



Katz

**Katz School
of Science and Health**

YESHIVA UNIVERSITY KATZ SCHOOL OF SCIENCE AND HEALTH

Undergraduate Nursing Program Student Handbook 2024-2025

Yeshiva University's Nursing Program policies apply to all students, faculty, and program director regardless of location.

Students are also subject to the policies of all clinical affiliations in which they participate.

In the event of a conflict between this Handbook and the Nursing Academic Catalog, the terms and conditions of [this Handbook] shall prevail.

Table of Contents

Section I: General Program Information

Section II: PROGRAM OVERVIEW

Section III: PROFESSIONAL NURSING STANDARDS

Section IV: CODE OF ETHICS AND CODE OF CONDUCT

Section V: GENERAL POLICIES AND PRODEDURES

Section VI: KATZ BS IN NURSING ACADEMIC CATALOG

Section I: GENERAL PROGRAM INFORMATION

YESHIVA UNIVERSITY MISSION

Yeshiva University (YU), our mission, Torah Umadda, is to bring wisdom to life through all that we teach, by all that we do and for all those we serve.

- Our students learn and go forth, as both educated and ethical people, to share their own special talents and wisdom with society.
- Our University serves as a platform to bring Yeshiva's collective wisdom to the world through our community outreach, publications, seminars, and broad range of academic programs.
- Faculty's research, academic work and scholarly writings help bring wisdom to many of the most pressing social, political, medical, legal, and human rights issues facing the world today.

For Nursing Students, Yeshiva brings wisdom to life by not only teaching the knowledge and skills to be highly accomplished and skilled clinicians and professionals, but by teaching the ethical and moral values that will make them truly admirable people. It is our dual emphasis on professional excellence and personal ethics that gives our nursing students the wisdom to succeed in both their professions and their lives.

NURSING PROGRAM MISSION STATEMENT

The Yeshiva University nursing program will prepare diverse, culturally competent registered professional nurses to lead lives of kindness, generosity, and integrity as they provide excellent, patient-centered health care for patients from all cultural and socioeconomic backgrounds. The nursing program mission will be accomplished through the provision of a nurturing learning environment, excellence in teaching and learning, service to the community, and the delivery of evidence-based nursing education throughout the lifespan.

NURSING PROGRAM OUTCOMES

1. Integrate, translate, and apply knowledge from nursing and the liberal arts and sciences to inform clinical judgement and professional nursing practice.
2. Implement the nursing process for decision making, to provide holistic person-centered care to individuals, families, and populations.
3. Plan care through collaborative activities that promotes health equity and improved health outcomes for individuals and populations across the health care continuum.
4. Participate in scholarly inquiry to identify best evidence for professional nursing practice to promote health equity and improve patient outcomes.

5. Demonstrate knowledge and behaviors that are based on quality improvement principles and standards to promote a culture of safety.
6. Collaborate with members of the interprofessional team with an understanding of team dynamics, respect, and the unique contribution of each member to deliver person-centered care and improve healthcare outcomes.
7. Demonstrate an understanding of the relationship between internal and external system processes such as healthcare, financial, regulatory policies, and metrics that influence the coordination and delivery of safe, equitable care to diverse populations.
8. Use information technology to generate and support evidence-based practice and clinical decision-making to improve health outcomes and equitable access for patients, families, and populations.
9. Demonstrate professionalism and accountability by developing a professional identity that reflects nursing's characteristics and values.
10. Engage in activities and self-reflection that demonstrate a commitment to lifelong learning and personal, professional, and leadership development.

NURSING COMPETENCIES

The Essentials: Core Competencies for Professional Nursing Education provide the framework for competency-based nursing education. Ten domains define broad areas of competence essential to nursing practice. Expected competencies and sub-competencies are organized within each domain and are applicable across four spheres of care. Eight foundational concepts are integrated throughout the domains and competencies and represent important areas of knowledge. (American Association of Colleges of Nursing [AACN], 2021, [The Essentials: Competencies for Professional Nursing Education \(aacnnursing.org\)](https://www.aacnnursing.org/)).

The Essentials serve as the framework of Yeshiva University's Nursing Program Outcomes. The course outlines and course objectives are aligned with the AACN Essential's domains, competencies, and concepts.

CONCEPTS FOR NURSING PRACTICE

1. Clinical Judgement
2. Communication
3. Compassionate Care
4. Diversity, Equity, and Inclusion
5. Ethics
6. Evidence-Based Practice
7. Health Policy
8. Social Determinants of Health

DOMAINS (AACN, 2021)

Domain 1: Knowledge for Nursing Practice

Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice. (p. 27)

Domain 2: Person-Centered Care

Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area. (p. 29)

Domain 3: Population Health

Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional Nursing partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. (p. 33)

Domain 4: Scholarship for the Nursing Discipline

Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care. (p. 37)

Domain 5: Quality and Safety

Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to Nursing patients and providers through both system effectiveness and individual performance. (p. 39).

Domain 6: Interprofessional Nursing Partnerships

Descriptor: Intentional collaboration across professions and with care team members, Nursing patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes. (p. 42)

Domain 7: Systems-Based Practice

Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations. (p. 44)

Domain 8: Informatics and Healthcare Technologies

Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards. (p. 46)

Domain 9: Professionalism

Descriptor: Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values. (p. 49)

Domain 10: Personal, Professional, and Leadership Development

Descriptor: Nursing participation in activities and self-reflection that fosters personal health, resilience, and well-being; contribute to lifelong learning; and support the acquisition of nursing expertise and the assertion of leadership. (p. 53)

FOUR SPHERES OF CARE

1. Disease prevention/promotion of health and well-being
2. Chronic disease care
3. Regenerative or restorative care
4. Hospice/Nursing palliative/supportive care

Section II: PROGRAM OVERVIEW

PROGRAM CURRICULUM OVERVIEW

The Profession of Nursing is an art and a science. Nursing education prepares students to integrate, translate and apply current and evolving knowledge for professional nursing practice. Liberal arts provide the foundation for the art of nursing; developing ethical and moral understanding, understanding of the human condition and societal issues, personal expression, and communication skills. The Sciences provide the foundation for the science of nursing in evidence-based practice.

The Bachelor of Science in Nursing at Yeshiva University is a 62 credit, 16-month program that begins in the fall semester. The curriculum is rigorous, sequential, and logically structured. There are two different programs for the BS in Nursing within the Katz School.

REQUIREMENTS OF THE NURSING STUDENT

REQUIRED EQUIPMENT

Nursing education includes laboratories and clinical experiences during which medical equipment must be utilized. All students enrolled in the Nursing Program are required to purchase the following medical equipment:

- Aneroid sphygmomanometer (blood pressure cuff)
- Penlight
- Stethoscope with bell AND separate diaphragm
- Wristwatch with a second hand or digital timer (Phone cannot be used as a timer)
- Protective Eyewear
- Black ink pen

DRESS CODE POLICY

This Dress Code Policy is implemented to promote professionalism and to ensure student and patient safety:

- Clothing shall not be torn, frayed, cut-up or slit.
- Excessively tight clothing, excessively baggy clothing, shorts, clothing that exposes skin in the chest, abdomen and/or midriff area or upper thigh are not acceptable.
- All undergarments must not be visible, either by color or outline.
- Skirts and dresses must be conservative and professional in length, style, and fabric. Sleeveless dresses are allowed provided the other policies are adhered to, e.g., undergarments are not visible, and the dress does not excessively expose skin in the chest area.
- Shirts/blouses must be appropriately buttoned or zipped. No tube tops or off-shoulder designs.
- Pants or slacks shorter than ankle length, i.e. capri/crop pants/gaucho pants, are acceptable provided the other policies are adhered to, e.g., not excessively tight/baggy, not deeply slit, not clingy. Pants or slacks shorter than mid-calf are not allowed. Pants or slacks must be business professional in style and fabric. Hip huggers are not allowed.
- Swim wear and bedtime attire are not acceptable.
- Undershirts, undergarments, or spandex are not acceptable as outerwear.
- Any clothing, jewelry, or accessories that contain messages or images that are obscene, vulgar, or related to tobacco, drugs, alcohol, sex and/or violence are not acceptable.
- Hair must be well groomed and neat.

- Baseball caps or other hats (except head coverings required for a rotation activity or prescribed for religious/cultural observation) are not permitted in the classroom or clinical experiences.
- Facial hair is acceptable if clean and neatly trimmed.
- Fingernails must be clean, neat, short, and well maintained.
- Students are prohibited from attending any program activity smelling of strong odors, including but not limited to: Cologne, perfume, smoke, alcohol, or poor personal hygiene.

As ambassadors of the Yeshiva University Nursing Program, Nursing students must dress appropriately and foster an image of professionalism for the nursing profession to patients, faculty, staff, and other learners.

APPEARANCE DURING CLINICAL EXPERIENCES

CLINICAL AND LAB DRESS CODE

Women

- (Color) Women's Shirt Top with Embroidery
- (Color) Unisex Nursing Pants -or-Skirt
- Name Pin
- Plain White Socks
- White leather/synthetic leather shoes (no clogs or canvas materials)

Men

- (Color) Men's Oxford with Embroidery
- (Color) Unisex Nursing Pants
- Name Pin
- Plain White Socks
- White leather/synthetic leather shoes (no clogs or canvas)
- *Items in italics are available for order from XXX

Psychiatric and Mental Health Nursing and Community and Public Health Nursing: Students should report to the clinical sites in business attire.

Hair

Hair must be pulled back away from the face if it is longer than shoulder length. This is to avoid contamination or interference during medical procedures.

Fingernails

Fingernails must be less than ¼" long. Nail polish should not be worn. No artificial nails, wraps, multicolored or designer nail polish, or paintings are permitted during any rotation.

Fragrances

Some patients may be particularly sensitive to fragrances when ill. Students should be sensitive to the needs of patients and should avoid wearing fragrances, or at least should use fragrances sparingly.

Tattoos and Piercings

One earring in each ear is permitted. All tattoos should be concealed. Other body piercings should not be worn during rotations.

Jewelry

Students may wear two rings per hand and two neck chains, as long as the chains are worn within clothing. Bracelets are not permitted on clinical rotations. Each student should wear a watch with a second hand. Pins are not permitted except for purposes of identification. Students should avoid wearing insignia, buttons, or decals of a political nature while on clinical rotation.

Protective Eyewear

Students should carry protective goggles on rotation. Students must apply standard precautions on all clinical experiences, including wearing face shields or goggles if a splash is likely to occur.

- Nursing students must follow PPE guidelines as established by CDC
<https://www.cdc.gov/infectioncontrol/pdf/strive/PPE103-508.pdf>
- and must follow universal precautions as established by OSHA
<https://www.osha.gov/SLTC/etools/hospital/hazards/univprec/univ.html>.

IDENTIFICATION AS A YESHIVA UNIVERSITY NURSING STUDENT

Yeshiva University nursing students are required to prominently wear a "Yeshiva University Nursing Student" identification badge at all times at clinical sites. YU students will also be clearly identified in the clinical setting to distinguish them from physicians, medical students, and other healthcare professional students through the display of an identification patch worn on the sleeve of the uniform which specifies that they are YU nursing students.

REQUIRED TECHNOLOGY

The Nursing Program requires nursing students to have their own laptop computer with Microsoft Office throughout the duration of the nursing program. It is the student's responsibility to always have a working laptop with Microsoft Office in all classes. Moreover, nursing students are advised to always have a second laptop available in case an issue arises with the first one. Exams are predominantly taken electronically. If a primary device fails during an exam, it is essential to have an alternate device ready. Laptops must use CHROME or FIREFOX browsers during exams. Chromebooks and Android tablets cannot be used to take exams.

CLINICAL CLEARANCE REQUIREMENTS

All health clearance requirements must be completed, submitted to Castlebranch, and cleared by Castlebranch and the Nursing Program by:

- First week of August for the Fall semester
- First week of December for the Spring semester
- First week of April for the Summer semester

CASTLEBRANCH

All students enrolled in the Nursing Program are required to enroll in CastleBranch and actively maintain full compliance. The CastleBranch program is used to monitor compliance with clinical clearances, mandatory skills, immunizations, trainings, and certifications. Documents must be updated annually, including the background check, drug screen, HIPAA training, OSHA training, TB tests, physical exam, and flu vaccines. Full COVID-19 vaccination and booster (upon eligibility) is required for clinical clearance.

DRUG SCREENING

- Prior to the start of clinical rotations, all students are required to pass a drug of abuse screen and have a negative drug screen result.
- At any time during the didactic and clinical year, the Nursing Program may request a student to have a drug of abuse screen, per the discretion of the faculty or the clinical site.
- Students are responsible for the cost of the drug of abuse screen.
- Students should be aware that a clinical affiliate can remove a student from the site if a drug of abuse screen is positive.
- If a student is rejected from a clinical site due to information contained in the drug of abuse screen, the student may be unable to complete a required supervised clinical practice experience. If the student is unable to complete program requirements with their cohort or otherwise, the student may be advised to withdraw from the program.

CRIMINAL BACKGROUND CHECKS

Prior to entry into the Nursing Program, all nursing students will be asked to undergo a criminal background check.

- Many clinical affiliates require the completion of criminal background checks for nursing students rotating at the site.
- Students should be aware that a clinical affiliate can remove a student from the site if a criminal record is discovered.
- A criminal conviction may bar your entry into clinical practice as a registered nurse.
- If a student is rejected from a clinical site due to information contained in the criminal background check, the student may be unable to complete a required supervised clinical practice experience. If the student is unable to complete program

requirements with their cohort or otherwise the student may be advised to withdraw from the program.

- Students seeking entrance into the nursing profession should note that the presence of a criminal record may result in the refusal of licensing/certification/registration agencies to issue the credentials needed to practice nursing as registered nurses.

CLINICAL SITE REQUIREMENTS

Clinical sites may have additional requirements to those listed above. It is the responsibility of the student to be in compliance with all school and site requirements. These additional requirements may include additional drug screens, attendance at orientations, or other requirements. Failure to adhere to all deadlines as instructed will result in clinical course removal. Orientations for sites may not fall during the regular academic period. The school will provide as much notice as possible, but attendance is required. Failure to attend the orientation will prevent a student from participating in the clinical experience at the site.

If students fail to complete the site requirements by the established dates they will be dropped from their clinical courses (including both lecture, lab, and clinical placements) for the semester. Students that fail to meet clearance requirements are not permitted to switch into another clinical section under any circumstance.

Students are not permitted to switch clinical sections/clinical sites for any reason once enrolled. Please register for your clinical courses carefully.

MED MATH COMPETENCY (MMC) ASSESSMENT REQUIREMENT

MMC Assessment will utilize ATI Dosage Calculation 3.0 Proctored Assessments which are a group of proctored online assessments that measure a student's ability to accurately perform safe dosage calculations as part of clinical competence in specific content areas. The MMC is a clinical competency requirement and is completed at the end of each semester as part of a student clinical clearance for the next semester. Students must achieve at least 90% proficiency on the required MMC assessment prior to beginning a clinical rotation. Remediation will be available if the student is unable to attain the required 90% proficiency.

INCIDENTS/ACCIDENTS AT CLINICAL SITES

Any accident or injury at a clinical site must be immediately reported to the student's Clinical Instructor and to the Katz School of Science and Health Nursing Program Clinical Placement Coordinator or Senior Associate Dean as soon as possible. Most sites will have a policy regarding incident reports that students must follow. If a student is injured at a clinical site he/she may have the opportunity to be treated at that site, but neither the clinical site nor the Katz School of Science and Health Nursing Program is under any obligation to treat the student. (This is one of the reasons why students must have health insurance coverage).

Contact with some bodily fluids, needle sticks, and penetrating injuries pose the risk of infection by blood borne pathogens. Students should clean the wound with soap and water and report any such injury immediately to their Clinical Instructor and to the Katz School of Science and Health Nursing Program Clinical Placement Coordinator or Senior Associate Dean as soon as possible.

A medical evaluation should occur shortly after the incident. In some cases, treatment or prophylaxis for HIV infection may be indicated. If prophylaxis against HIV is indicated, it should ideally be started within two (2) hours of the exposure, although some begin prophylaxis as long as 48 hours after exposure. Faculty will help direct students to the nearest Emergency Department if there is no ability to evaluate the incident at the site where it occurred. Students will be required to submit a written account of the incident to the Clinical Placement Coordinator.

NURSING PROFESSIONAL ORGANIZATIONS' MEMBERSHIPS

Nursing Program students are required to join the National Student Nurses' Association (NSNA) by October 15 in the first semester of classes.

- National Student Nurses' Association: <https://www.nсна.org>
- Katz Nursing Program Honor Society: Students are invited to join if they meet the following criteria:
 - Achieve academic excellence (minimum overall GPA 3.0)
 - Ranked in highest 35% of their nursing class
 - Have completed one-half of the nursing curriculum

STUDENT PROGRAM EVALUATIONS/SURVEYS

At the completion of each course in both the didactic and the clinical years of study, nursing students are required to complete course, faculty, and clinical site evaluations. Students will also be required to participate in additional program effectiveness surveys during their tenure in the program. All surveys are completed anonymously.

This valuable feedback is reviewed and used to make modifications and improvements in faculty teaching strategies, courses, the curriculum, program policies, etc. Completion of these surveys and evaluations contributes to the nursing program self-study process. Self-Study is a formal, structured, critical, self-evaluation process which examines the program's structure and substance and evaluates the program's overall effectiveness relative to its stated goals and objectives. Program self-study is an accreditation requirement.

Section III: PROFESSIONAL NURSING STANDARDS

The Nursing Program at Yeshiva University abides by the following professional standards of the American Nurses Association (ANA):

1. Nursing's Social Policy Statement (ANA, 2015)
2. The Scope and Standards of Practice (ANA, 2021)
3. The Code of Ethics for Nurses (ANA, 2015)

ANA NURSING'S SOCIAL POLICY STATEMENT (ANA, 2015)

The ANA Nursing's Social Policy Statement is a social contract that describes the relationship between the profession of nursing, as an entity, and society. Although the contract is not about individual nursing practice and the relationship between a nurse and his/her patient, all registered nurses have a responsibility to participate. The social contract between nursing and society is composed of 16 elements: Nine elements compose societal expectations of nursing, and seven elements compose nursing's expectations of society.

Following is a brief description of Nursing's Social Policy Statement. A full description of the Social Policy Statement is located in

Fowler, M.D.M. (2015). Guide to nursing's social policy statement: Understanding the profession from social contract to social covenant. American Nurses Association.

Society's Expectations of Nursing

1. Caring Service: That nursing care will be given with compassion and will preserve the dignity and recognize the worth of patients without prejudice. (p. 20)
2. Primacy of the Patient: That the patient's needs and interests supersede those of the institution or the nurse. (p. 20)
3. Knowledge, Skill, and Competence: That the profession will ensure the knowledge, skill, and competence of those newly entering practice and those in practice, at every level and in every role. (p. 20)
4. Hazardous Service: That members of the profession will provide nursing care under conditions not customarily expected of those outside the profession. (p. 20)
5. Responsibility and Accountability: That nursing and nurses will be accountable and responsible for practice, transparent when lapses occur, engage in self-regulation and peer review, and establish and oversee policies for the profession. (p. 20)
6. Progress and Development: That the profession will incorporate knowledge development from the humanities and scientific advances; expand the knowledge base of the profession through theory development, research, scholarship, and innovation; and contribute to the larger sphere of scientific knowledge beyond nursing. (p. 21)
7. Ethical Practice: That the profession will promulgate, affirm, and uphold a code of ethics, to which individual nurses are expected to adhere. (p. 21)

8. Collaboration: That nursing will contribute its distinctive perspective and voice to the wider healthcare conversation, collaborating with other health professions and disciplines to address the health needs of society. (p. 21)
9. Promotion of the Health of the Public: It is expected that nurses will address the problems faced by individual patients including issues of health disparities and that nursing will be involved with and lead in health-related issues important to society. (p. 21)
 - a. Nursing's Expectations of Society
10. Autonomy of Practice: That society will authorize nursing to practice within its scope and standards in identifying and addressing the health needs of the patient, whether individual, family, community, or the nation. (p. 21)
11. Self-governance: That society will extend the authority to professional self-regulation of practice in accord with the state nurse practice acts (NPs). (p. 21)
12. Title and Practice Protection: That society will promulgate law that governs nursing including maintaining and administering licensing examinations, and granting licensure that is mandatory, not permissive. Society will also protect the title, "Registered Nurse," and prevent encroachment upon nursing practice. (p. 22)
13. Respect and Just Remuneration: That society will accord the nursing profession respect, support for the profession in research and education funding, and a voice at the table. Society will support claims to a just wage and humane work conditions for nurses. (p. 22)
14. Freedom to Practice: That nurses will have the authority and freedom to practice nursing to the full extent of their education and preparation, including expanded roles and innovative venues, consistent with state NPs. That restraints upon nursing that restrict its legitimate practice will be removed. (p. 22)
15. Workforce Sustainability: That society will develop, implement, and support a strategic plan to address workforce shortages, workforce sustainability, and workforce capacity. This includes expanding access to nursing education and creating structures for upward educational mobility. (p. 22)
16. Protection in Hazardous Service: That society will provide legislative and other means to require organizations to minimize risk to nurses in the face of hazardous service. Nurses are expected to engage in service that carries risk to health above what is expected of the general public. (p. 22)

ANA SCOPE AND STANDARDS OF PRACTICE

The ANA (2021) defines nursing as

Nursing integrates the art and science of caring and focuses on the protection, promotion, and optimization of health and human functioning; prevention of illness and injury; facilitation of healing; and alleviation of suffering through compassionate presence. Nursing is the diagnosis and treatment of human responses and advocacy in the care of individuals, families, groups, communities, and populations in recognition of the connection of all humanity. (p. 1)

The scope of practice describes the who, what, where, when, why, and how. Standards are authoritative statements describing the duties of all registered professional nurses and the expectation that regardless of the role, population or setting, these duties will be performed competently. This competent level of care is guided by the nursing process which provides the foundation for nurses' decision-making. Standards of Professional Performance describe behavior in the professional role and assumes that registered nurses are accountable for their actions.

Following is a brief description of the Standards of Practice and Standards of Professional Performance. A full description of the Scope and Standards of Practice can be found in American Nurses Association (2021). Nursing: Scope and standards of practice (4th ed.). Silver Spring, MD: ANA

Standards of Practice (ANA, 2021)

- Standard 1. Assessment – The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation. (p. 75)
- Standard 2; Diagnosis – The registered nurse analyzes assessment data to determine actual or potential diagnoses, problems, and issues. (p.77)
- Standard 3: Outcomes Identification – The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation. (p. 79)
- Standard 4: Planning – The registered nurse develops a collaborative plan encompassing strategies to achieve expected outcomes. (p. 80)
- Standard 5: Implementation – The registered nurse implements the identified plan (p. 82)
 - Standard 5A: Coordination of Care – The registered nurse coordinates care delivery. (p. 84)
 - Standard 5B: Health Teaching and Health Promotion – The registered nurse employs strategies to promote health and wellness. (p. 85)
- Standard 6: Evaluation – The registered nurse evaluates progress toward attainment of goals and outcomes. (p. 86)
- Standards of Professional Performance (ANA, 2021)
- Standard 7: Ethics – The registered nurse integrates ethics in all aspects of practice. (p. 89)
- Standard 8: Advocacy – The registered nurse demonstrates advocacy in all roles and settings. (p. 91)
- Standard 9: Respectful and Equitable Practice – The registered nurse practices with cultural humility and inclusiveness (p. 93)
- Standard 10: Communication – The registered nurse communicates effectively in all areas of professional practice. (p. 94)
- Standard 11: Collaboration – The registered nurse collaborates with the healthcare consumer and other key stakeholders. (p. 95)

- Standard 12: Leadership – The registered nurse leads within the profession and practice setting. (p. 97)
- Standard 13: Education – The registered nurse seeks knowledge and competence that reflects current practice and promotes futuristic thinking. (p. 98)
- Standard 14: Scholarly Inquiry – The registered nurse integrates scholarship, evidence, and research findings. (p. 100)
- Standard 15: Quality of Practice- The registered nurse contributes to quality nursing practice. (p. 101)
- Standard 16: Professional Practice Evaluation – The registered nurse evaluates one’s own and others’ nursing practice. (p. 103)
- Standard 17: Resource Stewardship – The registered nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, financially responsible, and used judiciously. (p. 105)
- Standard 18: Environmental Health – The registered nurse practices in a manner that advances environmental safety and health. (p. 106)

ANA CODE OF ETHICS FOR NURSES

The Code of Ethics for Nurses | ANA (nursingworld.org)

The Code of Ethics for Nurses is comprised of nine provisions that provide the ethical standard for the profession and guides nurses with ethical analysis and decision making. According to the ANA (2015), the Code serves the following purposes:

- It is a succinct statement of the ethical values, obligations, duties, and professional ideals of nurses individually and collectively.
- It is the profession’s non-negotiable ethical standard.
- It is an expression of nursing’s own understanding of its commitment to society. (p. viii)

Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person. (p. 1)

Provision 2: The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population. (p. 5)

Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient. (p. 9)

Provision 4: The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care. (p. 15)

Provision 5: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth. (p. 19)

Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care. (p. 23)

Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy. (p. 27)

Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities. (p. 31)

Provision 9: The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy. (p. 35)

Section IV: CODE OF ETHICS AND CODE OF CONDUCT

KATZ SCHOOL OF SCIENCE AND HEALTH CODE OF ETHICS

The Nursing Programs adheres to the Katz School of Science and Health Code of Ethics. The Katz School Undergraduate Nursing catalog describes the Student Code of Conduct that may be found at the following: Undergraduate Catalogs | Yeshiva University (yu.edu)

Yeshiva University strives to ensure that each student will maintain the highest moral, ethical and academic standards. The governing principle within the curriculum is academic integrity.

NURSING STUDENT CODE OF CONDUCT

Professionalism holds equal importance to academic progress. Students are expected to demonstrate professional behavior at all times.

Nursing students are expected to:

- Demonstrate integrity and honesty.
- Maintain professional conduct, appearance, and hygiene.
- Treat others with empathy, compassion, dignity, and respect.
- Embrace diversity: Demonstrate cultural sensitivity.
- Communicate courteously both verbally and non-verbally.
- Accept and apply constructive feedback.
- Act responsibly at all times and accept personal accountability.

- Demonstrate concern for the welfare of others.
- Dedicate her/himself life-long learning, self-reflection, and self-improvement.
- Dedicate her/himself to the service of others.
- Contribute to a productive learning environment.
- Attend and be punctual for all learning experiences.
- Comply with the Katz School Code of Ethics.

Students who violate the Code of Conduct are at risk of course failure and probation or dismissal from the Nursing Program. Students undergo professionalism evaluations at the mid-point of each semester.

ACADEMIC STANDING, PROBATION, AND DISMISSAL POLICIES

Please see the Katz School BS in Nursing Academic Catalog, 2024-2025.

VIOLATION OF CODE OF ETHICS OR NURSING CODE OF CONDUCT

If a student commits a violation of the Katz School of Science and Health Code of Ethics or Student Code of Conduct, the faculty member will propose an appropriate penalty, such as exam failure or course failure. If the student accepts the proposed penalty, the faculty member will notify the Senior Associate Dean of Nursing of the action taken.

PENALTIES AND PROCEDURES FOR VIOLATING THE CODE OF ETHICS AND CODE OF CONDUCT

Students who violate academic integrity standards, whether by cheating on written exams or plagiarizing or otherwise, are subject to penalty under the procedure in the Katz Catalog ([link to catalog](#)).

Section V: GENERAL POLICIES AND PRODEDURES

ATTENDANCE AND PUNCTUALITY

The Nursing program curriculum is an intensive, highly structured, sequential, and progressive educational program that is designed to deliver the necessary didactic, lab, and clinical education essential to provide safe patient care. Therefore, participation in all activities is critical to the professional development of students and absence of activities can affect students' ability to pass exams and care for patients in clinical settings.

Students enrolled in the Nursing Program **MUST** be present, punctual, and prepared for all scheduled classes, labs, clinical experiences, and other program activities for the duration of the program.

Attendance Policy

Title IX Absence

Title IX requires schools to provide the option of reasonable modifications to policies, practices, and/or procedures to pregnant students. Please see <https://www.yu.edu/titleIX/pregnancy-parenting> for more information.

Lecture Absence/Tardiness

It is required that all students attend classes. The attendance policy is stated clearly in each course outline. During the first-class session, instructors will review the attendance policy with students. Attendance is taken at each class session, as attendance supports student success. If students are going to be absent, they must notify the instructor prior to the beginning of class via email.

Clinical Absence

Students are expected to attend every clinical session. In the event of an absence, the student must notify the clinical faculty at least 2 hours prior to the start time of the clinical session.

Clinical absences include:

- Clinical non-compliance/not cleared by Castlebranch
- Absence due to illness. The absence will require that the student provides a medical note to the clinical faculty at the following session.
- Removal from clinical when the student is not prepared, deemed unsafe, or impaired either by a representative of the clinical facility or the clinical instructor. Before returning to the clinical setting, the student will be required to successfully complete remediation in the Simulation or Skills Lab.
- Two incidents of tardiness equal one absence

One clinical absence will be permitted and will require a mandatory clinical make-up day. Two or more clinical absences will result in a failure in all components of the course.

Tardiness in the Clinical Setting

1. Students who arrive 15-30 minutes after the stated start of clinical, will be considered tardy. Students will only be allowed to stay and participate in the clinical at the instructor's discretion. If the clinical instructor determines that the student cannot stay and participate, the student will be sent home and considered absent for the clinical day. The student will be required to make-up the missed clinical. Two incidents of tardiness equal one absence.
2. Students who arrive more than 30 minutes after the stated start time of clinical, will be considered absent and sent home. Students will be required to make-up the missed clinical.

Documentation of Tardiness/Absence

After each incident of tardiness or absence is documented, the clinical instructor will send an email to the lead faculty and the student. The email will include the following:

- Student's name
- Clinical instructor's name
- Course name, number, and section
- Date of absence and week of the semester
- Number of clinical hours missed
- Clinical facility

Clinical Make-ups

Students are required to make-up missed clinical hours. Students will be charged a make-up fee of \$150.00. If the student fails to pay the fee, the student will not be permitted to attend the make-up session and this may result in failure of the course. A make-up clinical session must be arranged by the student and can be completed by either of the following methods:

1. Students can make-up a missed clinical session at the same clinical site, providing that another section of the same clinical course is meeting at the same clinical site. Both the clinical instructors and the clinical site must agree to the arrangement. The student is required to obtain approval by emailing the lead faculty and the clinical instructor specifying the:
 - a. Date and the number of hours that need to be made up
 - b. Agency name, location, and the unit/site where the make-up will occur
 - c. Name of the clinical instructor
 - d. Name of the clinical instructor for the section the student plans to attend
2. Students can make up a missed clinical session by attending a make-up day scheduled in the simulation labs prior to the week of final exams. The student must seek approval from the clinical instructor, lecture faculty, and Director of the Simulation and Skills Lab via email specifying the following:
 - a. The number of hours that need to be completed
 - b. Confirmation that the student's name has been included on the roster for the simulation make-up day.

Communication via email must be completed no later than 48 hours after the missed clinical session to guarantee space for either clinical make-up option. Failure to communicate in a timely manner may result in not securing a guaranteed space and this may lead to failure in the course.

The make-up experience in the simulation/health assessment lab includes a pre-simulation assignment that must be completed before the make-up session. This will be discussed during the pre-briefing session. The student will then participate in the simulation and skills experience followed by a debriefing session. Students must participate in all components of the make-up session to receive a satisfactory evaluation. Case studies may be assigned as part of the make-up session.

Upon completion of the clinical make-up session, the student will provide the clinical instructor with a note from the instructor who conducted the clinical make-up verifying that the make-up session was completed satisfactorily. Progression to the next level may be delayed until students meet all required clinical hours listed on the course outline.

Lab Absence

Students are required to attend every lab session. If a student is absent, the student must inform the instructor at least 2 hours prior to the start of lab and make-up the missed lab. One absence can be made up. A second absence results in failure in all components of the course.

Tardiness in the Lab Setting

1. Students who arrive 15-30 minutes after the stated start of lab will be considered tardy. Students will only be allowed to stay and participate in lab at the instructor's discretion. If the instructor determines that the student cannot stay and participate, the student will be sent home and considered absent for the lab class. The student will be required to make-up the lab class. Two incidents of tardiness equal one absence and requires a lab make-up.
2. Students who arrive more than 30 minutes after the stated time of lab, will be considered absent and sent home. The student will be required to make-up the lab.

Lab Make-ups

Students are required to make-up missed labs. Make-ups can be accomplished by attending another section of the same lab course that is covering the same content (or skills) as the missed lab or arranging a separate time for skills with the instructor. Students must send an email no later than 24 hours after a missed lab to the lecture faculty and copy the lab faculty regarding the lab section they wish to attend.

CLASSROOM AND LABORATORY DECORUM

- Be prompt and prepared.
- Do not speak when someone else is speaking.
- Wait for a break during lecture to leave the classroom.
- Always keep your camera on and face front in a virtual lecture or meeting.
- Refrain from eating in class.
- Do not text or use your phone during lecture or lab.
- Do not browse the internet during lecture.
- Maintain good personal hygiene.
- Uniform must be worn for all clinical experiences and lab classes

Lecture Breaks: In most cases, instructors will permit students to take a brief break after 50-60 minutes of lecture. Students should use such breaks appropriately. Only rarely, in extenuating circumstances, should a student need to leave the room during a lecture.

Visitors: Guests (including infants and children) are not permitted to attend lectures, laboratories, or other classroom or clinical activities. Yeshiva University students who are not enrolled in the course may not attend classes unless particular arrangements have been made for the student to audit the course.

The Nursing Program uses Canvas to make course materials (if any) available to students. Students will be provided with all necessary passwords, etc. to gain access to these systems.

ABSENCE DUE TO A DISABILITY

If the student is absent because of a disability which is documented with the Office of Disability Services at Yeshiva, falls ill or there are other extenuating circumstances, the student must inform the instructor in advance. The instructor may require appropriate documentation to make any exception to this policy.

YU Student Technology Resources Use Handbook might be found at:

<https://yuad.sharepoint.com/sites/ITSPortal/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FITSPortal%2FShared%20Documents%2FIT%5Ffor%5FStudents%5F2022%2Epdf&parent=%2Fsites%2FITSPortal%2FShared%20Documents>

HEALTH AND IMMUNIZATIONS

Healthcare workers are at risk for exposure to serious, and at times deadly, diseases. As such, immunizations are a mandatory part of nursing student requirements, to protect the health of the patient and to maintain personal wellness. Upon matriculation into the Nursing Program, students must satisfy health requirements of the nursing Program, clinical sites and the Centers for Disease Prevention and Control, CDC, related to healthcare workers.

Medical and religious exemptions generally are not available to students in the Nursing program due to the requirements of external clinical sites and other circumstances which would place an undue burden on the University to provide the accommodation. Students should bear this in mind when applying to the program. The University will not refund any fees or other payments if the student is unable to enroll or otherwise complete the program.

Yeshiva University nursing program immunization policy also complies with NYS immunization laws for healthcare workers. CDC recommendations, with a link to NYS immunization laws, can be found at: <https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>.

Yeshiva University will require the following proof of immunizations from nursing students:

- Measles, Mumps, and Rubella: MMR titers once upon nursing program entry.
- Varicella: Varicella titer once upon nursing program entry.
- TB: IGRA QuantiFERON or TB skin test 2 step (TST) annually.
- Tetanus, diphtheria, pertussis: Tdap vaccination within 10 years.
- Meningococcal vaccination: one booster dose recommended.

- Hepatitis B: Complete vaccination series followed by Hep B Surface Antibody serum study 2 months after final dose.
- Influenza: vaccination annually.
- COVID-19: vaccination proof, including boosters.

Nursing students must complete the immunizations listed above and

- must provide completed health forms and proof of immunity to the disease listed above; and
- are responsible for any financial costs related to immunizations or testing.

Students must comply with policies and regulations in the healthcare agencies in which they are assigned for supervised clinical practice experiences. In clinical year, students must comply with agency policy.

Failure to provide immunization records as directed may result in blocked registration, enrollment/matriculation and financial aid.

Immunizations and Clinical Experiences

Participation in supervised clinical practice experiences is a required component of the Nursing Program. Many training sites have health requirements for students, including but not limited to proof of COVID-19 vaccination, influenza, tetanus, diphtheria and pertussis vaccination, meningitis vaccination, TB testing, as well as proof of immunization against measles, mumps, rubella, varicella, and Hepatitis B. As healthcare providers, it is our obligation to prioritize the health and welfare of our patients. Should a student request and receive a vaccine exemption from the University, please note that the exemption does not automatically apply to external supervised clinical practice experiences. External clinical sites reserve the right to set the requirements for their individual organizations including proof of immunizations. The University will not refund any fees or other payments if the student is unable to complete the program due to the student's failure to comply with site requirements.

Section VI: KATZ BS IN NURSING ACADEMIC CATALOG

All nursing students are required to read the BS in Nursing Academic Catalog. The academic catalog will cover topics such as:

- Yeshiva University Policies
- Academic Policies, Standards and Expectations
- Satisfactory Progress Standards
- Change of Status, Leaves, and Dismissals
- Code of Ethics

- Social Media Use
- Grievances
- Health Requirements
- Student Life and Resources