DEPARTMENT OF NURSING

GRADUATE STUDENT HANDBOOK

LIU
Post

School of Health Professions and Nursing

Welcome from the Nursing Department Chairperson

NURSING is a profession that is consistently recognized by the citizens of this country as among the "most trusted". In joining us, you have chosen to advance your nursing career that requires your commitment to achieving the knowledge and excellence in nursing practice that is necessary to care for our diverse citizens, who many are among the most vulnerable in our society.

Due to the dedication of faculty in the Department of Nursing, we proudly received reaccreditation from the Commission on Collegiate Nursing Education (CCNE) in 2017. The LIU-POST Nursing faculty are in partnership with our professional students and are committed to providing them with optimal classroom, state of the art simulation lab and clinical site experiences.

Your educational commitment to yourself, the nursing faculty and your patients is to *effectively* study and synthesize all aspects of LIU-Post coursework. Your goal is to achieve *excellence* through advanced nursing practice in the nursing arts and simulation labs and utilize all patient encounters to develop your critical analysis to provide *efficient* evidenced based nursing care that assists patients to achieve, retain or maintain their optimal health. The commitment to your studies and your patients will test your stamina and endurance as you synthesize course content building upon your previous knowledge and integrating bio/psycho/social principles with the LIU-POST graduate nursing courses. Your nursing experiences will tap into your tenacity and cultivate resilience while building the confidence necessary to face daily life and death situations.

The Department of Nursing faculty welcomes your commitment and dedication to yourself and the Nursing profession. We strive to educate and guide you toward achieving your goal of becoming an LIU-POST Advanced Practice Nurse!

Sincerely,
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Dr. Maureen P. Cardoza, Ph.D., R.N. CADDCT, CDP
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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 assist you in understanding the policies of the nursing program. 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.

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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.

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.

SPECIALIZED AND PROFESSIONAL ACCREDITATION

The academic programs of LIU Post are registered with the New York State Education Department and accredited by the Commission of Higher Education of the Middle States Association of Colleges and Secondary Schools. In addition to the entire University, various other academic programs are specially accredited by professional organizations, signifying they meet the highest standards of educational quality as determined by leaders in the field. The organization that professionally accredits the LIU Post nursing graduate programs is:

- Commission on Collegiate Nursing Education (CCNE)

LIU POST VISION STATEMENT

The School of Health Professions and Nursing (SHPN) 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 focusing 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 provide students with the ability to become competent professionals, ready to engage as skilled, successful members of the health care workforce. Faculty of the SHPN are experts in clinical practice, social wellness, teaching, and research, thereby producing scholarship that is valuable to all areas of health professions 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 SHPN 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 the area of health care and will provide motivation for further advancement.

DEPARTMENT OF NURSING MISSION AND PHILOSOPHY

The mission and philosophy of the LIU-POST nursing department 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 Department 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 department of nursing. mailto:http://liu.edu/CWPost/Academics/School-of-Health-Professions-and-

      Nursing/Academic-Programs/Nursing

GOALS OF THE GRADUATE NURSING PROGRAMS

The program of study at the Department 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 or the Nurse Educator 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.

4- Develop collaborative interdisciplinary teams to coordinate, manage, and promote health care and systems process improvement. (AACN Masters Essentials

PIVOTAL CONCEPTS:

Critical Thinking:

- Utilize creative problem-solving and decision-making based on theories and models in the delivery of health care to individuals, families, groups and communities locally, nationally and globally across the life span, at the point of care.
- Incorporate research concepts and evidenced-based best practice findings in planning and implementing holistic nursing at the point of care.

Professional Communication:

- Utilize concepts of human interaction in establishing effective professional relationships that promote safe communication and inter-professional team building capacity.

- Use appropriate verbal/non-verbal communication strategies with professors, classmates and clients.
- Use appropriate technology in client care.

Professional Roles and Behaviors:

- Demonstrate responsibility and accountability
- Recognize and implement care within ethical and legal parameters of professional practice
- Provide culturally sensitive and culturally competent care to clients in an increasingly diverse society
- Commit to provide evidence-based, clinically competent safe care in diverse settings
- Advocate for patient-family-group-community
- Collaborate with individual clients, families, and communities in the provisions of population health that promotes, protects and improves health outcomes, reduces risks and prevents disease
- Collaborate with interdisciplinary health care providers within strategic community partnerships
- Integrate leadership and management principles in the design and provision of safe quality nursing care
- Incorporate concern for global issues in a philosophy of caring
- Identify issues and trends affecting the health care delivery system

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 reflect** 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.

- **Specialty Certification Rates-** reflect the number of graduates that voluntarily (in New York State) become certified in their chosen nursing specialty.

MASTER OF SCIENCE DEGREE PROGRAMS IN NURSING

The Department of Nursing currently offers two programs leading to a Master of Science degree in Nursing preparing the Family Nurse Practitioner (FNP) and the Nurse Educator. The programs are in keeping with the mission, philosophy and goals of the Nursing Department 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.

Expected Graduate Student Outcomes, LIU-POST Nursing
Graduate Student Goals, Nursing Core Concepts and the Nine Nursing Essentials of
Graduate Education (AACN, 2011)

LIU-POST M.S. IN NURSING EXPECTED STUDENT GOALS	LIU-POST DEPARTMENT OF NURSING (DON) CORE CONCEPTS	THE NINE NURSING ESSENTIALS (AACN, 2011)
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. 4. Develop collaborative interdisciplinary teams to coordinate, manage, and promote health care systems process improvement.	1. Caring 2. Interprofessional collaboration 3. Communication 4. Critical thinking 5. Diversity 6. Cultural and Global World Perspective	I. Background for practice from sciences and humanities II. Organizational and systems leadership III. Quality improvement and safety IV. Translating and integrating scholarship into practice V. Informatics and healthcare technologies VI. Health policy and advocacy VII. Inter-professional collaboration for improving patient and population health outcomes VIII. Clinical prevention and population health for improving health IX. Master's level 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

- Applicants with non-nursing Bachelor's degrees with an Associate's Degree in nursing will be considered for the Nursing Education tract (on a case by case basis)

- FNP Program <u>prerequisite</u> course:
    - Undergraduate physical assessment course or workshop is <u>required</u> prior to taking the graduate advanced health assessment course

- FNP and Nursing Education <u>prerequisite</u> courses:
    - Undergraduate research course and statistics prior to taking the graduate research course
    - Letter of personal statement
    - Current Resume or CV

- Personal interview with the Program Director (FNPs only)

- 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 of transfer credit is normally limited to six semester hours of credit.

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 in addition to career advice and guidance.

GRADING

- Credit is granted for courses completed with the grade of (A), (A-), (B+), (B), (B-), (C+), (C) or (P).
- A grade of (P) signifies pass and a grade of (SP) signifies satisfactory progress for dissertation supervision.
- The grade of (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 (UW) indicates an unauthorized withdrawal.
- A grade of (INC) is assigned at the discretion of the professor and indicates that some of the course requirements have not been completed. A student has until the end of the following semester to makeup 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 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 students who are on academic probation.
- Students are responsible for monitoring their cumulative average to ensure they are meeting their requirements for graduation, as well as the requirements for satisfactory academic progress.
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RETENTION POLICY

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

o A cumulative GPA of 3.0 is required for all graduate work.

o 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 programs

- All Graduate students must earn a grade if "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 program is designed as part-time courses of study:

- 7 semesters for the FNP (46 credits) program with 745 practicum hours and

The core curriculum for the FNP program consists of 26 credits, including course work in nursing theory, issues in professional nursing for advanced practice nurses and nurse educators, family issues, nursing research, advanced pathophysiology, pharmacology for advanced practice nursing, and advanced health assessment.

All students are required to complete an evidence- based practice synthesis paper as part of their master's degree requirements.

The faculty of the Department 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:	• Commission on Collegiate Nursing Education (CCNE)
License Eligibility (Post Grad):	• New York State
Board Certification Eligibility (Post Grad):	• American Nurses Credentialing Center (ANCC) or
	• American Association of Nurse Practitioners (AANP) Certification Program.

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

http://www.nursecredentialing.org/Certification

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

FNP PLAN OF STUDY

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.

FNP Plan of Study:

Course #	Course Name	Credits	Term Post Campus	Term Brentwood Campus
NUR 501	Issues in Professional Nursing for Advanced Practice Nurses and Nurse Educators	3	Fall - 1	Spring - 1
NUR 604	Advanced Pathophysiology Across the Lifespan	3	Fall - 1	Spring – 1
NUR 615	Advanced Pharmacokinetics & Pharmacotherapeutics	3	Spring - 1	Fall – 1
NUR 606	Advanced Health Assessment Across the Lifespan - 90 lab hrs.	4	Spring - 1	Fall – 1
NUR 760	Evidence Based and Translational Methods	3	Summer - 1	Summer – 1

NUR 621	Family Theory: Cultural, Social, Ethical and Policy	3	Summer - 1	Summer – 1
NUR 770	Diagnostic & Clinical Reasoning - 25 Lab Hrs.	4	Fall - 2	Spring - 2
NUR 775	Diagnostic & Clinical Reasoning Practicum -90 hours	2	Fall - 2	Spring - 2
NUR 660	Diagnosis & Management I: Adult-Geriatric Health	3	Spring - 2	Summer – 2
NUR 665	FNP Practicum I: Primary Care of Families (Adult-Geriatric Health) - 180 hrs.	4	Spring - 2	Summer – 2
NUR 670	Diagnosis & Management II: Pediatric and Women's Health	3	Summer - 2	Fall – 2
NUR 675	FNP Practicum II: Primary Care of Families (Pediatric and Women's Health) - 180 hrs.	4	Summer - 2	Fall – 2
NUR 780	Diagnosis & Management III: Management of Chronic Complex Medical Conditions Across the Lifespan	3	Fall - 3	Spring – 3
NUR 785	FNP Practicum III: Management of Chronic Complex Medical Conditions Across the Lifespan - 180 hrs.	4	Fall - 2	Spring – 3

Total credits: 46
Total clinical hours: 745

Board Certification Eligibility	• American Nurses Credentialing Center (ANCC)

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 require additional time beyond the academic semester to achieve the total 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.

RETENTION POLICY

Retention in the post-master's program requires a student to remain in good standing in the FNP program that includes the following:

- o A cumulative G.P.A. of 3.0 is required for all graduate work.
- o All graduate students must earn a "B" or better in specialty courses.
- o Only two grades below a "B" are allowed in core courses; more than two grades below a "B" may result in loss of matriculation status or dismissal from the program.
- o 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.

A student must pass the theory and practicum to proceed to the next semester or graduate. If he/she does not pass either part of the course, both the theory and practicum must be repeated

DEPARTMENT OF NURSING GRADE APPEAL PROCESS:

Final Course Grades and/or other evaluations earned in LIU Department 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. In the event that 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 Department of Nursing offices.
- No unauthorized video or audio taping or photographs are permitted during any of the test reviews and/or appeals proceedings.

A Students failure to adhere to any of these DON processes will result in the students 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 <u>only final grades</u> 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. Discuss the grade with the faculty who assigned it.
2. If the grade is deemed to be correct (no miscalculation of grade occurred) then the grade 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) then 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 his/her 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 seek a solution 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 Undergraduate *program director (or nursing chairperson in his/her absence)* within 5 days with evidence of their communication with their course professor.
3. The *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 Program director will schedule a meeting (via video telephone, e-mail or in person) with the student within 5 business days of being contacted.
5. The *Program director* will advise the student in writing of their findings within 5 business days of the meeting with the student.
6. Appeal of the Program Director *(or nursing chairperson in his/her absence)* decision can only be made to the *Department of Nursing Academic Standing Committee* within 5 business days in writing if there remains no resolution to the issue.
7. The findings of the *Department of Nursing Academic Standing Committee* concerning final grade appeals are solely in regard to the nursing programs and **are final**.
8. No further grade appeal process may be utilized if students exhaust the Department of Nursing Grade Appeal Process.

APPEAL PROCESS FOR DISMISSAL FROM THE NURSING PROGRAM:

* A Students failure to adhere to any of these DON processes will result in the student's forfeiture to appeal.

- ➢ Nursing students who wish to appeal a dismissal from the nursing program must write a letter, addressed to the Chair of the Academic Standing Committee of LIU POST, stating the grounds for the appeal.
- ➢ **Only dismissal appeals with a letter of support from the DON Chairperson will be reviewed.**
- ➢ The student appeal letter and supporting documentation must be received to the LIU-POST campus Chair of the Academic Standing Committee within 5 business days of the receipt of the notification of dismissal.
- ➢ Dismissal of students from the nursing program does not imply dismissal from the University.

A student whose dismissal from the nursing program is upheld, 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: www.liu.edu/post/communitystandards. Failure to be aware of these policies does not excuse students in adhering to the academic ethos.

II. LIU Post Academic Conduct Policy

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. Failure of the student to be aware of the policy does not exclude the individual from its application to their situation.
The Academic Conduct Policy can be accessed at the following link:
http://www.liu.edu/CWPost/Campus-Life/Academic-Career-Planning/Academic-Policies/Academic-Conduct-Policies-Standards

LIU POST ACADEMIC CONDUCT POLICY APPEALS PROCESS

Please refer to 2016-2017 LIU Post Bulletin for details on the appeals process.
http://liu.edu/~/media/RedesignFiles/LIUPost/Academics/Bulletins/Post-UG-Bulletin.ashx?la=en

PLAGIARISM

Ways to Prevent Violating the Academic Conduct Policy

http://www.liu.edu/CWPost/Campus-Life/Academic-Career-Planning/Academic-Policies/~/link.aspx?_id=A539853E351B43DF8FF9F58BBF771911&_z=z

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?

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 6th 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, located in Humanities Hall Room 202, offers writing assistance to students by appointment. Check the Web site for additional information.

TUTORING:
There are numerous tutoring services available on campus, including the Peer Tutoring Program. Content tutoring services are available through the College of Liberal Arts and Sciences, the College of Management, the School of Health Professions and Nursing. Visit the Tutoring Services Web site for more information.

ACADEMIC POLICY/PLAGIARISM

Please refer to the links below detailing the Academic Policy for LIU Post:
http://www.liu.edu/cwpost/academicconduct

SOCIAL MEDIA POLICIES

Patient privacy is paramount. It is fundamentally ethical and a legal obligation of nurses including student nurses to ensure patient privacy. Patient privacy and confidentiality is always to be protected and in all environments; this includes the clinical arena, Inter-professional Simulation Center (ISC), the classroom and off campus. This includes digital/internet/email and all other forms of communication. 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. Students that violate patient privacy through direct, indirect, or technological communication **will be dismissed from the program**.

This is especially true in the advent of technology where video, texting, photography and social media are used on daily basis. Students must also abide by the requirements on the use of 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 as Appendix A.

- Six Tips for Nursing Using Social Media
  http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media/Social-Networking-Principles-Toolkit/Tip-Card-for-Nurses-Using-Social-Media.pdf

- Navigating the World of Social Media
  http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media/Social-Networking-Principles-Toolkit/Tip-Card-for-Nurses-Using-Social-Media.pdf

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.

- 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

Recommendations:
- 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. 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 website. All students are required to review the contents of the website located at:

o http://www.liu.edu/cwpost/academicconduct

The following are many of the policies, however, students are also required to familiarize themselves with all university policies as outlined in the student handbook and the university

website. If you have any questions about the policies, please speak to your professors or academic advisors.

Academic Conduct Policies and Standards

- Through its mission and Student Affairs Ethos Statement, LIU Post encourages its students to become model and well-educated citizens. The Academic Conduct Ethos Statement mirrors these same ideals and expectations.

  o http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct.aspx

1. Ethos Statement

- The LIU Post Campus is committed to the advancement of learning and service to society. Its educational mission reflects a commitment to intellectual rigor, social justice, and active engagement of contemporary issues. Working together as a community, students, faculty, and administrators help foster a Campus atmosphere that advances the mission of the Campus.

- The principles of the LIU Post mission statement challenge students to:

  o Strive for excellence
  o Become men and women in service to others
  o Integrate curricular and co-curricular learning
  o Develop talents through discovery and reflection
  o Be concerned for the welfare of each person

- To achieve all these ideals, all students are expected to contribute, through their words, actions, and commitments, to the development and sustenance of an academic community characterized by respect, honesty, originality, and fairness. These characteristics are essential to ensure the rights and privileges of all students and faculty while preserving the academic integrity of our educational community.

- The standards of academic conduct are designed to foster the highest ideals of academic integrity. Adherence to these standards by all members of the campus community promotes excellence in teaching and learning.

2. **Academic Conduct Policy Standards**

- The following standards, or set of responsibilities, of academic conduct are designed to foster the highest ideals of academic integrity and are intended to clarify expectations. Listed after each one is a description of activities that violate the standard.

    o http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards.aspx

a. **Academic Respect for the Work of Others**

- Any form of academic dishonesty, including but not limited to cheating on exams, plagiarism, failing to cite other's work, falsehoods or fabrications are not acceptable conduct by students in the Nursing Program. The classroom instructor reserves the right to determine the classroom rules to which student must abide. If a student is found in breach of outlined rules of honesty or decency, all classroom instructors reserve the right to give a grade of zero for the quiz, exam or work submitted. Any breach of discipline may result in disciplinary action, including suspension or dismissal.

    - **Plagiarism:** representing in any academic activity the words or ideas of another as one's own (whether knowingly or in ignorance) without proper acknowledgement. This principle applies to texts published in print or on-line, to manuscripts, to your own work, and to the work of other students. Acts of plagiarism include but are not limited to:

        o Paraphrasing ideas, data, or writing (for instance, from web or online databases, books, periodicals, monographs, maps, charts, pamphlets, and other electronic sources), even if it makes up only part of your written assignment, without properly acknowledging the source; or
        o Using someone's words or phrases and embedding them in your own writing without using quotation marks and citing the source; or
        o Quoting material directly from a source, citing the source on the bibliography page, but failing to mark properly the author's text or materials with quotation marks and a citation; or
        o Submitting as your own part of or an entire work produced by someone else; or
        o Transferring and using another person's computer file as your own; or
        o Obtaining papers, tests, and other assessment material from organizations or individuals who make a practice of collecting papers for resubmission; or
        o Using visual images, dance performances, musical compositions, theatrical performances, and other digital resources (PowerPoint presentations, etc.) as your own without proper acknowledgement.

b. **Academic Self-Respect**

- **Facilitating Academic Dishonesty:** assisting another to cheat, fabricate, or plagiarize, including but not limited to:

  - Allowing another student to copy from you; or
  - Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other sections of the same course); or
  - Taking a quiz, exam, or similar evaluation in place of another person; or
  - Signing on the attendance sheet the name of a student who is not present.

c. **Academic Honesty**

- **Cheating:** Improper application of unauthorized materials, information, or study aids, including but not limited to:

  - Obtaining unauthorized prior knowledge of an examination or part of an examination; or
  - Using resources or instruments on academic tasks not explicitly permitted by the supervising instructor (e.g., textbook, notes, formula list, calculator, etc.); or
  - Using any electronic device in an academic exercise or examination that is not explicitly authorized by the supervising faculty. This includes but is not limited to the Internet, cell phones, beepers, iPods, headphones, PDAs, and other wireless handheld devices; or
  - Altering a graded exam or assignment and then requesting that it be regraded; or
  - Collaborating by sharing information or requesting assistance, when such collaboration has been explicitly prohibited by the instructor; or
  - Making use of another person's data or work without proper citation in an assignment; or
  - Allowing another person to take a quiz, exam, or similar evaluation for you; or
  - Submitting work with identical or similar content in concurrent courses without permission of the instructors; or
  - Resubmitting a work that has already received credit with identical or substantially similar content in another course without consent of the present instructor.

d. **Academic Originality**

- **Fabrication:** falsification or invention of any information or citation in an academic activity, including but not limited to:

- o Crediting source material that was not used for research; or
- o Presenting results from research that was not performed; or
- o Altering data to support research; or
- o Inventing excuses for missed assignments, exams, or classes; or
- o Altering or falsifying University documents or records related to academic matters.

e. Academic Fairness

- **Sabotage:** this is understood as stealing, concealing, destroying or inappropriately modifying classroom or other instructional material, such as posted exams, library materials, laboratory supplies, or computer programs.

1. Ways to Prevent Violating the Academic Conduct Policy

- o http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Prevent.aspx

a. The **B. Davis Schwartz Memorial Library** at the LIU Post Campus 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, and What is [Plagiarism?](#)

- Recommendations:

  - o 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.
  - o 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.
  - o While doing your reading and research, take clear notes and include citation information. For examples of proper citing of references, [click here](#).
  - o 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.
  - o 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.
  - o Above all else, when in doubt, ask for help from your instructor or a librarian.

- For specifics on citing your sources, use the major style manuals (MLA, APA, etc.) 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, located in Humanities Hall Room 202, offers writing assistance to students by appointment. Check the Web site for additional information.

b. **Avoiding Cheating on Exams or Tests**

- Recommendations:

  o Do not allow your answers to be visible to others taking the exam.
  o Do not bring any notes, books or other items into an examination unless if specifically authorized by the instructor or proctor.
  o Avoid gazing around the room during exams.
  o Cell phones and other electronic devices should be turned off and out of sight.
  o Do not communicate with any other student during the exam.
  o Arrive on time and hand all papers in promptly when asked.
  o Do not fall victim to "acts of desperation." Be sure to manage your studying time throughout the weeks leading up to an exam. If possible, try not to cram before the exam.

- There are also numerous tutoring services available on campus, including the Peer Tutoring Program. Content tutoring services are available through the College of Liberal Arts and Sciences, the College of Management, the School of Health Professions and Nursing. Visit the Tutoring Services Web site for more information.

c. **Avoiding Other Violations of the Academic Conduct Policy**

- Recommendations:

  o Do not work on 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.
  o An assignment you completed for a course should never be resubmitted for credit in another course.
  o Do not lend your work to other students.
  o Never take an exam for someone else.
  o 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.
  o 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.

d. Anti-Harassment/Discrimination Policy and Complaint Procedure

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

    o http://www.liu.edu/About/Administration/University-Departments/Human-Resources/HR-Policies/Anti-Harassment-Discrimination-Policy.aspx

IV. DISABILITY SUPPORT SERVICES (DSS)

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 Marie Fatscher in Disability Support Services (Post Hall, Lower Level, C10) at 516-299-3057 or marie.fatscher@liu.edu to request services, accommodations or for additional information. Additional information is also available on the DSS website: www.liu.edu/post/dss

The *Center for Healthy Living* offers supportive psychological and nutritional services Monday – Friday 9 am to 5 pm and is located in Post Hall, Lower Level – South Entrance (parking lot side of building.)
Additional information is available by emailing post-healthyliving@liu.edu or calling Lynne Schwartz at (516) 299-4162.

TITLE IX:
 It is the policy the School of Health Professions and Nursing to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of 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, on the basis of 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.   The University's Policy on Title IX can be found at

http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards.aspx

CLINICAL PRACTICE REMEDIATION
A formal Remediation Plan will be developed by the clinical faculty. It will provide the student with an exact plan of remediation.   If the student fails to be competent in the remediated skill upon return to clinical, another Academic Warning will be issued. The Clinical Practice Remediation form can be found as Appendix C.

CLINICAL FAILURE

All nursing students must pass both the clinical and theoretical component in order to progress in the nursing program. Students must achieve a passing grade in both the clinical and theoretical courses in order 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 Department 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 both the didactic and clinical component of the course.

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 the 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 Department 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 will be permitted to withdraw after this point with a grade of "W" or "WF" as determined by the instructor and based on the student's work up to that time. The "WF" 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 Clinical Evaluation tool and the Clinical Skills Competency list.
Both tools are available on Blackboard™.

Students are required to achieve selected clinical skills which are listed on the Clinical National Organization of Nursing Practitioner Faculty (NONPF) competency list. TYPON 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.

- A Clinical Evaluation tool is a formal evaluation process. Students will receive a formal evaluation twice 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 Clinical Evaluation tool 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.
- ➢ Pre and post clinical conferences: Pre and post conferences provide an opportunity for students to formally reflect on the learning that has taken place before and immediately after the clinical experience.
- ➢ e-Portfolio: please see section on e-Portfolio

STUDENTS ARE EXPECTED TO DEMONSTRATE:

- Demonstrate competencies outlined in the Clinical Evaluation tool
- Complete the clinical nursing skills outlined in the Clinical Skills Competency list
- 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 in conjunction with the student.
- Clinical instructors will provide a Remediation Form to the student. A copy will be placed in the student's permanent academics 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.

USE OF CELL PHONES

- Cell phones **MUST BE TURNED OFF** not placed on vibrating mode, during all class sessions. 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.

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.

http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Undergraduate/Policies

MEDICAL HEALTH CLEARANCES- CRIMINAL BACKGROUND CHECKS AND DRUG SCREENINGS

The following is the School of the Health Professions and Nursing Health Clearance Policy and Background Check rules:

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 will be able to electronically upload copies of your records which will automatically be made 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.

- o There is a one-time fee of $35.00 that will allow you the ability to upload any requested documents by your nursing program for however long you are in the program.
- o The system will alert you to any updates associated with your records. Annual physical, required lab work PPD, immunizations and titers are required.
- o Proof of immunizations must include date, titer and results.

- **Be advised that clinical partners may require you to be blood and or urine drug tested prior to your clinical rotations.**
- **REMINDER: Make copies of <u>ALL</u> documents submitted to the LIU-POST DON. You will need copies for your own records.**
- **The Nursing Department <u>DOES NOT</u> retain copies of student Health Clearance documents in student files.**
- **Keeping a current record of health related materials is the students' responsibility.**

2. Each academic year, all nursing students must complete and submit an annual physical exam.
3. Each academic year, all nursing students must submit negative Tuberculosis Testing (PPD). This can be met with a skin test or a QuantiFERON Gold serum result. Results must be negative. For students with a new positive reactivity: a chest x-ray and medical clearance is necessary and must be filed before the start of the academic year. For students with a history of positive reactivity: a chest x-ray, no older than two years is acceptable. The nursing student is responsible for assuring that the x-ray remains within the two year span   each academic year.
<u>Please note: BCG vaccination is not an acceptable proof of immunity.</u>

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 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 DON 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 DON
   e. Other vaccinations: The New York State Department of Health (DOH) may require from time to time additional vaccinations. Nursing students are expected to comply to 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.

9. CPR with AED certification is required and must be renewed every two years. Students will require their first CPR with AED certification by the start of their second academic year.

10. Graduate nursing students are required to purchase and maintain nursing student malpractice insurance. Documentation of coverage is required to be filed no later than the first week. Failure to provide documentation will prevent the nursing student from attending clinical experiences.

11. Medical Clearance forms are found at the end of this handbook under Appendix B

Several important links have been placed below. Please note the inclusion does not infer LIU Post endorses or is affiliated with any of these entities.

LIABILITY INSURANCE

Nursing students are recommended to carry nursing student malpractice insurance. Please note the inclusion does not infer LIU Post endorses or is affiliated with any of these entities:

NSO http://www.nso.com/
http://www.nso.com/Individuals/Professional-liability/student-nurse-malpractice-insurance
http://www.proliability.com/professional-liability-insurance/students
http://www.hpso.com/individuals/professional-liability/nursing-malpractice-insurance

CERTIFICATIONS

Graduate students are required to maintain a current and valid CPR-AED certification. At the start of their nursing program students are to acquire and maintain a valid certification renewing it as appropriate while in the nursing program.

NYS INFECTION CONTROL MANDATED TRAINING

Graduate students are required to have taken the New York State mandated training module in order to meet requirements of a Registered Professional Nurse license in the State of New York.
Website: http://www.elearnonline.net/

COMPLETION OF NYS REQUIRED TRAINING

New York State Child Abuse: New York Mandated Reporter Training
 https://nyrequirements.com/register/plan/child-abuse-mandated-reporter-course?gclid=CNTYlrqoutACFZZMDQodHyoONA
Graduate students are to print and download their certificates.
One copy of the certificates will be filed in the student's file within the Department of Nursing.
The second copy will become part of the student's e-Portfolio.

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.
   o 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.
   o Faculty will monitor student attendance and will complete roster verification.
   o Faculty may not allow a student in the class who is not listed on their class roster.
   o Only one lab/clinical absence will be permitted and will require a make-up.
   o Faculty can create an alternate assignment for the make-up which equates to the missed clinical experience.

PREGNANCY POLICY: LIU POST SHPN

Consistent with LIU's Title IX policy, LIU SHNP does not discriminate against any student on the basis of 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.

   o Nursing students, upon knowledge of their pregnancy, must bring a health note from their primary care provider stating they are cleared to perform all physical nursing functions.
   o SHNP Students are expected to meet program and attendance requirements. For example, SHNP students are required to attend every clinical rotation day as scheduled. In the event

of significant illness or other excused absence, faculty must be notified prior to the start time of clinical.

- o A clinical absence may result in failure of the clinical day.
- o All clinical absences must be made up.

The LIU Post **Center for Healthy Living** 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 will be excused for as long as deemed medically necessary and educationally practicable. Students will be permitted to make up <u>missed course work</u> where feasible under course requirements.

Due to SHPN'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/dean to determine whether making up the <u>missed clinical hours</u> 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 SHPN is unable to 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 such time that 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.

Students seeking a leave of absence are directed to the following policy/form:
http://liu.edu/CWPost/Enrollment-Services/Registration/~/media/855B9EAE08084BD3B51DED9D70C69E47.ashx

LIU Withdrawal Policies are found at:
http://liu.edu/CWPost/About/Offices/Registrar/Withdrawal-Policies#withdrawal

e-PORTFOLIO

An e-Portfolio is a collection of work organized in a professional manner that follows the path from student to working as a Graduate Advanced Practice nurse. According to Benner (1978) and her concepts of "from novice to expert" nurses move through a professional path on a life long journey of learning.

- o This e-Portfolio will follow that trajectory illustrating the skills, background and expertise of the nurse.
- o The e-Portfolio will serve as a reflective document which will promote self-directed learning.
- o It will serve to facilitate accountability in knowledge acquisition and autonomy by encouraging students to take responsibility over their learning needs in terms of progress and the quality of their learning process.

According to Kolb (1984), the student will become an active learner as they take their professional experiences and translate them through the process of reflection into meaningful concepts which will guide them when faced with new experiences. Through the reflective process of the e-Portfolio, students will be able to build a bridge that connects theory to clinical practice. Students will be able to reflect on action and reflect in action. When reflecting in action, the nursing student will be able to begin thinking about an experience as it is occurring. When reflection on action occurs, students will reflect on the experiences after the fact (Green, Wyllie, & Jackson, 2013).

- o Nursing Graduate students are expected to begin and maintain an e-Portfolio during their nursing academic education at LIU Post.
- o e-Portfolio's are created during the first semester using Blackboard.
- o The e-Portfolio is a visual resource for the presentation of a professional self in an engaging and accessible way.
- o It allows students to define and highlight their own learning outcomes in ways that are meaningful to them and that are consistent with learner-centered education and demonstrate achievement in the Department of Nursing at LIU Post.

BLACKBOARD™ AND
CENTER FOR STUDENT INFORMATION (CSI)

Blackboard™ is the digital learning platform used at LIU Post.

CSI staff are service representatives who are 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 the majority of 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 **Blackboard™**
https://blackboard.liu.edu/   or
http://it.liu.edu/CSI

Information Technology
(718) 488-3300
(516) 299-3300
IT@liu.edu

Orientation and access to campus networks/Wi-Fi:
http://it.liu.edu/Networks
Hardware recommendation:

http://it.liu.edu/Hardwaresoftware

LIU Post Online Protocols

http://it.liu.edu/IT-Policies/Onlineprotocols

CHANGE OF ADDRESS, TELEPHONE, AND NAME

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

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

ANTI-HARASSMENT POLICY

Long Island University is committed to enforcing anti-harassment and discrimination policies. Please refer to the following website for detailed information.
http://www.liu.edu/Human-Resources/Human-Resources-Policies/Anti-Harrassment-Discrimination-Policy

RECOMMENDATION LETTERS

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

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

Appendix- A

<div align="center">

LIU POST
SOCIAL MEDIA FORM

</div>

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.

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POLICY ON SOCIAL MEDIA

</div>

The School of the Health Professions and Nursing (SHPN) and the Department of Nursing (DON) 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, 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 DON are required to review the content in the links below for important information about the acceptable use of social media:

<div align="center">

Principles for Social Networking, and 6 Tips to Avoid Problems" (PDF):
http://bit.ly/anasocialmedia

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

</div>

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

LIUPost

Health Clearance Form for School of Health Professions and Nursing Students

SECTION I: PERSONAL INFORMATION (*To BE COMPLETED BY STUDENT*)

STUDENT NAME	DATE OF BIRTH	SEX [ ] MALE [ ] 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)

History
- [ ] Allergies
- [ ] Anemia or bleeding disorder*
- [ ] Arthritis
- [ ] Asthma*
- [ ] Cancer/cysts/tumors
- [ ] Cardiac disease, heart trouble, abnormal heart rate*
- [ ] Chronic or frequent colds
- [ ] Contact lenses or glasses*
- [ ] Diabetes*
- [ ] Diabetes, uncontrolled*
- [ ] Drug, alcohol or narcotic habit
- [ ] Ears, eye, nose or throat problems
- [ ] Fainting*
- [ ] Fear of tight or enclosed spaces*
- [ ] Gastrointestinal disorder (ulcer, colitis)
- [ ] Hearing deficits*
- [ ] Heat exhaustion or heat stroke
- [ ] Hepatitis
- [ ] High or low blood pressure
- [ ] High blood pressure, uncontrolled*
- [ ] Injuries
- [ ] Immunosupressed? (If yes, specify) _____
- _____
- [ ] Kidney disease
- [ ] Lung disease* ([ ] Emphysema [ ] Chronic Bronchitis)*
- [ ] Mental or emotional problems
- [ ] Musculoskeletal
- [ ] Neurological disease (stroke, etc.)
- [ ] Orthopedic problems (back pain, deformities)
- [ ] Persistent cough, shortness of breath, breathing problems*
- [ ] Respiratory disorders*
- [ ] Rheumatic Fever
- [ ] Ruptured ear drum*
- [ ] Surgery: List: _____

- [ ] Seizure disorders (i.e. epilepsy, loss of consciousness)*
- [ ] Seizures, uncontrolled*
- [ ] Sensation of smothering*
- [ ] Tuberculosis
- [ ] Venereal Disease
- [ ] Any other illness or injury other than those already noted?

_____
_____
_____

Have you ever worn a HEPA respirator before?*
- [ ] Yes
- [ ] 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?*
- [ ] Yes
- [ ] No
If yes, please explain:
_____
_____
_____

PPD Symptom Review
- [ ] PPD Negative
(check items below only if positive PPD exists):
- [ ] Fever
- [ ] Weight loss
- [ ] Night sweats
- [ ] Cough
- [ ] Hemoptysis

Height*:

Weight*:

Previous Serious Illness and Operations: [ ] None
_____
_____
_____

Allergies: [ ] None
(include any medication, food, and/or chemical allergy)
_____
_____
_____

Current Medications* (prescription and non-prescription)
_____
_____
_____
_____
_____
_____
_____
_____
_____

Comments for any checked boxes:
_____
_____
_____
_____
_____
_____

*Indicates medical questions required for respirator use

SECTION III: HEPATITIS VACCINE/DECLINATION
(To be completed by student – check appropriate statement)

- [ ] I have received a Hepatitis B vaccination series.
- [ ] 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 **DECLINE** to take these vaccines, and do so **AT MY OWN RISK** and I release Long Island University and its Clinical Hospital Affiliates of all liabilities and personal responsibilities.

SECTION IV: RELEASE OF INFORMATION
(To be completed by student)

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 Health Professions and Nursing and to any of the Clinical Affiliates as required by Title 10 and other governing agencies.

Signature	Date	Signature	Date

10/09 BH

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:
Date placed: / /20___ **Date Read:** / /20___	**P.P.D. (Tuberculosis) Skin Test:** • Only P.P.D. results within past 6 months will be acceptable. • Only Mantoux is acceptable As per current CDC and JACHO guidelines, the test MUST be repeated every six (6) months for practicing healthcare workers. • If QuantiFERON-TB Gold test or T-SPOT tests are used please indicate results as ☐ Positive or ☐ Negative Only results within past 1 year will be acceptable.	☐ Erythema _____mm ☐ Induration _____mm	**PPD/QuantiFERON/Chest X-Ray Comments:**
Date Taken: / /20___ ☐ CXR Not Needed	**Chest X-ray:** (Only required if PPD is positive) *** Copy of a Radiology Report within one (1) year MUST be submitted with this form ***	See Report	
Date of Test: / /20___	**Rubeola (Measles) Titer:** Expected Result: IMMUNE *** Lab report must be submitted ***	☐ Immune ☐ Not Immune	**MMR Lab Results Comments:**
Date of Test: / /20___	**Rubella (German Measles) Antibody Titer:** Expected Result: IMMUNE *** Lab report must be submitted ***	☐ Immune ☐ Not Immune	
Date of Test: / /20___	**Mumps Titer:** Expected Result: IMMUNE *** Lab report must be submitted ***	☐ Immune ☐ Not Immune	☐ Negative or low titer levels on any part of the MMR lab results warranted the administration of the MMR vaccine on _____/_____/_____ by _____
Date of Test: / /20___	**Varicella (Chicken Pox) Titer:** Expected Result: IMMUNE *** Lab report must be submitted ***	☐ Immune ☐ Not Immune	**Varicella Lab Results Comments:** ☐ Negative or low Varicella titer level warranted the administration of the Varicella vaccine on _____/_____/_____ by _____
Date of Test: / /20___	**Hepatitis B Surface Antibody Titer:** Expected Result: IMMUNE *** Lab report must be submitted ***	☐ Immune ☐ Not Immune	**Hepatitis B Surface Antibody Lab Results Comments:** ☐ Negative or low Hepatitis B Surface Antibody titer level warranted the 1st administration of the Hepatitis B vaccine on _____/_____/_____ by _____ Hep B #2 is due: ___/___/___ Hep B #3 is due: ___/___/___
Date of Test: / /20___	**RPR (Syphilis) Titer:** Expected Result: NEGATIVE *** Lab report must be submitted ***	☐ Positive ☐ Negative	**RPR (Syphilis) Lab Results Comments:**
Date Administered: / /20___	**Tdap Tetanus-Diptheria-Pertussis Toxoid Booster** (Recommended if last injection >5 years)	☐ Needed ☐ Not Needed	**Tdap Comments:** ☐ 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	**Signature and/or Stamp:**
Name (Print name): _____ Address: _____ Telephone: (____) _____ Date of Examination: _____	

Appendix- C

<div align="center">

LIU POST
REMEDIATION FORM

Clinical and Theory

</div>

Student Name: _____

Faculty/Course/Location: _____

Date: _____

Process: Students are to email the Interdisciplinary Learning Institute lab manager to arrange for an appointment to remediate. Faculty should send an email to the lab manager to follow up on remediation. Lab manager must send a completed remediation form to the referring faculty and to the administrative assistant of the DON for filing.

Description of faculty concern:

Remediation action recommended:

Skills needing remediation:

Learning objective:

Date skill(s) completed:

Comments:

Faculty Signature: _____

Appendix- D

LIU POST – DEPARTMENT 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 MS 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

(Adopted from Facilitation Development of Professional Behaviors in Physical Therapy Education: May, Straker, Foord 1997)

At completion of the time frame:

Date: _____

Student Signature: _____

Faculty Signature: _____

Cc: Student file
    Student copy
    Advisor file

Appendix- E

<div align="center">

LIU – POST
CLINICAL GUIDELINES
CLINICAL PROFESSIONAL BEHAVIORS

</div>

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 will:
1. Have read and understand the School of Health Professions and Nursing and the Department of Nursing – Nursing Student Handbook regarding professional behaviors.
2. Are aware of the American Nurses Association (ANA) Code of Ethics for Nurses (2015) http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html and agree to abide by them.
3. Are aware of 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 March 15, 1972

Section 6901:

Definitions as used in section 6902:

12. "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.

13. "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.

14. "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:

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

LONG ISLAND UNIVERSITY -POST
SCHOOL OF THE HEALTH PROFESSIONs and 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 ability to effectively and safely perform several essential skills. 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) Master's Program Essentials and Accreditation Standards (AACN, 2011)

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 in order 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 situation. 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, in order 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 in a timely manner.

- **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 persons 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: 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 Technical Standards for the Nursing Program at the New York Institute of Technology 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 technical standards of the program. I also understand that should there be a change in my status with regard to meeting these standards, I am obligated to share this with the Chair of the Department of Nursing, so that appropriate action can be taken with regard to my continuing to pursue my interest in 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 and Accreditation Standards (2013)

The Graduate Nursing Handbook (GNH) Attestation

Acknowledgment of Receipt of the Graduate Nursing Handbook
School of Health Professions and Nursing

I _____, have reviewed the electronic version of the Long Island University Post: School of Health Professions 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 Department of Nursing mission, philosophy, goals, and policies as well as essential information to assist nursing students to achieve academic success throughout the program. Additional policies, procedures and other important information are located within the nursing 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 Graduate 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, 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 Health Professions and 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 as well as accepting responsibility for its contents.

Student's name (printed) _____

Student's signature _____

Date: _____