



HOFSTRA NORTHWELL
SCHOOL *of* NURSING
AND
PHYSICIAN ASSISTANT STUDIES

Graduate Nursing Program Student Handbook

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Graduate Nursing Program Student Handbook

Table of Contents

INTRODUCTION	3
ACADEMIC CALENDARS	3
P.R.I.D.E. Principles	3
NURSING ADMINISTRATION AND FACULTY	3
HISTORY OF THE SCHOOL	3
MISSION, VISION, AND VALUES	3
STUDENT RESOURCES	5
Computing Services	5
Libraries	6
FINANCIAL AID AND ACADEMIC RECORDS	6
CURRICULUM AND PEDAGOGY	6
Doctor of Nursing Practice	6
GRADUATE NURSING PROGRAMS	7
ACADEMIC POLICIES	9
Academic Standing for DNP Students	9
Incomplete Policy	10
Attendance Policy	10
Absences for Religious Observance	10
Request to Change Clinical Population Track	11
Leave of Absence	11
Withdrawal from the Graduate Program	12
MISCELLANEOUS POLICIES	12
Student Participation in Governance	12
Student Advisement Policy	12
Academic Honesty and Dishonesty	13
Standards of Professional Conduct	13
Complaint Process	14
Dress Code	16
Work Policy	16
Electronic Media Policy	16

E-Mail	16
Social Media Policy	16
Confidentiality	17
Patient Rights and Confidentiality	17
Health Insurance	17
Health Clearance.....	17
Program Faculty and Student Health Center.....	17
Exposure Policy and Incident Reporting	17
Transportation.....	18
TRADITIONS.....	18
White Coat Ceremony.....	18
NURSING ORGANIZATIONS	18
STUDENT SUPPORT SERVICES	19
Ombudsperson	19
Hofstra University Student Health and Counseling Center	19
Emergency/Urgent Service Contact Information.....	19
CAMPUS SERVICES	20
Dining Options.....	20
Campus Safety	20
Hofstra University Bookstore	21
Banking.....	21
Visitors Center	21
Diane Lindner-Goldberg Child Care Institute.....	21
Recreation and Intramural Sports	22
HOFSTRA UNIVERSITY	22
Leadership.....	22
Campus Map	22
APPENDICES	23
Appendix A: Exposure Incident Investigation Form	23
Appendix B: Post-Exposure Evaluation and Follow-Up Checklist	24
Appendix C: School of Nursing Oath	25
ATTESTATION	26

INTRODUCTION

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

ACADEMIC CALENDARS

Hofstra University Academic Calendars can be found at:

<https://www.hofstra.edu/academic-records/#calendar>

P.R.I.D.E. Principles

<https://www.hofstra.edu/community-standards/pride-values.html>

NURSING ADMINISTRATION AND FACULTY

<https://www.hofstra.edu/graduate-nursing/administration-faculty.html>

HISTORY OF THE SCHOOL

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

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

MISSION, VISION, AND VALUES

Mission Statement of the Nursing Program

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

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

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

Values of the Nursing Program

Graduates of the Hofstra Northwell School of Nursing and Physician Assistant Studies will be recognized by their practice and conduct as exemplary health professionals. The core values create the curricular framework for the continued development of our learners' professional identity formation as healthcare professionals. The following ten core values are the tenets of professionalism to be demonstrated in the student's new healthcare roles:

Collaboration

We work to enhance the healthcare professionals', 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 healthcare professionals, 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 healthcare professionals, 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 healthcare professionals, 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 healthcare professionals to function in a variety of settings, as well as communities of practice, to impact global health.

Humanism

We prepare our healthcare professionals, 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 healthcare professionals, 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.

STUDENT RESOURCES

Computing Services

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

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

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

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

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

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

Libraries

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

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

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

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

The Donald and Barbara Zucker School of Medicine Library Staff: <https://medicine.hofstra.edu/library/contact.html>

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

FINANCIAL AID AND ACADEMIC RECORDS

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

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

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

Contact your Student Financial Services Counselor or stop by:

Student Financial Services

Suite 206 Memorial Hall

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

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

CURRICULUM AND PEDAGOGY

Doctor of Nursing Practice

The Essentials of Doctoral Education for Advanced Nursing Practice (2006) define the curricular elements that must be present in Doctor of Nursing Practice (DNP) programs. Required by the Commission on Collegiate Nursing Education for schools seeking accreditation for DNP programs, these Essentials outline the foundational competencies that are core to all advanced nursing practice roles, including the four nationally recognized Advanced Practice Registered Nursing roles: nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse midwives.

The Doctor of Nursing Practice curriculum is also guided by the COA Standards for Accreditation of Nurse Anesthesia Programs (2019) and Interprofessional Education Collaborative (IPEC) (2016). Due to the unique pedagogy of the Hofstra Northwell School of Nursing and Physician Assistant Studies' DNP-AGACNP-CRNA program, entry level courses are not accepted for transfer into this innovative program.

Student learning outcomes are designed to meet program outcomes. The curriculum is aligned with *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021), and guided by *The National Organization of Nurse Practitioner Faculties Nurse Practitioner Core* (2017) and *Population Competencies* (AGACNP, 2016; FNP and PMHNP, 2013), *IPEC Competencies* (2016), *COA Competencies for Nurse Anesthesia* (2018) and the NTF Criteria (2016). The 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 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 APRN-NP, CRNA and RN. 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 integration of pathophysiology and pharmacology utilize 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.

GRADUATE NURSING PROGRAMS

Doctor of Nursing Practice:

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)/ Certified Registered Nurse Anesthetists (CRNA)

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

Family Nurse Practitioner (FNP)

Psychiatric Mental Health Nurse Practitioner (PMHNP)

For specific information on each track: <https://bulletin.hofstra.edu/content.php?catoid=120&navoid=19355>

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: <https://bulletin.hofstra.edu/content.php?catoid=120&navoid=19355>

Other Programs:

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), Advanced Certificate

The post-graduate Certificate program in Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), through an interprofessional learning model, will graduate AGACNPs 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.

The focus of the AGACNP track is to prepare graduates to provide patient-centered quality care to the adult and older adult population. The Adult Gerontology Acute Care NP applies evidence in practice designed to improve quality of care and health outcomes. The adult gerontology population-focused competencies incorporated into the post-graduate program build on the NONPF Population Competencies (2016) and guided by the NONPF Core (2017).

For more information regarding the AGACNP Advanced Certificate program, please visit the graduate bulletin at: https://bulletin.hofstra.edu/preview_program.php?catoid=120&poid=24277&returnto=19355

Family Nurse Practitioner (FNP), Advanced Certificate

The post graduate Certificate program in Family Nurse Practitioner (FNP) track, through an interprofessional learning model, will graduate FNPs 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.

The focus of the FNP track is to prepare FNP graduates who will provide patient-centered quality care to individuals and families across the lifespan. The FNP role includes preventative healthcare, as well as the assessment, diagnosis, and treatment of acute and chronic illness and preventative health care for individuals and families. Family nurse practitioners demonstrate a commitment to family-centered care and understand the relevance of the family's identified community in the delivery of family-centered care (NONPF, 2013, 2017).

For more information regarding the FNP Advanced Certificate program, please visit the graduate bulletin at: https://bulletin.hofstra.edu/preview_program.php?catoid=120&poid=24278&returnto=19355

Psychiatric Mental Health Nurse Practitioner (PMHNP), Advanced Certificate

The post graduate Certificate program in Psychiatric Mental Health Nurse Practitioner (PMHNP) track, through an interprofessional learning model, will graduate PMHNPs 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.

The focus of the PMHNP track is to prepare PMHNP graduates who will provide patient-centered quality care to individuals and families across the lifespan. The PMHNP role includes providing primary mental health care to patients seeking mental health services in a wide range of settings. Primary mental health care provided by the PMHNP involves relationship-based, continuous, and comprehensive services, necessary for the promotion of optimal mental health, prevention, and treatment of psychiatric disorders and health maintenance. This includes assessment, diagnosis, and management of mental health and psychiatric disorders across the lifespan. (NONPF, 2013, 2017)

For more information regarding the PMHNP Advanced Certificate program, please visit the graduate bulletin at: https://bulletin.hofstra.edu/preview_program.php?catoid=120&poid=24294&returnto=19355

Registered Nurse First Assistant (RNFA), Advanced Certificate

This Registered Nurse First Assistant (RNFA) program is designed to prepare the nurse participant with a comprehensive theoretical foundation of the educational preparation necessary to assume the role of the RNFA during operative and other invasive procedures, using an innovative approach to learning. The didactic content emphasizes the expanded functions unique to the RNFA during preoperative, intraoperative, and postoperative phases of care. Professional role development as well as scope of practice is emphasized. Successful completion of the didactic component shall be required for matriculation into the clinical component. The program's clinical component emphasizes the integration of the didactic role delineation throughout the periprocedural continuum into practice. Multiple innovative learning methodologies add depth and breadth to the learner's experience and facilitate enhanced comprehension of the periprocedural management and care of the patient. Instructional strategies used throughout the course include, but are not limited to, case-based/problem-based case studies, simulations, and large-group facilitated discussions by content experts.

Formative and summative learner assessments will be conducted periodically and cumulatively throughout the course.

The course uses an interprofessional approach to the content emphasizing holistic, evidence-based, patient-centered care.

For more information regarding the RNFA program, please visit the graduate bulletin at:
https://bulletin.hofstra.edu/preview_program.php?catoid=120&poid=24269&returnto=19355

ACADEMIC POLICIES

Academic Standing for DNP Students

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 Support 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 Support

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

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

Clinical courses include two components, didactic and clinical. The didactic components of the course must be passed to academically progress. Failure of the clinical component of a clinical course will result in repeating the clinical competencies prior to clinical academic progression. Failure of the didactic component will result in the student repeating both the didactic and clinical components of the course. Students will receive a Letter of Academic Failure, notifying them of inability to academically progress.

Students will be given one opportunity to re-take a course at its next offering and must receive a passing grade to remain in good academic standing. Failure to pass a didactic or clinical course a second time will result in dismissal from the Graduate Nursing program. Courses in the program are offered sequentially. Only two didactic 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 a failure of a clinical course or two failures of a didactic course, 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 clinical course failure or didactic course failures. 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 via email of the Dean's decision.

Remediation

Students who are at risk of not achieving a passing grade 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. The student will receive a letter of Academic Support (see above). The letter of Academic Support will identify a learning contract with learning activities which will support the student's learning through the remainder of the semester.

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 the syllabus. Incompletes will only be permitted by permission of the course faculty, for extreme reasons which were unforeseen by the student prior to beginning of the course. Documentation will be required. The student will meet with course faculty to document a mutually agreed upon learning contract, by both faculty and student, with both the instructions and the deadline to complete the course requirement(s) needed to formally complete the course. The faculty will submit a grade change to clear the "I" grade per Hofstra policy, when all course requirements have been completed. Student learning contracts will comply with academic policies of the University and the Graduate Nursing program.

Attendance Policy

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

The student is responsible for obtaining all information related to any missed class time including course material and announcements. The student is responsible to make up any work missed due to an absence. Faculty are neither obligated to provide material to students due to an absence; nor obligated to provide the opportunity for students to make up missed material due to an absence.

A pattern of multiple absences, extended absences, or chronic lateness may require the student to re-take the course at its next offering, which may delay academic progression by one year. In addition, missed classes are subject to potential grade reduction and course failure at the discretion of the faculty. Excessive absences or lateness will result in the student being placed on Academic Support. The Letter of Academic Support will advise the student of his or her risk of failure in the course. The letter will provide the student with instructions to meet with his or her 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 Graduate Series Bulletin: <https://bulletin.hofstra.edu/content.php?catoid=120&navoid=19412>

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: <https://bulletin.hofstra.edu/content.php?catoid=120&navoid=19412>

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., failing grade. 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: <https://www.hofstra.edu/faculty/senate/policy-series-042.html>

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 program for failure to remain in good academic standing or for issues related to academic dishonesty or unprofessional behavior.

<https://www.hofstra.edu/academics/academics-bulletin-graduate-academic-policies-procedures.html#policy%20for%20dismissal>

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, but no later than December 1st of their first academic year. Students follow a prescriptive matriculation plan of study to achieve the DNP degree. Students may not request a change of population track from the nurse practitioner program into the nurse anesthesia program.

Students requesting to transfer from one population/track to another must do the following: 1) submit a formal request in writing to the Chair of the Graduate Nursing program, and Associate Dean for Administration. The student will be notified of the decision within 10 calendar days. If approved, the student must meet the Chair of the Nursing program to review the new matriculation plan. The Chair will notify the Associate Dean for Clinical Affairs and the Associate 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. 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 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 Nursing program and Program Director, if applicable, 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 2) resources to assist with developing the required knowledge and skills. https://www.hofstra.edu/sfs/bursar/bursar_academic_leave.html

Withdrawal from the Graduate 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. https://www.hofstra.edu/pdf/sfs/sfs_howto_academic_leave_wd.pdf

MISCELLANEOUS POLICIES

Student Participation in Governance

Multiple channels have been established to gain student input and feedback in order to accommodate students' work/life schedules. They participate on the Curriculum Committee as volunteers. Students are also encouraged to provide feedback to the Dean and faculty through the following channels: PEARLS Faculty-Student 1:1 sessions; Dean's Forum; Ad Hoc Focus Groups; Graduate Nursing program Student Course and Faculty Evaluations; and Hofstra University Course and Teacher Ratings (CTR).

Student Advisement Policy

Each student is assigned a faculty advisor at Orientation, who is their first semester PEARLS faculty facilitator or DNP Project Chair. 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.

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

Basic Concepts of Advisement

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

- To discuss ideas, career goals, etc.
- To discuss interpersonal conflicts in the learning setting
- To share information
- Each student has an advisor who is knowledgeable about the curriculum and is available to assist with academic planning and problem solving
- The academic advisor oversees advisee's academic program and interacts with the Chair of the Nursing program, 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 Nursing Program, and Program Directors of academic problems.
- Communicate with students who are placed on Academic Support or Probation to review status and progress
- Notify the Chair of the Nursing program, 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 at a minimum
- Provide up-to-date information: address, phone number(s), e-mail address to advisor and the university
- Contact advisor upon the receipt of a letter of Academic Support/Academic Failure

Academic Honesty and Dishonesty

Academic Honesty:

- Hofstra University Honor Code: “As a member of the Hofstra community I pledge to demonstrate integrity and ethical behavior in all aspects of my life, both inside and out of the classroom. I understand that I am accountable for everything I say and write. I will not misrepresent my academic work, nor will I give or receive unauthorized assistance for academic work. I agree to respect the rights of all members of the Hofstra community. I will be guided by the values expressed in the P.R.I.D.E Principles. I accept the responsibility to follow this Honor Code at all times.”
- Honor Code Short Form: “I pledge on my honor that I have done this work with honesty and integrity, without giving or receiving unauthorized assistance.”
- Academic Honesty: Plagiarism and other forms of academic dishonesty are serious ethical and professional infractions. For information regarding Hofstra’s statement of principles with respect to academic honesty, examples of violations, procedures for handling violations, as well as a student’s right to appeal a charge, see Faculty Policy Series #11 for undergraduate students (<https://www.hofstra.edu/pdf/faculty/senate/policy-series-011.pdf>) and Faculty Policy Series #11G for graduate students (<https://www.hofstra.edu/pdf/faculty/senate/policy-series-011g.pdf>).

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

Standards of Professional Conduct

The American Nurses Association *Code of Ethics for Nurses with Interpretative Statements* guides the professional code of conduct of faculty and students in the 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 is evidenced by their interactions with Nursing program administrators, faculty, and staff, patients, their families, professionals, and staff in the clinical arena as well as the public.

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

Professional behavior is integral and is evaluated throughout the course of study and is also formally evaluated during advisement sessions. Students are required to adhere to the same high ethical and professional standards required of registered nurses and nurse practitioners. Breeches 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. Breeches in professionalism that result in iatrogenic harm to patients will result in suspension from clinical coursework and may be subject to dismissal from the 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 or inappropriate to a student, faculty member, colleague, staff, or member of the Hofstra Northwell Academic Practice Partnership
- Excessive absences or lateness to classes or clinical practicum
- Demonstration of inability to accept constructive criticism
- Demonstration of lack of respect for the rights of patients to competent, confidential service
- Violation of the Health Insurance Portability and Accountability Act (HIPAA)
- Violation of the Family Educational Rights and Privacy Act (FERPA)
- Performing any activity which is beyond the scope of the role of an NP/CRNA student
- Engaging in unethical behavior in class, clinical settings, professional activities, or on social media platforms
- Disruptive or rude behavior during class, e.g., leaving the classroom repeatedly without a valid reason; repeated use of personal e-mail or social media while in classes, neglecting to turn off/silence cell phones
- Failure to follow protocol, or directions of supervising preceptor or program faculty
- Leaving the clinical setting without permission of the preceptor or program faculty
- Failure to identify oneself as a NP/CRNA student in the student's clinical placement

Discriminatory Harassment, Relationship Violence and Sexual Misconduct

Hofstra prohibits sexual and other discriminatory harassment, stalking, domestic and dating violence, sexual assault, and other sexual misconduct (collectively, "Gender Based Offenses"). If you or someone you know believes they have been subjected to any of these Gender Based Offenses, help is available. To make a report, or for more information about Hofstra's Student Policy Prohibiting Discriminatory Harassment, Relationship Violence, and Sexual Misconduct (available at <https://www.hofstra.edu/title-ix/report-sexual-misconduct.html>), please contact the Title IX Officer for Student Issues at (516) 463-5841 or StudentTitleIX@hofstra.edu or Public Safety at (516) 463-6606. Confidential resources and support are also available from medical and counseling professionals in the Student Health and Counseling Center (516-463-6745) and clergy in the Interfaith Center.

Complaint Process

Recently, the University established an avenue for students to report academic complaints with the University. Specifically, if a student has a grievance/complaint that is not related to a grade appeal but is related to classroom and other academic experiences or is unsure of the next step to pursue, they can email complaint.resolution@hofstra.edu. A member of the University will review and address the grievance/complaint within 7-10 days. Information about this email can be found on the Consumer Information and Student Right to Know page in both the Undergraduate and Graduate Bulletins. <https://www.hofstra.edu/academics/consumer-information-student-right-know.html>

The Nursing program Complaint Process outlined below works in conjunction with the University Complaint Process to ensure that disagreements are expressed, explored, and promptly and confidentially resolved.

Nursing Program Complaint Process Summary

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

FORMAL

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

1f. All correspondence will be maintained in the complainant's file.

Miscellaneous General Provisions

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

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

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

Dress Code

Students must dress professionally at all times. Business 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 sweatpants should not be worn in class or a clinical site. Additionally, closed toe shoes must be worn. White lab coats should be worn when instructed. Students when instructed can wear the approved Hofstra Northwell School of Nursing scrubs. Hofstra University student identification must be clearly visible at all times.

Work Policy

The Graduate Nursing program is designed 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.

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 Media Policy

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

E-Mail

All Hofstra students receive an online portal account. Students can use the Hofstra portal account to access various University computer services, such as to connect to the wireless network, access e-mail, print documents and store files on the Hofstra network. Faculty and school administration regularly communicate important information to students via their Hofstra e-mail account. Therefore, students are responsible for accessing their Hofstra e-mail accounts on a regular basis to check for important communications.

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

E-mail etiquette is a requirement for all communications. Please refer to the 101 e-mail tips at the following website for guidance: <https://www.netmanners.com/e-mail-etiquette-tips/>

Social Media Policy

It is strictly prohibited to take photographs of patients and tissue specimens, in any setting, whether or not the patient is identified or has given their permission. Clinical agencies have policies protecting patients' privacy. Similarly, the posting

of diagnostic images or any form of patient data on any social media platform, including but not limited to YouTube, Facebook, iTunes, LinkedIn, Twitter, and blogs is strictly prohibited.

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

Confidentiality

In compliance with The Family Educational Rights and Privacy Act (FERPA) of 1974 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.

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

Health insurance is mandatory for all students while enrolled in the graduate nursing program. All students will need to supply the program with proof of health insurance annually. The insurance policy must cover students in the event of illness or injury that may result from patient care.

Health Clearance

All students are required to complete the Medical Clearance Information through Castlebranch. Students will be provided with a link to a Castlebranch tracker, which will prompt them to upload required documentation needed for entry to clinicals. This includes but is not limited to evidence of a physical examination, immunizations, blood work, drug screening, and viral titers by a healthcare provider who has determined his/her fitness to perform graduate nursing student functions. This verification must be provided prior to the beginning of each academic year as per the stated deadline.

Program Faculty and Student Health Center

No faculty member, including the program director and the medical director, are permitted to provide healthcare. 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 Chair of the Nursing program within 24 hours of the incident. Health information concerning the student or anyone else should not be included when filling out the exposure form. Following an exposure, the student must follow-up with his/her medical provider or the Student Health and Counseling Center for further evaluation and/or treatment.

Transportation

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

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

American Academy of Nurse Practitioners -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. <https://www.aanp.org/membership>

American Association of Nurse Anesthetists - The American Association of Nurse Anesthetists (AANA) is the organization that represents nurse anesthetists and students. Memberships provides many benefits and opportunities and represents nearly 54,000 Certified Registered Nurse Anesthetists (CRNAs) and student registered nurse anesthetists nationwide. Founded in 1931, the American Association of Nurse Anesthetists (AANA), provides career resources, grants, scholarships, and other opportunities to student nurse anesthetists. <https://www.aana.com/membership/students>

Graduate Student Nursing Academy (GSNA)-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.aacnnursing.org/GNSA>

The Nurse Practitioner Association of New York State (NPA) represents NPs in New York State. <https://www.thenpa.org/>

The Nurse Practitioner Association of Long Island (NPALI) is a chapter of the NPA. <https://npali.enpnetwork.com>

The New York State Association of Nurse Anesthetists, NYSANA. <https://www.nysana.com/>

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

The American Association for Men in Nursing (AAMN)- The Hofstra chapter embodies the values of stewardship, integrity, inclusion, empowerment, excellence, and innovation. The mission of AAMN is to shape the practice, education, research, and leadership for men in nursing and advance men's health. Its vision is to be the association of choice representing men in nursing. The purpose of AAMN is to provide a framework for nurses, as a group, to meet, to discuss and influence factors, which affect men as nurses.

STUDENT SUPPORT SERVICES

Ombudsperson

Jane Ellen Barr, DNP

718-470-7833

JBarr1@northwell.edu

A safe learning environment is of the utmost importance in 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 program's Ombudsperson. He/she provides a neutral, confidential, and independent resource for dispute resolution for students, staff, and faculty. The Ombudsperson may serve as an intermediary, mediator, facilitator, informal information gatherer, or simply as a listener.

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

Hofstra University Student Health and Counseling Center

University College Hall, North Campus

T: 516-463-6745

F: 516-463-5161

<https://www.hofstra.edu/student-health-services/>

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

Student Access Services (SAS):

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

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

Emergency/Urgent Service Contact Information

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

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

Hofstra University Public Safety Department: For police, fire or medical For information For all other inquiries	516-463-6789 516-463-7878 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

CAMPUS SERVICES

Dining Options

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

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

Campus Safety

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

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

<https://www.hofstra.edu/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 downloading the page in Adobe Acrobat format at: <https://www.hofstra.edu/public-safety/security-fire-safety-report.html>

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

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

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

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

The night shuttle will run through the neighborhoods surrounding Hofstra during the overnight hours, from 10:00p.m. until 5:00a.m., traveling from various points on North and South campus, to local eating and entertainment establishments, and through areas of Hempstead and Uniondale where many students live. A Hofstra ID must be

presented to the driver. The shuttle will provide students who work and study late, or who need to travel to off-campus residences and back, with regular and reliable transportation.

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

For further information about the night shuttle, please visit:

https://www.hofstra.edu/about/publicsafety/pubsaf_nightshuttle.html

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

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

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

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

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

Hofstra University Bookstore

Sondra and David S. Mack Student Center

Tel: 516-463-6654

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

Banking

TD Bank

Sondra and David S. Mack Student Center

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

Visitors Center

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

Diane Lindner-Goldberg Child Care Institute

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

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

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

Recreation and Intramural Sports

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

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

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

Participation is encouraged through:

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

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

HOFSTRA UNIVERSITY

Leadership

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

Campus Map

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

APPENDICES

Appendix A: Exposure Incident Investigation Form

**Hofstra University
Nursing Program
Exposure Incident Investigation Form**

Date of Report: _____ Time of Report: _____

Date of Incident: _____ Time of Incident: _____

Name of Student(s) involved in incident:

Name of Supervisor/Instructor at time of incident:

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

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

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

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

Circumstance (Task being performed, etc.):

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

Personal protective equipment being used:

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

Recommendations for avoiding repetition:

Title of Investigator _____ **Signature** _____

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

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

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

Name of person completing checklist: _____

Date: _____

Appendix C: School of Nursing Oath

I promise to face challenges and obstacles with courage, strength, compassion, and excellence, and always remember that on the other side of my important work is a human, someone who loves and is loved.

I will remain humble, remembering my strengths and the strengths of all disciplines, while embracing the values of leadership, scholarship, collaboration, and humanism.

I will continue to challenge existing norms to achieve high-quality, value-based health care outcomes, while increasing access to care.

I commit to lifelong learning and providing dignity-fostering care by integrating the innovations of nursing science with the art of healing.

I will foster scholarship in a culture of excellence, discovery, integration, application, and education, linking scientific discovery to advance global health.

I will remain committed to the path of excellence, innovation, discovery, and inquiry, and to developing advanced practice nurses and communities of practice.

I will respect diversity and have the courage to lead and positively influence future societal norms.

(Influenced by the Class of 2018)

ATTESTATION

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

I hereby confirm that I have received a copy of the Graduate Nursing Program Student Handbook and fully read and understand its content. I understand that the most updated version of this handbook is accessible at:

<https://www.hofstra.edu/pdf/academics/colleges/nursing-physician-assistant/nursing-student-handbook.pdf>

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

Signature: _____

Date: _____