



NEW YORK CITY COLLEGE
OF TECHNOLOGY
THE CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF NURSING

**BACCALAUREATE PROGRAM
NURSING STUDENT HANDBOOK**

January, 2021

BS STUDENT HANDBOOK

FOREWORD

All information contained herein is subject to change, deletion or modification. Approved modification, deletions or major changes will be published as they occur.

Compiled: Spring 2006

Updated by: Dr. Carmel (Candy)Dato, August 10, 2010

Dr. Margaret Rafferty, October, 2012

Dr. Margaret Rafferty, June, 2013

Dr. Kathleen Falk, February, 2014

Dr. Emma Kontzamanis, January, July, 2015, June, 2016, August, 2017

Full Time Faculty, January, 2020

Dr. Emma Kontzamanis, December, 2020, January, 2021

Welcome to New York City College of Technology (NYCCT) Nursing Baccalaureate Program

You are about to begin an important step in your professional journey. This exciting and challenging phase of your education will provide you with additional knowledge, skills and experiences to guide you in your path of lifelong learning. You will grow professionally and personally through interactions with faculty, fellow students, nursing staff and patients in clinical agencies.

The faculty is here to help you and facilitate your learning. Take advantage of opportunities and don't hesitate to seek out faculty and learning experiences.

Students are responsible for being familiar with both NYCCT and the Nursing Baccalaureate Program in terms of academic requirements and other policies. This handbook for baccalaureate nursing students provides information regarding the curriculum, specific courses, policies, procedures, available resources, and issues that are of concern to student academic life. It also outlines rights and responsibilities of RN-BS students.

This Handbook acts as a companion to the College Catalog, which is another resource for academic policies and procedures. These policies, and any additional Nursing Department policies and procedures relative to student records, publications, grievances and discipline, are consistent with the Family Rights and Privacy Act of 1974. Please see the NYCCT College Catalog and Student Handbook for important policies and procedures regarding non-discrimination, policy on acceptable use of computer resources, immunization requirements, Freedom of Information Law, 224-A New York State Education Law, CUNY Student Complaint Procedure, Student Disciplinary Procedures, Campus Safety and Security, Policy against Sexual Harassment, Student Conduct Regulations and Special Programs to support students.

Students are responsible for using the handbook as a resource when questions arise and as a guide to academic and nonacademic policies and procedures. Students need to be aware that changes made to policies and procedures may impact them as a student.

Note that the information in this handbook is updated regularly. The information in this handbook is accurate as of December, 2020. The Baccalaureate Program Nursing Student Handbook, the NYCCT College Catalog and NYCCT Student Handbook are available electronically on the NYCCT website (<http://www.citytech.cuny.edu/>).

We are delighted that you are here. Best wishes from the entire faculty.

Heather A. Gibson, PhD, RN
Chair

Emma Kontzamanis, PhD, RN
RN-BS Program Coordinator

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Baccalaureate Program in Nursing

The Bachelor of Science (BS) in Nursing degree program provides associate degree and diploma prepared registered professional nurses with the education and skills necessary to become leaders and managers in a variety of health care settings. Baccalaureate prepared nurses are integral collaborative members of diverse interdisciplinary health care teams.

The baccalaureate in nursing curriculum prepares nurses as generalists with experiences across the life span. This upper-level program provides didactic and clinical courses to meet the needs of RN students. In addition to academic coursework in the classroom, students practice physical assessment skills in a College laboratory setting. Select clinical agencies afford students dynamic learning opportunities to expand their knowledge base in leadership, community health, and in urban health issues.

Nurses entering the program with an associate degree in nursing from a credit-granting institution may have up to 60 credits transferred toward the 120-credit BS degree. Nurses seeking entrance to the program with a diploma or from an institution where college credit has not been granted will be required to take the Nursing Acceleration Challenge Exams (NACE) II RN to BS (NLN NACE II Examinations) for acceptance of previous nursing courses.

Upon completion of the program, nurses will have the foundation for both graduate studies and advanced practice nursing roles.

Mission Statement of the Baccalaureate Degree Nursing Program

The Baccalaureate Nursing Program at NYCCT aims to educate its diverse population of students to achieve basic competencies resulting in the provision of safe nursing care. These competencies are informed by a wide array of knowledge, skills and attitudes which include critical thinking, leadership, cultural awareness and communicative competence, an appreciation for evidence-based practices, and utilization of emerging information technologies. In addition, students will acquire the values for interdisciplinary team-work, professional accountability, advocacy for change, an appreciation for the aesthetic dimension of life and work, and the desire for life-long learning. The Program's commitment to continuous outcomes assessment assures high quality education.

Philosophy of the Baccalaureate Nursing Program

The Program's philosophy is predicated on faculty beliefs regarding the metaparadigm of nursing (persons, environment, health and nursing) and nursing education (the teaching/learning process). The faculty believes that nursing is an art and science with caring as an essential element. The faculty believes that caring is an integral component that is fundamental to nursing practice and education. The practice of nursing is based on Watson's Human Caring Theory which is an integral part of all human interactions. Caring embodies the nurse's commitment to health by attempting to foster harmony in the physical, emotional, sociocultural and spiritual environment of persons. Persons move toward the fullest realization of their health potential through gratification of human needs. These beliefs are explicated by the faculty in the Program's philosophy, the system of guiding principles and concepts underlying the program of study.

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Persons

The faculty defines persons to include the individual, family and community. The faculty believes that persons are holistic human beings with interacting subsystems (biologic, psychological, social and cognitive) and with inherent genetic bases and spiritual drives. Persons possess worth and dignity and have unique capabilities for reasoning, adapting to change and advancing through developmental stages to maximize their individual potential. Persons interact with their environments across the life span. In addition, they have rights and are deserving of respect with regard to their particular customs, beliefs and needs. Persons are to be valued, cared for, cared about and understood. Persons also have rights to actively participate and collaborate with health care providers in their plan of care.

Environment

The faculty believes that the environment is the context in which persons fulfill their basic needs. The environment is comprised of two components: the internal and external systems. Interchange occurs between persons' environmental systems. This interchange is impacted by persons internal environment that consist of physiological, psychological, socio-cultural, spiritual and biophysical dimensions. The external environmental system consists of groups of humans connected by common familial, geographical, socioeconomic, political, spiritual and cultural characteristics. Societal groups within the external environment such as families, communities, institutions and nations are interrelated and interdependent. The environment includes stressors and resources to cope with the stressors. The viability of persons is a consequence of the complementary performance of societal roles. According to Watson's Theory, nursing provides persons with a supportive, protective and/or corrective environment.

Health

The faculty believes that health is a state of wellness or optimal functioning. Health includes all aspects of life: physical well-being, social interactions, emotional capacity and the spiritual dimension. Persons' health state influences the relationships and interactions of the individual, family and community. Health is a state of wellness within the health-illness continuum, as defined in accordance with cultural norms and goals of the individual, family and community. The acquisition of health is an active process.

Additionally, the faculty bases their belief about health on the simple and well-stated definition of health that the World Health Organization (WHO) developed over sixty years ago. The WHO defined health as "... a complete state of physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 1946).

Health can exist in the presence of illness. Health and illness, viewed on opposite ends of a continuum, are qualitatively different but interrelated concepts. Differing levels of health can interact with the experience of illness. Illness is a discrete event of short or long duration that can occur throughout the life process. The illness experience can inhibit or facilitate one's continuing quest for health.

Health promotion is the domain of nursing which directs individuals, families and communities toward a reality of lifestyle practices and valuing of health that enhances a wellness of mind, body and spirit and actualization of human potential.

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Nursing

The faculty believes that nursing is an evidence-based practice profession, which promotes optimal health across the life span. Nursing is a humanistic, altruistic profession that assists persons in the promotion, maintenance, restoration and/or rehabilitation of health and preparation for death with dignity. Nursing is a dynamic profession impacting on stressors and forces within the environment. Conversely, environmental stressors and forces impact the goals and direction of nursing. Nursing assists persons through the promotion of a helping-trusting, human caring relationship.

The art and science of nursing are intertwined. Critical thinking skills are essential to the logical interrelationship of knowledge from multiple disciplines in their application to nursing practice. It is essential that Registered Nurses exercise clinical judgment in providing comprehensive health care services to culturally diverse persons. Nursing is operationalized through the interactive decision-making steps of the nursing process. The nursing process is a theory-based, systematic and holistic approach to nursing interactions. The use of evidence-based practice can best guide nursing in the 21st century as technology and change continue to unfold.

Professional nursing is the practice of a scientific discipline that directly benefits society through decreasing disparities, promoting health and enhancing the quality of life. Nurses consider regional, national and global health issues as they relate to such areas as disease transmission, health policies and health care systems. Nursing practice is caring, sensitive to diversity and accountable to the profession and to society. Nursing is in a key position to promote change in health care delivery.

Nursing Education

The faculty believes that baccalaureate nursing education prepares professional nurses with a broad knowledge of nursing, science, the humanities and the biological and social sciences. The curriculum encompasses a broad liberal arts education that is balanced with the natural and behavioral sciences. This foundation or knowledge base is utilized in the development of evidence-based nursing interventions, ethical standards and values that can be applied in a variety of practice settings.

Professional nursing education focuses on the preparation of an expert nurse who is capable of functioning independently in primary, secondary and tertiary care settings within multicultural, multi-ethnic and urban communities. Professional nursing education encourages the development of values, sensitivity for culturally congruent care, ability to think critically, application of information technology, use of effective communication strategies, use of research for practice and ability to respond proactively to issues that impact nursing. Professional nursing education also provides an enriching stimulus that promotes student interest in advanced studies and responsible citizenship.

The baccalaureate nursing faculty's beliefs are based on a humanistic collaborative model of education that focuses on learning. Faculty members serve as learning guides, inspiring and motivating students to develop their innate gifts. The faculty uses an extensive variety of pedagogical techniques that promote active learning.

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The faculty believes that learning is a lifelong process that is independent and self-initiated and results in potential or actual changes in behavior. Learning is a complex process that evolves from the integration of psychomotor, cognitive and affective experiences, and occurs best when the person is actively involved in the pursuit of established goals. Although faculty and students share the responsibility for creating an educational climate that is conducive to learning and encourages self-direction and inquiry, students must assume responsibility for their own learning. The faculty shares knowledge, attitudes and expertise and invokes the role of facilitator, resource person and role model in the learning process.

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Program Outcomes

Upon completion of the Program, graduating students will be able to:

1. Apply analytical reasoning and critical thinking skills in the incorporation of knowledge synthesized from nursing, humanities and the biological and social science into professional nursing practice.
2. Utilize information technology to include traditional and developing methods of discovering, retrieving and using information in nursing practice.
3. Effectively communicate with culturally diverse persons and disciplines in a caring manner, using a variety of strategies.
4. Utilize the nursing process to provide culturally competent care to persons across the lifespan.
5. Collaborate with significant support people and members of the health care team to assist diverse persons to achieve identified goals.
6. Assume a leadership role within the scope of professional nursing practice.
7. Participate in research that focuses on evidence-based practice and utilize findings to support clinical decision making.
8. Incorporate professional nursing standards and accountability into practice.
9. Demonstrate a commitment to lifelong learning and personal and professional development through continuing education and participation in professional organizations.
10. Recognize the impact of economic, political, social and demographic forces affecting the delivery of regional, national and global health care.

Measurement of End-of-Program Student Learning Outcomes by Academic Year

End-of-Program Student Learning Outcome	ELA	Year 2017-2018	Year 2018-2019	Year 2019-2020	Data Analysis and Action
1. Apply analytical reasoning and critical thinking skills in the incorporation of knowledge synthesized from nursing, humanities and the biological and social science into professional nursing practice.	Professional Nursing Term Paper 75% will achieve a grade of 80% or better	84.5%	87.5%	94.5%	Benchmark consistently met over the past three years. Students were able to achieve the EPSLO's at the ELA. Continue to monitor.
2. Utilize information	Case Management	96%	93%	100%	Benchmark consistently met over the past

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technology to include traditional and developing methods of discovering, retrieving and using information in nursing practice.	final paper 85% will achieve a grade of 80% or better				three years. Students were able to achieve the EPSLO's at the ELA. Continue to monitor.
3. Effectively communicate with culturally diverse persons and disciplines in a caring manner, using a variety of strategies.	Physical Assessment Cultural Presentation 75% will achieve a grade of 80% or better	100%	100%	100%	Benchmark consistently met over the past three years. Students were able to achieve the EPSLO's at the ELA. Continue to monitor.
4. Utilize the nursing process to provide culturally competent care to persons across the lifespan.	Community Health Assessment and Plan Project 75% will achieve a grade of 80% or better	95%	88%	100%	Benchmark consistently met over the past three years. Students were able to achieve the EPSLO's at the ELA. Continue to monitor.
5. Collaborate with significant support people and members of the health care team to assist diverse persons to achieve identified goals.	Community Health Assessment and Plan Project 75% will achieve a grade of 80% or better	95%	88%	100%	Benchmark consistently met over the past three years. Students were able to achieve the EPSLO's at the ELA. Continue to monitor.
6. Assume a leadership role within the scope of professional nursing practice.	Team Development Discussion Forum 90% will achieve a grade of 7 or better	81.1%	88.5%	89%	Benchmark not met. Students were unable to achieve the EPSLO at the ELA, but are improving. Further discussion on ELA and/or Evaluation measure to occur in January 2021 and possible changes in Fall 2021
7. Participate in research that focuses on evidence-based practice and utilize findings to support clinical decision making.	Nursing Research Critique 2 80% will achieve a grade of 75% or better	76%	86%	86%	Benchmark met in two of three years. Students are able to achieve the EPSLOs at the ELA in 2018-2019 and 2019-2020. The ELA increased for the last two years and we will continue monitor
8. Incorporate professional nursing standards and accountability into practice.	Delegation Discussion Forum 80% will achieve a grade of 7 or better	73%	100%	89.5%	Benchmark met in two of three years. Students are able to achieve the EPSLOs at the ELA in 2018-2019 and 2019-2020. Professional Nursing standards and delegation were further incorporated into NUR 3110 after difficulties noted with this concept. The ELA increased for the last two years and we will continue monitor
9. Demonstrate a commitment to lifelong learning and personal and professional development through continuing education and participation in professional organizations.	Professional Nursing e-portfolio 80% will achieve a grade of 80% or better	82%	85%	83%	Benchmark consistently met over the past three years. Students were able to achieve the EPSLO's at the ELA. Continue to monitor.
	My Personal Leadership Analysis 80% will achieve a grade of 20 or better	80%	64.5%	82%	Benchmark met in two of three years. Students are able to achieve the EPSLOs at the ELA in 2017-2018 and 2019-2020. The ELA increased for the last year and we will continue monitor

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10. Recognize the impact of economic, political, social, and demographic forces affecting the delivery of regional, national, and global health care.	Urban Health Paper: Advocating for Change 75% will achieve a grade of 80% or better	98.5%	97.5%	94.5%	Benchmark consistently met over the past three years. Students were able to achieve the EPSLO's at the ELA. Continue to monitor.
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Admission Criteria

Applicants for a Bachelor of Science Degree with a major in Nursing must be graduates of a degree-granting college or a diploma-granting nursing school that prepares students for licensure as Registered Professional Nurses.

Graduates from degree-granting Associate Degree Programs who are candidates for admission to the baccalaureate program in nursing at New York City College of Technology must have:

- Met the admission requirements for the College.
- Graduated from an Associate Degree Nursing Program.
- A current license in New York State as a Registered Professional Nurse or eligibility to sit for the NCLEX-RN Exam. Students must be licensed prior to registration in a nursing course with a clinical component.
- A 2.5 cumulative grade point average (GPA) on a 4-point scale to be reviewed for admission. Preference will be given to applicants with a 3.0 GPA or above.

Students applying to the program will be admitted based on space availability.

In addition to the above admission criteria, candidates for admission to the program who hold a Diploma or an Associate Degree in nursing that is not from an institution granting college credit may be admitted to the program with the following requirements:

- Successful completion of the Nursing Acceleration Challenge Exams (NACE) II RN to BS (NLN NACE II Examinations formerly called the NLN Mobility Profile Exams that were used for Nursing Progression). These tests designed for RN/BS programs are \$55 each plus shipping and handling. They are computerized tests that must be administered by the College. They take between 2 ½ to 4 hours each. The examinations are:
 1. NACE II – Care of the Adult Client (219 items).
 2. NACE II – Care of the Client during Childbearing and Care of the Child (203 items, two exams in one).
 3. NACE II – Care of the Client with a Mental Disorder (132 items).
- Successful completion of all pre-major requirements in the Nursing Program, either by examination or by completion of the appropriate courses.

CUNY Residency Policy for Admission to Nursing Programs – All CUNY nursing departments require applicants for admission into nursing to provide documentation in one of the following categories:

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- 1) U.S. Citizenship;
- 2) Permanent Residency;
- 3) International Student with F1 Status;
- 4) Granted Asylum, Refugee Status, Temporary Protected Status, Withholding of Removal, or Deferred Action Status by the U.S. government.

Effective June 24, 2020:

All CUNY nursing programs will consider applicants for admission who are eligible for licensing in New York under the regulations of the New York State Education Department. The regulation provides eligibility for citizens and non-citizens who are “not unlawfully present,” including those with Deferred Action for Childhood Arrivals (DACA) and those permanently residing in the United States under color of law (PRUCOL).

Applicants may demonstrate eligibility through documents that verify that they meet the required criteria. The most common documents include:

1. Proof of U.S. citizenship through a birth certificate, U.S. passport, naturalization certificate, or a certificate of citizenship.
2. Proof of legal permanent resident status with what is known as a “Green Card”.
3. Proof of various eligible categories, listed below, generally through an employment authorization document (EAD) or other satisfactory documentation.

Eligible immigration categories:

1. International student with F-1 status
2. Asylee
3. Refugee
4. Temporary Protected Status (TPS)
5. Deferred Action for Childhood Arrivals (DACA)
6. Individuals paroled into the United States whose parole has not expired
7. Persons residing in the U.S. pursuant to an Order of Supervision
8. Persons granted a stay of deportation/removal
9. Persons granted an indefinite voluntary departure
10. Persons on whose behalf an immediate relative petition has been approved
11. Persons who have filed an application for adjustment of status to permanent resident
12. Persons granted Deferred Action Status
13. Persons who entered and have continuously residency in the U.S. before 01/01/1972
14. Persons granted suspension of deportation or cancellation of removal
15. Cuban/Haitian entrants
16. Persons with a pending application for asylum, withholding of removal or deportation, protection under the Convention Against Torture (CAT), cancellation of removal, or TPS
17. Persons in T or U non-immigrant status
18. Self-petitioner under the Violence Against Women Act
19. Other persons living in the U.S. who are not unlawfully present

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Progression in Nursing

- A 2.5 cumulative grade point average must be maintained.
- Students must achieve a grade of “C” on all nursing courses (NUR) and required courses in the curriculum.
- A student may repeat only one of the required nursing courses.
- Courses designated NUR must be passed on the second registration.
- A grade of satisfactory (S) in the clinical component of nursing courses (NUR 3110, NUR 4010, NUR 4110) is required for passing the course.
- Only one Withdrawal for Academic reasons “W” from required nursing courses is permitted.
- Students required to take NLN NACE II Examinations for previous nursing credit must complete all tests with a satisfactory grade prior to enrolling in fourth semester curriculum nursing courses (NUR 4110, NUR 4130).

Grading Policy for all courses designated with the prefix NUR

Grade	Definition	Quality Points (Index)
A	93–100%	4.0
A-	90-92.9%	3.7
B+	87-89.9%	3.3
B	83-86.9%	3.0
B-	80–82.9%	2.7
C+	77–79.9%	2.3
C	75–76.9%	2.0
D	60–74.9%	1.0
F	Below 60	0.0

Deans’s Honor List

This academic honor is awarded to matriculating students who have a grade point average of 3.5. Please see NYCCT Student Handbook for more information.

Honors Scholars Program

Eligible students are strongly encouraged to participate in the Honors Scholars Program. Please see the NYCCT Student Handbook for more information.

Nursing Honor Society

The BS program has an Honor Society to recognize excellence in Nursing Scholarship. Please contact Dr. Kathleen Falk for more information.

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Clinical Requirements

Effective June, 2015, students must obtain clinical clearance from CastleBranch prior to enrollment in a course with a clinical component <https://mycb.castlebranch.com>. Students are required to submit health clearance, CPR, drug test and other documentation, including, but not limited to, New York State License, HIPAA, Infection Control and Fire Safety trainings to CastleBranch. Students receive a notice from CastleBranch when any of the required items expire and need to be renewed.

In order to comply with these standards students should

- Make an appointment with their health care provider to fill out health clearance forms.
- Register for an account with CastleBranch. Instructions are on the Nursing web page under Student Resources.
- Complete HIPAA, Infection Control and Fire Safety mandatory trainings through Medcom <https://www.medcomrn.com/citytechcuny/>
- Have drug screening through CastleBranch within the month prior to the start of each semester a student takes a clinical course (NUR3110, 4010 and 4110).
- Receive the Flu shot for each flu season.
- Have a criminal background check through CastleBranch

Health clearance is due about one month before attendance at a clinical site. Once you are cleared by CastleBranch, the school will receive a notification that you are cleared.

A reminder that students who do not submit the necessary documentation will not be able to attend clinical.

Transfer into the Nursing Curriculum

- Transfer students are required to follow college policies.
- The request to transfer non-CUNY nursing credits will be evaluated on an individual basis by a nursing department faculty advisor and an official decision will be made by the registrar.

CUNY Articulation Policy

In nursing, current formal CUNY articulation agreements are in effect with Kingsborough Community College, and Borough of Manhattan Community College Associate Programs in Nursing.

Add/Drop Courses

A student dropping co-requisites of a nursing course will also be required to drop the applicable nursing course.

Readmission to the BS Nursing Program

Students seeking readmission to the Program must follow the College requirements for readmission as well as the Policies of the Program.

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Transportation, Uniforms and Equipment

All students must provide their own transportation for laboratories, field trips and clinical site assignments. Faculty and students must comply with CUNY Travel Policy.

Dress Code

Students must have their own lab coats, if required, and equipment for clinical assignments. Professional attire will be specified for each clinical course by the clinical professor in collaboration with agency liaison personnel. Students enrolled in the baccalaureate program must comply with that dress code. Professional clinical attire is usually a clean white lab coat, knee length with the NYCCT emblem on the left sleeve **OR** a clinical uniform may also be loose fitting dark pants, a dark skirt that is knee length, white or light colored buttoned blouse (no plunging necklines) with sleeves (half or full length); clean, closed walking shoes with socks or stockings (no bare feet); no jewelry except for small stud earrings, small rings and a watch with a second hand; nails are to be clean, trimmed (must be short), and if polished only neutral, light colors (no acrylic or gel polish, extensions or nail wraps); hair must be neat, clean, and worn off the face and collar of the uniform top; no perfume; tattoos are to be covered. Students enrolled in NUR 3110L must wear a lab coat while in the hospital. The lab coat is to be fresh laundered and pressed. Students must wear their NYCCT ID. For information on NYCCT ID card, see NYCCT Student Handbook. The hospital affiliate may also require an additional ID card.

Student Participation in Program Meetings

Students are strongly encouraged to attend various Program meetings to provide faculty with their views on departmental activities that affect their learning and success. Department meetings are on Thursdays. The schedule is distributed to Faculty at the beginning of each semester. Faculty announce or distribute meeting dates in their classes.

Suggested time for completion of the Nursing Program

The program is designed to be completed in two full time academic years. However, many students have completed some or all of their liberal arts requirements prior to beginning the program. Those students have completed the program in less than two full academic years. Part-time students can complete the program in six years.

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Degree Requirements

Students must meet the following degree requirements. A minimum of 120 credits is required for the BS degree. Sixty credits must be in liberal arts and science courses. Courses with an NUR or NU prefix are not liberal arts and science courses. For transfer students, thirty four credits must be completed in residence at NYCCT. Students entering NYCCT as of Fall, 2013 must meet the Pathways General Education Requirements in order to graduate. This includes both the Fixed and Flexible core portions of Pathways.

REQUIRED COURSES FOR THE BS DEGREE WITH A MAJOR IN NURSING

AAS Degree **60 Credits**

UPPER LEVEL NURSING COURSES

NUR 3010	Physical Assessment	3
NUR 3110	Leadership in the Management of Client Care	5
NUR 3130	Nursing Research	3
NUR 4010	Community Health Nursing	5
NUR 4030	Nursing Case Management: Role and Process	3
Nursing Elective: NUR4020,4040,4050,4070,4080,4090, (one or two alternating electives are offered each semester)		3
NUR 4110	Comprehensive Client Care for Urban Health Issues	5
NUR 4130	Professional Nursing Practice	3
Subtotal		30

OTHER REQUIRED COURSES

(Prior to Pathways, Fall, 2013)

COM 1330/1335	Effective Speaking	3
BIO 3524	Nutrition	2
MAT 1272	Statistics	3
BIO 3526	Pathophysiology	3
PSY 2404	Personnel & Organizational Psychology	3
Subtotal		14

SELECT ELECTIVE COURSES (total = 16 credits)

(Prior to Pathways, Fall, 2013)

Science Elective	4	
Sociology Elective	3	
Aesthetics Elective	3	
Literature Elective	3	
Philosophy Elective	3	
Subtotal		16

TOTAL **120 Credits**

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Liberal Arts and Sciences requirements for students admitted from Fall, 2013 to present:

REQUIRED COMMON CORE

12 – 17 Credits

English Comp I	3
English Comp II	3
Math and Quantitative Reasoning	3 or 4
Life and Physical Sciences	3, 4 or 5

FLEXIBLE COMMON CORE

15 - 19 credits

World Cultures and Global Issues	3
U.S. Experience in its Diversity	3
Creative Expression	3
Individual and Society	3
Scientific World	3 or 4

COLLEGE OPTION

6-12 credits

Speech	3
Advanced Liberal Arts Sequence	3
Interdisciplinary Course	3

GENERAL EDUCATION

27 -35 credits

BIO 2311 Anatomy&Physiology	4
BIO 2312 Anatomy&Physiology II	4
BIO 3302 Microbiology	3
BIO 3524 Nutrition	2
BIO3526 Pathophysiology *	3
MAT1190(or higher) Math &Quantitative Reasoning	3
MATH 1272 Statistics**	3
PSY1101 Introduction to Psychology	3
PSY2301 Child Psychology	3
PSY 2404 Personnel & Organizational Psychology	3
SOC 1101Elements of Sociology	3

*Pathophysiology has a chemistry 1110 prerequisite. The prerequisite for chemistry is Math 1275

**Statistics is required. It can also satisfy the Math and Quantitative Reasoning of the Required Common Core

TOTAL LIBERAL ARTS AND SCIENCE CREDITS 60 OR MORE

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Baccalaureate Nursing Course Descriptions

**NUR 3010 Physical Assessment 2 class hrs, 2 lab hrs,
3 credits**

Health assessment skills and techniques for the conduct of a comprehensive health history and physical exam are developed for generalist nursing practice. Students critically analyze interview data and assessment findings that relate to the specific needs of individuals concerning age and culture. The normal parameters of health are used to compare and contrast the findings. Discussions will include health screening across the life span and associated health promotion practices as recommended by Healthy People 2020.

Prerequisites: AAS degree with major in nursing or approval of BS program coordinator

**NUR 3110 Leadership in the Management of Client Care 2.5 class hrs, 5 clinical hrs,
5 credits**

This course introduces the student to concepts of leadership and management for application in practice settings. Theories relating to nursing, culture, change, motivation, organization and management are explored. Principles of time management, leadership styles, budgeting, staffing patterns, personnel evaluations, delegation, and the steps of discipline, and JCAHO accreditation criteria will be discussed and analyzed across diverse practice settings. In clinical, student/nurse manager dyads provide students with a vantage point to observe the nurse manager role, responsibilities, and associated demonstrated interventions that effect positive client outcomes, staff satisfaction and professional growth.

Pre or Corequisite: NUR 3010

**NUR 3130 Nursing Research 3 class hrs
3 credits**

Students will develop skills to critically read, analyze, and use knowledge gained from reported research findings for evidence-based practice. The steps of the research process are presented which provide the framework for critiquing research studies that used both qualitative and quantitative methods. Students conduct a review of the nursing literature and critique a selection of nursing research articles that focus on clinical nursing research. Students formulate a research problem and apply the elements of the research process in a hypothetical study. The ethical issues involved in nursing research, theoretical frameworks for nursing research, and the nurse's role as a member of a research team to forward research dissemination are discussed.

Prerequisites: AAS degree with major in nursing, MAT 1272

**NUR 4010 Community Health Nursing 2.5 class hrs, 5 clinical hrs
5 credits**

This course builds upon the student's knowledge of nursing and provides the requisites for practice as a community health nurse. The focus is on health promotion, disease prevention and maintenance of health, which is the core of community-based care. Selected concepts such as evidence-based care that contribute to the foundation of community-based nursing will be discussed. The course will examine historical perspectives, the value of community health, the

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nurse's present day professional expectations and accompanying changes in responsibilities, accountability for practice, and ethical and transcultural considerations. The curriculum will focus on specific contemporary community health issues including homelessness, communicable diseases, mental health and preparedness for bioterrorism.

Prerequisites: NUR 3010, NUR 3130, BIO 3524

NUR 4030 Nursing Case Management: Role and Process 3 class hrs
3 credits

This course focuses on innovative, integrated nursing case and care management models within the context of assessment, planning, implementation, collaboration, negotiation, and evaluation. The critical competencies and strategies in managing risk and legal liabilities, seeking and obtaining physician support, coordination of services across placement settings, and client and caregiver education are discussed. An emphasis will be on teaching-learning principles and strategies effective in the management of care for diverse populations in urban settings. Students will discuss functions and issues in evolving role demands, opportunities, and responsibilities of the nurse case manager.

Prerequisites: NUR 3110, NUR 3130, BIO 3524; co requisite: PSY 2404, NUR 4010 or approval of the BS coordinator.

NUR 4110 Comprehensive Client Care for Urban Health Issues 2.5 class hrs, 5 clinical hrs,
5 credits

This course builds upon the students' knowledge of nursing, biological and social sciences, and information technology for assuming nursing roles in health care of culturally diverse clients in urban settings. The curriculum will include global health issues as they relate to such areas as disease transmission, health policy, the adequacy of services provided, and strategies to enhance access to care. The economics and political implications for care in urban settings are discussed. Students will examine political forces and proactive nursing responses that forward health promotion and prevention interventions in urban settings.

Pre or corequisites: NUR 4030

NUR 4130 Professional Nursing Practice 3 class hrs
3 credits

A variety of professional, historical, theoretical, ethical, and health-related issues relevant to contemporary nursing are analyzed, discussed, and debated in class. Students will use a variety of professional tools such as in-class forums to debate relevant health care issues, the resume, a portfolio, and template for a project proposal for enhancement of professional development. Students study the impact of political, economic, and other trends on nursing practice. Students explore and discuss the emerging roles of the nurse in a dynamic health-care delivery system. Students formulate long range plans for continued education, participation in professional organizations and activities.

Prerequisites: NUR 3110, NUR 3130

NURSING ELECTIVE COURSES (Students select ONE of the following electives)

NUR 4020 Women's Health and Wellness across the Life Continuum 3 class hrs
3 credits

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The course uses a holistic framework incorporating physical, psychosocial, socioeconomic, family and spiritual domains to address issues affecting women's health states, well-being and quality of life, as well as strategies for developing interventions.

Prerequisites: NUR 3010, NUR 3110, NUR 3130 or approval of BS program coordinator.

NUR 4050 Family Centered End-of-Life Care Across the Life Span 3 class hrs
3 credits

This course explores nurses' involvement in family centered end-of-life care. How a health care team approach can address the myriad needs facing individuals and their families at this time of life are discussed. Principles of hospice and palliative care will be used as a guide for this curriculum. Factors involved in expert nursing care which has the potential to greatly reduce the burden and distress of those facing life's end and the ability to offer support for the physical, psychological, social, and spiritual needs of patients and their families are presented.

Pre-or corequisites: NUR 3110, NUR 3130, approval of BS program coordinator.

NUR 4070 Nursing Informatics 3 class hrs
3 credits

This course is a comprehensive introduction to the use of computers within the Nursing Informatics specialty to identify, gather, and process information used in the management of client care. Emphasis will be on technology based health applications which support clinical, administrative, research, and educational decision-making that enhances the efficacy of the nursing process. Ethical, legal and confidentiality issues related to the use of electronic health care records will be considered.

Prerequisite: MST 1101, or demonstrated computer literacy:

Pre-or corequisite: NUR 3110, NUR 3130, or approval of BS program coordinator.

NUR 4080 Communication and Behavior in Nursing 3class hrs
3 credits

This course builds on prior knowledge of psychological aspects of health and illness and nursing interventions in the prevention, response and management of potential and actual disease, in jury and illness. The course focuses on developing expert communications skills when communicating with other health care providers, patients and their families and when communicating professional information through writing, speaking and professional presentations. Students will also develop understanding and competence in intervening in a wide array of cognitive, emotional, sociocultural and behavioral states. Theories relating to communication, nursing, culture, motivation and behavior are discussed.

Prerequisite: NUR 3010

NUR 4090 Geriatrics 3 class hrs
3 credits

This course provides a comprehensive exploration of the needs of older adults within health care settings and in the community. Students will acquire a conceptual foundation for evidence-based gerontological nursing practice. The course builds upon the student's knowledge of nursing. This course focuses on the interactions among aging, disease, functional ability, the environment, and health disparities of older adults. Discussions will include health promotion practices as recommended by Healthy People 2020.

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Pre-or corequisites: NUR 3010, NUR 4010

NUR 4040 Nursing Elective: HIV/AIDS Advocacy and Care

3 class hrs, 3

credits

An examination of the fundamentals required for practice as a registered professional nurse administering care to clients infected with Human Immunodeficiency Virus (HIV)/Acquired Immunodeficiency Syndrome (AIDS). The emphasis is on the examination of evidence-based, holistic and safe nursing care in achieving and supporting the optimal health and welfare of persons with HIV/AIDS across life spans and settings.

Prerequisites: NUR 3010, NUR 3110, NUR 3130 or the BS Coordinator of approval.

Electronic Devices

Use of personal electronic devices for personal business in the clinical area is strictly prohibited. Students are encouraged to access the internet for clinical information. Students are allowed to audiotape classes with the permission of the instructor. Use of electronic devices during exams is prohibited unless specified by the instructor. Taking pictures of classmates during any instructional activity is only allowed with the permission of the instructor. Students must sign a CUNY photo release for all pictures taken during class. Please see the NYCCT Catalog and NYCCT Student Handbook for other important Policies and Procedures regarding Computer Resources. Students are prohibited from posting information on Social Media Sites as this can have professional ramifications. Taking pictures of patients is also prohibited.

Health Insurance Portability and Accountability Act (HIPAA)

All clinical information is subject to HIPAA regulations. Students are required to be familiar with the Health Insurance Portability and Accountability Act. Violation of HIPAA regulations can result in course failure.

Student Support Services

Any student with a documented disability or history of disability services seeking academic adjustments and/or reasonable accommodations will need to contact The Center for Student Accessibility and meet with staff to establish your adjustments and reasonable accommodations. The Center for Student Accessibility is located in room A-237 and the phone number is 718 260 5143. Students may enroll with the program throughout the year and are responsible for alerting faculty to accommodations needed.

Tobacco-Free Policy

Smoking and tobacco use, including the use of electronic cigarettes is strictly prohibited in all areas, including indoor, outdoor and vehicles that are owned, leased operated or maintained by NYCCT. This is in compliance with CUNY's smoke free policy. All clinical settings are Tobacco-free environments. Smoking of any kind is prohibited on the campus of a healthcare setting and school

Drug and Alcohol Education Policy

NYCCT is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). See NYCCT Student Handbook for more information.

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CUNY ALERT

CUNY has an email alert system that is used for emergency notification. To register visit the main CUNY website at <http://www.cuny.edu>

Clinical Attendance Policy

To encourage professionalism and to maximize student learning, it shall be the policy of the Nursing Department to require full attendance and punctuality for every scheduled clinical activity required of all courses that include a clinical component. *This will include orientation sessions, field trips or campus presentations related to the clinical requirements.*

Partial Absence is defined as missing more than 15 minutes of the clinical day.

Full Absence is defined as missing more than 30 minutes of the clinical day.

Both of these above definitions apply to situations where a student arrives late or leaves early from a clinical day.

It is understood that there may be an instance beyond the student's control where they may miss all or part of a clinical day. **Regardless** of the reason for the absence or lateness, the following grid details *permitted* absence and consequences when this is exceeded. If the student exceeds permitted or make-up assignments, they will be at risk for failure in the course.

Absence	(Full or Partial)	Consequence
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One Full or Two Partial		None
Two Full or Three Partial		Make-up Assignment (see below)
Three Full		Must withdraw or File an appeal
Two Full plus Three Partial		Must withdraw or File an appeal
One Full plus Four Partial		Must withdraw or File an appeal

In those circumstances (see above) when a student is permitted to make-up the clinical day, the clinical instructor will assign an assignment comparable in time and effort. The clinical instructor will direct the student as to when the assignment is due.

In those circumstances (see above) when the student has exceeded permitted or make-up assignments (only *one* make-up assignment will be permitted), the student may elect to withdraw from the course or file an appeal. It will be the student's responsibility to submit the appeal and to simultaneously inform their clinical instructor that they are doing so. The student may remain at the clinical site during the appeal process. If the student fails to not withdraw from the course or to submit an appeal, they will be at risk for failure. The clinical instructor should confirm with the course coordinator that a withdrawal or appeal has been initiated.

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Upon decision of an appeal, the appeals committee will notify the student, the clinical instructor, the course instructor, course coordinator and faculty advisor of the decision. The student may elect to appeal this decision to the College committee on Course and Standards.

Classroom Attendance Policy

A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester. BS nursing students enrolled in traditional courses may miss two sessions without penalty. If a student's class absences exceeds the limit established for a given course or component, the instructor will alert the student that a grade of "WU" may be assigned. Active participation in nursing coursework is required and is reflected in grades. If the student remains officially registered for a course and never attend that course, a final grade of "WN" (failure) must be assigned by the instructor. Students must also be punctual for classroom meetings. Lateness will be recorded in the attendance roster. See College Catalog for more information about Appeals and Withdrawal.

Essential Technology for the use of Blackboard (Bb):

The college uses a course management platform, Blackboard, which all students have an option to learn and use with support from the Information Technology Center.

Many students have been using Bb for many years and are familiar with the system. Below are the suggested minimum prerequisites that students should know/have for using Blackboard:.

1. You should have access to and be able to use Internet Explorer, Mozilla Firefox, or Safari browsers. **Bb does not fully support AOL.**
2. You will need a CityTech e-mail account and should be comfortable using it. The college provides an e-mail account to all students
3. You need access to a computer with at least 256 MB RAM.
4. You should have the correct Java version downloaded/ installed – if necessary. The installation is automatic. You only need to do this the first time

See course requirements in the course syllabus for specific technology requirements.

Independent Study

The College Catalog describes the requirements for Independent Study. Students who request Independent Study must submit the required forms to the Registrar after approval of the Chairperson and/or Baccalaureate Program Coordinator and the Dean of the School of Professional Studies. The Chairperson, Baccalaureate Program Coordinator or their designee conduct Independent Study.

Wireless Network

For information about how to connect to the Colleges wireless network please see the NYCCT Student Handbook.

Student Email

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For information about NYCCT email, please refer to the NYCCT Student Handbook.

Appeals

The Appeals Committee is responsible for reviewing written appeals from students concerning absences or other academic policies. The committee discusses the student's concerns and makes appropriate recommendations. Students should fill out an appeal form that can be obtained in the Nursing Department office. Students will be notified of the Committee's decision as soon as the Committee makes a decision. The Committee meets at regular intervals throughout the semester. Students should also refer to the College Catalog for the College Appeals process regarding grades and complaints.

Criminal Background Checks and Drug Testing

The Nursing Program at New York City College of Technology does not require a criminal background check or drug test, but the educational requirements include placement at one or more hospitals or other off-campus clinical training sites, and these sites frequently require a student to undergo a criminal background check and drug test before the student can be placed for clinical learning experience. If based upon the results of a criminal background check, the site determines that a student's participation in its clinical training program would not be in the best interest of the site, the site may deny that student admission to the training program. Even if the student has already begun the placement when the results are received, the site may elect to dismiss the student, regardless of the student's performance while in the training program

Each clinical training site that requires a criminal background check and drug test sets its own standards and procedures, and you may be asked by the site to pay the cost of the background check and drug test, You may also have to complete more than one criminal background check during the course of the Nursing program at NYCCT, depending on the number of sites where you are placed and the requirements of each site.

Please note that if a clinical training site determines that you may not take part in the training program based on the results of a criminal background check and/or drug test, you may be unable to complete your course requirements and to continue in the Nursing program. NYCCT has no obligation to refund your tuition or fees or to otherwise accommodate you in the event you are ineligible to complete your course requirements based on the results of a criminal background check and/or drug test.

Approximate Fees

COVID Testing	To Be Determined
Personal Protective Equipment (PPE)	To Be Determined
Medical Documentation Management	\$30 (CastleBranch)
Background Check	\$105
Drug Test	\$32
Books	\$1000

Tuition - Consult the NYCCT College Catalog for the year student is admitted to the college for applicable tuition

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Employment

Job opportunities for nurses seeking employment in NYC hospitals improve upon graduation from the RN-BS Program. The program makes every effort to accommodate the work schedule of students who find nursing employment while matriculating in the RN-BS program since their job is contingent upon the completion of the bachelor's degree in nursing. Many graduates find full-time nursing positions upon the completion of the Program

Academic Integrity

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

The Baccalaureate Program in Nursing adheres to this New York City College of Technology/CUNY Policy on Academic Integrity. Please refer to the College Catalog and NYCCT Student Handbook for more information. This policy spells out in detail what constitutes Academic Dishonesty. All students are responsible for following this policy.

Academic and other Resources

There are many resources available for students at NYCCT. Please check the NYCCT College Catalog and NYCCT Student Handbook for further information about the Library. The Nursing Department has many academic resources that are available to nursing students. Among these resources are DVDs in the Nursing Department Lab and in the campus library.

Accreditation

This nursing education program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

Ph: 404-975-5000

Website: <http://www.acenursing.org>

The nursing education program is regulated by the New York State Education Department.

New York State Education Department
The University of the State of New York
Professional Education Program Review

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