

Montefiore | School of Nursing

SCHOOL CATALOG

2015 - 2016

53 Valentine Street
Mount Vernon, New York 10550
(914) 361-6221

MONTEFIORE SCHOOL OF NURSING

Affiliated with Mercy College, Dobbs Ferry, New York

A single-purpose institution offering an Associate in Science Degree (in Nursing)

Registered by:

The New York State Education Department - Hegis Code 5208.20
Office of College and University Evaluation
5 North Mezzanine, Albany, NY 12234
Telephone: 518: 474-2593

Accredited by: Accreditation Commission for Education in Nursing, Inc.
3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326
(404) 975-5000

Member of:

Council of Independent Colleges and Universities

New York State Associate Degree Nursing Council

New York State Council of Hospital Schools of Professional Nursing

Articulation Agreements for BS:

Graduates can transfer credits accrued at Montefiore School of Nursing toward a Bachelor of Science Degree (in nursing). Articulation agreements are maintained with:

Chamberlain College

College of New Rochelle

Dominican College

Excelsior College

Mercy College

SUNY Delhi College

SUNY Empire State College

Montefiore New Rochelle Hospital is the parent organization for the Montefiore School of Nursing.

Montefiore School of Nursing
offers equal opportunity to all qualified applicants
regardless of race, color, sex, ancestry, national origin,
religion, age, marital status, sexual orientation, or disability.

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The school reserves the right to change, without advance notice, any rules governing curriculum fees, administration, admissions, regulations affecting students, dates and course content, and other issues, as deemed necessary for the continued development of the school.

MONTEFIORE SCHOOL OF NURSING GENERAL INFORMATION

The Montefiore School of Nursing is located in a suburban community adjacent to Bronx County of New York City, and Yonkers, New Rochelle and Pelham in Westchester County. The school is affiliated with Mercy College located nearby in Dobbs Ferry. The college provides instruction in the Liberal Arts and Science courses.

The Montefiore School of Nursing offers a two-year program leading to an Associate in Science Degree (in Nursing). Students can enter the Fall Semester for day program or the Spring semester for evening/weekend program. The evening/weekend program operates on weeknights and Saturdays.

Since 1884, Montefiore has cared for the chronically ill and has made it a priority to improve the quality of life for underserved populations. This founding belief is the cornerstone of our mission, vision and values. Over the ensuing 125 years, Montefiore has grown into a 1490 bed healthcare delivery system that treats over 90,000 inpatients and over 300,000 emergency room visitors per year. Forty percent of the patients admitted at Montefiore are Medicare patients, another thirty five percent are on Medicaid.

Montefiore's mission is rooted in our enduring commitment to provide high-quality care to all patients - regardless of their backgrounds or health insurance. Our unique care delivery model combines innovation, dedication and academic and community partnerships. Montefiore's four-part mission - to heal, to teach, to discover and to advance the health of the communities we serve - works because of our commitment to integrated clinical care and community service. We seek to educate the next generation of caregivers and create new knowledge through translational research. Montefiore is distinguished by its commitment to community service in combination with the clinical, teaching and research mission elements characteristic of leading academic medical centers.

To truly transform health at the community, regional and national levels, we must establish ourselves as a premier academic medical center and commit to raising Montefiore's performance and its ranking relative to other leading medical centers. Our partnership with Albert Einstein College of Medicine is essential to becoming an academic medical center that is a national destination.

The Montefiore School of Nursing is yet another key piece of the healthcare delivery system. The Montefiore School of Nursing will play an essential role in training future caregivers, particularly those from our community of the Bronx and Westchester Counties.

MONTEFIORE SCHOOL OF NURSING MISSION STATEMENT

As a student of Montefiore School of Nursing, we ask you to seriously review the mission and philosophical statements of the hospital and school, and subscribe to them as the focal points of your dreams and aspirations.

Montefiore School of Nursing's mission statement and philosophy are congruent with the mission statement and philosophy of its parent institution. For that reason, we ask you to reflect upon their meaning as you embark upon your career in nursing.

MONTEFIORE SCHOOL OF NURSING

VISION

The School of Nursing will exemplify Excellence in Nursing Education.

MISSION

The mission of the School of Nursing is to provide a quality education in the art and science of nursing through collaborative efforts with the Montefiore Medical Center. Our graduate will be a caring, competent, compassionate nurse prepared to meet the health and wellness needs of multicultural communities.

PHILOSOPHY

The philosophy of the School of Nursing embraces a caring healing framework rooted in Watson's Theory on Caring. We believe that individuals strive for a harmonious balance of mind, body and spirit. Caring promotes the notion that every human being strives for interconnectedness with other humans and nature. It is comprised of three basic tenets: Altruism, Empathy and Compassion.

Our curriculum centers on interactions and transactions that occur between and among faculty and students with the intention that learning takes place. The curriculum embraces the principles of a caring healing framework.

The faculty believes that the generation and transmission of nursing knowledge is best accomplished through the teaching-learning process. This process is the responsibility of both faculty and student.

Throughout the curriculum modeling, dialogue, practice and confirmation are utilized to enhance learning experiences. The Domains of Learning are linked to the Caring Healing Framework in the following manner:

Altruism ----- Psychomotor
Empathy ----- Cognitive
Compassion --- Affective

Mutually the faculty and students create learning experiences that encompass self-care, colleague care, client/family care and community care.

Our philosophy incorporates the following definitions:

Human Beings

Human beings are open systems in regard to the spiritual-mental-physical world and have the capacity for growth, fulfillment and change. Each human being is viewed as greater than and different from the sum of his/her parts.

Health

Health is the unity and harmony within the mind, body and spirit. It is associated with the degree of congruence between the self as perceived and the self as experienced.

Nursing

Nursing implements the carative factors of compassion, empathy and altruism with the intention of healing body, mind and spirit. The interconnection of caring and healing are primarily exemplified in the nurse-client relationship in which the nurse and the client care and heal in unison.

Altruism

Altruism is defined as the act of performing interventions to promote health and to relieve the suffering of others without regard to race, color, religion, sexual preference.

Empathy

Empathy is the understanding of another's suffering in the context of an interpersonal relationship.

Compassion

Compassion is the sharing of another's suffering in the context of an inter-personal relationship.

Associate Degree Graduate

The Associate Degree can be a terminal degree or a transitional step to Baccalaureate Education or higher. The graduate is able to integrate knowledge and adapt to change in both institutional and community settings. The graduate applies critical thinking skills and clinical competencies within the framework of the nursing process and ethical-legal standards as defined by the Nurse-Practice Act.

CURRICULUM THEORY

The curriculum is based upon the following theory:
Watson's Theory on Caring

CURRICULUM THREADS

- I. Professionalism/Role Development
 - a. Legal
 - b. Ethical
 - c. Professional Organizations
 - d. Continuing Education
 - e. Impaired Practice
 - f. Research
 - g. Political Action

- II. Nursing Process (Assess/Analyze, Plan, Implement, Evaluate)
 - a. Critical Thinking
 - b. Safety
 - c. Health Promotion and Maintenance
 - d. Teaching/Education
 - e. Management of Care

- III. Communication
 - a. Oral
 - b. Written
 - c. Electronic

- IV. Psychosocial Integrity
 - a. Multiculturalism
 - b. End of Life/Palliative Care
 - c. Abuse and Neglect
 - d. Stress Management
 - e. Mental Health Concepts

- I. Physiological Integrity
 - a. Complimentary Therapies
 - b. Traditional Therapies
 - c. Management of Disease Processes

CURRICULUM AND COURSE OUTCOMES

The curriculum and course outcomes reflect the essential core competency components identified for Associate Degree Nursing Education; including: Professional Behaviors; Communication; Assessment; Clinical Decision-making; Care Interventions; Teaching and Education; Collaboration and Managing Care.

Montefiore School of Nursing utilizes two levels of achievement: First Year that reflects the nursing courses of N1 and N2 and Second Year that reflects the nursing courses of N3 and N4.

FIRST YEAR

| CURRICULUM OUTCOMES | NURSING 1 | NURSING 2 |
|--|--|---|
| Demonstrate effective communication and documentation in addressing client health needs at various stages along the continuum of the life cycle | <p>Apply principles of basic therapeutic communication skills in interactions with clients, family and members of the health care team.</p> <ul style="list-style-type: none"> ➤ Recognizes barriers to communication ➤ Anticipates barriers to verbal and non-verbal communication | <p>Clearly communicate thoughts and actions in oral, written and technological formats for the purpose of client care and education.</p> <ul style="list-style-type: none"> ➤ Identifies verbal and non-verbal communication techniques essential to the nurse-client relationship ➤ Reports significant changes in client's status promptly ➤ Evaluates the effectiveness of 1:1 communication |
| Apply critical thinking skills in assessing, planning, implementing and evaluating the delivery of care to clients. | <p>Demonstrate an understanding of each phase of the nursing process, applying the theories of Watson, Erikson and Maslow.</p> <ul style="list-style-type: none"> ➤ Identifies client problems according to NANDA terminology ➤ Identifies realistic short and long term goals ➤ Separates nursing goals from client goals ➤ Adheres to the plan of care ➤ Determines client's response to procedures | <p>Utilize critical thinking skills in all steps of the nursing process for hospital based clients, using as a basis for decision making the theories of Watson, Erikson and Maslow.</p> <ul style="list-style-type: none"> ➤ Identifies actual and potential nursing diagnoses in order of priority ➤ Identifies priorities for individuals and groups of clients ➤ Verbalizes principles of procedures to instructor ➤ Includes scientific principles when planning care. ➤ Implements a plan of care utilizing scientific and behavioral principles |
| Utilize appropriate teaching/learning strategies in collaboration with members of the health care team for clients and significant others, emphasizing health promotion and the prevention of illness. | <p>Incorporate the concepts of holism and culturally sensitive care when addressing factors impacting clients' state of wellness across the health care continuum.</p> <ul style="list-style-type: none"> ➤ Recognizes principles of physical and social sciences in identifying client needs ➤ Identifies client teaching needs. ➤ Formulates short-term realistic teaching goals ➤ Performs procedures correctly ➤ Implements individualized teaching plans. ➤ Documents teaching and learning | <p>Demonstrate knowledge of psychosocial integrity by appropriate application of principles to client care, incorporating principles of therapeutic communication and cultural care to all interactions.</p> <ul style="list-style-type: none"> ➤ Assesses client's readiness, motivation and barriers to effective education ➤ Utilizes principles of learning and teaching when developing the plan of instruction ➤ Develops an education plan for a client based on individualized needs ➤ Documents teaching and learning ➤ Evaluates the effectiveness of teaching |
| Demonstrate a caring, compassionate and nurturing approach for clients of various social and ethnic backgrounds in various health care settings. | <p>Demonstrate the use of caring behaviors in assisting the client to meet basic needs through the use of traditional and complimentary therapies.</p> <ul style="list-style-type: none"> ➤ Identifies patient safety/comfort measures ➤ Identifies the emotional and physical needs and responses of the client | <p>Demonstrate knowledge of psychosocial integrity by appropriate application of principles to client care, focusing on knowledge gained.</p> <ul style="list-style-type: none"> ➤ Establishes rapport by conveying acceptance and understanding ➤ Individualizes the procedure to the client's needs |
| Practice within the framework of the Nurse Practice Act | <p>Provide safe and effective nursing care in a variety of settings.</p> <ul style="list-style-type: none"> ➤ Identifies ethical/legal responsibilities related to client care ➤ Communicates ethical/legal conflicts with instructor ➤ Reports client care problems ➤ Shares information at pre/post conferences | <p>Integrate complementary therapy into safe, effective nursing care for clients in a variety of settings.</p> <ul style="list-style-type: none"> ➤ Reviews standardized procedures ➤ Differentiates the role of the nurse from those of other health care workers ➤ Identifies ethical/legal problems in the plan of care ➤ Relates the nursing plan of care to the plan of care of other health care workers ➤ Works within the policies of the educational/health care setting |

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| Assume self-direction for ongoing learning and professional development. | Apply principles of beginning professional behaviors in accordance with the role of the Associate Degree nurse in the health care setting. <ul style="list-style-type: none"> ➤ Recognizes limitations and seeks appropriate assistance ➤ Communicates nursing plan of care to other health care workers ➤ Evaluates effectiveness of nursing actions | Model professional behaviors while incorporating role development into actions <ul style="list-style-type: none"> ➤ Evaluates own role as a member of the health care team |
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SECOND YEAR

| CURRICULUM OUTCOMES | NURSING 3 | NURSING 4 |
|--|--|--|
| Demonstrate effective communication and documentation in addressing client health needs at various | Establish a therapeutic relationship between individuals, their significant others and the community to promote a harmonious balance between mind, body and spirit. <ul style="list-style-type: none"> ➤ Recognizes communication techniques applicable to groups ➤ Formulates strategies for communicating with clients, families and groups ➤ Clarifies one's own communication techniques based on feed back from clients and others ➤ Modifies communication techniques based on client responses ➤ Initiates referrals to community resources | Utilize appropriate communication skills in addressing the needs of the family <ul style="list-style-type: none"> ➤ Utilizes appropriate communication skills in addressing the needs of the family ➤ Evaluates and modifies communication techniques applicable to groups ➤ Formulates and modifies strategies for communicating with clients, families and groups ➤ Collaborates with health care workers in multi-disciplinary meetings ➤ Communicates effectively to a diversified population |
| Apply critical thinking skills in assessing, planning, implementing and evaluating the delivery of care to clients. | Utilize critical thinking abilities in the delivery of care to clients, their significant others and the community/society through the synthesis of nursing knowledge based upon the theories of Watson, Erikson and Maslow. <ul style="list-style-type: none"> ➤ Relates physical assessment and other data to specific nursing diagnosis ➤ Identifies independent nursing actions ➤ Formulates a plan of care based on nursing diagnosis ➤ Formulates nursing orders ➤ Compares the client's responses to different interventions and documents accurately utilizing DAR and systems assessment methods of charting ➤ Adapts the plan of care to include complimentary methods of care ➤ Evaluates nursing interventions for outcome achievement of the client | Describe the major impact of theorists: Maslow, Erikson and Watson on the childbearing and childrearing family. <ul style="list-style-type: none"> ➤ Identifies patterns of behavior that interfere with learning across the lifespan ➤ Acknowledges similarities and differences in nursing care among age groups ➤ Alters the approach to the individual client in accordance with their particular stage of development ➤ Delivers care specific to client's level of development |
| Utilize appropriate teaching/learning strategies in collaboration with members of the health care team for clients and significant others, emphasizing health promotion and the prevention of illness. | Demonstrate the ability to integrate holistic strategies and therapeutic interventions to maximize the curative capabilities of individuals, their significant others and the community with in culturally diverse populations in collaboration with the health care team. <ul style="list-style-type: none"> ➤ Identifies patterns of behavior that interfere with learning across the life span ➤ Prioritizes learning needs ➤ Alters the approach to the client in accordance with their individual stage of development ➤ Seeks and coordinates input from other health team members for the plan of care ➤ Selects appropriate method of instruction and teaches to clients and groups ➤ Modifies the teaching plan to reach educational goals ➤ Differentiates the scope of responsibility of each discipline | Implement cultural and caring strategies of health promotion, health protection and prevention of illness. <ul style="list-style-type: none"> ➤ Correlates data systematically in identifying clients needs ➤ Selects appropriate methods of instruction and adapts according to developmental age ➤ Practices advocacy based on principles of respect for human dignity and support of client's rights ➤ Assists the clients and family to accept realistic limitations imposed by illness |

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| <p>Demonstrate a caring, compassionate and nurturing approach for clients of various social and ethnic backgrounds in various health care settings.</p> | <p>Effectively integrate client's cultural attitudes, values and beliefs in a plan of care which exemplifies the nurse-client relationship</p> <ul style="list-style-type: none"> ➤ Practices advocacy based on principles of respect for human dignity and support of client's rights ➤ Assists the client and family to accept realistic limitations imposed by illness ➤ Prioritizes nursing care based on client's needs, values and beliefs ➤ Adapts/integrates plan of care based upon cultural practices and influences for diverse populations ➤ Alters the approach to the individual client in accordance with their cultural background | <p>Demonstrate mastery of the nursing process and critical thinking skills in the delivery of care to a specialized population</p> <ul style="list-style-type: none"> ➤ Evaluates the plan of care and modifies the plan based on changes identified in nursing diagnoses ➤ Revises plan of care based on client responses ➤ Documents accurately on chart using the DAR and PIE approach ➤ Evaluates the plan of care based on client's developmental age and cultural practices |
| <p>Practice within the framework of the Nurse Practice Act</p> | <p>Practice nursing in a holistic, competent manner with individuals, families, communities and society.</p> <ul style="list-style-type: none"> ➤ Recognizes nursing limitations within the professional ethical and legal framework. ➤ Recognizes nursing limitations within the standards of nursing practice and code of ethics ➤ Formulates a plan of care within the standards of nursing practice and code of ethics ➤ Practices within the standards of nursing practice and code of ethics ➤ Identifies responsibilities and accountability for nursing judgments and actions | <p>Evaluate safe and effective nursing care to a variety of clients across the life span</p> <ul style="list-style-type: none"> ➤ Delivers nursing care based on objective ➤ Evaluates and adapts priorities of nursing care based on client needs ➤ Performs standardized procedures independently ➤ Adapts the plan to include complimentary methods of care ➤ Correlates data systematically in identifying client needs across the lifespan |
| <p>Assume self-direction for ongoing learning and professional development.</p> | <p>Demonstrate progression toward professional behavior consistent with the role of the Associate Degree graduate in the health care delivery system</p> <ul style="list-style-type: none"> ➤ Implements independent nursing actions based on professional judgment for a select group of clients. ➤ Seeks opportunities for professional development ➤ Evaluates self progress towards the development of personal professional growth and behavior | <p>Demonstrate professional behavior consistent with the role of the Associate Degree in Nursing graduate.</p> <ul style="list-style-type: none"> ➤ Recognizes nursing limitations within the professional ethical and legal framework for clients across the lifespan ➤ Practices within the standards of nursing practice and code of ethics for clients in a variety of settings across the lifespan ➤ Implements independent nursing actions based on professional judgment ➤ Develops a plan for professional development ➤ Evaluates responsibility and accountability for nursing judgments and actions |

CURRICULUM AND COURSE OUTCOMES

The curriculum outcomes and how they direct each course are demonstrated on the preceding page. As the courses progress, students are expected to work toward the achievement of the curriculum goals. Each nursing course focuses on an increasingly, more complex aspect of the delivery of nursing care.

PROGRAM GOALS:

1. Retention rate for students will be 60% or higher;
2. Attrition rate due to academic failure will not be higher than 25%;
3. 80% of graduates will pass NCLEX-RN on the first attempt;
4. 70% or higher of graduates will obtain employment within nine months of licensure;
5. Satisfaction on graduate and exit surveys will be 3.0 or higher;
6. 80% or more of graduates will be enrolled in a BSN program within a year of graduation;

PROGRAM OUTCOMES:

Upon completion of the Montefiore School of Nursing Associate Degree Program the graduate will:

- Demonstrate effective communication and documentation in addressing client health needs at various stages along the continuum of the life cycle.
- Apply critical thinking skills in assessing, planning, implementing and evaluating the delivery of care to clients.
- Utilize appropriate teaching/learning strategies in collaboration with members of the health care team for clients and significant others, emphasizing health promotion and prevention of illness.
- Demonstrate a caring, compassionate and nurturing approach for clients of various social and ethnic backgrounds in various health care settings.
- Practice within the framework of the Nurse Practice Act.
- Assume self-direction for ongoing learning and professional development.

EMPLOYMENT

The Montefiore Medical Center gives consideration to graduates of our program. Graduates are encouraged to apply for positions within the Montefiore Medical Center.

STUDENT HANDBOOK

The Student Handbook is available on Moodlerooms and our website. The handbook outlines the rights and responsibilities of the student and the school. It is the student's responsibility to refer to the handbook as appropriate and prior to meetings with faculty or the Dean.

ADMISSION POLICIES

Students are admitted to the day option in August and to the evening/weekend option in January. The Admissions Committee reserves the right to accept only those applicants who meet all the academic requirements and demonstrate the potential to meet the curriculum and program objectives.

Prior to admission, all applicants have access to a copy of the Cognitive and Physical Program Demands (refer to page 13 & 14), required to successfully complete nursing competencies. Any applicant/student who willfully conceals physical limitations during the application process may be subject to dismissal.

Montefiore School of Nursing is committed to assuring **equal opportunity** to all persons as required by Title IX of the Educational Amendments of 1972, Section 504, of the Rehabilitation Act of 1973; The Americans with Disabilities Act; and other applicable statutes. Refer to Students with Disabilities policy, pg. 32. Inquiries concerning compliance with the foregoing should contact the Dean.

Individual attention is given to each applicant to determine potential success in the program. The school maintains confidentiality throughout the admissions process.

ADMISSION PROCESS

REQUIREMENTS

For acceptance as a student, the applicant must demonstrate:

- Submission of an official high school transcript indicating graduation. An average of 85 or higher is required if college course work is not evident;
- In the absence of high school graduation, submission of high school equivalency (GED);
- Successful completion (C or better) of one-year high school chemistry with lab OR one semester of college chemistry with lab, 4 credits (non-remedial);
- Satisfactory score on entrance exam;
- It is advisable that as many of the following liberal arts and sciences courses are completed as possible prior to entry to reduce workload:

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| • Human Anatomy and Physiology I | 4 credits |
| • Human Anatomy and Physiology II | 4 credits |
| • General Microbiology | 4 credits |
| • Nutrition | 3 credits |
| • Written English and Literary Studies I | 3 credits |
| • Written English and Literary Studies II | 3 credits |
| • Introduction to Psychology | 3 credits |
| • Developmental Psychology Lifespan | 3 credits |
| • Introduction to Sociology | 3 credits |
- A minimum grade of C+ or better must be achieved in all required courses;
- Preference to applicants achieving no more than one failure in a required course or in English and Science;

- Submission of all official transcripts from schools previously attended;
- Ineligible to apply if dismissed for academic or disciplinary cause from a nursing program;
- Eligible to apply after a 2 year wait period if received a grade below a C+ in a nursing course from a nursing program or after academic dismissal from a nursing program;
- Personal integrity and the potential for nursing as documented by one reference from a guidance counselor, teacher, employer or member of the clergy;
- Proof of citizenship or permanent residency in the United States;

Applicants educated in a foreign country will need to have their high school and college international transcripts validated by a recognized agency such as the World Education Services.

If an applicant has accumulated the required 24 credits from a US college or university, they may apply for their GED from Albany. Students who possess a Bachelor's Degree may have their high school transcript waived. The equivalency diploma may be waived if the candidates who possess a baccalaureate degree from a foreign institution of higher education where instruction is conducted in English. Contact the Admission-Recruiter for further details, (914) 361-6221.

BACKGROUND CHECKS

Montefiore clinical facilities require a background check. All students must apply directly to the agency designated by the School of Nursing Student Services and are financially responsible for the process. Students assigned to Long Term Care Facilities will be subject to a background check in accordance with Department of Health regulations for all direct care providers for nursing home residents. Montefiore Medical Center will run all students through the OIG (Office of the Inspector General), OMIG (Office of the Medicaid Inspector General), and EPLS (Excluded Parties Listing Service) to check for any exclusions. The student's SSN is used in processing. A student who is unable to utilize an agency due to the background check findings may need to withdraw from the program, an alternate placement cannot be guaranteed.

COGNITIVE AND PHYSICAL PROGRAM DEMANDS

Candidates interested in applying to the Montefiore School of Nursing need to be aware of the cognitive and physical demands required throughout the program. For successful completion of program objectives and competencies, the student must be able to perform the following standard skills for nursing:

- ◆ lift and support a maximum of 50 pounds;
- ◆ transfer clients to and from wheelchairs, stretchers, beds, or x-ray tables;
- ◆ move/operate client conveyance devices and equipment, such as stretchers, wheelchairs, and monitors;
- ◆ respond appropriately to sounds, such as client voice and movements at normal conversational volume, and to equipment signals such as sound and light;
- ◆ read and comprehend written documents;
- ◆ differentiate odors that signify client needs or environmental conditions;
- ◆ visually assess a client's status and environmental safety;
- ◆ demonstrate tactile ability to assess a client's physical status;

- ◆ manipulate dials, levers, keyboard, and other switches and devices associated with healthcare equipment;
- ◆ monitor clients under low light conditions;
- ◆ discriminate among various types of client responses and distress behaviors;
- ◆ manipulate syringes, needles and other invasive devices;
- ◆ initiate and utilize clear, concise verbal communication within a conversational setting; clearly and effectively communicate instructions and information to clients and share information with other health team members;
- ◆ perform arithmetic calculations with accuracy and efficiency;
- ◆ wear protective equipment such as surgical gloves, goggles and face shields;
- ◆ control and process multi-sensory input to focus on priority task;
- ◆ interpret orders and directions accurately and carry through with appropriate psychomotor skills; and
- ◆ clinically demonstrate procedures.

If an applicant has a physical or cognitive limitation, the particulars should be discussed with the Admission Recruiter. Each case will be reviewed on an individual basis. Supporting documentation as described below will be required prior to admission. Reasonable accommodations will be made. Should a student suspect a learning disability after admission to the program he/she will be required to submit documentation, not more than 3 years old, from a licensed professional as approved by the school (i.e., psychologist, psychiatrist). Documentation needs to provide specific recommended learning strategies based upon formal evaluation. Students requesting accommodations for entrance testing must submit proof prior to setting the appointment for the exam. Accommodations will not be granted until the appropriate documentation has been submitted by the student, reviewed and approved by the school. Accommodations are not granted (do not go into effect) until they are approved by the school.

ADVANCED PLACEMENT COURSE (AP)

Students who have achieved a grade of 3 or above on Advanced Placement Examinations of the College Entrance Examination Board may receive three to nine credits. Transferrable advanced placement exams considered are: English Language and Composition 6 credits; Psychology 3 credits.

TRANSFER CREDIT

A course for which transfer credit is requested must be:

- Supported by an official transcript;
- A comparable course with a grade of C+ (2.5) or have sufficient content within the required discipline to justify “transfer by credit”;
- A minimum CLEP grade of 50 on the College Composition, Introductory Sociology, Introductory Psychology and/or Human Growth and Development exams. Credit for English Comp II is awarded if College Composition grade is 65 or higher.
- Validated by a recognized agency such as World Education Services if taken in another country.

EVALUATION OF TRANSFER CREDIT

Upon acceptance to the Montefiore School of Nursing:

- The Admission-Recruiter reviews official transcripts for acceptable transfer credit.
- The applicant is informed of the courses that will be credited from outside institutions.
- The applicant is given the option to agree or disagree with the Admission-Recruiter's decision.
- If the candidate agrees, the transfer courses are entered on the Official Notification of Transfer Credit form.
- If the candidate disagrees and believes more course work should be credited, it is the candidate's responsibility to supply a course description for the credits in dispute in year credits obtained.
- The course description will be reviewed by the Admissions Committee.
- The candidate receives written notification of the decision by the Office of Admissions.

A course that demonstrates equivalent course content but lacks credit equivalence must be from an accredited school. The applicant will need to take an elective once in the program or provide proof of another acceptable transfer course to meet the number of credits required for graduation.

Sciences (Anatomy and Physiology, Microbiology, and Nutrition) must be taken within ten years of admission. Challenge exams may be taken provided the original course grade was C+ or better for courses more than ten years old. Inability to achieve a satisfactory grade on the first attempt to challenge will require the student to enroll in the course.

Other courses will not be accepted for transfer credit if they were taken more than 20 years ago. Applicants with a Bachelor's degree may be granted waiver.

CREDITS BY EXAMINATION

Up to 9 liberal arts credits may be earned by examination. Enrolled students are eligible upon the prior written approval of the Coordinator of Student Services. Students who do not receive pre-approval will not be awarded the credits if successful results are submitted. After obtaining approval from Registrar's Office, student must inform Registrar of registration for Exam for Credit test date and submit paid receipt. Second attempt of an exam is prohibited.

The exams that will be considered are: Introductory Psychology, Introductory Sociology, College Composition and Human Growth and Development available through the College Board (CLEP) www.collegeboard.com.

The minimum score acceptable on a College Board CLEP exam is 50. If a score of 65 or better is obtained on the College Composition Exam credit will be awarded for Written English & Literary Studies I & II.

Unsuccessful results on an examination will be counted as a course failure and will require that the course be taken at Mercy College. Such an occurrence might delay program completion if the course is a pre-requisite for a nursing course.

DEFERMENT

An applicant must remit the nonrefundable deposit to acknowledge acceptance. The applicant may then defer registration for one year and the deposit will be credited toward the aforementioned costs.

It is important to note that the school cannot grant a deferment of acceptance for one year unless the deposit has been made.

If the applicant does not register in one year and decides to enter the school at a later date, a new application must be submitted with the appropriate fees. Current admission criteria will apply and prior acceptance does not guarantee the applicant's re-acceptance status.

Conditional acceptance may be extended if an applicant has a chemistry course in progress during the semester preceding program start date. The student must sign to accept this conditional status, if offered. Acceptance will be rescinded if the student fails chemistry. The student will forfeit tuition deposit if acceptance is rescinded.

ENROLLMENT PROCEDURE

- an application packet can be obtained by visiting the school Admissions office or online at our website;
- a non-refundable application fee must accompany the application;
- after transcripts, validating documents, receipt of references, and acceptable GPA have been established, an entrance exam will be scheduled upon payment of non-refundable fee;
- applications that have supporting documents and entrance exam results will be brought before the Admissions Committee;
- the applicant will be notified of the Admissions Committee's decision by letter;
- upon receipt of an acceptance letter, the applicant must submit a non-refundable deposit which ensures a place in the incoming class and schedule an informational interview;
- the deposit is credited to the first term tuition, purchase of lab supplies, and other fees;
- the student must complete a *health examination with screening tests and immunizations as required by the New York State Department of Health and affiliating agencies (this will need to be updated annually);
- students must obtain BLS-C (CPR) training on their own (and maintain a current card throughout the program), purchase uniforms, textbooks, and necessary supplies prior to enrollment;

- students must have a computer and printer or external access to a computer and printer to receive emergency announcements. Internet accessibility is essential. All students must submit a valid email address to the School of Nursing. Students are expected to possess basic computer literacy skills (including proficiency with Microsoft Office and electronic mail) and;
- students will be subject to a mandatory background check and drug screening at their own expense. A re-test is required within 24 hours of notification, at the student's expense, for "negative diluted" results on drug screen. Positive results will not be considered for admission.

Students are not permitted to begin the clinical experience without health clearance and a current CPR card. The health record, screening tests and immunizations are to be completed before admission by the applicant's Primary Care Provider. The results are to be submitted directly to the occupational health nurse. Students are responsible for securing and obtaining their own health insurance to cover them for medical, emergency, and hospital care.

**Students must keep copies of all physical exam forms and lab results. The school cannot provide copies.*

FELONY CONVICTION

Applicants with a prior felony conviction need to be aware that successful completion of the program does not guarantee licensure. It is the practice of the New York State Office of Professional Discipline (OPD) to review records when the graduate applies for licensure. The OPD will not evaluate candidates until they have passed the NCLEX RN.

Each case is reviewed individually in regard to remorse, retribution, and rehabilitation. This may take as long as 2 years. The delay in achieving licensure, or the possible refusal of licensure, may cause individual to be unable to fulfill scholarship requirements.

MATRICULATION STATUS

A matriculated student has met all the admission requirements and has been formally accepted as a degree candidate by the Admissions Committee.

The matriculated student may:

- proceed on a full-time or part-time basis;
- be eligible for financial aid or scholarship monies;
- run for class office; and
- be a candidate for graduation.

DUAL ADMISSION OPTION

The Dual Admission option is for individuals who wish to enroll at Montefiore School of Nursing and are interested in earning a BSN at Mercy College. This is a 1+2+1 program requires year one at Mercy College, years two and three at Montefiore School of Nursing and year four (2-3 semesters) at Mercy College. Eligibility to take the RN Licensing Exam (NCLEX-RN) occurs after completion of year 3 at Montefiore School of Nursing. Interested applicants must apply directly to Mercy College using Major code NUDH.

For acceptance as a student in the Dual Admission Option, the applicant must demonstrate:

- proof of graduation from an accredited high school;

- a final High School GPA of 85 or above;
- successful completion (C or better) of one year high school Chemistry with Lab;
- must meet Mercy College writing and math proficiency requirements;
- personal integrity and the potential for nursing as documented by one reference from a guidance counselor, teacher, employer or member of the clergy;
- proof of citizenship or permanent residency in the United States;
- acceptable legibility of handwriting; and
- satisfactory performance on entrance exam following completion of first semester at Mercy College. (Re-testing may be offered on a seat available basis.)

Eligibility to begin the nursing curriculum in year 2 will be based on a minimum GPA of 2.70 achieved in year 1 liberal arts and sciences courses completed at Mercy College. Grades in Anatomy & Physiology I and II, Microbiology, and Nutrition must be a B or higher. Grades in courses required for the Montefiore School of Nursing curriculum must be a C+ or higher.

Dual Admission students are eligible for the Mercy College Personal Achievement Contract (PACT) program and students will be assigned a professional mentor who helps navigate through all aspects of college life, from financial aid to finding internships and ensuring career success.

MERCY COLLEGE COURSES

Registration, adds and drops, for Mercy College courses are processed through the Montefiore School of Nursing Coordinator of Student Services office only. Students are not to effect course changes without the permission of the Registrar. To do so may adversely affect matriculation status in the school of nursing. Elective courses taken in addition to required courses for ADN will not be included in the calculation of GPA at the time of graduation. Permission will only be granted for students with GPA of 3.0 or higher, to prevent jeopardy of program completion.

Once enrolled in the program, students may **not** take required courses at any other college without the permission of the Registrar. To take a course at another institution a 'Request to Take a Liberal Arts or Science Course Form' must be submitted to the Registrar for approval. If permission is granted in writing, it will be in effect for that one semester only. Proof of registration is required. Courses will be included in the GPA or CI, courses taken without permission will not be accepted by the School of Nursing. CLEP scores will not be calculated in the GPA or CI. Grades achieved in liberal arts and sciences courses taken at Mercy College or another institution must follow that institution's grading policy. The Mercy College grading system for all courses is:

| GRADE | QUALITY POINTS |
|------------------------------|----------------|
| A/A+ | 4.00 |
| B+/A- | 3.50 |
| B | 3.00 |
| C+/B- | 2.50 |
| C | 2.00 |
| C-/D/D+ | 1.00 |
| F | 0.00 |
| W | - |
| WP | - |
| WF | 0.00 |
| I | - |
| Credit by Examination (CLEP) | - |

REAPPLICATION

An applicant who has been rejected may reapply to the school once after a period of one year from the time of the initial application to the time of reapplication has lapsed.

A new application must be submitted with the appropriate fee. All admission policies and procedures in effect at the time of re-application will apply.

FINANCIAL INFORMATION

Students are billed separately each term by the Montefiore School of Nursing and Mercy College. Both institutions expect prompt payment of bills before the first day of class. Credit is extended when notice of grants and/or loans are on file.

BOOKS AND TECHNOLOGY

Upon acceptance to the program, an initial book list is distributed that provides the student with all the necessary nursing texts for the first year, second year books will be announced prior to start of the semester. As the nursing program is primarily integrated, the bulk of the expense is incurred upon entry into the first year. Ready access to a computer with DVD capability and internet are required. The texts will cost approximately \$1,000.00.

These approximate book charges do not reflect the costs of texts for Mercy College courses. Students taking Mercy College courses may be charged registration and lab fees. Nursing texts can be purchased at any large bookstore chain, online bookstore, or follow specific guidelines.

CREDIT CARDS

The Montefiore School of Nursing **prohibits** the advertising, marketing or merchandising of credit cards on college campus to students.

TUITION

Nursing 1 through Nursing 3 is 10 credits, Nursing 4 is 9 credits. Tuition for nursing courses is \$500.00 per credit. The cost for nursing courses per semester is \$5,000.00 N1 through N3 and \$4500.00 for N4.

Mercy College has maintained a low tuition rate (20% discount) for Montefiore SON students. Tuition for liberal arts and science courses is \$588.00 per credit. The cost for college courses per semester is contingent upon accepted transfer courses and meeting the credit requirements for graduation. Registration and laboratory fees (A&P1, A&P2 and General Microbiology) are additional.

TUITION PAYMENT

Each student receives a statement for tuition and fees prior to the beginning of the semester. Full payment is expected prior to the first day of class. A payment plan is available. All financial obligations to the school and college must be satisfied before transcripts or references are released.

FEES

General Fees: (All Students, Per Semester) \$465.00

Additional Fees:

Kaplan Resources and Testing (per semester)

| | |
|-------------------------|----------|
| May 2017 graduates | \$125.00 |
| December 2016 graduates | \$125.00 |
| May 2016 graduates | \$166.67 |
| December 2015 graduates | \$225.00 |

Student Incurred:

| | |
|-------------------------------------|--------------|
| Returned Checks | \$ 30.00 |
| Make-up Final | \$150.00 |
| Make-up Clinical minimum | \$150.00/day |
| Late payment of tuition | \$ 75.00 |
| Late submission of Health Forms | \$100.00 |
| Replacement of Photo ID | \$ 25.00 |
| Replacement of Door Swipe | \$ 10.00 |
| Background Check & Drug Screening | \$155.75 |
| Nurse Pack & Lab fees for Nursing 1 | \$150.00 |
| Lab Fees for Nursing 2 | \$100.00 |

(These fees are subject to change)

A lab fee and registration fee is usually charged by Mercy College.

Upon Graduation:

| | |
|----------------------|---------------------------|
| Graduation & Pinning | \$250.00 (non-refundable) |
|----------------------|---------------------------|

Students eligible for graduation are required to pay a \$250.00 fee. If unable to attend the graduation exercises, no part of the graduation fee is refundable. Graduates in absentia should come to the school to receive their cap, gown, pin, and diploma.

REFUNDS

Students must follow the withdrawal policy to be eligible for a refund. The postmarked date of the mailed letter of withdrawal, or the date on which the letter was delivered in person, serves as the basis for computing the refund.

Refunds for withdrawal are as follows:

| | |
|--|------|
| Withdrawal during the 1 st week | 100% |
| Withdrawal during the 2 nd week | 75% |
| Withdrawal during the 3 rd week | 50% |
| Withdrawal during the 4 th week | 25% |
| Thereafter | 0 |

Refunds are for tuition charges only. Registration and fees are not refundable. The Bursar is responsible for granting tuition refunds if applicable.

Refunds of tuition and fees paid to Mercy College are governed by the rules and regulations of Mercy College.

FINANCIAL AID

Since Title IV Federal Aid is currently not available, we are able to offer an institutional loan program as well as an interest free payment plan to cover your educational expenses.

Institutional Loan Program Information:

The lender is Montefiore New Rochelle Hospital. The loan amount will be calculated using the same principle that is used to calculate a student’s financial need for purposes of the Title IV federal student financial aid programs. Specifically, the School of Nursing will determine your loan amount based on the following formula: Cost of Attendance less Expected Family Contribution (EFC) less Estimated Financial Assistance (EFA). The School of Nursing determines the Cost of Attendance, which is an estimate of a student’s educational expenses for

the semester. The EFC will be determined based on financial information supplied through the loan application. EFA includes certain financial aid that the School of Nursing understands the student will receive from other sources. The interest rate is currently 3.86%. Term: 10 year repayment plan of interest and principal commencing 6 months after graduation or cessation of at least half-time enrollment.

Interest Free Payment Plan:

An interest free payment plan is also available. The plan covers tuition, general fees & ATI Optimal Essentials Package. Under the plan, you pay monthly amounts throughout the semester (5 installments) without accruing interest. There is an enrollment fee (currently \$50.00) to participate in the plan. The enrollment fee is nonrefundable. Payments received after each installment payment due date will be assessed a \$25.00 late fee. The contract will be canceled after two months of nonpayment. If the Installment Plan Contract is cancelled, you must immediately pay all outstanding institutional charges, including tuition and fees, in order to continue in the program. You may apply for an institutional loan for purposes of making some or all of that payment.

POTENTIAL SOURCES OF FINANCIAL AID:

| ADMINISTERED BY | ELIGIBILITY | CRITERIA FOR SELECTION | HOW MUCH? | HOW & WHEN TO APPLY |
|--|---|--|---|---|
| Aid to Native Americans | Member of the official tribal role of a NYS tribe or child of a member. | Must provide documentation. Awards available for 2, 4, or 5 year programs. | \$2000.00 per year for full time study. | Contact: Native American Education Unit, NYS Education Dept., Education Building Annex, Room 374EBA, Albany, NY 12234. Call (518) 474-0537. Application deadline is June 30 of the academic year for which aid is sought. |
| Reserve Officer Training Corps (ROTC) Scholarships | Army, Navy, and Air Force offer financial assistance to qualified students. | Competitive. Selection based upon high school record and other criteria. | Up to full tuition plus fees, an allowance for books and a monthly stipend. Students incur up to an 8 year combined active duty or reserve service obligation in return for a 4 year scholarship. | Contact your high school Guidance Office, ROTC Unit, or call your local recruiting office. Application deadline in December of high school senior year. |

SCHOLARSHIPS

A limited number of scholarships are available; see student services office for information.

CONSEQUENCES OF A DELINQUENT ACCOUNT

Students who fail to meet their financial obligations to the school and college will not be able to complete the registration process for the next semester and will be barred from classes. They will not receive transcripts or references until full payment has been received. For graduating students, the above applies, in addition for return of ID, security swipe, and if applicable, completion of Student Loan Exit Counseling.

TRANSPORTATION

Students are required to provide their own transportation to the school and affiliating agencies and must arrive at least 15 minutes prior to the experience. Financial responsibility for taxi, livery service, parking fees and tickets or public transportation is incurred by the student and should be budgeted for in case of an emergency.

UNIFORMS

Orders must be placed directly by the students for correct fitting. Montefiore School of Nursing Uniforms must be purchased from Cintas. The order forms are available on Moodlerooms. Please place your order in time for your first day of clinical.

CURRICULUM

The Associate in Science Degree (in Nursing) is awarded to students who have successfully completed 39 credits in nursing and 30 credits in the liberal arts and sciences.

ACADEMIC YEAR

The traditional academic year is divided equally into two 16 week semesters, Fall and Spring. Some students elect to take liberal arts and sciences courses during the summer.

CLINICAL FACILITIES

Montefiore School of Nursing has contractual agreements with the following clinical facilities:

- Montefiore Medical Center, Bronx
- Montefiore New Rochelle Hospital
- Montefiore Mount Vernon Hospital
- Fresenius Medical Care
- The Wartburg
- St. Vincent's Hospital Westchester

HIPAA

Requirements will be provided and student must be in compliance at all times.

COURSES

Liberal Arts and Science courses support the concepts and knowledge of the core nursing curriculum and help the student understand the complexity of health and illness. The courses in the basic disciplines typically provide the underpinnings of applied work.

Lecture & Lab 50 min/hr; Clinical 60 min/hr.

SCIENTIFIC FOUNDATIONS

The basic sciences – Anatomy and Physiology, Microbiology, and Nutrition, explain the intricacies of how the human body functions and the effects of health, disease and treatment.

The behavioral sciences – Psychology and Sociology, extend the understanding of human behavior on personal, interpersonal, family, group and societal levels.

The arts and humanities – English helps one to communicate thoughts, ideas, and emotions effectively.

CORE NURSING CURRICULUM FOR STUDENTS ADMITTED FALL 2014 OR EARLIER AND IN GRADUATION COHORT SPRING 2016 OR EARLIER

The nursing curriculum provides the knowledge, skills, and professional values needed for a successful nursing practice.

As students advance through the four semesters, theoretical concepts progress from lesser to greater complexity. Clinical practice broadens from the application of general principles to the adaptation of nursing care in selected client-care settings.

Nursing 1 gives students the basic physical assessment skills and core content to prepare them for future clinical courses. Primary concepts of adult development, health and restoration of health are emphasized.

Nursing 2 uses nursing skills and knowledge to address complex needs of clients with med-surg conditions.

Nursing 3 advances students' skills and knowledge in addressing high technology needs and interventions for clients with med-surg conditions.

Mental health concepts are presented and students are exposed to clients in different psychiatric care settings.

Nursing 4 presents students with the opportunity to adapt their nursing skills and knowledge when working with the childbearing and childrearing families. The students will test their ability to make critical observations, effective plans for interventions, and sound clinical decisions. Time management, organization, and priority-setting skills will be maximized. Leadership will be a focus.

CURRICULUM PLAN FOR STUDENTS ADMITTED FALL 2014 OR EARLIER AND IN GRADUATION COHORT SPRING 2016 OR EARLIER

TOTAL PROGRAM = 69 CREDITS

Day & Evening Classes

FIRST YEAR

| <u>Fall Term (16 weeks)</u> | <u>Credit</u> |
|--------------------------------------|---------------|
| Human Anatomy & Physiology I | 4 |
| Written English & Literary Studies I | 3 |
| Introduction to Psychology | 3 |
| Nursing 1 | 10 |

SECOND YEAR

| <u>Fall Term (16 weeks)</u> | <u>Credit</u> |
|-----------------------------|---------------|
| Microbiology | 4 |
| Nutrition | 3 |
| Nursing 3 | 10 |

| <u>Spring Term (16 weeks)</u> | <u>Credit</u> |
|---------------------------------------|---------------|
| Human Anatomy & Physiology II | 4 |
| Written English & Literary Studies II | 3 |
| Developmental Psychology Lifespan | 3 |
| Nursing 2 | 10 |

| <u>Spring Term (16 weeks)</u> | <u>Credit</u> |
|-------------------------------|---------------|
| Sociology | 3 |
| Nursing 4 | 9 |

One college credit represents the equivalent of 15 hours of lecture, or 30 hours of laboratory work.
 One nursing credit represents the equivalent of 15 hours of lecture, or 60 hours of clinical practice.
 The ratio of clinical hours to credit is 4:1.

CORE NURSING CURRICULUM FOR STUDENTS ADMITTED SPRING 2015 OR EARLIER AND IN GRADUATION COHORT FALL 2016 OR LATER

The nursing curriculum provides the knowledge, skills, and professional values needed for a successful nursing practice.

As students advance through the four semesters, theoretical concepts progress from lesser to greater complexity. Clinical practice broadens from the application of general principles to the adaptation of nursing care in selected client-care settings.

Nursing 1 gives students the basic physical assessment skills and core content to prepare them for future clinical courses. Primary concepts of adult development, health and restoration of health are emphasized.

Nursing 2 uses nursing skills and knowledge to address complex needs of clients with med-surg conditions.

Nursing 3 presents students with the opportunity to adapt their nursing skills and knowledge when working with the childbearing and childrearing families. Mental health and psychiatric nursing concepts are presented and students gain clinical experience in labor and delivery, postpartum, psychiatric care settings, and outpatient facilities.

Nursing 4 advances students’ skills and knowledge in addressing high technology needs and interventions for clients with med-surg conditions. Students will continue to develop their ability to make critical observations, effective plans for interventions, and sound clinical decisions. Time management, organization, and priority-setting and delegation skills will be strengthened. Leadership and management of care will be a focus.

CURRICULUM PLAN FOR STUDENTS ADMITTED SPRING 2015 OR LATER AND IN GRADUATION COHORT FALL 2016 OR LATER

TOTAL PROGRAM = 69 CREDITS

Day & Evening Classes

| FIRST YEAR | | SECOND YEAR | |
|---------------------------------------|---------------|-------------------------------|---------------|
| <u>Fall Term (16 weeks)</u> | <u>Credit</u> | <u>Fall Term (16 weeks)</u> | <u>Credit</u> |
| Human Anatomy & Physiology I | 4 | Microbiology | 4 |
| Written English & Literary Studies I | 3 | Nutrition | 3 |
| Introduction to Psychology | 3 | Nursing 3 | 9 |
| Nursing 1 | 10 | | |
| | | | |
| <u>Spring Term (16 weeks)</u> | <u>Credit</u> | <u>Spring Term (16 weeks)</u> | <u>Credit</u> |
| Human Anatomy & Physiology II | 4 | Sociology | 3 |
| Written English & Literary Studies II | 3 | Nursing 4 | 10 |
| Developmental Psychology Lifespan | 3 | | |
| Nursing 2 | 10 | | |

One college credit represents the equivalent of 15 hours of lecture, or 30 hours of laboratory work.
 One nursing credit represents the equivalent of 15 hours of lecture, or 60 hours of clinical practice.
 The ratio of clinical hours to credit is 4:1.

DUAL ADMISSION OPTION - CURRICULUM PLAN

TOTAL PROGRAM = 126 CREDITS

DAY PROGRAM – SEPTEMBER CLASS

MERCY COLLEGE – YEAR 1

| <u>Fall Term (16 weeks)</u> | <u>Credits</u> | <u>Spring Term (16 weeks)</u> | <u>Credits</u> |
|--------------------------------------|----------------|---------------------------------------|----------------|
| Written English & Literary Studies I | 3 | Written English & Literary Studies II | 3 |
| Human Anatomy & Physiology I | 4 | Human Anatomy & Physiology II | 4 |
| Math for the Liberal Arts | 3 | Intro to Sociology | 3 |
| Introduction to Psychology | 3 | Developmental Psychology Lifespan | 3 |
| Freshman Seminar | 3 | Introduction to Computers | 3 |

MONTEFIORE SON/MERCY COLLEGE – YEAR 2

| <u>Fall Term (16 weeks)</u> | <u>Credits</u> | <u>Spring Term (16 weeks)</u> | <u>Credits</u> |
|-----------------------------|----------------|----------------------------------|----------------|
| Nursing 1 | 10 | Nursing 2 | 10 |
| Microbiology | 4 | Oral Communication | 3 |
| Nutrition | 3 | Historical Perspectives-Gen. Ed. | 3 |

MONTEFIORE SON/MERCY COLLEGE – YEAR 3

| <u>Fall Term (16 weeks)</u> | <u>Credits</u> | <u>Spring Term (16 weeks)</u> | <u>Credits</u> |
|-----------------------------|----------------|-------------------------------------|----------------|
| Nursing 3 | 10 | Nursing 4 | 9 |
| Junior Seminar | 3 | Community Health | 3 |
| Leadership and Management | 3 | Philosophical Perspectives-Gen. Ed. | 3 |

MERCY COLLEGE – YEAR 4

| <u>Fall Term (16 weeks)</u> | <u>Credits</u> | <u>Spring Term (16 weeks)</u> | <u>Credits</u> |
|---|----------------|--------------------------------|----------------|
| Statistics for Nurses | 3 | Nursing Research | 3 |
| Contemporary Concepts | 3 | Health Policy | 3 |
| Language and Cultural Perspectives Gen. Ed. | 3 | Nursing Informatics | 3 |
| The Arts Gen. Ed. | 3 | Literary Perspectives Gen. Ed. | 3 |

Summer Term

| | |
|---|---|
| Pathophysiology and Clinical Reasoning | 3 |
| Capstone Project in Nursing and Health Care | 3 |

Various courses such as Microbiology and Developmental Psychology Lifespan may be available during the summer. Check Mercy College summer course bulletin for availability.

Montefiore School of Nursing reserves the right to change any course listed in this catalog and to cancel a course if the registration falls below eight. Due to unforeseen circumstances, the days of classes may change. Every effort will be made to contact the student.

COURSE DESCRIPTIONS – MONTEFIORE SCHOOL OF NURSING

FOR STUDENTS ADMITTED FALL 2014 OR EARLIER AND GRADUATION COHORT SPRING 2016 OR EARLIER

Nursing 1 (NUR 1) – THEORETICAL FRAMEWORK FOR NURSING

10 Credits: (272 hrs) 112 hours theory (7 hr/wk) 32 hours laboratory (2 hr/wk)
128 hours clinical (8 hr/wk) Co-requisites: BIOL 130 PSYN 101 ENGL 111

This course introduces the student to the conceptual foundations of nursing practice and focuses on health promotion, disease prevention, holistic care, physical assessment, and treatment modalities. The student is provided with an overview of the profession of nursing, legal-ethical issues, communication, the nursing process and role of the associate degree nurse. Starting Fall 2011 Pharmacology & Ethics will be integrated.

The course begins with an introduction to the profession of nursing, basic human needs, culture and ethnicity, promoting wellness and values and ethics in nursing. The safety and well being of the client and health care personnel, including infection control standards, client education, illness prevention and normal assessment findings utilizing a systematic approach. Therapeutic modalities are presented including medication administration, perioperative care, pain mgt and wound care. Clinical education includes the care of the mature and older adults in both long term care and medical-surgical settings.

The student is introduced to nursing care planning with an emphasis on the assessment, nursing diagnosis and planning phases. The process of inductive reasoning and critical thinking is applied to clients with common disorders throughout the clinical experience.

Nursing 2 (NUR 2) – NURSING OF ADULTS I

10 Credits: (272 hrs) 112 hours theory (7 hr/wk) 32 hours laboratory (2 hr/wk)
128 hours clinical (8 hr/wk).

Pre-requisites: NUR 1, BIOL 130, BIOL 131 PSYN 101 ENGL 111

Co-requisites: BIOL 131, Eng 112, PSYN 233

This course focuses on meeting the health needs of adult individuals with episodic conditions and chronic disorders as well as acute illnesses and surgical interventions. Students will acquire knowledge relevant to the care of hospitalized clients with urinary/renal, skin, musculoskeletal, gastrointestinal, biliary, endocrine, metabolic, and oncologic disorders.

Each unit initially presents health promotion and maintenance issues and the prevention and early detection of illness. Physiological adaptation and the maintenance of maximum integrity are emphasized for each condition.

Students are expected to adhere to ethical, legal and professional standards of nursing care to preserve the dignity of clients while protecting their privacy and confidentiality. Emphasis is placed on the intervention and evaluation phases of the nursing process, along with the integration of physiological, psychological, social and developmental theories in all phases of a client's care. Starting Spring 2012 Pharmacology & Bioethics will be integrated.

Clinical experience in Med-Surg units and specialty units.

Advocacy and collegiality are reviewed in depth to ensure a safe, effective care environment. Students are expected to apply problem-solving skills utilizing inductive and deductive reasoning. Organization, prioritization and the ability to implement critical thinking skills are expected outcomes.

Nursing 3 (NUR 3) – NURSING OF ADULTS II

10 Credits: (272 hrs) 112 hours theory (7 hr/wk) 32 hours laboratory (2 hr/wk)

128 hours clinical (8 hr/wk).

Pre-requisites: NUR 1, NUR 2, BIOL 130, BIOL 131, PSYN 101 PSYN 233 Engl 111. Engl 112.

Co-requisites: BIOL 257, BIOL 117

Building upon skills and knowledge acquired in previous courses, this course focuses on nursing care designed to assist the client/client system in maximizing their health potential during acute illnesses with complex needs through the use of traditional and complimentary methods.

Disease processes in mental health, respiratory, cardiovascular, hematologic and sensory/neurological areas are presented. Therapeutic interventions that maximize self-care potentials and healing capabilities of human beings are discussed along with risk factors, diagnostic tests/procedures and abnormal assessment findings. Focus is placed on health promotion, prevention and early detection of disease.

The course provides exposure to the role of the RN in mental health nursing, community nursing and critical care nursing. An introduction to emergency preparedness and bioterrorism are included. Clinical experiences include acute care settings, psychiatric facilities and outpatient clinics. Starting Fall 2012 Pharmacology & Bioethics will be integrated.

Students discuss the physical and psychosocial impact of the disorders on individuals, families and communities and how the treatment options affect lifestyles, particularly in the community setting. Management of care and client education is emphasized to ensure a safe, effective care environment. Students are expected to clinically demonstrate proficiency in nursing care plans, management, delegation, psychomotor skills and the ability to synthesize and integrate prior nursing knowledge.

Nursing 4 (NUR 4) – NURSING OF CHILDBEARING/CHILDREARING FAMILIES

9 Credits: (256hrs) 96 hours theory (6 hr/wk) 128 hours clinical (8 hr/wk)

32 hours laboratory (2 hr/wk).

Pre-requisites: NUR1; NUR2, NUR3, BIOL130, BIOL131, BIOL117, BIOL257, PSYN101, PSYN233, ENGL111, ENGL112

Co-requisites: SOC101

This course focuses on the childbearing and childrearing families. It is designed to include the experience of wellness and illness as family-centered events, the state of pregnancy and childbirth as periods of wellness in the life of a woman, and knowledge of child development in the planning of nursing care. Cultural sensitivity to diverse populations and changes in health care reform and delivery are included. Conceptual foundations introduced in NUR 1 and the principles of nursing care presented in NUR 2 and NUR 3, are adapted to meet the needs of the childbearing/childrearing families. Pharmacology will be integrated. Clinical experience in Pediatrics, OB, Inpatient and Outpatient.

Health promotion and maintenance focuses on making the members of childbearing/childrearing families active participants in their health monitoring and care. Client assessment incorporates the normal findings outlined in NUR 1 and emphasizes the specific needs of the mother during the peripartal period, the newborn, and the differences in findings as they relate to the child and adolescent. The safe, effective delivery of therapeutic modalities is adapted to meet the needs of this population when management of care is discussed. Effective communication techniques and teaching-learning strategies for children, adolescents, and their parents are incorporated. In the clinical area, the student is expected to involve both the client and the family in all aspects of care, and to recognize the differences in meeting the needs of their populations. Critical thinking skills are expanded to include the integration of nurse knowledge. Leadership dialogues will transition student to graduate nurse.

COURSE DESCRIPTIONS – MONTEFIORE SCHOOL OF NURSING

FOR STUDENTS ADMITTED SPRING 2015 OR LATER AND GRADUATION COHORT FALL 2016 OR LATER

Nursing 1 (NUR 1) – THEORETICAL FRAMEWORK FOR NURSING

10 Credits: (272 hrs) 112 hours theory (7 hr/wk) 32 hours laboratory (2 hr/wk)
128 hours clinical (8 hr/wk) Co-requisites: BIOL 130 PSYN 101 ENGL 111

This course introduces the student to the conceptual foundations of nursing practice and focuses on health promotion, disease prevention, holistic care, physical assessment, and treatment modalities. The student is provided with an overview of the profession of nursing, legal-ethical issues, communication, the nursing process and role of the associate degree nurse. Starting Fall 2011 Pharmacology & Bioethics will be integrated.

The course begins with an introduction to the profession of nursing, basic human needs, culture and ethnicity, promoting wellness and values and ethics in nursing. The safety and wellbeing of the client and health care personnel, including infection control standards, client education, illness prevention and normal assessment findings utilizing a systematic approach. Therapeutic modalities are presented including medication administration, perioperative care, pain management and wound care. Clinical education includes the care of the mature and older adults in both long term care and medical-surgical settings.

The student is introduced to nursing care planning with an emphasis on the assessment, nursing diagnosis and planning phases. The process of inductive reasoning and critical thinking is applied to clients with common disorders throughout the clinical experience.

Nursing 2 (NUR 2) – NURSING OF ADULTS I

10 Credits: (272 hrs) 112 hours theory (7 hr/wk) 32 hours laboratory (2 hr/wk)
128 hours clinical (8hr/wk).
Pre-requisites: NUR 1, BIOL 130, BIOL 131 PSYN 101 ENGL 111
Co-requisites: BIOL 131, Eng 112, PSYN 233

This course focuses on meeting the health needs of adult individuals with episodic conditions and chronic disorders as well as acute illnesses and surgical interventions. Students will acquire knowledge relevant to the care of hospitalized clients with urinary/renal, skin, musculoskeletal, gastrointestinal, biliary, endocrine, metabolic, and oncologic disorders.

Each unit initially presents health promotion and maintenance issues and the prevention and early detection of illness. Physiological adaptation and the maintenance of maximum integrity are emphasized for each condition.

Students are expected to adhere to ethical, legal and professional standards of nursing care to preserve the dignity of clients while protecting their privacy and confidentiality. Emphasis is placed on the intervention and evaluation phases of the nursing process, along with the integration of physiological, psychological, social and developmental theories in all phases of a client's care. Starting Spring 2012 Pharmacology & Bioethics will be integrated.

Clinical experience in Med-Surg units and specialty units.

Advocacy and collegiality are reviewed in depth to ensure a safe, effective care environment. Students are expected to apply problem-solving skills utilizing inductive and deductive reasoning. Organization, prioritization and the ability to implement critical thinking skills are expected outcomes.

Nursing 3 (NUR 3)

NURSING OF CHILDBEARING/CHILDBEARING FAMILIES AND MENTAL HEALTH

9 Credits: (240hrs) 112 hours theory (7 hr/wk) 128 hours clinical (8 hr/wk)

Pre-requisites: NUR1; NUR2, NUR3, BIOL130, BIOL131, BIOL117, BIOL257, PSYN101, PSYN233, ENGL111, ENGL112 Co-requisites: SOC101

This course focuses on childbearing and childrearing families, maternal, and pediatric nursing care as well as nursing care for the client with mental health and mental illness. It is designed to include the experience of wellness and illness as family-centered events, the state of pregnancy and childbirth as periods of wellness in the life of a woman, and knowledge of child development in the planning of nursing care of the newborn, child, and adolescent. Conceptual foundations introduced in NUR 1 and the principles of nursing care presented in NUR 2 are adapted to meet the needs of childbearing/childrearing families, care for the client antepartum, intrapartum, and postpartum, care for pediatric clients, and promotion of mental health and care of the client with mental illness. Effective communication techniques and teaching-learning strategies for children, adolescents, and their parents are incorporated.

The course also provides exposure to the role of the registered nurse in mental health nursing. Disease processes in mental health are presented. Students discuss the physical and psychosocial impact of these disorders on individuals, families and communities and how the treatment options affect lifestyles.

Pharmacology is integrated. Clinical experiences include Pediatric, Obstetric, and Mental Health Units as well as Inpatient and Outpatient Facilities.

Nursing 4 (NUR 4) –

NURSING OF ADULTS II

10 Credits: (272 hrs) 112 hours theory (7 hr/wk) 32 hours laboratory (2 hr/wk)

128 hours clinical (8 hr/wk).

Pre-requisites: NUR 1, NUR 2, BIOL 130, BIOL 131, PSYN 101, PSYN 233, Engl 111, Engl 112.

Co-requisites: BIOL 257, BIOL 117

Building upon skills and knowledge acquired in previous courses, this course focuses on nursing care designed to assist the client/client system in maximizing their health potential during acute illnesses with complex needs. Disease processes in respiratory, cardiovascular, hematologic and sensory/neurological areas are presented. The course provides exposure to the role of the registered nurse in leadership, management of care, community nursing, and critical care nursing. An introduction to emergency preparedness and bioterrorism are included.

Leadership and management of care are emphasized to ensure a safe, effective care environment. Students will explore the changing healthcare environment, organizational structure, prioritization of care, inter-professionalism, conflict resolution, quality improvement, change theory, and components of a healthy work environment. Students are expected to clinically demonstrate proficiency in nursing management of client care, delegation, psychomotor skills and the ability to synthesize and integrate nursing knowledge to make appropriate decisions regarding safe evidence based nursing care.

Pharmacology is integrated. Clinical experiences include acute care settings and outpatient clinics.

COURSE DESCRIPTIONS – MERCY COLLEGE

(taken directly from the Mercy College catalog)

NUTRITION (BIOL 117) 3 credits:

A study of the basic biological concepts and scientific methodology as exemplified in the study of materials comprising the human diet: energy sources, vitamins, minerals, and other essential molecules, and how dietary needs reflect physiological conditions ranging from aging to exercise to disease.

HUMAN ANATOMY AND PHYSIOLOGY I LECTURE (BIOL 130) 3 credits:

This course is designed to provide students a comprehensive introduction to the structures of the human body and how the various organ systems function. The course first provides a working knowledge of chemistry, animal cells, and tissues, and then details the structure and function of the integumentary, skeletal, muscular, and nervous systems. The integration of body systems and how they influence one another as well as the effects of disease on human physiology will be considered throughout the course.

HUMAN ANATOMY AND PHYSIOLOGY I LABORATORY (BIOL 130A) 1 credit:

Laboratory observations, demonstrations, dissections, and experiments designed to give students a working knowledge of anatomy and physiology. Topics covered include the cell, tissues, and the integumentary, skeletal, muscular, and nervous systems. Laboratory materials used include microscopic specimens, cat specimens, models, charts, illustrations, and sample analysis kits.

HUMAN ANATOMY AND PHYSIOLOGY II LECTURE (BIOL 131) 3 credits:

This course is designed to provide students a comprehensive introduction to the structure and function of human systems. The organization of the body is studied at the molecular and cellular level as well as the tissue, organ, and systems levels. The course focuses on the following organ systems: endocrine, cardiovascular, lymphatic, respiratory, digestive, and reproductive. Clinical applications of the material will be discussed and many diseases will be considered.

HUMAN ANATOMY AND PHYSIOLOGY II LABORATORY (BIO 131A) 1 credit:

This course is designed to provide students a comprehensive introduction to the organization and function of the following organ systems: endocrine, cardiovascular, lymphatic, respiratory, digestive, and reproductive. Laboratories will utilize a variety of specimens and resources including microscopic specimens, sheep hearts, cat specimens, models, charts, illustrations, and sample analysis kits.

MICROBIOLOGY LABORATORY LECTURE (BIOL 265) 3 credits:

A study of the classification, morphology, metabolism, genetics, and ecology of microorganisms, with emphasis on bacteria. Discussion of aspects concerning control, disease and immunity will be presented.

MICROBIOLOGY LABORATORY (BIOL 265A) 1 credit:

This laboratory course is designed to complement concepts taught in the BIOL 160 lecture course.

WRITTEN ENGLISH AND LITERARY STUDIES I (ENGL 111) 3 credits:

The writing of expository prose based on drama. Students read and analyze representative plays and write essays on assigned topics. Introduction to critical essays and research methods. There is a uniform exit examination.

WRITTEN ENGLISH AND LITERARY STUDIES II (ENGL 112) 3 credits:

Critical analysis of fiction and poetry. Students read and analyze major literary works and compose a full-length research paper on an assigned topic. There is a uniform exit exam.

Prerequisite: ENGL 111

INTRODUCTION TO PSYCHOLOGY (PSYN 101) 3 credits:

An introduction to the science of psychology, including a review of major historical perspectives, methods of research, and contemporary theory and knowledge. Major areas of study include the biological basis of behavior, emotion and motivation, learning and conditioning, human development, personality, and abnormal behavior.

DEVELOPMENTAL PSYCHOLOGY ACROSS THE LIFESPAN (PSYN 233) 3 credits:

A systematic study of human development and behavior throughout the life span: childhood, adolescence, and adult years; emphasis on normal growth and development focusing on the critical issues involved in each stage of development including cultural influence.

INTRODUCTION TO SOCIOLOGY (SOCL 101) 3 credits:

Introduction to the scientific study of human behavior as related to group membership. Major areas of study in sociology: basic structure of human society and of smaller groups, transmission of culture and regulation of behavior, acquisition of the social self; violation of norms, stratification by class, race, ethnicity, sex and age, major social institutions, populations dynamics, and sociocultural change.

Mercy College Writing Center is available for student use.

ACADEMIC POLICIES

ACADEMIC LOAD

A student who has no transfer credits upon admission may be required to carry the full academic load of credits each semester.

A full-time student is one who carries 12 credits or more a semester.

A part-time student is one who carries 11 credits or less a semester.

ATTENDANCE

Punctuality: Students arriving late for class, lab or clinical may be denied entrance. The time will be counted as an absence. Students arriving late for examinations may be denied entrance at the discretion of the instructor; no additional time will be given if allowed to proceed with exam. **Students who are unprepared will be dismissed from the clinical.** This will count as an absence and a make-up fee applies.

Attendance requires registration in a course. Attendance is mandatory in lab and clinical. Lateness in excess of 10 minutes in lab or clinical constitutes an absence, 3 absences results in a lab or clinical failure. Students will have unsatisfactory performance until successful completion of missed lab. Students have 1 week (7 days) to complete the missing lab or the student will receive a grade of unsatisfactory in lab - refer to course syllabus.

Absence from orientation to a nursing course or clinical setting may be cause for dismissal from the course (within first 2 weeks, a partial refund maybe applicable) by decision of the Academic Appeals Committee. A planned vacation will not be considered. (A student must call or email their clinical instructor, prior to the start of any clinical day, to inform them if they will not attend. A student may not work the shift preceding their clinical day.)

Due to state and federal agency regulations governing class attendance, attendance records are maintained.

To comply further with Federal regulations, the school maintains a record of yearly, mandatory attendance pertaining to:

- fire, safety, and campus security;
- OSHA and blood borne pathogens;
- drug and alcohol abuse; and
- sexual harassment.

Clinical make-up days will occur after final exams as determined at the beginning of the semester per calendar. The student incurs financial responsibility for clinical make-up to be paid prior to attendance and receipt brought to clinical. A passing final grade in theory and lab is a requirement for a clinical make-up day. One or two absences must be made up with the daily clinical make-up fee; third absence results in course failure.

Clinical Expectations: Students are expected to be prepared to deliver safe nursing care. The student who fails to demonstrate preparation with sufficient knowledge to render patient care including medication administration will be sent home. This counts as a clinical absence. A clinical make-up with fee will be required.

ENROLLED STUDENTS WITH LEARNING DISABILITIES

Montefiore School of Nursing believes in a total educational experience, and as such, provides reasonable accommodations to assist students with disabilities. Documentation needs to provide specific recommended learning strategies based upon formal evaluation by a licensed professional.

Reasonable accommodations include:

- extended time for tests, limited to double time; school determines testing schedule.

Extended time is not available in the clinical or laboratory setting.

EXAMINATIONS

Examination schedules and policies are posted at the beginning of each course.

One make-up **unit** exam will be permitted; a make-up unit exam must be taken within one week. When taking a make-up exam, 5 points will be deducted from the score. Additional missed exams will be recorded as zero. Make up exam may vary from original format.

1.2 minutes are allowed for each multiple-choice/alternate format question, 3 minutes for each computation question. Examinations end at the stated time. A student arriving late for an examination will not be given additional time at the end of the examination. Only multiple option answers on scanable grid will be scored. Failure to record on grid = no credit. If erasures are not complete and more than one answer is shaded, no credit will be permitted. No extra time provided to shade grid when time is called. It is strongly suggested that a watch be worn during exams.

Students may not exit exam during the first 30 minutes. Students may not be present during the review of any missed exam. Cell phones, tape or video recorders and cameras may not be used during exams and reviews.

The length of time for students to make inquiries regarding unit and final examinations is two weeks from the date of the specific examination. After two weeks, unit examinations will not be available for review. Final examinations are reviewed on an individual basis, not in class. This is limited to course failures and must be done within 1 week of the final.

Students may appeal specific questions by submitting written rationale with current references (no older than 5 years) for their answer to the question(s) of concern to the course instructor within one week (7 days) of the exam review. The instructor will respond to the student within one week (7 days) from receipt of the appeal.

Make-up final exam may be permitted in extraordinary circumstances; decision by faculty (fee \$150).

INDEX

An index computed at the end of each term is the Grade Point Average (GPA). The summative index as a student progresses through the program is the Cumulative Index (CI). The CI will reflect the quality points for passed or failed courses.

Transfer or challenged courses are not calculated in the GPA or CI.

To facilitate an understanding of this process, a sample calculation is provided:

| STEPS | | EXAMPLE | | |
|-------|---|-----------------------------|----------------------------|-------------------------------|
| | | GRADE Quality Points | Credits | COURSE Quality Points |
| 1. | Multiply the number of credits for each course by the quality points for the letter grade achieved to obtain the course quality points. | | | |
| 2. | Add the number of course credits. | BIO 271 PSY 181 NUR 1 | B+=3.5 C =2.0 C+=2.5 | X4 = 14 X3 = 6 X10 = 25 |
| 3. | Add the number of course quality points. | | 17 | 45 |
| 4. | Divide the sum of the course quality points by the total number of credits. | | 45 divided by 17 = 2.64 | |

COMPREHENSIVE STANDARIZED TESTING

The School of Nursing incorporates Kaplan resources learning assignments and standardized testing into the curriculum. These resources are integrated into course work assigned each semester. Students will also take standardized tests each semester which will be part of the course grade. The cost of Kaplan resources, which includes NCLEX-RN review course at the end of the curriculum, is included in the semester fees. Kaplan provides online testing and remediation. Student URL: http://nursing.kaplan.com/S_login.aspx . Kaplan Technical Support Team - 1-877-572-8457.

GRADING SYSTEM FOR MONTEFIORE SCHOOL OF NURSING

The passing grade in a nursing course is C+ in theory and P in clinical and in lab. A passing grade in theory, lab, and clinical is required to proceed to the next nursing course. The course grade for a student who passes clinical and/or lab and receives less than a C+ in theory will be recorded as the actual achieved theory grade. The course grade for a student who fails clinical or lab and passes theory will be recorded as an F. The passing grade for Liberal Arts and Science courses is C+ and will be calculated into the GPA and CI. All courses required for degree must be completed within three years of start date at Montefiore School of Nursing. The grading system for all courses are:

Beginning with Fall 2015 Admissions

| GRADE | EQUIVALENT NUMERICAL GRADE | QUALITY POINTS |
|-------|---|-------------------|
| A | 94.00 - 100.00 | 4.0 |
| B+ | 88.00 - 93.99 | 3.5 |
| B | 83.00 - 87.99 | 3.0 |
| C+ | 78.00 - 82.99 | 2.5 |
| C | 72.00 - 77.99 | 2.0 |
| D | 65.00 - 71.99 | 1.0 |
| F | Below 65.00 | 0 |
| P | Pass | --- |
| W | Withdrawal without penalty | --- |
| WP | Withdrawal – Pass | --- |
| WF | Withdrawal – Fail | 0 |
| I | Incomplete | --- |
| TR | Transfer credit (refer to admission policy) | --- |
| CR | Credit by examination | --- |

Beginning with Fall 2014 Admissions

| GRADE | EQUIVALENT NUMERICAL GRADE | QUALITY POINTS |
|-------|---|-------------------|
| A | 90.00 - 100.00 | 4.0 |
| B+ | 85.00 - 89.99 | 3.5 |
| B | 80.00 - 84.99 | 3.0 |
| C+ | 75.00 - 79.99 | 2.5 |
| C | 70.00 - 74.99 | 2.0 |
| D | 60.00 - 69.00 | 1.0 |
| F | Below 60.00 | 0 |
| P | Pass | --- |
| W | Withdrawal without penalty | --- |
| WP | Withdrawal – Pass | --- |
| WF | Withdrawal – Fail | 0 |
| I | Incomplete | --- |
| TR | Transfer credit (refer to admission policy) | --- |
| CR | Credit by examination | --- |

Prior to Fall 2014 Admissions

| GRADE | EQUIVALENT NUMERICAL GRADE | QUALITY POINTS |
|-------|---|-------------------|
| A | 90-100 | 4.0 |
| B+ | 85- 89 | 3.5 |
| B | 80- 84 | 3.0 |
| C+ | 75- 79 | 2.5 |
| C | 70- 74 | 2.0 |
| D | 60- 69 | 1.0 |
| F | Below 60 | 0 |
| P | Pass | --- |
| W | Withdrawal without penalty | --- |
| WP | Withdrawal – Pass | --- |
| WF | Withdrawal – Fail | 0 |
| I | Incomplete | --- |
| TR | Transfer credit (refer to admission policy) | --- |
| CR | Credit by examination | --- |

Five-tenths to nine-tenths of a point (0.5 to 0.9) will be rounded to the next whole number. One-tenth to four-tenths of a point (0.1 to 0.4) are dropped from the grade. Rounding off of numbers is done solely at the end of each course.

INCOMPLETE (“I”)

The grade of Incomplete will be assigned only when the student’s work to date is satisfactory. The incomplete grade will remain on the academic record for two weeks. If course work has not been completed in the two-week period the “I” will automatically be converted to an “F”.

The “I” may be given only if the student has:

- advance permission of the instructor to postpone course completion;
- been absent for legitimate reasons from the scheduled final examination provided other course work has been completed; or
- **make-up clinical** absences which occurred for legitimate cause.

The student will not be able to progress to the next course and financial aid eligibility may be jeopardized until the “I” has been converted to a passing grade.

ADVANCEMENT

Advancement to the next level requires:

- achievement of C+ in nursing;
- achievement of C+ in Liberal Arts and Science courses;
- a cumulative index of 2.5 or higher; and
- 90% on the Dosage Calculation Competency examination.

A generic student must complete all nursing courses, 39 credits, at the School of Nursing to be eligible for the Associate in Science Degree (in Nursing).

DOSAGE CALCULATION COMPETENCY

A dosage calculation competency exam is administered during Nursing 1, 2, and 3, that reflects accumulated dosage calculation content. A grade of 90% must be achieved for progression to the next course. One retake is allowed per semester, provided the student takes the first exam as scheduled. Failure to pass the retake will prevent a student from registering for next nursing course.

Nursing 4 students must achieve 100% on an Exit Clinical Calculation Proficiency Exam. Those achieving 90% or higher need only retake missed problems, others retake entire exam. There will be only 1 opportunity to re-take the exam.

STUDENTS NOT CURRENTLY ENROLLED:

Dosage Calculation Competency tutorial sessions during the semester of leave will be scheduled by faculty. It is the student's responsibility to seek information on Moodlerooms to determine time/date/location of exam and tutoring. The student will be given an opportunity to pass the dosage calculation competency exam to permit registration for the following semester. A student who is unsuccessful on 2nd attempt, after the semester of leave, will be academically dismissed.

If a student needs to repeat a clinical nursing course, or is returning after a period of more than 8 weeks, they must pass a dosage calculation competency exam before being allowed to progress. The exam will be taken with class on campus; it is the student's responsibility to determine date/time of exam.

SATISFACTORY ACADEMIC STANDING

Satisfactory academic standing requires that students meet the requirements for promotion and progress at a rate that allows completion of the program within three years of enrollment in accordance with federal regulations effective July 1, 1994.

PROBATION

The faculty review a student's progress at the end of each course. Students who fail a course are placed on Academic probation until the failed course is successfully repeated. While on probation, a student may continue taking required courses for which the failed course is not a pre-requisite. It is suggested a student on probation meet with his/her advisor every other week regarding progress in probation area.

SUSPENSION

A student may be suspended for disruptive behavior in any course setting. A make-up day and fee will be required if this occurs in the clinical setting. If the disruptive behavior continues after the suspension, the student will be subject to dismissal from the program.

FAILURE

A student is permitted one course failure C, C-, D, F or W/F; includes liberal arts and science courses, grade below 50 on CLEP credits by exam (grade below 65 for College Composition-English Comp II) and school of nursing courses. The failed course must be repeated at the first opportunity. A student may not proceed with any course for which the failed course was a pre-requisite. If the failed course includes a laboratory or clinical component, the entire course is repeated. The student is placed on probation until the failed course has been successfully completed. A student who repeats a course must achieve a minimum of a "B" grade in the repeated course to proceed to the next course. Once admitted, student may **not** be enrolled in a specific course more than twice.

Upon completion of a repeated course, both the original grade and the second grade achieved will appear on the student's transcript.

GRADE APPEAL PROCESS

PURPOSE: In order to facilitate the protection of student rights, the following systematic procedure has been established in relation to challenging a test, exam, or course grade.

PROCEDURE: The student who wishes to challenge a test, exam, or final course grade will go through the following steps:

- Step I: Within 5 days of posting of the grade, the student receiving a failing grade will meet with the course instructor to review the test, exam, and/or final course grade and discuss the reasons for the challenge and/or the reasons for failure.
- Step II: Within 3 days of meeting with the instructor, if the student wishes to challenge his/her grade, after meeting with the instructor and reviewing the grade, he/she must submit a written appeal to the course instructor stating the reason(s) he/or she is challenging the grade. The course instructor will respond to the student in writing within 5 days.
- Step III: If the student is not satisfied with the response from the course instructor, the student may appeal, in writing, the course instructor's decision to the Assistant Dean. The Assistant Dean will respond to the student in writing within 5 days.
- Step IV: If the student is not satisfied with the Assistant Dean's response, the student may appeal the Assistant Dean's decision, in writing, to the Dean. The Dean will evaluate all correspondence and respond to the student in writing, within 5 days. The decision of the Dean shall be final.

DISMISSAL

Dismissal from the program will result if the student fails:

- more than one course, C+ required for nursing courses and liberal arts and science courses; and a 50 or better on a CLEP (65 or better for English Comp II credit);
- to comply with school and course policies;
- to register for a course;
- to return to repeat a course as scheduled;
- to achieve a cumulative GPA of 2.0 at the end of each semester;
- to maintain the safety or take action that has potential for harm to the client and/or fellow students;
- to uphold professional and ethical standards; or
- to uphold the behavior standards identified in the Student Handbook.

Students exhibiting behavior that disrupts the education process will be counseled and referred for possible disciplinary action. Students with disciplinary action may be prevented from attending a clinical agency.

Academic dismissal is a sanction imposed for failure to meet established levels of academic achievement. Academically dismissed students are eligible to re-apply after a 2-year wait period. **Disciplinary dismissal** is for violation of institutional rules of conduct. Disciplinary dismissed students are not eligible to re-apply.

STANDARDS (Professional and Ethical)

A student displaying behaviors/actions in violation of professional and ethical standards including, but not limited to, the following may be dismissed from the program:

- falsification of records;
- cheating or evidence of intent to cheat;
- taping of test reviews;
- abusive language, threatening demeanor, or inappropriate behavior
- sexual harassment;
- interfering with the teaching-learning process;
- disregard of infection control practices;
- noncompliance with a drug or alcohol rehabilitation program;
- unacceptable conduct in clinical setting; and
- removal of school property such as DVD's, videos.

WARNING

The faculty review each student's progress at the midpoint of each course. Students whose progress is not satisfactory at midpoint will be provided with a notification and referred for academic advisement.

WITHDRAWAL

Withdrawal prior to midterm is allowed once during the program of studies. Withdrawal prior to the published date is recorded as a W. Withdrawal after the midterm is recorded as a Withdrawal Pass (WP) or Withdrawal Fail (WF) depending on the student's achievement in course work at the time of withdrawal. A WF will be included in computation of the GPA. Student can request W/P or W/F until two weeks before Final Exam.

Students should seek counsel with their faculty advisor prior to withdrawal from a course since the program of studies must be completed within a three-year period from the time of admission. The decision to withdraw from a course or the program **MUST** be submitted in writing to the Coordinator of Student Services. For recipients of loans, the withdrawal date determines when a student's grace period begins and can also determine whether a refund of charges is required.

See academic calendar for specific withdrawal date.

A student is considered withdrawn if she/he:

- never notifies the school of his or her withdrawal, and the withdrawal date is the last date of recorded class attendance documented by the school. The withdrawal date must be determined by the school within 30 days after the earlier of the end of the period of enrollment for which the student has been charged, the end of the academic year, or the end of the student's program of study;
- notifies the school before he or she stops attending classes, and the withdrawal date is the last date of attendance supplied by the student, unless the school has evidence that the student attended classes beyond the date he or she supplied, in which case the withdrawal date is the later date documented by the school;
- notifies the school after he or she stops attending classes, and the withdrawal date is the last date of recorded class attendance documented by the school, unless the student provides an earlier withdrawal date, in which case the student's date should be used;
- fails to return from an approved leave of absence or is expelled, and the withdrawal date is the last date of recorded class attendance documented by the school; and/or
- takes an unapproved leave of absence, and the withdrawal date is the last date of recorded class attendance prior to the leave.

The last date of recorded class attendance must be based on an activity that is monitored by the school, such as attendance records, examinations, or tutorials.

In addition to the preceding regulations, the withdrawal policy at the School of Nursing is:

- **failure to submit a withdrawal form to the Coordinator of Student Services will result in a grade of F for the course;**
- **only one withdrawal may be taken during the program of studies;**
- **withdrawal from a course prior to the designated withdrawal date is recorded as a W;**
- **withdrawal from a course after the designated withdrawal date is recorded as WP or WF; and**
- **a WF is counted as a course failure.**

LEAVE OF ABSENCE

A student must be in good academic standing to be eligible for a leave of absence (LOA). A LOA automatically becomes a resignation after one year.

Requests for a LOA must be submitted **in writing** to the Dean. A verbal request must be followed by a written request in one week. Students who do not return to classes at the beginning of the semester and have not submitted an LOA will be dismissed from MSON.

Students who have received Title IV funds are allowed a 60-day LOA under federal regulations or they are required to withdraw from the program and begin to repay their loan.

Students not receiving Title IV funds may request an LOA for up to one year. If the LOA was granted for medical reasons, clearance from the Primary Care Provider must be presented to the Occupational Health Nurse prior to return.

On return to the program of studies, students must comply with current policies. The student must progress at a rate that allows completion of the program within three years of entry into the program. Therefore, if a student takes an LOA for one year, that student will not be permitted any course failures because of time constraints in completing the program.

MILITARY - ACTIVE USA SERVICE MEN/WOMEN, USA RESERVISTS

Those persons who are actively serving in the armed forces/reserves shall not be penalized or held accountable for time lost during periods of deployment or call to active duty, or fulfilling reservists' obligations.

For those who must leave the program for a continuous period of time greater than two weeks, they would be provided a seat in the next offering of that course from which they withdrew, on a priority list of seats available. They would need to start from day 1 of the course. They will not be limited to completion of the program in 3 years.

Any person actively enrolled in the Reserves will not be penalized for missing a clinical day and will not be held to policy limiting missed clinical days to no more than 2. The student will have the opportunity to make arrangements with their instructor to make up the clinical time missed either in the clinical setting, via case studies or written assignments. Clinical make-up fee would be waived.

Policies are in effect for those who provide official documentation for call to duty.

TRANSFER BETWEEN PROGRAMS

Requests to transfer between the day and evening programs must be submitted in writing to the Coordinator of Student Services. Approval for the transfer should not be assumed since multiple factors need to be taken into consideration.

CONTACT INFORMATION

It is the student's responsibility to keep their current information on file in Student Services Office. This includes cell phone number, mailing address, and email address which will be used to communicate with the student.

TAPING

If audiotaping of classes is permitted, then students are expected to maintain confidentiality regarding situations and names in discussion. If taping is disruptive to the class, instructors reserve the right to discontinue taping in their courses. Taping is not allowed during test reviews or clinical/pull-out experiences. No video-taping in any setting is allowed.

GRADUATION

Graduates are awarded the Associate in Science Degree (in Nursing) and name sent for licensure when the following have been met:

- attainment of the curriculum objectives;
- satisfactory completion of all courses maintaining a cumulative index (CI) of 2.5;
- submission of official transcripts from all colleges attended;
- fulfillment of all financial and other obligations including return of ID and security swipe;
- if applicable, completing Student Loan Exit Counseling.

Students will be allowed to attend and walk with their cohort if they lack 3 credit hours or less on a liberal arts course.

HONORS

Students achieve honor recognition for maintaining a B+ (3.5) index. Dean's List designation will be placed on the student's academic transcript.

All students with a CI of 3.5 or better will receive graduation honors. The following honors will be noted on the student's transcript:

- Cum Laude 3.5 to 3.69
- Magna Cum Laude 3.7 to 3.89
- Summa Cum Laude 3.9 to 4.0

RECORDS

The school adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, which is designed to protect student/graduate rights with regard to education records maintained by the school. Under this Act, students/graduates have the right to:

- inspect and review their own education records maintained by the school;
- challenge the content of records on the grounds that they are inaccurate, misleading or a violation of their privacy or other rights; and
- control disclosures from their education records with certain exceptions.

Any student/graduate has the right to inspect and review education records within a reasonable period of time. The student shall not have access to:

- financial records of parents;
- confidential letters of recommendation;
- private records kept by faculty;
- records kept by the security department;
- medical records; and
- student/graduate employment records.

When the student/graduate and Registrar are unable to resolve questions as to the accuracy of information contained in the record, the student will have an opportunity to challenge the contents. The student/graduate should:

- make a written request to the Dean for a formal review;
- review the records with the Dean;
- record a written explanation of the contents; and
- initiate the grievance committee if not accepting of the decision.

Release of personally identifiable information without the student/graduate consent will be allowed to:

- school personnel who have a legitimate educational interest;
- representatives of federal agencies and state education authorities authorized by law to have access to education records;
- state and local officials to whom information must be released;
- accrediting organizations;
- parents of a dependent student as determined by the Internal Revenue Code of 1954;
- parents of a student under 21 years of age who has violated campus rules regarding the use or possession of alcohol or controlled substances;
- necessary persons in emergency situations to protect health and safety; and
- persons designated in subpoenas or court orders.

Directory information (name, address, field of study, etc.) may be disclosed by an institution without violating the Buckley Amendment.

When written consent by a student/graduate is required for release of personally identifiable information, such consent shall:

- specify records to be released;
- include reasons for such release;
- specify to whom records are to be released;
- be dated; and
- be signed by the student/graduate.

FERPA only provides opportunities for access and review to enrolled or formerly enrolled students. Applicants who were not admitted have no right of access to their records.

The school may withhold copies of the transcripts of students who have defaulted on college loans or if they owe the school or college money.

STUDENT FACILITIES AND SERVICES

Montefiore School of Nursing aims to provide an environment that meets the needs of the students. The following is a brief introduction to facilities and services. See the Student Handbook posted on Moodlerooms.

ACADEMIC ADVISEMENT

Every student is assigned a faculty advisor upon enrollment in the school. The advisor ensures compliance with school policies and requirements, monitors the student's progress, and is available for support and mentoring throughout enrollment in the school.

RESOURCES

There is a library located on 3rd floor. Computers are also located on the 3rd floor in the library. Study rooms, student lounge, and 2 computer rooms are located on the 5th floor of the school.

COMPUTERS

The School of Nursing provides access to computers and the internet for student use related to course work. All students are expected to use the school computers in a responsible manner. The school reserves the right to monitor computer/internet activity. Computer access may be restricted and/or prohibited if computer activity:

- Violates any state or federal law
- Is utilized for commercial activity
- Is used to harass, threaten, libel, slander or otherwise cause harm to an individual and/or group
- Causes damage or destruction to software and/or hardware
- Downloads, copies or transmits unauthorized, copyrighted material
- Utilizes unapproved software
- Tampers with and/or gains access to network, data, or other computer systems
- Conducts personal business or access personal email

In addition, students violating this policy on computer use may be subject to further disciplinary action and/or termination from the program.

Students must also have a computer and internet access off campus, as well as an email address.

COUNSELING

Students who require nonacademic counseling are referred to local agencies or the Employee Assistance Program (EAP) for assistance. Services are available on a sliding scale basis at local agencies. The school is not notified of any student using EAP or an agencies services; and information is maintained in strict confidence. Please see the Dean to request a referral to EAP.

Local agencies available to help students cope more effectively with personal, emotional, and situational barriers to learning are identified in the Student Handbook.

HEALTH

Students have the primary responsibility for maintaining and safeguarding their personal health. The Employee Health Office or an Emergency Department within the hospital is available for injury occurring during class or clinical hours. The student will receive initial treatment at an affiliating clinical agency, as available, and then report to Montefiore New Rochelle Hospital Occupational Health Office. Students are required to maintain a relationship with their Primary Care Providers and retain health insurance coverage as the school and hospital incur no financial responsibility for services provided.

LEARNING FACILITIES

The nursing labs and classrooms are located on the 1st and 3rd floors of the school. Belsky Auditorium, located on the 1st floor, is used for special classes, workshops, and school events. Clinical facilities are arranged to meet the specialty natures of the nursing courses.

LIBRARY

There are several libraries available for student use. The Philip Murray Library (seating capacity of 20) located on the 3rd floor of the School of Nursing and Montefiore New Rochelle Hospital library located in Iselin Hall, have migrated to an on-line modality. Both libraries are utilized by medical and nursing staff and students. Both are major affiliates with the NY Medical College Library and are members of the Metropolitan New York Library Council (METRO). Students may also use the library at Mercy College, and the Mount Vernon Public Library. A copy machine is available in library (3rd floor of the SON) for student use.

Electronic Library Resources: All students have remote access to “Nursing Reference Center” and “CINAHL with Full Text” through Moodlerooms. To access, log into Moodlerooms / Universal Forms / Right hand side of screen / Library Resources / Links are posted.

Access to OVID Library along with the Nursing Reference Center and CINAHL are on the intranet (<http://soundnet>) / Montefiore New Rochelle Intranet / Clinical Department / Medical Library.

MEALS

Cafeteria is located on the 2nd floor of the school. It is open Monday through Friday, 6:30 am to 7:00 pm. Vending machines are located in the cafeteria also.

MOODLEROOMS

Montefiore School of Nursing utilizes Moodlerooms, an online Course Management System (CMS), also known as a Virtual Learning Environment (VLE). Moodlerooms will provide students with access to grades, course material and other areas of interest. The Coordinator of Student Services/Registrar is the Moodlerooms Administrator. To access Moodlerooms all students are required to provide and maintain a valid email address. Upon enrollment all students will be enrolled onto Moodlerooms website and registered in the appropriate course modules

ORGANIZATIONS

Each class forms its own organization and elects officers. Only students in good academic standing may hold office. The President of each class is a member of the Student Council. Students direct concerns to their class President who should seek council for evaluation of the problem and appropriate interventions.

ORIENTATION

Two mandatory orientation program for new students are scheduled prior to the beginning of the first semester. Failure to attend will result in the loss of admission and deferral request will be denied. Future admission will require re-application. Course orientation affords students the opportunity to be updated on changes in school policies and procedures and review the course requirements prior to the beginning of classes. During the initial orientation program, all government and hospital-mandated programs are presented, these are again required annually.

OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA)

To assure a safe and healthful environment, students must conform to OSHA requirements.

SAFETY AND SECURITY

CODE OF CONDUCT

Students represent the hospital and school and are expected to use professional behavior in the school and affiliating facilities. Failure to adhere to an acceptable Code of Conduct may result in suspension and/or dismissal. The Student Handbook defines expected behavioral standards.

MONTEFIORE SCHOOL OF NURSING MAINTAINS A DRUG/ALCOHOL, SMOKE-FREE ENVIRONMENT

DRUG AND ALCOHOL ABUSE

Montefiore School of Nursing standards of conduct prohibit the unlawful distribution, possession or use of illegal drugs or alcohol by students or employees of the school. Sanction for violation of these standards include termination and possible referral for prosecution.

ALCOHOL-LIKE SUBSTANCE ON BREATH (ALSOB)

A student who presents with an ALSOB will be sent to the Emergency Room for evaluation. If a student refuses this evaluation, she/he may be suspended pending investigation. The student will be removed from the classroom or clinical setting. See substance abuse policy in Student Handbook.

RULES & REGULATIONS GOVERNING THE USE OF UNLAWFUL DRUGS & ALCOHOL

1. The unlawful use, possession or distribution of drugs and alcohol by students or their guests, is strictly prohibited within the school and hospital premises at all times.
2. Students, faculty, staff and visitors to the campus are prohibited from engaging in actions or situations which recklessly or intentionally endanger mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization. Persons engaging in such actions will be subject to disciplinary action which may include civil, criminal, and/or monetary penalties as well as suspension or dismissal from the Montefiore School of Nursing.
3. No student may report for class or clinical assignment under the influence of intoxicating beverages or illegal drugs.
4. Any student suspected of being in violation of the above regulations will be removed from the classroom or clinical area and referred to the Emergency Room. Laboratory testing will be requested and clearance will be required from the health service nurse and/or physician.
5. Any student who requires drug and/or alcohol counseling and rehabilitation will be referred to the Employee Health Office for assistance.
6. A student will be temporarily suspended during the period of treatment or dismissed if she/he is unwilling to receive the recommended treatment.
7. If a treatment program is prescribed, the student must show evidence of successful completion of the program before being reinstated in the school.
8. A student who is in violation of the local, New York State, or Federal laws, will be referred for prosecution for violation of the standards of professional conduct.

CAMPUS SECURITY

Montefiore School of Nursing distributes information on campus security and crime statistics during the orientation program in accordance with the Crime Awareness and Campus Security Act of 1990, amended in 1998. Information is also provided to the students related to sexual harassment, sexual assault and bias crimes during the orientation program. The Montefiore Mount Vernon Hospital Security Department is responsible for campus security and maintaining crime statistics annually. Statistics are available for disclosure to student's through Moodlerooms. The School's statistics are also online at www.ope.ed.gov/security, the United States Department of Education's website.

Students **MUST** wear their picture identification badge in the school, hospital and when on clinical and college affiliations. Students are urged to use security precautions when entering the school through the security doors. The school is protected by the same security system utilized by the hospital.

The school has a duty to maintain a campus reasonably free of foreseeable harm. This does not extend to off-campus premises; the campus is defined as 53 Valentine St. Mount Vernon, NY. Vehicle accidents or criminal activity occurring during the transit of a student to and from the school, or between the school and clinical or college affiliations are beyond the school's control.

The School of Nursing has an Advisory Committee on Campus Safety and Security to address concerns and issues related to safety and security. The Committee meets annually to review current campus security policies and procedures, to recommend changes for improvement, to review current educational materials related to safety and security and to review the annual crime statistics report. The Committee is comprised of the following members: Dean/Assistant Dean, Director of Security, 2 faculty members, Coordinator of Student Services, 2 members of Student Council. The Advisory Committee on Campus Safety and Security will provide upon request all campus crime statistics as reported to the United States Department of Education and will provide (within 10 days of request) a hardcopy mailed to an individual requesting this information.

All reporting of on-campus crimes and/or incidents, including forcible or non-forcible sex offenses and bias crimes, are done through the hospital security department. All students have the right to make a report to local law enforcement and/or state police. To report criminal activity or an emergency to Campus Security dial 914-361-2222. Updates and news bulletins related to campus security are posted for student information on the 3rd floor student bulletin boards.

The Campus Sex Crimes Prevention Act (Section 106 of Public Law 106-39)

This is a federal law enacted on October 28, 2000 that provides for the tracking of convicted sex offenders enrolled at or employed by institutions of higher education. This law requires institutions of higher education to issue a statement advising students where information concerning registered sex offenders may be obtained. In New York State, this information can be obtained by contacting the Division of Criminal Justice Service at 1-900-288-3838 or <http://www.criminaljustice.state.ny.us/nsor/index.htm>. You must be at least 18 years old and provide your name, address and telephone number in order to request this information.

FIRE AND SAFETY

During orientation and annually, fire safety regulations are reviewed with students. Periodic unannounced fire drills are to be conducted. Students are responsible for knowing regulations and policies.

FREE SCHOOLS AND COMMUNITIES ACT AMENDMENTS OF 1989

HANDICAPPED ACCESSIBLITY

A ramp approach to the building is located at the Montefiore Mt. Vernon Hospital entrance. Hospital and Montefiore School of Nursing elevators are available for use between all floors.

Bathroom facilities are available in the lobby located on the first floor of the hospital. A bathroom with handicap access is available on the 1st and 3rd floor of the school.

HARASSMENT - BULLYING

Harassment on the basis of race, color, sex, religion, national origin, age, and disability constitutes discrimination and, as such, violates among others, the Americans with Disabilities Act. Harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual and has the purpose or effect of creating an intimidating, hostile, or offensive environment.

Harassing conduct includes, but is not limited to, the following: epithets, slurs, negative stereotyping, or threatening, intimidating, or hostile acts.

Bullying information is further outlined in the Student Handbook posted on Moodlerooms.

HARASSMENT - SEXUAL

Inappropriate or unsolicited comments or actions of a sexual nature are not tolerated. If students believe they are a victim of this type of behavior, they should immediately inform the Coordinator of Student Services and the matter will be investigated. The incident will be handled in a confidential manner.

Any actual or perceived episodes of harassment will be fully investigated and may lead to termination from the program.

MERCY COLLEGE

Dr. Peggy Tallier, RN

Director, Nursing Program

ACADEMIC AFFAIRS

Dr. Rebecca Greer, DNP, RN, Dean

AAS Virginia Western Community College; BBA Roanoke College;
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BS – College of New Rochelle; MS – Mercy College, Dobbs Ferry, NY

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MPA - Pace University, NY; MSN - Mercy College, NY

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BSN, MSN - Mercy College, Dobbs Ferry, NY

Oluwatoyin Modupe, MSN, RN, Adjunct Faculty
Certified Diabetes Educator

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Ana Santiago, MSN(c), RN - Adjunct Faculty

AS - D. Hopfer School of Nursing
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Beryl Wright, MS, RN, Adjunct Faculty

MS, BSN - College of New Rochelle, New Rochelle, NY

ADMINISTRATIVE STAFF

Elizabeth Chimento

Academic Affairs Assistant

STUDENT SERVICES

Sandra Fariior, BA, Coordinator of Student Services/ Bursar
Mauricia Albert-Dalley, Student Service Assistant/
Financial Aid Liaison

BA - SUNY College of Old Westbury, NY
AS - College of Westchester

TRAVEL DIRECTIONS

FROM POINTS SOUTH

Take the Bronx River Parkway North into Westchester to Exit 10A (Yonkers Avenue/Mount Vernon Avenue). Take a right up the hill. Turn left at Stevens Avenue. At the second traffic light, turn left on to North Seventh Avenue. Take the next left onto Valentine Street. The Montefiore School of Nursing entrance is on Valentine Street.

FROM POINTS NORTH

South to Cross County Parkway and then to Bronx River Parkway South, exit at Bronx River Road (Mount Vernon-Yonkers). Proceed left to light, make another left across the bridge onto Oak Street. Proceed with directions as above.

FROM LONG ISLAND

Take Whitestone Bridge to the Hutchinson River Parkway North, exit 12, left at light onto East Lincoln Avenue. Proceed about one mile to Gramatan. Make left on Gramatan. Proceed $\frac{1}{4}$ mile. Right on Prospect Avenue, 2 blocks to Valentine Street. (Prospect turns into Valentine Street).

Take Throggs Neck Bridge to I-95 to the Hutchinson River Parkway North. Proceed with directions as above for the Whitestone Bridge.

BY TRAIN

Take the Metro North New Haven Line from Grand Central Station to Mount Vernon East. Take a short taxi ride, or walk west approximately six blocks up Prospect Avenue, passing Gramatan Avenue, City Hall, and the Police Department.

Alternate route: Metro North Harlem Division to Mount Vernon West station with a short taxi ride to the school. There are several hills to climb and it's too far to walk.

BUS INFORMATION

For routes and schedules, call (914) 813-7777.

PARKING

A municipal parking garage is located one block south of the hospital on Stevens Avenue.

The hospital maintains a garage on 7th Avenue immediately across from the entrance to the hospital.

There is alternate side of the street parking on Wednesday and Thursday from 8:00 to 12 Noon around the school. There are meters on correct days in front of the school for two hour periods. Meters must be fed until 8:00 pm. Quarters only. The City of Mount Vernon does not honor suspension of alternate street parking regulations issued by New York City.

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