



HOFSTRA NORTHWELL
SCHOOL *of* NURSING
AND
PHYSICIAN ASSISTANT STUDIES

Bachelor of Science with a major in Nursing Program

Student Handbook

Hofstra Northwell School of Nursing and Physician Assistant Studies

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August 2024

Nursing Program Student Handbook
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INTRODUCTION

The Bachelor of Science with a major in Nursing (BS(N)) program Student Handbook outlines university-wide and program-specific policies and regulations. The Handbook is designed to supplement rather than supplant existing university policies and procedures, including those set forth in the Undergraduate Bulletin and Guide to Pride. This Handbook covers policies for the curriculum, including specific guidelines and additional policies for the clinical courses. The program reserves the right to amend policies. Students will be notified in writing of any changes to this Handbook. Students are subject to the guidelines, procedures, and regulations of the most recent version of the Handbook. All students, regardless of when they entered the program, will be provided with the latest version of the Handbook as it becomes available.

ACADEMIC CALENDARS

Hofstra University Academic Calendars can be found at:

https://www.hofstra.edu/studentaffairs/student-services/academicrecords/acdrec_calendars.html

P.R.I.D.E. Principles

https://www.hofstra.edu/studentaffairs/deanofstudents/commstandards/commstandards_prideprinciples.html

NURSING ADMINISTRATION AND FACULTY

<https://www.hofstra.edu/academics/colleges/nursing-physician-assistant/graduate-nursing-faculty.html>

HISTORY OF THE SCHOOL

Hofstra University is a private institution whose primary mission is to provide a quality education to its students in an environment that encourages, nurtures, and supports learning through the free and open exchange of ideas, for the betterment of humankind. Hofstra University is fully committed to academic freedom and to the transmission, advancement, and preservation of knowledge for its own academic community and for the community at large. Hofstra University offers undergraduate and graduate programs taught by a research-active and professionally engaged faculty. As part of this mission, Hofstra University is dedicated to the pre-professional, professional, master's and doctoral programs that support a wide range of career aspirations (http://www.hofstra.edu/about/about_mission.html).

The BS(N), like Hofstra University at large, is devoted to recruiting and retaining a highly qualified and diverse academic community of students and faculty. An innovative curricular design reflects an adult learning approach that fosters experiential learning approaches using an interprofessional framework and advanced technology. All faculty are committed to excellence in teaching, scholarly research, evidence-based clinical practice, and service. The University emphasizes and supports the creation and synthesis of knowledge as well as its dissemination. The best education for students is one informed by their teachers' scholarly and professional pursuits and accomplishments.

Mission, Vision, and Values

Mission Statement

The Hofstra Northwell School of Nursing and Physician Assistant Studies, through an interprofessional learning model, will graduate healthcare professionals who will be prepared to provide quality, holistic, scientifically sound, and evidence-based patient-centered care while optimizing the health and well-being of diverse populations and communities for the betterment of humanity.

Vision Statement of the Hofstra Northwell School of Nursing and Physician Assistant Studies

The Hofstra Northwell School of Nursing and Physician Assistant Studies aims to be the global leader in interprofessional education preparing the next generation of health care professionals. The Hofstra Northwell School of Nursing and Physician Assistant Studies will incorporate the diverse academic programs and infrastructure of Hofstra University, as well as the significant clinical activities and educational resources of Northwell Health.

Values

Graduates of the Hofstra Northwell School of Nursing and Physician Assistant Studies will be recognized by their practice and conduct as exemplary health professionals. The core values of the Bachelor of Science with a major in Nursing

program is to create the curricular framework for the continued development of our learners' professional identity formation as registered nurses. The ten values make explicit for students those tenets of professionalism to be demonstrated in their new healthcare roles:

Collaboration

We work to enhance the registered nurses', as well as communities of practice, collaborative efforts to partner with the populations we serve as well as our interprofessional colleagues to provide quality, safe patient care. Collegiality, teamwork, and partnership will be the cornerstone of our success in the advancement of our commitment to the health and well-being of our consumers and each other.

Courage

We promote the ethical, moral, and mental fortitude that enables our registered nurses, as well as communities of practice, to advocate in support of the healthcare consumers' values, beliefs, and preferences.

Diversity

In appreciation of the broad range of human needs and perspectives, we support a diverse learning community that prepares our registered nurses, as well as communities of practice, to provide care that embraces the commonalities and differences of our healthcare consumers.

Excellence

We are committed to developing registered nurses, as well as communities of practice, who challenge the existing norms to achieve exemplary value-based healthcare outcomes while increasing access to care.

Global Health

We prepare registered nurses, to function in a variety of settings as well as communities of practice, to impact global health.

Humanism

We prepare our registered nurses, as well as communities of practice, to deliver care that is respectful of and responsive to the preferences, needs and values of the healthcare consumer through effective communication and consumer participation.

Innovation

We believe in a creative and evolving educational approach to the development of registered nurses, as well as communities of practice, enabling them to respond to the ever-changing needs of a broad spectrum of consumers in a dynamic healthcare environment.

Leadership

We believe that leadership is an important value for all of our stakeholders. We will inspire both our faculty and students to have the courage to lead and positively influence the future state of healthcare in the 21st century.

Learning

We provide an interprofessional learning environment committed to student-centered academic and clinical development, personal and professional growth, and life-long learning.

Scholarship

We foster a culture of excellence that supports our faculty and students' engagement in the continuum of scholarship, from discovery, integration, application, and education, encouraging them to link scientific inquiry and cutting-edge research with the provision of high quality, evidence-based, patient-centered care to advance global health.

Philosophy

The faculty of the Hofstra Northwell School of Nursing and Physician Assistant Studies, in accord with the academic practice partnership of Hofstra University and Northwell Health, believes in holistic integrative practice that respects the inherent worth and dignity of all persons. Every individual, family, group, and community are viewed as unique bio-psycho-social entities in constant interaction with a changing environment.

Nursing meets the actual and potential needs of diverse individuals, groups, and communities by advocating for vulnerable populations to attain, maintain, and retain optimum health. Nursing is both a science and an art, which focuses on the diagnosis and treatment of human responses. Nursing within an inter-professional team integrates theory and practice within a framework of shared decision-making. Nursing provides health care for individuals, families, and communities. Central to professional practice is advocating for the protection of societal harm. Communication, leadership, and collaboration skill mastery is as essential to nursing practice as is clinical expertise. Therefore, the School of Nursing fosters nurses to assume a lifelong professional commitment to scholarship, practice and learning by upholding the ANA's Professional Code of Ethics.

Baccalaureate nursing education is based on liberal arts, humanities, and sciences. This foundation distinguishes baccalaureate nurses by preparing them to communicate, evaluate, and provide humanistic health care. Professional nursing education includes nursing's scientific body of knowledge, which is augmented by the findings of multidisciplinary research. Baccalaureate education prepares the nurse generalist in a beginning leadership role as a member of an interdisciplinary health care team who is able to practice in a variety of settings. The faculty believes that learning is an iterative process that fosters the four components of our organizing framework: values, role, knowledge, and readiness for practice.

Since the inception of the school in 2015, the seminal research of Dr. Patricia Benner has conceptualized the longitudinal development of nursing process and expertise. Benner conceptualized how expert nurses develop skills and understanding of patient care not only through education but also through experiences. Benner's theory proposes an approach to the learning process that highlights the importance of clinical experience as an extension of practical knowledge. Experience is a prerequisite for expertise. Benner's theory guides clinical and didactic experiential learning as the curriculum is learner centric with faculty serving as mentors and preceptors developing curriculum that builds upon the arts and humanities to create a novice nurse. The development of critical thinking skills is what supplements technical knowledge. Not all of the knowledge embedded in expertise can be captured in theoretical propositions, or with analytic strategies that depend on identifying all the elements that go into the decision. However, the intentions, expectations, meanings, and outcomes of expert practice can be captured by interpretive descriptions of clinical practice (Benner, 1984, p. 4). A novice nurse initially will rely on the technical "black and white" knowledge gained through textbooks and training. Only with clinical experience will these nurses move from task-oriented skills to the more "gray" areas encountered when caring for diverse patient populations. As students progress through baccalaureate preparation, they move from arts, humanities, and scientific knowledge to the development of skill-based acquisition and physical examination to developing a strong therapeutic relationship, understanding, and managing physiologic reactions and mental health concerns, and integrating complex and numerous sources of information to provide a holistic view of the patient.

Organizing Framework

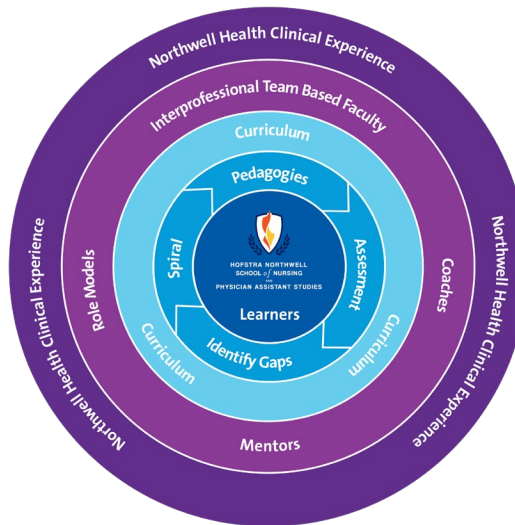
The organizing framework is derived from the philosophical foundations of the academic practice partnership between Hofstra University and Northwell Health. Building upon the mission and vision, the organizing framework has four components: values, role, knowledge, and readiness for practice. These components are taught programmatically through the pillars of leadership, scholarship, and service to provide a construct for development of objectives and outcomes. The components are spiraled within a circular learning practice environment.

The framework model is visualized as a circular process with the student learner at the core. An innovative environment that partners practice and scholarship envision the baccalaureate learner acquiring arts, sciences and humanities utilizing pedagogies that identify gaps in prior education through longitudinal assessments. Faculty serve as mentors, coaches, and roles models to deliver and refine curriculum through rapid cycle continuous improvement.

This circular framework model is supported by four major components of the program: values, role, knowledge, and readiness for practice. The first major component, Values, is defined as the system of beliefs that guide behavior,

attitudes, and moral judgment. Personal values reflect cultural and social influences, relationships, and individual needs. Professional values guide nurses' behavior to act in a manner consistent with nursing responsibilities and standards of practice. We believe professional values can be formed through critical thinking, mentorship, and experiential learning. The core values of the school create the curricular framework for the continued development of our learners' professional identity formation as nurses. The ten values, as mentioned above, make explicit for students those tenets of professionalism to be demonstrated in their new healthcare roles.

Our Learning Framework



The second major component is role. The faculty believe key components of the role of the nurse include being providers of care, managers of care, advocates for care and members of the profession. Professional identity including both personal and professional development, involves “the internalization of core values and perspectives recognized as integral to the art and science of nursing” (National League for Nursing, NLN, 2010, p. 68) and is socially constructed (Mazhindu, Griffiths, Pook, Erskine, Ellis, & Smith, 2016). The baccalaureate degree nurse provides direct and indirect nursing care to individuals, families, groups, and populations. The baccalaureate graduate has the ability to individualize nursing diagnoses and protocols to enhance the design and coordination of preventative, complex and restorative care. The third major component is knowledge. The general education curriculum provides a foundation of liberal arts and sciences for the baccalaureate student. These courses help provide the basic psychosocial, humanistic, and ethical learning to assist students in developing an appreciation of each person's interaction with health and illness. The knowledge gained enhances the nurse's ability to critically think, empathically communicate and respond to illness with a patient centered humanistic approach.

The baccalaureate student's general education core is expanded to provide a more in-depth science basis and global view of society. These courses include physical sciences, sociology, psychology, and humanities. The support courses of pathophysiology, pharmacology and health assessment are integrated into the nursing curriculum as the student progresses into complex nursing theory and application.

The final component, readiness for practice, is the major component of the organizing framework, recognizing the systematic approach used in the profession of nursing and incorporates the other three components, role, knowledge, and values, to evaluate the needs of individuals, groups and/or communities. Nursing process involves assessment, planning, implementation, and evaluation on a continual basis. All nurses are prepared to use this process, but as one acquires additional knowledge, the nurse begins to use the components of the process in unique and innovative approaches. The nurse learns to advocate for patients, families, and communities in interprofessional teams. Standardized patients, high and low fidelity simulation serve as an adjuvant to foster deliberate practice in conjunction with directly observed clinical experiences. We believe that simulation augments but does not replace the invaluable interaction between the nurse,

individuals, groups, and communities. Evidence-based practice is incorporated to evaluate interventions and foster lifelong learning.

In summary, the philosophy and organizing framework work in concert. Community, hospital, and ambulatory practice sites serve as the innovative practice learning environment for direct observed clinical experiences. Current applicable research is integrated throughout the curriculum and utilized in the clinical practice areas. Course work provides theoretical and clinical practice experiences to enable students to integrate knowledge from nursing, science, and the humanities. The four major concepts and multiple unifying themes provide direction for the curriculum design and program outcomes.

ACCREDITATION

The Baccalaureate Degree with a major in Nursing at the Hofstra Northwell School of Nursing and Physician Assistant Studies is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The Baccalaureate degree with a major in Nursing is accredited by the New York State Board of Regents.

For more information about types of nursing program accreditation, please visit <https://ope.ed.gov/accreditation/agencies.aspx>.

STUDENT RESOURCES

Computing Services

Located in McEwen Hall, the Information Technology Department provides technology services to all sectors of the Hofstra community. The Information Technology (IT) staff is committed to providing professional information technology support for all members of the Hofstra community. The IT Department houses all of the University's central computing resources, which support approximately 4,000 computers and 539 printers in labs, faculty offices, residence halls, and administrative offices.

Student Computing Services (SCS) provides support for all Hofstra students to utilize the available technology, whether it is for a general usage or for school assignments. Our dedicated teams, such as Technical Support, Computer Repair Center, and Learning Support Center provide service and support as it relates to technology for students. For contact information and other details on these services, visit www.hofstra.edu/scs. Call SCS at 516-463-7777, Option 1. SCS also supports two (2) open-access campus labs: Hammer Lab and Calkins Lab. With a valid HofstraCard, students can access these labs, which are equipped with Windows and Mac workstations and printers (including 3D printing) as well as available electrical outlets for those who choose to work with their own mobile devices. Hammer and Calkins labs facilitate collaboration, providing space and equipment for groups to come together to accomplish projects. Further, these open access labs have staff that can help with technical inquiries, conduct training sessions, and other services. For locations, hours of operation, and more details on services, visit <https://www.hofstra.edu/about/it/edtech/open-access-labs.html>. In addition to the open-access labs, there are approximately 28 academic computer labs for specific areas of study around campus.

PridePrint enables students to print and make paper copies almost anywhere on campus 24/7. There are 42 PridePrint stations in 23 locations around campus. For more information, visit <https://prideprint.hofstra.edu:9192/user>

Wireless access is extensively deployed around the campus. Wireless hotspots can be found, with hotspots in most common areas, athletic fields, the arena, stadium, and in all of the residence halls. For more information, visit <https://www.hofstra.edu/about/it/edtech/network-get-connected.html>

SCS Hours: <https://www.hofstra.edu/about/it/edtech/index.html>

**Technical Support Center will be closed on the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day.

Libraries

For further information about the Hofstra University Joan & Donald E. Axinn library, please visit:

<https://www.hofstra.edu/library/>

Health Sciences Library

<https://medicine.hofstra.edu/library/index.html>

The nursing students, faculty and staff have access to all the resources that are co-licensed for the Health Sciences Library and Northwell Health. The Health Sciences Library website provides access to all journals, textbooks, databases, resource guides and services via one centralized site. All online resources are available from any remote location, as well as on campus. The print holdings of the Health Sciences Library are cataloged and accessible in the main University Library online catalog.

The Donald and Barbara Zucker School of Medicine at Hofstra/Northwell Library Staff:

<https://medicine.hofstra.edu/library/contact.html>

For further information about the Northwell Health libraries, please visit: <https://www.northwell.edu/research-and-education/continuing-and-professional-education/libraries/about>

FINANCIAL AID AND ACADEMIC RECORDS

The Office of Financial and Academic Records is located in Memorial Hall – 2nd Floor, on the South Campus. This office handles all business pertaining to registration, billing, grades, changes of address, changes of name, and registration for graduation and financial awards.

All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA):

https://www.hofstra.edu/sfs/financialaid/financialaid_brochure_grad.html

Contact your Student Financial Services Counselor or stop by:

Student Financial Services

Suite 206 Memorial Hall

P: (516) 463-8000 | F: (516) 463-4936

<https://www.hofstra.edu/sfs/index.html>

CURRICULUM AND PEDAGOGY

Bachelor of Science with a major in Nursing

The focus of the undergraduate generic BS(N) is to prepare graduates, upon successful completion of the program, to take and pass National Council Licensure Examination for Registered Nurses (NCLEX-RN). Upon graduation, graduates will be prepared to deliver patient-centered care as members of an interprofessional team, emphasizing evidence-based practice, cultural sensitivity, quality improvement, value-based health care, and informatics competencies. The RN, BS role includes the assessment, diagnosis, and treatment of acute and chronic illness as well as implementing and preventative health care strategies for individuals, families/significant others, groups, communities, and diverse and vulnerable populations in a variety of acute and primary care settings. Baccalaureate prepared nurse practice includes both direct and indirect care for individuals, families, groups, communities, and populations. The BS(N) program curricula incorporates The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021) and The Core Competencies for Interprofessional Collaborative Practice (IPEC, 2016).

Registered professional nurses who complete the curriculum will:

1. Integrate life-long learning strategies of critical analysis from the arts and sciences and nursing and medical science to support nursing practice and health outcomes.
2. Analyze systems of innovative practice within organizations to promote value, and safe, quality health care for diverse populations.
3. Utilize investigative skills and evidence-based practice to improve nursing practice and population health outcomes.

4. Demonstrate competency in the use of a value-based health care model in clinical practice through improvement sciences to provide measurable individual and population health outcomes, including, but not limited to, value-based health care.
5. Utilize technology and scientific health information to coordinate and deliver personalized health care to a diverse global population.
6. Collaborate as members of the interprofessional team to maximize communication and coordination of care to achieve populations' optimal health outcomes.
7. Promote well-being and prevent disease in complex situations for individuals and populations based on evidenced-based prevention strategies.
8. Demonstrate professionalism, accountability, and ownership while providing patient-centered care that recognizes diversity and respects consumer preferences.
9. Provide caring, competent, holistic, culturally, and linguistically sensitive, quality patient centered, evidence-based nursing care in complex situations for diverse individuals, families/significant others, groups, communities, and vulnerable populations.

NURSING COURSES

Please refer to the undergraduate bulletin for specific information. <https://bulletin.hofstra.edu/index.php?catoid=135>

ADMISSION POLICY

Direct Admits: Students are admitted to the nursing program, if they qualify and declare nursing as a major, upon acceptance to Hofstra University. All entering freshman must successfully complete a Math Placement Test or MATH 006 to begin the program. Please see expectations for undergraduate admissions. ([link](#)) Students who are unable to achieve the benchmark score on the math placement test will be required to take Math 006 prior to beginning the program.

Transfer Students: Students interested in transferring into Hofstra's nursing program are subject to all policies related to Hofstra University's transfer credit policy for all non-major requirements. Transfer students who do not have an associate degree or higher must submit a copy of their high school transcript as proof of high school graduation. Transfer students must be in good academic standing at their previous college in to be accepted into the nursing program, carrying a minimum cumulative grade point average of 2.75 in previous coursework to be considered, and have taken at least secondary school biology and chemistry in recent years. Transfer students who have been dismissed from prior nursing programs may only be accepted at the discretion of the Chair of Nursing.

ACADEMIC POLICIES

The nursing degree requires completion of 127 credits with 65 credits of nursing courses. There are two types of clinical nursing courses. Clinical courses have three separate components, which must be taken concurrently. The components are lecture hours, learning laboratory hours and directly observed clinical hours. Students must pass clinical to receive the grade earned from the lecture component of the course. Students that do not pass clinical will be given a 'D' in the course regardless of the numeric grade. Simulation experiences do not constitute substitution for the directly observed clinical experience hours required in each course

Academic Progression

1. Academic integrity is required to remain in good standing with academic progression. Students are required to adhere to the responsibilities outlined for all students and to be aware of what constitutes Academic Infractions for which Disciplinary Procedures may be required.
2. Mathematic Proficiency- Students who are not successful on mathematics proficiency examination on admission will be required to take a remediation course prior to NUR 011. Failure to pass the remediation course, MATH 006, will result in an inability to matriculate into the nursing program and may be subject to dismissal from the program.
3. Drug Calculation Proficiency – Students are required to pass all med math proficiency exams with a minimum score of 90% throughout the nursing program. Drug proficiency will begin as per curriculum matriculation in NUR 108 B and will account for 5% of the evaluation grade of NUR 108 B.

Drug calculation proficiency exams will be administered during week 2 of the semester within four courses throughout sophomore, junior and senior year

- Level 1 (Math + Basic Med administration) - Sophomore year, NUR 108B
- Level 2 (Math + Advanced Med administration) - Junior year, NUR 130 & NUR 133
- Level 3 Pediatric Dosing Proficiency exam – Senior year, NUR 141

Students who are not successful at the first attempt will receive remediation and may take the examination a maximum of two additional attempts with remediation. After the first unsuccessful attempt, students will receive remediation with course faculty. Inability to pass the drug calculation proficiency on the second attempt after remediation will result in referral to the Chair or Assistant Chair of Undergraduate Nursing to complete a drug proficiency self-directed learning course with an academic letter of support. Students will be offered a third attempt to pass the drug proficiency examination. Failure to demonstrate a successful pass rate will result in an inability to progress to the next clinical course and referral to the Student Advancement Committee. See Appendix C for remediation policy of drug calculation

Students who do not demonstrate drug calculation proficiency **will not be** allowed to administer medications in clinical courses.

Academic Progression Policy

Students who fail a nursing course or a drug calculation proficiency exam on the second attempt will receive notification by the course faculty. The student will receive a letter of Academic Failure from the Chair. The Chair of the program or designee will review the course failure and advise the student regarding course progression.

Failure of two nursing courses with less than a C+ or failure of a drug calculation attempt on a 3rd attempt will result in a recommendation of the student to the Student Advancement Committee (SAC). The SAC will convene to review the student's academic history, drug calculation proficiency history and performance in the courses which was failed. The SAC will make its recommendations to the Dean regarding the action to be taken including potential dismissal from the program.

The Hofstra University policy on classes, attendance, and grading policies can be found in the [Undergraduate Bulletin](#).

Graduate electives are available in the fourth year of study. An overall GPA of 3.2 without failure in any nursing course throughout program is required for permission to take graduate courses. To be eligible for graduation students must complete all general education and nursing program requirements for a total of 127 credits with a minimum cumulative index of 2.75. A grade of C+ or better is needed for all nursing courses.

Graduates of this program are eligible to take the National Council Licensure Examinations (NCLEX-RN) to achieve licensure as a registered professional nurse.

Academic Probation

Probation is a designation that alerts the student that dismissal is possible should the conditions placing the student in this status does not change. Academic deficiencies will be outlined, and the student will be advised as to what course of action will be available to them to remedy the deficiency.

School of Nursing Academic Probation is the result of a student failing to meet the criteria to remain in good academic standing, e.g., grade below C+ in nursing courses and/or a cumulative GPA below standard of 2.50 (freshman year) and a GPA below standard of 2.75 (sophomore, junior and senior year). A student remains on academic probation until the conditions of good academic standing are met.

Academic Standing

To maintain good academic standing, students are required to earn a minimum final grade of C+ in each nursing course in the program, and a minimum cumulative grade point average cumulative GPA above standard of 2.50 (freshman year) and

a GPA above standard of 2.75 (sophomore, junior and senior year). Additionally, students are required to adhere to professional standards, university policies and BS(N) program policies.

Student must have an overall 2.75 cumulative index prior to beginning NUR 108B and NUR 130.

In order to progress to the first clinical nursing course, NUR 130, students must have completed the following pre-requisites; 8 credits of Biology (BIOL 112, BIOL 113), and 8 credits of Chemistry (CHEM 003A&B) and (CHEM 004 A&B) must be achieved with a passing grade. In addition, 8 credits of Human Anatomy and Physiology (HSCI 103 and 105), and 3 credits of Microbiology must be achieved with a minimum final grade of C+. The same science course may be repeated one time only. Failure on the re-take of the science will result in a dismissal from the Nursing program. Grades of C+ or higher are required in all nursing courses. The same nursing course may be repeated one time only. Students may withdraw from the same nursing course no more than once. Failure of a second nursing clinical course will result in dismissal from the program. A maximum of TWO separate nursing courses may be repeated. On the third failed course the student will be referred to Student Advancement Committee (SAC) with recommendation to be dismissed from the program.

Students who do not pass CHEM 004A in the semester prior to taking NUR 108A, Integrated Pathophysiology with Pharmacologic Principles I, may not progress into this course if they are repeating chemistry. Students may not take NUR 130, Fundamental Nursing Care of the Adult, if they do not pass NUR 108B Integrated Pathophysiology with Pharmacologic Principles and NUR 109 Basic Health Assessment with a grade of C+ or higher.

Additionally, students are required to adhere to professional standards, university policies, and BS in Nursing program policies.

Grade Equivalents

A	93-100%	B- 80-82%	D+ 67-69%
A-	90-92%	C+ 77-79%	D 63-66%
B+	87-89%	C 73-76%	D- 60-62%
B	83-86%	C- 70-72%	F Below 60

The student will receive a letter of Academic Support to notify the student of unsatisfactory performance in any nursing course for the following reasons:

- Unsatisfactory grades
- Unsatisfactory clinical performance
- Academic and/or clinical dishonesty

The course faculty will meet with the student to:

- a) Review unsatisfactory performance
- b) Discuss faculty recommendations for improvement and implement a learning contract
- c) Review Academic Support process

A letter of Academic Support will be sent to the student via email from the Chair or Assistant Chair of the Undergraduate Nursing program. Copies of this letter will be sent to the following as appropriate:

- Dean
- Senior Assistant Dean for Operations and Strategy
- Chairperson of the Student Advancement Committee (SAC)
- Assistant Director of Student Success
- Course Faculty
- Faculty Advisor
- Student File

Clinical courses include three separate components, which must be taken concurrently. The components are lecture hours, learning laboratory hours and directly observed clinical hours. Failure of either the didactic or the clinical component of a

clinical course will result in failure of the course. The student will receive a Letter of Academic Failure, notifying them that they will be referred to the SAC for review.

Students will be given one opportunity to re-take a nursing course at its next offering and must receive a C+ or higher to remain in good academic standing. Failure to pass a clinical course, a second time, will result in dismissal from the BS in Nursing program. Courses in the program are offered sequentially. If the student has earned a grade below C+ in the nursing courses, the student will be reviewed by the SAC. The student is provided the opportunity to appear before the SAC and provide information that may clarify/explain issues relating to the course failure. The SAC will review the student's performance and make a recommendation to the Dean regarding the Committee's determination of the appropriate action. The Dean will review the SAC recommendation, which may or not be accepted. The student will be advised via email of the Dean's decision.

Remediation

Students who are at risk of not achieving a grade of C+, in nursing courses, at any time during the semester are identified in several ways: 1) informally through reflective responses, with course faculty for the course in which they are risk; and 2) formally during a meeting with the course faculty. The student will receive a letter of Academic Support. The letter of Academic Support will identify a learning contract with learning activities which will support the student's learning through the remainder of the semester.

Students who are at risk of achieving below a passing grade in a science or non-nursing course, should meet with the Assistant Director of Student Success to receive additional support and referral for remediation and tutoring.

Students who deem themselves at risk of failing a science or non-nursing course should self-identify to the IDEALS project coordinator to receive additional support and referral for remediation and tutoring.

The School of Nursing will institute resources to assist undergraduate students to provide students with curriculum-wide assessment and remediation activities. Students continually identify, review, and refine their knowledge utilizing virtual and simulation supports. Throughout the nursing program, pre-identified assessments will be required along with the suggested remediation. During the senior semesters, students will be required to attend predetermined pre-NCLEX seminars and reviews. The purpose of these seminars is to assist the student in the process of NCLEX preparation. Course syllabi will outline the required learning assessments that support each nursing course.

Incomplete Policy

All nursing students are required to complete coursework by the end of the semester. Course assignments must be submitted by the dates indicated in the syllabus. Incompletes will only be permitted by permission of the course faculty, for extreme reasons which were unforeseen by the student prior to beginning of the course. Documentation will be required. The student will meet with course faculty to document a mutually agreed upon learning contract, by both faculty and student, with both the instructions and the deadline to complete the course requirement(s) needed to formally complete the course. The faculty will submit a grade change to clear the "I" grade per Hofstra policy, when all course requirements have been completed. Student learning contracts will comply with academic policies of the University and the BS(N) program.

Attendance Policy

Attendance and punctuality are mandatory for all program courses and activities, including orientation prior to the start of the program. Absences or lateness are highly discouraged, due to the structure of the program and the extent of educational content that would be missed. All absences or lateness must be reported directly to the course faculty and Chair of the Nursing program via e-mail, phone message, or in person prior to the start of class. It is unacceptable to report an absence or lateness to anyone other than the faculty, including another student.

The student is responsible for obtaining all information related to any missed class time including course material and announcements. The student is responsible to make up any work missed due to an absence. Faculty are neither obligated

to provide material to students due to an absence; nor obligated to provide the opportunity for students to make up missed material due to an absence.

A pattern of multiple absences, extended absences, or chronic lateness may require the student to re-take the course at its next offering, which may delay academic progression by one year. In addition, missed classes are subject to potential grade reduction and course failure at the discretion of the faculty. Excessive absences or lateness will result in the student being placed on Academic Support. The Letter of Academic Support will advise the student of his or her risk of failure in the course. The letter will provide the student with instructions to meet with his or her Chair and the Faculty of the course. The Faculty will develop a learning contract to assist the student in completing the course requirements.

Laboratory and Clinical Absences: Students must complete all required lab and clinical hours to graduate. However, it is understood that students will be absent for extenuating circumstances, emergencies, and religious observation. It is the student's responsibility to contact the course faculty and clinical faculty to plan to makeup the missed lab or clinical hours required to pass the respective course.

Nursing Skills Laboratory:

1. Students are responsible for assigned readings and other assignments prior to lab. Participation in discussions over the assigned material is expected. Failure to prepare will result in an unsatisfactory for the lab session. All lab sessions must be completed satisfactorily to progress to the clinical setting.
2. Students must adhere to the clinical dress code for skills and laboratory sessions.

Clinical Policies and Requirements

1. **Cardiopulmonary Resuscitation.** During the last week of NUR 109 Health Assessment; Spring Semester 2nd Year, all nursing majors are required to have completed the American Heart Association Basic Life Support (BLS) for Healthcare Providers. Thereafter, re-certification is required every two years. BLS certification is required to commence clinical practicums. A copy of BLS certification must be presented with your annual School of Nursing physical.
2. **Education Modules.** All students are required to complete the Northwell Health modules prior to commencing their clinical practicums.
3. **Child Abuse.** Students are required to complete a state mandated Child Abuse module while taking NUR 141 Family and Patient Centered Care of Children and Adolescents. Student is responsible for maintaining copy of documentation.
4. **Transportation.** Nursing majors must have access to a car and are responsible for all transportation to and from clinical experiences. A minimum of one hour between the end of one clinical course and start of next course is mandatory. Students are not permitted to work the hours before any clinical, laboratory or simulation hours.
5. **Clinical Agencies.** Clinical experiences are provided at all Northwell Health facilities as well as community agencies in Nassau, Suffolk, Westchester, and New York metropolitan areas.
6. **Clinical Hours.** Students and faculty must take breaks during 12-hour clinical days. Faculty will determine when during the day these breaks occur.

Clinical Experience

1. Clinical attendance is mandatory. Students are expected to prepare for clinical practice in order to provide safe, competent care. The clinical component is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated. Refer to the Undergraduate Guide to Clinicals Handbook (Attendance Policy) for absence policy information.
2. Immunizations, BLS, and medical clearance must be current for students to be able to attend clinical experience at the assigned clinical location.
3. Students will be allowed to perform designated nursing skills in the clinical setting only after receiving instruction and successfully demonstrating the skill in the laboratory environment.
4. Students are expected to meet clinical expectations outlined in the clinical milestones and evaluation tools. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.
5. Students are required to maintain compliance with HIPAA requirements for patient confidentiality.
6. Medical clearance process (Refer to the Undergraduate Guide to Clinicals)

Simulation

Participants are expected to adhere to ANA code of ethics and professional standards throughout simulations, maintaining respectful communication, ethical conduct, and adherence to patient confidentiality. Professionalism includes demonstrating empathy, cultural sensitivity, emotional intelligence, and collaboration competencies essential for effective healthcare delivery. Feedback on professionalism will be provided to participants to foster continuous improvement and readiness for real-world clinical practice.

Grade Appeal Policy

The grade appeal policy is outlined in faculty policy series #42: https://www.hofstra.edu/pdf/senate_fps_42.pdf

University Dismissal and Appeal

The University policy on dismissal can be found in the [Undergraduate Bulletin](#). It should be noted that dismissal can occur anytime within the program for failure to remain in good academic standing or for issues related to academic dishonesty or unprofessional behavior.

Leave of Absence

A student may be granted a leave of absence in the case of personal illness, family emergency or other circumstance beyond the student's control for a period of up to one year. Courses in the BS(N) program are offered once per academic year and may result in the student's academic pathway to be delayed by one year when the course is offered next.

Only one leave of absence is permitted during the BS(N) program. Prior to requesting a leave of absence, the student should discuss the reason for the leave and the anticipated plan to return to academic study with his or her faculty advisor and the Chair of the Nursing program. A request for leave must be made in writing to the Dean. A leave taken without consent from the Dean may result in dismissal from the program. Once approved by the Dean, the student is required to notify the university through the myHofstra student portal.

Prior to returning to the BS(N) program, the returning student is required to meet with the Chair of the Nursing program to assess academic progression prior to the leave of absence and develop a plan for continued academic study. If remediation is recommended, a learning contract will identify a) the appropriate knowledge and skills which need to be remediated and 2) resources to assist with developing the required knowledge and skills.

https://www.hofstra.edu/sfs/bursar/bursar_academic_leave.html

Withdrawal from the Program

Students withdrawing from the program must notify the Dean of their decision to withdraw from the BS(N) program. It is imperative that students follow University procedures for withdrawal from courses and/or the program.

https://www.hofstra.edu/pdf/sfs/sfs_howto_academic_leave_wd.pdf

Readmission to the Program

Students who leave the Hofstra Northwell Nursing program in good academic standing and are requesting readmission to the nursing program are required to meet the following conditions for reinstatement:

Clinical courses must have been taken within the past two-year period and may require that students demonstrate clinical competence. The need for such examinations will be determined by an individual gap analysis performed by the Assistant Chair of the Undergraduate Nursing program. **Students who have been withdrawn due to academic failure may not be readmitted to the nursing program.**

MISCELLANEOUS POLICIES

Student Participation in Governance

Multiple channels have been established to gain student input and feedback in order to accommodate students' work/life schedules. They participate on the Curriculum Committee as volunteers. Students are also encouraged to provide feedback to the Dean and faculty through the following channels: PEARLS Faculty-Student 1:1 sessions; Dean's Forum; Ad Hoc

Focus Groups; Nursing Program Student Course and Faculty Evaluations; and Hofstra University Course and Teacher Ratings (CTR).

Student Advisement Policy

Each student is assigned an advisor during Orientation from the University's Advisement Center and a faculty advisor from the SON.

The faculty advisor is available for counsel on matters concerning academic performance, professional behavior, or personal issues. Formal student advisement will occur a minimum of two times per semester during the first academic year and minimum of once per semester during the second, third, and fourth academic years. Problems arising within a particular course should be addressed directly with the course faculty, although the advisor may offer assistance in these cases as well.

Personal issues identified by students or by faculty advisors that impact performance in the program must be addressed in a timely manner. Should a student become concerned about a personal matter, he/she should contact his/her advisor. The faculty can facilitate the acquisition of services through the Division of Student Affairs.

<https://www.hofstra.edu/studentaffairs/student-affairs-departments.html>

Basic Concepts of Advisement

Faculty academic advisors are expert resources to students in a number of ways:

- To discuss ideas, career goals, etc.
- To discuss interpersonal conflicts in the learning setting
- To share information
- Each student has an advisor who is knowledgeable about the curriculum and is available to assist with academic planning and problem solving
- The academic advisor oversees advisee's academic program and interacts with the Chair of the Nursing program, and/or Lead Course Faculty

Advisor Responsibilities

- The academic advisor is the principal interface among the student, the BS(N) program and the university
- The academic advisor has the responsibility to humanize the BS(N) program and the university for his/her advisees, to be an available resource who is willing to spend time with the student and help him or her solve academic problems
- Academic advisors are also responsible for responding to problems presented by the student and making the appropriate referral
- Intervene in academic problems for *first* level resolution
- Apprise the SAC, Chair of the Nursing program of academic problems.
- Communicate with students who are placed on Academic Support or Probation to review status and progress
- Notify the Chair of the Nursing program if a student is in need of academic sanction
- Serves as advocate for the student throughout the academic sanction process

Advisee Responsibilities

- Students are responsible to initiate meetings with their advisor ***at the start of each semester***
- Students are responsible for checking Hofstra University email account daily at a minimum
- Provide up-to-date information: address, phone number(s), e-mail address to advisor and the university
- Contact advisor upon the receipt of a letter of Academic Support/Academic Failure

Academic Honesty and Dishonesty

Academic Honesty:

- Hofstra University Honor Code: "As a member of the Hofstra community I pledge to demonstrate integrity and ethical behavior in all aspects of my life, both inside and out of the classroom. I understand that I am accountable for everything I say and write. I will not misrepresent my academic work, nor will I give or receive unauthorized

assistance for academic work. I agree to respect the rights of all members of the Hofstra community. I will be guided by the values expressed in the P.R.I.D.E Principles. I accept the responsibility to follow this Honor Code at all times.”

- Honor Code Short Form: “I pledge on my honor that I have done this work with honesty and integrity, without giving or receiving unauthorized assistance.”
- Academic Honesty: Plagiarism and other forms of academic dishonesty are serious ethical and professional infractions. For information regarding Hofstra’s statement of principles with respect to academic honesty, examples of violations, procedures for handling violations, as well as a student’s right to appeal a charge, see Faculty Policy Series #11 for undergraduate students (<https://www.hofstra.edu/pdf/faculty/senate/policy-series-011.pdf>) and Faculty Policy Series #11G for graduate students (<https://www.hofstra.edu/pdf/faculty/senate/policy-series-011g.pdf>).

The principles of academic dishonesty also apply to clinical courses taken during the second and third academic years. Academic dishonesty is further defined to include falsification of patient or agency records, violating accepted codes of professional ethics, surrender, suspension, or revocation of license, or engaging in activities which might endanger the health or welfare of patients.

Standards of Professional Conduct

The American Nurses Association *Code of Ethics for Nurses with Interpretative Statements* guides the professional code of conduct of faculty and students in the BS(N) program. Professional behavior is expressed through respect for all others. Respect for others is inherent in the BS(N) program’s culture. Treating others with respect means in a manner that supports the safety, freedom, and well-being of others. Offenses may be against persons, property, the health, and safety of others, as well as university campus facilities and information technology. Professional behavior is an expectation of all students and is evidenced by their interactions with Nursing program administrators, faculty, and staff, patients, their families, professionals, and staff in the clinical arena, as well as the public.

Professional misconduct against persons includes, but is not limited to, verbal or physical assault, bullying or intimidation, either personally or in writing by electronic means, including social media. In the clinical setting, professional misconduct is expressed through respect for patients and colleagues. Unprofessional behavior from any member of the BS(N) program demonstrates a lack of congruence with the program’s mission and values.

Professional behavior is integral and is evaluated throughout the course of study and is also formally evaluated during advisement sessions. Students are required to adhere to the same high ethical and professional standards required of registered nurses. Breaches in professionalism may result in academic sanctions, and will be reviewed by the SAC, and may mandate academic probation or dismissal from the BS(N) program.

Examples of unprofessional behavior include but are not limited to:

- Demonstration of a lack of respect for peers, faculty, and members of the Hofstra University and Northwell Health communities
- Verbal, nonverbal, written, and electronic communication that is perceived as intimidating or inappropriate to a student, faculty member, colleague, staff, or member of the Hofstra Northwell Academic Practice Partnership
- Excessive absences or lateness to classes or clinical practicum
- Demonstration of inability to accept constructive criticism
- Demonstration of lack of respect for the rights of patients to competent, confidential service
- Violation of the Health Insurance Portability and Accountability Act (HIPAA)
- Violation of the Family Educational Rights and Privacy Act (FERPA)
- Performing any activity which is beyond the scope of the role of an RN student
- Engaging in unethical behavior in class, clinical settings, professional activities, or on social media platforms
- Disruptive or rude behavior during class, e.g., leaving the classroom repeatedly without a valid reason; repeated use of personal e-mail or social media while in classes, neglecting to turn off/silence cell phones
- Failure to follow protocol, or directions of supervising preceptor or program faculty

- Leaving the clinical setting without permission of the preceptor or program faculty
- Failure to identify oneself as a RN student in the student's clinical placement

Discriminatory Harassment, Relationship Violence and Sexual Misconduct

Hofstra prohibits sexual and other discriminatory harassment, stalking, domestic and dating violence, sexual assault, and other sexual misconduct (collectively, "Gender Based Offenses"). If you or someone you know believes they have been subjected to any of these Gender Based Offenses, help is available. To make a report, or for more information about Hofstra's Student Policy Prohibiting Discriminatory Harassment, Relationship Violence, and Sexual Misconduct (available at

https://www.hofstra.edu/studentaffairs/deanofstudents/commstandards/commstandards_policies_sexualassault.html), please contact the Title IX Officer for Student Issues at (516) 463-5841 or StudentTitleIX@hofstra.edu or Public Safety at (516) 463-6606. Confidential resources and support are also available from medical and counseling professionals in the Student Health and Counseling Center (516-463-6745) and clergy in the Interfaith Center.

Complaint Process

Recently, the University established an avenue for students to report academic complaints with the University. Specifically, if a student has a grievance/complaint that is not related to a grade appeal but is related to classroom and other academic experiences or is unsure of the next step to pursue, they can email complaint.resolution@hofstra.edu. A member of the University will review and address the grievance/complaint within 7-10 days. Information about this email can be found on the Consumer Information and Student Right to Know page in both the Undergraduate and Graduate Bulletins, as well as under "Academics" or "Student Life" on the main Hofstra homepage.

<https://www.hofstra.edu/academics/academics-bulletin-undergraduate-consumer-information-student-right-know.html>
<https://bulletin.hofstra.edu/content.php?catoid=135&navoid=24343&hl=right+to+know&returnto=search>

The BS(N) program Complaint Process outlined below works in conjunction with the University Complaint Process in the links above to ensure that disagreements are expressed, explored, and promptly and confidentially resolved.

Nursing Program Complaint Process Summary

This complaint process outlines general provisions and procedural steps for handling complaints involving students, faculty members or administrative staff. This procedure is intended to provide a mechanism by which complaints may be fully investigated with timely resolution and written notification of results. It encompasses complaints that involve individual students, faculty and administrative staff on issues relating to education and support.

The complete procedure is outlined below. The Complaint Process shall apply to complaints relating to the following areas:

1. Allegations of violations of School policies and procedures with respect to programs, services, activities, or facilities.
2. Allegations of unfair treatment from faculty, administrative staff, or students.

PROCEDURES:

INFORMAL

- 1a. The complainant (student, faculty member or administrative staff member) should *initially* discuss the problem/issue informally with the involved party, e.g., fellow student, faculty member, Associate Dean for Administration, Dean's designee, or staff member, to achieve resolution.
- 1b. If a complainant desires, he/she may also report confidential concerns to the Ombudsperson who shall provide a neutral, confidential, and independent resource for dispute resolution for students, staff, and faculty. The Ombudsperson may serve as an intermediary, mediator, facilitator, informal information gatherer, or simply as a listener. The Ombudsperson has no authority to take action but has access to anyone in the program for the purpose of informal resolution of concerns and disputes.
- 1c. If, for any reason, the complaint is not resolved informally to the satisfaction of the complainant within two weeks, the complainant should contact the Associate Dean for Administration.
- 1d. A student, faculty member or administrative staff member may not proceed to formal review unless an informal review with those persons cited above has been exhausted. *Issues not resolved by the informal process should be*

brought forth by the formal complaint process if the student, faculty member, or administrative staff member so desires.

FORMAL

- 1a.** If a satisfactory response is not obtained, the complainant shall prepare and submit a formal, written dated complaint outlining the substantive issue(s) within 30 days but no more than 60 days after Step 1a as above. The complainant shall submit the formal written complaint to the Associate Dean for Administration which shall serve as the basis for all further consideration. If the letter describes the complaint as involving issues of prohibited discrimination, protected status (including sexual) harassment and bias activity as described by University Policy, the School will refer it to the Hofstra University Title IX coordinator.
- 1b.** The Associate Dean for Administration shall conduct an investigation of the circumstances and facts upon which the complaint is based. This investigation will provide a written, objective evaluation in accordance with all applicable Hofstra University standards, nursing program policies and procedures, faculty, and administrative manuals, as well as academic and ethical standards of the evidence required to fulfill a review of the complaint issues(s). Within 30 days of a completed investigation, the Associate Dean for Administration shall notify the complainant of the results of the investigation in writing.
- 1c.** If, for any reason, the complainant is not satisfied with the results of the investigation conducted by the Associate Dean, the complainant may request the matter be submitted to the Dean who will appoint a Complaint Appeal Advisor to review the specific complaint.
- 1d.** In addition to maintaining the file, the Associate Dean for Administration shall:
 - (i) prepare a statement summarizing the actions taken
 - (ii) append such statement to the complainant's written complaint
 - (iii) forward the complaint to the designated Complaint Appeal Advisor
- 1e.** Upon receipt of the formal complaint investigation, the Complaint Appeal Advisor shall review the matter, conduct any further investigation necessary, and render a resolution decision within 15 days. This resolution will be conveyed to the Dean for approval and a written response will be sent to the complainant.
- 1f.** All correspondence will be maintained in the complainant's file.

Miscellaneous General Provisions

Time Limits: All time limits contained in the foregoing procedure may be extended by mutual written consent of the complainant and the Associate Dean for Administration.

Confidentiality of Proceedings: The School shall take all reasonable steps to ensure the confidentiality of all proceedings, and maintain the investigative records involved in the complaint. All materials will be maintained in a confidential and secured file by the Associate Dean for Administration.

Quality Improvement: Complaint analysis including tracking and trending will be conducted as part of the quality improvement efforts conducted by the program to determine areas for improvement and necessary corrective actions.

Dress Code

Casual clothing that is revealing such as beach wear, shorts, and bathing suit tops should not be worn in class or a clinical site. Nursing school professional attire should be worn when instructed. Hofstra University student identification must be clearly visible at all times.

Work Policy

Program responsibilities are not negotiable and will not be altered due to student work obligations.

Any activity undertaken by the student, independent of the program (e.g., performing clinical hours) is not covered by the liability insurance offered by Northwell Health. The student will assume personal liability for any actions performed in a clinical site that is not assigned by the program. Clinical hours performed independent of the program will not be included in the requirement for the program.

Electronic Media Policy

Students are recommended to be mindful when using all electronic/technological media. Students should assume that all postings are visible to the entire University, BS(N) program, faculty, administrators, other students, and the public. See general social media guidelines [Zucker SOM Social Media Guidelines](#) and IT use guidelines [Computer Networks Acceptable Use Guidelines](#)

E-Mail

All Hofstra students receive an online portal account. Students can use the Hofstra portal account to access various University computer services, such as to connect to the wireless network, access e-mail, print documents and store files on the Hofstra network. Faculty and school administration regularly communicate important information to students via their Hofstra e-mail account. Therefore, students are responsible for accessing their Hofstra e-mail accounts on a regular basis to check for important communications. It is expected that both students and faculty respond in a timely manner within 48 hours excluding weekends and holidays.

Use of the Hofstra Network and e-mail account and all other Hofstra computing facilities is subject to Hofstra University's Computer Networks Acceptable Use Policy, copies of which are available at the University's computer labs and electronically on the Web (<https://www.hofstra.edu/about/it/edtech/acceptable-use.html>).

E-mail etiquette is a requirement for all communications. Students should include a signature line in their email with the following information: full name, cohort year, and student ID #. Please refer to the 101 e-mail tips at the following website for guidance: <https://www.zoho.com/blog/mail/15-email-etiquette-rules.html#add-email-signature>

Social Media Policy

It is strictly prohibited to take photographs of patients and tissue specimens, in any setting, whether or not the patient is identified or has given their permission. Clinical agencies have policies protecting patients' privacy. Similarly, the posting of diagnostic images or any form of patient data on any social media platform, including but not limited to YouTube, Facebook, iTunes, LinkedIn, Twitter, TikTok, blogs, etc. is strictly prohibited.

Similarly, private postings on Facebook or any other form of social media regarding program personnel that are deemed inappropriate, including faculty and fellow students, may be subject to disciplinary action. This includes and is not limited to recording simulation, Bioskills, class sessions, review sessions, and/or performance examinations.

Confidentiality

In compliance with The Family Educational Rights and Privacy Act (FERPA) of 1974, all student records are stored in electronic files when not in use. Faculty, staff, and administrators are the only individuals who have access to these files. No information contained within a student record will be provided, either verbally or in writing, without the written consent of the student. Written consent for release of records will be kept in the student file

Patient Rights and Confidentiality

All information regarding a patient's health is privileged and confidential information. All students must strictly adhere to each institution's policy governing patient rights and confidentiality and to all federal, state, and local regulations. Students must not discuss any information regarding a patient in a manner or location that might reveal the identification of the patient to individuals not directly involved in that patient's care. For this reason, all students must complete HIPAA training and provide proof of completion before entrance to the BS(N) program. Patient medical records, inclusive of progress notes or lab reports, must not be removed from the clinical site by the nursing student. No patient identifiers will be documented in student assignments which contain patient related data.

Health Insurance

Health insurance is mandatory for all students while enrolled in the BS(N) program. All students will need to supply the program with proof of health insurance, at the beginning of the didactic, clinical, and research year. The insurance policy must cover students in the event of illness or injury that may result from patient care. If a health condition arises during the course of study that would in any way alter the student's ability to perform in the clinical setting, it is the student's responsibility to notify the Assistant Dean of Clinical Affairs, Alexandra Rizzo.

Domestic students who would like to purchase insurance coverage can go to the federal insurance exchange at www.healthcare.gov to find available health plans in the state where they permanently reside. If the permanent residence is outside of New York, it will be important to select a PPO plan that offers coverage throughout the United States, so that health care expenses are covered in the area near our university. International students should visit the [International Student affairs](#). Students should contact Student Health Services SHACC@hofstra.edu or 516-463-6745 with further advice on obtaining health care insurance.

Students are encouraged to use the Student Health and Counseling Center at Hofstra. Services offered to enrolled students are generally free or very low cost, regardless of insurance coverage.

Health Clearance

All students are required to complete the Medical Clearance Information that will be provided by Hofstra University's Student Health Services. This includes but is not limited to evidence of a physical examination, immunizations, blood work, drug screening, and viral titers by a healthcare provider who has determined his/her fitness to perform nursing student functions. This verification must be provided prior to the beginning of each academic year as per the stated deadline. Please Refer to the Undergraduate Guide to Clinicals for more information.

Program Faculty and Student Health Center

No faculty member is permitted to provide healthcare. Provision of healthcare includes giving medical advice. Student health services are available to students for medical and mental health care, if needed.

Exposure Policy and Incident Reporting

Should a student be exposed to the bodily fluid of a patient, they will immediately report the incident to the faculty member. The student will follow the institutional infectious and environmental hazard policy, including completing all required documentation. Students should be aware that an infectious or environmental hazard exposure can adversely affect their overall health as well as performance in the program.

The student is required to complete an incident form (see appendix) and submit it to the Chair of the Nursing program within 24 hours of the incident. Health information concerning the student or anyone else should not be included when filling out the exposure form. Following an exposure, the student must follow-up with his/her medical provider or the Student Health and Counseling Center for further evaluation and/or treatment.

Transportation

Transportation to hospitals, clinics, and other community settings is the student's responsibility and at the student's expense.

NCLEX- RN LICENSURE

Upon completion of the nursing program, students will complete an application for licensure as a registered nurse and take the NCLEX-RN licensure examination. A component of the process is determination of "good moral character". The application asks the applicant to indicate if the "applicant has been convicted of a crime or has committed an act which raises a reasonable question as to the applicant's moral character." (Please refer to New York State Education Department, Office of Professions, Regents Rules, Part 28, p.111, www.op.nysed.gov.) It is the student's responsibility to seek legal guidance with any concern about meeting these criteria.

NURSING ORGANIZATIONS

Sigma Theta Tau - Alpha Alpha Nu Chapter at large – Hofstra Northwell SON was created in August 2020 that the at-large chapter designation was approved, and the name designated Alpha Alpha Nu. Students are eligible for membership when they achieve excellence in nursing according to standards. Specifically, students are eligible in the Fall semester of their junior year upon successful completion of 50% of the program. Students must rank higher than 35% of their cohort in scholarship.

The American Association for Men in Nursing (AAMN) – The Hofstra chapter embodies the values of stewardship, integrity, inclusion, empowerment, excellence, and innovation. The mission of AAMN is to shape the practice, education,

research, and leadership for men in nursing and advance men's health. Its vision is to be the association of choice representing men in nursing. The purpose of AAMN is to provide a framework for nurses, as a group, to meet, to discuss and influence factors, which affect men as nurses.

National Student Nurses Association (NSNA) – Founded in 1951, the purpose of the Nursing Students' Association is to aid in the transition from undergraduate nursing students to the professional world. "Our goal is to help mold the future of nursing by first developing accountable, responsible, and motivated leaders."

STUDENT SUPPORT SERVICES

Dean of Students Office

Chermele Christy, DOS

516-463-6913

chermele.r.christy@hofstra.edu

A safe learning environment is of the utmost importance in the BS(N) program. Our students are taught to identify a negative learning climate that may conflict with ideal professional values, and how to articulate, accurately describe and ultimately address the features of this climate.

If a student has any concerns, he/she may discuss these with the student's advisor.

If a student wishes, he/she may also report confidential concerns to the program's Ombudsperson. He/she provides a neutral, confidential, and independent resource for dispute resolution for students, staff, and faculty. The Ombudsperson may serve as an intermediary, mediator, facilitator, informal information gatherer, or simply as a listener.

The Ombudsperson has no authority to take action but has access to anyone in the program for the purpose of informal resolution of concerns and disputes. Issues not resolved will be brought to the Dean.

Common Hour

To facilitate students and faculty participation in extracurricular and co-curricular events, the schedule of day classes leaves open a common hour on Mondays and Wednesdays from 1:00pm to 2:25pm.

Hofstra University Student Health Services

University College Hall, North Campus

T: 516-463-6745

F: 516-463-5161

www.hofstra.edu/StudentAffairs/StudentServices/welctr/index.html

During the hours when Student Health Services is closed, all Hofstra University Public Safety officers are certified first responders and will assist any student in need of emergency medical services.

Student Access Services (SAS):

If you believe you need accommodations for a disability, please contact for Student Access Services (SAS). In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, qualified individuals with disabilities will not be discriminated against in any programs, or services available at Hofstra University.

Individuals with disabilities are entitled to accommodations designed to facilitate full access to all programs and services. SAS is responsible for coordinating disability-related accommodations and will provide students with documented disabilities accommodation letters, as appropriate. Please note that accommodations may require early planning and are not retroactive; please contact SAS as soon as possible. All students are responsible for providing accommodation letters to each instructor and for discussing with him or her the specific accommodations needed and how they can be best implemented in each course. For more information on services provided by the university and for submission of documentation, please contact the Student Access Services, 107 Student Center, 516-463-7075.

Emergency/Urgent Service Contact Information

* When using on-campus phones to call other campus numbers, always press 3 followed by the last four digits of the phone number.

** When using on-campus phones to dial off campus, always press 9 first.

Hofstra University Public Safety Department:	
For police, fire or medical	516-463-6789
For information	516-463-7878
For all other inquiries	516-463-6606
Hofstra University Campus Alert Hotline	516-463-1234
Northwell Health Center for Emergency Medical Services	516-719-5000
Center For Disease Control 24-Hour Emergency Hotline	888-448-4911
Hofstra University Student Health Services	516-463-6745
Hofstra University Help Desk/Tech Support	516-463-7777
Northwell Health Help Desk/Tech Support	718-470-7272

CAMPUS SERVICES

Dining Options

The University offers an array of dining options in a variety of locations, with convenient hours, and with tax-free sales. All campus dining locations accept the HofstraCard. <https://dineoncampus.com/hofstra>

Complete information about dining plan options is found at: <https://new.dineoncampus.com/hofstra/for-commuters>

Campus Safety

Hofstra University - David S. Mack Public Safety and Information Center

The David S. Mack Public Safety and Information Center is located on the southeast corner of Hempstead Turnpike and California Avenue and is the headquarters for the Department of Public Safety which works 24 hours a day, seven days a week, to ensure the well-being of the Hofstra community. Several of the services provided by the Department of Public Safety are listed below. For a full list of services offered by the Department of Public Safety, please visit:

<https://www.hofstra.edu/public-safety/>

In an emergency, please call 516-463- 6789. For information, call 516-463-7878 and for all other inquiries, call 516-463-6606.

Annual Security and Fire Safety Report: Hofstra University's Annual Security and Fire Safety Report contains information regarding security and personal safety, including topics such as crime prevention, fire safety, crime reporting policies, disciplinary procedures and other matters of importance related to security and safety on campus. The report also contains information about crime statistics for the three previous calendar years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by Hofstra University; and on public property within, or immediately adjacent to and accessible from, the campus. A copy of this report can be obtained by contacting the Department of Public Safety at 516-463-6606 or by downloading the page in Adobe Acrobat format at:

<https://www.hofstra.edu/public-safety/security-fire-safety-report.html>

Emergency Response Plan: The Hofstra University Emergency Response Plan is a procedural document for organizing, coordinating, and directing available resources toward the control of an emergency. The plan includes a chain of command establishing the authority and responsibility of various individuals. As with any document of this nature, the plan should be seen as a living text, subject to changes, update, and revision as the environment of the University changes.

For further information about the Hofstra University Emergency Response Plan, please visit:

<https://www.hofstra.edu/About/PublicSafety/emproc/index.html>

Transportation: The Hofstra University train shuttle provides transportation throughout the campus to members of the Hofstra community. There are also scheduled stops at the Hempstead and Mineola Long Island Railroad stations as well as at local shopping, dining, and entertainment venues. For schedules and information, visit: www.hofstra.edu/shuttle. Campus shuttle schedules are subject to change when there are changes in the train schedule or for any unforeseeable circumstances.

The night shuttle will run through the neighborhoods surrounding Hofstra during the overnight hours, from 10:00p.m. until 5:00a.m., traveling from various points on North and South campus, to local eating and entertainment establishments, and through areas of Hempstead and Uniondale where many students live. A Hofstra ID must be presented to the driver. The shuttle will provide students who work and study late, or who need to travel to off-campus residences and back, with regular and reliable transportation.

The shuttle can be tracked on a smartphone or online via GPS. The shuttle, either a small white bus or a gray Hofstra passenger van, will run in approximately 30-minute loops and will have regular stops.

For further information about the night shuttle, please visit:
https://www.hofstra.edu/about/publicsafety/pubsaf_nightshuttle.html

Campus Alert Notification Network: The Campus Alert Notification Network, or CANN, is a comprehensive notification structure in place to alert the campus community in the event of an emergency.

In the case of an immediate emergency, the campus public address system will be activated alerting the campus community to check one of the following for important information and/or instructions:

- Your phone or text message (participation required)
- www.hofstra.edu and the campus alert page of the website.
- In the event of an emergency, information will also be posted on Twitter and Facebook
- The campus alert hotline: 516-463-1234
- The Hofcast network, now available on LCD screens in all academic buildings, in addition to highly trafficked sites around campus.
- The Hofstra television service - all stations on the Hofstra service will be interrupted in case of an emergency.
- The Hofstra radio station - WRHU Radio Hofstra University 88.7 FM.

Sign up online at My.Hofstra.edu by providing your personal telephone contact information. For further information about CANN, please visit: https://www.hofstra.edu/about/publicsafety/emproc/emproc_cann.html

Student Escort: Student escorts are available daily between dusk and dawn to walk any member of the Hofstra community to his or her car or residence hall. Student escorts receive special training, are equipped with Hofstra University radios, and assist the Department of Public Safety in reporting any suspicious activity. Student escorts wear blue shirts and yellow jackets for easy identification. To request an escort, call 516- 463-6606 or ask a Public Safety Officer for assistance.

Hofstra University Bookstore

Sondra and David S. Mack Student Center
Tel: 516-463-6654

<https://hofstra.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=22561&catalogId=10001&langId=-1>

Banking

TD Bank

Sondra and David S. Mack Student Center

https://www.hofstra.edu/studentaffairs/student services/stsv_td_bank.html

Visitors Center

For further information about the Visitors Center, please visit: <https://www.hofstra.edu/visitors/index.html>

Diane Lindner-Goldberg Child Care Institute

The Diane Lindner-Goldberg Child Care Institute offers a quality early education program for infants, toddlers, and preschoolers. The Child Care Institute (CCI) is licensed and in the spring of 2009 was reaccredited by The National Association for the Education of Young Children (NAEYC).

Enrollment is year-round and is open to the Hofstra community and families living or working on Long Island. DSS subsidy and scholarship programs may be available for those that meet income eligibility guidelines.

https://www.hofstra.edu/community/slzctr/slzctr_childcare.html

Recreation and Intramural Sports

The Department of Recreation and Intramural Sports offers a wide variety of sport activities, fitness programs and recreational facilities for the entire campus community. The Office is located in the David S. Mack Fitness Center, on the North Campus, east of Colonial Square.

The Department's mission is to educate the campus community on the value of a healthy lifestyle and to enhance the physical well-being of all, particularly the students. Supporting a healthy lifestyle is accomplished by offering diversified recreational programs along with premier facilities that encourage active participation in both a formal and informal setting.

Students and faculty are encouraged to utilize the fitness facilities on campus, participate in the many recreational programs offered, and live a healthy lifestyle.

Participation is encouraged through:

- Intramural Sports
- Recreation Events
- Group Exercise Classes
- Club Sports

For more information about the Department of Recreation and Intramural Sports, visit their website at: www.hofstra.edu/recreation or call 516-463-4037. A valid HofstraCard is required at all times upon entry into the Fitness Center.

HOFSTRA UNIVERSITY

Leadership

<https://www.hofstra.edu/about/administration/index.html>

Campus Map

https://www.hofstra.edu/pdf/about/infocenter/infocenter_print_campusmap.pdf

APPENDICES

Appendix A: Exposure Incident Investigation Form

Hofstra University
Nursing Program
Exposure Incident Investigation Form

Date of Report: _____ Time of Report: _____

Date of Incident: _____ Time of Incident: _____

Name of Student(s) involved in incident: _____

Name of Supervisor/Instructor at time of incident: _____

Location of potential exposure (classroom or clinical experience site): _____

Exposure occurred as part of (check all that apply):

- ☐ Class instruction
- ☐ Supervised laboratory assignment
- ☐ Patient care provided during clinical hours
- ☐ Observation hours
- ☐ Independent skills practice
- ☐ Other _____

Potentially Infectious Materials Involved (Type of bodily fluids and source of exposure, i.e., Needle stick, contact with open wound, etc.):

Circumstance (Task being performed, etc.):

How incident was caused? (Accident, equipment malfunction, etc.):

Personal protective equipment being used:

Actions taken (decontamination, clean-up, immediate referral to health care practitioner, reporting, etc.):

Recommendations for avoiding repetition:

Title of Investigator _____ **Signature** _____

Appendix B: Post-Exposure Evaluation and Follow-Up Checklist

Hofstra University Nursing Program Post-Exposure Evaluation and Follow-Up Checklist Form

The following steps must be taken, and information transmitted, in the case of a student's exposure to Bloodborne Pathogens:	
<u>Activity</u>	<u>Completion Dates</u>
1. Student furnished with documentation regarding exposure incident.	
2. Source individual identified Source individual's name: _____	
3. Source individual's blood tested, and result given to expose employed. <input type="radio"/> Consent has not been able to be obtained.	
4. Exposed student's blood collected and tested. - If refused, employee must sign below. _____ (Exposed student's signature)	
5. Appointment arranged for student with health care professional. _____ (Health Care Professional's Name) - If refused to see health care professional, then exposed student must sign below _____ (Exposed Student's Signature)	
Documentation forwarded to health care professional:	
	Bloodborne Pathogens Standard
	Description of exposed student's duties
	Description of exposure incident, including routes of exposure
	Result of source individual's blood testing
	Student's medical records

Name of person completing checklist: _____

Date: _____

Appendix C: Remediation Pathway for Drug Calculation (Med Math) Proficiencies

Students are required to pass all drug calculation proficiency exams throughout the nursing program with a score of 90 % to progress. No student may administer medications under the supervision of the clinical preceptor unless drug calculation proficiency has been demonstrated

Math proficiency exams will be administered during week 2 of the semester within four courses

- Level 1 (Math + Basic Med administration) - Sophomore year, NUR 108B
- Level 2 (Math + Advanced Med administration) - Junior year, NUR 130 & NUR 133
- Pediatric Dosing Proficiency exam – Senior year, NUR 141

Remediation Pathway

Attempt #1

PASS – Student academically progresses

FAIL - Student will receive remediation and must retake examination after remediation prior to the end of the semester

Attempt #2

PASS - Student academically progresses

FAIL - Student will receive notification from the Chair of nursing or designee with an academic letter of support and mandatory self-directed learning program. Student will be referred to the Assistant Director of Student Success for resources and referral for mathematic tutoring. Students will be provided a 3rd (final) attempt to pass the exam

Attempt #3

PASS – Students academically progress

FAIL - Students who fail after remediation and mathematic tutoring may not register for subsequent nursing clinical courses and will receive an academic letter of failure from the Chair of Nursing or the Asst Chair of Undergraduate Nursing notifying referral to SAC. Students' academic progression and history of drug calculation proficiency history will be reviewed with recommendation to the Dean for academic progression or dismissal.

Appendix D: Clinical Incident Report Form

Clinical Incident Report

Date:

Time:

Individual(s) Title of those involved in the Incident:

Event: Medication Error

Description of event:

Witness(es):

Circumstances contributing to or involved in the incident:

Additional Comments:

Signature/Title of Individual Completing the Report

Administrative Use Only/Do Not Write Below This Line

Action Plan:

Remediation Plan:

Signature/Title of Administrator Completing the Plan

Appendix E: School of Nursing Guideline on Clinical Simulation Expectations

Purpose:

The purpose of this policy is to establish guidelines for clinical simulation exercises that promote realism, professionalism, and teamwork among learners. These simulations are integral to the educational development of healthcare professionals, aiming to bridge theoretical knowledge with practical skills in a controlled environment.

Realism:

Simulation scenarios shall be designed to closely replicate real-life clinical situations, utilizing advanced clinical simulation technology, realistic patient simulations, and authentic healthcare environments. This includes the use of high and low fidelity mannequins, accurate clinical equipment, and simulated patient care settings such as hospital, operative and emergency rooms. Realism enhances the learning experience by providing learners with hands-on practice in critical decision-making, patient management, and emergency response.

Professionalism:

Participants are expected to adhere to ANA code of ethics and professional standards throughout simulations, maintaining respectful communication, ethical conduct, and adherence to patient confidentiality. Professionalism includes demonstrating empathy, cultural sensitivity, emotional intelligence, and collaboration competencies essential for effective healthcare delivery. Feedback on professionalism will be provided to participants to foster continuous improvement and readiness for real-world clinical practice.

Teamwork:

Simulations shall incorporate collaborative scenarios that require participants to work effectively within interdisciplinary teams. This includes clear communication, role clarity, and mutual respect among healthcare professionals from different disciplines. Teamwork skills such as leadership, delegation, and crisis management will be emphasized to prepare participants for dynamic healthcare environments where teamwork is critical to patient outcomes. Teamwork is defined by the IPEC Competencies as included in your syllabus.

Compliance:

All learners, facilitators, and staff involved in clinical simulations are expected to comply with this policy to uphold standards of educational excellence, professionalism, and patient safety. Breaches in professionalism may result in academic sanctions, and will be reviewed by the SAC, and may mandate academic probation or dismissal from the BS(N) program.

ATTESTATION

Student's Name: Last, First (Print) _____

I hereby confirm that I have received a copy of the BS(N) program Student Handbook and fully read and understand its content. I understand that the most updated version of this handbook is accessible at:

[UG HANDBOOK 2024](#)

Any questions have been answered to my satisfaction and I will abide by the expectations, obligations and required behaviors stipulated.

Signature: _____

Date: _____