HUNTER
The City University of New York

HUNTER-BELLEVUE SCHOOL OF NURSING

2023-2024

Adjunct Faculty Handbook
www.hunter.cuny.edu/nursing

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Message from the Dean

Ann Marie P. Mauro, PhD, RN, CNL, CNE, ANEF, FAHA, FAAN

Joan Hansen Grabe Dean and Professor

Hunter-Bellevue School of Nursing

Hunter College of the City University of New York

Thank you for choosing the Hunter-Bellevue School of Nursing at Hunter College of the City University of New York (CUNY) to advance your career in academia. Our School's history spans over 60 years of preparing nurses for practice in urban environments with diverse populations. Our students, faculty, and staff embrace excellence in education, research, and service. Our outstanding alumni are leaders impacting the health of communities across the national and the globe. We are a public school with a long-standing reputation of academic excellence, affordability, and accessibility, as well as a strong commitment to advancing health and health equity in New York City and beyond.

Our undergraduate programs include the generic and accelerated second-degree BS in nursing, and the RN-to-BS in nursing. The Master's degree (MS) program offers specialties in Adult Gerontology Clinical Nurse Specialist, Adult Gerontology Primary Care Nurse Practitioner, Community/Public Health Nursing, Psychiatric Mental Health Nurse Practitioner, Nursing Administration/Urban Policy and Leadership (dual MS degree), and a post-graduate Psychiatric Mental Health Nurse Practitioner advanced certificate. A new Master's and advanced certificate in Nursing Education has been approved by the New York State Education Department and we are currently admitting students for fall 2024. The Evelyn Lauder Community Care Nurse Practitioner Program offers advanced clinical training and graduate-level education focused on critical aspects of care, from diagnosis to ordering and interpreting tests to prescribing medication. The Doctor of Nursing Practice (DNP) program prepares nurses for advanced practice and leadership positions in health care. In addition, we are excited to be in the final steps of approval for a new Nurse Anesthesia Adult Gerontology Acute Care DNP program, which we hope to launch in summer 2024. Our new post-Master's PhD in nursing program prepares nurse scientists to conduct research that supports health equity in diverse, urban communities.

On behalf of our outstanding leadership team, I applaud you for choosing to be a Hunter faculty member! We are here to support your success. Please do not hesitate to reach out if we can be of assistance.

Sincerely,

Dean Ann Marie Mauro

Ann Marie P. Mauro, PhD, RN, CNL, CNE, ANEF, FAHA, FAAN
Joan Hansen Grabe Dean and Professor

<u>MISSION</u> *of the* **<u>HUNTER-BELLEVUE SCHOOL</u>** *of* **<u>NURSING</u>**

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.

<u>VISION</u> *of the* **<u>HUNTER-BELLEVUE SCHOOL</u>** *of* **<u>NURSING</u>**

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.

<u>VALUES</u> *of the* **<u>HUNTER-BELLEVUE SCHOOL</u>** *of* **<u>NURSING</u>**

Diversity, Empathy, Excellence, Innovation, and Respect

Table of Contents

I. Overview of Orientation Process

The Adjunct Faculty Orientation is designed to get you started and assist you in becoming an integral member of the Hunter-Bellevue School of Nursing (HBSON). It is an expectation that each Adjunct Faculty contact their Associate Dean (Undergraduate or Graduate) for orientation. The UG program holds a bi-annual Virtual orientation.

The purpose of this handbook is to provide pertinent information to adjunct faculty related to their roles and responsibilities.

Pertinent information:

- How to obtain Faculty IDs and access to Hunter email, CUNYfirst and Blackboard.
- Location of Adjunct Room (400A) on the 4th Floor at the Brookdale campus.
- Review of key policies (adjunct office, copy room).
- Review of grading students' assignments and clinical performance specific to undergraduate and graduate programs.
- Meet with the faculty member designated by the Associate Dean for the assigned course information in relation to the program curriculum.
- Clinical orientation.

Nursing faculty who teach in the clinical setting are the crucial link to successful experiences for students. Being knowledgeable and being able to share the knowledge with students in clinical settings is essential. Having knowledge of the theories of the practice of nursing is important, as well as the ability to convey the knowledge to the student. *Teaching in Nursing: A Guide for Faculty 6th edition* (Billings and Halstead, 2019) ISBN 9780323554725 can be used as a reference for how to be effective clinical teachers.

The college provides the following services and support:

Hunter College Faculty page https://hunter.cuny.edu/faculty

Hunter College Adjunct Faculty Handbook link
https://www.hunter.cuny.edu/nursing/repository/files/hbson-adjunct-faculty-handbook.pdf

The Health Professions Education Center (HPEC) https://edcenter0.wixsite.com/website

Brookdale Health Professions Library https://library.hunter.cuny.edu/health-professions

Counseling Services https://hunter.cuny.edu/students/healthwellness/counseling-and-wellness-services/

Accommodations for Students with Disabilities
https://hunter.cuny.edu/students/health-wellness/accessibility

Faculty resources:
https://hunter.cuny.edu/students/health-wellness/accessibility/faculty-and-staff-resources

Academic Center for Excellence in Research & Teaching (ACERT):
https://acert.hunter.cuny.edu

II. General Information

1. HBSON Administration, Faculty, and Staff Directory

Administration and Staff
https://www.hunter.cuny.edu/nursing/contact-the-hunter-bellevue-school-of-nursing

Faculty
https://www.hunter.cuny.edu/nursing/faculty

2. Academic Calendar
https://hunter.cuny.edu/students/registration/academic-calendar

3. Public Safety

Public Safety should be contacted if anyone on campus appears to be a danger to themselves or others.

Emergencies: 212.481.4444 or dial 1-4444 from a campus

Non-Emergencies: 212.481.4374.

Please follow the information on the following page regarding managing students in distress.

Hunter College Behavioral Response Team (BRT)

STUDENTS IN CRISIS: A QUICK REFERENCE
FOR FACULTY AND STAFF

The following is a quick reference for faculty/staff who may encounter students in crisis. Students in crisis are those who threaten to harm themselves or others, demonstrate significant emotional distress, or are disruptive in class or other public areas. Should you encounter a student who appears to be in crisis, please follow the guidelines below.

1. Students who appear to be in **MEDICAL DISTRESS**:
   - Contact Public Safety: 212-481-4444, front security desk or first floor office—West building
   - Call 911 (please note that the Nursing lab DOES NOT have First Aid equipment)
   - AED located on the 5th floor outside the elevators—West building

2. Students who cause **SIGNIFICANT DISRUPTION** to the learning/working environment of the college:
   - Refer the incident to the Behavioral Response Team, (BRT) by *completing our online referral form* on our website (below). Simply click on "BRT Referral Form"

3. Students who pose an **IMMEDIATE THREAT** – are aggressive, present a threat to self and/or others:
   - *Always* contact Public Safety *as the first-line contact*: 212-481-4444, front security desk or first floor office—West building
   - Following Public Safety notification, please also refer the incident to the Behavioral Response Team (BRT) by *completing our online referral form* (at website below)

4. Students in distress, and/or about whom you have concerns, *but are not in crisis*:
   - Refer to **Counseling Services**: (212) 772-4931 (Monday – Friday, 9am-5pm)
     personalcounseling@hunter.cuny.edu
     695 Park Ave, Room 1119, East Building
     o Help schedule an appointment or encourage the student to do so from your office

For additional information, visit the following websites:

   - Behavioral Response Team: www.hunter.cuny.edu/brt
   - BRT Referral Form: https://ww3.hunter.cuny.edu/brt/view.php?id=1
   - Counseling & Wellness Services: www.hunter.cuny.edu/cws

After completing our online form, the **BRT** can also be contacted at (212) 396-6648.

4. 68th Street Campus Map
https://hunter.cuny.edu/about/campus-information/

5. Hunter-Bellevue SON Student Handbook Link
https://www.hunter.cuny.edu/nursing/repository/files/hbson-student-handbook.pdf

6. Hunter-Bellevue SON Faculty Handbook Link
https://www.hunter.cuny.edu/nursing/repository/files/hbson-adjunct-faculty-handbook.pdf

III. Getting Started

1. **Payroll/Benefits**

    The payroll office is located in the East building, at 68ᵗʰ St., room 1501. Adjuncts can contact the payroll office at 212.772.4396 and speak with the associate for teaching adjuncts. For non-teaching adjuncts contact the associate at 212-772-4350. When the adjunct faculty member's assignment is entered into the Adjunct Employee Management System (AEMS) by the School Secretary, the adjunct faculty member will receive an automated email with instructions for accepting the appointment, which is necessary in order to be paid (as well as to have access to CUNYfirst and Blackboard). Adjunct faculty may also consult with the Administrative Officer at the Brookdale Campus for any concerns or questions.

    Link to adjunct payroll schedules www.hunter.cuny.edu/hr/payroll

    Link to benefits https://www.hunter.cuny.edu/hr/benefits/Adjuncts

    New hires need to work with the college office for enrollment in all benefits.

2. **Hunter NetID/CUNY Portal ID/Blackboard/CUNYfirst/Email**

    Hunter NetID
    Employees of Hunter College are issued a **Hunter NetID** upon commitment to employment and after approval of hiring papers by a payroll authority. This ID gives you access to services such as *the wireless networks and the library*. Your **Hunter NetID** is commonly the same as the short form of your Hunter email address without "@hunter.cuny.edu." Instructional Computing & Information Technology (ICIT) can answer questions about your Hunter NetID. If you have questions please contact the **Faculty & Staff Helpdesk** at 212.772.4357, helpdesk@hunter.cuny.edu, or online at www.hunter.cuny.edu/it/itservices/our-services.

    CUNY Portal ID
    The **CUNY Portal** allows you to access **Blackboard** and receive **CUNY Alerts**. This system is managed by CUNY, not by Hunter, so you must create a separate **CUNY Portal ID** in order to access it**. Username format is Firstname.LastnameNN with the NN being the last two digits of the EMPLID.** If you have difficulty accessing this, please contact the Undergraduate or Graduate Associate Dean or School Secretary for help.

    Blackboard
    Blackboard is a web-based course management system. Although course shells are automatically created for each course, students only have access to the course once the instructor makes it available to them. Blackboard can be accessed by visiting www.hunter.cuny.edu/icit/blackboard/blackboard-information-page and clicking on the the Login to Blackboard link found in the center of the page.

All users must first register with the CUNY Portal system to access Blackboard. Detailed instructions on how to access Blackboard can be found by visiting www.hunter.cuny.edu/it/blackboard/blackboard-information-page.

CUNYfirst

Hunter uses CUNYfirst, a web-based system for student registration and various faculty and administrative functions. You need to claim your CUNYfirst account—this link has information on how to do so: http://www.hunter.cuny.edu/cunyfirst/accountclaiming-and-personal-info-guides.

For most CUNYfirst functions, you will log on to CUNYfirst, then click on the "Faculty Center" tile which will then take you to further options such as 'class roster', 'grade roster', 'VOE roster", and 'My schedule' etc.

To learn more about Campus Solutions (academic matters/student records), visit http://www.hunter.cuny.edu/cunyfirst/faculty-and-staff/campus-solutions/cunyfirst-information-for-faculty and follow the link for Faculty Documentation.

Email

It is expected that all adjuncts use their Hunter email for correspondence with the SON faculty and students.
 To access your Hunter email, you can use mobile and desktop computers.

1. Use the Outlook desktop client;
2. Use the Outlook Web App which is accessed by typing mail.hunter.cuny.edu into your browser; or
3. Have your email set-up on your mobile device.

 If you would like assistance with configuring devices, please contact the help desk at 212-772-4357.

3. **Access and Security**

In order to gain entrance into buildings you will need the OneCard. The OneCard is your Hunter ID card. To obtain a new card or replace a lost or stolen card you can visit the OneCard Office in Room 126 in the West Building on 68th street. Please check their website https://hunter.cuny.edu/information-technology/services/accounts-access/onecard/ for more information.

ADJUNCT OFFICE

There is an Adjunct office on the 4th floor of the Brookdale Campus Room 400A. There are desks and computers available for your use. You should contact the Health Professions Education Center (HPEC) for the code to enter the room (see #4 below).

4. **Health Professions Education Center- HPEC**

The Health Professions Education Center (HPEC) is located on the West Mezzanine level of the Brookdale campus. HPEC can be contacted by calling **212.481.5129.** Their websiteis https://edcenter0.wixsite.com/websiteand their email is edcenter@hunter.cuny.edu. Please contact them for up to date hours of operation.

HPEC provides instructional media and technologies, computer learning modules and state board certification support to enhance the curricula of the School of Nursing.

Audio/visual support and audio/visual equipment must be obtained through the HPEC office.

IV. Communication & Technology

1. **Technical Questions**
   Email: helpdesk@hunter.cuny.edu / (212) 772-HELP (772-4357)

2. **Educational Technology**
   Email: edtech@hunter.cuny.edu

3. **Clinical Electronic Documentation System**

   Graduate students are to use the InPlace student placement management system to document their clinical experiences in specialization courses. Once a student's placement record has been published in InPlace, the student will receive login information, including links to documentation with step-by-step instructions on accessing and using the system. Please contact Mr. Shawn McGinniss (smcginni@hunter.cuny.edu) for support in accessing and using InPlace.

   Undergraduate student clinical faculty are using the InPlace system to document mid and final student clinical evaluations.

V. Teaching Orientation and Professional Development

1. **Syllabus Preparation**

   Hunter-Bellevue School of Nursing considers a course syllabus to be an essential instructional instrument. It is a contract between the professor and the students. It establishes, in preliminary fashion, the course parameters, including programmatic and instructor expectations. No faculty member can change course description and/or objectives without curriculum committee approval. All syllabi must include College and School Policies. Each syllabus must be submitted to the appropriate Associate Dean (undergraduate or graduate) for review and approval and be **available for students on Blackboard two (2) weeks prior to the first day of class.** See syllabus template in Appendix A of this handbook.

It is expected that all faculty use this template for their syllabi. Sample syllabi may be obtained from the Associate Dean.

2. **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.

3. **Skills Lab**

    The Nursing Skills Lab is located on the second floor of the Hunter-Bellevue School of Nursing and is managed by the full time Chief Laboratory Technician (see contact information under Section II, #2) and an additional lab staff. The lab is an area for students to practice psychomotor skills & apply critical thinking using human simulators. Students who are having issues with psychomotor skills can be referred to the Skills Lab for practice & remediation. Faculty may also use the Skills Lab to update their own professional knowledge & skills by appointment (please contact the CLT). The general Lab phone is: 212-481-5162.

    Referral to Skills Lab
    Undergraduate students who require supervised remediation will need to be referred to the Associate Dean of the program. Please email the Associate Dean the name of the student and the specific learning need related to skill performance.

4. **Equipment, Manikins & Supplies**

    Instructors teaching in the skills lab should email the Chief Laboratory Technician as soon as possible prior to the beginning of the semester to discuss the available lab supplies and equipment. To ensure that supplies are ready before each lab day, instructors should also share their syllabus with the lab team as soon as possible and any time during the semester if the schedule changes.

5. **Simulation Center**

    All clinical sections will likely be scheduled for a simulation experience in lieu of a hospital clinical day (unless otherwise stated on the schedule). The faculty or clinical coordinator will email (to your Hunter email) all pertinent material, including schedule, scenarios, location and assignment information.

    Location:

    1. Brookdale Campus
    425 East 25th Street, Room 722 West Building New York, NY 10010

    2. NYSIM, located at Bellevue Hospital

6. Library Services

Hunter Health Professions Library
Brookdale Campus, 2nd Floor West Building
212-481-5117
http://library.hunter.cuny.edu/health-professions

The Hunter Health Professions Library supports the curricular and research needs of the Hunter-Bellevue School of Nursing, as well as other programs in the School of Health Professions. Librarians provide information literacy instruction for health professions students at both undergraduate and graduate levels and are available for individual research consultations with students or faculty.

The Health Professions Library is open 50 hours per week Monday through Friday; electronic resources and chat reference service are available online 24/7 to Hunter users. The Health Professions Library provides seating for 220 patrons in the main reading room and maintains two computer labs with a combined seating capacity of 45. All computers have Microsoft Office 2016 (Word, Excel, PowerPoint, Publisher, and Access), Adobe CC, and specialized academic software such as EpiInfo 7, IBM SPSS 28, and Wolfram Mathematica 13. The library also lends laptops, calculators, and other devices for student use and offers printing, scanning, and photocopying capability. Health professions librarians also offer training and support for library-licensed citation management tools including RefWorks and EndNote.

The library provides access to more than 13,000 volumes of books and print journals. Electronically, full-text articles from thousands of journals in health and biological sciences and hundreds of e-books in these disciplines are accessible via the Hunter Libraries databases and catalog. Students and faculty at Hunter also have on-site access to all libraries in the CUNY system, which together contain more than 7.5 million print volumes, hundreds of thousands of e-books, and more than 30,000 periodicals. The library offers an interlibrary loan service so that students and faculty can obtain books, articles or other items not owned by Hunter or CUNY.

7. HPEC

Will assist faculty with integrating media into their lessons/courses. Please see contact information on page 16.

8. PEER OBSERVATION INFORMATION

As required by the PSC (faculty union) contract, another faculty member will be assigned to conduct a peer observation of your teaching. The assigned faculty member will be in contact with you early in the semester to arrange this. Further information on this is available at pp. 19-26 of the HBSON Faculty Handbook. To view it, go to: http://www.hunter.cuny.edu/nursing/repository/files/hbson-faculty-handbook

VI. Clinical Orientation

1. General Responsibilities and Guidelines

Faculty should maintain current New York State registration as an RN as well as any other relevant licenses and/or certifications. These documents are submitted to the School Secretary. All required documents are included in the adjunct faculty new employee packet. Please be sure to update documents as they expire.

2. Dress Code & ID badge

The Hunter College ID with photo is required on campus and in the clinical setting.

Dress for faculty in the clinical area is at the discretion of the faculty, unless stipulated by the clinical agency, and should reflect the professional image of the nurse and the School of Nursing. The student dress code is outlined in the student handbook. Students who consistently disregard the student dress code should be brought to the attention of the Associate Dean.

3. Electronic Devices

Electronic devices (e.g., cell phone, Smartwatch, iPad, or notebook) in the academic and clinical areas should be used when required and **approved by faculty.**

4. Clinical Attendance

Communication: Clinical faculty members should develop a system for a real time communication (example: cell, email) with students in the event of illness or situations that preclude them from attending clinical.

Undergraduate: Students must attend all scheduled clinicals including simulation. More than two absences in any semester within one clinical rotation may result in failure. Students must notify the instructor as soon as possible and submit written documentation for clinical absences due to an emergency or personal illness. The instructor has the authority to send a student home if he/she arrives to the clinical or simulation late or unprepared. Please be sure to alert the Associate Dean.

Graduate: Students must attend all scheduled clinical days. Preceptors are arranged for students. Instructors must use the clinical electronic document system (currently InPlace) to access students' clinical experiences. It is expected that the Associate Dean, Graduate Program will be notified if there is a concern re: attendance or clinical expectations.

5. **Clinical Pre-Planning/Clinical Adjunct Faculty Guidelines**

A. **Clinical Pre-planning and Student Supervision**

Undergraduate Program

a. *Clinical Pre-planning*

i. The clinical instructor should contact the unit where the clinical will be held and provide them with the clinical (course) objectives (available on the course syllabus published on BB), calendar of dates and times for student experiences, and the name and contact information of the instructor accompanying the students.

ii. If the clinical instructor is not familiar with the agency, they should make arrangements to orient to the agency prior to accompanying students.

iii. The Lead Course Instructor/Associate Dean will work closely with the adjunct clinical faculty during the semester to assist with questions or student issues that may arise.

iv. The clinical instructor should send a letter or email to the unit manager at the completion of the clinical rotation thanking them for their assistance and the learning opportunity.

v. There may be additional requirements for orientation. Please note that for some clinical agencies this additional orientation material will have hard due dates that must be adhered to in order to avoid cancellation.

vi. Orientation to the clinical agency should include the agency's mission, goals, and philosophy, mandatory topics such as fire safety and universal precautions, and a tour of the unit.

vii. Clinical hour calculation: the Assistant Dean will notify each adjunct instructor of the clinical hour requirements. These are also noted on the course syllabus.

b. *Student Supervision*

Clinical assignments depend upon the course objectives. When making patient assignments, it is a good idea to confer with the staff nurses and/or charge nurse to create the most positive experience for the student. Additionally, the students should have clear guidelines for the definition of being prepared for clinical.

The instructor is responsible for:

i. The instruction and supervision of students in the clinical area. **Students **CANNOT** be assigned to staff nurses as per facility requirements.

ii. The provision of learning experiences that facilitate application and integration of theoretical principles, active participation and experience in patient care management, and observation with active participation in professional roles for nurses in different settings.

iii. Ensuring patient safety and for the school's compliance with policies established by the clinical agency.

iv. Maintaining open communication with the staff nurses and nurse manager of the unit by discussing clinical objectives and clarifying the activities of the students prior to the clinical experience. It is often helpful to post the student assignments for the day with the staff, and perhaps put a note on the medication administration record if the students will be giving medications as a reminder to the nurse.

v. Documenting conferences and other interventions related to correcting student performance and/or behavior.

vi. Students are NEVER PERMITTED to administer any medications without the DIRECT supervision and presence of the clinical instructor.

c. *Student errors in clinical*

Appropriate documentation is essential for the student's evaluation and for instances in which the mistake affects patient care. Medication errors or issues involving patient safety must be discussed with the Associate Dean to ensure that risk management procedures are followed from the School of Nursing's standpoint. In the case of a medication error, the instructor, the student, and the staff nurse follow the institution's policy on medication errors.

d. *The first clinical day*

The initial meeting with the student group sets the tone for the entire clinical experience. To be effective, the clinical instructor should make clear the structure of the learning experience and the expectations. These expectations can be presented as professional behaviors observed by all nurses in their practice and include:

i. Accountability
ii. Honesty in patient care
iii. Punctuality
iv. Attendance
v. Responsibility
vi. Being prepared for clinical
vii. Actively participating
viii. Completing assignments in a timely manner
ix. Maintaining safety

x. Professional decorum
xi. Adherence to dress code
xii. Comportment (keeping voice at reasonable level, for example)
xiii. Collegiality and respect
xiv. Confidentiality

e. Clinical Workups, Concept Maps

Care plans are the primary clinical documents for the HBSON Nursing Program. Clinical workups may include information based on the pathophysiology of the medical diagnosis, laboratory/test data, medications, nursing & medical procedures, patient physical assessment, priority nursing diagnosis, goals, interventions, & evaluation. Completion time frame for pre-clinical & clinical workups is specific to each semester. Clinical instructors should give exact instructions concerning how to complete these documents & when they are due each clinical week. All clinical instructors should be consistent with student expectations with care plans.

**Please note that The Nursing Care Plan template including physical exam guide and SOAP note template are posted on the respective BB site for each course. Students and faculty are to use these templates for all assignments. Also note that the course syllabus will provide the number of assignments due for a particular course. Ensuring consistency regarding assignments is very important across all clinical groups. In other words, one group should not be doing more or less work than any other group

f. Pre-Conferences & Post-Conferences

As appropriate, pre-conferences may be a good time to connect with students before they report to their assigned units, and to check attendance & tardiness. Student lateness needs to be addressed when it occurs. The student should be counseled, and an anecdotal note should be written and placed in the student's evaluation. Other activities for pre-clinical meeting depend on the course needs such as checking completion of paperwork & discussing daily objectives. Post-conferences lengths are dependent upon the specific type of clinical schedule. Faculty use this time to discuss events occurring during the clinical experience, and students can discuss patient care situations. Clinical topics that have been covered in theory class can be discussed in post conference, possibly using examples of patients cared for that day.

g. Clinical Evaluation Tools

Clinical evaluations will be completed at least twice during each clinical course, usually at the midterm and final evaluation periods. The clinical instructor should follow the guidelines for clinical evaluation tools for their assigned course. Clinical evaluations should reflect positive accomplishments as well as any identified areas needing improvement. Areas of the InPlace evaluation tool which are not applicable for evaluation at mid-term due to lack of opportunity in clinical should be identified. These areas should be noted as areas to focus on for the remainder of the semester.

During mid-term and final evaluation meetings, the student and the clinical instructor discuss the written evaluation. Both the student and instructor sign the evaluation in the appropriate space. At semester's end, the clinical instructor is responsible for assuring completion of the evaluation for each of their clinical students.

Accurate and progressive documentation of student behaviors is essential. Clinical instructors should use a method for keeping anecdotal notes in the clinical setting to help them keep track of both positive and negative student occurrences. Discuss types of methods of record keeping with the lead instructor or other team faculty. Be fair and objective in your evaluative process. If you have a student who is not passing clinical you must discuss it first with your Associate Dean. This should be done early in the semester so that the student has time to remediate since documentation interventions with the student are essential.

Graduate Program

a. Clinical Pre-planning

All clinical courses in the MS in Nursing and DNP programs include clinical hours with a qualified and approved preceptor in an approved clinical setting. Clinical placements are arranged by full-time faculty with assistance from staff. All students are to submit to the faculty teaching the clinical seminars a schedule of times they will be in the clinical areas.

b. Student Supervision

Responsibilities of the faculty teaching the graduate nursing clinical seminars are;

   i.   Lead a weekly seminar focused on student clinical experiences, reflecting the course objectives and clinical competencies.
   ii.   Contact the assigned preceptors by e-mail within the first two weeks of the semester for introduction. Assure that the preceptor has received the following documents within the first two weeks of the semester:
   - Abbreviated Course Syllabus, including the course description and objectives
   - Clinical Evaluation Form and/or access to In-Place.
   iii. Assess and guide student progress by reading and responding to course specific clinical log submitted to online documentation system at least biweekly. Student log must reflect integration of clinical competencies and course objectives.
   iv.   Communicate with the preceptor at least every 3 weeks to determine progress toward course objectives and clinical competencies, or more often if requested by the preceptor and the student has additional needs.

v. Conduct a scheduled site visit between weeks 4-7 of the semester to meet with the student and preceptor together to assure understanding of the clinical learning, achievement of clinical competencies, and discuss clinical progress. Conduct additional site visits within the semester as needed.

vi. Communicate student progress every three weeks to the course coordinator. Communicate any student issues immediately to the course coordinator, especially if clinical hours are not being accumulated appropriately or there are serious clinical competency issues.

vii. Submit attendance record to the course coordinator.

viii. Complete, sign, and submit the Clinical Evaluation form and/or In-Place evaluation, after required clinical hours have been confirmed with preceptor, to course coordinator. ix. If a student has more than one clinical placement site, conduct a site visit with each preceptor/site.

x. Conduct a site visit when a student is terminated from the clinical site due to unforeseen issues and conflicts.

xi. Immediately report any personal absence from seminar to course coordinator and assure alternate plan for seminar.

c. *Clinical Remediation*

Students requiring improvement should be counseled. A written plan should be developed which includes a time frame for improvement. Typically, the student is given two weeks to improve; however, there are exceptions when immediate improvement is required. Students who require skills remediation are referred to the Associate Dean. A student may be counseled to withdraw from a course by or before the drop date. It is the student's responsibility to drop a course. Clinical practice is graded on a pass/fail basis by the clinical instructor.

Failure in a clinical practicum will result in failure of the corresponding didactic course. A referral to the specialty coordinator should follow.

d. *Student evaluation of clinical site and preceptor*

- Student's Clinical Site Evaluation

Each semester, students are to complete Preceptor and Site Evaluations in InPlace. Contact Mr. Shawn McGinniss (smcginni@hunter.cuny.edu) if you have any questions.

- Student Evaluation of Faculty

Faculty evaluation forms are completed online. Students will receive an email regarding the dates to complete faculty evaluations. Students are encouraged to complete faculty evaluations—this applies to UG and Grad programs

B. **Student Injury, Illness, or Medical Leave**

Adjunct faculty or students who are injured in a clinical setting must follow the HBSON procedures as outlined below.

For the protection of students, patients, clinical personnel, and faculty, the following guideline should be followed when adjunct faculty or students are injured or become ill while in a clinical setting.

a. Injury in the clinical lab or clinical site must be reported immediately to the nursing instructor and/or the Associate Dean and necessary medical care should be arranged.
b. A written report should be submitted to the Associate Dean indicating the nature of the incident and the follow up actions.
c. Any student with a injury or illness will be required to furnish medical clearance prior to returning back to the clinical settings.
d. Letters from the health care provider regarding student injury or illness must include specific limitations or restrictions as well as a statement defining clinical activities allowed.
e. In all cases, students should be able to meet the objectives of the course when being permitted to remain in the clinical setting.

C. **Student Issues**

Notice of Unsatisfactory Performance

If the student is performing unsatisfactorily in didactic or clinical, this should reported to the Associate Dean. Documentation should be forwarded to describe the situation. Along with documentation, a plan of action should be indicated along with a time frame for when stated requirements must be completed. These behaviors may be related to poor performance, not meeting course and program objectives and may include the following:

• Placing a patient in physical and/or emotional jeopardy

• Failure to demonstrate competence

• Gross negligence

• Practicing under the influence of drugs or alcohol.

• If a faculty member suspects impairment of a student please remove the student to a safe environment, stay with the student and notify the Associate Dean immediately. Public safety may also be notified if the student is on campus.

If a faculty member is unsure whether or not the student behavior necessitates a grade of Unsatisfactory in a clinical practicum, they should confer with the Lead Course Instructor. The Lead Course Instructor will then notify the Associate Dean regarding any student who is at risk for failing.

VII.   Classroom Orientation and Management

1. Classroom Attendance

Verification of Attendance: Instructors will receive e-mails each semester under separate cover regarding Verification of Enrollment Rosters. It will be sent to their Hunter College e-mail account. Instructors must claim their CUNYfirst accounts before trying to submit their Verification of Enrollment . If they do not have a Hunter College e-mail or do not remember their Hunter Net ID and password they should contact the Hunter College Faculty & Staff Help Desk at 212-772-HELP or e-mail them at helpdesk@hunter.cuny.edu. Please check the Hunter CUNYfirst website www.hunter.cuny.edu/cunyfirst/faculty-andstaff/cunyfirst-training-and-support.

The School of Nursing complies with NY State Educational Law, Sec. 224-1, "Students unable because of religious beliefs to register or attend classes on certain days" (See the Student Handbook, Section VII; absence due to religious beliefs).

   a. Please note that there is no Undergraduate LOA from the SON. Also note that UG withdrawal from a nursing course signifies withdrawal from the program.

   b. For the Graduate program please note that abbreviated LOA is permissible, please see student handbook and confer with the Associate Dean for Graduate Programs.

2. Exams/Academic Integrity/Grading Policies

Exams
Undergraduate students who score below 70% on an examination should be encouraged by the course instructor to 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 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.

Academic Integrity
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." You must notify the program director and the course coordinator immediately if you suspect any academic integrity violation.

Hunter's policy on academic integrity does not yet directly address the use of text generation systems such as ChatGPT, LaMDA, etc. The roles these systems will play in communication is evolving quickly but the core issue remains: Falsely presenting another's work (including the work of such systems) as one's own is plagiarism.

Grading Policy

Students are graded in courses according to the traditional system of letter grades. The grading system for final grades may be found in the *Policies & Requirements* section of the Hunter College online catalog: http://catalog.hunter.cuny.edu/

For the undergraduate program, 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 receives more than one course grade below a "C" (2.0) will not be permitted to continue in the nursing major. If a student in your class receives a "C" (2.0) or below, the Associate Deanmust be notified.

All graduate students must maintain a minimum cumulative GPA of 3.0. A student whose cumulative GPA falls below this standard is required to raise it to at least 3.0 within one semester.

Quality Points	Grade Definition
A+	97.5 - 100%
A	92.5 - 97.4%
A-	90.0 - 92.4%
B+	87.5 - 89.9%
B	82.5 - 87.4%
B-	80.0 - 82.4%
C+	77.5 - 79.9%
C	70.0 - 77.4%
D	60.0 - 69.9% No grade of D for graduate courses
F	0.0 - 59.9%

3. **Classroom Environment**

Public Safety should be contacted if a student appears to be a danger to themselves or others. The emergency # is 212.481.4444 or 4444 from a campus phone. The number for non-emergencies is 212.481.4374. In the event of disruption, there are several management strategies. (**See Students in Crisis: A Quick Reference for Faculty and Staff in this handbook**).

The student use of any video recording devices (including cameras) in any classroom, laboratory or clinical setting is strictly prohibited unless the use of such equipment is expressly authorized by the instructor as part of a class assignment or other assigned class activity. 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. Exceptions will be made for ACCESSibility students with documented need from the Office of ACCESSibility.

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, Smartwatches etc.

4. **Student Advisement**

Advisement is as important as class periods and beneficial to students. The adjunct office is available for you to provide one office hour per week for each class section you teach.

5. **Text Book Ordering/Informed Registration Posting**

Desk copies of the textbook can generally be ordered directly from the publisher's website. If you need more information—or if you need the textbook right away—let the Associate Dean and/or secretary know. Textbook information must be included in the syllabus.

In addition, the Higher Education Opportunity Act (HEOA) of 2008 requires that all institutions of higher education receiving Federal financial assistance disclose textbook information online in the institution's Internet course schedule. As a result, all Hunter College courses must make the mandated textbook information available to students on the CUNYfirst course schedule. If you are listed as the Instructor of record for the course you are responsible for posting the textbook. You will receive an email to your Hunter email account directing you to the posting of required and suggested books for your course via the Akademos virtual bookstore. Assistance with using this platform can be requested of the Associate Dean.

Syllabus Template

HUNTER COLLEGE OF CITY UNIVERSITY OF NEW YORK
HUNTER-BELLEVUE SCHOOL OF NURSING
Semester, Year
Note: Do not list the "GS" or "US" number on the course syllabus. That is a tracking number for course proposals. It is no longer relevant once the course has been approved.

COURSE: **NURS 00000: Title Goes Here**

CREDITS/HOURS: **x credits; xx hours**

MEETS: **Day, Time, Room xxx**
PREREQUISITES:

CO-REQUISITES:

FACULTY: *Name:*
          *Title***:**
          Office: *(if full-time faculty)*
          Phone: *(if full-time faculty)*
          Email: *(Hunter email address only)*
          Office Hours: *(if full-time faculty; adjuncts list "TBA" or "by appointment")*

CATALOG DESCRIPTION:

EXPANDED DESCRIPTION:

COURSE OBJECTIVES:
By the conclusion of the course, the student will be able to:

METHODS OF INSTRUCTION:

REQUIRED READINGS:

RECOMMENDED READINGS:

METHODS OF EVALUATION:
[List each assignment/expectation with percent of grade]

[Then list a description of each assignment/expectation along with deadline and a breakdown of how assignment will be graded—alternatively, post a rubric on Blackboard. If you do this, note in the syllabus that the rubric is or will be posted.]

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. The full policy can be accessed at https://hunter.cuny.edu/students/student-affairs/office-of-student-conduct/academic-integrity/ ,

Hunter's policy on academic integrity does not yet directly address the use of text-generation systems such as ChatGPT, LaMDA, etc. The roles these systems will play in communication is evolving quickly but the core issue remains: Falsely presenting another's work (including the work of such systems) as one's own is plagiarism.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:
In compliance with the Americans with Disabilities Act 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 AccessABILITY for assistance and accommodation. For information and appointment contact the Office of AccessABILITY located in Room E1214B on the 68th Street campus, or call (212) 772-4857 or email accessab@hunter.cuny.edu

POLICY ON STUDENT USE OF RECORDING DEVICES:
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). 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.

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 smartphones/watches and tablets.

HUNTER COLLEGE POLICY ON SEXUAL MISCONDUCT

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).

b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link: https://hunter.cuny.edu/publicsafety/policies/sexual-assault-and-misconduct/

POLICY ON_____:
[Include any other relevant polices—e.g., your policy regarding late papers]

ADDITIONAL POLICIES are identified in the HBSON Student Handbook and in the Hunter *[undergraduate or graduate]* Catalog.

COURSE OUTLINE:

DATE	TOPIC	READINGS	ASSIGNMENTS DUE
DATE 1			
DATE 2			
DATE 3			
DATE 4			
DATE 5			
DATE 6			
DATE 7			
DATE 8			
DATE 9			
DATE 10			
DATE 11			
DATE 12			
DATE 13			
DATE 14			
DATE 15			