ability to interact with these individuals without being judgmental or prejudiced is critical in establishing a therapeutic relationship. Students must demonstrate professional competence and moral character that meets state licensure guidelines.

I have reviewed the Administrative Hierarchy for the Nursing Program and had an opportunity to discuss them with a faculty member.

My signature below indicates that, to the best of my knowledge, I am presently able to meet the standards of the program. I also understand that should there be a change in my status about meeting these standards, I am obligated to share this with the Chair of the School of Nursing, so that appropriate action can be taken about my continuing to pursue my interesting the nursing program.

---

Student Signature

Date

Print Student Name

---

Faculty Signature

Date

References:

- American Nurse Association (ANA) Standards of Practice & Standards of Professional Performance (ANA, 2015)
  - American Nurse Association (ANA) Code of Ethics (ANA 2015)
  - American Association of Colleges of Nursing (AACN) Program Essentials (2021) and Accreditation Standards (2018)
-

## APPENDIX H

### Introduction The Graduate Nursing Handbook (GNH) Attestation

#### Acknowledgment of Receipt of the Graduate Nursing Handbook

#### School of Nursing

I \_\_\_\_\_, have reviewed the electronic version of the Long Island University Post: School of Nursing and Nursing Graduate Nursing Handbook (GNH). I understand I am responsible for reading this handbook and that I am accountable for adherence to the policies and guidelines herein. I also agree to uphold the University's Campus Policies as well as the American Nurses Association Code of Ethics <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses> and the student responsibilities as outlined in the Graduate Nursing Handbook. The Graduate Nursing Handbook (GNH) is designed to provide graduate nursing students with the School of Nursing mission, philosophy, goals, and policies as well as essential information to assist nursing students to achieve academic success throughout the program. Nursing students are advised to familiarize themselves with the LIU Post Graduate Bulletin. Additional policies, procedures and other important information are on the website. Nursing students are strongly advised to familiarize themselves with the information contained in the GNH. Familiarization with these policies and procedures will facilitate academic success in the FNP nursing program. It is each student's responsibility to review, understand, and abide by LIU Post University's regulations, procedures, requirements, and deadlines as described in official publications, including the University's graduate bulletin, LIU Post websites, and official university email communications. In addition, all students are required to positively affirm their knowledge of, and adherence to, LIU Post's Student Conduct Rules, University Standards and Administrative Regulations prior to their first semester at LIU Post. Declaring a lack of knowledge of university regulations will not be accepted as a basis for an exception to these regulations. I am aware that the GNH is subject to change, and I am responsible for reviewing the electronic version of the handbook on an ongoing basis for any updates, revisions, and changes made by the School of Nursing.

***Please print, sign and date this Acknowledgment. By signing this document, the student is acknowledging receipt of the electronic version of the Graduate Nursing Handbook and accepting responsibility for its contents.***

Student's name (printed) \_\_\_\_\_

Student's signature \_\_\_\_\_

Date:

## Appendix I

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Long Island University  
School of Nursing

CONFIDENTIALITY AGREEMENT

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3. Disclosure, Use and Access

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4. Confidentiality Policy

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5. Return of Confidential Information

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Long Island University  
School of Nursing

HEALTH INFORMATION RELEASE FORM

The Long Island University, Post Campus School of Nursing is required to forward to all health care agencies in which you will have a clinical experience the specific health evaluation information that is required by them.

1. Verification of Fulfillment of Health Requirements Pursuant to NYS 405.3 Health Code.

Agencies have the right to require additional health information to what is listed below:

1. Measles vaccine/titers
2. Mumps vaccine/titers
3. Rubella vaccine/titers
4. Varicella vaccine/titers
5. Tetanus vaccine
6. HepB vaccine/titers
7. Meningitis vaccine/titers
8. Flu vaccine
9. Two-step TB skin test OR annual skin tests for the past two year OR Quantiferon Gold blood test or recent chest x-ray along with TB symptom questionnaire
10. Annual physical exam
11. Health insurance
12. BLS for the Healthcare Provider CPR certification from the **American Heart Association**
13. Confidentiality statement/HIPAA Certification
14. OSHA/Personal Protective Equipment Certification
14. **Criminal** background check
15. Child abuse clearance

I authorize the Clinical Site Coordinator in the Department of Health and Safety of the School of Nursing to forward my health evaluation information as described above to health care agencies in connection with my participation as faculty in clinical experiences in the undergraduate/graduate (circle) program. Additional information from my health file may be released as requested by a clinical agency.

Signature \_\_\_\_\_

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

Date \_\_\_\_\_