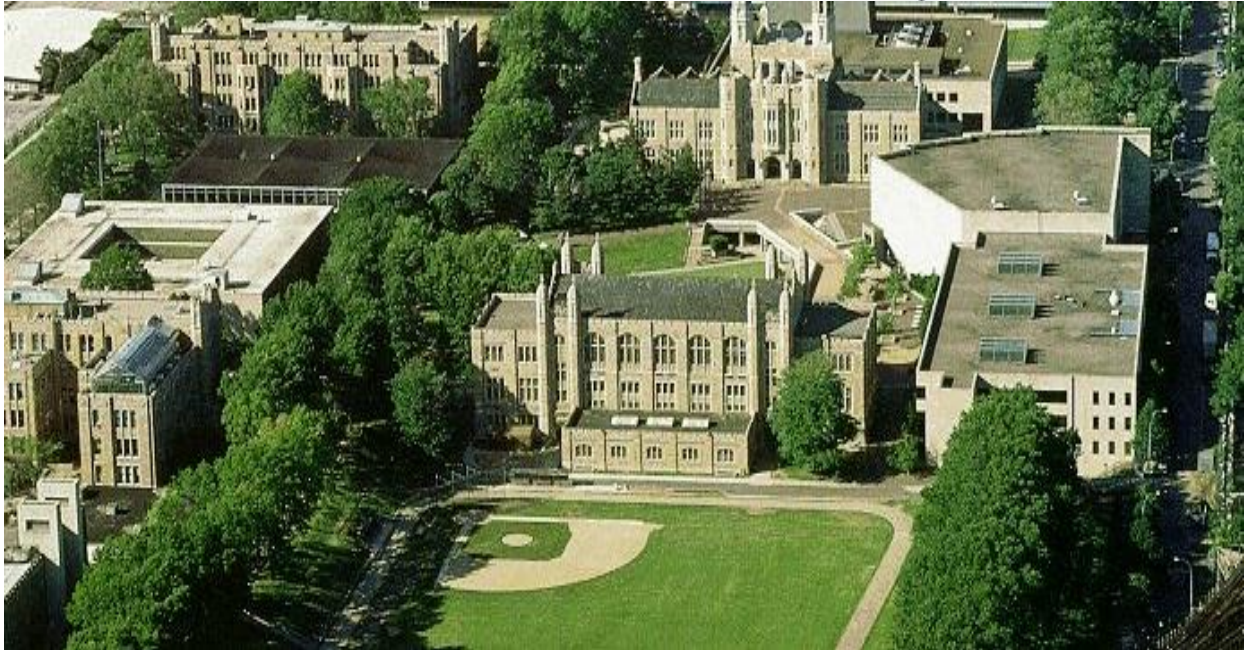




LEHMAN  
COLLEGE



# Graduate Nursing Student Handbook

DEPARTMENT OF NURSING

2021-2023

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# ABOUT THIS STUDENT HANDBOOK

This Graduate Nursing Student Handbook is intended as a resource for students in the **Master of Science in Nursing and Post-Master's Certificate Programs** at Lehman College (CUNY) Department of Nursing, as well as prospective applicants to the program. It was designed to make information about the program structure and policies easily available to you. If you have any questions about the content of this handbook, please speak to your faculty advisor, program faculty and staff or the Director of the Graduate Nursing program. Department of Nursing policies, procedures and course requirements are updated and revised periodically. Please review the Nursing Student Handbook for current information.

In addition to this handbook, graduate students are responsible for knowing and adhering to the College policies and requirements outlined in the *2019-21 Graduate Bulletin* available at <http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Graduate-Programs-and-Policies/Grading-Policies>; Student Handbook at <https://www.lehman.edu/student-affairs/student-handbook.php>

On the last page of this handbook is a form that you must sign. Print a copy of the form, sign and date it, and return to the Department of Nursing.

# CHAIR'S WELCOME

*Welcome to the Lehman College Department of Nursing Graduate Program.*

Our graduate program, which was launched in 1976, currently offers a *Master of Science degree in nursing, Family Nurse Practitioner, Pediatric Nurse Practitioner, the Doctor of Nursing Practice, and a Post-master's Certificate as a Family Nurse Practitioner or Pediatric Nurse Practitioner*. In keeping with the mission and goals of Lehman College and the Department of Nursing to meet the health care needs of people in the Bronx, the College gives students access to the extensive health care facilities of the Bronx, a diverse student body, and faculty. The Lehman graduate nursing programs provide students with a strong clinically based research approach to improving patient care. Being concerned with health disparities, the Department of Nursing has routinely placed its graduate students in settings where they care for underserved and vulnerable populations.

As you begin the nursing program, keep in mind the commitment required in order to be successful. The program is a challenging one that requires good study habits, regular class attendance, participation in study groups, completion of reading assignments and meetings with faculty advisors and mentors.

The Department of Nursing has highly qualified nursing faculty who work closely with our partners in service as educators, clinical specialists, case managers, and supervisors in hospital and ambulatory settings, committed to excellence in teaching, scholarship and community service.

We look forward to facilitating your education as you make valuable contributions to our learning community as well as the nursing profession.

Again, welcome to the Lehman College Community.



Catherine. Alicia Georges, EdD, RN, FAAN  
Chair and Professor, Department of Nursing

# LEHMAN COLLEGE DEPARTMENT OF NURSING

## Mission of the Department of Nursing

To prepare nursing professionals at the undergraduate and graduate levels who are able to engage humanistically, think critically, act ethically, and pursue life-long learning. Graduates of the program are prepared to be competent professional nurses who will contribute to the health needs of diverse cultural groups and promote social justice and equity in New York City, the region, and the world.

(Revised 5/18/21)

## Philosophy of the Department of Nursing

The philosophy of the Department of Nursing encompasses the faculty's beliefs about the concepts of education, nursing, persons, environment and health, and provides a framework for the nursing curriculum of the undergraduate and graduate programs. The faculty believes that professional nursing education must take place in institutions of higher learning as the nursing programs build upon the liberal arts and sciences to develop the critical thinking essential for providing nursing care in our society, and for developing the profession of nursing. A baccalaureate education prepares students for professional nursing practice and leadership. Graduate education provides the knowledge base for advanced practice, leadership, and theory development within the profession. Higher education also provides opportunities for students to develop their potential as individuals and as contributing members of society. The programs encourage students to be active participants in their own education and in life-long learning. The importance of the student's inter-subjective relationships to professional development as well as self-development and self-awareness is emphasized. These inter-subjective relationships occur with teachers, peers, clients, and other health professionals.

Nursing is the assessment and treatment of human responses to the actual or potential health needs of people. It requires the collaborative effort of the nurse with a client, family, and other health care professionals. Nursing seeks to identify and enhance health-seeking behaviors of clients through such services as case finding, health teaching, health counseling, and provision of supportive care throughout the life cycle. The nursing profession bases its practice on knowledge generated through nursing research and from the humanities and natural sciences. Nursing is committed to the ethical care and nurturing of well and ill people, individually and in groups. Professional nurses are self-directed, skilled in oral and written communications, accountable for their actions, and able to make sound decisions and formulate independent judgments.

The person is an active being with an inherent capacity to choose among situations presented by life and with responsibility for their choices; everyone experiences the world differently and has a particular way of seeing the world. Each person is valued and supported in his/her uniqueness.

The environment is that which is in mutual and simultaneous interchange with the person. Reality is multidimensional, context-dependent, and relative.

Health is a condition of actualization or realization of the person's potential. It is primarily a measure of each person's ability to do what he/she wants to do and become what he/she wants to become. Health encompasses disease and non-disease.

**(Last Modified: 03/26/12) Reviewed 2019**

# GRADUATE NURSING PROGRAMS

The Department of Nursing offers graduate programs in MS *Family Nurse Practitioner* and *Pediatric Nurse Practitioner*, Post-Master's Certificates in *Family Nurse Practitioner* and *Pediatric Nurse Practitioner*, and Doctor of Nursing Practice. Creative and individualized programs of study are used to meet academic requirements and career objectives of graduate nursing students.. The programs lead to a Master of Science degree and, with a variety of clients in community and health settings, prepare nurses for advanced practice. Graduate nursing students attend classes and seminars on campus. They also have access to selected graduate offerings in other units of the City University. Clinical experience is provided in a variety of settings throughout the metropolitan and tri-state area. These include hospitals, community and mental health centers, and other facilities where health care is provided.

## Master of Science Degree Programs

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Family Nurse Practitioner

Pediatric Nurse Practitioner

## Post Master's Certificate Programs

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Post Master's Certificate in Family Nurse Practitioner

Post Master's Certificate in Pediatric Nurse Practitioner

## Doctor of Nursing Practice

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Family Nurse Practitioner

Pediatric Nurse Practitioner



## Admission Requirements (MS Program)

- Baccalaureate degree in nursing from ACEN, CNEA or Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>) accredited nursing program.
- Demonstrate the ability to successfully pursue graduate study: i.e. have attained a minimum undergraduate grade average of B (3.0) in Nursing and also a minimum grade average of B (3.0) in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. (*It is preferred that one reference comes from a former instructor/academic adviser and the second from a recent employer/ supervisor.*)
- Interview with a member of the graduate curriculum committee.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.

## Admission Requirements (Post-Master's Certificate Program)

- A Master's Degree in Nursing from an accredited college or university.
- Two (2) letters of recommendation.
- An interview with the director of the graduate program or his/her designee.
- Students must consult with an adviser in the Nursing Program before starting their certificate program. During their first semester, matriculated students are required to plan their program with an adviser. All students must complete the 30-credit curriculum with a cumulative index of 3.0 or better.

**All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation. This course may be taken during the first term of the program.**

*(Effective: Spring 2020)*

# Graduate Program Goals and Objectives

## Graduate Program Goals

- Develop graduates with excellence in practice, research, scholarships and teaching
- Optimize the university and college's resources for faculty and staff development in support of student learning and advancement
- Recruit, retain and graduate a highly qualified, diverse student body prepared for successful professional practice.
- Prepare alumnae who are engaged in continuous improvement and lifelong learning with a commitment to the college and the profession.
- Engage in collaborative efforts with multiple stakeholders in improving the health and wellness of diverse populations and a commitment to community service.

## Graduate Program Objectives

The Lehman College Department of Nursing prepares graduates of Master of Science in FNP and PNP, and Post-Master's Certificate in FNP and PNP) to:

1. Synthesize knowledge from nursing, natural, social, and human sciences as the foundation for improving practice outcomes and developing an evidence-based approach to professional practice.
2. Demonstrate ways of knowing through research, analysis, evaluation of nursing theory, reflective practice, and implementation of best practices.
3. Demonstrate leadership role development through clinical expertise, negotiation and collaboration with multiple stakeholders.
4. Develop inter-subjective awareness of health care systems in addressing the needs of culturally diverse populations, providers, and other stakeholders.
5. Contribute to the advancement of healthcare policy and practice through the analysis of large complex systems and collaboration with others using theory, research and clinical knowledge.
6. Collaborate with other healthcare professionals and community members to identify and analyze ethical, legal and social issues in health care practices, research, and policies.
7. Demonstrate specialized strategies and skills, including the use of technology, in facilitating complex decision making in the delivery of quality care.

Revised 9/2019

# MASTER OF SCIENCE DEGREE PROGRAMS

Prerequisite course: Graduate-level statistics – **NUR 600** Biostatistics in Healthcare (4 credits)

**The Curriculum Plan for a 45-49 credit Master of Science in Family Nurse Practitioner and Pediatric Nurse Practitioner allows students to attend full- or part-time. Students have up to five years after matriculation to complete the program.**

Basic Core Courses required for all the master's degree programs in nursing:

## Basic Core Courses—Credits (15)

NUR 720	Concepts and Theories for Advanced Nursing Practice	3 credits
NUR 721	Essentials of Clinical Research	3 credits
NUR 723	Strategies for Advanced Nursing Practice	3 credits
NUR 726	Health Planning and Policy Making: Leadership Issues	3 credits
NUR 787	Advanced Professional Seminar ( <i>Master's Project</i> )	3 credits

## **Curriculum Plan for M.S. in Family Nurse Practitioner (45 Crs)**

(15 basic core credits / 30 major credits)

### Credits (30)

NUR 766	Advanced Pathophysiology	3 credits
NUR 767	Advanced Pharmacology	3 credits
NUR 769	Family Development Theory	3 credits
NUR 773	Advanced Health Assessment	3 credits
NUR 774	Advanced Family Nursing Practice I	6 credits
NUR 775	Advanced Family Nursing Practice II	6 credits
NUR 776	Advanced Family Nursing Practice III	6 credits

## **Curriculum Plan for M.S. in Pediatric Nurse Practitioner (45 Crs)**

(15 basic core credits / 30 major credits)

### Credits (30)

NUR 767	Advanced Pharmacology	3 credits
NUR 766	Advanced Pathophysiology	3 credits
NUR 769	Family Development Theory	3 credits
NUR 773	Advanced Health Assessment	3 credits
NUR 770	Advanced Clinical Practice I	6 credits
NUR 771	Advanced Clinical Practice II	6 credits
NUR 772	Advanced Clinical Practice III	6 credits

# POST MASTER'S CERTIFICATE PROGRAMS

Students must consult with an adviser in the Nursing Program before starting their certificate program. During their first semester, matriculated students are required to plan their program with an adviser. All students must complete the curriculum with a cumulative index of 3.0 (B) or better.

## Curriculum Plan for Post Master's Certificate in Family Nurse Practitioner (30 Crs)

The Certificate in Family Nurse Practitioner program consists of a sequence of seven courses for a total of 30 credits as listed below:

NUR 766	<b>Advanced Pathophysiology</b>	<b>3 hours, 3 credits</b>
NUR 767	<b>Advanced Pharmacology</b>	<b>3 hours, 3 credits</b>
NUR 769	<b>Family Development Theory</b>	<b>3 hours, 3 credits</b>
NUR 773	<b>Advanced Health Assessment</b>	<b>3 hours, 3 credits</b>
NUR 774	<b>Advance Family Nursing Practice I</b>	<b>6 credits, 200 clinical hours</b>
NUR 775	<b>Advance Family Nursing Practice II</b>	<b>6 credits, 200 clinical hours</b>
NUR 776	<b>Advance Family Nursing Practice III</b>	<b>6 credits, 200 clinical hours</b>

## Curriculum Plan for Post Master's Certificate in Pediatric Nurse Practitioner (30 Crs)

The certificate in Pediatric Nurse Practitioner program consists of a sequence of seven courses for a total of 30 credits as listed below:

NUR 766	<b>Advanced Pathophysiology</b>	<b>3 hours, 3 credits</b>
NUR 767	<b>Advanced Pharmacology</b>	<b>3 hours, 3 credits</b>
NUR 769	<b>Family Development Theory</b>	<b>3 hours, 3 credits</b>
NUR 773	<b>Advanced Health Assessment</b>	<b>3 hours, 3 credits</b>
NUR 770	<b>Advanced Clinical Practice I</b>	<b>6 credits, 200 clinical hours</b>
NUR 771	<b>Advanced Clinical Practice II</b>	<b>6 credits, 200 clinical hours</b>
NUR 772	<b>Advanced Clinical Practice III</b>	<b>6 credits, 200 clinical hours</b>

## GRADUATE PROGRAM COURSE DESCRIPTIONS

### **NUR 600: Biostatistics in Health Care**

See Smart Catalog E-bulletin for prerequisite course for admission to Nursing Program

### **NUR 720: Concepts and Theories for Advanced Nursing Practice.**

**3 hours, 3 credits.** This course provides a base for graduate Nursing students by analyzing selected conceptual frameworks and theories. By utilizing these concepts and building on knowledge of the nursing process, the student explores a view of human beings, health, and health care. Emphasis on development of those concepts that have particular relevance for research and nursing practice. **PRE- COREQ: NUR 600.**

### **NUR 721: Essentials of Clinical Research. 3 hours, 3 credits.**

This course focuses on inquiry through research. Students will critique research reports and apply the research process as they develop their own proposal. **PRE- COREQ: NUR 720.**

### **NUR 723: Strategies for Advanced Nursing Practice.**

**3 hours, 3 credits.** This course introduces theoretical frameworks for advanced practice modalities such as consultation, education, management, collaboration, and independent practice. **PREREQ: NUR 720.**

**NUR 726: Health Planning and Policy Making: Leadership Issues. 3 hours, 3 credits.** An identification and critical analysis of the major issues in leadership, health planning, and policy making that confront members of the healthcare discipline. **PREREQ: NUR 721, and a minimum of one course in the advanced Nursing clinical specialization.**

**NUR 731: Total Quality Management (TQM). 3 hours, 3 credits.** Major concepts of total quality management/continuous quality improvement, including process of change, effective teams, and rapid improvement.

**NUR 759: Independent Study: Extra-Clinical Research. 1-6 hours, 1-6 credits.** This course is designed to provide the student with an opportunity to develop selected areas of knowledge and expertise in nursing. Specific objectives and description of projects will be developed by students with faculty approval.

**NUR 760: Topics in Nursing. 3 hours, 3 credits. (May be reelected once if the topic changes).** The course provides various sections on topics in nursing. For specific topics and sections, consult the Department. **PREREQ: Permission of the instructor.**

**NUR 766: Advanced Pathophysiology. 3 hours, 3 credits.** This course will examine abnormal biological

processes that result in health deviations. Students will select modules specific to their chosen areas of practice. **PREREQ: NUR 721.**

**NUR 767: Advanced Pharmacology. 3 hours, 3 credits.** This course provides an in-depth understanding of pharmacology across all physiological systems. Mechanism of general drug actions provide a framework for discussion of content-specific drugs. Includes 3 hours of required laws and prescription writing. **PREREQ: NUR 766.**

**NUR 769: Family Developmental Theory. 3 hours, 3 credits.** Concepts common in family theory will be addressed from the perspective of the family as an adaptive system. The goal is to understand what will enhance individual and family functioning. Theoretical models that serve as the foundation for family interventions and family therapy are emphasized. **PREREQ: NUR 720.**

**NUR 770: Advanced Practice I. 230 hours per semester (45 hours, lecture; 185 hours, clinical lab), 6 credits.** This clinical course focuses on health assessment of infants, children, and adolescents. Clinical laboratory emphasizes primary health care maintenance and assessment skills for advanced practice nursing. **PREREQ: NUR 766, 767 & 773; PRE-COREQ: 769.**

**NUR 771: Advanced Nursing Practice II.** *230 hours per semester (45 hours, lecture; 185 hours, clinical lab), 6 credits.* This clinical course focuses on the management of primary healthcare of infants, children, and adolescents. Clinical laboratory focuses on management of common acute health problems, utilizing advanced practice nursing skills. **PREREQ: NUR 770.**

**NUR 772: Advanced Nursing Practice III.** *235 hours per semester (45 hours, lecture; 190 hours, clinical lab), 6 credits.* This clinical course will focus on the management of infants, children, and adolescents with chronic conditions and special health needs. Legal, ethical, and health policy issues related to the role of the pediatric nurse practitioner are emphasized. **PREREQ: NUR 771.**

**NUR 773: Advanced Health Assessment.** *4 hours (2, lecture; 2, lab), 3 credits.* Theories and methods of comprehensive assessment of clients across the life span, including physical, psychosocial, and pathophysiological signs and symptoms; refinement of ability to utilize sophisticated techniques to assess, identify, and differentiate deviations from normal; incorporate cultural and developmental variations and needs of client. **PREREQ: NUR 726.**

**NUR 774: Advanced Family Nursing Practice I** – Using a nursing science framework *245 hours per semester (45 hours, lecture; 200 hours, clinical lab), 6 credits.* Using a Nursing Science Framework this course stresses promotion and maintenance of levels of wellness, protection of health, and prevention of illness of children in families, groups and communities, as well as early detection, treatment and symptom management of selected minor and major health problems. Intervention and health care protocols emphasizing the control and/or resolution of the acute phase are included. Supervised practicum in a variety of primary health care and acute care settings provides for implementing clinical decision making and intervention strategies within the context of advanced practice. **PREREQ: NUR 766, 767 & 773; PRE- COREQ: 769**

**NUR 775: Advanced Family Nursing Practice II** – Using a nursing science framework *245 hours per semester (45 hours, lecture; 200 hours, clinical lab), 6 credits.* Using a Nursing Science Framework this course stresses promotion and maintenance of levels of wellness, protection of health and prevention of illness of adults and older adults in families, groups and communities, as well as early detection, treatment, and symptom management of selected minor and major health problems of adults and older adults in families, and

groups and communities. Intervention and health care protocols emphasizing the control and/or resolution of the acute phase are included. Supervised practicum in a variety of primary health care and acute care settings provides for implementing clinical decision-making and intervention strategies within the context of advanced practice. **PREREQ: NUR774**

**NUR 776: Advanced Family Nursing Practice III** – Using a nursing science framework *245 hours per semester (45 hours, lecture; 200 hours, clinical lab), 6 credits.* Focuses on primary care for all family members. Content stresses acute, chronic and/or rehabilitation interventions, care management strategies, and protocols for selected health problems of children/adults/older adults in families, groups and communities. A preceptor supervised practicum, emphasizing case management, provides for experiences in clinical decision making, intervention, and management strategies within the context of the advanced practice nursing role. **PREREQ: NUR 775.**

**NUR 787: Advanced Professional Seminar.** *3 hours, 3 credits.* This course provides the experience for graduate Nursing students to complete and present their clinical research project, including formal presentation (oral and written) of the results.

# DEPARTMENT OF NURSING POLICIES & PROCEDURE

## Admission & Progression

### GRADUATE ONLINE APPLICATION DEADLINE FOR:

Spring Semester:	October 1 <sup>st</sup>
Fall Semester:	March 15 <sup>th</sup>

- **All newly admitted graduate students**, regardless of status, must meet with a graduate nursing advisor before registering for any first semester courses.
- All graduate students must receive permission from a nursing advisor prior to registering for any nursing course. **Students will receive permission from a nursing advisor for only course(s) in sequence with the graduate curriculum plan.**

## Transfer Credits

Students who wish to have graduate credits earned prior to matriculation at Lehman counted toward their master's degree or post-master's certificate should apply for transfer of credit during their first semester in attendance as a matriculated student using the transfer credit evaluation form available in the Office of Academic Standards and Evaluation/Graduate Studies (Shuster Hall, Room 275). All credits to be applied toward Lehman College **master's degree or post-master's certificate** requirements are subject to the approval of the graduate adviser or Department Chair from the student's particular academic program. Transfer of credit must also be approved by the Graduate Studies Office. Transfer credits must conform to the regulations for the program and the curriculum in which the student is matriculated. **Grades of B (3.0) or better in courses taken outside of Lehman College are required in order for courses to be eligible for transfer.**

With appropriate permission, matriculated graduate students may apply to transfer a total of 12 credits of graduate courses toward their master's degree. Students matriculated in post-master's advanced certificate programs may transfer previously completed graduate credits totaling the lesser of nine (9) credits or one-half of the total credits required for their certificate.

### **The credits transferred may include:**

- Courses applied toward a previously awarded master's degree program at Lehman or at another accredited college (maximum 6 credits);
- Courses taken at Lehman in a non-matriculated status; and

- Courses taken at other accredited colleges where no degree has been awarded.

### Transfer credits are subject to the following limitations:

- Courses must be graduate-level and must be taken at accredited institutions offering master's degree programs.
- Courses taken five years or more prior to matriculation at Lehman are NOT considered for transfer. Exceptions to this time limit may be made only for compelling educational reasons. In such cases, the transfer of credit must be approved by the student's graduate program adviser and the Graduate Studies Office.
- Only six (6) credits counted toward a previously awarded master's degree can be applied to any master's degree or advanced certificate earned at Lehman College.
- Graduate courses previously applied toward an undergraduate degree are not acceptable toward Lehman College master's degree programs.
- Where students have taken more than 12 credits prior to matriculation, courses taken at Lehman College will be given priority in counting toward the 12 credits transferable, provided they meet the College's requirements.
- Students who have taken more than the maximum allowable credits (12 credits) while in a non-matriculated status must consult with their Graduate Program Adviser to determine which of those credits will count toward the degree. The program adviser will notify the Graduate Studies Office of this decision, using the transfer credit form.
- Graduate courses taken at any non-CUNY institution after matriculation into a graduate program at Lehman College are included in the 12-credit maximum allowable and must receive prior approval from the Graduate Program Adviser and the Graduate Studies Office. (See also Courses Taken on Permit at Other CUNY Institutions.)
- These and other culminating master's degree projects taken at Lehman College or at institutions outside of Lehman are not considered for transfer to Lehman College master's degree programs.

## Progression

In order to advance in the program students must:

- Maintain a minimum cumulative 3.0 (B) GPA,
- Meet all the course objectives.
- Take the **HESI** Assessment Tests for the **three Ps** at the end of each course —advanced pathophysiology, advanced pharmacology, and advanced physical assessment, and **a comprehensive assessment** at the end of the clinical capstone course NUR 776.
  - Students who score below 850 on the three Ps are to remediate prior to the courses final exams (at the very least, prior to the next semester);



- Students to submit proof of remediation to course faculty for exam scores below 850. Course faculty members then go online to the HESI site, choose course and class, and review areas that were accessed by their students.

## Clinical Requirements

- Complete clinical practicum hours within the semester of course enrollment (Practicum/ clinical hours not completed within one year of starting will receive a grade of F)
- Students who have not complete the practicum hours during the semester, yet meeting the course objectives, may receive an INC grade and must complete all hours in order to progress to the next clinical course;

**Students with INC grade at the start of a new term will be blocked from enrollment.**

- Enter all clinical information in Typhon Health System during the semester of clinical experience (**Students must input in the Typhon tracking system documentation of patient encounters within 30 days of contact**)
- Clinical logs must be entered in **Typhon** at the time of completion of the clinical hours. \*\*
- Be evaluated by their clinical instructor at the clinical site before the completion of the course;
- Have a record of hours spent in the clinical setting signed by the preceptor;\*\*

**\*\*No grade will be issued for the clinical course unless requirements are completed.**

**Note:** All students taking a clinical nursing course must satisfactorily complete all 200 practice hours and related documentation in order to progress to the next clinical nursing course.

## Graduation Criteria

In order to graduate with the Master of Science degree in nursing, students must:

- Complete all course work, including clinical practicum hours, within the specified five-year period from matriculation.
- Earn a minimum cumulative GPA of 3.0 (B)
- Complete all 600 clinical practicum hours. (*The Typhon system is used to track clinical hours for graduate students.*)

### Certification Review Course

The Department of Nursing offers NP students graduating the **master's and post-master's certificate programs** an opportunity to take a Certification Review Course. The review is for students to become familiar with the design of the questions, which helps to build students' confidence as well as identifies strengths and weaknesses of students' learning. The cost of this

review course is covered by the Department of the Nursing utilizing the academic excellence fees.

## Department Grading Policies

### Cumulative Grade Point Average

In order to be awarded a master's degree or post-master's certificate, a graduate student must finish his/her program with a cumulative grade point average (GPA) of 3.0 (B) or better. Grades counted in the cumulative GPA must be earned in graduate-level courses taken at Lehman College or in graduate courses taken on permit at other CUNY institutions and all courses must appear on the student's Lehman transcript. All grades in graduate-level courses will be counted in computing grade point average with the following exceptions:

- Grades earned in courses given by other institutions for which transfer credit has been allowed.
- Grades earned in undergraduate courses taken for undergraduate credit.

Grades earned in graduate-level courses can be excluded from the grade point average only through a successful appeal supported by the graduate program adviser and submitted to the Graduate Studies Committee (see [General Appeals in Graduate Bulletin: http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Graduate-Programs-and-Policies/Grading-Policies](http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Graduate-Programs-and-Policies/Grading-Policies)). Graduate courses taken five (5) or more years prior to the current matriculation, or grades earned in courses unrelated to the current master's degree program are excluded only upon appeal.

### Grade Replacement Policy

See College's Grade Replacement Policy on repeating a course:

<http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Graduate-Programs-and-Policies/Grading-Policies>.

As of [September 1, 2017](#), graduate students are entitled to the following grade-replacement policy, which is limited to graduate-level courses:

- Students may **repeat only one course** for grade replacement within any one graduate program. The last grade received replaces the previous grade in the cumulative GPA, and credit will only be awarded once.
- Students will not be permitted to repeat courses in which they have previously received a grade of B or better. Courses in which a grade of B-, C+, C, F, WN, WU, or FIN is earned may only be repeated with both departmental and Office of Graduate Studies approval.

- The Grade Replacement Policy may not be used to replace grades in practicum, internship, thesis courses or any grade resulting from a violation of CUNY's policy on academic integrity.

In all cases, the original grade remains on the transcript, along with an indication that the course grade is not included in the computation of the GPA.

## Academic Probation

### Low Grade Point Average

Graduate students whose cumulative Grade Point Average (GPA) falls below 3.0 will be placed on academic probation. **Students on academic probation have one semester in which to raise their GPA to 3.0.** During this probationary period, students who make satisfactory progress maintain both their academic standing with the College and their eligibility for financial aid. **Any student, whose Grade Point Average remains below 3.0 at the end of the probationary period, will be dropped from the College.** To be allowed to continue, graduate students dropped from the College following a semester of probation must file a successful appeal with the Office of Graduate Studies.

### Unsatisfactory Academic Progress

A graduate student is deemed not to be making satisfactory academic progress if he or she has accumulated more than two open grades (INC). INC grades in thesis and other culminating master's degree projects are not considered in determining satisfactory academic progress.

Students placed on probation for unsatisfactory progress will be given a strict deadline for completing the open grades on their transcript. They also may be limited as to the number of credits for which they can register or may be prevented from registering in any semester until letter grades are entered on their transcripts for the courses involved. The INC grades in question cannot be made up after the assigned deadline. After that date, any courses remaining on the transcript with INC grades will become FIN.

## INC Grades

An INC grade is granted if the following conditions are met:

- Attendance requirements are met and have a passing average in the course.
- Instructor believes that the amount of work to be completed can reasonably be finished within the **first ten weeks of the following semester**.
- Instructor believes that student has good and sufficient reason(s) for not completing the coursework by the end of the semester.
- Instructor will be available at least until a specified deadline date to evaluate student work and submit final grade for the course.

The standard deadline is printed in the [Academic Calendar](#), but the instructor can set an earlier deadline if he or she chooses to do so. When the work is completed the instructor will submit a *Change of Grade Form* indicating the letter grade earned.

**PLEASE NOTE:** If students wait more than ten weeks into the following semester to complete the missing work, **neither the instructor nor the Department Chair** is obligated to accept the completed work. INC grades are not a student "right"—instructors have the right to refuse any and all requests for INC grades. (See <https://www.lehman.edu/academics/advising/grades-faq.php> for further information.)

## STATEMENT ON ACADEMIC INTEGRITY

<http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Graduate-Programs-and-Policies/Academic-Probation/Academic-Integrity>

The most common but not the only forms of academic dishonesty are cheating on examinations and plagiarism, which is the appropriation of the words or ideas of another person, whether taken from print or electronic media, which are then passed off as one's own.

When academic dishonesty is suspected, the instructor will inform the student of his suspicions and the student's rights to:

- Receive any charges in writing;
- Remain silent without assumption of guilt;
- Receive from the instructor a copy of the Academic Integrity Statement; and
- Be advised of the instructor's intended sanction. The instructor and student may resolve the situation, either by agreeing that the suspicions are unfounded or agreeing upon a sanction. Any sanction agreed upon at this point must be reported, together with the charges, to the department chair and to the Office of Graduate Studies. The instructor must report these facts in writing. If no agreement is reached between the student and the instructor, the instructor must report in writing his intended sanction to the department chair and to the student as soon as possible. Then:

- The student may appeal in writing to the department chair within three weeks of receiving notice of the intended sanction. If the chair is the instructor in question, the senior member of the department's Personnel and Budget Committee will act for the chair.
- The chair will appoint a committee of three Lehman faculty members from his/her department to adjudicate the matter within three weeks by majority vote.
- The Committee will send a written notification of its decision to the department chair, the student, the instructor, and the Office of Graduate Studies.
- Either the instructor or the student has the right, within three weeks of receipt of notification, to appeal the department decision in writing to the Senate Committee on Graduate Studies. The decision of this committee is final. No further appeals are permitted. The committee will notify the department chair, the student, the instructor, and the Office of Graduate Studies of its decision. If any part of the three-week period falls outside the regular semester, the first three weeks of the next regular semester shall apply.
- The Office of Graduate Studies will keep all records of such proceedings on file until the student's graduation, at which time the records will be destroyed.

If the charge of academic dishonesty is upheld, disciplinary penalties may be recommended by the Vice President of Student Affairs to the hearing panel composed of members of the Faculty-Student Disciplinary Committee, pursuant to the due process provisions of the Board of Trustees' Bylaws (Article 15.3). Such penalties, which may be imposed only through the Bylaws process, include but are not limited to:

- 1) Suspension from the College or
- 2) Expulsion from the College.

# CUNY POLICY ON ACADEMIC INTEGRITY

<https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

## 1. Definitions and Examples of Academic Dishonesty.

1.2 **Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Example of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

1.2 **Plagiarism** is the act of presenting another person's ideas, research or writing as your own.

Examples of plagiarism include:

- Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

1.2 **Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.

**Intentionally obstructing or interfering with another student’s work**

1.2 **Falsification of Records and Official Documents**

**Examples of falsification include:**

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document

2. **Methods for Promoting Academic Integrity**

2.2 Packets containing a copy of the CUNY Policy on Academic Integrity and, if applicable, the college’s procedures implementing the Policy, and information explaining the Policy and procedures shall be distributed to all current faculty and, on an annual basis to all new faculty (full and part time). These packets also shall be posted on each college’s website. Orientation sessions for all new faculty (full and part time) and students shall incorporate a discussion of academic integrity.

2.2 All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity and, if applicable, college procedures implementing the policy and the consequences of not adhering to the Policy.

2.2 Each college shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. Colleges shall encourage faculty members to use such services and to inform students of their use of such services.

### **3. Reporting**

3.2 Each college's president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty. The Academic Integrity Officer may be the college's Student Conduct Officer, another student affairs official, an academic affairs official, or a tenured faculty member. Additional duties of the Academic Integrity Officer are described in Sections 4.1., 4.2.1., 4.2.2., 4.3 and 4.4.

3.2 A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall report such incident on a Faculty Report Form in substantially the same format as the sample annexed to this Policy and shall submit the Form to the college's Academic Integrity Officer. Each college shall use a uniform form throughout the college, which shall contain, at a minimum, the name of the instructor, the name of the student, the course name and number, the date of the incident, an explanation of the incident and the instructor's contact information.

3.2 The Academic Integrity Officer shall update the Faculty Report Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer of each college shall place the Form in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless they exonerate the student, written decisions on academic integrity matters after adjudication also shall be placed in the student's academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students' academic integrity files.

### **4. Procedures for Imposition of Sanctions**

#### **4.2 Determination on academic vs. disciplinary sanction.**

The Academic Integrity Officer shall determine whether to seek a disciplinary sanction in addition to an academic sanction. In making this determination, the Academic Integrity Officer shall consult with the faculty member who initiated the case and may consult with student affairs and/or academic affairs administrators as needed. Before determining which sanction(s) to seek, the Academic Integrity Officer also shall consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken. Prior violations include both violations at the student's current college and violations that occurred at any other CUNY college. In making the



determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY college and, if so, shall request and be given access to the academic integrity file, if any, at such other CUNY college.

The Academic Integrity Officer should seek disciplinary sanctions only if (i) there is a substantial violation; (ii) the student has previously violated the Policy; or (iii) academic sanctions may not be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; sabotaging another student's work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. The college also should consider any mitigating circumstances in making this determination.

#### **4.2 Procedures in Cases Involving Only Academic Sanctions.**

##### **4.2.1. Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction.**

If a faculty member wishes to seek only an academic sanction (i.e., a reduced grade) and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the Academic Integrity Officer decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an "F" or another grade that is lower than the grade that the student would have earned but for the violation. The faculty member shall inform the Academic Integrity Officer of the resolution via email and the Officer shall update the applicable Faculty Report Form to reflect that resolution.

##### **4.2.2. Student Admits to the Academic Dishonesty but Contests the Academic Sanction.**

In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college's grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence. The committee reviewing the appeal shall issue a written decision explaining the justification for the academic sanction imposed.

##### **4.2.3. Student Denies the Academic Dishonesty**

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made, at each college's option, by an Academic Integrity Committee established by the College's governance body or by the Student-Faculty Disciplinary Committee established under Article XV of the CUNY Bylaws. Each college's Academic Integrity Committee shall adopt procedures for hearing cases. (If a college opts to use its Student-Faculty Disciplinary Committee for this purpose, that Committee shall use Article IX procedures.) These procedures, at a minimum, shall provide a student with (i) written notice of the charges against him or her; (ii)

the right to appear before the Committee; and (iii) the right to present witness statements and/or to call witnesses. Those procedures also shall provide the faculty member with the right to make an appearance before the Committee. The Committee may request the testimony of any witness and may permit any such witness to be questioned by the student and by the administrator presenting the case. Academic Integrity Committees and Student-Faculty Disciplinary Committees, as applicable, shall issue written decisions and send copies of their decisions to the college's Academic Integrity Officer. The Academic Integrity Officer may not serve on a college's Academic Integrity Committee.

#### **4.3. Procedures in Cases Involving Disciplinary Sanctions.**

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college's Faculty-Student Disciplinary Committee.

If the college seeks to have both a disciplinary and an academic sanction imposed, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance by using the PEN grade established for this purpose, pending the Committee's action. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

#### **4.4. Required Action in Cases of No Violation**

If either the Academic Integrity Committee or the Faculty- Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Officer shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

### **5. Implementation**

Each college shall implement this Policy and may adopt its own more specific procedures to implement the Policy. Colleges' procedures must be consistent with the policy and procedures described in the Policy.

*CUNY BOT adopted a revised "Policy on Academic Integrity" on June 27, 2011, which went into effect on July 1, 2011 (6.27.2011.Cal.5.L).*

# PROFESSIONAL CONDUCT

The basic preparation for professional nursing requires more than success on examinations and written papers and the satisfactory performance of clinical skills. The Department emphasizes professional behavior as well as intellectual and clinical skills. All participants in the program are expected to be respectful of peers, staff, faculty and clients. This is in keeping with the philosophy and goals of the program. Professional conduct is to be reflected in classroom activities, clinical practice, dress, language, and in all interactions with others. Observations or reports of unprofessional behavior by nursing students should be directed to the Student Affairs Committee, the Director of the graduate program and possibly to the Dean of Students for consideration of action.

## Clinical Dress Code & Professional Etiquette

**Students represent Lehman College and the Department of Nursing when they are in clinical settings or have contact with representatives of the clinical agency or clients. At these times, the following dress policies will prevail:**

1. Students completing clinical practicum hours should wear the required attire of the site where they are assigned.
2. Acceptable attire: clean white lab coat and street clothes, scrubs, nurse's uniform, white or other colored shoes with non-skid soles. Jewelry: stud type earrings, watch with a second hand (do not use your mobile device to assess vital signs), wedding band or no rings, hair worn neat and above the collar.
3. What not to wear: jeans, sneakers, sandals with open toes, excessive jewelry (bracelets, dangling earrings).
4. Arrange your schedule in advance with your preceptor and the facility where you have your practicum. Arrive on time as previously arranged and be flexible as patients and their health status are dynamic. The health status and number of patients' visits to clinics, practitioner offices, ED varies daily. Your aim should be learning the most you can during your clinical practice hours.
5. Please make sure that your preceptor's resume has been submitted to the Nursing Dept. to allow for official acknowledgement from the Department. Preceptors are working with you as a professional courtesy.
6. Lehman College student photo ID must be carried and available to present while in the clinical area.

08/22/14; 09/14/20

# CLINICAL POLICIES & PROCEDURES

## Student Clinical Course Requirements for Attendance

Before taking any clinical courses, students are required to **upload in Typhon proof of the following documents no later than 3 weeks prior to the first day of classes:**

- 1) An unencumbered nursing license as a registered professional nurse and registration
- 2) Department of Nursing's Health Clearance form completed, with results of physical exam, including any lab reports and signed by the healthcare provider; and seasonal vaccinations as recommended by the NYSDOH
- 3) Malpractice Liability Insurance (at least \$6,000,000) (*for practitioner programs only, students must have student nurse practitioner liability insurance*) and
- 4) Basic Cardiac Life Support (BCLS) card (American Heart Association) for healthcare providers
- 5) Criminal Background Check and Drug Testing (Castlebranch.com—Lehman's Code: **UV33**)
- 6) Other requirements as mandated by specific affiliating clinical agencies

Failure to upload completed clinical forms and documents, by the required deadline, will result in the student being barred from clinical site. **NOTE: Students must keep copies of all documents submitted.**

### Criminal Background Check/ Drug Testing Policy

The Department of Nursing at Lehman College requires a criminal background check and drug testing for admittance into the program as they are preconditions for students to participate in clinical rotations at the training health institutes. The Lehman College Department of Nursing (DON) drug testing and background check policies have been established to meet contractual requirements established by clinical facilities used by the DON for clinical placements of its nursing students.

The need for drug testing policies in health care facilities and health profession education programs is grounded in the evidence on the prevalence of chemical substance abuse and chemical dependency in health care providers. In accordance with standard/requirement of the **Joint Commission on Accreditation of Healthcare Organizations (JCAHO)**, students enrolled in

any health science program that requires a clinical experience in a hospital or other health care facility must submit to a:

- **Level II criminal background check**

*How to request a criminal background check for clinical rotation:*

- Castlebranch.com (Lehman's Code: **UV33**)  
(Must first create a myCB account)

- **Drug screening test**

Drug testing analysis allows for a determination to be made that non-prescribed drugs are being used by the person being tested. Students on prescription medications can identify the drug to the laboratory before testing is done.

## Clinical Placement

The Nursing Department uses a clinical software program that includes a list of affiliating clinical sites and preceptors. Students may use this program to select and contact sites/preceptors with the assistance from Department staff. In Fall 2021 the Department of Nursing hired a clinical coordinator. The clinical coordinator provides clinical placements for students who have submitted a completed clinical request form to the designated Nursing Department staff member. The staff person will then verify that a contract exists between the Department and the site for clinical practice. In addition, students who have not located a clinical site must also submit a clinical form requesting placement assistance.

**Requests for new clinical sites require additional time for new affiliation agreements to be established.** These requests should be submitted to the Graduate Program Director at least one semester prior to enrollment in the clinical course. Instructions and forms are located on the Nursing Department web page under Graduate Documents and Forms <http://lehman.edu/academics/health-human-services-nursing/nursing/grad-docs-forms.php>

### *Submission Dates for Clinical Placement*

- Spring semester: **October 1<sup>st</sup>**
- Summer semester: **March 1<sup>st</sup>**
- Fall semester: **June 1<sup>st</sup>**

## Clinical Experience

The Department of Nursing contracts with health agencies for practicum courses, therefore graduate students are expected to provide the program with the following information:

1. Clinical Attendance Logs indicating dates and times of practicum experiences, preceptors' signatures as well as students' must be submitted to the Department of Nursing (see Appendix D for link)
2. Evaluation of preceptor (see Appendix D for link).
3. Evaluation of clinical program (see Appendix D for link)

**In addition, students must enter their clinical experience data in the Typhon electronic student tracking system as instructed by course instructors.**

### *Practicum Responsibilities (Faculty/ Student/ Preceptor)*

The following table summarizes the responsibilities of course faculty, graduate students, and practicum preceptors.

Faculty/ Department of Nursing Responsibilities	Student Responsibilities	Preceptor Responsibilities
Negotiates clinical affiliation placements.	Complete all course assignments and objectives.	Provides direct instruction, supervision, and guidance relative to clinical application of course content.
Collects pertinent information from students to draft practicum agreements with health agencies.	Meet with course faculty to discuss progress	Negotiates schedule for student practicum experiences
Provides preceptors with course syllabi, student assignments, and evaluation forms.	Convenes with preceptor prior to practicum experience to discuss details of the assignment.	Orients students to clinical environment
Supports communication among faculty, students and preceptors.	Seeks feedback from preceptor regarding assignments and progress.	Evaluates student's performance in collaboration with Department of Nursing faculty
Assumes responsibility for providing guidance and assessment of student learning experiences.	Provide nursing program with attendance and practicum evaluation information	

## Typhon Electronic Tracking System

Emphasis has been placed on using the **Typhon** electronic student tracking system in order to monitor all graduate students' clinical experience and progress, the achievement of standards through curriculum mapping, and evaluation, which is based on the NP competencies as outline by the National Organization of Nurse Practitioner Faculties (NONPF).

- Students register for a Typhon account when enrolled in the NUR 774 course. This registration affords students a two-year access to Typhon, including an additional six-month access post-program completion.
- Students must input documentation of patient encounters, within **30 days**, using the Typhon tracking system.

# STUDENT COMPLAINT POLICY

When a student has a complaint about a course, an instructor, or a department policy, the student should first consult with the individual faculty member involved. If the issue is unresolved, or the student is dissatisfied with the resolution, the student should complete a complaint form (**see Appendix F**) and submit to the director of the graduate program. If the student is still dissatisfied with the resolution, the student should file a written complaint with the Department Chair.

If the Director of the Program is the instructor in question, the student should write to the Department Chair. If the Chair of the Department is the instructor in question, the senior member of the Department Personnel and Budget Committee will act for the Chair. If the issue cannot be resolved within the Department of Nursing the student will be referred to other resources within the college.

See CUNY Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings at:

<https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-procedures/Student-Complaints-About-Faculty-Conduct-in-Academic-Settings.pdf>

**Complaints should be addressed as soon as possible after the issue arises or is identified.**

# DEPARTMENT OF NURSING RESOURCES

## Nursing Computer and Multimedia Laboratory

The Computer/Multimedia Laboratory of the Nursing Department is located on the first floor of the T-3 Building. The lab houses computer work stations where students can access computer-assisted instruction (CAI) programs, word processing, and the Internet. Also available in the laboratory are many videotapes, DVDs, CAI programs, and interactive videos. The lab has video set-ups for viewing tapes and a video camera which can be used for selected teaching-learning experiences. LCD projectors are available to faculty and students for class presentations or nursing course activities. The chief college laboratory technician is available to assist students following the College schedule. Evening and weekend hours may be available.

## Simulation Labs

The Department of Nursing has 1 nursing arts/skills lab and four simulation labs where students can practice their clinical skills for adult, children and infant, and pregnant women.

Lab 1 T3- 103 A Skills simulation and nursing arts

Lab 2 T3- 105 Physical Assessment

Lab 3 T3- 106 Maternity and Pediatrics

Lab 4 T3- 111 Medical Surgical

Lab 5 T3- 118 Physical Assessment and Lecture

## Nursing Student Lounge

A student lounge with sofa, tables and chairs is located in Room 213 of the T-3 Building. Small round tables are helpful for small group work such as studying and project planning.

Mutual respect shown by students has enabled students to use the lounge for individual or group studying as well as for quiet socializing and small celebrations.

The furnishings of the lounge were provided by a grant from the Helene Fuld Foundation. Students in the Nursing Society have purchased a microwave oven, coffee pot and bookcase for student use in the lounge. This is your space so do your part to keep it neat and clean.



# LEHMAN COLLEGE RESOURCES

## Counseling Center

The Lehman College Counseling Center offers a variety of free and confidential services to help students with a wide range of developmental, psychological and emotional concerns. The goal of the Counseling Center is to increase their personal competence and support their completion of academic studies at Lehman College.

The services offered at the Counseling Center include:

- Individual short-term counseling for a variety of personal issues.
- Supportive group counseling on such topics as depression, developing healthy relationships etc.
- Psycho-educational workshops for improving academic success, including stress management and test anxiety.
- Crisis intervention services.
- Online screenings for Depression, Eating Disorder and Alcohol use.

The Counseling Center is located in the Old Gymnasium Room 114. Appointments can be arranged by contacting the Counseling Center at (718) 960-8761.

## Special Services for Students with Special Needs

The services are available to Lehman students who provide documentation of a disability.

The Services include, but are not limited to:

- Advocacy/Advisement
- Assistance during registration
- Individual test administration (timed/unlimited)
- Tutoring/Note-taking
- Provision of technical equipment and Referrals to outside agencies

In providing these services, the office arranges for the hiring of trained specialists, such as: Sign Language Interpreters, Note-Takers, Proctors, Learning Disability Specialist

The Office is located in Shuster Hall, Room 238.

## Instructional support Services Program (ISSP)

The two main divisions of instructional support at Lehman are the Academic Support Center for Excellence (ACE, formerly called the Learning Center) and the Science Learning Center (SLC).

### Academic Support Center for Excellence (ACE)

The Academic Center for Excellence, located in the Old Gym Building (Room 205), offers workshops and tutoring for students seeking to improve their proficiency in writing, reading, research, and humanities subject areas (including statistics and accounting). The ACE staff of peer tutors and skills specialists works with students at all academic levels.

The ACE also provides workshops and support for students who need to pass the CUNY Proficiency Exam (CPE) and the CUNY ACT Reading and Writing Basic Skills Tests. Read our bulletin, distributed widely on campus, for the schedule of workshops each semester.

### Science Learning Center

The Science Learning Center (SLC) provides tutoring in the natural and computer sciences, as well as in upper-level mathematics. Computers at the Science Learning Center feature several science learning software programs.

## Career Counseling and Placement

It is strongly recommended that students register with the office of Career Services and Cooperative Education (Shuster Room 254) prior to graduation. This will facilitate students in preparing for the realities of the workplace and acquiring employment. (See [Graduate Bulletin](#) for additional information).

## Extracurricular Activities

A wide range of extracurricular activities and programs are available. In addition to departmental activities, there are social, political, religious and athletic activities. Creative events such as art displays in the *College art gallery*, *literary displays in the library*, *musical and dramatic performances in the Lehman College Center for the Performing Arts* are among the many opportunities to engage in the vibrant life of the college community. Extracurricular lectures on varied topics, a *student newspaper* and other publications provide opportunity for student involvement.

There are a variety of clubs on campus. Clubs make their presence known through the Meridian (College Newspaper) and through wide posting on bulletin boards throughout the College.

The APEX building brings new excitement to the athletic and fitness facilities on campus. Students may participate in formal fitness and competitive athletic challenges such as tennis, baseball, track, swimming, etc.

## Campus Information Center

The Campus Information Center is a service of Campus Life. The center is conveniently located in the Student Life Building. The Center is staffed during major class hours and provides information and discounted theater vouchers for Broadway productions, etc.

# GRADUATE STUDENT SURVEYS

Graduate students are expected to participate in the following online surveys, located on the Nursing Website, in order to assist the Department of Nursing in its assessment of the effectiveness of the **M.S. and post-master's certificate programs**:

## Exit Survey

Student satisfaction data are analyzed using descriptive statistics (i.e. percentages). Responses to open-ended questions are reviewed using content analysis and raw data in reporting key statements. Survey outcomes are reported to the Chair for dissemination to faculty. Outcomes are reviewed at faculty assemblies and assigned workshops.

## Alumni Survey

Alumni are asked to respond to eight questions related to 1) adequacy of training—satisfaction with their preparedness to provide quality nursing care, 2) current job status, 3) professional achievements, including continued career development, and 4) a global question to draw further information

## Employer Survey

Employers are surveyed every three years by the DON. Alumni completing the online survey are directed to the employer survey, which they forward the link to their employer to complete. Employers are invited to comment on the strengths and weaknesses of the graduate as well as make any suggestions perceived to be beneficial to the program.

# Appendix A: Graduate Student Checklist

<b>Requirement</b>	<b>Deadline</b>
<b>Application (online)</b> (See Graduate Student Bulletin)	<b>Spring: Oct. 1<sup>st</sup></b> <b>Fall: March 15<sup>th</sup></b>
<b>Clinical Practicum</b>	
• Health Clearance Form	Start of program
• BCLS	Start of program
• Malpractice Insurance (at least \$3,000,000) • (FNP & PNP – at least \$6,000,000)	Start of program
• Application for Clinical Placement	<b>Spring: Oct 1<sup>st</sup></b> <b>Summer: March 1<sup>st</sup></b> <b>Fall: June 1<sup>st</sup></b>
<b>Clinical Reporting</b>	
• Typhon electronic student tracking system	Maintain during each clinical course
• Graduate clinical attendance log	Submit at the end of each assignment
• Graduate evaluation of preceptor	Submit at the end of each assignment
• Graduate evaluation of program	Submit at the end of each assignment

# Appendix B: Other Educational Expenses

The following are some additional expenses required of nursing students, and for which they should budget. They are approximate costs.

## TEXTBOOKS

**Required Textbooks** ..... **Varies/ listed in course syllabi each /semester**

## CLINICAL EXPENSES

**Annual Physical Exam and lab work**..... **Varies**

**BCLS Training: American Heart Association–Health Care Provider** ..... **\$95.00**

**Liability Insurance**..... **\$varies/year**

**Enrollment Fee for Typhon**..... **\$90.00**

### Academic Excellent Fee

Resident Full-time students (per semester) ..... **\$500**

Resident Part-time students (per credit) ..... **\$50.00**

Non-Resident students (per credit) ..... **\$90.00**

**Travel expenses to clinical sites** ..... **\$varies/semester**

## ANCC CERTIFICATION EXAM

Non-member..... **\$395**

American Nurses Association members..... **\$295**

American Association of Nurse Practitioners members ..... **\$340**

American Association of Nurse Practitioners student member..... **\$290**

# Appendix C: ANCC Blueprint



Test Content Outline  
Effective Date: May 22, 2019

Family Nurse Practitioner  
Board Certification Examination

There are 175 questions on this examination. Of these, 150 are scored questions and 25 are pretest questions that are not scored. Pretest questions are included to determine how well these questions will perform before they are used on the scored portion of the examination. The pretest questions cannot be distinguished from those that will be scored, so it is important for a candidate to answer all questions. A candidate's score, however, is based solely on the 150 scored questions. Performance on pretest questions does not affect a candidate's score.

This Test Content Outline identifies the areas that are included on the examination. The percentage and number of questions in each of the major categories of the scored portion of the examination are also shown. *Note: The examples in parentheses are not all inclusive and do not indicate importance.*

Category	Content Domain	Number of Questions	Percentage
I	Assessment	31	21%
II	Diagnosis	39	26%
III	Clinical Management	65	43%
IV	Professional Role	15	10%
<b>TOTAL</b>		<b>150</b>	<b>100%</b>

This examination will be developed in consideration of the below secondary classifications, whenever applicable.

Body Systems	Drug Agents	Age Group
1. Cardiovascular	1. Analgesic	1. Infant
2. Endocrine	2. Anti-Infective	2. Preschool
3. Gastrointestinal	3. Cardiovascular	3. School-Age
4. Genitourinary and Renal	4. Endocrine	4. Adolescent
5. Head, Eyes, Ears, Nose, and Throat	5. Eye, Ear, Nose and Skin	5. Young Adult (including late adolescent and emancipated minors)
6. Hematopoietic*	6. Gastrointestinal	6. Adult
7. Immune*	7. Genitourologic	7. Older Adult
8. Integumentary	8. Musculoskeletal	8. Frail Elderly
9. Musculoskeletal	9. Neurological	
10. Neurological	10. Psychiatric	
11. Psychiatric	11. Reproductive	
12. Reproductive	12. Respiratory	
13. Respiratory		

\*Less emphasis to be placed on this body system relative to others

## I. **Assessment**

### A. Knowledge

1. Evidence-based population health promotion and screening

### B. Skill

1. Comprehensive history and physical assessment
2. Focused history and physical assessment
3. Risk assessment (e.g., genetic, behavioral, lifestyle)
4. Functional assessment (e.g., cognitive, developmental, physical capacity)

## II. **Diagnosis**

### A. Knowledge

1. Pathogenesis and clinical manifestations of disease states

### B. Skill

1. Differentiating between normal and abnormal physiologic or psychiatric changes
2. Diagnostic test selection and evaluation

## III. **Clinical Management**

### A. Knowledge

1. Pharmacotherapeutics, pharmacokinetics, pharmacodynamics, and pharmacogenetics
2. Anticipatory guidance (e.g., developmental, behavioral, disease progression, crisis management, end-of-life care)
3. Age-appropriate primary, secondary, and tertiary prevention interventions

### B. Skill

1. Pharmacotherapeutic intervention selection (e.g., interactions, contraindications)
2. Pharmacotherapeutic intervention evaluation (e.g., monitoring, side/adverse effects, patient outcomes)
3. Non-pharmacologic intervention selection and evaluation
4. Therapeutic communication (e.g., motivational interviewing, shared decision making)
5. Culturally congruent practice
6. Resource management (e.g., accessibility, coordination, cost effectiveness)

#### IV. **Professional Role**

##### A. Knowledge

1. Legal and ethical considerations for health care informatics and technology (e.g., confidentiality, accessibility)
2. Scope and standards for advanced practice registered nurses
3. Regulatory guidelines (e.g., reportable diseases, abuse reporting)
4. Evidence-based clinical guidelines and standards of care
5. Ethical and legal principles and issues for patients, populations, and systems (e.g., justice, consent, guardianship, bioethics)

##### B. Skill

1. Research appraisal (e.g., design, results, clinical applicability)

Last Updated: January, 2022



# Appendix D: Program Documents & Forms

Application for Clinical Placement:

<http://www.lehman.edu/academics/health-human-services-nursing/nursing/documents/Application-clinical-placement-june-2020pdf.pdf>

Clinical Application Instruction:

<http://www.lehman.edu/academics/health-human-services-nursing/nursing/documents/Clinical-Application-Instructions-June-2020.pdf>

Health Clearance Form

<http://www.lehman.edu/academics/health-human-services-nursing/nursing/documents/Health-Clearance-Form-Rev-July-2018.pdf>

Graduate Documents & Forms

<http://www.lehman.edu/academics/health-human-services-nursing/nursing/grad-docs-forms.php>

# Appendix F: Student Complaint Form

LEHMAN COLLEGE  
Department of Nursing

Student: \_\_\_\_\_ SSN or ID #: xxx-xx \_\_\_\_\_

Date: \_\_\_\_\_ Course #: \_\_\_\_\_ Instructor: \_\_\_\_\_

Nature of Complaint (describe) (attach additional sheet of paper if needed)

What steps were taken to resolve the issue (describe):

Student signature: \_\_\_\_\_ Date \_\_\_\_\_

Date received by Director of Program \_\_\_\_\_ Undergraduate ( ) Graduate ( ) Date

Program Director met with student: \_\_\_\_\_

Referred to: \_\_\_\_\_

\_\_\_\_\_  
Director Signature Undergraduate ( ) Graduate ( )

# Appendix G: Student Handbook Acknowledge Form

Lehman College  
**Department of Nursing**

## ACKNOWLEDGEMENT FORM

After reviewing the Graduate Nursing Program Student Handbook, students admitted to the Nursing Program are required to print this page, sign it and [upload this form to Typhon](#) (*Graduate Director to provide information to access Typhon*).

I have read and understand the policies and procedures and other information contained in the Graduate Nursing Program Student Handbook. I agree to adhere to all policies contained therein.

---

Name (Print)

---

Signature

---

Date

# A Guide to the Lehman Campus

**Bedford Park Boulevard West**

Bedford Park Stations, #4 and D Lines →

