Cheryl Phenicie School of Nursing

STUDENT HANDBOOK
2014-2015
Handbook

This handbook is provides students with information about the programs of study at Cheryl Phenicie School of Nursing. It sets forth, in general, how the School operates but the School reserves the right to change policies and procedures without notice.

Purpose of the Handbook:

1. To provide guidance for new and continuing students.
2. To describe general policies about the nursing program.
3. To inform students of their rights and responsibilities as a nursing student.
Student Contract

I understand the School of Nursing Handbook 2014-2015 is available on the School of Nursing (SON) website. I have had an opportunity to review its contents and I agree, as a student enrolled at the SON, to uphold to the policies and guidelines. The policies and procedures are subject to change during my course of study and it is my responsibility to be informed of these changes.

Print Name ______________________________ Date: ______________
Signature: _______________________________ Date: ______________
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Introduction

Welcome to Cheryl Phenicie School of Nursing, Nyack College

Nyack’s core values were penned and adopted within the last decade but the legacy of these values began at its founding more than 127 years ago. Our core value of social relevance is defined as an objective to prepare students to serve in ministerial, educational, healing and community-building professions.

Our nation stands on the brink of a predicted shortage in nurses and the need for thousands of new nurses by 2012, according to the U.S. Bureau of Statistics. Nyack College rises to meet that need by offering the new Bachelor of Science in Nursing program. The factors that face the field of nursing include an aging U.S. population, high demand for quality care and an existing workforce that is approaching retirement age. You can be a part of the solution to this problem.

Explore this exciting new undergraduate degree program at Nyack that will lead to opportunities in a wide variety of healthcare settings. Whether you decide on working in a hospital, a health clinic, a school, in medical missions work abroad, or as an educator, you’ll find a strong foundation available to you at Nyack College. In addition to studying in an intentionally diverse environment where personal transformation takes place, you will encounter a faculty with solid experience—professors who will provide you with an academically excellent program and mentor you for success.

Are you passionate about serving others?  
Are you enthusiastic about promoting and assisting with restoring health?  
Do you have a thirst for learning complex scientific principles?  
Do you have the ability to problem-solve and work in emergency or crisis situations?  
Do you want to advocate for the voiceless who have unmet healthcare needs?

Nyack College can equip and empower you with the tools it takes to make a unique difference in the healthcare industry in urban, suburban or rural regions of our country—and even in other nations. We’re ready to help you get started on the road to success!

Elizabeth Simon, RN, PhD, ANP-BC

Professor and Dean School of Nursing
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course#</th>
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<td>Nursing of Women and Childbearing Families</td>
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* LIBERAL ARTS CREDITS 64  NURSING COURSE CREDITS 56  TOTAL CREDITS
## 2. Degree Completion for RNs (RN-BSN curriculum)

### 1. Academic Foundations – 33

<table>
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<th>Courses</th>
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<td>2. College Algebra</td>
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<td>MAT 110</td>
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<td>5. Global Literature</td>
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<td>6. Contemporary American Society</td>
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<td>7. New Testament Literature</td>
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<td>8. Fine Arts Course</td>
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<td>9. History of World Civ.</td>
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### 2. Nursing Science Foundations - 30

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<td>2. Anatomy Physiology</td>
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<td>5. Genetics Seminar</td>
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<td>6. Growth &amp; Development</td>
<td>3</td>
<td>PSY 244</td>
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<td>8. Probability and Statistics</td>
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### 3. Nursing Essentials - 30

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<td>2. Introduction to Professional Nursing</td>
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<td>3. Pharmacology</td>
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<td>4. Evidence for Nursing Practice</td>
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<td>5. Management and Leadership in Nursing</td>
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<td>6. Transition to Professional Practice</td>
<td>3</td>
<td>NUR 403</td>
</tr>
<tr>
<td>7. World view: The Christian Nurse</td>
<td>3</td>
<td>NUR 301</td>
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<tr>
<td>8. Nursing Electives*</td>
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<tr>
<td>9. Nursing Informatics</td>
<td>3</td>
<td>TBA</td>
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<tr>
<td>10. Population based care: Global Perspectives</td>
<td>2</td>
<td>TBA</td>
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</tbody>
</table>

*3 credits can be substituted for each board certification in a nursing specialty area.

* Students have an option to attend the lectures, clinical courses and take the exams to obtain 3 credits to substitute for the electives.

* There will be provision to challenge any level 3 clinical course by taking the comprehensive final exam. A fee will be applied for challenge exam.

Clinical courses are (NUR 390, 391, 491, 492). No lab or practicum required.
Nursing credits transferred – 30 from ADN or Diploma

**Total 124 credits/ Residency requirement – 30 credits**
History

The President, Board of Trustees, and a generous donor had a vision to see Nyack College prepare Christian nurses for global service. The vision was stimulated by the work of a Christian nurse ministering to the lost in a spiritually dark world. After decades of prayer and having witnessed the impact of health care workers on the lives of hurting people around the globe, the donor’s passion for establishing a nursing program at Nyack intensified. In 2004, the donor contacted the Board of Trustees at Nyack about the potential for a program to develop professional nurses. The vision was met with enthusiasm, but funding did not seem possible. The following April prayers were answered. The Lord worked through the donor to provide the funding to begin the nursing program. A one million dollar gift was received and Nyack begin searching for a program Dean to develop the curriculum.

In 2009, the School of Nursing was established at Nyack College. At Nyack, students will prepare for the ministry of nursing in a Christ-centered environment which has a rich history of academic excellence. Nyack nurses will be educated in a culturally diverse environment to effectively prepare them for real world experiences, and global opportunities for ministering to the health care needs of vulnerable populations. A Nyack education is a personally transforming experience as students develop the knowledge, skills, and passion for the ministry of nursing and lifelong service.

“I tell you the truth, whatever you did for the least of these brothers of mine, you did for me” Matthew 25:40

Vision

To send Christian nurses into the world to show Christ’s love as they minister to the healthcare needs of hurting people.

Mission

Nyack School of Nursing exists to educate, encourage, equip, connect, and mobilize Christian nurses to meet the health care needs of global communities.

Philosophy

Nyack College is a fully accredited liberal arts college rooted in the Christian faith, serving The Christian and Missionary Alliance, the church, the community and the world. Nyack seeks to produce broadly educated persons who are prepared for advanced study, careers, and civic responsibility. We are committed to promoting Christian knowledge, moral maturity, and spiritual development in our students. At Nyack, students are prepared for lives of ministry and service. The faculty of the Nyack College School of Nursing supports the mission of Nyack College. We are dedicated to assisting students from all cultures in the development of attitudes, knowledge, and skills needed to model Christ in the practice of nursing. Our curriculum is undergirded by faith in a sovereign God who directs our vision, mission, and practices.

Christian nursing is a calling to deliver compassionate care to a hurting world in response to God’s grace and His desire for healing (shalom) for mankind. Compassionate nursing care is not limited to physical healing, but encompasses the spiritual and psychosocial aspects of humanity. Nurses have a specialized body of knowledge in addition to knowledge gained from the biological and behavioral sciences. Nursing knowledge is acquired through empirical testing, personal, aesthetic and ethical methods. All knowledge emanates from God. We believe students learn by being active participants in the educational process. Knowledge from the liberal arts prepares students for lifelong learning and continual discovery.
While healthcare is the principle concern of nursing, health practices cannot be considered devoid of the context of the sociopolitical and cultural systems. Advocacy is an essential attribute of professional nursing practice. Nurses advocate for others by providing direct care, coordination of care, and through social and political advocacy aimed at reducing health care disparities. The heart of nursing is service to others. At Nyack, our service toward others is motivated by, and a reflection of our love for Christ. In serving others, we believe Christ is glorified.

Excellence is a cornerstone of the Nyack experience. Faculty in the School of Nursing endeavor to mentor students toward excellence by modeling Christ in all we do. Through Christian nursing education, students enter the practice of Christian nursing and prepare to serve others to the best of their ability. We believe that an attitude of service is the key to a meaningful and rewarding career as a professional nurse.

### Conceptual Framework

**Godly Living**

Godly living is foundational to the delivery of nursing care from a Christian worldview. Students grow in their relationship with God through engaging in spiritual disciplines such as; prayer, faith, scripture study, and through obedience to the Word of God and the prompting of the Holy Spirit. A personal relationship with Christ and obedience to his Word is a living testimony of Godly living. The call to Christian nursing requires a willingness to obediently conform to God’s standards as evidenced by Godly living.

**Person**

Persons are created in the image of God (Genesis 1:27) for the purpose of having a relationship with God (Deuteronomy 6:4-6), through the person of Jesus Christ (Matthew 22:37-39). Each person can choose to reject or accept this relationship. Persons are mind, body, soul and spiritual beings. They shape and are shaped by cultural norms and life experiences. As complex beings each person has unique attributes, yet commonalities that bind individuals together. The diversity within the human state is valued and enriches our experience in the world.

**Health**

Perfect health is harmony with God. Health is characterized by wholeness of mind, body, spirit, and soul, not merely by the absence of disease. While health is an important goal of individuals, the importance of health to society cannot be over emphasized. Health care disparities tend to follow socio-economic gradients and require a community approach to healing. Attitudes about health, perception of good health, and measures to determine health status are culturally defined.

**Environment**

The environment consists of a relatively stable set of stimuli surrounding an individual. Human beings can selectively interact with environmental stimuli and are also exposed to it in a passive manner. A reciprocal relationship between humans and environments exists in which the human is influenced by external stimuli that have the capacity to alter the internal environment of an individual. In turn, the
individual alters the natural world through his/her interaction or lack of action with it. God created all things in the environment, yet remains separate from it.

Nursing

The goal of nursing is to help others in the performance of activities contributing to health that they would do for themselves if they were able (Henderson, 1966). The role of the nurse is multifaceted but all nursing care activities are focused on advocating for those in need. Advocacy takes place through direct client care, research, care coordination, support of public policy to improve equitable resource allocation for the vulnerable, and health promotion activities. The art and science of nursing include interventions aimed at the relief of suffering, holistic healing, and the provision of compassionate presence. Nurses are essential members of the global health care workforce. Global engagement requires nurses to view the world as the community.

Service

Service to others is the hallmark of Christian nursing. In serving others we glorify God. Serving others provides an avenue for personal transformation, changing both the nurse and the recipient of care. The call to Christian nursing requires a willingness to serve others.

Cultural Competence

The values, beliefs, and cultural understanding of individuals shape their worldview and ultimately determine their behavior patterns. Understanding how persons exist in the world is central to excellent nursing practice. Cultural competency extends the notion of cultural understanding to include the ability of the nurse to intervene appropriately and effectively with persons of diverse cultures. Nursing care must be delivered within the context of culture for care to have meaning for the recipient of care. The client’s conception of health, illness, and the parameters of nursing care must be considered. The culture of both the nurse and client influence the professional-client interaction.

Program Outcomes

Graduates of the Nyack College School of Nursing will be equipped to:

1. Affirm Godly living as foundational to Christian nursing practice.
   1.1. Practice spiritual disciplines of prayer, faith, scripture reading, and obedience to God.
   1.2. Express a willingness to serve others to the glory of God.
   1.3. Assert the power of prayer in healing.
2. Value each person as created in the image of God.
   2.1. Provide nursing care to diverse populations with sensitivity to cultural variations.
   2.2. Advocate for the dignity and worth of the clients they serve and their professional colleagues.
2.3. Considers diverse social, economic, religious, and cultural traditions of individuals, families, and communities in planning for health care needs.

3. Affirm a Christian worldview of health as harmony with God.

3.1. Synthesize knowledge from the humanities, biological, social, and nursing sciences to promote health and well being of individuals and communities around the globe.

3.2. Improve the health of individuals and communities through an interdisciplinary approach to health promotion and disease prevention.

3.3. Uses evidenced-based nursing therapeutics to provide holistic health care to clients.

3.4. Identify the client’s conception of health and meaningfulness of the illness experience.

4. Understand the reciprocal relationship between the environment and the health of individuals and communities.

4.1. Advocate for healthy environments to improve the health status of communities.

4.2. Facilitate continuity of care across a variety of health care settings.

5. Affirm nursing practice as advocacy for those in need.

5.1. Demonstrate excellence in technical skills in the delivery of professional nursing care.

5.2. Recognize social, political, economic, and organizational avenues for influencing positive change in health care policy.

5.3. Provide compassionate presence to all who suffer.

5.4. Communicate effectively in verbal, nonverbal, and written form.

5.5. Acquire and discriminate among vast amount of health care information to determine best practice for client care.

5.6. Maintains nursing practice within professional/legal standards, ethical/moral standards, and sensitivity to client’s cultural differences.

6. Recognizes service to others as essential to professional nursing practice.

6.1. Affirms personal transformation resulting from service to others.

7. Develop cultural competence in the delivery of holistic nursing practice.

7.1. Considers the client’s conception of health, illness, and the parameters of nursing care when planning nursing interventions.

Note: The nursing curriculum, courses and requirements are subject to approval and revision as the program undergoes review by accreditation bodies, including New York State Education Department and the Commission on Collegiate Nursing Education.
Admission Requirements

Qualified students in the Nursing Pre-Requisite Curriculum apply to the nursing major during the Application Filing Period as indicated on the Nursing Major Application Form. All pre-requisite courses must be completed prior to entering the nursing major. Students are admitted competitively to the nursing major.

Pre-requisites for nursing major are:

- Submission of Nursing Major Application and Choice of Major Form
- Completion of pre-requisite courses including College Algebra, Essentials of Chemistry, Principles of Nutrition, Anatomy and Physiology I, College Writing I and II, and General Psychology
  - Science courses must have been completed in the last 7 years at the point of admission to the Nursing Program and have a grade of “C+” or greater
- Cumulative GPA of 2.7 or higher
- Cumulative GPA of 2.5 in math and science courses
- Nursing essay
- Must meet or exceed the national average on the Kaplan Nursing Entrance Exam

Students must complete an application to enter the clinical phase no later than the application deadline the year prior to entering nursing major courses. A $500 nonrefundable nursing entrance fee is reflected on the billing statement.

Transfer Policy

Transfer applicants to full-time programs are expected to have completed the academic preparation required of students entering as freshmen. If required courses were not taken in high school, the equivalent courses may be taken at the college level prior to transfer.

To transfer to the nursing major, students must meet the following criteria:

- Meet the requirements of General Studies Admission Policy
- Cumulative GPA of 2.75 or higher
- Academic record free of incomplete grades
- Cumulative GPA of 2.5 or higher for the following core courses: Anatomy I and II, 1 semester of Chemistry, Microbiology, College Algebra, and Principles of Nutrition

- Must meet or exceed the national average on the Kaplan Nursing Entrance Exam

Additional criteria considered for admission include secondary school performance, college performance, recommendations, results of required examinations, and leadership qualities reflected in school and community extracurricular activities. An interview, additional testing, or specific coursework may be requested at the discretion of the program or the Dean of the Nursing Program.

Students will be accepted based on the availability of clinical practicum sites. Admission is at the discretion of the program.
Transfer of Credits

The College may grant advanced credit for courses completed at regionally accredited colleges and universities. They may grant credit for courses from colleges that are recognized candidates for accreditation (according to the Association of College and Schools/Commission on Higher Education). Transfer courses must be equivalent to courses offered at Nyack College and completed with a grade of “C” or higher, A C+ or higher in all science courses. The Bachelor of Science in degree of Nursing accepts transfer credit in adherence with the Transfer of Credit Policies in the Undergraduate catalog. Students should submit an official transcript and letter of request for evaluation to the Undergraduate Registrar.

Clinical Practicum

From the second semester of the sophomore year, students will engage in clinical practice in various clinical settings.

Participation in clinical courses may require:
- American Heart Association Health Care Provider CPR certification
- Complete immunization record
- Malpractice insurance (School of Nursing Provides)
- Proof of physical and mental ability to perform in the role of student nurse
- Health exam within one year
- Influenza shot
- PPD within the last 6 months
- Drug test
- Background check

The student may be assigned day and/or evening clinical rotations that may occur during the week and/or on the weekend over the course of the program.

The student is responsible for obtaining transportation to and from all clinical sites.

Progression Policy

To progress in the Nursing Program, students must meet the following criteria:
- Maintain a cumulative GPA of 2.7 or higher
- Successful completion of all required nursing courses with a grade of “C+” or better
- Students may repeat up to three different required science courses, or repeat the same science course twice
  - A required nursing course may be repeated only once
  - No more than two nursing courses can be repeated.
- Students repeating a nursing course must complete the entire course, including laboratory and clinical component of the course.
• At the end of each clinical semester, students must successfully complete a comprehensive clinical skills competency exam. Unsatisfactory clinical grade or an “F” in the clinical warrants entire nursing course be retaken
• Satisfactory completion of nationally standardized tests throughout the curriculum
• Achieve satisfactory clinical evaluations and clinical skills laboratory performance as well as meet the course didactic requirements to progress in the nursing clinical phase.
• Demonstration of godly living and satisfactory standards of conduct

To progress from sophomore to junior year the student must meet the following criteria:
• Cumulative GPA of 2.7 or higher
• Complete both science and nursing courses in sophomore year with a grade of “C+” or greater
• Complete BIO 214 (A&PII), BIO 220 (Microbiology), and PSY 244 (Human Growth & Development)
• Successfully complete the sophomore level comprehensive clinical skills competency examination in the clinical skills laboratory
• Achieve a 95% or better in the Pharmacology and Calculations exam before any clinical course beginning with NUR 390
  o If students fail to achieve a 95% on the first attempt, the students that scored 80% or above will be given another opportunity and have to score 100%
  o If a student is absent on the day of the exam, the students’ score will be a “0”.

To progress from junior to senior year the student must meet the following criteria:
• Cumulative GPA of 2.7 or higher
• Complete all nursing courses in junior year with a grade of “C+” or greater
• Complete BIO 315, MAT 330 or PSY 337, and PSY 342
• Achieve a passing score in the Pharmacology and Calculations exam before any clinical course beginning with NUR 390
  o If students fail to achieve a 95% the first time, the students that scored 80% or above will get one more chance and have to score 100%
  o Students that are absent during the day of the exam will get a scores of “0”

Attendance Policy

Regular class attendance is necessary for success in the nursing program. Students must attend all class meetings of all confirmed courses. If an absence occurs, whatever the cause, the student is responsible for the course work missed. Students must contact faculty personally about absences before the absence occurs, unless providentially hindered. Course faculty decides about make-up work or grade and lists the policy in each course syllabus. The following guidelines apply:

a. Students must attend all scheduled class times (lecture, lab, and clinical). All clinical and skill lab time should be made up.
b. Late arrivals may be considered absences according to the policy of the syllabus.
c. Absence during an exam including calling in sick will be carefully monitored and addressed. A zero grade will be given for any unscheduled test day absence. In case of an unavoidable circumstance, students will produce evidence of the situation that prevented them from
taking the exam and will be allowed to take the exam/quiz at the instructors’ convenience. A fee based on the number of questions will be applied for retaking the exam.

d. For inclement weather, the School of Nursing will follow Nyack College policy for canceling lecture and lab times. Clinical faculty will notify clinical students if clinical experience is canceled. Otherwise, students are expected to be in attendance. A student who commutes to the college should make traveling arrangements ahead of time and make every effort to attend scheduled clinical.

e. Students must wear the College ID badge when taking part in or observing in clinical areas.

**Test Proctoring Policy**

Please note the seating arrangements and strategies related to testing. There will additional proctors to help you during testing.

- Students will be seated in classroom and lab
- Bags, belongings, and electronic gadgets will be left in the lab
- For electronic testing students will be seated face to face. There will be a walkway between the rows for proctors to walk. The last row (back of the class) will face the wall
- Anyone found using phones or related equipment will be asked to leave the testing area
- Because of honor pledge and verbal warning in the beginning of the semester, academic dishonesty will culminate in dismissal.
- All questions will be shuffled in a pool for administration. Password for the test will be given in the classroom
- Students will not be allowed to leave before 40 minutes for 1 hour test and 1 hour 20 minutes for 2 hour tests
- Password will be changed by the Instructor after 30 minutes in to the test
- There will be 2 proctors in the class room and one in the lab
- IP address will be used by the Melinda Kong and IT to monitor testing activities
- Students will take an active role in promoting academic honesty.

**Dismissal Policy**

A student may be dismissed for dispositions and behaviors deemed unprofessional by the nursing faculty. All students will be reviewed annually by the faculty with particular attention given to behavior and attitudes during clinical experiences. Patient safety is paramount and any student that may put a patient at risk because of attitude or behavior may be dismissed from the program.

Students will be dismissed from the Nursing program if any of the following occur:

- Failure to achieve progression, according to the Nursing Program’s progression policy.
- Failure to maintain a cumulative GPA of 2.7
- Breeches of the standards of conduct as published in the Nyack College Undergraduate Catalog
- Failure to pass drug testing.
- Background check reveals information that does not align with Nyack college mission, vision, and nursing’s code of ethics.
• All students must achieve a C+ grade in all required science courses. Any student not achieving a C+ grade or above on any combination of science classes will be dismissed. (For example two C grades in Chemistry or one C grade in Anatomy, one C in Microbiology, and one C in Human Pathophysiology.) All grades of C or below must be repeated and successful completion may be required before progressing in the sequence of courses.

Grievance Policy

Students may formally appeal a dismissal from the Nursing program using the appeal procedure as outlined in the catalog. Appeals for grades and testing must also follow the procedure in the catalog. The Dean of the School of Nursing may call on a committee of the faculty to assist in making decisions on appeals.

Readmission Policy

A student whose enrollment at Nyack College has been interrupted for one regular semester or more must be accepted for readmission before being allowed to register for courses. Students must meet all requirements for readmission of both the College and Department. Students must meet the progression criteria and curriculum requirements stated in the Nursing Department’s Student Handbook for currently enrolled students. A petition to the Grievance Committee will be reviewed with the Dean of the School of Nursing for all students desiring readmission after failing to progress in academic, clinical, or social dismissal. The Grievance Committee may vote to accept the student’s petition for readmission, deny readmission, or accept conditionally. All students readmitted to the nursing program have to achieve a “B-” in any repeated nursing classes and they must follow the grievance committee’s conditions.

Graduation Policy

To earn the Bachelor of Science degree with a major in nursing (BS), nursing majors must complete a minimum 124 semester hours (at least 45 semester hours must be taken at Nyack College). In addition, the following requirements apply:

• Earn a cumulative GPA of at least 2.7 and a grade of at least a C+ or better in all nursing courses
• Complete successfully the comprehensive clinical skills competency examination in the clinical skills laboratory
• Complete the standardized comprehensive exit examination with a score of at least 85%. If the student is not successful on the standardized exit examination on two occasions he or she must demonstrate proof of completion of an approved NCLEX review course to the Dean of the Nursing Program.
• Proof of completion of at least 4000 NCLEX style questions

Eligibility for Licensure

Students who successfully complete the requirements for graduation with a Bachelor of Science degree with a major in nursing will be eligible to take the National Council Licensure Examination (NCLEX-RN). Students must meet all requirements in the state they wish to take the examination in. The Dean of the School of Nursing will assist students in their application to the State Board for licensure.
Attendance Policy

Regular class attendance is necessary for success in the nursing program. Students must attend all class meetings of all confirmed courses. If an absence occurs, whatever the cause, the student is responsible for the course work missed. Students must contact faculty personally about absences before the absence occurs, unless providentially hindered. Course faculty decides about make-up work or grade and lists the policy in each course syllabus. The following guidelines apply:

a. Students must attend all scheduled class times (lecture, lab, and clinical). All clinical and skill lab time should be made up.

b. Late arrivals may be considered absences according to the policy of the syllabus.

c. Absence during an exam including calling in sick will be carefully monitored and addressed. A grade of 0 will be assigned to the exam. In case of unavoidable circumstance, students will produce evidence of the situation that prevented them from taking the exam and will be allowed to take the exam/quiz at the instructors’ convenience. A fee based on the number of questions will be applied for retaking the exam.

d. For inclement weather, the School of Nursing will follow Nyack College policy for canceling lecture and lab times. Clinical experiences may or may not be canceled even if Nyack College closes. Clinical faculty will notify clinical students if clinical experience is canceled. Otherwise, students are expected to be in attendance. A student who commutes to the college should make traveling arrangements ahead of time and make every effort to attend scheduled clinicals.

Code of Ethics

Students must abide by the code of ethics set up for nurses by the American Nurses Association. The Code for Nurses is available for purchase online at the American Nurses Association website or at www.nursingworld.org/ethics

Competency in Written Work

The ability to write clearly according to the rules of English language is an essential quality of professional nurses and a liberal education. The student is responsible for improving writing skills throughout the undergraduate education. Written work should include ongoing improvement in the areas of: critical thinking and articulation; writing style; and format.

- Critical Thinking and Articulation: Writing must demonstrate the student’s ability to articulate an understanding of the content for the assignment.

- Writing style: All written assignments will be graded for correct spelling, proper use of grammar and syntax, paragraph construction, neatness and legibility. Effective academic style writing is the expectation in the nursing program as preparation for a professional nursing career.
• **Format:** The American Psychological Association (APA) 6th edition format is expected for all writing assignments within the SNHS.

• Written assignments with deficiencies in these areas may be returned to the student un-graded. Students may obtain appropriate assistance from academic support for written assignments as they continue to improve their writing ability.

**Confidentiality/HIPAA**

Each student in the nursing program is responsible for knowledge of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) laws. All client information is confidential. This includes information learned about a client in the clinical area, post-conference or classroom discussions. All students will refrain from providing identifying client information in classroom or seminar discussions. Release of confidential information (including verbal communication, written communication, or electronic mail) to any people not in direct need of the information to care for a client or for nursing education may result in dismissal from the nursing program. **Students are not permitted to share ANY information about their clinical day on social networking sites including general comments about their personal opinions about the experience.**

**Evaluation of Students by Faculty**

Evaluation of students in the classroom, clinical skills laboratory and in clinical practice areas is the responsibility of the faculty member. Faculty uses various evaluation methods. Students receive midterm progress reports during fall and spring semesters through e-mail. Students can access grades electronically through the College portal. Also, the registrar sends an e-mail confirmation of grades each term unless the student requests in writing to the Academic Records and Registration Office to have them in paper format.

Faculty members discuss clinical evaluations with students at midterm and at course completion. Faculty decide which evaluation tool is used across the curriculum through the School’s committee structure. The evaluation tool is fitted to the student’s placement in the curriculum. The student’s permanent file in the Office of the Nursing School holds the completed, signed clinical evaluation form.

Students who show a need to improve may get a Plan for Progress. The Plan for Progress is a tool used by faculty to help students develop an action plan to improve performance. The Plan is an important communication tool for faculty to clarify expectations for clinical success to students. Additionally, the Plan is used to tell other faculty members about ongoing student learning needs. A copy of the Plan for Progress is found in Appendix A.

**Faculty Office Hours**

Faculty members’ will post office hours on their personal website and their office doors each semester. Postings are for students’ convenience. Students unable to meet with faculty during scheduled office hours should schedule an appointment with the faculty member. Students are responsible for attending all scheduled appointments.
Grading Policies

The grading scale for the School of Nursing will be:

\[
\begin{align*}
A & = 4.00 \ (100\% - 93\%) \\
A- & = 3.70 \ (92\% - 90\%) \\
B+ & = 3.30 \ (89\% - 88\%) \\
B & = 3.00 \ (87\% - 83\%) \\
B- & = 2.70 \ (82\% - 80\%) \\
C+ & = 2.30 \ (79\% - 78\%) \\
C & = 2.00 \ (77\% - 73\%) \\
C- & = 1.70 \ (72\% - 70\%) \\
D+ & = 1.30 \ (69\% - 68\%) \\
D & = 1.00 \ (67\% - 63\%) \\
D- & = 0.70 \ (62\% - 60\%) \\
F & = 0.00 \ (59\% - 0\%)
\end{align*}
\]

Students with Disabilities

To enter, remain and progress in the nursing program, all students must have the following abilities. Examples of abilities listed below are not inclusive.

* Students must have sufficient physical mobility to travel independently to and within hospitals, homes, clinics, schools, and other health-related agencies. They must have the gross and fine motor capability to provide safe care to clients independently. This requires the ability to sustain work requiring delivering services at the bedside, standing/walking for 8-12 hours, traveling independently, reaching, bending, lifting up to 50 pounds, and quick movements.

* Students must have sufficient tactile and manual dexterity to (a) accurately manipulate equipment, (b) complete a physical assessment (palpation, percussion, auscultation), (c) prepare and administer medications, (d) legibly print dates and times on medication vials, (e) perform cardiopulmonary resuscitation, (f) use a computer keyboard, (g) legibly and accurately document nursing care, and (h) perceive attributes of objects such as dimension, shape, temperature or texture.

* Students must have sufficient visual acuity to (a) observe subtle changes in clients' conditions, (b) accurately read medical records and orders, (c) accurately read a computer monitor screen, and (d) legibly and accurately document nursing care.

Under clinical policies and see how it looks
* Students must have the auditory acuity with and without background noise that enables them to assess the physical status of a client (breath sounds, heart sounds, etc.).

* Students must possess sufficient sensory function to recognize alarm and telephone signals.

* Students must have sufficient receptive, written and oral communication skills to accurately receive, read, interpret and comprehend the English language in written and verbal forms in order to (a) to communicate effectively and professionally with clients, faculty, staff, and peers from a variety of social, emotional, cultural and intellectual backgrounds; (b) teach clients and families; (c) accurately document, interpret, and comprehend nursing interventions and actions and client responses; and (d) communicate data about clients in a timely manner.

* Students must have sufficient emotional stability and cognitive skills to (a) process information in a
reasonable amount of time; (b) make clinical judgments accurately; (c) identify cause and effect relationships in clinical situations; (d) establish and maintain appropriate relationships with clients, faculty, staff, and peers; and (e) have adequate environmental awareness in multiple, complex settings that may be stressful and noisy and may be potentially harmful. This includes exposure to communicable diseases, personal injury, death of patients, and violence in the workplace.

Change in Health Status

Students who experience a change in their health status that affects their ability to function safely or meet course objectives in the practicum and/or classroom setting must notify their assigned faculty. The faculty member may require documentation from the student's health care provider indicating the student's functional abilities and/or limitations.

Insurance

Each student must have malpractice insurance before entering the clinical learning experiences. Malpractice insurance is bought as part of the course fees. Information about malpractice insurance will be shared during the class meeting before the first clinical course. No student may attend clinical learning experiences without malpractice insurance.

Identification

Students must wear the College ID badge when taking part in or observing in clinical areas.

Immunizations and Health History

Students must keep a reasonable state of good health to continue in clinical. All immunizations must be on file in the nursing office before acceptance to the nursing program is completed. No student will enter the clinical area without confirmation of up-to-date immunizations. Students need a complete yearly physical with PPD test and the following immunizations before entering clinical courses:

- Hepatitis B Series (Hep B) (Series of three)
- Measles, mumps and rubella vaccine or positive titer (MMR)
- Initial two-step Mantoux intermediate TB test followed by a one-step Mantoux TB test annually (if TB test is positive, a negative chest x-ray is needed one time followed annually with a form for the student to complete).
- Tdap (Tetanus, Diphtheria and Pertussis)
- Varicella or evidence from a primary health care provider of chicken pox immunity
- Influenza and H1N1 vaccine
- Polio
- Health history and PE

Students may need added vaccines or tests such as have a drug test and/or background check for clinical placement. It is the student’s responsibility to have a completed physical exam each year. Failure to do so will result in missed clinical and can result in course failure. Clinical make-ups can result in an added fee to the student in order to pay for clinical instructor additional work.
Professional Conduct

Professional conduct is an important hallmark of the nursing program. Therefore, students are expected to demonstrate professionalism in all aspects of their educational experience. The classroom and all interactions between students, faculty, and staff are considered the same as the professional nursing workplace. Behavior expected in the workplace is also expected in the educational setting. The standard for professional behaviors at is rooted in the Scriptural admonition for excellence, integrity, and service to the Lord (Col. 3:22-25).

Essential VIII of the Essentials of Baccalaureate Education for Professional Nursing Practice from the American Association of Colleges of Nursing indicates the importance of including professional behaviors in a BSN program to prepare nurses for the nursing profession. Key areas of concern are integrity, responsibility and accountability, moral standards, personal appearance and communication. The ANA Code for Nurses defines professionalism which includes the following criteria:

- The nurse provides services with respect for human dignity.
- The nurse assumes responsibility and accountability for individual nursing judgments and actions
- The nurse maintains competence in nursing.
- The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation [and] accepting responsibilities
- The nurse participates in the profession’s efforts to implement and improve standards of nursing.
- The nurse participates in the profession’s efforts to establish and maintain conditions of employment conducive to high quality nursing care.

Civility is behavior that shows respect for one another and is important in professional relationships. Following are the examples of disruptive behaviors.

- Talking in class
- Noisily packing up early
- Arriving late/leaving early
- Cheating
- Wasting class time
- Being unprepared
- Dominating discussions
- Cell phone use during class
- Showing general disrespect and poor manners toward instructor and other students
- Acting bored or apathetic
- Sleeping in class
- Not paying attention
- Sending inappropriate emails to instructors or other students
- Irrespectivey challenging the instructor’s knowledge or credibility in class

Uniform Policy

The Nursing School expects students to present a professional image when representing the College and professional nursing. The official student uniform must be ordered through Dove Professional Apparel at www.doveapparel.com. Information about ordering the official uniform will be made available to students
at the mandatory fall class meeting before the first semester of clinical courses. On rare occasions students may be out of the boundaries of the uniform policy to comply with agency standards. If exceptions to policies occur, clinical faculty will notify students in writing any changes.

Clinical Uniform Policy

The official uniform must be worn for all clinical experiences and includes:

• Only clean white leather shoes in good repair are permitted. *No mesh shoes. Canvas shoes or clogs are not permitted.*

• Clean, white socks above the ankle or hose may be worn with pant uniforms. Only white hose can be worn with dress uniforms.

• All uniforms must be clean and pressed. No tightly fitting uniforms. Students may need to buy new uniforms to maintain uniform policy.

• The School Of Nursing patch must be worn in the designated area: Left sleeve of uniform top- *If it’s a short-sleeved top,* half way between the shoulder seam and the top of the cuff. *If it’s a long-sleeved lab jacket/cardigan,* the same distance from the shoulder seam as the short-sleeved top. (Complete instructions for attaching the patch to the uniform will accompany uniforms on delivery).

• The official Nyack College ID must be worn if the clinical facility does not issue another identification badge.

• Lab jackets with a School of Nursing patch may be worn over the uniform in the clinical area for warmth. No sweaters are permitted. A clean white T-shirt or turtleneck without logos or words is permitted under the uniform but long sleeves must be kept dry and away from hands.

• Uniforms are only to be worn in the clinical site and clinical learning lab. It is not permitted to wear them outside these designated areas without permission.

General Guidelines

(Apply to both clinical uniform and professional dress standards)

• Students who do not adhere to dress and uniform policy will be asked to leave the clinical areas and will be documented.

• Untied hair must be clean and neat and off the collar. Long hair cannot be worn in a ponytail that hangs into work areas when bending over a patient or sterile field. Hairpins must be professional and close to hair color. All hair accessories must be the same color as your hair. Only natural hair colors are permissible.

• Students are responsible for excellent personal hygiene with no noticeable body odor.

• No cologne is permitted in clinical areas.

• Modest makeup is permitted.

• Men may have short, well groomed beards or mustache or be clean shaven.
• No artificial nails are permitted. Only natural, well groomed, short nails may be worn. (Nails are NOT to extend past the fingertips) Natural or pale pink or beige colored nail polish is allowed.
• No rings may be worn in the clinical area, except a wedding band.
• One small post earring may be worn in each ear lobe.
• No visible piercing or placeholders other than the lower ear lobe.
• No visible tattoos.
• Natural or white undergarments must be worn.

**Professional Dress with Lab Jacket**

Professional dress with lab jacket will be the expected dress during various clinical experiences such as Community Health, Mental Health, Health Fairs, and as designated by Faculty.

• Lab jackets with a School of Nursing patch should be worn over professional dress. Professional clothing is defined as clean and pressed slacks or skirts below the knee, a blouse or shirt, and closed toe shoes with socks or hosiery. No sleeveless tops or t-shirts. No revealing neck or waist lines. No tight fitting clothing.

**School of Nursing Honor Pledge**

*I pledge to uphold the honor and integrity of to the highest moral and ethical standard*

*I pledge myself, my fellow students, and my God to uphold the standards and integrity of a Christian academic lifestyle.*

*I commit myself to respect and support the Nyack College Honor code in letter and spirit.*

*I am aware that I cannot give, receive or witness any unauthorized assistance in any academic work.*

*I will not accept or condone the actions of those who choose to violate this code.*

*I accept responsibility for my own actions and for what other members of the community may do in my presence.*

*I believe defend Proverbs 11:3*

“The integrity of the upright guides them, but the unfaithful are destroyed by their duplicity”
## School of Nursing Catalog

### Liberal Arts and Science Core Component

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 101</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>ENT 101-102</td>
<td>College Writing I and II</td>
<td>6</td>
</tr>
<tr>
<td>ENT 201 or 202</td>
<td>Global Literature I or II</td>
<td>3</td>
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<tr>
<td>HIS 113-114</td>
<td>History of World Civilization I and II</td>
<td>6</td>
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<tr>
<td>MAT 110</td>
<td>College Algebra</td>
<td>3</td>
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<tr>
<td>MAT 330</td>
<td>Probability and Statistics</td>
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<tr>
<td>CHE 103</td>
<td>Essentials of Chemistry</td>
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<tr>
<td>BIO 115</td>
<td>Principles of Nutrition</td>
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<tr>
<td>BIO 213-214</td>
<td>Anatomy and Physiology I and II</td>
<td>8</td>
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<tr>
<td>BIO 220</td>
<td>Microbiology</td>
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<td>BIO 301</td>
<td>Genetics Seminar</td>
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<td>BIO 315</td>
<td>Human Pathophysiology</td>
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<td>PSY 101</td>
<td>General Psychology</td>
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<td>PSY 244</td>
<td>Human Growth and Development</td>
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<td>PSY 342</td>
<td>Abnormal Psychology</td>
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<td>SOC 347</td>
<td>Contemporary American Society</td>
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<tr>
<td>FNA 101 or 115</td>
<td>Fine Arts Elective</td>
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### Bible Component

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PMN 101</td>
<td>Introduction to Spiritual Formation</td>
<td>2</td>
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<tr>
<td>BIB 102</td>
<td>Old Testament Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIB 201</td>
<td>New Testament Literature</td>
<td>3</td>
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<tr>
<td>PMN 201</td>
<td>Nyack Heritage</td>
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### Nursing Major Component

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR 201</td>
<td>Introduction to Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 203</td>
<td>Principles of Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 204</td>
<td>Health Assessment across the Lifespan</td>
<td>3</td>
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</table>
NUR 290  Foundation for Nursing Practice ------------------------ 4
NUR 301  Worldview Perspectives: Christian Nurse ------------- 3
NUR 302  Evidence for Nursing Practice ------------------------ 3
NUR 390  Adult Health Alterations I -------------------------- 6
NUR 391  Nursing of Women and Childbearing Families ------- 4
NUR 392  Nursing Care of Children and Adolescents -------- 4
NUR 402  Management and Leadership in Nursing -------------- 3
NUR 403  Transitions to Professional Nursing Practice -------- 3
NUR 490  Community Health Perspectives ----------------------- 4
NUR 491  Mental Health Nursing ----------------------------- 4
NUR 492  Health Alterations II ------------------------------ 6
Total Credits Required ---------------------------------------------------------------------- 124

NURSING (NUR)
Note: The number in parentheses next to the name of each course indicates the course credit. The numbers at the end of each course description indicates lecture, laboratory, and clinical hours consecutively.

Any changes in course sequence, needs prior approval from the Dean of the School of Nursing.

Enrollment in the following Level 1 nursing courses requires that the student earn a cumulative grade point average of 2.7 or higher: GPA 2.5 for core math and science courses (MAT 110, CHE 103, BIO 115, BIO 213), complete PSY 101, and pass Kaplan entrance exam.

NUR 201 - Introduction to Professional Nursing (3) Students explore perspectives of professional nursing practice from the viewpoint of the School’s conceptual framework. Historical and contemporary influences on nursing practice are examined. Nursing knowledge development is explored through use of mid-range and practice level theory. The nurse’s role as a care provider, coordinator of care, and member of a profession around the globe are included (3-0-0).

NUR 203 - Principles of Pharmacology (3) (Prerequisites: BIO 213, BIO 214, BIO 220) Students will integrate concepts from chemistry, biology, and human physiology to safely administer pharmacologic therapy. The course includes concepts of basic pharmacodynamics and pharmacokinetics. Herbal and folk remedies are included (3-0-0).

NUR 204 - Health Assessment across the Lifespan (3) A holistic approach to health assessment is the focus of the course. Frameworks for physical, psychosocial, spiritual and cultural aspects of clients across the lifespan are included (2-2-0).

NUR 290 - Foundation for Nursing Practice (4) (Prerequisites: NUR 201, NUR 203, NUR 204, PSY 244) Basic nursing therapeutic skills and frameworks for clinical decision making are the focus of this course. The concepts of communication and psychomotor nursing interventions are explored from a global perspective. Providing safe care environments is emphasized.
Enrollment in the following Level 2 nursing courses requires that the student earn a cumulative grade point average of 2.7 or higher and complete all Level 1 nursing courses with a grade of C+ or better, and BIO 214, BIO 220, and PSY244.

NUR 301 - Worldview Perspectives: The Christian Nurse (3) Explores the art of nursing from a Christian worldview perspective. Nursing is viewed as a vocation, a calling for service to God through caring for others. Contrast competing worldviews popular in post-modern literature with Biblical perspectives (3-0-0).

NUR 302 - Evidence for Nursing Practice (3) (Prerequisites: NUR 201, NUR 290, NUR 390, MAT 330, PSY 337) The role of the baccalaureate prepared nurse in determining evidence for nursing practice is examined. Principles of empiric testing, ethical, aesthetic and personal knowing are explored (3-0-0).

NUR 390 - Adult Health Alterations (6) (Prerequisites: NUR 201, NUR 290). Care of adults experiencing acute and chronic health alterations. Students will analyze client data, develop a plan of care and implement therapeutic nursing interventions according to accepted standards of nursing care. Nursing care will be evaluated for effectiveness through an evidenced based nursing framework (2-2-9).

NUR 391 - Nursing of Women and Childbearing Families (4) (Prerequisites: NUR 201, NUR 290, NUR 390) This course focuses on the care of the childbearing family throughout the maternity cycle. Cultural variations of women and families are included. Health care needs of women throughout the adult lifecycle are explored (module course 4-0-12).

NUR 392 - Nursing Care of Children and Adolescents (4) (Prerequisites: NUR 201, NUR 290, NUR 390) Evidenced based care of children and adolescents are explored. Concepts of health promotion/health maintenance are applied to pediatric clients. Health care needs of children around the world are examined (module course 4-0-12).

Enrollment in the following Level 3 nursing courses requires that the student earn a cumulative grade point average of 2.7 or higher and complete all Level 1 and Level 2 nursing courses with a grade of C+ or better, and BIO 315, BIO 301, MAT 330 and PSY342.

NUR 401 – Nursing Theory (2) Nursing knowledge development is explored through the use of grand, midrange and practice level theory. A critical analysis of the metaparadigm of concern for nurses is completed (2-0-0).

NUR 402 - Management and Leadership in Nursing (3) (Prerequisites: NUR 201, NUR 290, NUR 390) Key concepts related to the role of the nurse as manager are examined. Theories of planned change are explored (3-0-0).

NUR 403 - Transition to Professional Nursing Practice (3) (Prerequisites: NUR 201, NUR 290, NUR 390, NUR 391, NUR 392, NUR 490, & NUR 491) Transition to the role of graduate nurse is the focus of this course. A review of legal standards for safe nursing practice, principles of professional ethics, and NCLEX preparation is included (3-0-0).

NUR 412 - Nursing Informatics (3) The focus of this course is the understanding of health information systems to ethically manage data, information, knowledge, and technology to communicate effectively;
provide safe and effective patient care; and the utilization of appropriate databases to search for evidence based research to enhance the quality of patient care, and inform practice decisions. Development of competencies in using patient care technologies and information management systems is emphasized.

**NUR 411 - Population based care: A Global Perspective (2)** This course is designed to raise awareness, to inspire action, and to open discussion of the issues vital to nursing and health care around the globe. The role of nursing in the global health community, the importance of forming collaborative multidisciplinary partnerships and an overview of the social, cultural, and scientific context of complementary and alternative medicine provide the basis for this course.

**NUR 490 - Community Health Perspectives (4)** Explore health promotion and restorative health needs of adults in a variety of community settings. Primary, secondary, and tertiary care, based on the Healthy People 2020 guidelines is emphasized. The role of the nurse in advocating for community health needs of the global community is described (module course 4-0-12).

**NUR 491 - Mental Health Nursing (4)** Explore concepts of mental health nursing using select theoretical frameworks. Emphasis is on assessing for mental health alterations, promoting optimal psychological functioning, and therapeutic communication techniques as a treatment modality (module course 4-0-12).

**NUR 492 - Health Alterations II (6)** Advanced principles of acute and chronic health alterations are examined. Synthesis of biological, social, and nursing sciences to plan care for clients with comorbid health states is the focus (2-2-9).

**NUR 400 - Electives (1-6 credits)** Independent study in a selected nursing specialty. RN Students completing BSN degree are allowed to work with an instructor to meet mutually agreed objectives of the course work and evaluation methods. Credit allocation depends on the workload and objectives achieved.