Niagara University’s NURSING PIN

The nursing pin is of distinctive character, symbolizing academic achievement, scholarly learning, profession dedication and Christian commitment. Received by the graduates when they complete the program, the nursing pin identifies the professional nurse graduate from Niagara University.

The soaring eagle wings bespeak of freedom and willingness to meet challenges; the superimposed caduceus symbolizes healing. Encircled by lettering ***NURSING NIAGARA UNIVERSITY*** is the CHI-RHO which stands for the person and work of Christ. In the center stand the lamp of knowledge and light -symbol of eternity and truth.

At the base of the circle are sheaves of wheat, characterizing nurturing and abundant giving. The emblazoned BS and RN represent EDUCATION and LICENSURE – both essential for PROFESSIONAL NURSING PRACTICE.

The NU nursing pin has been worn proudly by more than 3000 graduates since 1952.
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Introduction

Welcome to Niagara University’s School of Nursing!

This Student Handbook has been prepared to guide you through your student experience at Niagara University (NU) by clearly delineating the important policies, procedures and expectations of the University and the School. It is meant to supplement the University Policies and Procedures and personal interaction (not substitute for them). So do not hesitate to contact the program chairperson, faculty and other resource people directly.

Student Responsibility - It is the responsibility of each student to be aware of and meet the catalog requirements for graduation and to adhere to other rules, regulations and deadlines published in the Niagara University Undergraduate Catalog and in the School of Nursing Student Handbook.

Communication Policy - Effective communication is an important part of a successful academic career. The University has set in place an electronic mail system through myNU for this purpose. It is the student’s responsibility to use the designated Niagara University e-mail address exclusively for ALL Niagara University School of Nursing e-mail correspondence. Students will be held accountable for this by their entire Nursing faculty, and should check their e-mail regularly.

Mission of Niagara University - is to educate its students and enrich their lives through programs in the liberal arts and through career preparation, informed by Catholic and Vincentian tradition; to prepare its students for positions of responsibility in the professions and the broader society, especially in service to the poor and oppressed in local communities and the larger world.

Mission of the School of Nursing - is to provide a collegiate education that is flexible in format and maintains excellence in content and standards for the student, that integrates professional, liberal arts, sciences and religious/ethics studies with community service and clinical experiences to produce a Baccalaureate prepared nurse who demonstrates critical thinking, leadership in health care, expertise in nursing practice and social responsibility in the community and society at large.

Philosophy of the School of Nursing - is based upon the belief in the holistic nature of a person as a bio-psycho-social spiritual being in a dynamic equilibrium along the health continuum. The paradigm of an NU nurse evolves from the nursing theory of Imogene King, who viewed a person as an open system in transaction with the other systems in the environment. The curriculum is designed to address the interaction among the core concepts of PERSON, HEALTH, ENVIRONMENT and NURSING focused toward mutual establishment and ultimate attainment of health related goals which facilitate a person's ability to function in a social system. Professional nursing practice is guided by ethical principles designed to meet the health care needs of society while responding to the autonomy of its individual members. Thus the professional nurse purposefully interacts with individuals, families and communities to mutually establish goals and explore and agree upon means to achieve those goals. Professional nurses assume responsibility for their actions and for maintaining high standards of practice through personal and professional continual development.
The Code of Ethics for Nurses (2010) defines professional conduct expected of nurses and operationalizes the core values of the nursing profession.

### The American Nurses’ Association (ANA) Code of Ethics

<table>
<thead>
<tr>
<th>The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.</td>
</tr>
<tr>
<td>The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.</td>
</tr>
<tr>
<td>The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.</td>
</tr>
<tr>
<td>The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal professional growth.</td>
</tr>
<tr>
<td>The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.</td>
</tr>
<tr>
<td>The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.</td>
</tr>
<tr>
<td>The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.</td>
</tr>
<tr>
<td>The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.</td>
</tr>
</tbody>
</table>
NEW YORK STATE NURSE PRACTICE ACT (NYSED, 2010)

The scope of practice for professional nurses is defined legally by state legislation in the Nurse Practice Act. In New York State, it is as follows:

“Article 139: Nursing. Definitions (in section 6902):

The practice of the profession of nursing as a registered professional nurse is defined as diagnosing and treating human responses to actual or potential health problems through such services as case finding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimens prescribed by a licensed physician or dentist or other licensed, legally authorized health care provider. A nursing regimen shall be consistent with and shall not vary any existing medical regimen.

(Definition of terms)

1. “Diagnosing” in the context of nursing practice means that identification of and discrimination between physical and psychosocial signs and symptoms are essential to effective execution and management of the nursing regimen. Such diagnostic privilege is distinct from a medical diagnosis.


3. “Human Responses” means those signs, symptoms, and processes which denote the individual's interaction with an actual or potential health problem.

Sec. 6909. Special Provision

Notwithstanding any inconsistent provision of any general, specific, or local law, any licensed registered professional nurse or licensed practical nurse who voluntarily and without the exception of monetary compensation renders first aid or emergency treatment at the scene of an accident or other place having proper and necessary medical equipment, to a person who is unconscious, ill, or injured shall not be liable for damages for injuries alleged to have occurred by reason of an act of omission in the rendering of such first aid or emergency treatment, unless it is established that such injuries were such death was caused by gross negligence on the part of such registered professional nurse or licensed practical nurse. Nothing in this subdivision shall be deemed or construed to relieve a licensed professional nurse or licensed practical nurse from liability for damages for injuries or death caused by an act or omission on the part of
such nurse while rendering professional services in the normal and ordinary course of their practice.

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

The American Nurses Association’s Standards for Professional Nursing and the American Association of Colleges of Nursing’s Essentials for Baccalaureate Education for Professional Nursing Practice guided course content for the School of Nursing at Niagara University.

Niagara University’s Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE).

**NU’s School of NURSING**

Niagara has a long history of nursing education with a proud legacy of successful and engaged alumni. Niagara’s nursing School offers three degree programs leading to a BS in Nursing:

- RN-to-B.S. Completion Program (Post-Associate Degree)
- Accelerated BS in Nursing (1-Year Post-Baccalaureate Degree)
- Bachelor of Science (B.S.) in Nursing (4-Year Degree)

The Bachelor of Science is the preferred educational degree for nursing, providing nurses with a wide range of opportunities in the field. Niagara’s nursing programs focus on preparing nurses who internalize and integrate the professional nursing paradigm of critical analysis and problem solving, healthcare leadership and management, communication and research utilization, community-based care and the values of respect for human dignity and ethical decision-making related to the scope of professional nursing practice. Our goal is to educate nurses who, upon completion of the program, have been prepared to lead, manage and deliver outstanding professional comprehensive nursing care in any healthcare setting. The programs use active learning strategies and strive to be flexible and accessible for the student populations.

Niagara University has been accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the New York State Education School (NYSED) to grant a Bachelor of Science in Nursing to students who complete the nursing program in good standing. Pre-licensure students who graduate from NU’s approved and accredited program are eligible to take the NYS RN licensing examination (NCLEX) upon graduation.

**NU’s Nursing Programs:**

**RN-BS Program**- builds upon the strong clinical skills of the Associate Degree nurse, to prepare the professional nurse with the essential competencies of leadership, critical thinking and problem solving, and research skills for evidence based practice. The program seeks to be responsive to adult learning needs by offering delivery models to facilitate access, retention and timely program completion while maintaining outstanding quality.

**Accelerated Program**- this pre-licensure program is for students who have received a Bachelor’s degree in another discipline, meet the admission criteria and have satisfactorily
completed the science based prerequisite courses. In the course work, all of the nursing classes and clinical components will be taken in a rigorous condensed timeframe.

**4 Year Nursing Program** is the traditional nursing program which is offered to the student taking a 4 year, 8 semester university curriculum in which nursing is the major. This pre-licensure course will prepare a student to enter the nursing profession with a strong base in the sciences, liberal arts, and nursing.
The overall goals for NU’s Bachelor of Science in Nursing are listed below, along with the nursing course(s) that is/are associated with the goal and the method that is expected to assess achievement of the outcome.

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Course(s)</th>
<th>Outcome assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesize knowledge from liberal arts, sciences and nursing as a basis for nursing practice. (summative)</td>
<td>All</td>
<td>Preceptor evaluation; Student evaluations, clinical evaluations; Tests in courses</td>
</tr>
<tr>
<td>Assimilate professional values of caring, integrity, respect for human dignity and social justice into personal practice. (summative)</td>
<td>NUR 376 NUR 485</td>
<td>Preceptor evaluation, clinical evaluations; Student evaluations; Post program survey</td>
</tr>
<tr>
<td>Implement activities of nursing practice with respect, understanding and sensitivity for cultural, ethnic, gender and age diversity of individuals, families, and communities to promote, restore and maintain optimal health. (formative)</td>
<td>NUR 376 NUR 355 NUR 466 NUR 485 NUR 399</td>
<td>Clinical evaluations; Preceptor evaluations; Student evaluations; Course assignments; Capstone project</td>
</tr>
<tr>
<td>View the client as the individual, family and/or population, with a perspective that extends from a person and family to community, national and global health. (formative)</td>
<td>NUR 355 NUR 466 NUR 485</td>
<td>Clinical evaluations; Preceptor evaluation; Student evaluation; Course assignments</td>
</tr>
<tr>
<td>Practice nursing along the health continuum of health promotion, risk reduction, disease prevention, acute care and chronic disease management and end of life care. (formative)</td>
<td>NUR 354 NUR 350 NUR 355 NUR 466</td>
<td>Course assigned care plans and case studies; Preceptor evaluation; Student evaluation; Capstone project</td>
</tr>
<tr>
<td>Collaborate with interdisciplinary health care providers, clients and other stakeholders in the planning and delivery of health care. (formative)</td>
<td>NUR 464 NUR 470 NUR 485</td>
<td>Clinical evaluations; Preceptor evaluation; Student evaluation</td>
</tr>
<tr>
<td>Integrate core competencies of critical thinking and scientific inquiry with ethical principles as a basis for making professional judgments. (formative)</td>
<td>NUR 464 NUR 470 PHI 105 NUR 450 NUR 485</td>
<td>Course assigned care plans and case studies; Tests; Research critique; Capstone project presentation; Preceptor evaluation; Student evaluation, clinical evaluations</td>
</tr>
<tr>
<td>Employ scientific strategies and research capacity to provide evidence based care. (formative)</td>
<td>NUR 450 NUR 468</td>
<td>Clinical project presentation; Preceptor evaluation; Student evaluation</td>
</tr>
<tr>
<td>Competently use contemporary technology for communication, documentation and health care delivery.</td>
<td>NUR 468 NUR 450</td>
<td>Course participation &amp; assignments; Project and presentations</td>
</tr>
<tr>
<td>Demonstrate responsibility and accountability for competency of nursing practice through continued learning and professional development. (summative)</td>
<td>Post graduate</td>
<td>Post graduate survey at 1, 5, 10, 15, 20 years</td>
</tr>
<tr>
<td>Assume a leadership role in meeting National and local goals in nursing and health care. (summative)</td>
<td>Post graduate NUR 485</td>
<td>Post graduate survey at 1 year then every 5 years; Capstone project</td>
</tr>
</tbody>
</table>
RN-to-B.S. Completion Program (Post-Associate Degree)

The Bachelor of Science completion program for nurses builds on the foundation acquired in an associate degree or diploma nursing program. Core nursing courses focus on critical thinking, information literacy and communication in healthcare; ethical decision-making; evidence-based practice; and leadership/administration. A final internship with preceptor guidance allows students to internalize and integrate the educational experience. Internships are selected specifically for each student's area of interest. General education courses, which support and expand learning, are tailored to student interests.

**Curriculum Model** for RN- BS to represent the organization of courses:

![Curriculum Model Diagram](image)

**Pre-Licensure Programs**

Niagara’s pre-licensure BS nursing programs are approved by the New York State Education School. Upon successful graduation, the graduate will be eligible to take the licensing examination (NCLEX) for state licensure.

**Accelerated B.S. in Nursing (1-Year Post-Baccalaureate Degree)**

The **Accelerated program** is for persons interested in a career as a professional registered nurse, who have already received a bachelor's degree in another major from an accredited university/college and have fulfilled the prerequisite courses. This program will be one year in duration, full time, across summer, fall and spring semesters. Included will be both theoretical courses and clinical courses. Class size will be kept small to foster student success. Prerequisite courses must be completed with a C+ grade or higher prior to starting the accelerated program. They are:

- Anatomy and Physiology w/ lab (2 semesters)
- Microbiology
- Developmental Psychology
- Chemistry
Statistics
Pathophysiology

Curriculum for Accelerated (Courses marked with an “*” are half semester courses)

Summer Semester 1
• NUR 376 Foundations of Professional Nursing
• NUR 356 Pharmacology

Summer Semester 2
• NUR 350 Nursing Concept & Practicum I/Lab – Introduction to clinical science and skills
• NUR 354 Nursing Concepts II - Health Assessment and Promotion/Lab

Summer Semester 3
• NUR 372 Nursing Concepts III: Individual w/ Identified Needs
• NUR 399 Nursing Practicum III: Clinical Care Individual
• NUR 450 Research Process

Fall Semester
• NUR 460 * Nursing Concepts IV: Health of Maturing Adults / Chronic Disease
• NUR 461 * Nursing Practicum IV: Clinical Care Adult / Chronic Disease
• NUR 352 * Nursing Concepts V: The Developing Family
• NUR 353 * Nursing Practicum V: Nursing & The Developing Family
• NUR 466 Nursing Care of Families Throughout the Lifespan

Spring Semester
• NUR 355 Building Healthy Communities
• NUR 463 Nursing Practicum VI: Community
• NUR 464* Administration and Health Management in Health Care
• NUR 470* Leadership In Nursing & Health
• NUR 485 Internship / Capstone
• NUR 468 Information Technology For Nursing & Health Care

NCLEX Review

4-Year Degree Bachelor of Science (B.S.) in Nursing Program

This 4-year nursing program prepares the individual for a career in professional nursing. Nursing is the “major” and nursing courses will be spread across the 4-year, 8-semester plan of study. Nursing is a practice-oriented major so clinical courses at healthcare agencies will be part of the program.

Curriculum for 4 Year- a curriculum plan will be prepared during an initial advisement prior to beginning the program. Nursing courses are sequenced. Courses will be in Fall and Spring semesters over 4 years. Nursing major courses are described below.
Curriculum Model for Pre-Licensure Programs

King’s Interaction Framework = Personal Interpersonal Social System
Clinical Track
NUR 354 NUR 352 NUR 355
NUR 353 NUR 356
NUR 466
NUR 315
NUR 350
NUR 356
NUR 372
NUR 399
NUR 460
NUR 485 (Internship)
NUR 461
Professional Track NUR 376 NUR 464 NUR 470
Support Courses NUR 450 NUR 468 NUR 356

Course Descriptions for the Nursing Major Courses

NUR 315: General Pathophysiology (3 Credits) - This online course is designed to correlate basic knowledge of normal physiology with dysfunctional body mechanisms. Students will gain understanding of disease processes through study of causative mechanisms and the signs and symptoms which reflect disease processed and disturbances in homeostasis at the cellular, tissue and major organ level.

NUR 350: Nursing Concepts and Practicum I- Introduction to Nursing Science and Clinical Skills (3 credits) - This 1st level course introduces students to beginning generalist nursing practice. Concepts and skills basic to nursing will be integrated using traditional classroom and skills laboratory methods. A theoretical component will include scope of practice, communication, decision making and nursing process. Generic nursing intervention skills that support planning, managing and delivering patient care will include assessment of patients in their environment, safety and asepsis, comfort and hygiene, activities of daily living and supportive care for mobility, respiration, nutrition, elimination and other body functions.

NUR350L: Introduction to Nursing Science and Clinical Skills Lab (1 credit) Practice of clinical skills and performance evaluation takes place in this course.

NUR 352: Nursing Concepts V: The Developing Family (3 credits) - Nursing science and knowledge related to the developing family, to include child bearing, labor and delivery and post-partum health and deviations will be addressed. Acute and chronic health problems of children and adolescents will be integrated with developmental needs, as related to nursing practice. Gynecological health and respective nursing practice will be incorporated. (Prerequisites: NUR460, NUR461)

NUR 353: Nursing Practicum V: Nursing in the Developing Family (3 credits) - This clinical based course combines theoretical knowledge gained in NUR 352 and 466 with clinical practice. The student will apply principles of nursing science and evidence based care in the specialty areas of obstetrical, gynecological and pediatric nursing. Inter-professional collaboration in planning and implementing care will be addressed. The role of nurse as advocate and educator in support of the family system will be addressed. (Prerequisites: NUR460, NUR461)

NUR 354: Health Assessment and Promotion (3 Credits) - Knowledge and skills are developed to perform and document a comprehensive health examination, physical, psychosocial and spiritual, of a child and an adult, including unique assessment of elderly adults, using contemporary technological assessment tools. The student will identify health needs of individuals for promotion, risk reduction and nursing intervention.
NUR 354L: Health Assessment and Promotion Lab (1 Credit) - Practice of clinical skills and performance evaluation takes place in this course.

NUR 355: Building Healthy Communities (3 Credits) - Epidemiological concepts are applied to health of populations. Role of nurse in planning, delivering and evaluating programs to communities is addressed. The trans-theoretical model of stages of readiness to change is contrasted with King’s Interactive system theory. Public health mandates and research-based nursing interventions are applied to population based health. (Prerequisite: NUR354, NUR460, NUR461, NUR466)

NUR 356: Pharmacology for Nurses - (3 credits) - This course provides an overall view of drugs used for treatment of clinical disorders of patients across the age continuum. Pertinent information about specific drug classifications, dosage, indication for treatment, interactions and nursing implications.

NUR 372: Nursing Concepts III: The Individual With Identified Health Needs – (3 Credits) In this second level course, deviations from health are contrasted with healthy states of individuals. The influence of genetics and the bio-psycho-social and spiritual components of health and related threats are discussed. Therapeutic interventions, both immediate and long term are discussed and the role of the professional nurse examined. Therapeutics, diagnostics, and nutritional interventions for collaborative care are included. (Prerequisites: NUR350, NUR354)

NUR 376: Foundations of Professional Nursing (3 Credits) - Multidimensionality of professional nursing is explored. Personal vision, values, philosophy, goals are examined. Contemporary issues are related to scope of practice, standards of care, legal and ethical guidelines. King’s Theory of Goal Attainment exemplifies theory based practice. Other health related theories are compared to build a personal framework for practice. Evidence based practice is introduced.

NUR 399: Nursing Practicum III: Clinical Nursing Care of the Individual with Health Needs (3 credits) In this clinical course, the student applies principles of nursing care management, knowledge and skills associated with the delivery of professional nursing care appropriate to patient health needs that is based on mutual goal setting with patients, inter-professional collaboration with colleagues and research based evidence in health care delivery settings. (Prerequisite: NUR350/350L, NUR345/354L)

NUR 450: Research Process for Evidence Based Care (3 Credits) - Emphasis is on accessing, analyzing and critiquing research in scientific literature to determine implications for practice. The scientific process to conduct research is examined. Ethical considerations are discussed. Professional nurse’s role in identifying potential research problems, participating in research, evaluating its content and synthesizing findings for evidence-based practice is examined.

NUR 460: Nursing Concepts IV: Complex Patient Centered Care (3 credits) - This course focuses on nursing science and knowledge applicable to persons with imbalances of health in complex conditions. Bio/psycho/social threats and genetic implications in relation to complex health imbalances will be examined. Unique aspects of age and developmentally appropriate communication, therapeutics, nutritional interventions will be related to specific complex health imbalances. Nursing implications will be discussed. (Prerequisite: NUR372, NUR356, NUR399, NUR315)

NUR 461: Nursing Practicum IV: Clinical Management of Complex Chronic Disease (3 credits) - This clinical course combines knowledge gained in NUR 460 with clinical practice in the care of the maturing individual and family. Contemporary evidence based nursing interventions are used to design and deliver patient focused care to persons with imbalances of health due to complex conditions. Skill in providing developmentally appropriate communication, therapeutics, pharmacological and nutritional nursing interventions will be a major focus. (Prerequisite: NUR 356, NUR315, NUR372, NUR399)
NUR 463: Nursing In Community Health (3 credits) The upper level clinical course combines theoretical knowledge gained in NUR 355 with NUR 463 clinical practice in the care of the community. The student utilizes the nursing process, research findings, and multi-disciplinary collaboration for health promotion, restoration, and maintenance in the community. This course emphasizes levels of prevention for acute and chronic health imbalances and the nurse in the community role. (Prerequisites: NUR460, NUR461)

NUR 464: Administration and Management (3 Credits) - Principles are applied to the unique business and service of health care delivery. Goal-setting, decision-making, ethical treatment of stakeholders are grounded in organizational mission and policy. Unit management tools include budgeting, staffing, staff development, team building, problem solving and conflict management. Delegation and communication styles are discussed.

NUR 466: Nursing Care of Families Throughout the Life Span (3 Credits) - This course focuses upon knowledge and skills to apply nursing science and process to families across the life span. Emphasis is on family as a social system. The nurse assumes role of advocate, collaborator, case manager and change partner to maintain health, treat deficiencies, facilitate restoration, support end of life. (Prerequisite: NUR 354)

NUR 468: Information Technology: Tool for Health Care Communication (3 Credits) - This online course familiarizes the nurse with terminology, standards and rationale for health system information technology. Computer systems to access, enter and manage information are demonstrated. Students employ search and retrieval of scientific literature to support evidence-based practice. Ethics regarding privacy, information storing, sharing, and security are discussed.

NUR 470: Leadership in Health Care Environments (3 Credits) - System thinking is applied to health care. Role of mission and vision in creating a values-driven organizational culture is discussed. Strategic planning, corporate ethics, leadership styles and theories of change are related to health systems. Trends in public policy are applied to health care. Interdisciplinary relationships are described. (Prerequisite: NUR376.)

NUR 485: Internship (3 Credits) - This capstone course provides experiences to synthesize and apply baccalaureate nursing knowledge and skills in the professional nurse role. A concentrated clinical will be coordinated with a prepared clinical agency preceptor and the student in selected areas of nursing. Experiences that enhance the newly defined professional role are emphasized. (Prerequisite: all other nursing courses; may be co-requisite with NUR470).

Grading Scale and Criteria- (A grade of C+ or “P” is required to pass all nursing courses)

<table>
<thead>
<tr>
<th>Letter</th>
<th>Number</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-98</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>97-93</td>
<td>3.80</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>66-65</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>&lt;65</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Grading Considerations: See Samples of grading rubrics for oral presentations and written assignments that will be used by the nursing School on pages 14&15. They provide a framework for a standard approach to grading papers. Timeliness of handing in assignments affects the final grade awarded also. Each individual course syllabus defines this expectation.
# GRADING RUBRIC FOR ORAL PRESENTATIONS

**COURSE:**

**STUDENT NAME:** ________________________  **DATE:** ____________

<table>
<thead>
<tr>
<th>POINTS</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outstanding</strong></td>
<td><strong>Satisfactory</strong></td>
<td><strong>Pass</strong></td>
<td><strong>Fail</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Organization of the material</strong></td>
<td>Innovative, and stylish. The organization allows the viewer to easily follow the presentation.</td>
<td>Overall the impression is good. There are some imaginative aspects and sequence is logical.</td>
<td>Some thought given to overall image. Difficult to follow the points.</td>
<td>Haphazard presentation which appears to be little more than a collection of images and words in an almost random order.</td>
</tr>
<tr>
<td><strong>Image content (If visuals/media used)</strong></td>
<td>All images are imaginatively chosen and convey the message in an informative manner.</td>
<td>Images are used appropriately and answer the question.</td>
<td>The images are appropriate and partly answer the question.</td>
<td>Images are poorly selected and add very little to the answer.</td>
</tr>
<tr>
<td><strong>Image quality (If visuals/media used)</strong></td>
<td>Excellent throughout. Good use of color.</td>
<td>Good quality images. Any variance in quality does not detract from overall impression</td>
<td>Images are of an adequate standard</td>
<td>Little effort shown in attention to detail. Most of the images are of poor quality and may show signs of ill-treatment.</td>
</tr>
<tr>
<td><strong>Written word (If visuals/media used)</strong></td>
<td>Excellent use of written word. Short statements, which add to the quality. Correct use of quotes, appropriate fonts &amp; style.</td>
<td>Mostly good choice of statements. Relevant and concise.</td>
<td>Appropriate use of words adds to understanding.</td>
<td>Generally poor choice of written words which tend to distract rather than inform. Too many words and/or inappropriate font/style.</td>
</tr>
<tr>
<td><strong>Oral Presentation Content</strong></td>
<td>Shows excellent knowledge of subject area and talks at a level appropriate to the audience.</td>
<td>Shows good knowledge of subject area with few omissions or errors.</td>
<td>Knowledge of subject area is satisfactory with few errors or omissions.</td>
<td>Little evidence of any real knowledge of subject area.</td>
</tr>
<tr>
<td><strong>Oral Presentation Delivery</strong></td>
<td>Clearly well rehearsed and fits into minute time limit. The talk adds to and develops understanding of the poster.</td>
<td>Generally well delivered. The talk is relevant and builds on the content of the poster.</td>
<td>The talk explains the poster and provides some extra information.</td>
<td>Reads from notes or poster and level not appropriate to audience.</td>
</tr>
<tr>
<td><strong>Oral Presentation Response/ expansion</strong></td>
<td>Demonstrates high level of understanding and where appropriate expands on the answer.</td>
<td>Shows good understanding with few mistakes.</td>
<td>Generally able to answer questions adequately. Short answers.</td>
<td>Shows little knowledge of area. Unable to respond to most questions.</td>
</tr>
</tbody>
</table>

**Total score:** ![](image)
### GRADING RUBRIC FOR WRITTEN WORK

**COURSE:**

**STUDENT NAME:** ____________________________  **DATE:** ____________________

<table>
<thead>
<tr>
<th>POINTS</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Responds fully to the assignment guidelines</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
<tr>
<td>(2) Presents a clear concise statement/answer identifying the issue and the position</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
<tr>
<td>(3) Expresses answers clearly and persuasively throughout</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
<tr>
<td>(4) Provides adequate supporting arguments with reasons, evidence, and examples</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
<tr>
<td>(5) Is focused, well organized, and unified</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
<tr>
<td>(6) Correctly documents and cites sources using APA format</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
<tr>
<td>(7) Is free of errors in grammar, punctuation, word choice, spelling, and format</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
<tr>
<td>(8) Displays originality and creativity</td>
<td>EXCELLENT</td>
<td>VERY GOOD</td>
<td>ADEQUATE</td>
<td>WEAK</td>
<td>POOR</td>
</tr>
</tbody>
</table>

**Possible Points** 17

**Points Earned in Each Category**

**TOTAL**

**Content and Criteria:**
Student Academic Policies

Admission Criteria for RN- BSN Program:

1. Graduate of an accredited Associate Degree in Nursing program, having achieved a grade point average of 2.5 or higher, completing a minimum of 60 credits.
2. Have obtained a grade of C or higher in all Associate Degree courses.
3. A grade of C+ or higher in Associate Degree Nursing courses is preferred ("C" is minimum).
4. If not a currently enrolled Associate degree student, currently practicing as a registered nurse or have practiced within the last 5 years. Individuals who have not practiced in the last 5 years are required to have documentation of completion of a "Nursing Refresher" course.
5. Submitted an official copy of Associate Degree in Nursing transcript and all college level transcripts to the Admissions office.
6. Personal interview with Nursing faculty.
7. Physical examination report, including current immunizations prior to beginning classes.
8. Documentation of negative TB screening and MMR titer prior to the beginning of NUR 355 classes with a clinical experience and final internship NUR 485.

Progression Criteria for RN- BSN Program:

Satisfactory academic progress is achieved by maintaining an appropriate academic average (GPA of 2.5 or higher). The purpose of the satisfactory academic progress standard is to make students aware of the minimal rate at which they must progress toward graduation.

1. Hold a current and active New York State Registered Nurse license. Out of state license holders will be considered on an individual basis. Must have RN license prior to the start of the second academic semester.
2. If a student's license is revoked for any reason the student must notify the Nursing School immediately.
3. A minimum grade of C+ is required for any course in the major. Students who fail to obtain a grade of C+ in a required course must repeat that course and will not be permitted to enroll in subsequent nursing course for which that one is a prerequisite until a grade of C+ is achieved.
4. Students are permitted to repeat a course only ONCE. Whenever a course is retaken, the original earned grade, quality points and credit hours are all disregarded in the calculation of the student’s cumulative GPA. The second-attempt grade, quality point and credit hours are substituted into the cumulative, even if the retake grade is lower than the grade earned on the first attempt. Students repeating a course will pay full tuition for that course.
5. A student who takes an incomplete "I" grade in a pre-requisite to a nursing course will not be permitted to begin the next nursing course until the pre-requisite course is completed with an acceptable grade. The time allowed for completion of the outstanding work/assignments is determined by the professor, who will inform the student.
6. Current certification in Cardiopulmonary Resuscitation (CPR) or Basic Life Support (BSL) prior to the beginning of NUR 355 classes with a clinical experience and final internship NUR 485.

Admission Criteria for Accelerated Program:

Graduate of an accredited university or college, having received a baccalaureate degree in another field, with a cumulative grade point average of 3.25 or higher.

1. Have obtained a grade of C+ or higher in all Prerequisite courses (Anatomy & Physiology I with lab, Anatomy & Physiology II with lab, Microbiology, Chemistry, Statistics, Developmental Psychology, Pathophysiology)
2. Submitted an official copy of Degree transcript and all other college level transcripts to Admissions office.
3. Personal interview with Nursing faculty.
4. Physical examination report, including current immunizations prior to beginning classes.
5. Documentation of negative two step TB screening and MMR titer prior to the beginning of classes with a clinical experience.
6. CPR card
7. Documentation of influenza immunization October through April.

**Progression Criteria for Accelerated Nursing Program:**

1. Satisfactory academic progress is achieved by maintaining an appropriate overall academic average (GPA of 2.5 or higher). The purpose of the satisfactory academic progress standard is to make students aware of the minimal rate at which they must progress toward graduation.
2. A minimum grade of C+ is required for any course in the major. Students who fail to obtain a grade of C+ in a required course must repeat that course and will not be permitted to enroll in subsequent nursing courses until a grade of C+ is achieved.
3. A student who fails to obtain a C+ may repeat that course once. Accelerated students may be permitted to repeat one nursing course once. If a student obtains lower than a C+ in two nursing courses the student will be dismissed. A plan to retake a course when needed will be arranged with the student and the student’s advisor, the faculty of record and the chairperson. Whenever a course is retaken, the original earned grade, quality points and credit hours are all disregarded in the calculation of the student’s cumulative GPA; however, the first-attempt grade continues to appear on the student’s transcript. The second-attempt grade, quality point and credit hours are substituted into the cumulative, even if the retake grade is lower than the grade earned on the first attempt. Students repeating a course will pay full tuition for that course.
4. A student who takes an incomplete “I” grade in a pre-requisite to a nursing course will not be permitted to begin the next nursing course until the pre-requisite course is completed with an acceptable grade. The time allowed for completion of the outstanding work/assignments is determined by the professor, who will inform the student. Students dismissed from the Accelerated Nursing program may not re-apply to that program.

**Admission Criteria for 4 year Program:**

Program admission requirements are consistent with those of the University. Student acceptance will be determined based upon the following:

- 3 years of Regents Science in high school or equivalent
- Overall average of 80% or higher in high school
- 1000 minimum for the overall SAT scores

Specific criteria include:
1. High school graduation having achieved a 2.5 cumulative average, with a minimum of 16 secondary school units, including coursework in areas such as English, mathematics, history, foreign language, and the various sciences.
2. They are similar to that of the other science majors at the university, which include 3 sciences and 2 math courses at the high school level, having achieved a C+ or higher in these courses.
3. An official high school transcript
4. Results from the SAT (critical reading and math score) and/or ACT
5. Teacher or counselor recommendation
6. A 250 word untimed essay.
7. Physical examination report, including current immunizations prior to beginning classes.
8. Documentation of negative TB screening and MMR titer prior to the beginning of classes with a clinical experience.
Progression Criteria 4 Year Pre-licensure Program:

1. Satisfactory academic progress is achieved by maintaining an appropriate academic average (GPA of 2.5 or higher). The purpose of the satisfactory academic progress standard is to make students aware of the minimal GPA at which they must progress toward graduation.

2. A minimum grade of C+ is required for any course in the major. Students who fail to obtain a grade of C+ or higher in a required course must repeat that course and will not be permitted to enroll in subsequent major courses until a grade of C+ is achieved. **Major courses requiring a C+ or better include all NUR classes. BIO231/233 (A&P I), BIO232/234 (A&P II), BIO212 (Microbiology) and Chemistry require a grade of C or greater.**

3. Students may be permitted to repeat two major courses once. If a student obtains lower than a C+ in more than two major courses the student will be dismissed from the nursing program.

4. Students are permitted to repeat a course only ONCE. Whenever a course is retaken, the original earned grade, quality points and credit hours are all disregarded in the calculation of the student’s cumulative GPA. The second-attempt grade, quality point and credit hours are substituted into the cumulative, even if the retake grade is lower than the grade earned on the first attempt. Students repeating a course will pay full tuition for that course.

5. A student who takes an incomplete “I” grade in a pre-requisite to a major course will not be permitted to begin the next major course until the pre-requisite course is completed with an acceptable grade. The time allowed for completion of the outstanding work/assignments is determined by the professor, who will inform the student.

6. Current certification in Professional Cardiopulmonary Resuscitation (CPR) prior to the beginning of the first clinical course from an approved CPR education provider.
Advisement:

Each semester advisement will take place during a specified time before Registration for the next semester. At advisement, the student and advisor will plan the courses to be taken in the subsequent semester and review the past one. Students will be notified by e-mail to contact his/her respective advisor to make an appointment for advisement. Each student has the responsibility for making an appointment with his/her advisor for an academic conference and completion of the registration form. Advisor listing will be posted. Advisors will have appointment times posted. Students who fail to meet with their advisors risk losing their registration and course preferences. Further, failure of the student to meet with his/her advisor relinquishes all responsibilities of the advisor during that semester.

Advisors:

On admission to the School of Nursing, each student will be assigned a nursing faculty member to serve as an academic advisor. The advisor is responsible for giving academic advisement, assisting with the choice of courses, offering direction in the program of study, and assessing the student’s progress. The advisor and the student shall review the following: previous semester grade reports and semester GPA, overall GPA, current performance in course work, registration for upcoming semester, and any difficulties experienced by the student. It is the student's responsibility to meet with their advisor and specifically if there is a need to discuss grades below a C+ and on a regular basis for academic counseling.

Students should feel free to contact their advisor to discuss concerns related to their studies. Advisors can also act as a resource and support person in time of need with personal or family problems. Faculty maintain office hours which are posted on the respective faculty's office doors. Appointments at other times can be arranged. Messages can also be left for faculty on their doors or with School of Nursing Secretary.

Attendance:

Attendance is expected for all classes. The university policy requires that faculty take attendance at each class. Each faculty member establishes his/her own policy regarding the impact of absences or significant lateness on the student's grade. The policy will be clearly stated on the course syllabus.

The School of Nursing has distinguished between excused and unexcused absences (lateness or leaving early). Excused absence is an absence in which the student has notified the faculty member of an emergency or illness of self or immediate family member, and provides documentation. When an excused absence occurs, it is the student's responsibility to obtain class materials, make up missed work, and meet all other class requirements for assignments or tests. It is the faculty member’s discretion to define impact of an excused absence on the final grade, and it will be included on the syllabus.

Unexcused absences occur when a student misses a class or clinical day is significantly late, without report of an emergency or illness of self or immediate family member, or leaves early. It is the student’s responsibility to obtain class materials, make up missed work, and meet all other class requirements for assignments or tests. Unexcused absences result in loss of points off the final grade. The School allocates the following:

1 (3 hour) class missed = loss of 3 points
2 (3 hour) classes missed = loss of 6 points
3 (3 hour) classes missed = loss of 9 points
4/5 classes missed = reduction of grade by one letter grade apiece
Greater than 5 missed days with unexcused absences = a grade of an “F”

Significant lateness = proportionate grade reduction.
Clinical Attendance:
Clinical hours are mandatory, and are in compliance with NYSED requirements. Students who miss clinical hours need to provide documentation of the reason to their responsible faculty member, and arrange to make up the missed time to accomplish the clinical course objectives. This is an extremely important part of the educational experience for nursing preparation and designated experiences must be accomplished to progress. Attendance is expected for all classes and clinical. Absences from clinical as well as lateness without a valid excuse will impact the final grade. Details of the attendance policies for the School of Nursing are found on the course syllabus. Make up assignments may be arranged at the discretion of the instructor. More than one absence will require an on-site clinical make up the week prior to exams. More than two clinical absences will result in an incomplete (I) for the course. For a valid absence, the faculty must be advised prior to clinical. The clinical contact person should be notified before the day begins, and it is the student’s responsibility to obtain the materials and assignments and meet the objectives of the class before the next clinical. Documentation of the reason for absence is provided to the faculty immediately after the situation is resolved. Any absence involving an injury must be accompanied by an MD/NP/PA note stating “No restrictions” prior to reentering the clinical site. Students who cannot obtain this may be forced to withdraw or take an incomplete for the course.

Withdrawal:
A student may voluntarily withdraw from a nursing course (after the drop/add period as indicated on the university calendar, but prior to the tenth week and from the tenth week on if the student is passing) or be required to withdraw by the faculty from nursing courses only one time with the possibility of retaking the course on a space available basis. A second withdrawal for any reason will be at the discretion of the Dean of Arts & Sciences, Chairperson of School of Nursing, and faculty. Students must complete the necessary withdrawal forms through the Registrar’s Office.

Warning Status:
Warning status is defined as failing to achieve a grade point average (GPA) of 2.5 (C+). A student who falls below this level is placed on "ACADEMIC ALERT "and may be limited to 12 credits hours. A student who receives a warning notice is expected to meet with his/her academic advisor within 2 weeks of the notice receipt. A satisfactory academic progress contract will be created.

Probationary Status:
Probation is a condition, which is more serious than Warning Status and signifies that a student is dangerously close to dismissal from the program and the university. First year students will participate in the academic success program. Students who are sophomores, juniors or seniors students will attend an individual meeting with their academic advisor to discuss their academic standing.

1. Students who are not in good academic standing in the School are placed on probation and will remain on probation until they achieve a GPA of 2.5 or higher.
2. A student placed on probation for two consecutive semesters is liable for dismissal from the university.
**Dismissal:**
A student will be considered for dismissal from the University when his/her achievement is no longer acceptable to the university or the student has met one of the following conditions:

1. A student who fails to achieve a grade of at least a C+ on a second attempt in a required course for the major will be dismissed from the program.

2. A student who obtains less than a C+ on more than 2 major required courses will be dismissed from the program. See page 22 for readmission policy.

3. A student placed on probation for two consecutive semesters is liable for dismissal from the university.

4. A student demonstrating inappropriate clinical judgment reflecting inadequate theoretical knowledge, unsafe clinical practice or behavior indicative of unprofessional conduct as determined by the faculty member, in consultation with the School chairperson and/Dean may be subject to immediate dismissal from the program at any time during the semester.
1. Students who elect to withdraw and whose academic and professional performance is acceptable and who wish to return need to:

   a) Complete a “readmit form” if they left the university. Admissions will notify the School, re-admission will be based on availability of space.

   b) If the student withdrew in good standing from the nursing major and transferred to another major, then wishes to return to nursing, the student will have to follow the university’s “change of major policy”. This would be based on space available. Readmission would be based on grades in compliance with nursing School progression policy.

2. Students who do not satisfactorily meet academic and/or professional criteria, who are dismissed from the nursing program, and are eligible, may seek readmission after one semester. They may formally request consideration for readmission through the Nursing School’s Progression/retention Committee which meets at the end of each semester. The student will need to submit in writing:

   - proof of current grades
   - plan of action for success
   - statement reflecting on personal growth

   Readmission is also based upon space available in the nursing program and timing of course offerings.

   Notification of readmit decision will be by certified mail.
Academic Honesty

**Integrity** of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic integrity by protecting his work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system, and to maintain a high standard of academic excellence. The principle violations of academic honesty are cheating and plagiarism.

Electronic format (online learning) is being used for some courses for student convenience. This learning medium offers students more learning autonomy and flexibility. Students are trusted to complete their own work, tests and assignments when they are submitted electronically. Professional integrity is expected and valued.

**Cheating** includes the unauthorized use of certain materials, information or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission, and fabricating or altering references or actual research results.

**Plagiarism** is presenting ideas, words, and opinions of someone else as one’s own work. Paraphrased material, even if it is rendered in the student’s own words, must be attributed to the originator of the thought. This has become more of an issue with the rapid and prolific information available electronically. Any content representing material belonging to someone else needs to have the author represented in citation and reference format. When in doubt, reference.

**What to do if you receive an Academic Integrity violation notice?**

If you have received an academic integrity violation notice and it is your first offense, you have two options:

1. **Accept the sanction.** If you accept the sanction, you do not need to do anything. A copy of the violation report is kept on file until after you graduate in case further violations are recorded.

2. **Appeal your sanction.** If you feel that you did not commit the violation and/or that the sanction was not appropriately imposed, you may appeal. Please contact one of the Academic Integrity Board co-chairs to set up an appeal hearing. At the hearing, your professor will describe the violation and present evidence, and you will also make a statement and present evidence. The Board members will ask questions of both of you. Then you both will be asked to leave and the Board will make a decision about whether or not additional sanctions are imposed and notify you.

If this is NOT your first offense, or if any other additional academic integrity violation(s) occur during your time at NU after your first offense, you will be required to attend a mandatory hearing. (You may appeal any sanction you receive, but mandatory hearings are required whether if you choose to appeal or not.) If a hearing is required, then one of the Academic Integrity Board co-chairs will contact you about setting up a mandatory hearing. At the hearing, the instructor(s) who reported violations will describe the violations, and you will make a statement and present evidence. The Board members will ask questions of the student and the instructor(s). Then the instructors and student will be asked to leave and the Board will make a decision about whether or not additional sanctions are imposed and notify you.

If you need help with setting up an appeal, if you have questions about the policies, or if you require assistance in preparing for a hearing, please contact either of the
Faculty Ombudspersons for Academic Integrity. Please refer to the NU website under “academic integrity” for further details.
**Student Clinical Policies**

Experiential learning of clinical reasoning and competencies is an essential part of professional nursing education. The academic relationship with clinical health care agencies in the community is a privilege, as is the student opportunity for clinical learning and access to patients. Students in each clinical experience should demonstrate the highest level of professional behavior as reflective of the opportunity being afforded them.

**Clinical Agency Policies**

Students are expected to abide by the policies of the agency in which clinical placement occurs. Orientation to the agency will occur at the beginning of the clinical course. Accidents and incidents occurring in the clinical agency are to be reported immediately to the clinical instructor. Failure to abide by the policies of the clinical agency can result in the student’s dismissal from the agency and may in turn impact the student’s progression in the nursing program.

**Clinical Experience and Student Placement (BS Pre-Licensure)**

Students enrolled in the pre-licensure program will register for clinical sections and sites in accordance with the University registration process. Choice of clinical site is based upon the clinical course objectives and students must attend the clinical site for which they are registered. Clinical sites are typically within a range of 30 miles from campus. **Students must arrange their own transportation to the clinical site.**

**Clinical Attendance – see page 20**

**Medication Competency/Assessment**

Students are required to pass a medication calculation competency with a score of 100%. The exam will be given prior to the start of each clinical experience. Students who do not score 100% will not be permitted to pass medication until the competency has been successfully completed. Inability to pass medications will be reflected on the clinical evaluation form for that clinical day. Failure to score 100% on the medication calculation competency after the third attempt will result in withdrawal from the clinical course in which the student is enrolled.

**Clinical Experience and Student Placement (RN to BS)**

Students enrolled in the RN to BS Completion program will be able to select their clinical site for their internship experience. It can be the student's place of employment but not at their unit base of employment. If an alternate site is desired, the site must be approved in advance of the semester the course will be taken by the instructor assigned to teach the internship course. The RN to BSN program has been designed to offer experiences to the student which complement previous nursing education and practice and yet provide the student with new opportunities for development within their respective future roles. Guidelines for NUR 485 Internship can be accessed on the School of Nursing website.

**Confidentiality**

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It is a privilege to have access to learn how to take care of patients in a clinical setting, and it is a professional responsibility to maintain the utmost confidentiality to respect both patients and clinical agencies that allow nursing students to learn. Students and faculty may not take any patient records, notes, or any identifying data out of a clinical agency on paper [must be shredded] or electronically. Students will conform to the guidelines of the Health Insurance Portability & Accountability Act (HIPAA). Failure to comply with HIPAA guidelines will result in program dismissal. Additionally, it is the policy of NU’s School of Nursing that students will conduct themselves professionally and will not use any form of photo taking device in the clinical setting for any reason. Students are to refrain from discussing patient/clinical situations in public venues, including the elevators, cafeteria, Facebook, Twitter, Instagram or similar online arenas (even if client names are not used). Failure to abide by this policy may result in dismissal from the nursing program.
Professional Appearance Guidelines:

Standards of professional appearance are required of all nursing students (and faculty) to promote, protect and uphold the proper professional image of a nurse and protect sanitation, health and welfare of patients. YOU represent the nursing profession and NU nurses.

1. During Internship, students are expected to dress in compliance with agency policy and requirements.
2. Clean, appropriate clothing is to be worn in all clinical situations. This excludes jeans, tight clothing, form-fitting clothing, t-shirts, sweat clothes, sneakers.
3. If agency recommends or student prefers to wear a lab coat, it should be clean and pressed.
4. Personal hygiene should receive close attention.
5. Fragrances should be minimal for patient safety and well-being.
6. Fingernails should be short, clean, unpolished or neutral. No artificial nails.
7. Hair should be clean, neat and long hair should be pulled back from face.
8. Beards, mustaches and side burns should be neatly trimmed and clean.
9. A student photo identification should be worn and visible in clinical settings at all times. Student IDs can be obtained in the Information Technology office on 1st floor of St. Vincent's Hall.
10. Jewelry should include a watch with a second hand, worn at all times, a plain wedding band and at most one pair of small post earrings. No dangling jewelry should be worn.
11. No visible body piercing or body art (tattoos).
12. Be sure the agency has accommodations for security and space before bringing a large purse or back pack.
13. Gum chewing, eating or drinking in patient contact areas is not acceptable.
14. Make-up in moderation may be worn.
15. Electronic device information please see page 29.

If appearance is deemed unacceptable, the student will be requested to leave a clinical site and a make-up assignment will be required.

Dress Code for Clinical Experiences for Pre-licensure Programs

Full uniforms must be worn whenever a student is scheduled for a clinical experience in the clinical setting. The designated uniform criteria will be provided to students at orientation to the program. Uniforms are purchased from a designated uniform company. No other substitutions will be acceptable. Shoes must be all white nurses’ uniform shoes, or all white athletic shoes may also be worn. Please be sure that the shoes purchased do not have colored ornamentation as they will not be acceptable. Shoes may not have holes (such as crocs) and should only be worn in the clinical setting. Shoes must be kept white and clean. Student must wear the designated NU identification tag in the clinical setting. Uniform patches must be placed on the right shoulder of the shirt and lab coat. When in uniform, pre-licensure students must have:

- Bandage scissors
- Watch with second hand
- Good quality stethoscope and blood pressure cuff
- Pocket pen light
- Ball point pen (black ink)
- Calculator (small, simple, pocket size, NOT a “graphing calculator”)

Immunizations and Infectious Conditions

All Nursing students are expected to follow Universal Precautions as defined by the Center for Disease Control (CDC). It is mandatory for all students to receive information on Hepatitis B and
be informed of the risks, benefits and availability of Hepatitis B vaccine. All nursing students are required to be immunized for Hepatitis B, and provide a follow-up titer indicating immunity. In addition, other designated immunizations are required for clinical experiences (see: Program Requirements to Enroll in Clinical Nursing Courses). Current TB screening and clearance must be documented. CDC recommends a 1st two step TB screening (PPD), then annual rechecks. Immunization information is available on the student Health Service website.

**Post-Exposure**
Students exposed to blood borne/body fluid pathogens during clinical experience will follow the agency’s policy. The cost of treatment is the responsibility of the student.

**Injury**
Students injured during clinical experience may receive treatment according to the agency policy. The cost of the treatment is the responsibility of the student. An incident report for the agency and one for the University must be completed.

**PROGRAM REQUIREMENTS TO ENROLL IN CLINICAL NURSING COURSES**
See health record requirements on p. 30

**Criminal Background Check Requirement**

Nursing students may be required to complete a criminal background check (CBC) in order to be authorized to go to a clinical site to fulfill clinical course objectives. This may be a requirement of the clinical agency and is intended to protect patients as a vulnerable population from convicted felons. On the NU admission application completed for entrance into the program, students will be asked about any criminal charge and will be directed to a web site where they will complete the required information for a background check if needed. It is important to know that if you have a criminal history, you will be restricted from a clinical setting, which would jeopardize your ability to progress in the nursing program. Additional CBCs may be required by some clinical agencies or by the School of Nursing if indicated. In addition to the criminal background check, some agencies may also require drug screening and fingerprinting as part of their requirement for you to be a student in their institution. The cost of all CBC screening is the responsibility of the student.

**Transportation**

Transportation to clinical sites is the responsibility of the nursing student. Student operated vehicles on campus must abide by the regulations presented in the NU Student Handbook.

**Guidelines for Evaluation of Clinical Practice**

Students are evaluated daily and weekly by the clinical instructor with feedback from facility staff. Students receive feedback from the instructor on an ongoing basis while in the clinical setting. Significant concerns about the student’s clinical practice are addressed in a conference between the instructor and student. Formal evaluation consists of a midterm and evaluation conference that would include a summary of the student’s strengths and accomplishments as well as a review of deficiencies and areas that need improvement. Instructors evaluate the student according to the competencies identified in the course syllabus, the essential abilities, and the following critical elements:

1. Approaching patients, staff, colleagues in a respectful manner
2. Appropriate hand washing
3. Application of standard precautions
4. Proper identification of clients
5. Assessment and reporting of significant changes in clients’ conditions
6. Validation with instructor when nursing actions vary from what has been presented in classroom or textbook theory
7. Recognition and reporting of unsafe environmental conditions
8. Application of principles of safety to prevent injury to self and others
9. Protection of the right to privacy by maintaining confidentiality of information
10. Correct administration of medications
11. Maintenance of appropriate medical and surgical asepsis
12. Recognition of own limitations and abilities

Instructors have the responsibility to remove any student from the clinical setting who is unable to consistently demonstrate the competencies, the essential abilities, or critical elements listed above. A student evaluation is documented midway and at the end of each clinical course using a Clinical Appraisal Tool (CAT) for that course. The student receives a copy of the form in the course syllabus at the beginning of the course. CATs for each clinical course are used to assign a pass or fail grade. Both the instructor and student sign the form and it is filed in the student’s file in the nursing office.

**Legal Liability for Care Delivery**

Student nurses are entrusted with the responsibility of providing nursing care to patients. When liability is assessed, a student nurse serving at a hospital/other facility is considered an agent of the facility. This is true even if the student is at the facility on an affiliation basis. Student nurses are personally liable for their own negligent acts, and the contracted facility is liable for their acts on the basis of respondent superior. Students must be supervised by a registered professional nurse who is either the direct agent of the student’s nursing school or one who has been designated by the school to serve in that capacity.

A student nurse is held to the same standard of a competent professional nurse when performing nursing duties. The courts, in several decisions, have taken the position that anyone who performs duties customarily performed by professional nurses is held to the standards of the professional nurses. Each and every patient has the right to expect competent nursing services even if the care is provided by students as part of their clinical training. It would be unfair to deprive the patient of compensation for an injury merely because a student was responsible for a negligent act. Until it is demonstrated clearly that student nurses are competent to render nursing services without increasing the risks of injury to patients, they must be supervised more closely than graduated nurses.

**Monitoring and Evaluating Nursing Student Competencies**

Student learning outcomes, also referred to as competencies, provide direction for learning and evaluation of learning. At NU, nursing competencies are organized around the abilities of nursing students to provide care, to manage care, and to function as a member of the discipline of nursing. Faculty members guide students in achieving these competencies by providing repeated opportunities to practice nursing skills and demonstrate professional behaviors. Through observation of students’ performance, faculty members determine whether students have gained the competency necessary to advance to the next level of the program and ultimately whether the student is ready to enter nursing practice. Clinical performance forms for each clinical course list the competencies necessary for advancement and graduation. It is the responsibility of the student to maintain their own personal Skills Checklist. These forms are provided at the beginning of the related course.

**Electronic Devices**

Cell phones, I-Pods or BlackBerrys, or other electronic devices must not be used for personal communication in the clinical site. The following actions will be taken if this policy is not strictly
adhered to. Clinical/Lab - Devices cannot be in use in any area other than for the purpose of accessing online or electronic databases for nursing/medical information per the agency policy. Students violating this policy will be sent home from the clinical site for the remaining clinical day with an unsatisfactory grade for the day. Clinical will be made-up by the student at the convenience and discretion of the clinical instructor. Classroom and Lab – Inappropriate use of an electronic device will result in the student being dismissed for the day. If there is an exam scheduled for that day, the student will take the exam before leaving for the day. Ten points will be deducted from the exam grade. If an electronic device activates during an exam, a zero score will be given for the exam as a breach of Academic Integrity.

Internet Assisted Courses
All NUR courses are internet-assisted. Students are expected to access their Blackboard site and are responsible for any information posted on that site. It is the student’s responsibility to ensure that their email addresses are current and accessed regularly, as this will be the primary means of faculty communication with individual students. It is expected that students who are not familiar with Blackboard utilize the college’s instructional resources related to Blackboard within the first week of class-- Student problems related to the use of Blackboard should be referred to the IT School, not NUR 399 course faculty.

Unprofessional Conduct:
Unprofessional conduct shall include failure to adhere to the applicable standard of care and a pattern of practice or other behaviors which demonstrate incapacity or incompetence to practice as a registered nurse based on the Code of Ethics for Nurses (American Nurses Association, 2001) and the New York State Nurse Practice Act. Unprofessional conduct includes but is not limited to:

1. Performing acts beyond the authorized scope of the level of nursing.
2. Assuming responsibilities without adequate preparation.
3. Failing to take appropriate action or to follow policies and procedures.
4. Inaccurately recording, falsifying, or altering a patient’s agency record.
5. Committing physical, sexual or verbal abuse.
6. Violation of confidentiality.
7. Failing to take appropriate action to safeguard a patient or the public from incompetent practice.
8. Diversion of drugs, supplies, or property of patients or agencies.
10. Under the influence of alcohol or habit-forming drugs at clinical experience.
11. Mental or physical incompetence.
12. Violation of Schoolal and agency policies or professional standards.

Immediate Suspension from Clinical
Students will be suspended immediately from the clinical area for any of the following:
• Dishonesty
• Chemical abuse
• Unprofessional behavior
• Inadequate preparation for clinical assignment
• Action that causes actual or potential harm to any person

At the discretion of the instructor in collaboration with the School of Nursing Chairperson, a failing grade may be assigned at the time of suspension for any of the reasons listed above that are deemed serious enough to warrant permanent removal from the clinical course. Students who choose to drop the course instead of having a failing grade posted on their transcript will be subject to the “Repeating Courses” policy.

Unprofessional conduct may result in dismissal from the program.
STUDENT AFFAIRS AND RESOURCES

STUDENTS WITH DISABILITIES:

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, coordinator of specialized support services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Counseling services and academic support:

The strains and workload of student life can sometime feel overwhelming and it is easy to lose perspective when faced with academic, social and personal demands. The staff of the office of Counseling Services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are all there to help students manage the stresses of university life. All private consultations are confidential and free of charge. An appointment can be scheduled by calling 286-8072 (Office of Academic Support).

Health Record Requirements

In addition to the general health requirements of all Niagara University students (see Undergraduate catalogue) every nursing student is required to have a yearly physical examination and complete immunization record on file in the Health Services. Each student must assume responsibility for filing/updating health requirements with the Health Services. Required health information includes:

- Yearly physical examination
- PPD (must be 2 step first time then updated yearly). If PPD is positive student must have chest x-ray annually
- Tetanus/Diphtheria vaccination (documentation of having had in last 10 years) If it has been 2 or more years since your last Tetanus booster you are required to get the newest immunization, the Tdap (tetanus, diphtheria and pertussis). This is the recommendation for health care workers in direct patient care roles and it only needs to be administered one time as opposed to every 10 years
- MMR immunization or proof of titer
- Chickenpox (varicella)- Proof of immunization or Titer to reflect immunity is required.
- Hepatitis B: Hepatitis B series 3 doses followed by a titer demonstrating immunity (both are required). Students may be able to start their clinical experience if the series has been initiated, but may not progress if the series and titer are not completed within the standard timeframe of 6-8 months.

Documentation of immunizations must reflect the date of the immunization or test on an official medical or immunization record, with a signature or other identification of a health care provider. If you cannot provide childhood immunizations for MMR and chickenpox, you must have a titer drawn to reflect immunity or be re-immunized.

*New York State mandates all students attending institutions of higher education to submit proof of immunity for measles, mumps, and rubella. Guidelines for proof of acceptable immunization include:
   (1) two measles (rubeola) vaccines received after 1967 and after 12 months of age, separated by at least 30 days;
   (2) ones mumps vaccination after 12 months of age; and
(3) one rubella vaccine after 12 months of age. Failure to meet these requirements will prohibit the student from participating in all clinical experiences.

**Health Insurance:**

Students are required to carry health insurance throughout their education at Niagara University. Documentation of coverage must be provided to Health Services prior to the start of each academic year. Failure to do so will prohibit the student from going to the clinical agencies.

**Exposure to Blood Borne Pathogens:**

Students who have had exposure to blood borne pathogens in their clinical courses are required to immediately notify clinical preceptor of exposure (clinical preceptor will follow agency guidelines for exposure) and report the incident within 24 hours to clinical faculty. Clinical faculty will report the incident to Niagara University Health Services. Students are expected to comply with follow-up procedures for their care. Documentation of the incident will be made by the clinical preceptor and submitted to the School Chair. This report will be placed in the student's file in accordance with New York State law. It is also for your safety.

**Student Liability Insurance:**

Liability insurance is extended to nursing students via a general university policy. The university assumes no responsibility for actions outside the student role. Contracts are in place with each agency used for clinical rotations. The contract specifies the conditions of liability coverage.

**Drug Policy Violations:**

Use of any kind of illegal drugs may be cause for legal action and/or cause for prohibiting the student from continuing in the University's Nursing program. Students who have a problem should seek help from the University's Counseling Services (286-8536).

**IMPORTANT CONTACT INFORMATION**

The School of Nursing offices are located in Seton Hall 1st floor. The School office number is (716) 286-7358. Written correspondence should be addressed to: Niagara University School of Nursing PO Box 2203 Niagara University, NY 14109
Niagara University Main Number: (716) 285-1212
Niagara University Web Site: www.niagara.edu
Niagara University Nursing Program Web site: www.niagara.edu/nursing
Academic Records, Transcripts (716) 286-8730
Admissions 286-8721/8722
Academic Support Learning Center 286-8072
Campus Safety Office 286-8111
Campus Store 286-8370
Counseling Services Office 286-8536
Dean of College of Arts and Sciences 286-8060
Financial Aid Office 286-8686
Health Services 286-8390
Information Technology (Student Help Desk) 286-7300
Library 286-8000
Records Office 286-8730
Student Accounts 286-8300
Student Activities 286-8510
School of Nursing: 286-7358
Dr. Crosby 286-8155  fcrosby@niagara.edu
Dr. Michael Ackerman 286-8193  mackerman@niagara.edu
Dr. King-Jones 286-8395  mjones@niagara.edu
Professor Winkler 286-8148  cwinkler@niagara.edu
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Dr. Frosini-Gadawski 286-8129  mgadawski@niagara.edu
Professor Scarpena 286-8128  jscarpena@niagara.edu
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