

**HUNTER COLLEGE OF THE CITY
UNIVERSITY OF NEW YORK**



2016-2017

Student Handbook

www.hunter.cuny.edu/nursing



The City University of New York

Hunter-Bellevue School of Nursing
Office of the Dean

Dear Hunter-Bellevue School of Nursing Student:

Welcome to the Hunter-Bellevue School of Nursing (HBSON). The HBSON has a long and distinguished history. Hunter College has provided nursing education since 1943, but we trace our roots much further back. In 1969, Hunter's nursing program relocated to the site of the former Bellevue Hospital School of Nursing, founded in 1873 as one of the first nursing schools in the U.S.

As an integral part of Hunter College of the City University of New York, the HBSON is committed to educating providers of compassionate, high-quality nursing care to the people of New York City and beyond. Our school includes diverse groups of students: many of you are preparing to enter the nursing profession, while others are registered nurses advancing your preparation towards a Bachelor's, Master's or Doctor of Nursing Practice degree. Regardless of which program you are enrolled in, you are a valued member of the HBSON community.

As part of your HBSON education, I urge you to familiarize yourself with the School's programs and with your obligations and rights as an HBSON student. This Student Handbook is an important source of information for you. Please review it and refer to it throughout your academic experience here.

All members of our faculty and staff look forward to working with you to make your experience at HBSON stimulating and rewarding. I wish you great success in your studies and in your career.

Sincerely,

Gail McCain, PhD, RN, FAAN
Joan Hansen Grade Dean and Professor
Hunter-Bellevue School of Nursing

MISSION of the HUNTER-BELLEVUE SCHOOL of NURSING

The mission of the Hunter-Bellevue School of Nursing is to provide quality-nursing education to promote health and provide care in culturally diverse, urban and global communities through research, scholarship and service.

VISION of the HUNTER-BELLEVUE SCHOOL of NURSING

The Hunter-Bellevue School of Nursing will be nationally recognized as a center of excellence in teaching, research and service to promote the health of urban populations.

VALUES of the HUNTER-BELLEVUE SCHOOL of NURSING

Diversity, Empathy, Excellence, Innovation and Respect

HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
HUNTER-BELLEVUE SCHOOL OF NURSING STUDENT
HANDBOOK

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I. HUNTER COLLEGE POLICIES

A. NON-DISCRIMINATION

Hunter College is an Equal Opportunity and Affirmative Action Institution. The College does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence in its student admissions, employment, access to programs, and administration of educational policies. Questions or concerns may be forwarded to the [Office of Diversity and Compliance](#). Hunter College and The City University of New York are committed to addressing discrimination complaints promptly, consistently and fairly.

B. ACADEMIC INTEGRITY

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the [Hunter College Academic Integrity Procedures](#). (Also see the City University of New York Policy on Academic Integrity.)

CUNY Policy on Academic Integrity

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.

Definitions and Examples of Academic Dishonesty

1.1. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. Examples 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, 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 or citations 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.

1.3. 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.

1.4. 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.

C. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the [Office of Access ABILITY](#) for assistance and accommodation. For information and appointment contact the Office of Access ABILITY located in Room E1214 on the 68th Street campus or call (212) 772-4857 /or VRS (646) 755-3129.

D. DRUG-FREE CAMPUSES AND SCHOOLS

Hunter College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). Details of Hunter's [drug-free policy](#) may be found in the current undergraduate and graduate catalogs.

E. TOBACCO-FREE POLICY

Smoking and tobacco use, including the use of electronic cigarettes, is strictly prohibited in all areas, including indoor, outdoor, and vehicles, that are owned, leased, operated, or maintained by Hunter College. There is no sale of cigarettes, cigars, chewing, or pipe tobacco at any facility, location, or vending machine owned, leased, operated, or maintained by Hunter College or its contractors.

F. STUDENT COUNSELING AND WELLNESS SERVICES (CWS)

The Hunter College counseling and wellness center offers the free and confidential counseling services to Hunter College students who experience difficulties such as adjustment to college in general, conflict with others, grief and loss, personal and/or family crises, emotional distress, sexual identity/orientation, or sexual harassment/assault. For details of counseling and wellness services, visit <http://www.hunter.cuny.edu/student-services/counseling-and-wellness/pcs>. Contact information of counseling services: personalcounseling@hunter.cuny.edu, 212-772-4931, Rm.# 1123, Hunter East building, 68th Street, NY, NY.

II. POLICIES APPLICABLE TO STUDENTS IN ALL PROGRAMS OF THE HUNTER- BELLEVUE SCHOOL OF NURSING

A. ACADEMIC ADVISING

Each HBSON student is assigned to a faculty member who serves as the student's academic adviser. **Every student must meet with his her academic adviser prior to registering for classes or more frequently if necessary.**

1. Generic undergraduate and RN-BS: Each student will be notified of his or her adviser's name and contact information soon after entering the program.
2. Accelerated second-degree: Students should meet with the coordinator of the accelerated second-degree program for advisement.
3. Master of Science and Post-Master's certificate: The graduate coordinator for each specialty serves as adviser for those students. For some specialties, a graduate advisor may assist the coordinator. Students will be informed of their primary contact for advisement.
4. Doctor of Nursing Practice: The coordinator of the DNP program serves as advisor for DNP students.

B. SIMULATION LETTER OF UNDERSTANDING AND CONFIDENTIALITY STATEMENT

Students entering any clinical experience that involves the use of simulation, a method for clinical teaching will be given the following statement to acknowledge:

1. Simulation has been shown to be an effective teaching tool that promotes positive clinical interactions, judgment and clinical reasoning. Hunter College School of Nursing (SON) is excited about our opportunity to provide our students with access to the latest technologies, which include high-fidelity simulators.

2. I understand that during my participation in activities at Hunter College SON simulation experience, I may observe individuals managing simulated medical events under conditions that may exacerbate the likelihood of errors. Furthermore, I understand that the effectiveness of the training may be greatly diminished and the individuals may be subjected to unwarranted criticism and judgment should information about their performance be disclosed outside the training sessions. Therefore, as a condition of my participation in the activities, I agree to maintain and hold strictly confidential all information regarding the performance by such individuals and details of the exercises performed and the simulation scenarios presented.
3. I understand that I will be videotaped during the simulation experience for the sole purpose of education.

III. ELECTRONIC COMMUNICATION AND RESOURCES

- A. **Hunter Email:** Each student is assigned a Hunter email address on the myhunter.cuny.edu domain. Students must use their Hunter email for all communication's related to the College or School—e.g., when communicating with faculty, staff or with outside clinical agencies. Students are also responsible for checking their Hunter email on a regular basis.
- B. **CUNYFirst.** CUNYFirst is used for course registration and related functions. All students are assigned a CUNYFirst identification number (also referred to as the EMPL ID).
- C. **Blackboard:** Each Hunter course has a course [Blackboard](#) site. Students are responsible for checking each course site regularly. (Registration for Blackboard access is through the [CUNY Portal](#)).
- D. **Other electronic resources:** Each student is assigned a NetID which is used to access some other electronic resources, including the Hunter College library website, which includes access to a wide range of journals, databases and other important resources. All HBSON students also have full access to the Nursing Central software package from Unbound Medicine. Access is available following an [initial onsite and online registration](#).

IV. GRADING

The Hunter-Bellevue School of Nursing follows the [Hunter College grading system](#):

Grade	UNDERGRADUATE		GRADUATE	
	Grade points	Grade Scale %	Grade points	Grade Scale %
A+	4.0	97.5 - 100	4.0	97.5 - 100
A	4.0	92.5 - 97.4	4.0	92.5 - 97.4
A-	3.7	90.0 - 92.4	3.7	90.0 - 92.4
B+	3.3	87.5 - 89.9	3.3	87.5 - 89.9
B	3.0	82.5 - 87.4	3.0	82.5 - 87.4
B-	2.7	80.0 - 82.4	2.7	80.0 - 82.4
C+	2.3	77.5 - 79.9	2.3	77.5 - 79.9
C	2.0	70.0 - 77.4	2.0	70.0 - 77.4
D	1.0	60.0 - 69.9	N/A	N/A
F	0.0	0.0 - 59.9	0.0	0.0 - 69.9

All HBSON students must take all required courses for a letter grade; no required course may be taken on a Credit/No-Credit basis.

Incomplete Coursework. If a student is unable to complete coursework by the end of a term, the instructor may assign a grade of “IN” (Incomplete) if (1) the student provides a reason for not completing the coursework; (2) the instructor believes that the reason is valid; and (3) the instructor believes that the student has a reasonable chance of achieving a passing grade in the course. If an undergraduate student fails to complete the coursework by the end of the following semester (or an earlier deadline, if the instructor provides one), the “IN” grade becomes a “FIN”.

Graduate students should complete the coursework within one year from the end of the semester or an earlier deadline if established by the instructor. Assigning an “IN” grade is at the discretion of the instructor. Further details are available in the Hunter College [undergraduate](#) and [graduate](#) catalogs.

V. HBSON STANDARD FOR SCHOLARLY WRITING

All written assignments are expected to be in the current American Psychological Association (APA) style unless otherwise specified in the course syllabus.

VI. HBSON GRADE APPEAL PROCEDURES

A. Student-initiated discussion with instructor

When a student considers a final grade in a nursing course to be unsatisfactory, the student should first contact the instructor to confer with him or her regarding the accuracy of the grade received. This conference should be held within the first three weeks of the semester following receipt of the grade.

* At this time, errors may be corrected. If the grade is not an error, the student and instructor should together review all class material pertinent to the grade.

B. Student Request for School Grade Appeal

i. Written Appeal by Student

If the student is not satisfied, or if the instructor does not confer with the student within the first three weeks of the semester, the student should promptly contact the Dean of the School of Nursing by submitting a written appeal. The appeal should consist of a statement giving the factual reasons and basis for the complaint. The student has the right to request in writing that the Dean appoint a student as a member to the School Grade Appeals Committee (described below). The student must submit this School-level appeal within the first five weeks of the semester following receipt of the grade*. The Dean shall be responsible for giving the student a copy of the [Hunter College Grade Appeals Procedures](#) and this Hunter-Bellevue School of Nursing Grade Appeals Procedures.

ii. School Grade Appeals Committee

Upon receiving the grade appeal, the Dean shall forward a copy to the Chair of the Policy & Student Affairs Committee, who will make recommendations to the Dean regarding appointment of members to a School Grade Appeals Committee. Within one week of receiving the grade appeal, the Dean shall convene a School Grade Appeals Committee of three members who are familiar with the course in question. The purpose of the School Grade Appeals Committee is to

consider all of the evidence within the grading standards previously established by the instructor of the course, and on this basis render a decision either to sustain or to change the original grade.

* A student who is appealing a failing course grade, particularly in a nursing course with a clinical component, should file an appeal *immediately upon receipt of the final course grade*, since registration and progression in the program are dependent upon the outcome of the grade appeal.

At least two members of the School Grade Appeals Committee shall be members of the School of Nursing faculty. At least one shall also be a member of the Policy & Student Affairs Committee, who shall serve as Chair of the School Grade Appeals Committee. The third member shall be a faculty member unless the student has requested that a student be appointed to the committee.

The Chair of the School Grade Appeals Committee shall be responsible for gathering the pertinent materials from the student and instructor into a file for review by the Committee. This should include the work submitted by the student, the instructor's grading criteria for this course, including the course syllabus, and the instructor's evaluation of the work submitted, as well as any other pertinent evidence.

The School Grade Appeals Committee must notify the student and the instructor in writing that they have the right to appear separately before the committee. Within three weeks of its appointment, after considering all the evidence, the Department/School Grade Appeals Committee will meet in closed session, render its decision, prepare a written report of its findings, and submit it to the Dean. All proceedings are confidential. The Dean immediately shall inform the student and instructor in writing of the committee's decision. The Dean shall also inform the relevant Program Director, who shall submit a change of grade if recommended.

If the student or the instructor is dissatisfied with the decision of the School Grade Appeals Committee either may appeal to the Senate Grade Appeals Committee.

If the School has not notified the student of its decision by the 10th week of the semester, the student may appeal directly to the Senate Grade Appeals Committee at that time. Procedures for submitting these appeals are specified in the *Hunter College Grade Appeals Procedures, Section II: Appeal at the Senate Level* (pp. 2-3 of the [Hunter College Grade Appeals Procedures](#)).

VII. STUDENT USE OF ELECTRONIC DEVICES

- A. The student use of any video recording devices (including cameras) in any classroom, laboratory or clinical setting is strictly prohibited. (The only exception is when the use of such equipment is expressly authorized by the instructor as part of a class assignment or other assigned class activity).
- B. The student use of audio recording devices in any classroom or laboratory is allowed only with the permission of the faculty member, which may be granted or denied at the faculty member's discretion. Student use of audio recording devices in the clinical setting is allowed with the permission of the instructor only if it is consistent with facility policy.
- C. This policy applies both to stand-alone video and audio recording devices and to use of video or audio recording functions on other devices, including but not limited to cell phones and other hand-held devices.
- D. The use of 'smart-phones' etc. shall be used only for clinical reference, not for personal communication.

VIII. ABSENCE DUE TO RELIGIOUS BELIEFS

The School of Nursing complies with New York State Education Law, Sec. 224-a, “[Students unable because of religious beliefs to register or attend classes on certain days.](#)”

IX. PROFESSIONAL ATTIRE AND APPEARANCE IN THE CLINICAL SETTING

Students in all HBSON academic programs, undergraduate and graduate, are expected to dress appropriately in all instructional settings – classroom, laboratory and clinical. The guidelines below reflect the particular importance that the School places on maintaining a professional appearance in the clinical setting. Even beyond the specific requirements listed below, however, each student should be governed by his or her own sense of professionalism in representing the School to other health care professionals, patients and families.

A. The following guidelines apply in all clinical settings:

- i. **Clothing** should be neat, clean and pressed.
- ii. **Shoes:** Closed shoes are to be worn at all times. Sneakers, pumps, and clogs are not acceptable footwear.
- iii. **Hair** should be neat, clean and must be worn off the collar. Male students should keep any facial hair neatly trimmed.
- iv. **Body jewelry:** No body jewelry or piercings including studs or rings may be worn in the eyebrows, lips, nose, or tongue.
- v. **Tattoos:** Body art of any kind must be covered while in the clinical area.
- vi. **Scents:** Students should avoid wearing any detectable odors or fragrances in the clinical area.
- vii. **Face Coverings:** Any covering that restricts a face and complete view of the face is unacceptable.

B. The following guidelines (in addition to #1, above) apply in settings in which a uniform is required:

- i. **Uniform:** Students must wear the Hunter-Bellevue School of Nursing uniform made of specified fabric specified by the School and purchased from an authorized uniform company.
- ii. **Name pin:** A name pin bearing the student’s first initial and last name is to be worn at all times the student is in the clinical area.
- iii. **Shoes:** In addition to the requirements noted above, shoes should be white leather (not cloth) nursing shoes. Footwear must not bear colored trade names or logos.
- iv. **Hosiery:** Men and women are to wear white hosiery (socks or stockings) with no ornamentation (no decorations, textures, colored stripes, etc.).
- v. **Undergarments** must be white. Women wearing a dress as uniform must wear a white slip. Men must wear a solid white crew neck T-shirt under the uniform top.
- vi. **Nails:** must be short. If nails are polished, only clear polish may be worn.
- vii. **Jewelry:** No dangling earrings may be worn; stud earrings may be worn. No rings with

- stones (other than wedding rings), bracelets, or visible chains are to be worn.
- viii. **Supplies:** Each student must wear a watch with a second hand and have his or her own stethoscope, bandage scissors, and penlight.
- ix. **Exceptions:** Instructors will inform students of any exceptions, modifications or additional requirements applicable in a specific site or placement.

C. The following guidelines (in addition to #1, above) apply in settings in which a uniform is not required:

- i. Students must follow instructions regarding any specific requirements (such as wearing a white lab coat) and follow all applicable agency policies for health professional personnel.
- ii. Women should wear a dress or a combination of a skirt or trousers and a top (such as a blouse or dress shirt). Dresses and skirts should be of reasonable length.
- iii. Men should wear a collared shirt and trousers with a belt.
- iv. Jeans are unacceptable attire in the clinical setting. Other unacceptable attire includes shorts, ripped or soiled clothing, T-shirts (except when worn as undershirts), visible undergarments, miniskirts, low-cut tops, tops with exposed midriffs, or other revealing clothing.
- v. Any covering that restricts a full and complete view of the face is unacceptable.

D. Performance in clinical courses: In order to pass a clinical specialization course, the student must pass the clinical component of that course. Student clinical performance is evaluated based on achieving identified clinical objectives, including demonstration of professional conduct.

Professional misconduct. Professional misconduct is grounds for failing a clinical specialization course. Such conduct shall include, but not be limited to;

- falsifying documents,
- unauthorized access of clinical information,
- unauthorized ordering or prescribing of medications,
- unauthorized use of the placement site's electronic resources for personal business,
- sleeping while in the clinical placement site,
- presenting to clinical setting while chemically impaired,
- use of abusive or inappropriate language in the placement site,
- excessive unauthorized lateness or absenteeism.

X. HEALTH REQUIREMENTS AND CLINICAL PRACTICE CLEARANCE

- A. Prior to beginning any clinical placements, all students must submit required health and professional clinical practice clearance documents by the deadlines announced by the School. Students should make a copy of each document and keep a set with them while in the clinical setting. The student is responsible for submitting updated clearance documents with any health status changes that may impact patient safety. These can include, but are not limited to, mental health changes or taking medications that may impact clinical performance. Faculty advisers or administrators may also request updated clearance documents from students in whom they assess a health status change that may impact patient safety.

- B. Clearance forms are available on the HBSON website. Students should follow instructions posted on the website and sent via email regarding where and when to submit required documents. Students will not be permitted to begin any course with a clinical component if these materials are not filed by the required date.
- C. Students must submit:
- i. Documentation of health history and physical examination
 - ii. All laboratory test results, immunizations and titer records listed in the HBSON health clearance form.
 - iii. Documentation of health insurance
 - iv. Current certification in Basic Cardiac Life Support for health care workers
 - v. HIPAA Certificate of Completion
 - vi. For RN to BS and graduate students: Current New York State RN registration
 - vii. Documentation of seasonal influenza vaccine or signed waiver
 - viii. Students must submit any additional documentation required by the clinical placement setting/agency

XI. AWARDS FOR OUTSTANDING GRADUATING STUDENTS

Each spring, the School recognizes the accomplishments of several graduating students. The Dean confers the Dean's Prize for Outstanding Student to one student in each program. The faculty of the School of Nursing confers awards for excellence in clinical practice, school leadership, community leadership, professional leadership and service learning. Upon recommendation of the faculty, the Alumni Association confers the Ann Dillon Award for Caring and the Sara Aronson Award for Community Health and the Alpha Phi Chapter of Sigma Theta Tau (also upon the recommendation of the faculty) confers the Award for Creative or Scholarly Project.

The Policy & Student Affairs Committee will solicit nominations (including self-nominations) from students and faculty for the awards listed and described below. The faculty then selects the award recipients. The awards are conferred at the School of Nursing Spring Convocation with the exception of second-degree student awards, which are conferred in January.

AWARD	RECIPIENTS	CRITERIA
Dean's Prize for Outstanding Student in Each Program	One student graduating from each of the following: Generic undergraduate program <ul style="list-style-type: none"> • RN Pathway program • Accelerated second degree program • Master's Program (excluding certificate program) • DNP program 	Presented to the student in each program who is graduating with the highest cumulative index
Excellence in Clinical Practice	One student graduating from each of the following: <ul style="list-style-type: none"> • Generic undergraduate program • RN to BS program • Each graduate specialization • DNP program 	Presented to a student who consistently demonstrates outstanding commitment to nursing practice, the core professional values of nursing, evidence based practice and institutes innovative clinical practices. The nominee must possess a minimum 3.0 cumulative index for undergraduate students and a minimum 3.5 for graduate students
Excellence in School Leadership	One student graduating from each program: <ul style="list-style-type: none"> • Generic undergraduate program • RN to BS program • Graduate program • DNP program 	Presented to an outstanding student who consistently demonstrates excellence by: <ol style="list-style-type: none"> 1. Making contributions toward facilitating student participation in the School, College and University by holding class offices, committee membership, engaging in fundraising activities, and problem resolution 2. Acting as liaison between administration, faculty and students. 3. Participating in debate on social and ethical issues in the school and college. 4. Contributes to the positive, social milieu of the School through participation in orientations, planning affairs, parties, dormitory activities, and shows and informal exchanges.
Excellence in Community Leadership	One student graduating from each program: <ul style="list-style-type: none"> • Generic undergraduate program • RN to BS program • Graduate program • DNP program 	Presented to an outstanding student who consistently demonstrates excellence by: <ol style="list-style-type: none"> 1. Volunteering services to community-based groups and organizations: 2. Serving as a community advocate. 3. Participating in developing public policy as a citizen and health professional.
Excellence in Professional Leadership	One student graduating from each program: <ul style="list-style-type: none"> • Generic undergraduate program • RN to BS program • Graduate program • DNP program 	Presented to an outstanding student who consistently demonstrates excellence by <ol style="list-style-type: none"> 1. Participating and contributing to nursing and interdisciplinary professional groups and activities at the local, state, national and global levels. 2. Disseminating ideas through publications and professional presentations.
Service-Learning Leadership	One award to a student graduating from any program.	Presented to a student for work within a community-campus partnership to: <ol style="list-style-type: none"> 1. Solve major health, social and/or economic challenges facing our society through the knowledge, wisdom and experience in communities and in academic institutions 2. Build capacity of communities and higher educational institutions to engage each other in authentic partnerships. 3. Develop partnerships that balance and share power. 4. Ensure that community-driven social justice is central to service-learning and community-based participatory research.

Creative and Scholarly Project Award (Alpha Phi Chapter, Sigma Theta Tau)	<p>One student graduating from each program:</p> <ul style="list-style-type: none"> • Generic undergraduate program • RN Pathway program • Accelerated second degree program • Master's program • DNP program 	Presented to the student or group of students who has developed an outstanding creative or scholarly project significant to nursing or health care in its impact on the target population and its potential usefulness in a clinical setting. Awardees must be Sigma Theta Tau members.
HBSON Alumni Association Ann Dillon Award for Caring (conferred by Alumni Association)	<p>One student graduating from each program:</p> <ul style="list-style-type: none"> • Generic undergraduate program • RN to BS program • Accelerated second-degree program • Graduate program • DNP program 	Presented to the individual in each program who best demonstrates caring in the classroom, community and clinical setting.
HBSON Alumni Association Public Health Award (conferred by Alumni Association)	One award to a student graduating from the RN to BS program	Presented to an RN to BS student who demonstrates a commitment to promoting community health.

XII. ACADEMIC POLICIES APPLICABLE TO UNDERGRADUATE STUDENTS IN THE HUNTER-BELLEVUE SCHOOL OF NURSING

A. ACADEMIC PROGRAMS

The Hunter-Bellevue School of Nursing offers three programs leading to the Bachelor of Science degree. Admission requirements for each program are described in the [Hunter College undergraduate catalog](#) and at the [HBSON website](#).

Students in all three programs must meet Hunter College's General Education Requirements (GER) in addition to completing required nursing courses. For a description of GER requirements, refer to the current undergraduate catalog.

Elective offerings vary from semester to semester. Information on course offerings is distributed prior to registration for each semester. Selected graduate nursing elective courses are open to generic undergraduate students in their senior year and to RN to BS students. Permission to enroll in graduate electives must be obtained from the Graduate Program Director. (Please note that graduate courses that are used to satisfy bachelor's degree requirements cannot also be counted for graduate credit).

[Course titles and descriptions for HBSON undergraduate courses](#) are listed in the Hunter College undergraduate catalog.

2. **Generic undergraduate program** – (Revised Curriculum- the first cohort of undergraduate students will begin this program in fall semester of 2013 with an expected date of graduation the spring semester of 2016). This revised generic program is a six-semester, course of study that begins in the admitted student's sophomore year of study. Students must complete **the following required nursing major courses:** NURS 200, 210, 220, 240, 331, 332, 339, 343, 349, 352, 360, 380, 422, 455, 460, 470, 490, 492, and 2 credits of nursing electives.
3. **Accelerated Second-degree undergraduate program** - The accelerated second-degree program is a 16 - month upper-division program designed for students who already possess a bachelor's degree in another field.

Required nursing major courses are:

NURS 200, 210, 220, 331, 339, 343, 352, 360, 420, 455, 460, 470, 490, and 492.

4. **RN to BS undergraduate program**-The RN to BS undergraduate program is for students who possess an associate degree in nursing and who wish to obtain a Bachelor of Science degree in nursing. Students complete NURS 379, 380, 381, 384, 480, 482, and nine credits of nursing electives. All students in the program must possess and maintain an unencumbered New York State RN license and current registration. This is a requirement for admission and for continued matriculation. A student who is seeking re-admission whose license has previously been encumbered or suspended must submit a full application for admission to be reviewed by the faculty and be accepted before being permitted to register for nursing courses.

B. ACADEMIC PROGRAM OUTCOMES

- a. Synthesize knowledge from nursing and the arts and sciences to provide a theoretical framework for a humanistic, caring, and comprehensive approach to promotion of wellness, prevention of illness, and holistic management of health problems across the life span.
- b. Use the nursing process as a guide in providing the range of health promotion, maintenance, and restoration activities needed to assist clients in achieving optimal wellness.
- c. Use appropriate teaching strategies in educating clients for knowing participation in their own health and wellness.
- d. Students will demonstrate computer and information literacy, beginning proficiency in the use of electronic health records.
- e. Use nursing research as a basis for improving nursing care and advocating for changes in health policy.
- f. Participate in inter-disciplinary activities to plan, implement, and evaluate health care for all client systems.
- g. Demonstrate personal and professional accountability in providing global health care to people from diverse backgrounds.
- h. Evaluate management and leadership processes with individuals, families, groups, and communities in a comprehensive approach to health promotion and holistic management of health problems (across the life span).
- i. Demonstrate activism and advocacy in health care and health care policy on behalf of human and environmental health.
- j. Continually demonstrate commitment to personal growth and lifelong learning through the active pursuit of knowledge and diverse life experiences.

C. SATISFACTORY PERFORMANCE AND PROGRESSION

Satisfactory performance in the undergraduate nursing major requires that each student earn a grade of “C” (2.0) or above in all required nursing courses and maintain a minimum grade point average of 2.0.

A student who receives less than a “C” (2.0) in a required nursing course must repeat that course before progressing to the next required course. However, a student may repeat only one course and may repeat that course only one time. Any student who earns more than one course grade below a “C” (2.0) will not be permitted to continue in the nursing major.

D. REVIEW OF EXAMINATION RESULTS

A student who scores below 70% on an examination may arrange an appointment with the course instructor to review the questions the student answered incorrectly. This should be done within one week after the examination grades have been posted in order for the student to understand the correct answers, and also to help the student better prepare for the next examination. The meeting could also include a discussion of the importance of class attendance, and appropriate study methods. If the student has attended class, and studied for the examination, joining a study group could be encouraged. The course instructor should be available for any student, no matter the grade, who wishes to review an examination.

E. ABSENCE FROM AND LATE ARRIVAL TO CLINICAL AND LABORATORY SESSIONS

Absence: Students must attend all scheduled clinical and laboratory assignments. More than two absences in any semester may result in failure of the clinical and/or laboratory components of the course. In the event of a clinical absence due to an emergency or personal illness, the student must notify the instructor as soon as possible and must submit a written explanation. The instructor may also request that the student submit appropriate documentation.

Late arrival to clinical and laboratory sessions is not permitted. In the event that a student arrives late, the instructor may—at his/ her discretion—send the student home. If this occurs, the student may be considered absent from that day’s clinical or laboratory session.

F. ACADEMIC HONORS

Hunter College policies regarding the Dean’s List, Graduation with General College Honors and Graduation with Departmental Honors are contained in the undergraduate catalog section on [academic honors](#).

XII. ACADEMIC POLICIES APPLICABLE TO GRADUATE STUDENTS IN THE HUNTER- BELLEVUE SCHOOL OF NURSING

A. PROGRAMS OF STUDY

The Hunter-Bellevue School of Nursing offers graduate programs leading to the Master of Science, post-Master’s certificate and Doctor of Nursing Practice (DNP). Admissions criteria for each program are listed in the [Hunter College graduate catalog](#). Fact sheets describing each program, admission requirements and curricula are available on the [HBSON website](#).

Graduates of these programs meet the educational requirements for specialty certification by the [American Nurses Credentialing Center](#) and/or other nursing certification bodies. Graduates of the nurse practitioner (NP) and Clinical Nurse Specialist (CNS) programs are eligible to be certified by the [New York State Education Department](#).

Course titles, descriptions and prerequisites for HBSON graduate courses are listed in the Hunter College [Graduate Catalog](#).

1. **MASTER’S DEGREE PROGRAMS**

- a. The MS program specializations in Gerontologic/Adult Nurse Practitioner, Community/Public Health, Clinical Nurse Specialist and Clinical Nurse Leader require completion of an approved program of study consisting of a minimum of 42 credits. The Psychiatric-Mental Health Nurse Practitioner specialty requires completion of 48 credits. The dual degree MS/Master of Public Health and the dual degree MS/Master of Public Administration specialties each require completion of 57 credits.
- b. All Master’s students complete four core courses: NURS 700, 702, 704 and 749.
- c. Advanced practice core and specialization courses are:
 - Gerontological/Adult Nurse Practitioner:** NURS 717, 750, 751, 755, 757, 768, 769 and three elective credits.
 - Clinical nurse leader:** NURS 717, 750, 751, 761, 762 and six elective credits.

-**Clinical nurse specialist**: NURS 717, 750, 751, 761, 766, 767 and six elective credits.

-**Community/public health nursing**: Public Health (PH) 750, 752, 754, NURS 771, 772, 773 and six elective credits.

-**Community/public health nursing and urban public health**: (dual degree with the CUNY School of Public Health at Hunter College): PH750, 752, 754, 755, 756, NURS 771, 772 and 773, three elective credits, and choice of either Community Health (COMHE) 751, 752 and 753 or Environmental and Occupational Health (EOHS) 702, 757 and 754.

-**Nursing administration/public administration** (dual degree with the Baruch College School of Public Affairs): Public Affairs (PAF) 9100, 9103, 9120, 9130, 9140, 9170, 9172, NURS 761, 740, 745, three nursing elective credits and six public affairs elective credits.

-**Psychiatric/ mental health nurse practitioner**: NURS 717, 719, 737, 746, 747, 748, 750, 751, 777, 778, 779, 781, 782, 783, 784.

- d. Clinical Hours: Each specialization track requires completion of a specified number of clinical hours.

2. **POST-MASTER'S ADVANCED CERTIFICATE PROGRAM**

The Hunter-Bellevue School of Nursing offers an advanced certificate program in Psychiatric-Mental Health Nursing for students who already possess a Master's degree in Nursing. Students in this program complete NURS 717*, 719, 737, 746, 747, 750*, 751*, 777, 778, 779, 781, 782, 783, 784 (Courses marked with * may be waived).

3. **DOCTOR OF NURSING PRACTICE PROGRAMS**

The Hunter-Bellevue School of Nursing offers programs in four specializations leading to the Doctor of Nursing Practice (DNP) degree, each requiring completion of 90 credits and 1000 clinical hours. [Descriptions](#) are available at the HBSON website.

The School currently offers Adult/Gerontologic NP, PMHNP and Community/Public Health Nursing specializations. It has been approved to offer a Family Nurse Practitioner specialty, but currently available only for currently certified FNPs.

Graduates of these programs meet the educational requirements for specialty certification by the [American Nurses Credentialing Center](#) and/or other nursing certification bodies.

Graduates of the nurse practitioner (NP) programs are eligible to be certified as NPs by the [New York State Education Department](#). Students who have already earned a Master's degree in nursing and are board certified as Primary Care Adult/Gerontological NP, a PMHNP or an Advanced Public Health Nurse may be granted advanced standing in the DNP Program.

Advanced standing, as granted by the program coordinator, allows for up to 42 credits and 500 clinical hours to be waived based on previous education.

- a. **Core courses**. All DNP students complete the following core courses: NURS 700, 702, 704, 716, 717, 749, 750, 751, 780, 800, 801, 802, 810, 850 and Public Health (PH) 750 and 752.

- b. Advanced practice core and clinical courses.
 - Students in the Family Nurse Practitioner track take NURS 755, 757, 769, 826, 827, 851, 855, 857, and 869.
 - Students in the Adult/Gerontologic Nurse Practitioner track take NURS 755, 757, 768, 769, 855, 857, 869, 870 and 851.
 - Students in the Psychiatric and Mental Health Nurse Practitioner specialization take NURS 742, 743, 744, 842, 843, 844, 845 and 851.
 - Students in the Community/Public Health Nursing track take NURS 771, 772, 773, 871, 872, 873, 874 and 851.
- c. Capstone and elective. All DNP students take four DNP Capstone seminars (NURS 699.1, 90002, 90003 and 90003 pending approval curriculum committee) and three electives.

B. ACADEMIC PROGRAM OUTCOMES

- a. Synthesize knowledge from nursing and the arts and sciences to provide a theoretical framework for advanced practice.
- b. Generate a philosophy and definition of advanced practice that emphasizes the right to the full range of health services for all members of society, affirms the worth and dignity of every human being, and demonstrates a humanistic caring approach that values diversity.
- c. Collaborate with clients in managing their health-illness status through the advanced practice-nursing role.
- d. Foster client participation and shared decision-making in health care and health care policy to maximize health and wellness for humans and the environment.
- e. Evaluate specialized knowledge and skills needed to deliver care to clients and design programs to meet the health care needs of specific groups and communities.
- f. Identify appropriate nursing science phenomena for nursing research to enhance practice.
- g. Describe the nature of scientific inquiry in nursing as the basis for nursing practice.
- h. Demonstrate activism, advocacy, and leadership in the health care environment and in the nursing profession.
- i. Identify a nursing practice issue needing change and/or problem solving and use techniques for research utilization to translate and systematically use research findings and other credible information and data sources to facilitate evidence based nursing practice.
- j. Use the research process to systematically investigate ways to enhance nursing practice, improve delivery of health care services, and recommend innovative health policy initiatives.

C. ADVISEMENT AND REGISTRATION

It is important that all graduate students develop a program plan at the start of their graduate studies and that they confer with their advisors regarding course selection and program progression prior to registering for courses. This is to ensure that students are taking courses in proper sequence and that they are aware of planning and scheduling of clinical courses.

D. GRADUATE TRANSFER OF CREDIT

Students may apply to transfer up to 12 credits of prior graduate coursework completed within the previous five years, and for which a grade of “B” or better was earned. Courses used as part of a previously completed bachelor's degree may not be transferred. The Program Coordinator will determine whether specific prior graduate courses are equivalent to any required or elective HBSON courses. Conditions and procedures for transferring graduate credit, along with a Graduate Transfer

of Credit Approval Form, may be found under “[Transfer of Credit](#)” at the Graduate Admissions website.

E. COURSE WAIVERS — MASTER’S STUDENTS

In some instances, a Master’s student may have previously completed graduate-level coursework as part of her or his undergraduate program. Course credits that were included as part of an undergraduate degree cannot also be included as part of a student’s graduate degree. However, if the course is determined by the Graduate Director to be equivalent to a required Hunter course, the course may be waived. This means that the student will not be required to take the course, but will need to take additional elective credits in order to complete the required number of credits for her or his program. A [Course Waiver Request Form](#) is available on the HBSON website.

F. ADMISSION INTO A DIFFERENT SPECIALIZATION

A currently enrolled Master’s student who wishes to be admitted into a different Master’s specialization must first meet with the specialization coordinator into which he or she wishes to be admitted. The student must submit a new application for admission by the application deadline announced by the College. All applicants, including current students, are considered on the same basis; current enrollment does not guarantee admission into another specialty.

- a. A student who applies for admission into another specialization and is not admitted does not lose her or his seat in the student’s current specialization.
- b. If a student who is admitted into a new specialization has already completed all prerequisites for clinical specialization courses, the student should be aware that it is generally not possible to begin clinical courses in the same semester the student is admitted to the new concentration.

G. SATISFACTORY PERFORMANCE, ACADEMIC PROBATION, DISMISSAL AND APPEAL

- a. **Minimum GPA.** All students must maintain a minimum cumulative GPA of 3.0. A student who’s cumulative GPA falls below this standard is required to raise it to at least 3.0 within one semester.
- b. **Academic probation and dismissal.** A student whose cumulative GPA falls below 3.0 is placed on academic probation for the following semester and must raise his or her cumulative GPA to at least 3.0 by the end of that semester. Students who fail to do so will be academically dismissed.
- c. **Appeal of academic dismissal.** A graduate student who faces dismissal after a semester of academic probation may submit an appeal to the Dean. (Hunter College policy regarding appeal of academic dismissal, “Appeals Procedure for Students on Probation,” may be found in the [Hunter College Graduate Catalog](#).) The appeal should explain the student’s plan for successfully raising his or her GPA to at least 3.0 by the end of the semester. The Dean, in consultation with the Graduate Director, will convene a faculty committee to consider the student’s appeal. The committee may invite the student to meet with it before deciding on the appeal. The decision of the committee is final. If the appeal is successful, the committee shall send official notification to the Registrar that the student will be retained on probation and allowed to register.
- d. The student’s appeal must be submitted in writing to the Dean prior to the first day of the new semester. However, students are strongly encouraged to file appeals as soon as possible in order to allow sufficient time to register if the appeal is successful.
- e. **Minimum Passing Grade.** The minimum passing grade for all courses is a “C”. As

explained above, however, a student must maintain at least a 3.0 grade point average to remain in good academic standing.

H. Failure of a Clinical Specialization Course. A student who fails a clinical specialization course may not repeat that course and may not continue in the program.

a. **Repeating Courses other than clinical specialization courses.**

A student who receives a failing grade in a required course *other than a clinical specialization course* must repeat that course. However, a student may repeat only one course and may repeat that course only one time. Any student who earns a failing grade more than once will not be permitted to continue in the graduate nursing program.

b. **Performance in clinical courses:** In order to pass a clinical specialization course, the student must pass the clinical component of that course. Student clinical performance is evaluated based on achieving identified clinical objectives, including demonstration of professional conduct.

c. **Professional misconduct.** Professional misconduct is grounds for failing a clinical specialization course. Such conduct shall include, but not be limited to:

- falsifying documents
- unauthorized access of clinical information
- unauthorized ordering or prescribing of medications
- unauthorized use of the placement site's electronic resources for personal business
- sleeping while in the clinical placement site
- presenting to clinical setting while chemically impaired
- use of abusive or inappropriate language in the placement site
- excessive unauthorized lateness or absenteeism
- other conduct described by Rule 29 of the NYS Board of Regents, "Unprofessional conduct."

As registered professional nurses, graduate students should also be aware that professional misconduct may also be reported to the Office of Professional Discipline of the New York State Education Department.

I. MAINTAINING RN LICENSE IN GOOD STANDING

- a. All students in the Master's, post-Master's advance certificate and Doctor of Nursing Practice programs must possess and maintain an unencumbered New York State RN license and current registration. This is a requirement for admission and for continued matriculation.
- b. A student who is seeking readmission whose license has previously been encumbered or suspended must submit a full application for admission to be reviewed by the faculty and be accepted before being permitted to register for nursing courses.
- c. Students must promptly inform the Director of Graduate Programs of any change in licensure status.

J. PROFESSIONAL ATTIRE

Graduate students are expected to dress professionally. Guidelines for appropriate attire in the clinical area are included in Section I (G) of this Handbook, "Professional Attire and Appearance in the Clinical Setting."

K. LEAVES OF ABSENCE

A graduate student who wishes to take a leave of absence for a specific period should apply for approval to his or her graduate adviser after completing a [Graduate Leave of Absence Request](#). Leaves are approved only for documented disabling illness, maternity, military service, or other unusual circumstances. Leaves may be approved up to a maximum of any two semesters. The student should prepare a brief letter or memo to the Dean explaining the reason for the leave. Prior to returning after an approved leave of absence, a student must file an [application for graduate readmission](#) by the deadline posted on the [Graduate Admissions](#) website.

L. GRADUATION

All graduate students must complete their program in five years. Exceptions may be requested by completing an Application for Graduate Time Extension. (Note that an approved leave of absence “stops the clock” on the five-year graduation requirement).

XIII. ADDITIONAL RESOURCES FOR ALL HBSON STUDENTS

A. HEALTH PROFESSIONS EDUCATION CENTER (HPEC)

The Health Professions Education Center (HPEC) supports student learning and faculty teaching by providing state-of-the-art instructional media and technologies, highly specialized computer learning modules, and state board certification support to enhance the curriculum of the School of Nursing. The HPEC combines traditional approaches to teaching with new instructional technologies that reflect the dynamic nature of all health professions. Detailed information about the Center and its services can be found at: <http://www.hunter.cuny.edu/shp/centers/hpec/index.htm>.

B. STUDENT ORGANIZATIONS

i. Undergraduate Students

There are three student organizations in which HBSON undergraduate students are encouraged to become active: *the Hunter Student Nurses Association (HSNA)*, *the Hunter chapter of the [National Student Nurses Association \(NSNA\)](#)*, and *the Nurses Student Press (NSP)*. All HBSON undergraduate students are members of the HSNA and are required to be members of the NSNA.

HSNA sponsors both in-school and community events to foster collegiality among students and awareness of current healthcare issues. The NSNA, with a national membership of 60,000 nationwide, mentors the professional development of future registered nurses and facilitates their entrance into the profession by providing educational resources, leadership opportunities, and career guidance. The NSP publishes several newsletters each semester as well as the undergraduate student Yearbook.

ii. Graduate Students

The HBSON Graduate Student Organization (GSO) is a community dedicated to enhancing graduate nursing students' experience at Hunter College. There are no membership dues; all matriculated HBSON graduate students are members of the GSO, and are encouraged to participate actively in all GSO events, activities, and service opportunities. For information, visit the GSO website: <http://hbsongso.commonsgc.cuny.edu/>.

C. SIGMA THETA TAU INTERNATIONAL

Founded in 1922, the Honor Society of Nursing, Sigma Theta Tau International, seeks to create a global community of nurses who lead in using knowledge, scholarship, service and learning to improve the health of the world's people. The Alpha Phi Chapter of STTI, based at HBSON, was established in 1970. New members are inducted annually. Information on eligibility and the application process is distributed to students each fall. Please consult the [chapter's web page](#) for further information.

D. CONTACT INFORMATION

1. BROOKDALE CAMPUS:

Public Safety—EMERGENCY: **212-481-4444** (or **4444** from a campus phone)

Public Safety—Non-emergency: 212-481-4374

Health Professions Library: 212-481-5117

Health Professions Education Center: <http://www.hunter.cuny.edu/shp/centers/hpec/>

2. HUNTER-BELLEVUE SCHOOL OF NURSING:

HBSON general website: <http://www.hunter.cuny.edu/nursing>

Undergraduate Program Office: 481-7598

Graduate Program Office: 212-481-4465

Office of the Dean: 212-481-7596

Nursing Skills Lab: 212-481-5162

3. CITY UNIVERSITY OF NEW YORK:

CUNY general website: <http://www.cuny.edu>

CUNY Portal: <https://cunyportal.cuny.edu/>

4. HUNTER COLLEGE:

Academic Support Services: <http://www.hunter.cuny.edu/student-services/current/support>

Bursar's Office: <http://www.hunter.cuny.edu/bursar/>

Center for Health Media and Policy: <http://centerforhealthmediapolicy.com/>

Hunter College general website: <http://www.hunter.cuny.edu>

Hunter College Libraries: <http://library.hunter.cuny.edu/>

International Students Office: <http://www.hunter.cuny.edu/student-services/is>

Office of ACCESSability: <http://www.hunter.cuny.edu/student-services/access>

Office of Financial Aid: <http://www.hunter.cuny.edu/financial-aid>

Office of Student Services: <http://www.hunter.cuny.edu/student-services/>

Registrar's Office: <http://registrar.hunter.cuny.edu/>

Undergraduate and Graduate Catalogs: <http://catalog.hunter.cuny.edu/>