MOLLOY UNIVERSITY

The Barbara H. Hagan School of Nursing and Health Sciences

2023-2024

DNP PROGRAM

MOLLOY UNIVERSITY

**The Barbara H. Hagan
School of Nursing and Health Sciences
Graduate Nursing**
T: 516.323.3656
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Welcome to the Doctor of Nursing Practice Program

Dear Student,

The faculty of The Barbara H. Hagan School of Nursing and Health Sciences would like to congratulate you on your acceptance into our innovative Doctor of Nursing Practice Program. We welcome you into our community of clinical scholars! The education and experiences you receive will enable you to provide the best-evidenced based care to patients, populations, and systems, and meet the challenges of an ever-changing healthcare landscape.

The DNP program prepares professionals by providing education in the translation of research, implementation of evidence-based practice, project management, leadership development, advocacy and policy development, and clinical expertise. This program will transform you as a person and professional, and will assist you in improving patient, population, and systems outcomes.
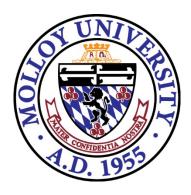
The rich academic environment offered at Molloy assists you in refining and developing your leadership, critical thinking, and clinical judgement skills, as well as achieving the necessary competencies to provide expert care. Molloy faculty create an environment for learning grounded in the pillars of community, service, spirituality, and study.

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

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

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

<u>Heraldic History of the Armorial Seal of Molloy University</u>

The principal partition of the shield displays the blue and silver of the arms of Bavaria, Germany, from whence the Amityville Dominican Sisters immigrated to the United States in 1853.
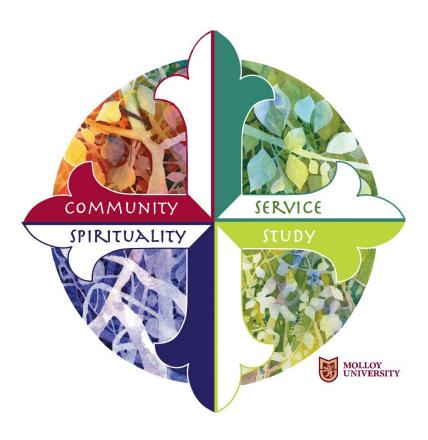
The black lion between three red trefoils are from the coat of arms of Archbishop Thomas E. Molloy for whom the University is named.

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

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

MOLLOY UNIVERSITY

Mission Statement

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

Preface

The Molloy Graduate Catalog (https://molloy.smartcatalogiq.com/2023-2024/graduate-catalog/) offers general and academic information for all graduate students at the University.

The Molloy University Academic Calendar provides information regarding school days off, holidays, important registration information, and other vital university information. Molloy University Academic Calendar – (https://molloy.smartcatalogiq.com/2023-2024/academic-calendar-2023-2024/)

The *Molloy Graduate and Doctor of Nursing Practice Student Handbooks* provides information regarding programs, resources, policies, and requirements necessary for progressing through the Masters' and DNP portion of the program. Students are held responsible for all information, policies and procedures in the *University Catalog*, the *Graduate Student Handbook,* the *School of Nursing Graduate, Post-Graduate* and *DNP Student Handbooks*.

Contents

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

A. History of Molloy University

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

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

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

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

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

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

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

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

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

B. Location

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

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

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

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

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

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

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

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

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

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

(Updated 6/2007)

D. Mission Statement

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

A Molloy University education challenges students to maintain high personal and professional standards, to be aware of their responsibilities to preserve and protect the environment and to improve the quality of life for themselves and their neighbors in an ever-changing global society.

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

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E. Statement on Health Equity

The School of Nursing and Health Sciences (SON&HS) community is resolute in its stance against racism and all other forms of inequity and unjust treatment. As members of the SON&HS, we are dedicated to understanding, identifying, and actively advocating for changes in the deeply rooted structural inequalities in our healthcare system and society. We acknowledge our commitment to health equity (Braverman, Arkin, Orleans, Proctor, Acker and Plough, 2018) and justice for populations who are known to

experience significant health disparities. We believe health equity is an attainable goal that can only be achieved by eliminating the preventable differences in health one group has over another.

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

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

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

F. Humanistic Nursing Framework

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

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

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

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

Sub-Concepts	Definitions
KNOWLEDGE	Nursing knowledge is based on the liberal arts and sciences and incorporates humanity/environment health/valuing.
RESPONSIBILITY/ ACCOUNTABILITY	Professional nurses accept responsibility and are therefore held accountable to maintain Standards of Practice and adhere to the Profession's Code of Ethics.
LEADERSHIP/ MANAGEMENT	Working collaboratively with individuals and groups to accomplish professional goals.
RESEARCH	A process of inquiry that provides evidence contributing to nursing's expanding body of knowledge.
PROFESSIONAL ROLE	Provides humanistic health care to promote health and manage illness for individuals, families and communities in accordance with standards of nursing practice.

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

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

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

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

G. Code of Ethics Introduction

A code of ethics indicates a profession's acceptance of the responsibility and trust with which it has been invested by society. The code of ethics offers general principles to guide and evaluate nursing actions. It serves to inform both the nurse and society of the profession's expectations and requirements in ethical matters.

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

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

H. Provisions

- Provision 1- The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

- Provision 2- The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

- Provision 3- The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

- Provision 4- The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.

- Provision 5- The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

- Provision 6- The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

- Provision 7- The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

- Provision 8- The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

- Provision 9- The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

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

I. Statement of Purpose

The underlying beliefs of the School of Nursing are rooted in its humanistic framework. In keeping with this framework, Molloy University makes a unique contribution to the nursing profession through its doctoral programs. It is the role of the nurse to stand against the occurrence of dehumanization that may happen in health care settings. In an environment where there may be a devotion to technology and cost containment and where others may be less concerned with the patient as a human being, the Molloy DNP prepared nurse will lead in translation of knowledge and development of evidence-based nursing interventions that demonstrate value and respect for populations vulnerable to illness and to the improvement of systems of health care delivery.

Leadership by the Molloy University DNP prepared nurse will be directed to transforming systems of healthcare to improve health outcomes, quality of care, and lower costs for the benefit of society. Humanistic nursing behavior, rooted in the principles of social justice, is a goal of the DNP program. A curriculum enriched by interprofessional and intraprofessional collaboration assists in achieving that goal.

K. Program Goals

The Doctor of Nursing Practice is a clinical practice-focused program in nursing that prepares advanced practice nurses to design, implement, manage and evaluate healthcare delivery systems and patient populations based upon research utilization. The clinical-based DNP program represents a complementary alternative to the research-based PhD program. Emphasis is placed on practice inquiry and evidence-based translational research. Translational research bridges the gap between methods and knowledge identified in scientific research, and clinical applications that will improve the overall population.

Consistent with national goals related to health care reform and the growing complexity in health care, a higher level of clinical competence is required beyond the initial preparation as an advanced nurse for nurse leaders in complex healthcare settings. As clinicians and leaders, DNP nurses will integrate and apply knowledge in providing and directing evidence-based care. Previously generated research will be translated into practice thereby influencing access to healthcare, improving safety standards, and advocating on a local, regional, and national level for practical policy initiatives that will ultimately improve healthcare delivery systems and reduce the time from discovery to application. The DNP program focuses on public policy, informatics, business practices and clinical excellence as they pertain to improving healthcare quality and clinical outcomes.

The practice doctorate prepares individuals at the highest level of practice and is accepted as the terminal clinical practice degree. The program of study is congruent with the new *AACN Essentials Core Competencies for Professional Nursing Education* and builds on the foundation of the nurse practitioner and the clinical nurse specialist knowledge and skills acquired upon completion of the graduate advanced practice degree.

L. **Practice Objectives**

Graduates of the DNP program will be at the forefront in the transformation of health care to better serve the needs of patients, families, groups and communities in an increasingly complex, challenging and changing health care environment. Armed with the additional knowledge, skills and acumen to translate research to practice, they will be leaders in effecting change through evidence-based clinical practice.

The DNP program prepares graduates who are able to:

1. Translate evidence-based nursing research into advance practice nursing to improve healthcare quality and patient outcomes.
2. Function as a practice specialist member of interdisciplinary research teams with the goal of improving clinical outcomes.
3. Employ applied statistics, financial management and budget planning to transform and strengthen health systems.
4. Develop leadership skills at all levels of health systems development- institutional, local, state, federal, and international.
5. Demonstrate expertise in information systems technology in evaluating outcomes of care, health systems and quality improvement.

II.   Program Structure

The DNP Program is part time and can be earned in the following specialty areas:
adult-gerontology primary care NP, adult gerontology acute care NP, adult gerontology clinical nurse specialist, family NP, pediatric NP, family psychiatric mental health NP

There are three entry points:

- **Post Baccalaureate Degree to DNP**
- **Post-Masters Degree to DNP**
- **Post-Graduate Advanced Certificate Program to DNP**

A. Post-Baccalaureate Degree to DNP

Students will complete an integrated course of study that will prepare them as a nurse practitioner in one of the specialties listed above and upon graduation can attain state and national certification in that specialty. The program of study ranges from 67 to 70 credits based on the specialty selected, with at least 1000 clinical hours, and is a part time, 5-year program. At the completion of the course of study, a degree as a Doctor of Nursing Practice is granted. Post-baccalaureate to DNP students complete a program of study that includes twelve (12) APRN level courses in addition to nine (9) DNP common core courses and four (4) DNP clinical role immersion residency courses.

B. Post-Masters Degree to DNP

This program is composed of nine (9) DNP common courses totaling 27 credits. Students will also complete four (4) clinical role immersion residency courses- Clinical Residency I and II require 100 clinical hours each, Clinical Residency III and IV require 150 clinical hours each, for a total of 500 clinical hours. The four (4) Residency courses will add 10 credits to the program, for a total of 37 credits. Threaded throughout the individual course objectives are the concepts of policy development, business acumen, translational research, advanced practice, leadership, scholarly writing, informatics.

C. Post-Graduate Advanced Certificate Program to DNP

This program includes 27 credits (30 for FNP and AGACNP) and a minimum of 500 clinical hours for AGPCNP, AGACNP, CNS, PNP and FPMHNP areas and 715 clinical hours for the FNP concentration. Certified AGNP, PNP or Women's Health Practitioners may seek admission based on a gap analysis. A minimum of six credits and 300 clinical hours are required to be taken at Molloy. Accepted students will have a "Gap Analysis" of previous graduate work to determine their progression plan.

III.   Academic Affairs

A. Admissions Criteria

Requirements for admission into the Post-Baccalareate to DNP Program include:

- Bachelor's degree in Nursing from an accredited program
- Undergraduate GPA 3.2 on a 4.0 scale
- Current New York State license registration certificate
- One year of recent clinical nursing experience is preferred. For Acute Care BS to DNP, recent inpatient acute care experience preferred.
- Three letters of recommendation attesting to clinical competency
- A completed application with current curriculum vitae (professional resume)
- Possess basic computer skills related to application software and information processing
- Submission of transcripts of all undergraduate and any graduate coursework
- Written essay pertaining to the reason applicant is pursuing a DNP degree
- Scholarly writing sample (publication or prior professional/academic writing)
- Health and professional requirements as determined by the nursing program
- An interview with the Associate Dean and Director of the DNP Program and Faculty

Requirements for admission into the Post-Master's and Post-Graduate Advanced Certificate to DNP Program include:

- Undergraduate GPA 3.2 on a 4.0 scale and an overall minimum graduate GPA of 3.5
- Master's degree as Adult-Gerontology Primary Care Nurse Practitioner, Adult Gerontolgy Acute Care Nurse Practitioner, Family Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, Family Psychiatric Mental Health Nurse Practitioner, Adult-Gerontology Clinical Nurse Specialist and state and national certification as an ANP, AGACNP, AGPCNP, FNP, PNP, FPMHNP or CNS
- Current New York State license registration certificate.
- Current New York State Registration as a Nurse Practitioner or Clinical Nurse Specialist
- Current National Certificate as a Nurse Practitioner or Clinical Nurse Specialist
- One year of recent clinical nursing experience is required.
- Three letters of recommendation attesting to clinical competency; one recommendation must be from a supervisor or manager
- A completed application with current curriculum vitae (professional resume)
- Possess basic computer skills related to application software and information processing
- Submission of transcripts of all undergraduate and graduate coursework
- Written essay pertaining to the reason applicant is pursuing a DNP
- Health and professional requirements as determined by the nursing program
- An interview with the Associate Dean, Director of the DNP Program and Faculty

B. Registration Procedure

The Academic Advisor (or in his/her absence, the Director of the Doctor of Nursing Practice Program) will sign registration materials. It is crucial that the student meet with his/her academic advisor for advisement purposes prior to the registration period each semester. Students are expected to have met specified prerequisites for any course they wish to take.

- **Continuous Registration**

All DNP students are required to maintain continuous registration of a minimum of at least one credit each semester (Fall and Spring) from admission until graduation unless an authorized leave of absence has been granted. If the student is unable to engage in doctoral study or a given semester for a health or personal reasons, a Leave of Absence Form must be completed and approval must be obtained from the advisor and the Director of the DNP Program.

C. Adacemic Standards

- **Matriculated Status**

Students are matriculated if they have met the requirements of admission, have been accepted into the DNP Program and are seeking to fulfill all the requirements of the DNP Program.

- **Non Matriculated Status**

Students whose admission process is incomplete but are earning credits for the specific prerequisite or required graduate courses for the degree can request permission of the Associate Dean and Director of the DNP Program. Non-matriculated students should be aware that no more than 6 credits completed as a non-matriculated student may be used to fulfill requirements for the DNP, and that non-matriculated status can be maintained for a maximum period of one semester.

- **Provisional Academic Status**

Students who have been accepted into the DNP Program, but have not fully met the DNP admissions criteria may register for courses and must receive a grade of "B" in the first 6 credits taken. Re-evaluation for continued matriculated status will follow completion of these courses.

- **Repeating Courses**

A course in which the student receives a grade below (B) or a Clinical grade of (F) may be repeated once. The option to repeat a course may only by used twice during the program.

- **Waiver of Course Requirement**

Occasionally, a student is admitted to the DNP Program who presents the credentials of having an experience that is equivalent to the required course. In this instance, the student may request a waiver of course. The Advisor and the student are then notified in writing of the action taken. Any student receiving a favorable waiver of course action will be required to take a course, with advisement, that will provide the appropriate number of credits to substitute for the waived course.

D. Grading Policy

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

The following grading system is used in the Graduate Program:

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

- **The "I" grade**
  This is earned in a course when the student has not completed all course requirements. It is a substitute grade given only with the approval of the Instructor and Graduate Associate Dean at the specific request of the student prior to the end of the course. Approval is granted only when the student demonstrates circumstances beyond their control, which temporarily prevents completion of the course work. All "incompletes" must be resolved by the dates indicated in the Academic Calendar for each semester. Any extension beyond the published dates of the Academic Calendar requires written approval of both the instructor and the Associate Dean of the Graduate Program.

- **Withdrawal is made On-Line**
  It requires signatures of the Instructor, the Graduate Associate Dean, and the Financial Aid Officer, if the faculty is aware, and agrees. Students will be permitted to withdraw from a course with a grade of "W" up to the last academic day of class prior to Final Exam week (refer to Academic Calendar for exact dates) with a grade of "W" or "WF" as determined by the Instructor and based on the student's work up to that time. "WF" grades will be equivalent to "F" and computed in the student's index. (For refund, policy see University Catalogue.)

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

- **Cumulative Grade Point Average Requirement**
  Students are expected to succeed academically and maintain a minimum cumulative grade point average of 3.0 (on a 4.0 scale). If the GPA falls below 3.0, it must be raised to 3.0 by the end of

the following semester. Students who fail to raise their GPA to 3.0 will be dismissed from the program.

E. **Honor Code**
The Honor Code is an integral part of Molloy University and upholds a tradition that has existed in the institution. Each doctoral student has the responsibility to conform to and uphold the Honor Code as published in the Molloy University catalog. Attempted or actual cheating, plagiarism, lying, and stealing of academic work constitute Honor Code violations. Each student is responsible for reviewing the Honor Code as published.

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

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

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

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

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

- **Civility**
Civility is behavior that is consonant with professional behavior. This behavior shows respect toward another person, makes a person feel valued, and contributes to mutual respect, effective communication and team collaboration (Lower, 2012). It is a hallmark of a professional and of

those in a pre-professional program. The faculty of the School of Nursing adheres to the standards of ethical comportment, civility, and appropriate behavior identified in the ANA Code of Ethics. That behavior is expected of all students within the School of Nursing. School of Nursing and University wide sanctions may be imposed for those students that do not meet these standards

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

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

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

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

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

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

  Turnitin. (2012). FAQs. Turnitin. Retrieved from http://turnitin.com/en_us/products/faqs

- **Use of Generative Artificial Intelligence (AI)**
  There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI). These tools are shaping the future of work, research, and technology.

Used in the wrong way, they stand in conflict with academic integrity guidelines at Molloy University. To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless a faculty member for a given course specifically authorizes their use. Faculty use Turnitin.com to monitor unauthorized use of AI tools (Please refer to the Student Handbook for additional information.)

- **Students are responsible to understand**

Cheating is utilizing a source other than self during an exam or in completing an assignment. Fabrication is intentional and unauthorized falsification or invention of any information.

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

Plagiarism is a failure to document the direct words of another or the rephrasing of another's words so as to represent them as one's own; handing in another's paper or project as one's own; or reusing your own paper from another course without the prior approval of the instructor. Go to the Writing Center for details.

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

G. Academic Regulations
- **ID Cards**
Molloy University identification cards (ID Cards) are required for identification and issued to all faculty, staff, and students. ID Cards are necessary for after-hours access to all academic and administrative buildings, use of the library (including off-campus access), entry to athletic events, student activities, and the computer lab. All members of the Molloy community must wear their ID cards when on campus (this includes all campus locations – Main Campus, 30 Hempstead, Suffolk Center, CERCOM and 50 Broadway).

- **Before advisement/registration**
Students must complete the Registration Agreement found in Lion's Den, and clear their outstanding balances or Bursar Holds. Students who have failed to meet their financial or other obligations to the University or who have Student Health Holds will not receive permission to register until the hold is removed.

- **Advisement & Registration**
The Advisement and Registration dates for each semester are published in the Academic Calendar and posted online in the Lion's Den and Molloy University website. Before the Advisement and

registration period, registration instructions will be available to all continuing students. Registration is scheduled with specific dates and times based upon the student's classification or credits earned.

The Registrar will post an e-mail with instructions for reserving your courses. The Advisor will help you plan your academic progression. It is imperative that you meet with your respective Advisor after you reserve your course choices. Your Advisor will lock in your registration. Advisor appointments are accomplished on line. Your advisor is found in Lion's Den under "My Academics".

All students will consult with an assigned advisor for planning and academic counseling. Students are responsible for contacting and meeting with an advisor at least once a semester.

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

- **Acuity Appointment Scheduling**
  The Graduate Nursing Department uses the online Acuity Scheduling system to make all appointments with faculty advisors. You will be sent a guide for making appointments at the time of advisement. The online guide contains step by step instructions for reserving times with your advisor.

- **Course Cancellation**
  The University reserves the right to cancel courses in which there is insufficient enrollment.

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

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

- **Transfer Credit**
  Courses submitted for transfer credit are evaluated individually relative to program requirements and the student's plan of study. Students may transfer up to 9 doctoral level credits from another institution. These courses must be reviewed and approved by the Associate Dean of Advanced Nursing Practice and DNP Program.

- The course must either be duplicative of courses required within the program and/or congruent with the doctoral program purposes.
- The course must not have been used toward meeting the requirements for another degree.
- The student must have received graduate credit for the course at an accredited institution.
- The student must have earned a grade of "B" or above.
- A student requesting transfer of credit should submit the request and a copy of the course syllabus to the Associate Dean of Advanced Nursing Practice and DNP Program. The Associate Dean of Advanced Nursing Practice and DNP Program and the Associate Dean for Academic Affairs must approve all transfers of credit

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

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

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

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

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

  Please contact the Registrar's staff for additional help at 516.323.4300 during business hours. *(Appendix A-2)*

  Students leaving University in the middle of a term must drop/withdraw from their in-progress courses. Students may use the "Add/Drop Withdrawal Form" with their instructor signing off on their last date of attendance or the instructor can enter "WA" or "WF" grades online and report the last dates of attendance.

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

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

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

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

H. Hierarchy of Communication for Academic Problems

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

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

I. Academic Review Process

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

- **Informal Process:**

  Step One:

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

  Step Two:
  A meeting between the student, faculty and Associate Dean and Director of the Graduate Program is held in a second attempt to reach a resolution. The student has the option to move to Step Three if there is failure to solve the problem.

- **Formal Process:**

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

Step Four:

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

Revised 8-2023

J. Network for Assistance with Personal Problems

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

1. Academic Problems:
   A. Refer to Academic Review Process for proper hierarchy of communication for assistance in dealing with academic problems.
   B. Individual faculty members might be of assistance regarding suggested avenues for obtaining tutorial help with course work. However, the responsibility for acting upon such suggestions lies solely with the student.
   C. For additional assistance, the student may contact their own academic advisor who might offer suggestions as to how to obtain help with academic problems.

2. Health Problems:
   A. Contact the Health Services Office, Kellenberg Room 310, 516.323.3467 for assistance in locating appropriate medical services for a particular health problem.
   B. The health and safety of the Molloy University community remains our top priority Please be assured that, we continue to evaluate and update our plans based on guidance from local and state Department of Health officials along with the Centers for Disease Control and Prevention (CDC).

3. Additional Personal Problems:
   A. Students are referred for academic issues by either the Associate Dean of Academic Services or faculty or the Associate Dean and Director. An appointment is necessary with the Director of Personal Counseling, 516.323.3484 who may be able to assist with:

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

   B. For additional guidance in the areas of stress and coping, either in school or at home, the student may seek the assistance of the Office of Information and Referral Services of the Nassau County Department of Mental Health. The student may also wish to contact the Financial Aid Office for assistance with those problems which interfere with career goals as a result of financial difficulties.

K. Graduation Requirements

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

L. Degree Requirements

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

M. School Honors

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

N. Center for Access and Disabilities

Molloy University provides a supportive environment for students with documented disabilities or chronic illness and is committed to complying with all applicable provisions of:

- The Americans with Disabilities Act (ADA)
- ADA Amendments Act of 2008 (ADAAA)
- Section 504 of the Rehabilitation Act of 1973

Center for Access and Disability (ACCESS) at Molloy University strives to provide access to an equal educational experience for qualified students with documented disabilities, while ensuring that the integrity of all University standards and requirements is maintained. In support of the University's commitment to transformative education, ACCESS aspires to educate the Molloy community so as to increase awareness, knowledge, and integration of those with disabilities.

Request Accommodations

If you are a prospective or current student and would like to discuss your eligibility, please contact us. To schedule an appointment, please send an email to access@molloy.edu. Students requesting accommodations must contact the Center for Access and Disability to initiate the process.

You must first complete an online Accommodation Request Form. https://molloy-accommodate.symplicity.com/public_accommodation/

- Cari Rose-Tomo, Director at 516.323.3315
- Kathy Brunet, Assistant Director at 516.323.3316
- Leigh Weilandics, Administrative Assistant at 516.323.3317

O. Exit Interview

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

P. Health of Student

A student in the Program who is unable to meet course objectives due to health problems will be requested to either take an "incomplete" in the course or withdraw from the course depending upon which is more appropriate.

Q. Licensure as a Registered Nurse and Advanced Practice Nurse Practitioner or Clinical Nurse Specialist

A student in the Doctor of Nursing Practice Program must maintain current licensure as a registered professional nurse and Advanced Practice Nurse Practitioner or Clinical Nurse Specialist in New York State and or in any other state where the student may be involved in clinical activities.

R. Malpractice Insurance

Evidence of malpractice insurance is required with this program of study.

IV. SCHOOL OF NURSING DNP PROGRAM PROCEDURES

A. Health Equity

The School of Nursing and Health Sciences (SON&HS) community is resolute in its stance against racism and all other forms of inequity and unjust treatment. As members of the SON&HS, we are dedicated to understanding, identifying, and actively advocating for changes in the deeply rooted structural inequalities in our healthcare system and society. We acknowledge our commitment to health equity (Braverman, Arkin, Orleans, Proctor, Acker, & Plough, 2018) and justice for populations who are known to experience significant health disparities. We believe health equity is an attainable goal that can only be achieved by eliminating the preventable differences in health one group has over another. As current and future healthcare professionals, we recognize that diversity, equity, and inclusive excellence (AACU, n.d.) are necessary to build a professional cadre of effective leaders with equitable opportunity to contribute and succeed. We are therefore strongly dedicated to the recruitment and preparation of faculty, students, and staff to be scholars, leaders, and advocates of diversity, equity, and inclusion within our health care system. We are committed to upholding the moral, ethical, and professional obligations inherent in the Dominican principles that foster respect for human dignity; work toward the elimination of health disparities; and promote the rights, welfare, and best interests of all people. Through these efforts, we will continue to participate in healing the world, promoting justice, and standing against racism and all forms of inequality in our programs, school, healthcare system, and society.

References - American Association of Colleges and Universities (n.d.). Making excellence inclusive. https://www.aacu.org/making-excellence-inclusive Braveman, P., Arkin, E., Orleans, T., Proctor, D. Acker, J. & Plough, A. (2018). What is health equity? *Behavioral Science & Policy, 1*(4), 1-14.

B. APRN Clinical Preceptor Resources Guide – AACN

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

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

Program Faculty

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

Program faculty will need to clearly communicate to the APRN Clinical Preceptor the level, the intended clinical progression, and outcome objectives for the clinical rotation of the APRN student during each clinical rotation experience thus affording the student meaningful clinical experiences that will develop the students' comfort in practice and clinical competency. Furthermore, the

responsibility of the faculty includes the oversight of the design, implementation, and evaluation of clinical practice experiences that are aligned to student and program outcomes. Regular communication with the APRN Clinical Preceptor is pivotal to ensure the curriculum is being effectively delivered and student outcomes are met.

Clinical Preceptor

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

APRN Student

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

C. Pre-Clinical/Practicum Requirements

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

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

Students are responsible to notify the Associate Dean of any changes to their status that could affect their background checks. Students are additionally responsible to comply with any specific clearance requirements associated with the clinical site they are assigned to at the clearance deadline point. Noncompliance with site-specific requirements will result in an inability to complete the clinical portion of courses. The student will be withdrawn from the relevant course(s) and will be unable to progress in the program.

NOTE: It is the responsibility of students to discuss with the Associate Dean or the clinical faculty member any personal vulnerability to physical illnesses or traumatic situations they may encounter in a clinical placement.

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

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

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

Initial Physical - Required for your first clinical or practicum experience Advanced Physical Assessment to be submitted during NUR 5320 or 5420, and then annually as per the following schedule:

 *Summer Semester: - Completed after March 15 and submitted before **April 15**.
   Fall Semester: - Completed after June 15 and submitted before **July 15**.
   Spring Semester: - Completed after November 1 and submitted before **December 1**.

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

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

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

Dress code - Appropriate footwear. NO sneakers, sandals or open toe shoes. No Jeans. Appropriate business attire and lab coat with Student ID.

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

D. **Hospital Orientation For Clinical Practicums**

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

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

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

E. **Clearance for Clinical Practicum**

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

- In order to participate in any clinical course with an agency component, all students registered for a clinical course must submit the following documentation to the School's vendor (Castlebranch) via the online system, by the deadline noted below.

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

            Summer Semester: uploaded to CastleBranch on or before April 15th
            Fall Semester: uploaded to CastleBranch on or before July 15th
            Spring Semester: uploaded to CastleBranch on or before December 1st
    2. CPR-Cardio pulmonary resuscitation certification must be completed. **No online course will be accepted,** CPR cards must be submitted (Make copy of front and back) with your Physical Information.
            Acceptable courses provided by
        - American Heart Assoc. – BLS for Health Care Providers
        - American Red Cross – BLS for the Professional Rescuer
    3. Uniform for Clinical Experience: Students are to wear plain white lab coats (no affiliation badges of any kind are to be displayed on the lab coat). The Molloy University photo ID Badge is to be worn and clearly visible.

4. Clinical Agency Affiliation Requirements: Individual clinical agency affiliates may require additional medical tests and/or clearance requirement for students entering their agencies. Student will be notified of any additional requirement AFTER the clinical placement contract is completed and signed by the agency.
5. Students must submit a copy of NYS RN license registration certificate.
6. Late Fee: A fee of $50.00 is charged to process physical documents submitted after submission due date.
7. Review the Molloy University Nursing Handbook and review policies and health requirements
8. Signed HIPAA & Latex Forms
9. Flu Vaccines usually are valid for the influenza season (generally August to June of following year) Covid Vaccination Status
10. Malpractice Insurance appropriate to your program (Registered Nurse or Nurse Practitioner Addend to: NP STUDENT) with coverage of $1,000.000 per claim/$3,000,000 aggregate
11. Evidence of OSHA training (NYS Infection Control Certificate) CMEresource.com will bring you to NetCe website. Follow the prompts to #9864 Infection Control: The NYS Requirement
12. Students are expected to carry their own insurance

F. **Student Clinical/Practicum Injury**

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

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

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

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

G. **Drug and Alcohol Policy**

Drug Screening
Molloy University is committed to maintaining a quality educational experience for its students, and to complying with the regulations from its affiliating agencies. All students are required to undergo drug screening and background checks prior to entering the facility.

The Associated Dean is notified of a positive screening.

- The student is to meet with the appropriate Molloy University Graduate Associate Dean to discuss action to be taken.
- The student withdraws from the clinical course(s).

- Notice is given to the Dean of Students for direction regarding counseling and further testing. Communication is maintained between the Dean of Students and the appropriate Associate Dean and Director.

The student may be directed to take a leave of absence until intervention and treatment are completed and follow-up testing is negative.

H. **Mandatory Student Drug Testing & Background Check**
This is conducted prior to participating in Clinical Activities.

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

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

POLICY
1. Students in the School are required to complete a 10-panel drug screen with a negative test result as part of the requirements for approval to participate in a clinical placement. The drug testing shall be conducted prior to the first clinical course in the curriculum, and as required by the healthcare facility at which the student is placed ("clinical site"). Testing is required to be completed by the established deadlines as determined by the School or, alternatively, the agency. Failure to complete the requisite drug testing by any established deadline will result in the delay and/or withdrawal of a clinical placement. Students are responsible for the cost of all drug tests. Testing under this policy is in addition to any testing required by the policies and procedures at any clinical site.

2. Criminal background check. Students should be aware that clinical sites reserve the right to deny, in their sole discretion, a student's clinical placement based upon the results of the background check. If a student cannot be placed at a clinical site due to background check findings, the student may not be able to complete the nursing program and/or may not satisfy the requirements for licensure in New York and other states.

3. Students are required to sign all necessary consent and release forms related to any drug testing. By participating in the drug testing procedure, the student is authorizing release of the drug testing results in accordance with this policy should it be required.

4. Drug tests shall be performed through a testing facility designated by Castle Branch. The designated testing facility shall determine what constitutes a positive or negative test result. Students will be directed to an acceptable testing facility by the vendor selected by the School to manage clinical compliance documentation, currently Castle Branch **portal.castlebranch.com**

5. All test results are made available to the student in accordance with the procedures utilized by the testing facility.

6. A positive test result will be reviewed by the Medical Review Officer ("MRO") utilized by the testing facility prior to release to the student. An MRO is a nationally certified, licensed medical doctor or osteopath responsible for receiving laboratory results who has knowledge of substance abuse disorders and appropriate medical training to interpret and evaluate positive test results, medical history and any other relevant biomedical information. MRO reviews are usually completed within seven (7) business days of an initial positive test result.

7. If a test result is positive, the MRO will notify the student in accordance with the testing facility's procedures.

   a. If the student responds to the MRO, the MRO will interview the student and may undertake a further review in accordance with the testing facility's procedures. If, following an interview and any further review, the MRO concludes that the test result is positive, the test shall be reported as positive and both the student and the School's Associate Dean shall be notified.

   b. If the student does not respond to the MRO within the testing facility's designated timeframe, the MRO shall report the test as positive and both the student and the Associate Dean shall be notified.

8. A student who tests positive under this policy, or fails or refuses to comply with this policy, shall be dismissed from the School of Nursing and Health Sciences. Any attempt to delay, hinder or tamper with any testing or to alter the result of testing, shall be considered a refusal to comply with this policy.

9. Action taken by the School of Nursing and Health Sciences pursuant to this policy shall only be reviewable by the Dean.

10. Because this policy applies to pre-clinical drug testing, positive test results fall outside the definition of "clinical misconduct" in the School of Nursing and Health Sciences Graduate Student Handbook.

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

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

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

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

Approved July 2012

I. APA Format

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

J. Critical Thinking Definition

Critical thinking is "the rational examination of ideas, inferences, assumptions, values, beliefs, and Actions "Bandman & Bandman" (1988). Critical Thinking in Nursing. Conn: Appleton & Lange, p. 5. Critical thinking underlies independent and interdependent decision-making and is essential to the implementation of the Humanistic Nursing Framework's concepts and sub-concepts.

Mechanisms

Initial evaluation of critical thinking: The graduate/post-graduate advanced certificate program/DNP applicant is to write an essay/letter stating goals aspirations and philosophy of nursing as a component of the admission package. This is reviewed and assessed in light of critical thinking elements and writing ability.

K. Non-Discrimination in Nursing Practice

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

L. Institutional Guidelines

Molloy University believes that it has a moral commitment to its students, faculty, and the community to demonstrate compassion and understanding toward individuals who have communicable or infectious diseases.

Molloy University in accordance with sections 503 and 504 of the Rehabilitation Act of 1973, will not discriminate against such individuals, nor will it discriminate against any individual based on the perception that the student is a member of a group of risk for such infection.

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

M. Infectious Disease Policy for Students and Faculty

Nassau County Department of Health:
Please Note:
   a. New York State Public Health Law 2165 requires post-secondary students attending university to demonstrate proof of immunity against measles, mumps and rubella.
   b. Additionally, clinical agencies require the following tests which identify immunity levels: Titers are required for: (i) Varicella (Chicken Pox), (ii) Rubeola (measles), (iii) Rubella (German Measles) and (iv) Mumps and Hepatitis B. Lab reports of the five titers are required.
   c. Routine chest x-rays are not required. An x-ray is necessary if a PPD Tuberculin Test is positive.

d. Yearly Influenza Vaccination or student must sign an Influenza Declination statement.
e. The following items are recommended as a means of fostering health:
  i. SMA6
  ii. Pap Smear
  iii. Sickle Cell Preparation (when appropriate)
f. Hepatitis B vaccine is required prior to beginning clinical practice. (Follow-up titer recommended). A student who declines immunization must complete a declination form to be filed in the School of Nursing.

   (*Appendix D*)

N. Health & Wellness

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

If you have health questions or concerns the **Student Health Services** can be reached by email at health[...]16-323-3467. The **Student Personal Counseling Center** [...]rvice available to all currently enrolled Molloy Un[...]scheduling an appointment, please call 516-323-3484 Monday-Friday, scan the adjacent QR code using the camera on your phone, or walk in to request a time and day to meet.

To schedule an appointment with the Student Personal Counseling Center (SPCC) scan QR Code:

O. Universal Blood and Body Fluid Precautions

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

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

All health-care workers should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning instruments: during

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

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

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

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

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

P. Precautions for invasive procedures

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

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

All health-care workers who participate in invasive procedures must routinely use appropriate barrier precautions to prevent skin and mucous-membrane contact with blood and other body fluids of all patients. Gloves and surgical masks must be worn for all invasive procedures. Protective eyewear or face shields should be worn for procedures that commonly result in the generation of droplets, splashing of blood or other body fluids, or the generation of bone chips. Gowns or aprons made of materials that provide an effective barrier should be worn during invasive procedures that are likely to result in the splashing of blood or other body fluids. All health-care workers who perform or assist in vaginal cesarean deliveries should wear gloves and

gowns when handling the placenta or the infant until blood and amniotic fluid have been removed from the infant's skin and should wear gloves during post-delivery care of the umbilical cord.

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

Q. CDC Policy Guidelines for Students
1. Infectious disease information will continue to be part of the curriculum. Educational materials specific to the needs of students in the Barbara H. Hagan School of Nursing & Health Sciences will continue to be developed by the curriculum committee and specific specialty groups.

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

3. Decisions regarding admission to Molloy's Barbara H. Hagan School of Nursing & Health Sciences will be made on the basis of academic and related qualifications. Proof of current antibody titres or immunizations, as mandated by the New York State Health Department and/or affiliating clinical agencies, will be required of nursing students.

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

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

R. CDC Guidelines for Clinical Experiences
Universal Precautions, as established by the CDC, must be followed by students and faculty during all clinical experiences.

1. Guidelines in the use of protective precautions, equipment, and supplies necessary to minimize the risk of infection will be provided to the students as per CDC guidelines.

2. Students will be held accountable during clinical experiences for the safe and effective use of recommended protective measures. When monitoring reveals a failure of the student to follow recommended precautions, counseling and re-education will be provided by the Barbara H. Hagan School of Nursing & Health Sciences.

3. Prior to entering the clinical area, it is the responsibility of the student to become familiar with current information on the epidemiology, modes of transmission, and prevention of infectious disease; and the need to follow the guidelines for the use of Universal Precautions.

S. **Technical Requirements for Online Courses**

Recommended Technical Requirements for "Frustration Free" Computing

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

Operating System:	Windows 10 (Home, Pro, Education) – Windows S type is not recommended Mac OS 10.11 (El Capitan) or higher Chrome OS (ChromeBooks) – Chrome 58 or higher
Processor:	Intel i3 or equivalent; 2GHz or higher
Memory:	2 GB of RAM or higher
Hard Drive Space:	2 GB free disk space
Browser:	Google Chrome is the preferred browser
Cookies and JavaScript:	Must be enabled. Pop-up blockers should be configured to permit new windows from Molloy web sites.
Plug-ins:	Many instructors post PDF versions of course materials in Canvas. Download Acrobat Reader.
Internet Connection:	Broadband (cable or FiOS) connection required. At least 2 Mbps download speed and 2 Mbps upload is required. Test your internet speed
Sound Card/Speakers:	Required (a headset with microphone recommended - see below)
Monitor/Video Card:	Laptop screen or computer monitor; Capable of at least 1024 X 768 resolution, 1,000:1 contrast ratio
Webcam and Microphone:	Built-in or external webcam and microphone required for courses that have proctored exams or online testing requirements. Also required in order to participate in videoconferencing meetings.

T. **Zoom in the Classroom**

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

U. **Policy of Responsible Attendance**:

Students are expected to attend all classes, regularly and punctually. It is the accepted practice at Molloy University that faculty take attendance in all courses. Students should notify **faculty** if an absence is necessary as the result of a serious situation. Failure to attend class for two (2) consecutive weeks at any point in the semester, without notification of extenuating circumstances, will result in an administrative withdrawal from the course. In the case of an online or hybrid course, attendance is considered similarly important. Therefore, failure to participate in academic

activities in any given week is considered an absence. Examples of participation in academic activities representing attendance would be participation in a class chat or discussion board on an academic topic, submissions of a required assignment, digital interaction with the professor on an academic topic, and completion of a quiz or exam. Administrative withdrawal results in removal from the course with a grade of "WA" or WF" determined by the point in the term and the academic performance. Students should consult the University catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

V. **Online Course Protocol**

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

- Examples of participation in academic activities representing attendance would be participation in a class chat or discussion board on an academic topic, submission of a required assignment, digital interaction with the professor on an academic topic and completion of a quiz or exam.
- All students must have their cameras on for the length of the class.
- Failure to have your camera on and participate in academic activities in any given week is considered an absence, faculty may remove you from the ZOOM meeting if your camera is off.
- Administrative withdrawal results in removal from the course with a grade of "WA" or WF" determined by the point in the term and the academic performance. Students should consult the University catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

W. **Minimizing Distractions during Synchronous Online Class**

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

Here are some strategies and suggestions for minimizing such impact:

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

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

X. **Student Reminders and Etiquette**
- Just as in an on-campus classroom, it is important to make the best virtual impression during a Zoom meeting.
- You may be viewable, or heard, by the entire class during a Zoom session and should conduct yourself accordingly.
- Classes may be recorded. Dress as if you are in a classroom setting.

- Students are expected to uphold Molloy University's Academic Honor Pledge.
- Student recordings are only permitted if all participants are fully informed that the recording will be made and all participants consent to being recorded.
- Please refer to the Molloy Student Handbook for more details.·
- Abide by the Civility Policy found in the Molloy Student Handbook.

Y. <u>Netiquette</u>

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

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, as well as just differences, in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also, consider that slang can be misunderstood or misinterpreted.
- Do not use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, and then put the acronym in parentheses afterward, for example, Frequently Asked Questions (FAQs). After that, you can use the acronym freely throughout your message.
- Use good grammar and spelling. Avoid using text-messaging shortcuts.

Z. <u>Social Media Use</u>

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

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

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

Approved July 2012
Adopted Fall 2012

AA.   <u>Strike Policy</u>

Procedures for Strikes at Affiliating Agencies
In the event of a strike at an affiliating health care agency, the following procedures are in effect:

1. The Dean or Associate Dean and Director of the Graduate Program will communicate to faculty that personnel at an affiliating agency are on strike or that a specific date for a strike has been set.
2. Faculty and/or students of the Molloy University community will not cross picket lines at the affected agency under any circumstances.
3. Faculty will communicate with the affected agency, their established policies regarding handling strikes.
4. Faculty will inform students of a strike in the clinical agency and attempt to provide alternative clinical experiences.
5. All incidents relating to the strike, e.g., phone calls, harassment, meetings, confrontations, should be reported in writing to the Office of the Vice President for Academic Affairs.
6. Administration will maintain contact with the affected agency. The Dean of the School of Nursing & Health Sciences or the Associate Dean and Director of the Graduate Program will relay information to the Vice President for Academic Affairs.

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

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

V.   PROFESSIONAL ORGANIZATIONS

A. American Association of Colleges of Nursing (AACN)
Promotion and improvement of higher education for professional nursing. Promotes research and provides for the development of academic leaders.

B. New York State of Nurse Practitioners (AANP)
AANP empowers all NPs to advance accessible, person-centered, equitable, high-quality health care for diverse communities through practice, education, advocacy, research and leadership.

C. American Nurses Association (ANA)
Establishes standards of nursing practice, education, and services. Promotes educational and professional advancement, and the general welfare of registered nurses.

D. Commission on Collegiate Nursing Education (CCNE)
National professional accrediting body for baccalaureate and higher degree programs.

E. National League for Nursing (NLN)
Provides educational programs and promotes legislation supportive of health services and Accreditation of nursing education programs.

F. **New York State Nurses Association (NYSNA)**

Promotes educational and professional advancement of registered nurses on a state level. District #14 is the local level of State Nurses Association for those in Brooklyn, Queens and Nassau.

G. **Sigma Theta Tau (STTI)**

The International Nursing Honor Society - Chapters are located across the United States and in several foreign countries. Molloy's Chapter is Kappa Epsilon, which recognizes superior academic achievement; promotes and recognizes the development of leadership qualities; fosters high professional standards; encourages expression of an individual's creativity in nursing and strengthens commitment to the ideas and purposes of the profession.

VI. COMMITTEES WITH GRADUATE STUDENT REPRESENTATIVES

University Wide Committees

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

1. **Graduate Academic Policies and Programs Committee**

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

2. **Campus and Community Life Committee**

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

3. **Financial Resources Committee**

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

4. **Priorities and Planning Committee**

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

VII.   AIDS TO LEARNING AND RESEARCH

Resources

A. Advisement

The Registrar will post an e-mail with instructions for reserving your courses. The Advisor will help you plan your academic progression. It is imperative that you meet with your respective Advisor after you reserve your course choices. Your Advisor will lock in your registration. Advisor appointments are accomplished on line. Your advisor is found in Lion's Den under "My Academics".

B. Resources

Molloy University Writing Center

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

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

One of Molloy's Academic Services, the Writing Center is staffed by experienced professional consultants. As an undergraduate, graduate, or doctoral student of Molloy University, you can be helped at the Writing Center, whether you are writing a summary/critique, a PowerPoint presentation, an application essay, or a research paper requiring precise use of APA documentation format. You can also obtain helpful handouts prepared by our consultants.For face-to-face appointments, whether you need individual or small group consulting, or if you want to use a computer before or after your appointment with a consultant, you can visit the Writing Center on the lower level of the Casey Center, in Room 016. Writing Center (mywconline.com)

Clinical Learning Center

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

Computer Labs, Lounges and Information Commons

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

-Casey Center - 1st Floor
-Wilbur Arts Center Lower Level
-Hagan Building 3rd Floor for Doctorate Students only

The Information Commons is located on the 2nd floor of the Public Square. Lab personnel are always on hand during the posted hours to provide a supportive, positive environment for students to learn, practice and improve their computers skills. For typing term papers and for computer assignments, the Information Commons offers open access to students 12 months a year and over

100 hours a week. In addition to internet access, software packages such as Microsoft Office, Maple, and SPSS are installed. Laser printers, a color printer and scanners are available.

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

Library

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

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

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

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

Media Services

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

Alumni Lifetime Scholarships

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

Molloy Portal

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

Lions Den

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

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

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

The self-service website is the only supported method for resetting a forgotten password.

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

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

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

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

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

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

Canvas Shell

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

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

Login to Canvas with your Molloy username and password. Help features can be accessed by clicking on the Help link found on the Canvas Global Navigation Menu. Canvas 24/7 Support Hotline for Students: 1.844.408.6455, Canvas 24/7 Support Hotline for Faculty: 1.833.204.0569

Office of Blended/ Online Learning and Student Success

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

Molloy offers a full range of Student Services and Support:
http://www.molloy.edu/academics/flexible-learning-opportunities/student-services-and-support

C. Post Masters DNP Progression

	Fall	Spring	Summer
Year One	NUR 6010-- Ethics : The Foundation of Leadership 3 credits	NUR6220- Global Epidemiology 3 credits	BUS 5570 – Healthcare Finance 3 credits
	NUR 6200-Biostatistics 3 credits	NUR 6210- Clinical Research for Evidence Based Practice 3 credits	
	Fall	**Spring**	**Summer**
Year Two	NUR 6240 - Clinical Residency I (100 clinical hours) 2 credits	NUR 6250 - Clinical Residency II (150 clinical hours) 3 credits	BUS 5560 Economic Evaluations in Healthcare 3 credits
	NUR 6230-Evidence Based Practice: Informatics 3 credits	NUR 6030- Scholarship of Healthcare Organization and Policy 3 credits	
	Fall	**Spring**	**Summer**
Year Three	NUR 6260 - Clinical Residency III (150 clinical hours) 3 credits	NUR 6270- Clinical Residency IV (150 Clinical Hours) 3 credits	
		NUR 6500- Nursing Education: Principles, Dynamics, Innovations 3 credits	

D. Nursing Post Masters to DNP Component

After completion of M.S. in Adult Nurse Practitioner (Primary or Acute), Family Nurse Practitioner, Pediatric Nurse Practitioner, Family/Mental Health Nurse Practitioner, or Clinical Nurse Specialist Program requirements 45-48 credits.

Core (27 credits required)		*Credits*
NUR 6200	Biostatistics	3
NUR 6220	Global Epidemiology	3
NUR 6210	Clinical Research for Evidence Based Practice	3
NUR 6230	Evidence-based Practice: Informatics	3
NUR 6030	Scholarship of Health Care Organization and Policy/Immersion Program*	3
NUR 6010	Ethics: The Foundation of Leadership*	3
BUS 5560	Economic Evaluations in Healthcare	3
BUS 5570	Healthcare Finance	3
NUR6500	Nursing Education: Principles, Dynamics, and Innovations	*3

Shared courses with PhD program

Total   27

Clinical Residency Practica (10 required credits)			*Credits*
NUR 6240	Residency I	100 clinical hours	2
NUR 6250	Residency II	100 clinical hours	2
NUR 6260	Residency III	150 clinical hours	3
NUR 6270	Residency IV	150 clinical hours	3

Total   10
37 credits

E. Course Description

BUS 5560 Economic Evaluations In Healthcare

Healthcare Economics will explore economic concepts on the micro and macro levels. The economic laws of supply and demand will be explored as they relate to the healthcare environment. Current issues of health insurance, uncompensated care, chronic disease management, methods of delivery, costs, pricing, and financing of health services will be explored while noting the micro and macroeconomic environment. The economic value of research and development, innovation, cost structures, physician specialization, utilization of mid-level practitioners, medical homes and prevention will be closely addressed.

3 credits

BUS 5570 Healthcare Finance

Healthcare Finance will provide students an opportunity to learn to manage the resource element of the healthcare industry with a focus on hospitals, long-term care facilities and home health agencies. This class will address issues in healthcare as they pertain to managers without a background in finance. Special attention will be given to budgeting and forecasting. Health care

personnel and patient activities are analyzed from a financial management/cost analysis perspective within an environment of regulations and market competition.

3 credits

NUR 6010 Ethics: The Foundation Of Leadership

This course explores traditional and contemporary ethical principles and core nursing values in order to develop complex analytical skills within students. These skills are needed to address moral issues and dilemmas in health care policy, delivery, and research as well as in the arenas of leadership, politics, scholarship, and organizations. Advanced analysis of ethical theories and their applications to health care policy formulation and topics in the area of research ethics are addressed.

3 credits

NUR 6030 Scholarship Of Healthcare Organization And Policy

Students explore the United States health care system, the organizations, and public and corporate policies that shape and influence it as a background for nursing leadership. Students explore theories related to organizations, policy planning, implementation and evaluation. Complex health issues and their relationship to public policy are analyzed and synthesized with an emphasis on future trends.

3 credits

NUR 6200 Biostatistics

The application of statistical methods plays an essential role within the field of nursing. This course will provide DNP students with the understanding and practical expertise in applying cutting-edge statistical methods that are widely used in health research and epidemiology. This course investigates the statistical techniques for the evaluation of biomedical data. It provides an introduction into design aspects, methods of summarizing and presenting data, estimation, confidence intervals and hypothesis testing, including multivariable regression methods for the assessment of association.

3 credits Pre-Requisites: Graduate level statistics course

NUR 6210 Clinical Research For Evidence Based Practice

This seminar will enable DNP students to achieve the skills necessary for conducting and evaluating practice-based research and to progress through the process of reformulating evidence into clinical practice. Students will learn to be continuously involved in the systematic review of research in preparation for designing a change in practice based on validated evidence. Topics will include, but are not limited to needs assessment, program planning and evaluation; the application of quantitative and qualitative methods in the study of practice related phenomena; grant writing and funding for practice based research. Students will begin to consider a problem for their capstone project, then formulate a research question and choose an appropriate design.

3 credits Pre-Requisites: Biostatistics, Ethics

NUR 6220 Global Epidemiology

Investigates the global incidence and prevalence of disease and risk status through the analysis of health indicators and considers strategies for health promotion and disease prevention from the community level to the national and international levels. The goal of this course is to provide the DNP student with knowledge of the most significant areas of epidemiological methodology and an understanding of those factors that contribute to causality especially in the context of a global environment. The student will learn to study and investigate the global incidence and prevalence of disease and risk status through the analysis of health indicators and consider strategies for health promotion and disease prevention.

3 credits Pre-Requisites: Biostatistics

NUR 6230 Evidence Based Practice: Informatics

This course explores the principles of evidence based practice. Students will investigate the best available evidence based knowledge and technology in solving clinical practice problems. Students will learn critical appraisal skills to determine the quality and applicability of evidence for clinical practice. Current guidelines will be explored and strategies for implementation will be discussed.

3 credits

NUR 6240 Clinical Research Residency I

The Clinical Research Residency Core Courses expand the knowledge, skills and attitudes reflective of doctoral education. The Residency offers the student a focused opportunity to integrate advanced skills developed from coursework into advanced clinical practice. This immersion experience will result in advanced specialized practice at a high degree of complexity. During Residency I, students will identify health related needs and potential benefits to groups, populations or communities. Clinical practice activities will further develop advanced level DNP practice competencies.

2 credits: 100 clinical hours. Pre-or-Co-requisites NUR6200, NUR 6210

NUR 6250 Clinical Research Residency II

Clinical Research Residency II facilitates translation of evidence-based findings into practice with positive outcomes for the population identified. Students will identify viable clinical innovations to change practice in a systematic manner. Focus will be placed on collaboration of interprofessional teams and the roles of the advanced practice nurse within this collaboration. Healthcare management systems theory including finance, economics, education as well as clinical research will be integrated into the project design.

2 credits: 100 clinical hours. Pre-or-Co-requisites, NUR 6010, NUR 6030,NUR 6240, BUS 5560, BUS 5570

NUR 6260 Clinical Research Residency III

Under the guidance of DNP faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of a selected Residency project. The project is a synthesis of a comprehensive assessment and advanced differential diagnosis, therapeutic intervention and evaluation of care using evidence-based practice at the individual, group, and system level. Focus will be placed on data collection, data analysis, including analysis of qualitative and quantitative data, measures to assure reliability and validity of data, and the scholarly report of project results.

3 credits: 150 clinical hours. Pre-or-Co-requisites, NUR 6220, NUR 6010

NUR 6270 Clinical Research Residency IV

Research Residency IV integrates the coursework, knowledge and skills from the doctoral program with the clinical residency experience resulting in a written product. It is an opportunity to disseminate results in professional and public forums. The DNP program culminates in the successful completion of a scholarly project that demonstrates synthesis of the student's coursework and clinical practice immersion. Together these competencies lay the groundwork for future scholarship and opportunity to influence and transform health care delivery. Focus will be placed on transformational leadership in the practice setting to deliver advanced practice nursing services to individuals, families, and communities or systems.

3 credits: 150 clinical hours. Pre-or-Corequisites, NUR 6260

NUR 6301, 6302, 6303 Clinical Research Residency Completion I,II,III

Students who require continuation of faculty assistance in their clinical research residencies (NUR 6240, 6250, 6260, and/or 6270) may enroll in this continuation course pending approval of the associate Dean of the DNP program. Students will engage with the faculty member to meet the requirements of the Clinical Research Residency that has not been completed. This course is for DNP students who have registered for one of the four Clinical Research Residencies and have not completed the assigned work or clinical hours. Course may be repeated as needed. Registration will be based on the amount of work needed to be completed.

(Pass/Fail) **1,2,3 credits**

NUR 6500 Nursing Education: Principles, Dynamics, Innovations

Students critically explore the evolution of educational practice in the context of political, philosophical, scientific, and cultural forces. Pedagogical theories are analyzed and synthesized. Contemporary and evolving educational interventions are investigated as students in this course explore and critique the dynamics of higher education. Innovations in education, shifting paradigms, transdisciplinary interface, and the multiplicity of educational roles are explored. Informed by the underlying theoretical framework of situated learning, this experience encourages students to explore complex scholarly leadership within the context of an academic setting, health care organization, or policy arena. Students build on previous analytical endeavors as they design, implement, and evaluate programs that contribute to innovations in educational processes.

3 credits

VIII. Clinical Research Residencies

NUR 6240 - Clinical Research Residency I

Students are required to do a minimum of 100 clinical hours. Clinical hours are arranged collaboratively by the faculty and student. The goal of the hours is to engage in practice inquiry and achieve the competencies of the AACN Essentials. This experience can include, but is not limited to:

a. Direct patient care targeted at increasing knowledge base of a particular disease, patient population, or obtaining clinical skills not previously acquired.
b. Participating in a needs assessment at a clinical agency's to evaluate a practice protocol.
c. Explore participating in a health initiative at a state or local health department.
d. Investigating program implementation on a clinical unit or private practice

NUR 6250 - Clinical Research Residency II

Students are required to do a minimum of 100 clinical hours. This second clinical rotation builds on the first. Students and faculty will evaluate where the student's needs are and will arrange clinical hours accordingly. This experience can include, but is not limited to;

a. Direct patient care targeted at increasing knowledge base of a particular disease, patient population, or obtaining clinical skills not previously acquired.
b. Participating in a needs assessment at a clinical agency's committee to evaluate a practice protocol.
c. Explore participating in a health initiative at a state or local health department.
d. Investigating program implementation on a clinical unit or private practice.
e. Goals of this rotation are to continue to develop the DNP educated NP to provide leadership, engage in practice inquiry, and influence policy.

NUR 6260 - Clinical Research Residency III

Students are required to do a minimum of 150 clinical hours. Students are required to carry out a clinical project at the site of their chosen patient population.

NUR 6270 - Clinical Research Residency IV

Students are required to do a minimum of 150 clinical hours. Students are required to complete their clinical project at the site of their chosen patient population, evaluate the outcomes and disseminate their findings.

The faculty member will assess Clinical Residency performance based on the following:

 a. Residency Plan/Objectives & Goals
 b. Practicum Log - You are required to keep a log of clinical experiences.Documentation of patients seen or other practicum work per clinical day should be documented weekly. The faculty recognizes that not all practice hours are related to direct patient care. Other practice hours should be accounted for to reflect additional practice hours that are not necessarily direct patient care. Your preceptor is required to verify the Practicum Log.
 c. Initial and final conferences - Each student needs to schedule a conference with the preceptor and faculty to discuss the practicum plan and goals and objectives for the semester at the beginning of the semester, as well as a conference at the completion of the semester.

 d. Preceptor Evaluation - The preceptor will complete an evaluation of the student (see form).
 e. Completion of the Practicum Site/Preceptor Evaluation - Students are required to complete evaluations of the practicum site and their preceptor (see form).

IX. Sample Forms

DNP Scholarly Clinical Project
Project Checklist

Clinical Research Residency I
- [ ]   Problem Statement
- [ ]   Literature Review
- [ ]   Project Questions

    Approvals:
- [ ]   Faculty Topic Approval
- [ ]   Approval for Progression to Research Residency II
- [ ]   Residency Clinical Paperwork

Clinical Research Residency II
- [ ]   DNP Project Proposal
- [ ]   Completion and submission of IRB proposals

    Approvals:
- [ ]   Faculty Approval of Project Proposal
- [ ]   Faculty Approval for Progression to Research Residency III
- [ ]   Residency Clinical Paperwork

Clinical Research Residency III
- [ ]   Project Implementation/Data Collection
- [ ]   Data Analysis

    Approvals:
- [ ]   Faculty Approval for Progression to Research Residency IV
- [ ]   Residency Clinical Paperwork

Clinical Research Residency IV
- [ ]   Completion of Final DNP Project Manuscript
- [ ]   Oral Defense of Project to Faculty, Students and Guests
- [ ]   Presentation of Findings to Clinical Agency
- [ ]   Submit Copies of Revised Manuscript to faculty

    Approvals:
- [ ]   Oral Defense
- [ ]   DNP Project Manuscript
- [ ]   Residency Clinical Paperwork

Please click on the link below for the AACN Essentials: Core Competencies for Professional Nursing Education

https://www.aacnnursing.org/Essentials

DNP Residency -Learning Objectives

Name of Student:

Identify your learning goals and objectives for your Residency experience.		
Goals (Broad in scope)	**Objectives** HOW will you reach your goal?	**Evaluation Method** (How will you 'measure' your objectives)?
Goal 1	**Objective 1**	
	Objective 2	
Goal 2	**Objective 1**	
	Objective 2	
Goal 3	**Objective 1**	
	Objective 2	

MOLLOY UNIVERSITY

Doctor of Nursing Practice Program
Preceptor Evaluation DNP Residency

Directions: Please rate the student on a scale of 0 (lowest) to 5 (highest). Provide comments below on the student's strengths and areas for improvement.

Rating Scale:

Score	Performance
0	Never
1	Seldom
2	Occasionally
3	Often
4	Very Often
5	Always
NA	Not observed

*Passing grade is an average of three (3) or higher on each performance category that is applicable.

Presentation of Self	Student's Rating
1. Presents self in a professional manner	
2. Is aware of personal strengths and weaknesses.	
3. Exhibits appropriate listening behaviors.	
4. Completes assigned tasks appropriately.	
5. Is a good role model for others.	
6. Demonstrates awareness of role limits	
7. Seeks opportunities for learning and professional development	
8. Demonstrates interpersonal skills appropriate to an advanced nursing role	
Communication & Collaboration	**Student's Rating**
9. Recognizes the need for consultation	
10. Uses appropriate channels of communication.	
11. Demonstrates collegial relationships with other health professionals	

12. Elicits information appropriately	
13. Gathers complete and accurate information.	
14. Works collaboratively with other members of the health care team	
15. Adds insightful comments to management discussions.	
Advanced Clinical Practice and Leadership	**Student's Rating**
16. Evaluates the impact of provider beliefs, values, and economic status on provision of health care	
17. Demonstrates an understanding of the theoretical and scientific basis of health care management decisions	
18. Applies nursing and medical research and evidenced based guidelines to improve patient/population care	
19. Applies theory, research, and evidence to management practice	
20. Demonstrates wise use of health care resources	
21. Employs critical thinking and decision-making skills in patient/population management	
22. Exhibits an appropriate degree of self-direction and autonomy	
23. Functions well in the advanced nursing practice setting	
24. Utilizes leadership and management skills in meeting organization's needs	
25. Able to analyze and accommodate a variety of managerial styles.	
26. Utilizes leadership skills to achieve goals	
27. Utilizes leadership & management strategies to influence the performance of others	
Professional Standards	**Student's Rating**
28. Demonstrates adherence to ethical standards of an advanced role	
29. Demonstrates adherence to legal standards of an advanced role	
30. Exhibits responsibility and accountability for nursing in an advanced role	

Preceptor Comments on Student Performance:
Major Strengths:

_____

_____

_____

Areas for Improvement:

_____

_____

_____

_____

Preceptor Signature and Date:_____

Student Signature and Date:_____

For Faculty Use Only:
Preceptor Rating and Grade:
Faculty Comments and Evaluation Grade:

Faculty Signature and Date:_____

MOLLOY UNIVERSITY

Doctor of Nursing Practice Program
DNP Residency -Practicum Log

Use this to record residency hours.

Student: _____   Course: _____

Preceptor: _____   Practicum Site: _____

Date	Hours	Activity

Preceptor Signature: _____

Student Signature: _____

Faculty Signature: _____

CLINICAL SITE / PRECEPTOR EVALUATION

Preceptor/ Site: _____

To date, how many hours have you spent in the clinical setting with this preceptor? _____

Rate the **preceptor** using a scale of **0-5**, where **0 = Not at All** and **5 = Very Much So**

- _____ The preceptor makes efforts to provide me with appropriate learning experiences
- _____ The preceptor understands what DNP students need to learn
- _____ The preceptor serves as a good resource for me
- _____ I am pleased with my experience with this preceptor.

Does your preceptor provide feedback to you on your ability to meet your practicum objectives?

_____Yes _____ No

I recommend that we continue using this **setting**. _____ **Yes** _____ No
I recommend that we continue using this **preceptor**. _____ **Yes** _____ No

COMMENTS:

Student Signature: _____Date: _____
Faculty Signature: _____

MOLLOY UNIVERSITY

APPLICATION FOR GRADUATE ASSISTANTSHIP

Status: *Master's Degree: Number of credits completed:* _____

         Dual Degree: Number of credits competed: _____

         Doctoral Degree: Number of credits completed: _____

***Graduate Assistants must take at least 6 credits during the semester of assistantship.**

***Graduate Assistantships are offered for a maximum of 4 semesters.**

Name: _____

Student ID #. _____ Graduate Program: _____

Date of Birth: _____ E-Mail: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Telephone (Home): _____(Cell): _____ (Work): _____

Work Address: _____

Anticipated Graduation: Month_____ Year _____

During the Graduate Assistantship semester/year:

     Will you be receiving Tuition Remission? ☐ Yes ☐ No

     Will you be receiving Financial Aid? ☐ Yes ☐ No

     Will you be employed by Molloy University? ☐ Yes ☐ No

Please describe the knowledge, skills and abilities you will bring to this position:

Please list the assistantship positions in order of preference that you would like to apply for:

1. _____

2. _____

3. _____

Please attach your resume and two letters of reference to:
gnedelka@molloy.edu

Non-Discrimination and Harassment: Molloy University holds high expectations of each member of the Molloy Community, In compliance with Federal Law, including provisions of Title IX of the Education Amendments of 1972 as amended and Sections 504 of the Rehabilitation Act of 1973, Molloy University does not discriminate on the basis of race, sex, color, national or ethnic origin, religion, age, marital status, disability, military service, or sexual orientation in its administration of education policies, programs, or activities; it's admission policies,; or employment.

Applicant Statement: I hereby certify to the best of my knowledge and belief all statements made on this application are complete and correct. I understand that falsification of any data on this application will be cause for automatic dismissal if employed. I understand that the filling of this application with Molloy University is a preliminary step to employment. It does not obligate Molloy University to offer employment, or the applicant to accept employment. Employment at Molloy University is contingent upon a successful reference and background investigation. I understand that current and former employers may be contacted for verification of any and all information stated in this application and or during any phase of the selection process. Candidates will be required to sign an Authorization to Release Information Form authorizing the college to conduct a thorough background investigation.

I have read received and read the requirements for the position.

Applicant Signature: _____ Date: _____

<u>Separation from University (LOA)</u>

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

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

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

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

(Revised 9.1.2020)

Academic Review Form

<div align="center">

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

</div>

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

Date: _____ **Student Name:**_____

<div align="center">(please print)</div>

Course: _____

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

         Faculty Name: _____

         Date of meeting:_____

         Outcome: _____

_____

_____

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

         Associate Dean or Department Chair: _____

         Date of meeting: _____

         Outcome: _____

         _____

         _____

FORMAL MEDIATION FOR ACADEMIC REVIEW

1.   Specify problem or complaint _____

_____

_____

_____

_____

_____

2.   Provide evidence to support the complaint _____

_____

_____

_____

_____

_____

_____

_____

_____

3.   State desired outcome _____

_____
_____

<div style="border:1px solid black; padding:1em;">

<u>FOR DEPARTMENT USE ONLY</u>

_____   **Resolution**

_____   **No basis for grade appeal**

_____   **Grade appeal**

Recommended Action:

_____
_____

_____   _____
Signature   Date

</div>

Revised: 8/23

Faculty Guidelines for Clinical Preceptor Assignment

Students must complete the Preceptor/Clinical Placement Information form prior to the dates noted on the form. The form must be legible and complete. Faculty are responsible to ensure form is fully completed. Faculty of current course will collect this form electronically and place in a folder titled with the next clinical course number. Forms need to be collected by the 3rd week of the semester.

This form can be found on the Molloy Graduate Nursing website.

Faculty will forward the folder to the program coordinator to approve clinical sites.

Program coordinator will check Castlebranch portal to ensure student is compliant with required documentation.

Once site is approved and student is approved in Castlebranch, the clinical site placement will be forwarded to the clinical placement coordinator to initiate a contract.

Clinical placement coordinator will send contracts for required signatures within university and then to clinical site for signatures.

Clinical coordinator will send out site confirmation to course faculty and program coordinator once contract is complete with all required signatures.

Faculty will advise student to begin clinical rotation.

Faculty will maintain communication with students regarding status of clinical placement. Faculty will advise students to contact them with questions/concerns about clinical site.

Preceptor/Clinical Placement Application

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

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

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

Student Completes

Course #: _____ Date: _____

Semester: _____ Faculty Name: _____

Student Name: _____ ID #: _____

Address: _____ City, State, Zip: _____

_____

Email: _____ Department: _____

Place of Employment: _____

Cell Phone: _____

Coordinator of Program Completes

Preceptor Full Name & Credentials: _____

Preceptor Phone #: _____ **Preceptor Email:** _____
            (Required)   (Required)

Site Coordinator Full Name & Credentials: _____

Site Coordinator Email: _____

Clinical Facility Name: _____

Type of Facility: _____

Address: _____

Phone Number/Fax: _____

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

Approved Date: _____ Signature: _____

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

Revised: 10/22 - cd

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

Each item must be completed:

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

   FORM MUST BE SIGNED, STAMPED AND DATED BY PROVIDER AND INCLUDE:
   - On initial physical for Advanced Physical Assessment NUR 5721, 2, 3, 4, and all subsequent clinical rotations, you must provide documentation of t*wo* PPDs implanted within 365 days of each other, a Quantiferon blood test, OR a T-Spot PPD
   - Each subsequent physical requires only o*ne* PPD or Quantiferon blood test or T-Spot PPD
   - Laboratory Titer Reports (<u>LAB SHEETS</u>) for Rubella, Rubeola, Varicella, Mumps Numerical Values for each are required
   - Physicals/PPD must be submitted annually to CastleBranch at www.castlebranch.com Questions regarding uploading documents? CONTACT 1.888.723.4263

      Summer Semester: - uploaded to CastleBranch on or before April 15th
      Fall Semester:- uploaded to CastleBranch on or before July 15th
      Spring Semester: - uploaded to CastleBranch on or before December 1st

2. CPR-Cardio pulmonary resuscitation certification must be completed. **No online course will be accepted.** CPR cards must be submitted (Make copy of front and back) with your Physical Information. Acceptable courses provided by: **American Heart Assoc. – BLS for Health Care Providers & American - Red Cross – BLS for the Professional Rescuer**

3. Uniform for Clinical Experience: Students are to wear plain white lab coats (no affiliation badges of any kind are to be displayed on the lab coat). The Molloy University photo ID Badge is to be worn and clearly visible.

4. Clinical Agency Affiliation Requirements: Individual clinical agency affiliates may require additional medical tests and/or clearance requirements for students entering their agencies. Student will be notified of any additional requirements AFTER the clinical placement contract is completed and signed by the agency.

5. Students must submit a copy of NYS RN license registration certificate.

6. Late Fee: A fee of $50.00 is charged to process physical documents submitted after submission due date.

7. Review the Molloy University Nursing Handbook and review policies and health requirements.

8. Sign HIPAA and Latex forms.

Continued – D1 - Requirement for Attending Clinical

9. FLU vaccines are valid for the influenza season (generally August to June of following year).

10. Malpractice Insurance appropriate to your program (Registered Nurse or Nurse Practitioner Addend to: **NP STUDENT**) with coverage of $1,000.000 per claim/$3,000,000 aggregate.

11. Evidence of OSHA training (NYS Infection Control Certificate) CMEresource.com will bring you to NetCe website. Follow the prompts to #9864 Infection Control: The NYS Requirement

12. Students are expected to carry their own health insurance.

Attention All Graduate Nursing Students

For clarification of all forms

Contact:
Mary Jane O'Malley
momalley@molloy.edu

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

Physical Form

MOLLOY UNIVERSITY

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

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

Anticipated Class
next semester:

_____ _____
Course   *Section*

Last Name_____ First Name _____ ID#_____
Maiden Name_____ Date of Birth_____
Address _____ *Gender*_____
_____ *Phone* _____

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

Rubella Titer   Value: _____ Result: _____ Date: _____

Rubeola Titer   Value: _____ Result: _____ Date: _____

Varicella Titer   Value: _____ Result: _____ Date: _____

Mumps Titer   Value: _____ Result: _____ Date: _____

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

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

NURSING STUDENTS ARE TO BE IMMUNIZED WITH HEPATITIS B VACCINE PRIOR TO
THE BEGINNING OF CLINICAL PRACTICE OR MUST SIGN A DECLINATION
STATEMENT.
DECLINATION STATEMENT
If HepB titer is Negative or Equivocal and you DO NOT have record of your immunization you must sign Declination.

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

Name (Print): _____

Date: _____   **SIGNATURE:** _____

Diptheria/TetanusPertussis: [Within Last 10 Years] (Tdap)_____ (Td)_____
 If, as an adult you haven't had a vaccine that contains pertussis (whooping cough) one of **the doses you receive needs to have pertussis in it.**

D-3   Physical Form Con't

I certify that _____

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

B.P.: _____

Vision: _____   **Hearing:** _____

Allergy to Latex: Yes: _____   **No:** _____   **Other Allergies:** _____

Illnesses: _____

Injuries: _____

Restrictions on activity: _____

Medications: _____

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

Name of Health Care Provider:

_____

(Stamp Is Required)

Address: _____   **Phone:** _____

Date: _____

HEALTH CARE PROVIDER
SIGNATURE: _____

PPD FORM

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

</div>

Molloy University – Barbara H. Hagan School of Nursing & Health Sciences
Hagan 305 Mary Jane O'Malley momalley@molloy.edu 1000 Hempstead Ave., Rockville Centre, New York 11571-5002

Last Name_____ First Name _____ ID#_____

Maiden Name_____ Date of Birth_____ **Gender _____**

Address _____ Phone _____

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

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

Date Implanted: _____ Date Read: _____ Result: _____

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

Date Implanted: _____ Date Read: _____ Result: _____

OR

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

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

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

Date: _____ Result: _____

Name of Health Care Provider: _____

Address _____

_____ Phone Number _____

STAMP IS REQUIRED

Latex Allergy Policy

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

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

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

The increased need to don gloves in both medical and non-medical settings has increased the prevalence of latex allergies. A 1997 alert published by the National Institute of Occupational Safety (NIOSH) indicated that less than1% of the general population and 8% to 17% of regularly exposed healthcare workers are sensitized to latex (American Latex Allergy Assoc., 2016). These statistics indicate that an increasing number of entering nursing students may already have a latex sensitivity. Beginning one's professional life with a latex allergy presents unique challenges for students and faculty.

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

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

Follow-Up: In those instances where a latex allergy has been indicated, faculty/student will need to be contacted by Health Services: The following actions should be initiated:
Faculty/Student will be given literature on latex allergies
Faculty/Student will be counseled regarding acceleration of sensitivity with repeated exposures
Faculty/Student will be encouraged to wear a Medi-Alert bracelet as suggested by NIOSH
Faculty/Student acknowledgement of this policy will be kept on file in department

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

□ I do not have any allergy

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

_____
Print Name

_____   _____
Signature   Date

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

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

HIPAA provides for standardization of the interchange of medical data

Protects patient privacy

Protects security of patient data

FERPA stands for Family Educational Rights and Privacy Act (Buckley Amendment). Passed by Congress in 1974 the Act grants four specific Rights to the student.
- The right to see the information the institution is keeping on the student
- The right to seek amendment to those records and in certain cases append a statement to the record
- The right to consent to disclosure of his/her records
- The right to file a complaint with the FERPA office in Washington

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

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

_____
Name (Please print)

_____   _____
Signature   Date

Flu Vaccine Form

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MOLLOY UNIVERSITY
THE BARBARA H. HAGAN SCHOOL OF NURSING & HEALTH SCIENCES
FLU VACCINE FORM
DUE BY OCTOBER 1st-DECEMBER 15th

</div>

PLEASE PRINT

SAMPLE FORM

_____

Student Name   *Molloy ID Number*

_____

E-Mail Address   *Phone Number*   *Course & Section*

Entire form must be completed

Manufacturer or Company Name of Vaccine   _____

Lot Number of the Vaccine   _____

Expiration Date   _____

Dose Administered   _____

Date Administered   _____

Placement   Ƴ *Right Deltoid*   Ƴ *Left Deltoid*

_____   _____

Name of Provider   *License Number*   *Stamp*

Address of Provider   _____

Guidelines for Clinical Practicum

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Guidelines for Clinical Practicum

1. Students must complete the Preceptor/Clinical Placement Information form prior to the dates noted on the form. The form must be legible and complete. Please include employment information and home address since clinical coordinators in many of the facilities need this information to assign students.

2. All documentation- NYS license, physical exam, vaccination/titer report, flu vaccine, malpractice insurance, OSHA Infection Control Certification, Hospital Orientation and BLS certification- must be current prior to the start of the semester. If any of these documents expires during the semester you will be suspended from attending clinical until renewed. Mary Jane O'Malley (X 3737) maintains the documentation database.

3. The following process occurs prior to the start of a clinical rotation:
   - Student submits preceptor form to current instructor the semester before next clinical rotation
   - Instructor approves site
   - Contracts are prepared and signed by school administrators and then sent to the preceptor/facility coordinator to review and sign
   - Student documentation expiration dates are checked
   - Clinical site confirmation is sent to instructor
   - Instructor notifies student when they may begin clinical hours

4. The instructor will notify you of the contact information. Students must contact Preceptor within 5 days of receiving assignment. Students may not start their clinical rotations before the contracts have been confirmed. Any hours completed prior to confirmation will not be considered toward the final hours required for each course. If you have any questions or concerns regarding your placement you should contact the instructor.

5. It is the responsibility of the student to work closely with the preceptor to assure completion of the required number of hours. Please note for AGNP, PMHNP, and FNP clinical tracks- these are primary care tracks and our preceptors work in clinics, practices and centers that may not be open in the evening or weekend. Molloy University cannot guarantee that you will be able to complete your hours on the off shifts. You will need to have flexibility in your work/personal schedule to complete the hours during the weekday day shift. Clinical hour requirements range from 90 hours to 200 hours per semester depending on program. If there is a problem the instructor will visit the site to determine if there is a reason to discontinue use of the site. Length of travel to a site, and availability of hours in the evening and weekends will not constitute sufficient reason to change clinical placement site.

</div>

E-1 - Con't Guidelines for Clinical Practicum

Guidelines for Clinical Practicum

6. Nurse Practitioner students have the option of submitting a name of a physician or nurse practitioner for consideration as a preceptor. Clinical Nurse Specialist students may submit the name of a qualified Clinical Nurse Specialist for consideration. The faculty will then contact the professional and determine appropriateness of the site to the course objectives. This is not a guarantee that a student will be assigned to this site.

7. Once the student has contacted the preceptor, a schedule of clinical hours needs to be arranged. Typically, students will need to do one 10 to 12-hour day in order to complete the required hours for the rotation.

8. Once the schedule of clinical hours is set up the student must abide by it. If a student does not abide by the schedule the preceptor may discontinue the practicum.

9. Student must send their faculty member a copy of their Practicum Hours Schedule.

10. Any student who does not comply with the above policy will receive an "F" in the Practicum course and will have to repeat the entire course.

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

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

_____
Print Name

_____
Signature   Date

_____
Course

All questions and concerns should be forwarded to the instructor.

Rev. 2/2019

Guidelines for NP Clinical Competency Tool

TO BE COMPLETED BY PRECEPTOR – Course Specific

1. It is the student's responsibility to give the evaluation tool to the preceptor prior to starting any clinical hours.

2. Grading is as follows:

   a. Diagnostic Reasoning - Score of 30 or above and no greater than 3 unsatisfactory marks.

   b. Practicum One - Score of 35 or above and no greater than 2 unsatisfactory marks.

   c. Practicum Two - Score of 40 or above and no greater than 1 unsatisfactory mark.

   d. Practicum Three - Score of 50 or above and no unsatisfactory marks.

3. Students must receive a passing grade based on the above criteria to pass this element of the course.

4. This rubric will appear in each clinical course syllabus and in the graduate handbook.

NP Clinical Competency Tool - Non course specific

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

STUDENT_____DATE_____ COURSE_____

PRECEPTOR _____ SITE _____

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

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

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

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

PRECEPTOR COMMENTS

_____
_____
_____
_____
_____
_____
_____
_____

Preceptor Signature_____ **Date**_____

FACULTY COMMENTS

_____
_____
_____
_____
_____
_____
_____
_____
_____

Faculty Signature_____ **Date**_____

STUDENT COMMENTS

_____
_____
_____
_____
_____

Student Signature_____ **Date**_____

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

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

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

Student Evaluation of Preceptor

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

Student_____ Course Number _____

Course Title_____

Semester _____Clinical Site & Location _____

Clinical Assignment Dates _____ to _____

Preceptor _____

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

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

E-11 Student Evaluation of Preceptor Con't

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

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Narrative summary of your experience at this site

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

**Student Signature_____
Date_____**

Faculty Evaluation of Student Performance

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

FACULTY EVALUATION OF STUDENT PERFORMANCE

Course: _____ Date of Site Visit: _____ Student Name:_____

Preceptor Name & Title: _____ Clinical Site: _____

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

Based on the above assessment, the student is performing:

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

Comments (based on observation and discussion with preceptor):

_____
_____
_____
_____
_____

Faculty signature: _____ Student signature: _____