



HOFSTRA NORTHWELL
SCHOOL *of* GRADUATE NURSING
AND
PHYSICIAN ASSISTANT STUDIESSM

Graduate Nursing Program

Faculty Handbook

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INTRODUCTION

The Graduate Nursing Program Faculty 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 Collective Bargaining Agreement (CBA), Faculty Policy Series (FPS), Graduate Studies Bulletin and Guide to Pride. This Handbook covers policies for the curriculum, including specific guidelines and additional policies for the clinical courses. The Graduate Nursing Program reserves the right to amend policies, as needed. Faculty will be notified in writing of any changes to this Handbook. Faculty is subject to the guidelines, procedures and regulations of the most recent version of the Handbook. All faculty, regardless of date of hire, will be provided with the latest version of the Handbook as it becomes available.

Academic Calendars

Hofstra University Academic Calendars can be found at:

http://www.hofstra.edu/StudentAffairs/StudentServices/AcademicRecords/acdrec_calendars.html

Hofstra Guide to Pride

Hofstra University Guide to Pride can be found at:

http://www.hofstra.edu/faculty/faculty_guidetopride.html

Graduate Nursing Leadership

<http://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, masters and doctoral programs that support a wide range of career aspirations (http://www.hofstra.edu/about/about_mission.html).

The Master of Science program with a major in Nursing, 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 innovative 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 professors' scholarly and professional pursuits and accomplishments.

MISSION, VISION, AND VALUES

Mission Statement

The Master of Science Program with a major in Nursing, through an interprofessional learning model, will graduate Nurse Practitioners who will be prepared to provide quality, holistic, scientifically sound, and patient-centered care while optimizing the health and well-being of diverse populations and communities for the betterment of humanity.

Vision

The Hofstra Northwell School of Graduate Nursing and Physician Assistant Studies aims to be the global leader in interprofessional education preparing the next generation of Advanced Practice Nurses and Physician Assistants. The Hofstra Northwell School of Graduate 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 Graduate Nursing and Physician Assistant Studies will be recognized by their practice and conduct as exemplary health professionals. The core values of the Master of Science Programs create the curricular framework for the continued development of our learners' professional identity formation as advanced practice 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 advanced practice 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 advanced practice 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 advanced practice 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 advanced practice 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 advanced practice nurses, to function in a variety of settings as well as communities of practice, to impact global health.

Humanism

We prepare our advanced practice 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 advanced practice 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.

ACCREDITATION

The Master of Science Program with a major in Nursing is accredited by the New York State Board of Regents. As the institution is scheduled to host an on-site evaluation on October 4-6, 2017, the program will be reviewed by the Board of Commissioners of the Commission on Collegiate Nursing Education (CCNE) at its Board of Directors meeting in 2018. For more information about types of nursing program accreditation, please visit <http://ope.ed.gov/accreditation/agencies.aspx>.

FACULTY 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.

Faculty Computing Services (FCS) exists to help Hofstra faculty develop and implement educational solutions in their courses. Please contact them by phone (516-463-7777, option 2, then option 1), Email, or at the Faculty Support Center (215 McEwen Hall).

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 <http://www.hofstra.edu/wireless>.

FCS Hours

Hours vary occasionally; please refer to <http://www.hofstra.edu/About/IT/itfcs/index.html> for up-to-date hours.

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 information about the Hofstra University Joan & Donald E. Axinn library, please visit: <http://www.hofstra.edu/Library/>

Health Sciences Library

The graduate 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.

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

Hofstra Northwell School of Medicine Library Staff:

http://medicine.hofstra.edu/library/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>

CURRICULUM AND PEDAGOGY

Master of Science with a Major in Nursing

Student learning outcomes are designed to meet program outcomes. The curriculum is aligned with *The Essentials of Master's Education in Nursing* (AACN, 2011), and guided by the *The National Organization of Nurse Practitioner Faculties Nurse Practitioner Core (2014) and Population Competencies (AGACNP, 2016; FNP and PMHNP, 2013), IPEC Competencies (2016), and the NTF Criteria (2016)*. The Graduate Nursing Program has a strong focus on preparing students for evidence-based practice and scholarship in their selected population focus. The spiraling curriculum is designed to introduce concepts that will be revisited throughout the program, increasing in levels of complexity until competence and mastery are achieved (McCormack, 1993; Harden, 1999). The Graduate Nursing Program educates students to become lifelong learners through the use of clinical reasoning, critical thinking and clinical decision making, which guide the curriculum. Beginning in the first academic year, scientific knowledge is introduced and later applied throughout clinical experiences to illuminate and verify readiness for the role of the APN-NP. Through self-directed learning, students focus their efforts on preparation for the scheduled curricular sessions and on integrating their acquired knowledge.

Small group environments are critical to the delivery of case based sessions. Notably, the first two semesters utilizes an innovative teaching-learning practice called Patient-Centered Explorations in Active Reasoning, Learning, and Synthesis (PEARLS). PEARLS is the primary teaching-learning practice which guides other learning activities and implements a flipped classroom approach. PEARLS is the Graduate Nursing Program's structural framework for case based learning. This approach encourages students to look at populations, chronic illness, and acute conditions through various multidisciplinary lenses. This pedagogy is learner centric and incorporates scientific knowledge, clinical reasoning, health promotion and prevention, social determinants of health, and population health perspectives across the lifespan. Faculty serve as facilitators of the process of the PEARLS pedagogy as students complete the activities required for identifying, organizing, assimilating, and applying the curricular content. PEARLS sessions for students are conducted in small group classrooms, and target curricular goals and outcomes.

The benefit of the unique academic practice partnership is the access to content experts and an innovative state of the art center (PSI) for excellence in the use of instructional simulation. The Patient Safety Institute offers clinical simulation in an interprofessional learning environment. Simulations involve individual patient encounters, team based scenarios, interprofessional sessions and include high and low fidelity pedagogies. Debriefing is a key component following the completion of each case and incorporates real-time feedback with reflection and are guided by simulation faculty. The faculty are national leaders and peer reviewers for the Society for Simulation in Healthcare (SSH). In addition to high fidelity simulators, the CSC allows students to perform clinical encounters with standardized patients for learning psychomotor, communication, clinical decision-making, and role transition skills. Post encounter debriefing includes standardized patient feedback and faculty feedback, which include the opportunity to review the video recording of the student encounter.

In the Bioskills Education Center, students are coached and mentored by content experts in the application of higher level procedural skills (e.g. central line placement with point of care ultrasound, suturing, slit lamp evaluation, and arthrocentesis). Clinical experiences are augmented by each of the above facilities. The clinical learning environment expands to various facilities which include, but are not limited to hospitals and ambulatory settings. Students have the opportunity to engage in clinical settings that include innovative learning environments such as home visits, electronic intensive care unit (e-ICU), and other telehealth modalities.

MASTER OF SCIENCE

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

Family Nurse Practitioner (FNP)

Psychiatric Mental Health Nurse Practitioner (PMHNP)

For specific information on each track: <http://bulletin.hofstra.edu/content.php?catoid=85&navoid=10196>

GOVERNANCE AND FACULTY POLICIES

Faculty Governance Assembly (FGA) of the Graduate Nursing Program

The Faculty Governance Assembly (FGA) is the governing body of the Graduate Nursing Program. The FGA will include officers, a Chair and a Vice-Chair. The Chair and Vice-Chair may serve up to two consecutive terms.

Responsibilities of the Chair and Vice-Chair:

- a. The Chair will preside at the meetings of the FGA and shall be ex-officio member of all FGA committees, however, may vote to break ties. The Chair shall appoint a Parliamentarian annually, who will facilitate the implementation of Robert's Rules during the meeting. The Chair can convene an Ad Hoc Committee as necessary.
- b. The Vice-Chair will assist the Chair in performing presiding over the FGA meeting in the absence of the Chair.
- c. A member of the Graduate Nursing staff will be responsible for the recording of the meeting minutes. Seven days prior to the FGA meetings, the staff member will send out a written notification to the membership, maintain the minutes and records of the FGA. The staff member will distribute a summary of the minutes to faculty each member including all recommendations, resolutions and motions. The staff member shall keep a permanent copy of the current edition of the Graduate Nursing Program Bylaws, and a roster of the FGA voting membership. Minutes of the FGA meetings will be archived for use and inspection of the faculty and accrediting bodies/agencies. The staff member will provide the Office of the Dean with minutes of the FGA meetings for permanent file in the archives. Meetings will be scheduled monthly, during the academic year. All faculty with faculty rank are required to attend FGA meetings.
- d. Special Meetings of FGA. Special meetings may be called by the Chair of FGA if petitioned by no less than ten percent (10%) of voting members. The FGA meeting shall be held within five business days of receipt of the application. The Faculty shall be given the agenda within seven days of the meeting. Any actions taken shall be limited to those matters set forth in the distributed agenda.

Voting Membership: The voting membership of FGA will include all members with faculty rank.

Quorum: Any resolution may be voted upon without delay by voice vote and considered passed if approved by a simple majority present at the meeting.

Order of Business: The order of business at the FGA meetings, except for special meetings, shall be:

1. Reading and approval of minutes of previous meetings
2. Report of the Dean, the Associate Deans, and Chairs of Standing Committees
3. Report of the HU Faculty Senate representative
4. University –wide Committees or Taskforces
5. Old Business requiring updates
6. New Business

New Business: Five working days prior to the meeting items of New Business should be communicated to the staff member with secretarial duties. New business may be presented at any regular meeting of FGA but may be tabled for further discussion.

Faculty Membership

All regular members of the faculty shall have the right to vote at faculty meetings. Faculty members shall consist of all individuals appointed to the Graduate Nursing Program with the academic rank of Professor, Associate Professor, Assistant Professor and Instructor. Voting faculty are also required to serve on the standing committees of the Graduate Nursing Program, where appropriate.

Faculty shall be responsible for the formulation of academic policies related to the admission, progression and retention of students, academic standards curriculum, student advisement, and the quality of programs within the curriculum. All full-time faculty are expected to attend Graduate Nursing Program faculty meetings, and the meetings of the committees to which they are appointed. The faculty is authorized to initiate develop, revise and implement programs and policies in accordance with the National Taskforce for the Evaluation of Nurse Practitioner Programs. The faculty have the responsibility for all curriculum related matters, and others as outlined by the Faculty Statutes of Hofstra University. University statutes regarding faculty appointment, reappointment, promotion and tenure can be found on the Faculty Senate website, http://www.hofstra.edu/pdf/faculty/faculty_statutes.pdf.

The Faculty is authorized to develop and implement programs and policies in accordance with Hofstra University. The responsibilities of the faculty include the following:

- a. Participate significantly in the initiation, development and implementation of the educational programs, in collaboration with the Senior Associate Dean for Academic Affairs, the Chair of the Graduate Nursing program and Program Directors.
- b. Participate significantly in the establishment and continuous review of academic standards and policies for student academic progression.
- c. Advise students regarding academic progression, coursework, and individual matters which may their performance.
- d. Adhere to the Graduate Nursing Program. (refer to Faculty Handbook)
- e. Encourage student participation in the development of educational programs in the Graduate Nursing Program.
- f. Participate with administration in periodic assessment of faculty activities in the areas of faculty responsibility.

Standing Committees

The primary purpose of the standing committees shall be to consider and recommend actions and propose policies in the functional areas under their jurisdictions, subject to final approval by the full faculty.

Membership: Membership to all committees includes the Senior Associate Dean for Academic Affairs, and all full-time and adjunct faculty. Members of specific faculty committees will be appointed by the Senior Associate Dean for Academic Affairs, and will serve two-year terms on major committees, e.g. Curriculum, Student Advancement, Admissions, then rotate to another major committee. Committee chairs will be elected at the last faculty meeting of the academic year. The Chair and/or Co-Chair may be re-elected for a second term in the second year of their membership on the standing committee. One to two students may participate in the committees noted above. Only students in good academic standing may be appointed to a committee. Student attendees are not eligible to vote, and cannot attend meetings that are closed, due to issues of confidentiality.

Each Standing Committee shall meet at the time and date noted on the Standing Committee Membership Assignment and schedule distributed at the first FGA of the fall semester. Meetings shall ordinarily be open, may be closed due to issues of confidentiality. When a meeting is to be closed, the reasons for such closure will be announced publicly via email. All committees of the FGA, except as stated in the By-Laws report directly to the FGA when the report carries with it a recommendation, resolution or motion.

The voting membership of all Standing Committees shall be composed of those faculty assigned to the Committee, as noted on the Standing Committee Assignment and Schedule. The Senior Associate Dean of Academic Affairs is ex-officio, non-voting member on both the Curriculum and Student Advancement Committees. Committee chairs will be elected by the faculty at the last committee meeting of the

academic year, which assures a smooth transition during the following academic year. The Committee may elect a Co-Chair who will serve in a leadership role with the Chair, and lead the committee meeting in the Chair's absence.

Meetings: Standing Committees will meet on a regular day of the week, and time of day, as noted on the Standing Committee Schedule. The Chair and Co-Chair will construct an agenda which will be sent to the Committee within three days of the meeting. Members who are unable to attend the meeting, must send the Chair an email requesting to be excused with the reason for the absence. All members are invited to add relevant topics to the agenda as requested

Committees

Curriculum Committee: The purpose of the curriculum committee is to review, approve, or reject all new courses, major revisions to courses and/or curricula, new programs and/or degrees, as well as evaluates existing courses.

Student Advancement Committee (SAC): The purpose of the Student Advancement Committee is to formulate, evaluate and recommend revision of policies and procedures needed to maintain academic standards. The Committee will also receive notification of students who have received letters of Academic Warning and/or Academic Failure. The SAC will review each student who has earned a failing final course grade, and make recommendations to the Dean regarding the student's academic progression. Final decisions are sent as recommendations to the Dean.

Admissions Committee: The purpose of the Admissions Committee is to formulate, evaluate and recommend revision of policies and procedures required for the admission process. The Committee also reports to FGA a summary of the applicant pool and the number of candidates who are recommended for interview. Admissions to the Graduate Nursing Program occur on a "rolling basis". Final review and selection of applicants post-interview are scheduled by the Chair.

Quality Assessment and Improvement Committee: The purpose of the Quality Improvement and Assessment Committee is to consist of systematic and continuous actions that lead to measurable improvement in learning in the Graduate Nursing Program, and thus increase quality NP education and health services. Membership to this Committee will include both Graduate Nursing Program faculty and Northwell Health System Assessment Experts.

Budget and Resource Committee: The purpose of this committee is to identify and allocate fiscal, physical and human resources based on projected program growth. The committee reports budgetary and resource needs to the Dean for preparation of capital budget discussions with the Associate Provost of Hofstra University and Chief Administrator Officer of Northwell Health. Membership to this committee will be appointed by the Dean.

Ad Hoc Committees or Taskforces: Ad Hoc committees or taskforces are of narrow focus are time-limited. All Ad Hoc committees of the FGA report directly to the FGA when the report carries with it a recommendation, resolution, or motion. Meetings will be called by the Chair of the Ad Hoc committee when the special purpose for which the committee exists has business to conduct.

By-Laws Committee: The purpose of the by-laws committee is to provide operational guidelines relating to the operation of the Graduate Nursing Program. It provides information on the organization and leadership and faculty. The By-Laws should be reviewed annually and revised as needed, and is time limited. The Senior Associate Dean of Academic Affairs will appoint faculty to serve on this Committee, which will be recorded on the Standing Committees Assignment and Schedule document.

Informal meetings

Supervising Clinical Faculty Forum: Informal discussions of the clinical component and student progress of their clinical rotations. Faculty will meet after the FGA, monthly, in person or via Blackboard.

Huddles: Huddles are informal discussions, course updates, and student progress will be discussed at these informal meetings. Huddles may be scheduled by Lead Course Faculty or the Chair of the Graduate Nursing Program as needed. Huddles may also be called by any faculty member for relevant issues that need immediate discussions

Faculty Policy Series

http://www.hofstra.edu/Faculty/senate/senate_fps.html

Faculty Evaluation

http://www.hofstra.edu/PDF/Pro_FPS_14_PDF.pdf

As per article 5 of the Collective Bargaining Agreement and FPS #14, faculty are evaluated in the fall of each academic year:

http://www.hofstra.edu/pdf/about/administration/provost/prov_document_AAUP11_16Contract.pdf

Evaluation Form: http://www.hofstra.edu/PDF/Pro_FPS_14A_PDF.pdf

Library-Faculty Evaluation Form: http://www.hofstra.edu/PDF/Pro_FPS_14B_PDF.pdf

GUIDELINES FOR APPOINTMENT, REAPPOINTMENT, PROMOTION AND TENURE (ARPT): GRADUATE NURSING PROGRAM

Appointments shall be highly selective using rigorous standards. The Graduate Nursing Program has adopted the Boyer Model of Scholarship. Faculty at all academic ranks are expected to have knowledge and understanding of the Boyer Model (1990), demonstrate a continuing achievement of scholarship. Faculty scholarship using the Boyer Model is supported by the American Association of the College of Nursing, in their Position Statement on, The Scholarship of the Discipline of Nursing (1999).

<http://www.aacn.nche.edu/publications/position/defining-scholarship>

Tenure

http://www.hofstra.edu/PDF/Senate_FPS_15.pdf

Appointment

Individuals who become candidates for appointment to the faculty will be required to provide evidence of the following:

- Current CV
- Licensed Individuals in NYS: an Unencumbered License is required
- Advanced Practice Nurses are required to be nationally board certified
- BLS or ACLS, as required
- Three (3) professional references both peer and practice, where appropriate. References should have knowledge of the candidate's clinical, teaching, and/or professional expertise

Reappointment, Tenure and Promotion

The Graduate Nursing Program subscribes to the tenure criteria for teaching faculty stated in Faculty Policy Series (FPS) 15, Article 5 of the Collective Bargaining Agreement (CBA), and the Faculty Statutes. This document is meant to clarify the criteria as they pertain to reappointment, tenure, and promotion in the Department of Graduate Nursing. The specific goals stated in this document are considered to be a guide for candidates. Each candidate is expected to meet the minimum goals in the areas of teaching, application (clinical practice), integration and service.

Reappointment, tenure and promotion candidates are expected to submit to the DPC or their Ad Hoc Tenure or Promotion Committee a complete docket containing support for their progress in each category

listed below. Candidates may request the consideration of additional materials, such as an “under review” paper accepted for publication, after the initial docket is submitted.

Faculty in the Graduate Nursing Program will be evaluated on their performance in four areas: teaching, scholarship, application (clinical practice), integration and service. Faculty are responsible for the teaching and advising of students, and serving on the standing committees of the Hofstra Northwell School of Graduate Nursing and Physician Assistant Studies, University-wide committees, and maintain a clinical practice. Scholarly activities in each aspect of Boyer’s model requires those activities that faculty have been engaged which are ‘above and beyond’ the requirements of their academic position.

All faculty are expected to meet the criteria below for each academic rank:

- Full time: refer to article 6.1 of the Collective Bargaining Agreement
- Adjunct: refer to article 24 of the Collective Bargaining Agreement. Adjunct faculty should refer to article 5.20 of the Collective Bargaining Agreement regarding promotions

Tenure and/or promotion to associate professor, or promotion to full professor includes evaluating both teaching and interprofessional team teaching in the following ways:

- a. Minimum of 1 peer observation by a tenured faculty member per year and 2 chair observations during the tenure period and for promotion from assistant to associate professor, in accordance with FPS #46. A total of three peer observations prior to promotion to full professor.
- b. Course and Teacher Ratings (CTRs) in accordance with FPS #49.
- c. Regular student evaluations conducted by the Department of Graduate Nursing each semester. Results of these evaluations are shared with the candidate by the Program Director. The evaluations will be reviewed with the candidate by the Program Director, with the expectation of satisfactory performance.
- a. Special student evaluations. A departmental evaluation form will be sent to a random selection of the tenure candidate’s past students. Results of these evaluations will be confidential (i.e. will not be seen by the tenure candidate or others not officially involved in the tenure decision.) Students will also be given the opportunity to speak to the Ad Hoc Tenure committee.

Reappointment at current academic rank:

- The candidate will document the plan to obtain and progress to date in achieving of the five criteria. The absence of a reasonable plan may result in non-reappointment
- Promotion from Associate Professor to Professor – must hold a doctorate.

| Scholarly Requirements Tenure Track Reappointment, Promotion and Tenure | | | | |
|--|----------------------------|----------------------------|------------------|---------------|
| The table below indicates the number of points which must be earned since last promotion or appointment. | | | | |
| Criterion | Assistant Professor | Associate Professor | Professor | Tenure |
| Teaching | 2 | 3 | 4 | 5 |
| Application (Practice) | 1 | 2 | 3 | 3 |
| Discovery (Research) | 0 | 2 | 2 | 2 |
| Integration | 1 | 2 | 2 | 2 |
| Service | 2 | 3 | 4 | 5 |
| Total # of Points | 6 | 12 | 15 | 16 |

Each item = Points

Teaching = 3 points

Application (Practice) 2 points

Discovery (Research) = 1 point

Integration = 1 point

Service= 2 points

| Scholarly Requirements Non-Tenure Track Reappointment, Promotion and Tenure | | | |
|--|---|---|-------------------------------|
| The table below indicates the number of points which must be earned since last promotion or appointment. | | | |
| | Clinical Assistant Professor | Clinical Associate Professor | Clinical Professor |
| Teaching | 2 | 3 | 4 |
| Application (Practice) | 2 | 3 | 3 |
| Discovery (Research) | 0 | 0 | 0 |
| Integration | 1 | 1 | 2 |
| Service | 2 | 3 | 4 |
| Total # of Points | 7 | 10 | 13 |

Each item = Points

Teaching = 3 points

Application (Practice) 2 points

Discovery (Research) = 1 point

Integration = 1 point

Service= 2 point

Reappointment Reviews:

First Review:

- a. Student evaluations: It is anticipated that CTRs and Specialized Graduate Nursing Program student evaluations may be above or below the mean. If overall scores are poor, the faculty will be evaluated by the Senior Associate Dean for Academic Affairs, and set goals to be measurable and achieved for next review.
- b. Scholarship: The faculty member must be engaged in ongoing professional development, which is measurable or will lead to publication or presentation by the time of the second review.
- c. Service: The faculty should be engaged in student advisement, and participate in the Graduate Nursing Program standing committees, and other University activities.
- d. Based upon the candidate's strengths and weaknesses, the faculty member and the Senior Associate Dean for Academic Affairs should develop and agree upon specific, measurable, relevant goals for each area of scholarship and service to be achieved by the second review.

Second Review:

- a. The faculty is expected to have met the goals set at the first review with the Senior Associate Dean for Academic Affairs.
- b. The faculty is expected to have presented at one or more conferences, have one or more papers published or accepted for publication in peer reviewed journals, and be engaged in an ongoing program for faculty development in one or more areas of scholarship.
- c. Service: Student advisement, service to the Graduate Nursing Program and the University is expected to continue, professional organizations or have been establishes since the first review. Demonstration of leadership in regional or national professional organizations.
- d. Based upon the candidate's strengths and weaknesses, the faculty member and the Senior Associate Dean for Academic Affairs should develop and agree upon specific, measurable, relevant goals for each area of scholarship and service to be achieved by the third review, and discuss criteria for tenure if the faculty member is on a Traditional/Tenure Track.

Third review:

- a. The faculty member is expected to have met the measurable goals set with the Senior Associate Dean for Academic Affairs and/or develop a tenure dossier.
- b. National peer reviewed or invited presentations, and publications in peer reviewed journals since second review is an expectation.

- c. Service: Advising students, Graduate Nursing Program, Standing Committee leadership (e.g. Chair); Leadership on a University Committee or Task force; elected officer or board member to a national organization.
- d. Continued excellence and progress in each of the areas of scholarship, including but not limited to, evidence of being expert in the faculty member's field, including national, regional and local awards.

Scholarship within the Discipline of Nursing

The American Association of Colleges of Nursing's (AACN) set the definitive standard for defining scholarship for the discipline of nursing (AACN 1999, Boyer (1990) challenged all disciplines to embrace the full scope of academic work, moving beyond an exclusive focus on traditional and narrowly defined research as the only legitimate avenue to further the knowledge of the discipline, and to obtain rewards for professorial performance. He proposed that scholarship involves four areas that are critical to academic work.

The purpose of the position statement was, to "provide standards that clarify and describe a full range of scholarship within the discipline of nursing, to be used to guide promotion, tenure and merit reviews in a way that is appropriate to the profession; expand the scope of recognized scholarly activities; guide individual career planning; and demonstrate the growth of the profession over time" (AACN, 1998). The standards include: a) the Scholarship of Teaching; 2) the Scholarship of Clinical Practice (Application); 3) the Scholarship of Discovery and 4) the Scholarship of Integration. Scholarly activities include performance in the areas of scholarship that are performed above and beyond one's work responsibilities. Examples can be found at: <http://www.aacn.nche.edu/publications/position/defining-scholarship>.

Definition of Scholarship in Nursing

"Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods. This definition is applied in the following standards that describe scholarship in nursing." (AACN, 1999, p. 1). Scholarship includes those activities performed above and beyond fulfilling faculty responsibilities.

The Scholarship of Teaching

"The scholarship of teaching is conducted through the application of knowledge of the discipline or specialty, are in the teaching-learning process. It is the development of innovative teaching and evaluation methods, program development, learning outcome evaluation methods, program development, learning outcome evaluation, and professional role modeling" (AACN, 1999, p.3).

In addition to evidence of exemplars of scholarly teaching when evaluating a faculty's performance, continuing excellence in teaching and in meeting academic responsibilities are and expectation and are important to the mission of Hofstra University and the Department of Graduate Nursing.

Exemplars of the Scholarship of Teaching

The minimum requirements for the purposes of tenure and promotion to Associate professor, or promotion to full professor, a faculty member must document a continuing program of discipline relevant scholarly activity, which includes:

- Consistent evidence of research productivity since his/her arrival at Hofstra, including but not limited to publication of data acquired since coming to Hofstra
- Demonstration of scholarship throughout the tenure period with a minimum of 3 peer reviewed
- Publications during tenure probationary period, and an at least 3 peer reviewed publications prior to promotion to full Professor Publications should at least be "in press". Emphasis placed on first- authored publications
- Peer reviewed presentations at national/international conferences (podium preferred)
- Reputation as an expert in his/her field
- Awards, e.g. international, national, regional (state-wide)

- Evidence of individual development of innovative curriculum
- Testimonies to national health care/related organizations

The Scholarship of Clinical Practice (Application)

The scholarship of practice has emerged in nursing as a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline (Norbeck & Taylor, 1998; Rudy et al., 1995; and Wright, 1993). The four components of the scholarship of clinical practice include: 1) development of clinical knowledge; 2) professional development; 3) application of technical or research skills; and 4) service.

Advanced practice nurses must clinically practice to retain national board certification. Faculty who are advanced practice nurses, and accreditation standards for Schools of Nursing required current national board certification in the faculty's population. Practice scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied.

Models through which the scholarship of practice may be accomplished are varied (Norbeck & Taylor, 1998). These models may include structural typologies for practice, such as nursing centers, joint appointments with external agencies, and faculty practice, independent clinical practice apart from the University. Clinical practice is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the analysis of innovative health care delivery models. Components of the scholarship include: development of clinical knowledge, professional development, application of technical or research skills, and service.

Accreditation standards require all faculty leading and/or teaching clinical courses in Advanced Practice Registered Nurse (APRN) programs:

- Provide evidence of currency of practice
- Provide evidence of national board certification in the population which they were educated
- Maintain an unencumbered state license in the state in which they practice
- Hold malpractice insurance as an APRN

Exemplars of the Scholarship of Clinical Practice

- Peer-reviewed publications of research, case studies, technical applications, or other practice related issues
- National presentations related to practice
- Consultation reports
- Reports compiling and analyzing patient or health services outcomes
- Products, patents, license copyrights
- Peer reviews of practice
- Grant awards in support of practice
- State, regional, national, or international recognition as a master practitioner
- Professional certifications, degrees, and other specialty credentials
- Reports of meta-analyses related to practice problems
- Reports of clinical demonstration projects; and
- State-wide, national policy papers related to practice

The Scholarship of Discovery

The scholarship of discovery reflects the unique perspective of by emphasizing health promotion, restoration and rehabilitation, as well as a commitment to caring and comfort (AACN, 1999, p. 1). The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. It increasingly is interprofessional and collaborative in nature, across professional groups and within nursing itself.

Exemplars of the Scholarship of Discovery

- Grants, internal and/or external funding
- Peer-reviewed publications of research, theory, or philosophical essays
- Presentations of research, theory, or philosophical essays
- Grant awards in support of research or scholarship
- Mentorship of junior colleagues in research or scholarship
- State, regional, national, or international recognition as a scholar in an identified area
- Positive peer evaluations of the body of work

Scholarship of Integration

The scholarship of integration refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. The scholarship of integration emphasizes the interconnection of ideas, and brings new insight to bear on original concepts and research.

Integrative scholarship requires participation from two or more disciplines in inquiry that advances knowledge across a wide range of techniques and methodologies. Works that would be recognized in the scholarship of integration in nursing include interfaces between nursing and a variety of disciplines.

Exemplars of Integrative Scholarship

- Integrative reviews of the literature
- Published analysis of health policy
- Development of interprofessional educational programs and service projects
- Studies of systems in health care
- Original interprofessional research
- Integrative models or paradigms across disciplines
- Interprofessional published books
- Positive peer evaluations of contributions to integrative scholarship
- Reports of interprofessional programs or service projects
- Interprofessional grant awards
- Interprofessional presentations
- Policy papers designed to influence organizations or governments

Peer Observation

Peer observations will be conducted in accordance with the Faculty Policy Series. Please refer to PEARLS Faculty Handbook appendix for faculty peer observation forms and procedures.

Professional Service

Service is essential and integral to each faculty member, as a professional. Service is evaluated by contributions to the Hofstra Northwell School of Graduate Nursing and Physician Assistant Studies, Hofstra University, national organizations, and the following:

- Service and leadership on standing committees of the Department of Graduate Nursing
- Ad hoc committees and/or taskforces of the Hofstra Northwell School of Graduate Nursing and Physician Assistant Studies and Hofstra University
- Elected office or appointed to Boards of Directors, Committee Chairs of national organizations
- Appointed to leadership positions in national organizations.
- Mentoring faculty
- Student advisement and career counseling
- Leadership in program development
- Representing the graduate nursing program, e.g. Open Houses, Admitted Student Days, and Orientation Days

- Community or organizational service above and beyond faculty requirements. All candidates are expected to serve the community on a regular basis
- Leadership in curriculum development and instructional assessments
- Effective program director leadership and curriculum innovation

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STUDENT ADVISEMENT STANDARDS

Each student is assigned a faculty advisor at Orientation, who is his or her first semester PEARLS faculty facilitator. 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 three times per semester during the first academic year and minimum of once per semester during the second and third 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. <http://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 Graduate Nursing Program, Program Directors, and Lead Course Faculty.

Advisor Responsibilities

- The academic advisor is the principal interface among the student, the Graduate Nursing Program and the university.

- The academic advisor has the responsibility to humanize the Graduate Nursing 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 Graduate Nursing Program, and Program Directors of academic problems.
- Communicate with students who are placed on Academic Warning or Probation to review status and progress.
- Notify the Senior Associate Dean for Academic Affairs, Chair of the Graduate Nursing Program, and appropriate Program Director, 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 weekly.
- 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 Warning/Academic Failure.

ACADEMIC POLICIES

Academic Standing

In order to maintain good academic standing, students are required to earn a minimum final grade of B (83%) in each course in the program, and a minimum cumulative grade point average (GPA) of 3.0. Additionally, students are required to adhere to professional standards, university policies and Graduate 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 Warning to notify the student of unsatisfactory performance in any 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 policy and procedure regarding Academic Warning

A letter of Academic Warning will be sent to the student via first class and certified mail from the Senior Associate Dean for Academic Affairs. Copies of this letter will be sent to the following as appropriate:

- Dean
- Chairperson of the Student Advancement Committee (SAC)
- Graduate Nursing Program Chair
- Lead Course Faculty
- Faculty Advisor
- Program Director
- Student File

Clinical courses include two components, didactic and clinical. Both components of the course must be passed to academically progress. 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 course at its next offering, and must receive a grade of B or higher to remain in good academic standing. Clinical courses may be retaken at the next offering, however, failure to pass a clinical course a second time will result in dismissal from the Graduate Nursing Program. Courses in the program are offered sequentially. Retaking non-clinical courses requires enrolling in the course at its next offering. Only two courses within the curriculum can be retaken in order to remain in good academic standing. The student's academic progression will be delayed until the student is returned to good academic standing. If the student has earned a grade below the grade of B (83%), 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 in writing, both by first class and certified mail of the Dean's decision.

Remediation

Students who are at risk of not achieving a grade of B (83%) 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; 2) formally during a meeting with the course faculty; 3) will receive a letter of Academic Warning (see above). The letter of Academic Warning will identify a learning contract with learning activities which will support the student's learning through the remainder of the semester.

Incomplete Policy

All graduate nursing students are required to complete coursework by the end of the semester. Course assignments must be submitted by the dates indicated in 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 Graduate Nursing Program.

Academic Progression Policy

Students who fail a course will receive notification by the University of the failure. The Student will receive a letter of Academic Failure (See Academic Standing Policy). The SAC of the Graduate Nursing Program will convene to review the student's academic history and performance in the course which was failed. The SAC will make its recommendations to the Dean regarding the action to be taken. The Hofstra University policy on failure of a course can be found in the Graduate Studies Bulletin: <http://bulletin.hofstra.edu/content.php?catoid=81&navoid=8824>

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 him or her to remedy the deficiency.

Academic Probation is the result of a student failing to meet the criteria to remain in good academic standing, e.g. grade below B (83%), and/or a cumulative GPA of less than 3.0. Probation will be recorded on the student's transcript by the Registrar. A student remains on academic probation until the conditions of good academic standing are met.

Grade Appeal Policy

The grade appeal policy is outlined in faculty policy series #42:

http://www.hofstra.edu/PDF/Senate_FPS_42.pdf

Dismissal and Appeal

The University policy on dismissal can be found using the link below. It should be noted that dismissal can occur anytime within the master's program for failure to remain in good academic standing or for issues related to academic dishonesty or unprofessional behavior.

<http://bulletin.hofstra.edu/content.php?catoid=76&navoid=7073#policy%20for%20dismissal>

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 Graduate Nursing Program. Professional behavior is expressed through respect for all others. Respect for others is inherent in the Graduate Nursing 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 evidenced by their interactions with Graduate 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 Graduate Nursing Program demonstrates a lack of congruence with the Program's mission and values.

Professional behavior is integral to the role of the NP 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 licensed nurses and nurse practitioners. Breaches in professionalism may result in academic sanctions, and will be reviewed by the SAC, and may mandate academic probation or dismissal from the Graduate Nursing 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 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 NP student.
- Engaging in unethical behavior in class, clinical settings or professional activities.
- 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 NP 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 <http://hofstra.edu/sexualmisconduct>), 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

The Hofstra Northwell School of Graduate Nursing and Physician Assistant Studies (SOGN) views its graduate students, faculty and administrative staff as responsible citizens who are integral members of the academic community. Most complaints are likely to concern alleged violations of the terms of written agreements and guidelines. However, some may address subtler matters involving unwritten expectations about issues such as remuneration and joint publication or unfair practices. It is recognized, however, that regardless of how well intentioned people’s efforts purport to be, misunderstandings and complaints are bound to arise. All conflicts should be dealt with in a patient and sensitive manner that respects the dignity of the participants. It is the purpose of the Complaint Process to ensure that these disagreements are expressed, explored, and promptly and confidentially resolved.

Summary

This complaint process outlines general provisions and procedural steps for handling complaints involving graduate 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 graduate students, faculty and administrative staff on issues relating to graduate 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, Program Director, Senior Associate Dean, Assistant 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 either the Assistant Dean for Administration or Senior Associate Dean for Academic Affairs.

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.

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.

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 either the Assistant Dean for Administration or Senior Associate Dean for Academic Affairs 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 Assistant Dean for Administration or Senior Associate Dean for Academic Affairs 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, graduate nursing school 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 Assistant Dean for Administration or Senior Associate Dean for Academic Affairs 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 Assistant Dean or Senior 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 Assistant Dean for Administration or Senior Associate Dean for Academic Affairs 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 Assistant Dean for Administration or the Senior Associate Dean for Academic Affairs.

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 Assistant Dean for Administration and/or the Senior Associate Dean for Academic Affairs.

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.

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 #11G for graduate students (http://www.hofstra.edu/pdf/Faculty/Senate/senate_FPS_11G.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.

Request to Change Clinical Population Track

Students select their population track upon application to the program. If admitted, they enter the program as a cohort in the fall semester. Students may elect to change their population track, if they meet the eligibility requirements, within the first semester of the program. Students follow a prescriptive matriculation plan of study to achieve the MS degree.

Students requesting to transfer from one population/track to another must do the following: 1) submit a formal request to the Chair of the Graduate Nursing Program. The student will be notified of the decision within 10 calendar days. If approved, the student must meet the Chair of the Graduate Nursing Program to review the new articulation plan. The Chair will notify the Associate Dean for Clinical Affairs and the Assistant Dean for Administration to officially change the population track.

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. At the present time, courses in the Graduate Nursing 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 Graduate Nursing 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 Graduate 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 Graduate Nursing Program, the returning student is required to meet with the Chair of the Graduate Nursing Program to assess his or her 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 b) resources to assist with developing the required knowledge and skills.

http://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 Graduate Nursing Program. It is imperative that students follow University procedures for withdrawal from courses and/or the program. http://www.hofstra.edu/pdf/sfs/sfs_howto_academic_leave_wd.pdf

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 lead course faculty and Chair of the Graduate 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 Warning. The Letter of Academic Warning 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 Program Director, and the Lead Faculty of the course. The Lead Faculty will develop a learning contract to assist the student in completing the course requirements.

Absences for Religious Observance

Hofstra University recognizes that students and/or faculty may from time to time miss class due to religious observances. Students who anticipate missing class for this reason should notify faculty members in advance. Likewise, faculty members who anticipate missing class for religious observance should notify students in their classes. As per Faculty Policy Series 12 (B): “No student shall be expelled or refused admission to Hofstra University because he or she is unable to participate in any examination, study or work requirement because of his or her religious obligations and practices. However, all students are expected to complete all assignments and examinations. It is understood that no adverse or prejudicial effects shall result to any student who avails him or herself of religious observances. The University, faculty, and student shall work together to achieve a reasonable accommodation concerning any conflicts between educational and religious obligations.”

In accordance with New York State Law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that he or she may have missed because of that absence on any particular day or days.

Hofstra’s policies regarding Incomplete grades, default grades, and associated deadlines can be found in the Undergraduate and Graduate Studies Bulletins under <http://bulletin.hofstra.edu/content.php?catoid=86&navoid=10655&hl=grades&returnto=search>.

Patient Rights and Confidentiality

Students need to be cognizant that patients have the right to refuse to have a student assigned them in the clinical site. 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 graduate nursing program. Patient medical records, inclusive of progress notes or lab reports, must not be removed from the clinical site by the graduate nursing student. No patient identifiers will be documented on the medical records or student assignments which contain patient related data from the patient’s history and physical exam, or SOAP Notes. Students must comply with the FERPA legislation as it applies to disclosing confidential information about another student, or any other member of the Hofstra Northwell Academic Partnership.

Dress Code

Faculty must dress professionally at all times. Business casual attire is required for all educational sites, unless otherwise instructed. Casual clothing that is revealing such as beach wear, shorts, and bathing suit tops or sweat pants should not be worn in class or a clinical site. Additionally, closed toe shoes and white lab coats must be worn. Hofstra University photo identification must be clearly visible at all times.

Work Policy

The Master of Science Program is designed for part-time study to meet the needs and characteristics of graduate nursing students. Program responsibilities are not negotiable, and will not be altered due to student work obligations. Classes are scheduled for all incoming first year students on Thursdays, and for second and third year students, on Tuesdays, except when otherwise notified.

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.

Students will not be placed in their current work location for their clinical practicum.

Electronic and Social Media Policy

Faculty and students are recommended to be mindful when using all electronic/technological media. Faculty and students should assume that all postings are visible to the entire University, Graduate Nursing Program, faculty, administrators, other students, and the public.

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, and blogs is strictly prohibited.

Similarly, private postings on Facebook or any other form of social media regarding program personnel, 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.

E-mail

Faculty are expected to access his/her Hofstra e-mail account on a regular basis during the fall and spring semesters (when not on leave) and any other semester/session in which the student is enrolled in a course. Faculty are expected to communicate with their students via e-mail and/or via announcements in Blackboard. Faculty are expected to respond to student and peer inquiries in a timely fashion (within 48 hours), except during vacations, and weekend. Students are also expected to respond to faculty communications, e.g. emails, Blackboard, telephone, requests, etc. within (within 48 hours). E-mail etiquette is a requirement for all communications. Please refer to the 101 e-mail tips at the following website for guidance: <http://www.101emailtippetips.com/>.

Family Education Rights and Privacy Act (FERPA)

In compliance with The Family Educational Rights and Privacy Act (FERPA) of 1974 and Accreditation Standards for NP Education, student materials, grades, records and files are considered privileged and confidential. All student records are stored in locked 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.

http://www.hofstra.edu/StudentAffairs/StudentServices/AcademicRecords/acdrec_ferpa.html

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 graduate nursing program. Patient medical records, inclusive of progress notes or lab reports, must not be removed from the clinical site by the graduate nursing student. No patient identifiers will be documented in student assignments which contain patient related data.

Health Insurance

Please refer to article 7 of the Collective Bargaining Agreement:

http://www.hofstra.edu/pdf/about/administration/provost/prov_document_AAUP11_16Contract.pdf

Malpractice Insurance

It is the responsibility of each faculty member to carry his or her own medical malpractice insurance. Evidence of malpractice insurance is submitted to the Assistant Dean for Administration.

Program Faculty and Student Health Care

No faculty member, including the program director and the medical director, are permitted to provide healthcare for Hofstra graduate nursing students. Provision of healthcare includes giving medical advice in this instance. 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, he/she 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 program director 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 Hofstra Wellness Center for further evaluation and/or treatment.

Should any expense be incurred as a result of an exposure, the student is responsible for all costs related to the incident.

Transportation

Arranging for transportation to hospitals, clinics, and other community settings is the faculty's responsibility.

TRADITIONS

White Coat Ceremony

The Graduate Nursing Program has established, as a tradition, a White Coat Ceremony following the completion of the first academic year. The White Coat Ceremony is a significant moment in a student's academic career. This ceremony initiates the transition to the role of the nurse practitioner, prior to the beginning the advanced clinical courses. The White Coat Ceremony creates a psychological, intellectual, and ethical contract between the nurse practitioner student and the profession, and promotes empathy as the student makes their role transition to the clinical component of the Master's program.

NURSING ORGANIZATIONS

The American Association of Nurse Practitioners (AANP) is the organization that represents NPs of all population foci. Membership provides many benefits and opportunities and represents 205,000 NPs within the US.

On January 1, 2013, the American Academy of Nurse Practitioners (founded in 1985) and the American College of Nurse Practitioners (founded in 1995) came together to form the American Association of Nurse Practitioners™ (AANP), the largest full-service national professional membership organization for NPs of all specialties. <http://www.aanp.org/membership>

The Graduate Student Nursing Academy (GSNA) of the American Association of Colleges of Nursing is an organization for graduate nursing students to have opportunities for networking, sharing resources, and joining discussions that influence models of health care. Members of the GNSA receive information about upcoming webinars, scholarships, grants, career resources, and other opportunities of special interest to nursing students enrolled in master's and doctoral programs.

<https://www.aacn.nche.edu/students/gnsa/join>

State and Local Organizations

The Nurse Practitioner Association of New York State (NPA) represents NPs in New York State.

<http://www.thenpa.org/>

The Nurse Practitioner Association of Long Island (NPALI) is a chapter of the NPA.

<https://npali.enpnetwork.com>

STUDENT SUPPORT SERVICES

Ombudsperson

Jane Ellen Barr, DNP

718-470-7833

JBarr1@northwell.edu

A safe learning environment is of the utmost importance at the Graduate Nursing 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 Graduate Nursing 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 Graduate Nursing Program for the purpose of informal resolution of concerns and disputes. Issues not resolved will be brought to the Dean.

Student Counseling Services

Saltzman Community Service Center

131 Hofstra University

Located on the south side of Hempstead Turnpike, at the Oak Street entrance.

<http://www.hofstra.edu/Community/slzctr/stdcsl/index.html>

Hofstra University Student Health and Counseling Center

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 the Student Health and Counseling Center 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

107 Mack Student Center

516-463-7075

<http://www.hofstra.edu/StudentAffairs/stddis/index.html>

CAMPUS SERVICES

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 and Counseling Center | 516-463-6745 |
| Hofstra University Help Desk/Tech Support | 516-463-7777 |
| Northwell Health Help Desk/Tech Support | 718-470-7272 |

Dining Options

The University offers an array of dining options in a variety of locations, with convenient hours, and with tax-free sales. 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:

<http://www.hofstra.edu/about/publicsafety/index.html>. **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 clicking this link:
http://www.hofstra.edu/About/PublicSafety/pubsaf_csr.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:
<http://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 Rail Road 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:
http://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 CAAN, please visit:
http://www.hofstra.edu/about/publicsafety/emproc/emproc_cann.html

Escorts

Escorts are available daily between dusk and dawn to walk any member of the Hofstra community to his or her car or residence hall. Escorts receive special training, are equipped with Hofstra University radios, and assist the Department of Public Safety in reporting any suspicious activity. These 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 <http://hofstra.bncollege.com/>

Banking

TD Bank

Sondra and David S. Mack Student Center

http://www.hofstra.edu/studentaffairs/studentservices/stsv_td_bank.html

Visitors Center

For further information about the Visitors Center, please visit:

<http://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. http://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 Hofstra Card is required at all times upon entry into the Fitness Center.

HOFSTRA UNIVERSITY

Leadership

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

Campus Map

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

APPENDICES

Appendix A: Exposure Incident Investigation Form

**Hofstra University
Graduate 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 Graduate Nursing 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: | |
|--|--|
| Activity | Completion Dates |
| 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. Consent has not been able to be obtained. | |
| 4. Exposed student's blood collected and tested. If refused, employee must sign below. X _____ (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 X _____ (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 |

Checklist completed by: _____

Date: _____

Appendix C: PEARLS Faculty Peer Evaluation Form



Hofstra Northwell School of Graduate Nursing Faculty PEARLS Facilitator Observation

Date: _____ Facilitator Observed: _____ Faculty Observer: _____

FACULTY OBSERVER IS ALSO RESPONSIBLE FOR COMPLETING THE PEARLS STUDENT PERFORMANCE EVALUATION TO COMPARE WITH THE FACILITATOR'S COPY OF THE PEARLS STUDENT PERFORMANCE EVALUATION (for purposes of inter-rater reliability)

START OF SESSION

1. Does faculty facilitator set the tone for the learning session? (Behaviors to achieve this goal include sitting at the table with the team members, establishing rapport, providing clarification/responses as warranted, demonstrating approachable demeanor and upholding the ground rules).

DURING SESSION

2. How often does faculty facilitator use probing questions (including why)? Is the timing appropriate? Were opportunities missed for probing questions?

3. Does the faculty facilitator exhibit model behavior? (Examples include neutral facial expression, effective listening, appropriate body language and fully engaged in the session).

4. Does the faculty facilitator uphold the ground rules set for facilitator/ team members? (Examples include demonstrating respect for members/ assigned roles, takes appropriate notes)

WRAP-UP

5. Is the wrap-up framing question clear, concise and related to the PEARLS pillars and school's mission, vision and values? Is it capable of eliciting thought provoking, analytic responses?

6. Does the faculty facilitator model the expectations of the school's mission, vision and values through exemplary behaviors i.e., demonstrated during the self and group assessments

7. Did the faculty facilitator track/comment on any action plans from the prior session regarding self and/or group improvement strategies?

POST SESSION

Written and verbal feedback should be provided to the facilitator with an opportunity to discuss feedback and recommendations as soon as possible after the session.

A comparison between the facilitator's and faculty observer's PEARLS Student Performance Evaluations scores will be done to determine inter-rater reliability.

Copies should be sent to Assistant Dean for Administration.

Appendix D: Student Learning Contract



LEARNING CONTRACT

STUDENT:

FACULTY:

SEMESTER:

DATE:

| COURSES | ASSIGNMENTS FAILED | TO BE SUBMITTED | MET (DATE) | NOT MET | COMMENTS |
|---------|--------------------|-----------------|------------|---------|----------|
| 1. | 1. | | | | |
| 2. | 1. | | | | |

COMMENTS: *Student acknowledges that Incompletes will be given until all objectives are met. If the objectives are not met by <insert due date>, Incompletes will convert into failures on the student's transcript.*

STUDENT: _____

FACULTY: _____

DATE INITIATED: _____

DATE COMPLETED: _____

ATTESTATION

Faculty Member's Name: Last, First (Print) _____

I hereby confirm that I have received a copy of the Graduate Nursing Program Faculty Handbook and fully read and understand its content. Any questions have been answered to my satisfaction and I will abide by the expectations, obligations and required behaviors stipulated.

Signature: _____

Date: _____