# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome from The Department Chair</td>
<td>1</td>
</tr>
<tr>
<td>Welcome from The Department of Nursing</td>
<td>2</td>
</tr>
<tr>
<td>LIU-Post Nursing Vision Statement</td>
<td>3</td>
</tr>
<tr>
<td>Accreditation</td>
<td>3</td>
</tr>
<tr>
<td>Department of Nursing Mission and Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>Registered Professional Nurse Licensure/NCLEX™ Exam</td>
<td>4</td>
</tr>
<tr>
<td>Goals of the Undergraduate Nursing Programs</td>
<td>4</td>
</tr>
<tr>
<td>Outcomes of the Undergraduate Nursing Programs</td>
<td>5</td>
</tr>
<tr>
<td>Pivotal Concepts</td>
<td>5-6</td>
</tr>
<tr>
<td>Alignment Chart: Among Expected Student Outcomes, LIU-POST Revised Core Curriculum and the Nine Nursing Essentials</td>
<td>7-9</td>
</tr>
<tr>
<td>CURRICULUM DESIGN</td>
<td>9-10</td>
</tr>
<tr>
<td>RN Completion Plan of Study Chart</td>
<td>11-12</td>
</tr>
<tr>
<td>BS Pre-Licensure Plan of Study Chart</td>
<td>12-14</td>
</tr>
<tr>
<td>NURSING DEPARTMENT COMMUNICATION CHAIN OF COMMAND:</td>
<td>14</td>
</tr>
<tr>
<td>CRIMINAL BACKGROUND IMPLICATIONS:</td>
<td>14-15</td>
</tr>
<tr>
<td>ACADEMIC POLICIES AND PROCEDURES</td>
<td>15-19</td>
</tr>
<tr>
<td>Admission criteria</td>
<td>15</td>
</tr>
<tr>
<td>Program Progression and voluntary withdrawal</td>
<td>16-17</td>
</tr>
<tr>
<td>Dismissal/Failure</td>
<td>18</td>
</tr>
<tr>
<td>Academic Standing Process</td>
<td>18</td>
</tr>
<tr>
<td>Department of Nursing Grade Appeal Process:</td>
<td>18</td>
</tr>
<tr>
<td>Final Grade Appeal</td>
<td>19</td>
</tr>
<tr>
<td>Academic Standing Committee</td>
<td>18-19</td>
</tr>
<tr>
<td>Department of Nursing Program Dismissal Appeal Process:</td>
<td>18-20</td>
</tr>
<tr>
<td>ATI POLICY: GENERAL INFORMATION</td>
<td>20-22</td>
</tr>
<tr>
<td>GRADING GUIDELINES</td>
<td>22</td>
</tr>
<tr>
<td>ACADEMIC PROBATION</td>
<td>23</td>
</tr>
<tr>
<td>Academic Probation Process</td>
<td>23</td>
</tr>
<tr>
<td>CAMPUS POLICIES:</td>
<td>24</td>
</tr>
<tr>
<td>LIU POST Academic Conduct Policy Appeals Process</td>
<td>24-25</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>24-25</td>
</tr>
<tr>
<td>Social Media Policies</td>
<td>25-26</td>
</tr>
<tr>
<td>Avoiding other violation of the Academic Conduct Policy</td>
<td>26-27</td>
</tr>
<tr>
<td>CLINICAL EDUCATION</td>
<td>28</td>
</tr>
<tr>
<td>Student Responsibilities</td>
<td>28-29</td>
</tr>
<tr>
<td>Medication Administration</td>
<td>29</td>
</tr>
<tr>
<td>Attire/Dress code</td>
<td>30-31</td>
</tr>
</tbody>
</table>

Revised 8/7/19
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Equipment</td>
<td>31</td>
</tr>
<tr>
<td>Nursing Lab and Simulation Center</td>
<td>32-33</td>
</tr>
<tr>
<td>Clinical Practice Remediation</td>
<td>33</td>
</tr>
<tr>
<td>Clinical Failure</td>
<td>33</td>
</tr>
<tr>
<td>Failure for the Clinical Day</td>
<td>33-34</td>
</tr>
<tr>
<td>Clinical Evaluations</td>
<td>34-36</td>
</tr>
<tr>
<td>Cell Phone Use</td>
<td>36</td>
</tr>
<tr>
<td>Substance Abuse Policy</td>
<td>36</td>
</tr>
<tr>
<td>Student Medical Clearance</td>
<td>37-38</td>
</tr>
<tr>
<td>Liability Insurance</td>
<td>39</td>
</tr>
<tr>
<td>Certifications- CPR/AED- Infection Control- Child Abuse Mandated Reporter</td>
<td>39</td>
</tr>
<tr>
<td>STUDENT INFORMATION:</td>
<td></td>
</tr>
<tr>
<td>Attendance policy</td>
<td>39-40</td>
</tr>
<tr>
<td>Pregnancy policy</td>
<td>41</td>
</tr>
<tr>
<td>Professional e-Portfolio</td>
<td>42</td>
</tr>
<tr>
<td>Membership in Nursing Associations</td>
<td>43</td>
</tr>
<tr>
<td>Email communication</td>
<td>43</td>
</tr>
<tr>
<td>Blackboard</td>
<td>44</td>
</tr>
<tr>
<td>Disability support services (DSS)</td>
<td>44-45</td>
</tr>
<tr>
<td>Change of Address, telephone and name</td>
<td>45</td>
</tr>
<tr>
<td>Anti-harassment policy</td>
<td>45</td>
</tr>
<tr>
<td>Unsafe and Unethical nursing practice</td>
<td>45-46</td>
</tr>
<tr>
<td>COMMENCEMENT</td>
<td>46</td>
</tr>
<tr>
<td>PINNING CEREMONY</td>
<td>47</td>
</tr>
<tr>
<td>NURSING STUDENT AWARDS</td>
<td>47</td>
</tr>
<tr>
<td>RECOMMENDATION LETTERS</td>
<td>48</td>
</tr>
<tr>
<td>Appendix A: Social Media Form</td>
<td>49</td>
</tr>
<tr>
<td>Appendix B: Health Clearance Form</td>
<td>50-51</td>
</tr>
<tr>
<td>Appendix C: Remediation Form</td>
<td></td>
</tr>
<tr>
<td>Appendix D: Corrective Plan of Action Form</td>
<td></td>
</tr>
<tr>
<td>Appendix E: Clinical Guidelines-Professional Behaviors</td>
<td></td>
</tr>
<tr>
<td>Appendix F: NYS Nurse Practice Act</td>
<td></td>
</tr>
<tr>
<td>Appendix G: Technical Standard for Admission Matriculation and Progression</td>
<td></td>
</tr>
<tr>
<td>Appendix H: Receipt of Undergraduate Nursing Handbook Attestation Form</td>
<td></td>
</tr>
<tr>
<td>Appendix I: Student Mediation Administration Contract</td>
<td></td>
</tr>
</tbody>
</table>

Revised 8/7/19
WELCOME FROM THE DEPARTMENT CHAIR

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

Thank you for your interest in the Long Island University- POST Nursing Program.

Due to the dedication of faculty in the Department of Nursing, we proudly received reaccreditation from the Commission on Collegiate Nursing Education (CCNE) in 2017.

The LIU-POST Nursing faculty are in partnership with our students and are committed to providing them with optimal classroom, state of the arts simulation lab and clinical site experiences.

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

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

Sincerely,

Dr. Maureen P. Cardoza, Ph.D., R.N. CADDCT, CDP
Nursing Chairperson and Associate Professor
Long Island University -POST
School of the Health Professions and Nursing
Maureen.Cardoza@liu.edu
www.liu.edu/post/health
WELCOME FROM THE FACULTY AND STAFF

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

The program will be challenging and will test your personal and academic limits. The rewards of completing the nursing program will be well worth your efforts. Graduation from the program will help to prepare you for the NCLEX-RN Licensing Examination and your professional career as a knowledgeable, skillful, and caring health care provider.

This handbook is designed to assist you in understanding the policies of the nursing program. Changes in this document are anticipated and you will be provided with updates as they occur.

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

| Maureen Cardoza, Ph.D., RN, CADDCT, CDP Nursing Chairperson | Elaine DellaVecchia, PhD, RN, CNE Director of Undergraduate Nursing Assistant Professor Elaine.DellaVecchia@liu.edu |
| Jennifer Darcy, Ph.D., RN Assistant Professor Jennifer.darcy@liu.edu | Laura Prager, Ph.D., RN, CDDN, CDCP Assistant Professor laura.prager@liu.edu |
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The Department of Nursing’s faculty and staff can be reached at:
Office: 516-299-2320
Fax: 516-299-2352
Location: Room 270 (second floor) Life Science Centre
LIU POST NURSING VISION STATEMENT

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

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

Technology and experiential learning will be the cornerstone of all programs. Mastering these essential concepts will provide students with the ability to become competent professionals, ready to engage as skilled, successful members of the health care workforce. Faculty of the SHPN are experts in clinical practice, social wellness, teaching, and research, thereby producing scholarship that is valuable to all areas of health professions education. Faculty’s continuous development activities enhance their skills in attainment of funding, research, and excellence in teaching for the students at LIU Post and the community we serve.

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

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

ACCREDITATION

Commission of Higher Education of the Middle States Association of Colleges and Secondary Schools. All academic programs are registered with the New York State Department of Education. The LIU Post nursing programs are accredited by both New York State Department of Education and the Commission of Collegiate Nursing Education (CCNE).
DEPARTMENT OF NURSING MISSION AND PHILOSOPHY

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

http://liu.edu/CWPost/Academics/School-of-Health-Professions-and-Nursing/Academic-Programs/Nursing

REGISTERED PROFESSIONAL NURSE LICENSURE/NCLEX™ EXAM

Upon successful completion of the academic course work in the BSN program, students will become eligible to sit for the National Council Licensing Examination – RN (NCLEX) in all states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands. In addition to successful completion of the LIU Post undergraduate nursing program students must meet eligibility requirements for licensure as determined by the New York State Education Department. Applications can be accessed at the following: www.OP.nysed.gov and www.ncsbn.org/nclex.htm. During the final course of the program, details, explanations, and other requirements will be discussed.

Students are responsible to: (a) file the application with appropriate fees, (b) make an appointment to take the exam, and (c) provide required identification information prior to taking the exam.

Students who plan on taking the NCLEX exam in another state other than New York should contact the National Council of State Boards of Nursing (NCSBN) at https://www.ncsbn.org/nclex.htm or call: (312) 525-3600 to obtain applications from the respective State Board of Nurse Examiners.

GOALS OF THE UNDERGRADUATE NURSING PROGRAMS

The program of study at the Department of Nursing at LIU Post seeks to prepare professional nurses to provide patient and family centered care within an inter-professional framework. The baccalaureate nursing graduate will be able to:

1. Implement critical thinking skills to provide evidence-based health promotion and disease prevention with individuals, families, groups and communities.
2. Exhibit inter-professional communication skills within a framework of professional and ethical principles.
3. Collaborate with other healthcare professionals while making the transition to the professional practice role.
4. Provide culturally competent care in the delivery of healthcare to diverse populations.
OUTCOMES OF THE UNDERGRADUATE NURSING PROGRAMS

Upon graduation the baccalaureate nursing student will:

1. Achieve a liberal arts education to serve as a solid base for providing the corner stone for the practice and education of nurses.
2. Apply leadership and management principles to act as a change agent and patient advocate in health care practice incorporating patient safety and quality indicators.
3. Use theoretical knowledge and evidenced based research to guide nursing practice and clinical decision making.
4. Use concepts of interpersonal and technological communication in the provision of safe and competent nursing care.
5. Define the current healthcare policy, finance and regulatory environments and how these entities influence the nature and functioning of the healthcare system and consideration for practice.
6. Use interpersonal and technological communication effectively in the delivery of care and collaborate with health professionals and other disciplines in providing care to clients, families, group and communities in a variety of health care environments.
7. Demonstrate health promotion and disease prevention interventions at the individual and population level in order to improve population health.
8. Demonstrate professional behaviors that incorporate legal/ethical responsibility, professional nursing codes/standards, client advocacy, self-reflections and evaluation to promote professional growth with lifelong learning.
9. Practice as a baccalaureate nurse generalist with patients across the lifespan and across the continuum, while respecting the variations, complexity and resources needed for care of patients, families and communities.

PIVOTAL CONCEPTS:

Critical Thinking:

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

Professional Communication:

- Utilize concepts of human interaction in establishing effective professional relationships that promote safe communication and inter-professional team building capacity.
- Use appropriate verbal/non-verbal communication strategies with professors, classmates and clients.
- Use appropriate technology in client care.

Professional Roles and Behaviors:

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

Professional Development:
Commitment to continuing education and lifelong learning that supports professional development and supports safe and competent nursing practice.

Expected Program Outcomes:
The program tracks, analyzes, and sets goals on key metrics of aggregate program outcomes: Program Completion; student, alumni and employer satisfaction; NCLEX-RN Pass Rate, Faculty Outcomes and Employment rate.

• Program Completion and Graduation Rates reflect the numbers of students entering, length of time to complete the program, and numbers of students graduated.
• Program Satisfaction reflects the level of satisfaction with the program by students, alumni and employers.
• Licensure Pass Rates: NCLEX-RN tracks the percentage of students who achieve a first-time pass of the exam as well as overall cohort pass rates.
• Employment Rate tracks the number of graduates employed and practice setting.
### Alignment Among Expected Student Outcomes, LIU-POST Revised Core Curriculum and the AACN Nine Nursing Essentials (AACN, 2008 update 2019)

<table>
<thead>
<tr>
<th>LIU-POST B.S. IN NURSING EXPECTED STUDENT OUTCOMES</th>
<th>LIU-POST UNIVERSITY CORE CURRICULUM EXPECTED STUDENT OUTCOMES</th>
<th>THE NINE NURSING ESSENTIALS (AACN, 2008-update 2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Achieve a liberal arts education to serve as a solid base for providing the cornerstone for the practice and education of nurses.</td>
<td>The LIU-POST core learning outcomes:</td>
<td>I: Liberal education for baccalaureate generalist nursing practice: a solid base in liberal education provides the cornerstone for the practice and education of nurses</td>
</tr>
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<td></td>
<td>1. Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Critical and Analytical thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Interdisciplinary Mindset and Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Ethical/Moral and Civic Engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Global Perspective/World View</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Process and Nature of Science and Art</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>2. Apply leadership and management principles to act as a change agent and patient advocate in health care practice incorporating patient safety and quality indicators</td>
<td>(3) Critical and analytical thinking</td>
<td>II: Basic organization and systems leadership for quality care and patient safety: Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.</td>
</tr>
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<td>(4) Interdisciplinary Mindset and Skills</td>
<td></td>
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<td>(5) Ethical/Moral and Civic Engagement</td>
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<td>3. Use theoretical knowledge and evidenced based research to guide nursing practice and clinical decision making</td>
<td>(3) Critical and Analytical Thinking</td>
<td>III: Scholarship for evidence based practice: professional nursing practice is grounded in the translation of current evidence into one’s practice</td>
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<td>(7) Process and Nature of Science and Art</td>
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<td></td>
<td></td>
</tr>
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<td>4. Use concepts of interpersonal and technological communication in the provision of safe and competent nursing care.</td>
<td>(1) Communication</td>
<td>IV: Information management and application of patient care technology: knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care</td>
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<td>(2) Literacy</td>
<td></td>
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<td></td>
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<td>5. Define the current healthcare policy, finance and regulatory environments and how these entities influence the nature and functioning of</td>
<td>(5) Ethical/Moral and Civic Engagement</td>
<td>V: Healthcare policy, finance, and regulatory environments: healthcare policies, including financial and regulatory, directly</td>
</tr>
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<td>LIU-POST B.S. IN NURSING EXPECTED STUDENT OUTCOMES</td>
<td>LIU-POST UNIVERSITY CORE CURRICULUM EXPECTED STUDENT OUTCOMES</td>
<td>THE NINE NURSING ESSENTIALS (AACN, 2008-update 2019)</td>
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<td>the healthcare system and consideration for practice</td>
<td>(7) Process and Nature of Science and Art</td>
<td>and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.</td>
</tr>
<tr>
<td>006. Use interpersonal and technological communication effectively in the delivery of care and collaborate with health professionals and other disciplines in providing care to clients, families, group and communities in a variety of health care environments.</td>
<td>(1) Communication (4) Interdisciplinary Mindset and Skills</td>
<td>VI: Inter-professional communication and collaboration for improving patient health outcomes: Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.</td>
</tr>
<tr>
<td>7. Demonstrate health promotion and disease prevention interventions at the individual and population level in order to improve population health</td>
<td>(6) Global Perspective/World View (7) Process and Nature of Science and Art</td>
<td>VII: Clinical prevention and population health: health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.</td>
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<tr>
<td>8. Demonstrate professional behaviors that incorporate legal/ethical responsibility, professional nursing codes/standards, client advocacy, self-reflections and evaluation to promote professional growth with lifelong learning</td>
<td>(4) Interdisciplinary Mindset and Skills (5) Ethical/Moral and Civic Engagement</td>
<td>VIII: Professionalism and professional values: professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.</td>
</tr>
<tr>
<td>9. Practice as a baccalaureate nurse generalist with patients across the lifespan and cross the continuum, while respecting the variations, complexity and resources needed for care of patients</td>
<td>The LIU-POST core learning outcomes: 1. Communication 2. Literacy 3. Critical and Analytical thinking</td>
<td>IX: Baccalaureate Generalist nursing practice: the baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan</td>
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LIU-POST B.S. IN NURSING
EXPECTED STUDENT OUTCOMES

LIU-POST UNIVERSITY CORE CURRICULUM
EXPECTED STUDENT OUTCOMES

THE NINE NURSING ESSENTIALS (AACN, 2008-update 2019)

| 4. Interdisciplinary Mindset and Skills |
| 5. Ethical/Moral and Civic Engagement |
| 6. Global Perspective/World View |
| 7. Process and Nature of Science and Art |

and across the continuum of healthcare environments; the baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

CURRICULUM DESIGN:

The undergraduate nursing curriculum was developed in accordance with the University mission, to educate students for rewarding careers, responsible citizenship, and fulfilling lives by integrating liberal arts and sciences and professional study. The program has four broad foci that inform the curriculum: provide nursing education in the context of liberal arts and sciences; integrate nursing theory, knowledge and clinical experience in the preparation of a generalist practitioner; utilize an evidence-based approach to nursing practice within a variety of settings and prepare beginning leaders in nursing. The expected program outcomes of graduation rates, program satisfaction, employment rates and NCLEX-RN pass rates and the expected individual student learning outcomes contribute to the achievement of the mission, goals, and outcomes.

The University curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, technological competency and global diversity. The College’s general education core curriculum provides all LIU-POST students with a valuable foundation in liberal arts and sciences. The LIU-POST Core Curriculum emphasizes the knowledge base and skill set that clearly prepares students and interfaces with the concepts required for professional practice.

The nursing program is designed to provide students with the necessary academic and clinical skills to function competently, safely, confidently, compassionately, accountably and caringly as baccalaureate-prepared registered nurses. Through a continuous and dynamic self-assessment, the nursing program has and will continue to identify and implement changes necessary to meet benchmark standards as outlined in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN 2008), ANA Standards of Nursing Practice (2004), The ANA Code of Ethics for Nurses With Interpretive Statements (2001), Nursing’s Social Policy Statement (ANA 2003) and The New York State Nurse Practice Act.
The Program seeks to sensitize students to the diversity of healthcare needs and the impact of multidimensional factors on healthcare availability and access. Additionally, the program seeks to provide students with the desire to pursue graduate education and life-long learning. By fostering a sense of pride in self, profession and community engagement, students will be motivated to return to their communities and impact the quality and delivery of healthcare.

The curriculum design includes the horizontal concept threads (Caring, Interprofessional Collaboration, Communication, Critical Thinking, diversity, Cultural and Global World perspective, and the vertical organizational threads of Simple to Complex, Increasing complexity over time, Acuity, Lifespan Scope and Pattern, and Systems Analysis using the Nursing Process.

Caring, interprofessional collaboration, communication, critical thinking, diversity, cultural and global world perspective

PARADIGM:
Person, Environment, Health/Wellness, Nursing and Culture

A. Horizontal Concept Threads
- Caring
- Interprofessional Collaboration
- Communication
- Critical Thinking
- Diversity
- Cultural and Global/World perspective

B. Vertical Organizational Threads:
- Simple to Complex: Increasing complexity over time within diverse health care settings
- Acuity
- Lifespan scope
**PLANS OF STUDY – BS PROGRAMS**

*RN Completion Program- B.S. IN NURSING (NUR) (120 credits)*

Up to 28 credits of A.S. in Nursing may transfer in as NUR NE

<table>
<thead>
<tr>
<th>CLUSTERS</th>
<th>LIU Post Thematic Core Curriculum – 29 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing I</td>
<td>3 credits required ENG 1, 1F, 1P, 1S</td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits required ENG 2, 2F, 2P</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3 credits required MTH 19 or 41 (Statistics) Fulfills department requirement</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; The Natural World</td>
<td>4 credits required BIO 7 (Human Anatomy &amp; Physiology 1) Fulfills department requirement</td>
</tr>
<tr>
<td>Additional Course from one cluster</td>
<td>4 credits required BIO 8 (Human Anatomy &amp; Physiology 2) Fulfills department requirement</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3 credits required</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3 credits required ANT 2 (Human Society) is recommended</td>
</tr>
<tr>
<td>Ethics, Self &amp; Society</td>
<td>3 credits required PSY 101 (General Psychology)</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3 credits required</td>
</tr>
</tbody>
</table>

**CO-RELATED COURSES** – 11 credits minimum

| MICROBIOLOGY | 4 credits BMS 90 |
| CHEMISTRY | 4 credits CHM 6 |
| GENETICS | 3 credits BIO 121 or HSC 221 |

**NURSING REQUIREMENTS** – 28 credits

| NUR 79 Leadership and Professional Practice | 3 credits |
| NUR 81 Issues in Professional Nursing | 3 credits |
| NUR 86/86L/86S Family Health | 4 credits |
| NUR 90 Nursing Management | 3 credits |
| NUR 91 Communication Skills for the Health Care Setting | 3 credits |
Revision 2019-2020
Effective immediately for all classes/cohorts

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 160/160C Health Assessment</td>
<td>5</td>
</tr>
<tr>
<td>NUR 230/230C Public Health</td>
<td>4</td>
</tr>
<tr>
<td>NUR 400 Nursing Research and Evidence Based Practice (WAC course)</td>
<td>3</td>
</tr>
<tr>
<td><strong>NURSING ELECTIVES – up to 9 credits may be required</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 95 Integrative Nursing Practice</td>
<td>1 or 2</td>
</tr>
<tr>
<td>NUR 99 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NRS 110 Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 140 Nursing Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NUR 150 Pharmacotherapeutics</td>
<td>3</td>
</tr>
</tbody>
</table>

As part of the BS in Nursing degree, students are obligated to complete a minimum of 60 credits of liberal arts courses; please consult the degree audit and with your Enrollment Services Counselor/Promise Counselor to verify that you satisfy this requirement.

**B.S. NURSING – Pre-Licensure (NRS) (121 Credits)**

<table>
<thead>
<tr>
<th>LIU Post Thematic Core Curriculum – 32-33 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLUSTERS (for more information please refer to the LIU Post Undergraduate Bulletin)</strong></td>
</tr>
<tr>
<td>Freshmen Seminar</td>
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<tr>
<td>First-Year Seminar</td>
</tr>
<tr>
<td>Writing I</td>
</tr>
<tr>
<td>Writing II</td>
</tr>
<tr>
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</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
</tr>
<tr>
<td>POST 101</td>
</tr>
<tr>
<td>NRS 100 FY##</td>
</tr>
<tr>
<td>ENG 1, 1F, 1P, 1S</td>
</tr>
<tr>
<td>ENG 2, 2F, 2P</td>
</tr>
<tr>
<td>MTH 19 or 41 (Statistics)</td>
</tr>
<tr>
<td>BIO 7 (Human Anatomy &amp; Physiology 1)</td>
</tr>
<tr>
<td>BIO 8 (Human Anatomy &amp; Physiology 2)</td>
</tr>
<tr>
<td>Fulfills department requirement</td>
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<tr>
<td>Fulfills department requirement</td>
</tr>
</tbody>
</table>
Perspectives on World Cultures | 3 credits required | ANT 2 (Human Society) is recommended
---|---|---
Ethics, Self & Society | 3 credits required | PSY 101 (General Psychology)
Power, Institutions & Structures | 3 credits required | 

**PRE-REQUISITE and CO-RELATED COURSES** – 17 credits minimum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 090 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHM 006 Chemistry of Life</td>
<td>4</td>
</tr>
<tr>
<td>BMS 211 Pathophysiology or NUR 99</td>
<td>3</td>
</tr>
<tr>
<td>BIO 121 Human Genetics in Health &amp; Disease or HSC 221 Topics in Human Genetics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 121 Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**NURSING REQUIREMENTS** – 61 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS 100 Introduction to Professional Nursing (WAC course)</td>
<td>3</td>
</tr>
<tr>
<td>NRS 110 Nursing Management, Leadership and Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NRS 130/130C Fundamentals in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NRS 140 Nutrition in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRS 150 Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NRS 160/160C Health Assessment</td>
<td>5</td>
</tr>
<tr>
<td>NRS 200/200C Adult &amp; Gerontological Nursing I</td>
<td>7</td>
</tr>
<tr>
<td>NRS 210/210C Psychiatric-Mental Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NRS 220/220C Adult &amp; Gerontological Nursing II</td>
<td>7</td>
</tr>
<tr>
<td>NRS 230/230C Public Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NRS 240/240C Obstetrical &amp; Pediatric Nursing</td>
<td>7</td>
</tr>
</tbody>
</table>
NRS 400 Nursing Research & Evidence Based Practice (WAC course) 3 credits
NRS 410/410C Nursing Transition into Professional Practice 7 credits

As part of the BS in Nursing degree, students are obligated to complete a minimum of 60 credits of liberal arts courses; please consult the degree audit and with your Enrollment Services Counselor/Promise Counselor to verify that you satisfy this requirement.

NURSING DEPARTMENT COMMUNICATION CHAIN OF COMMAND:
Communication in the nursing department is an essential component of the student/faculty interaction.

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

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

In addition, School of Health Professions and Nursing students should be aware that the presence of a criminal record could result in the refusal of the licensing/certification/registration agencies (NBRC and or state licensing board) to issue the credential or license to practice. Prospective students are strongly encouraged to contact pertinent state licensing board to inquire whether a criminal record, including driving offenses would preclude the individual from eligibility to obtain a license/certification.

ACADEMIC POLICIES AND PROCEDURES

ADMISSION CRITERIA:

PRE-LICENSURE BS NURSING
Admitted to LIU-POST through the general college admission process meeting the established nursing program criteria. Candidates may not have failed out of another nursing program. If a candidate had attended another nursing program they must provide a letter from the prior program Nursing Chairperson/Dean stating that when leaving the nursing program, he/she had passing grades and was in good standing.

- **Incoming freshmen** must meet the following minimum criteria: 85 high school weighted average or 3.0 GPA, SAT 1050 (Evidence-Based Reading and Writing and Math) or ACT Composite of 20.
- **Transfer students** must have completed more than 24 college credits. A minimum college G.P.A. of 3.0 overall is required for application review with a minimum GPA of 3.0 in all pre-requisite coursework completed prior to admission.
- **Transfer and change of major** students must first submit official transcript(s) from all colleges or universities attended with a grade of C+ or better in Nursing required pre & co requisite courses and two letters of recommendation preferably from former science professors to the department of nursing for consideration prior to anticipated enrollment.
- **Repeat Courses:** Students applying and enrolled in the B.S. in Nursing Program may only repeat co-related (prerequisite) courses once before achieving the required grade to be eligible to enter the program.
- Both transfer students and starting sophomores at the LIU Post must follow these requirements. Any completed prerequisite course work (i.e., chemistry, genetics, pathophysiology, microbiology, and anatomy and physiology) requires a grade of C+ or better and courses older than five (5) years will not be accepted.
- If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.
- All transfer students must complete Nursing courses in the same sequential order as the incoming undergraduate Nursing student.
Admissions Requirements

The Bachelor of Science in Nursing is open to Registered Nurses only. Applicants are considered “transfer students.” Graduates of associate degree programs in nursing receive 28 transfer credits for previous nursing education and graduates of diploma schools receive 28 credits of advanced standing toward the degree. Transfer credits for liberal arts and sciences courses taken at other colleges or universities will be evaluated individually. A total of 72 credits (including the 28 credits of nursing) can be transferred to LIU Post. A total of 120 credits are needed for graduation with the Bachelor of Science in Nursing.

Applicants for admission to LIU Post as nursing majors are required to possess:

1. New York State Registered Nurse license
2. Associate Degree or Diploma in nursing (if applicable)
3. Minimum overall GPA of 3.0
4. International students are also required to achieve a minimum Test of English as a Foreign Language (TOEFL) score of 85 Internet-based (a minimum listening score of 22 is also required); 225 Computer-based; or 563 Paper-based. IELTS of 7.5 or above is also acceptable.

Applicants who have taken but have not received notification of having passed the NCLEX exam may be admitted to LIU Post as limited matriculants.

Applicants who received their licensure or degree from outside of the United States may be admitted to LIU Post after appropriate evaluation of degree and prior coursework

UNDERGRADUATE PROGRAMS PROGRESSION

Progression through each course/semester in the nursing program requires the following:

- A cumulative 3.0 GPA index.
  - Students who do not maintain an overall GPA of at least 3.0 will be placed on probation for one semester. The probation designation will remain on the record until graduation even if the student corrects the deficiency.
  - Students who do not raise their overall GPA to a 3.0, after one semester on probation, will be dismissed from the undergraduate BS in Nursing program.
- A minimum grade of a C+ (or better) in nursing and all pre-requisite and co-related sciences and mathematics
  - Nursing courses and pre- and co-requisite courses (i.e., anatomy & physiology, microbiology, genetics, chemistry, pathophysiology, developmental psychology, and statistics) in which students earn a grade of C, C-, D, F, W or WU must be
repeated prior to the student’s progression to the next semester in the nursing sequence (with the exception of NRS 110).

- Nursing courses must be repeated in the next spring or fall semester that the course is offered.
- Students who fail a repeated nursing course, or a required pre- or co-requisite non-nursing course, with a grade of C, C-, D, F, W or WU will be permanently dismissed from the Nursing program.

- Any general education course in which a grade less than C has been earned must be repeated for a grade of C or better if the course is to be counted toward graduation requirements.

- A PASS grade on ALL clinical course components is required.
  - The nursing courses that have a clinical component require that the student pass both the didactic and the clinical component for retention/progression in the nursing major. If the student fails the clinical component they will fail the entire course regardless of the didactic grade.

- Student may repeat only one nursing or pre/ co requisite course throughout the curriculum.
  - Students who do not achieve a grade of C+ in any nursing course or pre/ co requisite course are permitted to repeat that course only once.
  - A second failure in that course and/or a first failure in any subsequent course will result in dismissal from the nursing program regardless of the repeated course grade earned.
  - Students may repeat only one nursing course (if eligible).

- Students in the pre-licensure BS in Nursing program are required to achieve a grade of 90% on Medication Calculation exams. A grade of 100% is required prior to the Preceptor practicum course NRS 410.
  Students may repeat that exam once after documented ATI remediation.
  - Failure to achieve 90% on the second attempt will result in a clinical failure and the student will be unable to administer medication in the clinical setting until competency is achieved within one week’s time.
  - Failure to achieve remediated competencies will result in a second clinical failure and a failure of the entire course with the inability to progress in the nursing program.

VOLUNTARY WITHDRAWAL:

- Application for a voluntary withdrawal from the nursing program must be submitted to the Nursing Chairperson in writing and then follow the LIU POST campus process.
- Given the nature of nursing practice, students will not be permitted to use a withdrawal from a nursing course to avoid failure.
- Withdrawal from a nursing course is only permitted in case of a documented illness, personal emergency or unusual circumstance and not because of a course/clinical/ lab rotation failure or anticipated failure.
DISMISSAL/FAILURE:
- Students may be dismissed from the nursing program if the cumulative GPA falls below 3.0 for any 2 semesters.
- Students may also be dismissed immediately or at any time from the nursing program for failure to adhere to the nursing standards of performance; and/or by exhibiting improper behavior or professional misconduct to include, but not limited to:
  - Rude behavior toward faculty and LIU employees
  - Fighting on campus, clinical sites or institutional grounds
  - Bullying, intimidation, harassment, stalking
  - Inappropriate chat room, discussions or discussion boards; social media posts (including pictures)
  - Unauthorized video/audio taping of faculty, students, patients, guests.
  - Plagiarism
  - Cheating
  - Verbal and mental coercion/abuse or striking a client
  - Compromising the safety of a client
  - Unsafe nursing care or refusal to provide care
  - Not adhering to the department of nursing policies and/or the policies of clinical affiliates
  - Inappropriate touching or other forms of sexual communications (verbal, texts, pictures, gestures, solicitation or coercion)
  - Unethical conduct or unprincipled decisions

DEPARTMENT OF NURSING ACADEMIC STANDING PROCESS:
Issues brought forth to Department of Nursing (DON) Academic Standing Committee (ASC) by either the faculty, administration, or the student themselves include:
- Failure to adhere to the standards of performance, conduct and/or ethics.
- Failure to adhere to the American Nurse Association Code of Ethics
- Failure to achieve the minimum requirements that will result in probation or dismissal from the Nursing Program.

DEPARTMENT OF NURSING GRADE APPEAL PROCESS:
Final Course Grades and/or other evaluations earned in LIU Department of Nursing didactic and in clinical courses are subject to the following Nursing Appeal Process. No other appeal process is recognized. In the event of a conflict with any other University policy, the process below shall control and take precedence over any other LIU appeals process.

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

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

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

1. Discuss the grade with the faculty who assigned it.
2. If the grade is deemed to be correct (no miscalculation of grade occurred) then the grade stands as issued. The faculty who assigned the grade shall notify the student of the decision in writing within five (5) business days.
3. If the grade issued was in error (miscalculation of grade occurred) then the faculty corrects the grade and shall notify the student of the grade change within five (5) business days.

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

STEPS:

1. Students may seek a solution of the final grade in writing within 5 business days of the grade posting to their course professor.
2. If there is no resolution through discussions with their course professor, the student may appeal to the department of nursing Undergraduate program director (or nursing chairperson in his/her absence) within 5 days with evidence of their communication with their course professor.
3. The Undergraduate program director (or nursing chairperson in his/her absence) will schedule a meeting with the student within 5 business days of being contacted.
4. The Undergraduate program director will schedule a meeting (via video telephone, e-mail or in person) with the student within 5 business days of being contacted.
5. The Undergraduate program director will advise the student in writing of their findings within 5 business days of the meeting with the student.
6. Appeal of the Undergraduate Director (or nursing chairperson in his/her absence) decision can only be made to the Department of Nursing Academic Standing Committee within 5 business days in writing if there remains no resolution to the issue.
7. The findings of the Department of Nursing Academic Standing Committee concerning final grade appeals are solely in regard to the nursing programs and are final.
8. No further grade appeal process may be utilized if students exhaust the Department of Nursing Grade Appeal Process.
C: THE DEPARTMENT OF NURSING (DON) ACADEMIC STANDING COMMITTEE (ASC) PROCESS: (other than final course grade appeal- see above)

Reviews of all other academic matters brought to the DON ASC Committee, and decisions of the DON ASC Committee are based upon the policies of the School of the Health Profession and Nursing and the Department of Nursing.

STEP 1: The committee reviews all evidence presented by/of the student; and all written appeal documents.

STEP 2: Following a thorough review and discussion of each case presented, the committee renders a decision either to accept or reject the student’s appeal.

STEP 3: The Department of Nursing Academic Standing Committee may request the presence of anyone relevant to the review in order to ensure the student’s rights as well as the academic standards and professional integrity of the nursing program.

STEP 4: Students are then notified of the committee’s decision via letter from the DON ASC Chairperson.

STEP 5: The DON ACS decision is sent to the student and the LIU POST CAMPUS ASC.

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

- Nursing students who wish to appeal a dismissal from the nursing program must write a letter, addressed to LIU POST Campus Academic Standing Committee Chairperson stating the grounds for the appeal.
- The student appeal letter and supporting documentation must be received by the LIU POST campus Chair of the Academic Standing Committee within 5 business days of the receipt of the DON Academic Standing Committees notification of the dismissal decision.
- Dismissal of students from the nursing program does not imply dismissal from the University.
- A student whose dismissal from the nursing program is upheld by the LIU POST Campus ASC, will be counseled towards majors that may better suit the student.

All students are required to read the LIU Post Pride Student Handbook, where you will find the Academic Conduct Policy regarding A.) Academic Respect for the Work of Others, B.) Academic Self-Respect, C.) Academic Honesty, D.) Academic Originality and E.) Academic Fairness. The LIU Post Pride Student Handbook can be found at url: www.liu.edu/post/communitystandards. Failure to be aware of these policies does not excuse students in adhering to the academic ethos.
ATI POLICY: GENERAL INFORMATION

Test of Essential Academic Skills (TEAS)

All applicants are required to take the TEAS exam currently administered in NRS 100. The TEAS is the Test of Essential Academic Skills offered by Assessment Technologies Institute (ATI). It is designed to assess the general academic preparedness of students entering a nursing program in the areas of Science, Mathematics, Reading and English. It is the student’s responsibility to remediate using the information provided by the ATI analysis of the TEAS. The grade is not weighted. The current entrance exam for LIU-POST Department of Nursing is Version V of the TEAS.

ATI PROCTORED ASSESSMENTS

- ATI assessments are a series of examinations designed to measure competencies in selected areas of nursing education and provide feedback regarding the individual and aggregate nursing student’s status.
- All students need to create an account on atitesting.com in order to use all the components of ATI.
- **ONCE YOU HAVE AN ATI ACCOUNT YOU DO NOT RE-CREATE AN ACCOUNT EVERY SEMESTER.**
- Please keep your ATI code in a safe and accessible place (i.e. Smartphone)
- You will use the same user name and password every time you access ATI.
- There is an ATI orientation at the beginning of every semester.
- There will be no makeup times for the ATI exam. If a student fails to keep his/her exam date, he/she will receive a 0% grade for the ATI exam.
- Each proctored assessment is administered once with no remediation or retakes.
- A mandatory four-day on-site review is held at the completion of NRS: 410 (1st week of June).
- Questions regarding ATI’s should be directed via e-mail to the ATI representative at the phone # on the website.

ATI EXAM GRADING

- Exact dates for the ATI exams are To Be Determined (TBD) each semester.
- The examinations are scheduled one time in the semester in which an ATI proctored assessment is offered.
- The date, time and method of administration of the ATI proctored assessment may be within or outside of the scheduled course timeframe.
- The ATI grades account for up to 10% of selected course grades and will include the ATI Practice Exams and the ATI Proctored Assessments and or quiz grades where indicated on the course syllabus.
The purpose of ATI Nursing Education examination is to assist nursing students to master core curriculum, develop into a practice-ready nurse, and achieve a passing score on the NCLEX®.

Online tutorials, practice exams, targeted exams, proctored, content specific exams are assigned in each course to augment classroom, nursing skills, and clinical learning.

All students must adhere to ATI policies, failure to be aware of these policies does not excuse students in adhering to them at all times. For example, proctored ATI examinations must only be accessed while the student is in a proctored setting under the direction of the faculty instructor giving the exam. Failure to follow proper procedure can constitute academic dishonesty and opens the student up to personal liability under their agreement with ATI.

Each nursing course syllabus will identify the required course specific assignments and deadline for completing each assignment. The individual course syllabus will detail the specific required assignments, including the due date for each assignment.

Please note that there are NO make-up for the ATI exams. If a student must miss a scheduled exam due to religious observances, it is the student’s responsibility to notify the ATI coordinator, Dr. Elaine Della Vecchia (Elaine.Della Vecchia@liu.edu) two weeks before the exam.

**GRADING GUIDELINES**

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

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade Point Average (GPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
<td>3.333</td>
</tr>
</tbody>
</table>
ACADEMIC PROBATION

Academic probation is a warning that the student’s performance falls below the institution’s requirement for acceptable academic standing. The student nurse Academic probation status will remain throughout the remainder of the nursing program. A subsequent failure in any nursing or pre/co-requisite course or the inability to maintain the cumulative 3.0 GPA level will result in permanent dismissal from the nursing program.

Student may be placed on academic probation when:
1. Receipt of a grade below C+ (one time only)
2. Cumulative GPA below 3.0 (one time only)

ACADEMIC PROBATION PROCESS

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

LIU POST ACADEMIC CONDUCT POLICY

The Academic Conduct Policy of the LIU Post Campus promotes an academic community characterized by respect, honesty, originality, and fairness. Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in the committing of any of the acts, is a violation of this Policy. Any student found engaging in academic misconduct is subject to disciplinary action. Failure of the student to be aware of the policy does not exclude the individual from its application to their situation.

The Academic Conduct Policy can be accessed at the following link:
http://www.liu.edu/CWPost/Campus-Life/Academic-Career-Planning/Academic-Policies/Academic-Conduct-Policies-Standards

LIU POST ACADEMIC CONDUCT POLICY APPEALS PROCESS

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

PLAGIARISM

Ways to Prevent Violating the Academic Conduct Policy

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

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

AVOIDING PLAGIARIZING THE WORK OF OTHERS

What is Plagiarism?
Recommendations:

- Organize your thoughts and sources when you begin a research project. Be sure to read and understand all instructions provided to you by your instructor.
- Always identify and document the sources used, so that when you prepare a bibliography or works cited page you will have all the information required. Never cite references that you did not use in your work.
While doing your reading and research, take clear notes and include citation information.

For quotations, indicate the page numbers of the source. When paraphrasing others’ ideas in your own words, remember that you still must cite the source.

Always give credit to other authors and their work. This demonstrates that you are knowledgeable about the research on your topic and have put forth the effort to learn and investigate the subject matter.

Above all else, when in doubt, ask for help from your instructor or a librarian.

CITATIONS:
For specifics on citing your sources, use the American Psychological Association (APA 6th Edition) style manual in print or online, refer to the Library’s Citation Style page or ask for help at the Reference Desk in the Library. Be sure to ask your instructor which style manual is acceptable. The LIU Post Writing Center, located in Humanities Hall Room 202, offers writing assistance to students by appointment. Check the Web site for additional information.

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

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

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

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

- This includes digital/internet/email and all other forms of communication.
- Students that violate patient privacy through direct, indirect, or technological communication will be dismissed from the program.
- Students must also abide by the requirements on the use of social media, photography and texting when in clinical institutions.
- Students are required to read, understand and follow the American Nurses Association (ANA) Principles for Social Networking.
- In addition, students are to sign the Social Media form found as Appendix A.
Six Tips for Nursing Using Social Media
https://www.nursingworld.org/~4af5ec/globalassets/docs/ana/ethics/6_tips_for_nurses_using_social_media_card_web.pdf

Navigating the World of Social Media
https://www.nursingworld.org/social/

Students are also required to abide by The Health Insurance Portability and Accountability Act of 1996 (HIPAA). Under this federal law of 1996, protected “individually identifiable information” includes health information that identifies the individual or can reasonably be used to identify the individual, in any form (oral, written, or otherwise) that relates to the past, present, or future physical or mental health of an individual. Students are prohibited from removing any document, actual or replicated via photocopy or photography, from any placement site to prevent any possible HIPAA violation.

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

Please note: All students MUST comply with the mandates of clinical institutions and the Health Information Portability and Accountability Act (HIPAA) when using mobile devices. While in the clinical area, students’ mobile devices must be placed on Airplane Mode and must NEVER be used to access or transmit personal information, including photographs, about any patient. Students may not use their cell phones while on clinical units.

AVOIDING OTHER VIOLATIONS OF THE ACADEMIC CONDUCT POLICY

Recommendations:

- Do not work with another student on any assignment unless explicitly approved by your instructor. Be sure to understand the instructor’s expectations for individual and group work.
- An assignment you completed for a course should never be resubmitted for credit in another course. Resubmitted work is considered plagiarized.
- Do not lend your work to other students.
- Never take an exam for someone else.
- Keep copies of all work submitted during a course (including rough drafts and notes) until your final grade is received. If necessary, this can provide evidence of original work. This also holds for electronic assignments – save previous versions under different names.
- If you submit an assignment electronically to an instructor, be sure to request confirmation of receipt. Although discouraged, if you do not submit the assignment directly to your instructor (i.e., slid under door, left in mailbox, etc.), be sure to follow-up by phone or by email with the instructor the next day to be sure it was received.
The clinical and simulation experiences in the Interprofessional Simulation Center (ISC) are integral parts of the nursing curriculum. These experiences provide an opportunity for nursing students to master psychomotor, cognitive and affective skills necessary for entry-level registered professional nurses. Nursing students will practice hands-on skills and explore the multi-faceted specialties of nursing practice in today’s ever-changing healthcare arena.

Through clinical experiences, nursing students are able to apply theoretical knowledge using the nursing process in order to assess, diagnose, implement/intervene and evaluate patients and their families using a patient-centric approach. Students will develop skills in self-assessment and reflection in order to demonstrate basic nursing competency skills.

Clinical practice dates are prearranged by the Department of Nursing. Clinical days, dates and locations are subject to change at any point prior to and during the semester.

In addition, each clinical site may have additional rules and regulations in order to participate in clinical experiences. These may include but are not limited to: extra day of clinical for orientation to clinical site, finger-printing, drug screening, a clinical fee, special parking rules etc. Students must be cognizant that they are representing LIU Post, The School of Health Professions and Nursing, and the Department of Nursing at any placement site and should act accordingly.

Adherence to the planned clinical rotations are mandatory. It is the student’s responsibility to check for any religious observances that may overlap with clinical rotation dates and make proper arrangements PRIOR to the religious observances. It is important to note that clinical times, dates and sites will vary semester to semester.

All absences and or cancelled clinicals must be made up during that semesters make up dates.

Students are expected to attend every clinical rotation day as scheduled.

In the event of significant illness faculty must be notified 2 hrs. prior to the start time of clinical. A clinical absence may result in failure of the clinical day. All clinical absences must be made up.

Tardiness constitutes a serious professional concern. You must make a confirmed contact with your assigned clinical instructor.

Students who are unable to fulfill clinical rotation requirements during the pre-arranged curricular sequence will be expected to retake the entire course (lecture and lab).

All nursing students are required to sign the Clinical Professional Behaviors form every semester and submit it to their clinical instructor. The form is located under Appendix E at the end of this handbook.
CLINICAL EDUCATION:

STUDENT RESPONSIBILITIES:

- Abide by all hospital and other healthcare institutions policies and procedures
- Are required to attend all clinical sites and simulation laboratory orientation.
- Must be in full uniform with appropriate ID badge when in clinical institutions and in the ISC.
- Maintain working patient confidentiality standards according to HIPAA regulations.
- Must hold current certification in American Heart Association Basic Cardiac Life Support (BLS/CPR) AED.
- Must have current health records with appropriate proof of immunizations and/or titers for both the clinical site and Interprofessional Simulation Center participation.
- Must report off to the RN in charge of the patient when leaving the unit for any reason, and at the end of the clinical day.
- Must introduce yourself to patients as a nursing student from LIU Post along with the RN staff to provide care.
- Will participate and perform direct patient care of patients under the supervision of the clinical faculty and an RN while in clinical sites.
- Must notify the clinical instructor and charge nurse immediately when a medication error or other adverse incident occurs.
- Adverse occurrences must be documented on the clinical sites’ incident report as well as reported to the Director of the undergraduate program. The occurrence will be reviewed by the DON for an appropriate course of action
- Must notify the RN and clinical instructor immediately when there is a change in the patient’s condition, or if any problem occurs with the patient, family, equipment or if a problem occurs with any of the equipment in the Interprofessional Simulation Center.
- Will be prepared to discuss patient care assignments and articulate basic, pertinent, theoretical knowledge prior to participating in direct patient care.
- Maintain and update the student skills check list and complete all required ISC case studies.
- Students who are not prepared for clinical or the ISC experience, as specified by course requirements, will not be permitted to practice that clinical day or participate in simulation experiences. The student will receive a clinical absences and be required to immediately report to the University to meet with the Director of Undergraduate Nursing or Nursing Chairperson.
- Students may document in the facilities computer and/or written medical record after having attended an orientation to the facility that occurs before the clinical rotation begins. Such documentation must include the student’s name (first and last name clearly written) and the designation: Student Nurse (SN) LIU Post. All student documentation must be co-signed by the clinical instructor.
- **NO MEDICATIONS WILL BE ADMINISTERED WITHOUT THE PRESENCE OF THE LIU-POST CLINICAL INSTRUCTOR.**
MEDICATION ADMINISTRATION: After successful nursing lab competency is demonstrated - the students may administer medication by intramuscular (IM), intravenous (IV), subcutaneous (SQ), orally (PO) or sublingual (SL), rectally and/or topical routes as appropriate to the level of the student skills as approved by faculty and the course objectives as taught by the DON.

All medication administration MUST be performed under the direct and visual supervision of the clinical instructor - without exception.

- Students may perform competencies approved by clinical instructors in the ISC under the direction and supervision of the clinical instructor.
- These skills include:
  - Administration of routine intravenous (IV) fluids
  - Administration of continuous medication infusions
  - Administer piggyback medications
  - **MONITOR** patient during administration of blood or blood products
  - Administer narcotics under the direct supervision of the clinical instructor
  - Wound care
  - Nasogastric tube care
  - Small bore feeding tube care (not insertion)

- Students may not perform the following activities:
  - Blood glucose testing (dependent on institutional policy)
  - Administer IV push medications of any kind, including Protonic
  - Administer high risk medications: potassium drips, magnesium drips, heparin drips
  - Arterial blood gas puncture
  - Draw blood from a central line
  - Accept verbal or telephone orders from any healthcare provider
  - Participate in narcotic counts
  - Access to narcotics or medication Pyxis
  - Administer chemotherapeutic agents
  - Administer blood or blood products (i.e. whole, packet RBC, platelets, Rhogam), including checking patient identification, blood type and co-signing
  - Remove central lines
  - Administer conscious sedation medications
  - Administer intrathecal medications
  - Witness legal documents

- Prior to medication administration, each nursing student must have passed their medication calculation exam with a score of **no less than 90% and 100% for NRS 410**
• Any occurrence in the clinical area that necessitates the filing of an incident report will be placed into the student's file and will be signed by both student and faculty.

CLINICAL PRACTICE ATTIRE/DRESS CODE

LIU Post nursing students are required to wear the LIU Post nursing uniform. Hospital attire may vary according to the facility and/or clinical setting. Students will be appraised of the required clinical attire prior to the clinical experience.

GENERAL CLINICAL ATTIRE

• CIEL blue scrub top
• Long sleeve white shirt may be worn underneath the scrub top
• White scrub bottom
• White cardigan sweater. No logos, trim or stripes.
• White LIU lab coat (after White Coat Ceremony)
• LIU/School ID badge
• White undergarments
• White socks or stockings
• White professional nursing shoes (no sneakers, toeless or open back shoes permitted)
• Nails: short, clean, natural nails, no nail polish
• Natural eyelashes (no extensions or fake)
• Minimal natural cosmetics
• Minimal use of fragrances/cologne
• No ornate jewelry, plain wedding band is acceptable
• No dangling earrings or necklaces or other visible piercings
• Hair must be off the shoulders and face
• No visible tattoos permitted

PUBLIC AND MENTAL HEALTH

• LIU POST nursing uniform
• Or attire as per clinical affiliate policy/preference
• Consult with clinical instructor.

Female Students:
• School ID badge
• White lab coat
• White collared shirt
• Navy Blue or Black skirt should cover knees when sitting
• Navy blue or black pants or slacks are acceptable
• Shoe heels no higher than two inches
• Nails: short, clean, natural nails, no nail polish
• Natural eyelashes (no extensions or fake)
• Minimal natural cosmetics
• Minimal use of fragrances/cologne
• No ornate jewelry, plain wedding band is acceptable
• No dangling earrings or necklaces or other visible piercings
• Hair must be off the shoulders and face
• No visible tattoos permitted

Male Students:
• School ID badge
• White lab coat
• White collared shirt
• Dress slacks- blue or black
• Nails: short, clean
• No ornate jewelry, plain wedding band is acceptable
• No dangling earrings or other visible piercings
• No dangling necklaces
• Hair must be off the shoulders
• Beard, mustache must be clean and neatly trimmed
• Face must be cleanly shaven
• No visible tattoos or body piercings are allowed
• Minimal natural cosmetics
• Minimal use of fragrances/cologne

NURSING EQUIPMENT

Students are required to purchase the Nurse-PAC and all equipment that is necessary in order to participate in simulation case scenarios, participate in nursing skills experiences provided in the Interprofessional Simulation Center (ISC) as well as provide patient care in the clinical arena. It is the student’s responsibility to ensure their equipment is clean and functioning. Failure to bring their equipment to the ISC simulation experience, nursing skills ISC experience or in the clinical arena can result in the student receiving an absence for that experience.
• Stethoscope
• Watch with sweep second hand
• Bandage scissors
• Pen light
• Kelly clamp
• Black and red pen
• Yellow highlighter
• Nursing diagnosis handbook
Any required textbook needed for clinical scenarios (will be announced)
1 pair of protective eyewear
Small notebook that fits in uniform pocket
Nursing kits are required for course

**NURSING LAB and SIMULATION CENTER:**

All students must wear their LIU-POST Nursing Department scrub uniforms made of specified fabric and clean white uniform shoes and white socks/stockings, when participating in scheduled clinical lab experiences

- All students are required to wear a solid colored nursing scrub top and matching scrub pants or scrub dress to the lab for the required mandatory lab hour and for open practice hours.
- The solid colored scrubs may NOT have any characters or designs on them. Please make sure the material is not see-through. You will be permitted to wear a solid white long sleeved shirt underneath the scrub top.
- You may also wear your LIU-POST uniform lab jacket on top of your scrub top, should you be cold. The scrubs may be of any color of your choosing.
- Your LIU-POST nursing uniform may be worn to the lab during your mandatory lab or open hours.
- You are required to wear closed toe shoes, nursing shoes or sneakers. No open toe shoes, sandals, boots, or high heels are permitted.
- As always, all other aspects of our uniform requirement will remain in place (regarding no scarves, hats, sweatshirts, hair up and off the collar, no jewelry, etc.)
- Hats, sweaters, jackets, coats, scarfs, gloves may not be worn unless required for documented religious requirements.

**NURSING LAB STUDENT RESPONSIBILITIES:**

The laboratory courses provide a venue in which to practice clinical skills.

- You are expected to practice with each other in a respectful and professional manner. Designated lab faculties are available for lab instruction and supervision.
- Students are required to meet weekly lab hours as outlined in each syllabus and meet the required lab skill set competencies.
- Students are to take care of the equipment, participate in the clean-up and be responsible for the equipment and materials in terms of safety, maintenance and care.
- Students may only use equipment that has been previously covered in the classroom lecture and lab.
- Students are responsible for reporting any equipment in need of repair to a faculty member.
- Only LIU-POST nursing students are allowed in the Nursing Lab.
- There is absolutely NO eating or drinking permitted in the Nursing Lab.
- OSHA recommendations should be adhered to always.
- The nursing labs are considered clinical areas and therefore all CLINICAL RULES APPLY

- Students are required to purchase equipment/supplies that are essential for their performance.
- Equipment must be maintained in working order.

**CLINICAL PRACTICE REMEDIATION**

A formal Remediation Plan will be developed by the clinical faculty in conjunction with the student and signed by all parties. It will provide the student with an exact plan of skills remediation. The student must contact the ISC staff in order to arrange an appointment to practice the necessary skills within the specific time noted on the remediation plan. An ISC staff or faculty member will sign off on the Remediation Plan once the student has achieved a proficient level. If the student fails to be competent in the remediated skill upon return to clinical, another Academic Warning will be issued. The Clinical Practice Remediation form can be found as Appendix C.

**CLINICAL FAILURE**

All nursing students must pass both the clinical/ISC experiences and theoretical component in order to progress in the nursing program. Students must achieve a passing grade in both the clinical and ISC experiences in order to maintain matriculation in the program. Thus, failure in either the clinical area or the ISC experiences will necessitate the student repeating both the clinical component as well as ISC experiences if eligible.

The Following measures may be taken by the clinical faculty member if a nursing student demonstrates *unsafe, unethical, wrongful, unprofessional or illegal nursing practice*:

- Immediate removal from the clinical area with immediate notification to the program director or nursing chairperson.
- Timely evaluation and anecdotal recording by the nursing faculty with immediate referral to the Department of Nursing Academic Review Committee as needed.
- Depending on the decision of the DON Academic Review Committee the result may require remediation with faculty or immediate dismissal from the Nursing program.

**FAILURE FOR THE CLINICAL DAY**

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

A remediation plan will be defined by the clinical faculty for the student. If the student does not adhere to the remediation plan and fails to demonstrate minimal safe patient care competencies in subsequent clinical experiences, the student will receive a failing grade for that clinical experience. Receipt of two failing grades during a clinical experience will result in failure of both the didactic and clinical component of the course.

A student will receive a clinical failure for the day if the following occur:

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

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

- Unsafe behaviors that have caused harm to a patient.
- Unprofessional or unethical behaviors in the clinical arena or with colleagues, peers, nurses or faculty
- If there is suspicion that a student is under the influence of mind altering substances.
- Misses three days of clinical experiences without a valid and approved excuse from the clinical instructor and the Director of the Undergraduate program.

**CLINICAL EVALUATIONS**

Evaluation is crucial to the learning process. The process allows students to assess their clinical growth, enhance their strength, identify and strengthen their challenges and reflect on their learning abilities. The Clinical Evaluation tool Both tools are available on Blackboard™.

Students are required to achieve selected clinical skills which are listed on the Clinical Skills Competency list. During each clinical and ISC experience, students are to bring the list and check off each selected clinical skill as it is completed. Clinical faculty or course faculty will sign off the selected achieved clinical skill. This is a course objective.
A Clinical Evaluation tool is a formal evaluation process. Students will receive a formal evaluation twice during a clinical experience.

Clinical faculty will provide a formative assessment at mid-point of the semester and a summative assessment at the end of the semester for each nursing student.

Students will be provided with the opportunity to read and review all clinical evaluations and provide additional comments.

A copy of the signed Clinical Evaluation tool will be placed in the student’s permanent academic record.

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

- Pre and post clinical conferences: Pre and post conferences provide an opportunity for students to formally reflect on the learning that has taken place before and immediately after the clinical experience.
- e-Portfolio: please see section on e-Portfolio

**STUDENTS ARE EXPECTED TO DEMONSTRATE:**

- Demonstrate strategic and cumulative competencies outlined in the Clinical Evaluation tool
- Complete the clinical nursing skills outlined in the Clinical Skills Competency list
- Judgment – ability to use pertinent and necessary data to make informed decisions
- Professionalism – ability to conduct oneself as a professional nursing student representing LIU Post in a positive manner

Students will be held accountable in the clinical setting for all previously learned knowledge and skills. This includes, but is not limited to such areas as, pathophysiology, therapeutic communication, medical & surgical asepsis and the skills acquired in all nursing courses. Refer to the Clinical Evaluation Tool at the end of this handbook for expected level performance criteria.

**BELOW EXPECTED LEVEL RATING**

Students may receive a rating of below expected when:

- Late submission of clinical work
- Late arrival to the clinical site
- Unprepared for the clinical experience: examples include failure to bring clinical tools, medication calculation card or does not complete pre-learning required clinical activity
- Fails to meet the minimal clinical performance criteria as defined on the Clinical Evaluation tool
CLINICAL EVALUATIONS/BEL ow LEVEL

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

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

CELL PHONE USE

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

LIU POST - SUBSTANCE ABUSE POLICY

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

http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Undergraduate/Policies
MEDICAL HEALTH CLEARANCES - CRIMINAL BACKGROUND CHECKS AND DRUG SCREENINGS

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

1. Health Evaluation Requirements
   The LIU-POST Nursing program has partnered with Castle Branch to make the collection and management of your immunization records quicker and simpler. Through this online service, you will be able to electronically upload copies of your records which will automatically be made available to your program clinical coordinator and administrator. The service allows you to create your own student account which will house copies of your records that you will be able to access even post-graduation at any time. Follow the directions on the student instruction form to place your order online and begin the process.
   - There is a one-time fee of $35.00 that will allow you the ability to upload any requested documents by your nursing program for however long you are in the program.
   - The system will alert you to any updates associated with your records. Annual physical, required lab work PPD, immunizations and titers are required.
   - Proof of immunizations must include date, titer and results.
   - All students must upload his/her documents by the semester/year deadline.
   - NO STUDENT will be permitted to attend clinical site rotations unless all criteria/documents are uploaded and cleared by the clinical coordinator. Which will result in clinical failures for the missed days.
   - Be advised that clinical partners may require you to be blood and or urine drug tested prior to your clinical rotations.
   - REMINDER: Make copies of ALL documents submitted to the LIU-POST DON. You will need copies for your own records.
   - The Nursing Department DOES NOT retain copies of student Health Clearance documents in student files.
   - Keeping a current record of health related materials is the students' responsibility.
   - All students must upload his/her documents by the semester/year deadline. NO STUDENT will be permitted to attend clinical site rotations unless all criteria are met.

2. Each academic year, all nursing students must complete and submit an annual physical exam.
3. Each academic year, all nursing students must submit negative Tuberculosis Testing (PPD). This can be met with a skin test or a Quantiferon Gold serum result. Results must be negative. For students with a new positive reactivity: a chest x-ray and medical clearance is necessary and must be filed before the start of the academic year. For students with a history of positive reactivity: a chest x-ray, no older than two years is acceptable. The nursing student is responsible for assuring that the x-ray remains within the two years span each academic year.
   Please note: BCG vaccination is not an acceptable proof of immunity.
4. Vaccinations:
   a. Tetanus/Diphtheria – proof of vaccination within 10 years.
   b. Measles/Mumps/Rubella/Varicella – proof of immunity is documented titers. If the nursing student cannot demonstrate immunity, vaccinations are required and MUST be completed 8 weeks before the start of clinical experiences. At that point, documentation of titers is required before the start of clinical.
   c. Influenza annual vaccination – Nursing students and faculty are required to be vaccinated with the current flu vaccine each year. Proof of this vaccination may be required by the healthcare institution and will be required by the DON as part of the healthcare clearance guideline. Nursing students who decline the flu vaccine or it has contraindicated they may attend clinical wearing a mask and or must adhere to the institutions policies.
   d. Hepatitis B vaccination – proof of immunity is a documented titer. For students who have or will be refusing the Hepatitis B vaccination, a declination of vaccination form must be signed and filed with the DON.
   e. Other vaccinations: The New York State Department of Health (DOH) may require from time to time additional vaccinations. Nursing students are expected to comply to these regulations.

5. Nursing students may be subject to background checks by the healthcare institution they are attending to complete their clinical experiences. Students will be notified with as much advance notice as possible if this requirement is needed.

6. Nursing students may be subject to fingerprinting by the healthcare institution they are attending to complete their clinical experiences. Students will be notified with as much advance notice as possible if this requirement is needed.

7. Nursing students may be subject to drug screening by the healthcare institution they are attending to complete their clinical experiences. Students will be notified with as much advance notice as possible if this requirement is needed.

8. Nursing students may be required to attend healthcare institution orientation. It is the responsibility of each student to make arrangements and attend these orientations as needed/requested that may occur prior to the beginning of the semester.

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

10. BSN nursing students are required to purchase and maintain nursing student malpractice insurance. Documentation of coverage is required to be filed no later than the first week of the second year (prior to the commencement of NURS 130/130C). Failure to provide documentation will prevent the nursing student from attending clinical experiences.

   Please review the attendance policy in clinical located in this UGHB.

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

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

Nursing students must carry nursing student malpractice insurance. Please note the inclusion does not infer LIU Post endorses or is affiliated with any of these entities:
NSO http://www.nso.com/
http://www.nso.com/Individuals/Professional-liability/student-nurse-malpractice-insurance
http://www.proliability.com/professional-liability-insurance/students
http://www.hpso.com/individuals/professional-liability/nursing-malpractice-insurance

CERTIFICATIONS

1. CPR/AED
- Students are required to maintain a current and valid American Heart Association CPR-AED certification.
- At the start of the second year of the nursing program students are to acquire and maintain a valid certification renewing it as appropriate while in the nursing program.

2. NYS INFECTION CONTROL MANDATED TRAINING
Students are required to take the New York State mandated training module in order to meet requirements of a Registered Professional Nurse license in the State of New York.
Website: http://www.elearnonline.net/

- Students are to print and download their certificates.
- One copy of the certificates will be filed in the student’s file within the Department of Nursing.
- The second copy will become part of the student’s e-Portfolio.

STUDENT INFORMATION

ATTENDANCE and PUNCTUALITY POLICY: UNDERGRADUATE PROGRAM

There are NO absences permitted in the nursing program. Students are expected to arrange their personal schedules to accommodate nursing program requirements throughout the course of study.
- Students are expected to attend all classes regularly and punctually.
- Students that miss a class are responsible for obtaining assignments (whether listed in the course syllabus, or given during a class or otherwise)
- Students are expected to attend and arrive on time and prepared for EVERY class, clinical rotations, lab, simulation and nursing events.
• If it is necessary to miss a class due to illness or other significant life events, you must notify the instructor/professor a minimum of 2 hours before class by e-mail to receive an excused absence. The Department of Nursing reserves the right to deem an absence as excused or unexcused.
• Students must have documentation to support the absence (i.e. medical note, hospital receipt, death certificate).
• 2 or more lateness to class (15 minutes or more) will result in one unexcused absence.
• There are no make-up exams or projects for missed course exams, final exams or ATI exams

LECTURE:
• 2 Excused absences may be permitted due to illness or other significant life events Department of Nursing reserves the right to deem an absence excused or unexcused.
• 1 unexcused absence will result in a lowering of 1 letter grade

2 unexcused, or more than 2 excused, absences will result in failure of the course with immediate suspension in class, clinical or lab attendance.

CLINICAL:
• 1 excused absence may be permitted due to illness or other significant life events (i.e. illness, birth, death). Documentation must be presented to support the excused absence. The Department of Nursing reserves the right to deem an absence as excused or unexcused. The absence must be made up within one week.
• ANY unexcused absence will result in a failure of the clinical portion of the course which results in the course failure with immediate termination of course attendance.

TESTING:
Students are required to take course exams, final exams and ATI exams on the scheduled day and time.

LATE ASSIGNMENTS:
• All assignments must be completed by the due date.
• There will be a 1 point per day deduction for an assignment that is late, unless prior arrangements are made with the course Professor.
• After 5 days the assignment will no longer be accept and the grade will be zero.
PREGNANCY POLICY: LIU POST SHPN

Consistent with LIU’s Title IX policy, LIU SHNP does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Pregnant or parenting students seeking accommodation may contact the Learning Support Center at 516-299-3057 or email Post-LearningSupport@liu.edu.

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

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

Due to SHPN’s sequential didactic and clinical program requirements (e.g., supervised site clinical rotations), a student requesting multiple or extended absences should work with the faculty/clinical director/dean to determine whether making up the missed clinical hours is achievable or if a leave
of absence would be a more appropriate where supervised clinical absences cannot be made up at the site until the next academic year.

If SHPN is unable to schedule make-up session(s) with the clinical site during the term, the student will be required to withdraw or take a leave of absence until such time that the clinical course is next offered. If a Leave of Absence is necessitated, the student will be reinstated at the same status held before the leave.

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

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

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**PROFESSIONAL E-PORTFOLIO**

An e-Portfolio is a collection of work organized in a professional manner that follows the path from nursing student to graduate nurse to working as a registered professional nurse. According to Benner (1978) and her concepts of “from novice to expert” nurses move through a professional path on a lifelong journey of learning.

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

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

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

o An e-portfolio is a collection of work developed and organized in a professional manner over time.

MEMBERSHIP IN THE NURSING STUDENTS’ ASSOCIATION OF NEW YORK (NSANYS) www.nsanys.org

The DON strongly values membership in professional associations. We believe, that, as professionals, it is our individual and collective responsibility to support professional associations and to participate in professional activities and networking. As such, undergraduate nursing students are highly recommended to become members of the NSANYS upon entering the undergraduate nursing program and maintain membership for the duration of the program.

STUDENT NURSES ASSOCIATION AT LIU

Students in the BS program are members of the Student Nursing Club. The STUDENT NURSES ASSOCIATION AT LIU participates in community focused activities. A Department of Nursing faculty advisor will facilitate communication and oversee the Student Club.

E-MAIL COMMUNICATION

All email communication with faculty, staff and administrators at LIU Post must be carried out in a professional manner UTILIZING THE LIU E-MAIL SYSTEM. All students are provided with an LIU email account for all program related communication and will be held responsible for checking their emails on a minimum daily basis. The following email format is required:

1. The subject line must include a clear description of content being address in the body of the email.
2. If the subject matter relates to a course, the subject heading must include the course name and title.
3. The body of the email must include a greeting and must end with your full name.
4. If attaching a document, this document must contain your name and the course number and title (when applicable).

o Emails received by faculty, staff and administrators at the SHPN or the DON will be replied to with a confirmation of receipt of the student’s LIU email.

o If a student does not receive a confirmation of receipt within three business days, he/she must resend that email or contact the faculty, staff or administrator by other means.
LIU-POST has a **NO TEXTING** policy regarding official communications and any such communication will not be considered evidence of official communications.

**BLACKBOARD™ AND CENTER FOR STUDENT INFORMATION (CSI)**

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

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

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

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

[https://blackboard.liu.edu/](https://blackboard.liu.edu/) or [http://it.liu.edu/CSI](http://it.liu.edu/CSI)

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

Orientation and access to campus networks/Wi-Fi: [https://it.liu.edu/tutorials/campus-help-desk/](https://it.liu.edu/tutorials/campus-help-desk/)

Hardware recommendation: [http://it.liu.edu/Hardwaresoftware](http://it.liu.edu/Hardwaresoftware)

LIU Post Online Protocols: [https://it.liu.edu/about-us/it-policies/](https://it.liu.edu/about-us/it-policies/)

**DISABILITY SUPPORT SERVICES (DSS)**

If you are a student with a documented disability, medical condition, or think you may have a disability, and will need accommodations, academic adjustments, auxiliary aids, or other services, please contact Marie Fatscher in Disability Support Services (Post Hall, Lower Level, C10) at 516-299-3057 or marie.fatscher@liu.edu to request services, accommodations or for additional information. Additional information is also available on the DSS website: [www.liu.edu/post/dss](http://www.liu.edu/post/dss)
The Center for Healthy Living offers supportive psychological and nutritional services Monday – Friday 9 am to 5 pm and is located in Post Hall, Lower Level – South Entrance (parking lot side of building.) Additional information is available by emailing post-healthyliving@liu.edu or calling Lynne Schwartz at (516) 299-4162.

**TITLE IX:**
It is the policy the School of Health Professions and Nursing to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex (including sexual harassment and sexual violence) in the University's educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination. Title IX states that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. The University’s Policy on Title IX can be found at [http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards.aspx](http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards.aspx)

**CHANGE OF ADDRESS, TELEPHONE, AND NAME**
Should any personal identification or contact information, be changed, it is the student’s responsibility for notifying the DON administrative assistant, the faculty member, and the University Registrar of such changes immediately.
- Both the University and the DON maintain student records and use this information for contacting students and for mailing important information.
- Neither the DON, nor the University, can assume responsibility for mail sent to a student that is not received by the student.

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

[http://www.liu.edu/About-LIU/University-Policies/Sexual-Respect](http://www.liu.edu/About-LIU/University-Policies/Sexual-Respect)

[http://www.liu.edu/Human-Resources/Human-Resources-Policies/Anti-Harrassment-Discrimination-Policy](http://www.liu.edu/Human-Resources/Human-Resources-Policies/Anti-Harrassment-Discrimination-Policy)

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

Performing activities which do not fall within the legal scope of professional nursing practice.

Recording or reporting inaccurate data regarding client assessments, care plans, nursing interventions, and/or client evaluations.

Failing to recognize and/or report and record own errors (incidents) performed in relation to client care. See Medication Administration Policy

Having physical, mental, and/or cognitive limitations which endanger or impair the welfare and safety of the client and/or others.

Disclosing confidential or private information inappropriately. See "Confidentiality and Privacy" section.

Behaving in a disrespectful manner toward clients, faculty and/or other health team members. Arriving late to the clinical area. Does not follow reporting protocol when absent from the clinical rotation.

Attending clinical experiences while under the influence of alcohol or drugs, including prescriptive medication which may impair performance or excessive lack of sleep. The clinical faculty member must be notified immediately of any prescriptions taken before or during clinical.

The student must be alert and actively participate in the learning situation.

2. **WRONGFUL ACTS ARE DEFINED AS FOLLOWS:**

   a. **Negligence:** is a careless act of omission or act that results in injury to another. Every individual is responsible for conducting himself/herself in a reasonable and prudent manner at all times, and failure to do so constitutes negligence.

   b. **Malpractice:** is negligence of a professional nature. Unprofessional actions or professional misconduct that injure or harm another is considered malpractice.

3. **The following measures may be taken by the clinical faculty member if a nursing student demonstrates unsafe, unethical, wrongful, unprofessional or illegal nursing practice as defined above:**

   a. Immediate dismissal from the clinical area.

   b. Timely evaluation by nursing faculty and referral to the Nursing Academic Review Committee as needed.

   c. Depending on the decision of the Academic Review Committee the result may require remediation with faculty or immediate dismissal from the Nursing Program.

**COMMENCEMENT:**

Nursing Students meeting all criteria for LIU-POST BS in Nursing Degree will be recommended for graduation/commencement.

**Graduation Requirements and Recommendation for the NCLEX-RN Licensing Exam**

Students are recommended for graduation and the NCLEX-RN Licensing Exam upon satisfactory completion of all academic and clinical education requirements.
THE FOLLOWING ARE REQUIRED:

1. Satisfactory completion of all general education course requirements.
2. Satisfactory completion of all Professional (Clinical) education requirements.
3. Overall CGPA of 3.0, with minimal grades of C+ or better in all designated courses and nursing courses
4. Filing of a completed application for LIU-POST graduation online that the beginning of your final semester.
5. Bursar account cleared.
6. Have no disciplinary action pending or in progress.
7. Recommendation by the Department of Nursing faculty and Academic Review Committee.
8. Official graduate from LIU-POST

PINNING CEREMONY

The pinning ceremony is a symbolic welcoming of new nurse graduates into the nursing profession. Qualified nursing students will participate in the pinning ceremony and be presented with pins by the faculty of the Department of Nursing. Pinning ceremonies are held prior to graduation.

NURSING STUDENT AWARDS

Students are acknowledged and given awards based on his/her academic performance and other criteria established by the Department of Nursing.

In addition to college-wide awards, the Department of Nursing will sponsor student awards. Criteria for these awards will be based on qualities such as leadership, college involvement, academic performance and/or service. The nursing department confers the following awards to graduating seniors:

- **Excelsior Award in Nursing**
  Conferred by the Nursing Faculty upon the graduating student with the highest overall Grade Point Average.

- **Nursing Leadership Award**
  Conferred by the Nursing department faculty upon the graduating student who has demonstrated service to the students and faculty of the program in Nursing and to the LIU-POST community to large.

- **Nursing Chairs Award**
  Conferred by the Chair of the Department of Nursing upon the graduating student who has demonstrated significant perseverance in the pursuit of success in Nursing.
• **Florence Nightingale Award in Nursing**
  Conferred by the faculty of the Nursing Department upon the graduating student who best embodies the spirit of Nursing.

• **NACLI Award - Nurses Association of the Counties of Long Island**
  Conferred by the faculty of the Nursing Department upon one graduating student who has shown the most outstanding leadership qualities.

**RECOMMENDATION LETTERS**

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

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

LIU POST
SOCIAL MEDIA FORM

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

POLICY ON SOCIAL MEDIA

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

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

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

Principles for Social Networking, and 6 Tips to Avoid Problems” (PDF):

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

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

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

Date: __________________ Signature ________________________________

Health Clearance Form for School of Health Professions and Nursing Students

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

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>DATE OF BIRTH</th>
<th>SEX</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>LIU ID #</th>
<th>TELEPHONE NUMBER (DAY)</th>
<th>ALTERNATE TELEPHONE NUMBER (IE. CELL PHONE, ETC.)</th>
<th>PERSON TO NOTIFY IN EVENT OF EMERGENCY/TELEPHONE NUMBER</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**SECTION II: HEALTH HISTORY**

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

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

- Allergies
- Arthritis
- Asthma
- Cardiovascular disease
- Cardiac disease, heart trouble, abnormal heart rate
- Chronic or frequent colds
- Contacts lenses or glasses
- Diabetes, uncontrolled
- Drug, alcohol or narcotic habit
- Ear, eye, nose or throat problems
- Feeding
- Fear of tight or enclosed spaces
- Gastrointestinal disorder (upper, lower)
- Head injury/subdural hematoma
- Heart disease, heart attacks, heart failure
- High or low blood pressure
- High blood pressure, uncontrolled
- Injuries
- Immunocompromised (Yes, specify)
- Kidney disease
- Lung disease: (Cysts, emphysema, chronic bronchitis)
- Mental or emotional problems
- Mumps
- Neurological disease (stroke, etc.)
- Orthopedic problems (back pain, deformities)
- Persistent cough, difficulty in breathing, breathing problems
- Respiratory disorder
- Rheumatic Fever
- Retinitis pigmentosa
- Surgery List

*Indicates medical questions required for respirator use

**SECTION III: HEPATITIS VACCINE DECLINATION**

*(To be completed by student – check appropriate statement)*

- I have received a Hepatitis B vaccination series.

**SECTION IV: RELEASE OF INFORMATION**

*(To be completed by student)*

I hereby authorize the physician/health care practitioner listed on the reverse of this form to forward my Health History and Medical Records to Long Island University School of Health Professions and Nursing and to any of the Clinical Affiliates as required by Title 10 and other governing agencies.

Signature: ___________________________ Date: ____________

I hereby authorize the physician/health care practitioner listed on the reverse of this form to forward my Health History and Medical Records to Long Island University School of Health Professions and Nursing and to any of the Clinical Affiliates as required by Title 10 and other governing agencies.

Signature: ___________________________ Date: ____________

10/09 BH
**SECTION V: IMMUNOLOGICAL INFORMATION:**
*(TO BE COMPLETED BY A LICENSED PHYSICIAN, NURSE PRACTITIONER, OR PHYSICIAN ASSISTANT)*

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

<table>
<thead>
<tr>
<th>DATES</th>
<th>TESTS</th>
<th>RESULTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Given:</td>
<td>PPD (Tuberculosis) Skin Test:</td>
<td>□ Erythema [mm]</td>
<td></td>
</tr>
<tr>
<td>/20__</td>
<td>Only P.P.D. results past 6 months will be acceptable.</td>
<td></td>
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</tr>
<tr>
<td>Date Read:</td>
<td>Only Mantoux is acceptable</td>
<td>□ Induration [mm]</td>
<td></td>
</tr>
<tr>
<td>/20__</td>
<td>If Quantiferon-TB Gold test or T-SPOT tests are used please indicate results as</td>
<td></td>
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<tr>
<td>Data Taken:</td>
<td>□ Positive or □ Negative</td>
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<tr>
<td>/20__</td>
<td>Only non reactive test results are acceptable</td>
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<tr>
<td>Data Taken:</td>
<td>Chest X-ray: (Only required if PPD is positive)</td>
<td>See Report</td>
<td></td>
</tr>
<tr>
<td>/20__</td>
<td>□ CXR Not Needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of Test</td>
<td>Rubella (Measles) Titer:</td>
<td>□ Immune</td>
<td></td>
</tr>
<tr>
<td>/20__</td>
<td>Expected Result: IMMUNE</td>
<td>□ Not Immune</td>
<td></td>
</tr>
<tr>
<td>Date of Test</td>
<td>Rubella (German Measles) Antibody Titer:</td>
<td>□ Immune</td>
<td></td>
</tr>
<tr>
<td>/20__</td>
<td>Expected Result: IMMUNE</td>
<td>□ Not Immune</td>
<td></td>
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<tr>
<td>Date of Test</td>
<td>Mumps Titer:</td>
<td>□ Immune</td>
<td></td>
</tr>
<tr>
<td>/20__</td>
<td>Expected Result: IMMUNE</td>
<td>□ Not Immune</td>
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<tr>
<td>Date of Test</td>
<td>Varicella (Chicken Pox) Titer:</td>
<td>□ Immune</td>
<td></td>
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<tr>
<td>/20__</td>
<td>Expected Result: IMMUNE</td>
<td>□ Not Immune</td>
<td></td>
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<tr>
<td>Date of Test</td>
<td>Hepatitis B Surface Antibody Titer:</td>
<td>□ Immune</td>
<td></td>
</tr>
<tr>
<td>/20__</td>
<td>Expected Result: IMMUNE</td>
<td>□ Not Immune</td>
<td></td>
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<tr>
<td>Date of Test</td>
<td>RPR (Syphilis) Titer:</td>
<td>□ Positive</td>
<td></td>
</tr>
<tr>
<td>/20__</td>
<td>Expected Result: NEGATIVE</td>
<td>□ Negative</td>
<td></td>
</tr>
<tr>
<td>Date Administered</td>
<td>Tdap Tfnanus-Diphtheria-Pertussis Toxoid Booster</td>
<td>□ Needed</td>
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<tr>
<td>/20__</td>
<td>Recommended if last injection &gt;= 5 years.</td>
<td>□ Not Needed</td>
<td></td>
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</tbody>
</table>

**SECTION VI: HEALTH CARE PRACTITIONER SIGNATURE/INFORMATION:**
*(TO BE COMPLETED BY A LICENSED PHYSICIAN, NURSE PRACTITIONER, OR PHYSICIAN ASSISTANT)*

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

- [ ] Yes
- [ ] No
  
  Please specify reason(s):
  
  ____________________________________________________________
  
  ____________________________________________________________

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

[ ] Physician  [ ] Nurse Practitioner  [ ] Physician Assistant

Signature and/or Name:

Name (Print name): ____________________________
Address: ____________________________________
Telephone: ____________________________
Date of Examination: ____________________________

Reviewed 6/19
Appendix- C

LIU Post Remediation Form

Clinical ________ Theory _______

Student Name: ___________________________________________________________

Faculty/Course/Location: __________________________________________________

Date: ___________________________________________________________________

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

Description of faculty concern:

Remediation action recommended:

Skills needing remediation:

Learning objective:

Date skill(s) completed:

Faculty Signature: _____________________________________

Student Signature:_____________________________________

Cc: Student file
    Student copy
    Advisor file

Reviewed 6/19
**Appendix D**

**LIU POST – DEPARTMENT OF NURSING**  
**CORRECTIVE PLAN OF ACTION FORM**

Student Name: __________________________  Date: __________________________
Faculty: ___________________________________________________________________

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

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

<table>
<thead>
<tr>
<th>Problem</th>
<th>Specific Activities (The student will fill in this section. Add activities that will facilitate achievement of the outcome)</th>
<th>Outcome Measurement (What student and faculty will see, hear or feel to verify accomplishment)</th>
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**A “SMART” Objective:**
1. Specific  
2. Measurable  
3. Achievable  
4. Results centered  
5. Time bounded

At completion of the time frame:

Date: __________________________________________________________________

Reviewed 6/19
Student Signature: ____________________________________________

Faculty Signature: ____________________________________________

Cc: Student file
    Student copy
    Advisor file

Rev. 10/18

Reviewed 6/19
Appendix- E

LIU – POST
CLINICAL GUIDELINES
CLINICAL PROFESSIONAL BEHAVIORS

Clinical course/Semester: ________________________________________________________

Healthcare Institution/Facility/Unit: ________________________________________________

Clinical Instructor: __________________________________________________________________

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

Students will:
1. Have read and understand the School of Health Professions and Nursing and the Department of Nursing – Nursing Student Handbook regarding professional behaviors.
4. Adhere to the healthcare institution/facility/unit policy on the use of digital devices to include mobile phones and social media

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

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

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

Student Signature: _____________________________________________________________ Date: ______________________

References:
APPENDIX- F

NYS Nurse Practice Act

LEGAL DEFINITION OF NURSING PRACTICE
NEW YORK STATE
Effective March 15, 1972

Section 6901:

Definitions as used in section 6902:

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


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

Section 6902:

Definitions of practice of nursing:

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

2. The practice of nursing as a licensed practical nurse is defined as performing tasks and responsibilities within the framework of case-finding, health teaching, health counseling, and provision of supportive care under the direction of a registered professional nurse or licensed or otherwise legally authorized physician or dentist.

Section 6906:

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

Reviewed 6/19
APPENDIX- G

LONG ISLAND UNIVERSITY -POST
SCHOOL OF THE HEALTH PROFESSIONS and NURSING

TECHNICAL STANDARDS FOR ADMISSION, MATRICULATION AND CONTINUED PROGRESSION IN THE NURSING PROGRAM

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

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

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

Students are held to the following Professional and Technical Standards:

- American Association of Colleges of Nursing (AACN) Program 9 Essentials (2008) and Accreditation Standards (AACN, 2018)

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

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

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

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

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

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

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

I have reviewed the Communication Chain of Command for the Nursing Program and had an opportunity to discuss them with a faculty member.

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

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**References:**


Reviewed 6/19
APPENDIX H:

Introduction

The Undergraduate Nursing Handbook (UGNH) Attestation

Acknowledgment of Receipt of the Undergraduate Nursing Handbook

School of Health Professions and Nursing

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

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

Student’s name (printed) _____________________________
Student’s signature ________________________________
Date: ________________________________

Reviewed 6/19
APPENDIX I

LONG ISLAND UNIVERSITY -POST
SCHOOL OF THE HEALTH PROFESSIONS and NURSING

STUDENT MEDICATION ADMINISTRATION CONTRACT*

- I have received a medication administration review at post conference on _____________.
- I fully understand the accountability of administering any and all medications.
- I fully understand the medication administration system of the 7 rights and realize the seriousness of a medication error.
- While I am a student, I am to only administer medication under the guidance of the instructor. If a medication administration request is made by the patient or nurse, I understand that I must consult with my professor, and I cannot administer the medication without doing so.
- If any medication administration step is eliminated which jeopardizes patient safety, the consequences are disciplinary which can include clinical deficiency notice, failure for the day, failure of the course or dismissal from the Nursing Program.

NAME PRINTED: _____________________________________________________________

SIGNATURE: ____________________________________ DATE: ______________________

*This signed contract will become part of the student’s file.