

Patricia H. Garman
School of Nursing

Undergraduate

Student Handbook

2020-2021

DYOUVILLE

Contents:

INTRODUCTION.....	3
THE MISSION, VISION & PHILOSOPHY STATEMENTS OF SCHOOL OF NURSING ...	3
PATRICIA H. GARMAN SCHOOL OF NURSING LEADERSHIP TEAM.....	5
Outcomes of the Baccalaureate Program	5
OVERVIEW OF THE PROGRAMS.....	6
ADMINISTRATIVE STAFF.....	7
D'YOUVILLE PUBLICATIONS & ANNOUNCEMENTS.....	8
D'Youville Undergraduate Catalog.....	8
D'Youville Calendar, Resource Guide and Planner	8
Administrative Announcements	8
PATRICIA H. GARMAN SCHOOL OF NURSING COMMUNICATIONS	8
The School of Nursing FAX Number	8
Official Social Media Pages.....	8
Academic Advisement/Student Success Center.....	9
Personal Counseling Center	9
Sexual Misconduct and Harassment Information (Title IX).....	9
Campus Sexual Assault Victim's Bill of Rights.....	9
Learning Center.....	9
POLICY ON NURSING STUDENTS WITH SPECIAL NEEDS	10
Interpersonal-Communication/Cognitive/Emotional Abilities	11
Process of Reasonable Accommodation.....	11
Conclusion	12
Sources	12
ACADEMIC POLICIES ** 2019-2020 (Effective August 2019)	12
Academic Policies ** 2016-2017, 2017-2018 (Effective September 2016).....	11
Academic Policies ** 2015- 2016 (Effective September 2015).....	13
Academic Policies ** 2013 - 2014 (Effective September 2013)	15
PATRICIA H. GARMAN SCHOOL OF NURSING	
PROFESSIONALISM EXPECTATIONS FOR STUDENTS	16
Health Record Requirements for Clinical/Lab Courses	20
Additional Clinical Course Requirements	22
PROFESSIONAL APPEARANCE GUIDELINES	23
Equipment.....	24
Handheld Electronic Device with Applications.....	24

CLINICAL ATTENDANCE POLICY.....	24
EXPOSURE TO BLOOD BORNE PATHOGENS	26
ALCOHOL AND OTHER DRUG POLICY VIOLATIONS	26
NATIONAL COUNCIL LICENSURE EXAMINATION – NCLEX-RN	26
DIRECTED STUDIES	27
AUDITING OF COURSES	27
SCHOOL OF NURSNG ACADEMIC APPEALS PROCEDURE	27
OFFICE OF CAREER & PROFESSIONAL SERVICES	31
IMPORTANT WEBSITE LINKS AND RESOURCES	32
COMPUTER LABS.....	32
STUDENT NURSES ASSOCIATION	32
SCHOOL OF NURSING COMMITTEES.....	33
Qualifications	33
Faculty Organization of the School of Nursing	33
Course Coordinator Committee	33
Curriculum Committee	33
Evaluation Committee	34
Research Committee	34
Policy Committee	34
GRANTS AND SCHOLARSHIPS	35
HONORS AND AWARDS	35
D’Youville Nursing Pin	35
Sigma Theta Tau, Zeta Nu Chapter, Nursing Honor Society	35
HONARY AWARDS	36

INTRODUCTION

This School of Nursing Undergraduate Student Handbook is intended to provide information that is specific to the baccalaureate nursing program at D'Youville. All nursing students are responsible for being aware of and complying with these policies. Academic policies related to progression, retention, and readmission are specific based on student's date of entry into the nursing program.

THE MISSION, VISION and PHILOSOPHY STATEMENTS OF SCHOOL OF NURSING

Mission

Educate competent, compassionate, knowledgeable, professional nurses who provide patient directed healthcare to a culturally and spiritually diverse population in a variety of settings without setting limits or parameters in its scope of compassionate care.

Vision

Prepare future nursing professionals to work collaboratively and transform healthcare.

Philosophy

The School of Nursing shares beliefs about the major concepts of patient, health, society, nursing care and nursing roles in the health care system and education.

The patient or recipient of nursing care may be an individual, family, group (aggregate), or community. Nurses consider support and personal belief systems and other environmental or cultural influences when delivering care.

Nursing is a primary health care profession that exists to promote, maintain, and restore the health, well-being, and quality of life (including, when necessary, nurturing a peaceful death) of all people, irrespective of socioeconomic class, age, sex, lifestyle, health status, religion, ethnicity, and/or cultural background.

The nursing profession is a constitutive component of a larger complex health delivery system, which in turn exists within a great complex society. Nursing practice is therefore influenced by internal professional values and the societal, environmental, educational, religious, cultural, legal, economic, and political values and forces of the external health care system.

Nursing care (the art and science of nursing) is an expression of nursing, scientific, and humanistic knowledge, which has as its intention and foundation, compassionate human concern and caring as core moral values. As professionals, nurses are accountable to themselves, patients, the nursing profession, and society. At the professional and societal levels, nurses advocate socially and politically for changes in the health care system that will produce a healthier society, improve nursing, and advance and preserve human dignity and

self-determination. Community based and community health nursing are interwoven in the very fabric of our society and nurses deliver care in hospitals, clinics, nursing homes, patient homes, schools, work places, crises sites, and a multitude of other community and organized health care settings. Nursing provides essential human services and those services should be directly available to the public, particularly the underserved, wherever and whenever human health care needs exist.

Nurses contribute and function in roles at multiple levels (e.g., primary health care) within the complex health care system. They contribute their professional knowledge and skills through providing direct patient care as well as shaping and influencing the greater system by utilizing management and leadership skills. As direct care providers, nurses in partnership with their patients and other health care professionals, plan, deliver, and evaluate nursing care directed towards facilitating healing and wholeness. Nurses promote self-responsibility and empowerment through teaching and counseling.

These services assist patients in clarifying personal beliefs, values, and perceptions about health, quality of life, and treatment decisions or choices available. Because these decisions may have profound implications, nurses must be insightful about moral and ethical issues and know how to advocate effectively for patients. As case managers and members and leaders of the health care team, nurses identify and measure processes and outcomes of care. They plan how care can be delivered in ways that promote both quality and cost effectiveness, and coordinate and manage staff in the delivery of care.

The primary role of nursing educators is to assist students in acquiring knowledge and skills that will allow them to have a strong professional identity and to be able to deliver creative, compassionate, humane, and flexible nursing care in an ever-changing health care delivery system. Learning is greatly enhanced when the relationship between student and faculty is an interactive partnership, with the faculty functioning as facilitator. Students must be prepared to function competently in multiple roles and multiple settings. This expectation demands that students acquire a broad liberal arts and science foundation; develop interpersonal and communication skills; learn to think critically and creatively; interpret, utilize, and support research efforts; problem solve; evaluate their own learning needs; and become lifelong learners.

We further believe that the level of sophistication of application of nursing knowledge varies with the obtained level of education and skills of each individual so that:

1. Baccalaureate education is viewed as preparation for the nurse to function as a generalist with a comprehensive approach to health care within both acute care and community settings. The entry level to professional practice is the baccalaureate degree.
2. Graduate education is focused on the refinement of the knowledge and practice base acquired through baccalaureate nursing education. This level of education is viewed as the foundation for a wide variety of advanced practice roles, including clinical nurse specialists and nurse practitioners.

PATRICIA H. GARMAN SCHOOL OF NURSING LEADERSHIP TEAM

Dean – Dr. Christine Verni, EdD, FNP-BC, APRN

Dr. Verni is responsible for the oversight and organization of the School of Nursing under the leadership of the Vice President of Academic Affairs. Dr. Verni sets academic excellence standards, oversees program development and evaluation, and supervises accreditation of the program. Dr. Verni can be reached through her Administrative Assistant at 716-829-7856.

Assistant Dean - Dr. Denise Dunford, DNS, FNP-BC, ENP-BC, APRN

Dr. Dunford serves as the liaison between graduate students and the faculty, supervising all academic activities of the graduate programs offered by the School of Nursing. Students who wish to contact the Chair of Graduate Nursing may do so through the School of Nursing Graduate Secretary at 716-829-7783.

Chair of Undergraduate Nursing- Dr. Michelle Bork

Dr. Bork serves as the liaison between undergraduate students and the faculty, supervising all academic activities of the undergraduate programs offered by the School of Nursing. Students who wish to contact the Chair of Undergraduate Nursing may do so through the School of Nursing Undergraduate Secretary at 716-829-7613.

Chair of Graduate Nursing- Dr. Christine Tuttle-Nelson

Dr. Tuttle-Nelson serves as the liaison between Graduate students and the faculty, supervising all academic activities of the graduate programs offered by the School of Nursing. Students who wish to contact the Chair of Graduate Nursing may do so through the School of Nursing Graduate Secretary at 716-829-7783.

Director of the RN-BSN Program – Professor Kendra Schmitz, MSN, RN

Professor Schmitz oversees the RN-BSN program within the School of Nursing. Students who wish to contact Professor Schmitz may do so through the School of Nursing Undergraduate Secretary at 716-829-7613.

Director of the Undergraduate Nursing Program – Professor Cindy Adymy, MSN, RN

Professor Adymy oversees the BSN undergraduate program within the School of Nursing. Students who wish to contact Professor Adymy may do so through the School of Nursing Undergraduate Secretary at 716-829-7613.

Director of the Simulation Lab – Professor Colleen Koszelak, MS, RN, CHSE

Professor Koszelak oversees the simulation lab within the School of Nursing. Students who wish to contact Professor Koszelak may do so through the School of Nursing Undergraduate Secretary at 716-829-7613

Director of the Psych-Mental Health Nurse Practitioner Program-

Dr. Denise Dunford oversee the Psychiatric Mental Health Nurse Practitioner Program. Students who wish to contact Dr. Dunford may do so through the Graduate Secretary at 716-829-7783.

Director of the Nursing Management and Quality Leadership Program- Professor Colleen Dowd, MSN, RN

Professor Dowd runs the Master of Science Nurse Management and Quality Leadership program. Students who wish to contact Professor Dowd may do so through the Graduate Secretary at 716-829-7783.

Director of Nursing Education with a Clinical Focus – Dr. Susan Lombardo

Dr. Lombardo oversees the Master of Science Nursing Education with a Clinical Focus program. Students who wish to contact Dr. Lombardo may do so through the Graduate Secretary at 716-829-7783.

Outcomes of the Baccalaureate Program

Graduates of the baccalaureate program will be able to:

1. Integrate liberal education and nursing education to a level of understanding to critically assess, implement and evaluate nursing care outcomes.
2. Develop a framework of professional values and ethics to effectively interact with patients, their families, the inter-professional healthcare team, and the public in the nursing role.
3. Perform needs assessments in the health promotion of individuals, families, groups, and communities with consideration to: culture, race, religion, socio-economic status, education, age, gender, and lifestyle.
4. Provide quality, safe, cost effective patient care for diverse populations across multiple contexts.
5. Demonstrate acquisition of therapeutic communication and technical skills for the delivery of nursing. (The American Association of Colleges of Nursing lists technical skills expected to be performed in the Essentials of Baccalaureate Education for Professional Nursing Practice, copyright 2008.)
6. Demonstrate written and oral communication skills through professional presentations and scholarly writing.
7. Demonstrate professional responsibility and accountability through adherence to professional nursing standards, the application of evidence based practice and commitment to the pursuit of excellence in practice, research and life-long learning.
8. Demonstrate leadership abilities, through effective communication, collaboration, negotiation, delegation, and teamwork as a member of the inter-professional healthcare team
9. Empower vulnerable populations through continual health teaching and counseling to eliminate health disparities.
10. Utilize information systems and technology in the planning, delivery and evaluation of evidence-based nursing care to individuals, families, and communities.
11. Embrace a plan for professional growth and lifelong learning.

OVERVIEW OF THE PROGRAMS

Programs offered in the School of Nursing include:

Bachelor of Science in Nursing (BSN) Program (4 Year) – Students entering the BSN program as freshman are required to take a total of at least 121 credits, encompassing general education and nursing related coursework. The curriculum requirements for transfer students will vary depending on prior learning.

RN-BSN Online Program –

This special curriculum for RNs is planned to meet the needs of licensed RNs with an earned diploma or associate degree in nursing. Students are advised on an individual basis and

transcripts are evaluated for maximum transfer credits. Students can complete the RN to BSN program in two years of full-time study in a convenient, online format. A minimum of 122 credits are required for BSN completion.

ADMINISTRATIVE
STAFF

Administrative Assistant to the Dean

Ms. Tina Rimbeck, Office ALT 506, email rimbeckt@dyc.edu

Undergraduate Secretary:

Ms. Valerie McCulley, Office ALT 507, email mcculley@dyc.edu

Undergraduate Clinical Liaison:

Ms. Emily Jacob-Zysman, Office ALT 508, email zysmane@dyc.edu

D'YOUVILLE PUBLICATIONS AND ANNOUNCEMENTS

D'Youville Undergraduate Catalog

(http://www.dyc.edu/academics/schools-and-departments/nursing/docs/undergraduate_handbook.pdf)

Policies, academic programs and course descriptions are listed in the catalog.

Administrative Announcements

Announcements and letters are available electronically to keep the college community informed.

PATRICIA H. GARMAN SCHOOL OF NURSING COMMUNICATIONS

College wide communications and the Canvas LMS provide access to much of the information students need within the School of Nursing. Students are responsible for updated program and course specific information posted by faculty on an on-going basis. Students are expected to check their D'Youville email accounts, Canvas sites, and Office 365 sites daily. These are the official means of communication with students. Personal student e-mail accounts will not be used for official communication with School of Nursing faculty or administration.

The School of Nursing FAX Number

The School of Nursing FAX number is 716-829-8159. Should any documentation need to be faxed, please use a cover page identifying to whom the fax is intended for.

Official Social Media Pages

The Patricia H. Garman School of Nursing maintains three official social media pages. The Facebook, Instagram and Twitter pages were established to share news and information regarding the School of Nursing with current and prospective students, alumni, and the community. They are intended to showcase professional and scholarly accomplishments of School of Nursing students, alumni, and faculty while informing the community about current issues related to nursing and nursing education. D'Youville's School of Nursing social media pages are not intended to be a mechanism for communication regarding individual courses or program curriculum. Rather, D'Youville's Learning Management System (Canvas) is the primary mechanism for online communication between students and faculty regarding course and curriculum related issues. All students are invited to LIKE and FOLLOW the D'Youville School of Nursing social media pages and contribute to professional dialogue regarding posts with their comments. Students may contact the School of Nursing's Administrative Assistant to the Dean, Ms. Tina Rimbeck at rimbeckt@dyc.edu with suggestions for posts.

The link for the Facebook page is: <https://www.facebook.com/DYCNursing/>

The link for the Instagram is: https://www.instagram.com/dyouville_nursing/.

The link for the twitter account is: https://twitter.com/DYC_Nursing.

Please contact Tina Rimbeck at rimbeckt@dyc.edu with post ideas.

Academic Advisement/Student Success Center

The D'Youville Student Success Center is staffed with full-time professional academic advisors. All undergraduate nursing students are assigned a primary academic advisor within the Student Success Center. Students may be assigned mentors from within the School of Nursing to be a support while in their respective undergraduate program.

Advisement takes place during specified weeks prior to registration for courses for the subsequent semester. Dates designated for advisement and registration are identified on the College Calendar. Each student is responsible for making an appointment with the student's assigned advisor in the Student Success Center during advisement weeks.

The role of the advisor is not only to assist the student with course advisement and scheduling, but to help the student to navigate the college experience. Advisors can answer questions about college and program policies and procedures. All students are encouraged to develop a close relationship with their advisors, since the advisor will become a very useful resource from the time of admission to D'Youville until graduation.

Students assigned to professional academic advisors will also be assigned to faculty mentors. Faculty mentors are professors within the nursing major. Mentorship is an effective means for faculty to get to know students outside the classroom. Faculty mentors can speak with students regarding career plans, work with students on activities other than course work (student clubs and organizations, faculty led research, creative activities, and inter-professional opportunities), discuss course topics, ideas or concepts, and review academic performance. The faculty mentor may serve as a reference for professional employment or graduate school.

Questions regarding academic advisement or faculty mentors should be directed to the Student Success Center.

Personal Counseling Center

The challenges of coursework and personal life can be difficult to manage for anyone. The services of the Personal Counseling Center are available for all students and confidentiality is maintained. Students are encouraged to utilize this resource for assistance in stress management, situational crises, or any emotional difficulties. Students may either ask a faculty member for assistance in making a referral or may contact a counselor at the clinic by calling 716-829-7819 or accessing the Personal Counseling Center webpage at <http://www.dyc.edu/campus-life/support-services/personal-counseling.aspx>. For after-hour mental health emergencies, please call Crisis Services' 24-hour hotline at 716-834-3131.

Sexual Misconduct and Harassment Information (Title IX)

<http://www.dyc.edu/disclosures/title-ix.aspx>

Campus Sexual Assault Victim's Bill of Rights

<http://www.dyc.edu/disclosures/docs/campus-sexual-assault-victim-bill-of-rights.pdf>

Learning Center

The purpose of the Learning Center is to help students meet their academic goals. The Learning Center also administers the Skills Assessment Inventory (SAI) including reading, writing, math and chemistry components to all entering undergraduate students who do not hold a previous bachelor's degree. The test will determine readiness for required courses and provides non-credit

college skills courses in these areas.

The Learning Center offers a variety of tutoring and learning support options, at no charge to D'Youville students. Assistance is available to reinforce course content, and help with study skills, memorization techniques, note taking tips, and methods to stay organized. Both professional and peer tutors are available. Peer tutors are students who meet the grade requirement of B or better in the course and have a cumulative GPA of at least 3.0. In addition to instructional programs, academic counseling is available to students

POLICY ON NURSING STUDENTS WITH SPECIAL NEEDS

Introduction

In accordance with the federal laws and regulations, including the Americans with Disabilities Act (ADA) of 1991 and Rehabilitation Act of 1973, Section 504, D'Youville is committed to providing equal educational opportunities for individuals with disabilities (e.g., permanent or temporary sensory, physical, or psychological disabilities). The School of Nursing welcomes students with disabilities. To ensure equality of access for students with disabilities, reasonable accommodations are made including but not limited to auxiliary aids and modifications to courses, programs, services, activities and/or facilities.

Accommodation(s) made cannot fundamentally alter the nature of the curriculum including the didactic component, laboratory sessions, and clinical experiences, cause undue hardship for D'Youville or affiliating agencies, or jeopardize the health or safety of the individual or others.

Essential Abilities

Becoming a Registered Professional Nurse requires the completion of a nursing education program that is both intellectually and physically challenging. To be successful in completing the requirements for a Bachelor of Science degree in nursing at D'Youville, students must be able to fully participate in both the academic and clinical environments.

Full participation in the academic and clinical environments requires that students possess certain essential sensory/motor functional and interpersonal-communication/cognitive/emotional abilities. Details regarding these essential abilities are as follows; they are not intended to be all inclusive.

Sensory/Motor Functional Abilities

Adequate motor and sensory abilities are required to provide safe and effective nursing care and perform a variety of nursing activities.

- Mobility/gross motor skills including the ability to: stand and maintain balance, bend, twist, stoop/squat, reach above shoulders, reach to floor, move within confined spaces, move with coordination and safe speed.
- Fine motor skills including the ability to: pinch/pick-up objects with both hands, grasp small objects with hands/fingers, twist with hands, write with pen or pencil, and use electronic equipment.
- Physical strength and endurance including the ability to: carry equipment and supplies, transfer/transport patients, and sit and stand for long periods of time.
- Sensory including the ability to:
 - Tactile: feel vibration, detect temperature, feel differences in surface characteristics.
 - Hearing: hear, normal speaking level sounds, faint body sounds, and auditory alarms.
 - Visual: distinguish letters at 12-point font and objects both close and distant,

use depth perception, use peripheral vision, and distinguish color and intensity of color.

- Olfactory: detect smoke and odors.

Interpersonal-Communication/Cognitive/Emotional Abilities

- Interpersonal-Communication skills including the ability to:
 - Read, write, speak and understand English at a level consistent with successful course completion.
 - Participate in classroom and laboratory discussions and activities.
 - Develop therapeutic patient and family relationships.
 - Establish professional relationships with faculty, other students, staff of affiliating agencies, and members of the community.
 - Express feelings and ideas in a professional manner.
 - Provide and accept feedback respectfully.

- Critical thinking skills including the ability to:
 - Participate in intellectual activities requiring critical thinking, judgment, and analysis.
 - Demonstrate arithmetic competency.
 - Solve problems and plan care within reasonable time frames within a complex environment.

- Emotional health including the ability to:
 - Fully use cognitive abilities
 - Adapt to unexpected changes and stressful situations.
 - Exercise good judgment
 - Provide safe and competent care.
 - Complete program responsibilities within a timely manner.
 - Establish and sustain mature, effective, and sensitive relationships with patients and colleagues.
 - Empathize with the feelings and situations of others.

Process of Reasonable Accommodation

The School of Nursing is committed to ensuring that otherwise qualified students with disabilities are given reasonable accommodations. Students with disabilities who wish to request these accommodations related to their disability are encouraged to contact the Coordinator of Disability Services at D'Youville <http://www.dyc.edu/academics/student-resources/disability-services/> to begin the process for documenting their disability and determining eligibility for services prior to the start of the program. While the process can be initiated at any time, reasonable accommodations cannot be implemented retroactively so timeliness in requesting accommodations is essential.

Since degrees of ability vary widely among individuals, the School of Nursing is committed to creating access to qualified individuals with a disability using a case by case analysis. The School of Nursing remains flexible with regard to the types of reasonable accommodations that can be made specifically in the college's classroom and clinical settings. Students with disabilities are invited to offer suggestions for accommodations that have worked in the past. Accommodations made will specifically address the limitations of the disability. Our belief is that accommodation should be tailored to individual situations.

The process for determining the type of reasonable accommodation shall be determined by a committee convened for that purpose. The committee is responsible for ongoing monitoring of compliance with essential requirements as they correspond to the Baccalaureate Nursing

Program's objectives for qualified nursing students with disabilities.

The composition of the committee is as follows:

- (a) Chairperson of the Undergraduate School of Nursing
- (b) Nursing Faculty (with experience or expertise in ADA and/or disabilities)
- (c) Coordinator of Disability Services
- (d) Faculty Representatives from Occupational and Physical Therapy

Conclusion

Students with disabilities are encouraged to assess their needs realistically, to take advantage of appropriate support, and to be clear and precise about gaining assistance in order to achieve their goal of becoming a baccalaureate-prepared registered professional nurse.

Sources

Massachusetts General Hospital of Health Professions (Accelerated Program for students with degrees)

Yocom, C.J. (1996). *Validation study: Functional abilities essential for nursing practice*. Chicago: National Council of State Boards of Nursing (Available in: National Council of State Boards of Nursing (1999). *Guidelines for using results of functional abilities and other resources (Appendix A. pp. 56-57)*. Chicago: author.)

University of Washington School of Nursing (2007), *Essential behaviors for admission, continuation, and graduation for UW Seattle, Bothell, and Tacoma Masters students, UW Seattle DNP and post-licensed MEPN students, and UW Tacoma BSN students*.

ACADEMIC POLICIES

Effective August 2019, all School of Nursing undergraduate students will be held to the academic standards noted for Academic Year 2020-2021 regardless of the year the student entered their respective nursing program.

Final grades for required NUR courses in addition to courses required for the major completed at D'Youville or another academic institution will be considered when implementing these policies.

** These policies are currently under review and may be subject to change.

A. Grade and G.P.A. Requirements:

1. To be in good standing in the BSN and RN-BSN programs, students must
 - i. maintain a cumulative GPA of 2.5.
 - ii. Maintain a minimum grade of C in all courses required in the major and for all other courses required for the major as outlined in progression requirements.
2. A student who takes an incomplete grade in a prerequisite course to a required nursing course will not be permitted to begin that nursing course until the pre-requisite course

is completed with a grade C or higher (C+, B-, B, B+, A-, A) earned. An incomplete grade in a pre-requisite course must be satisfied one week prior to the start of the course for which the incomplete course is a pre-requisite.

3. For any NUR course with a theory and lab/clinical component, *both* the theory component and the lab/clinical component must be repeated if a passing grade is not achieved for either theory (minimum grade of C) and/or lab/clinical(s) (minimum grade of S).
4. A minimum average grade of 73% for course examinations is required prior to consideration of any other graded components of NUR courses. If a student's cumulative exam average is less than 73% the letter grade for the course will be based on that exam average only. A student who does not satisfactorily complete the clinical component of any NUR course will receive a grade of F.

B. Progression Requirements:

1. A minimum grade of C must be attained in any course required for the major. This includes BIO 107/L, BIO 108/L, CHE 114/L, BIO 208/L, PSY 203, MAT 123, and all required NUR courses.
2. Students who fail to obtain a minimum grade of C in a course required for the major will not be permitted to enroll in any course for which that course is a pre-requisite, until the minimum C grade requirement for the pre-requisite course has been met.
3. Students are permitted to repeat a course required for the major only once. The procedures for repeating a course are explained in the College Catalog. www.dyc.edu/catalog/current/policies-procedures/repeating-course.aspx
4. Students accepted into the RN to BSN, program must hold a current, unrestricted license as a registered professional nurse. Students not meeting this requirement at any time will be withdrawn from the nursing program.

C. Probationary Standing:

Students who do not achieve a cumulative GPA of 2.5, and/or who earn a required course grade below C are placed on probation and are limited to 13 credits in the next semester in which they are registered.

D. Ineligibility to Continue in the Nursing Program:

1. A student may remain on probation for no more than two successive semesters. Failure to meet standards after two successive semesters on probation will result in the inability to progress in the students' respective undergraduate nursing program.
2. Students who have achieved less than a C in more than two courses required for the major will be deemed ineligible to continue in the program regardless of GPA.
3. Students who fail to achieve a minimum grade of C on a second attempt when repeating a course required for the major will be deemed ineligible to continue in the program.

4. Any student who is required in more than one instance to withdraw from a clinical course due to inability to demonstrate a required clinical competency will be deemed ineligible to continue in the program.
5. Students demonstrating inability to deliver safe patient care or unprofessional conduct at any time are subject to course failure and are ineligible to continue in the program.

E. Re-admission

1. Students are eligible to apply for re-admission after being deemed ineligible to continue, only if dismissed for continued probation. Such students can apply for re-admission after one semester, provided they meet the criteria for a student in good standing with the college and provide for the Undergraduate Admissions, Progression, and Retention committee a plan of action for their success in the program.
2. Students who have been dismissed for unsafe practice or unprofessional conduct will not be eligible for re-admission.
3. Decisions regarding re-admission are made by the Nursing Undergraduate Admissions, Progression, and Retention Committee based on readmission policies and potential for academic success.
4. First-time in college freshman students may be eligible for re-admission if the following criteria are met:
 - Student must have been deemed ineligible to continue in the nursing program due to more than two grades below C in courses outside the NUR discipline, but required for the nursing major. This would include: BIO 107/L, BIO 108/L, CHE 114/L, BIO 208/L, PSY 203, or MAT 123. A student would not be eligible for readmission following dismissal involving a grade below C in any nursing course (clinical or non-clinical).
 - Eligible students may apply for readmission one calendar year (two semesters) after being deemed ineligible to continue in the program.
 - Students must have successfully completed (at D'Youville or another institution from which D'Youville accepts transfer credit) at least three courses from outside the NUR discipline. This would include: BIO 107/L, BIO 108/L, CHE 114/L, BIO 208/L, PSY 203, and MAT 123.
 - If a student repeats any of these courses and fails to earn a minimum of C, they will not be readmitted even if they then passed the course in a future semester. A subsequent grade below C in any required NUR course at D'Youville or any other nursing program will disqualify the student from eligibility for readmission.
 - Students also cannot have any other NUR course failures at D'Youville or from any other nursing program at any time.
 - Minimum combined GPA for BIO 107/L, BIO 108/L, CHE 114/L, BIO 208/L, PSY 203, and MAT 123 of 2.50.
 - Student must submit two (2) letters of reference. Letters should address student's potential for academic success.
 - Student must submit an action plan outlining the strategies for success in the

- program.
- Students readmitted to the program are subject to the requirements in the School of Nursing Handbook that is in effect at the time of reentry.

Students re-instated following dismissal will be on probation for one semester provided they maintain a minimum GPA of 2.5. Any grade below C in a course required for the major following re-admission will result in inability to continue in the program with no option for re-admission. Two successive semesters on probation following re-admission will result in the student being deemed ineligible to continue in the nursing program with no option for readmission.

Revised 6/2020

PATRICIA H. GARMAN SCHOOL OF NURSING PROFESSIONALISM **EXPECTATIONS FOR STUDENTS**

General Academic Policies apply to all students in any Undergraduate Nursing program.

In keeping with the Mission of the larger D'Youville community, the School of Nursing honors D'Youville's Catholic heritage and the spirit of St. Marguerite D'Youville by providing academic, social, spiritual, and professional development in programs that emphasize leadership and service. D'Youville teaches students to contribute to the world community by leading compassionate, productive, and responsible lives.

With this mission in mind, students enrolled in the undergraduate programs of the School of Nursing are expected to demonstrate high standards of academic integrity and professional behavior. Further, the faculty of the School of Nursing agree that adherence to the following policies and behavioral expectations are integral to the demonstration of professionalism and, consequently, required of all students enrolled in the undergraduate nursing program offered by D'Youville.

It is the expectation that students enrolled in the school of nursing will demonstrate behaviors consistent with the ANA Code of Ethics and the Nursing Scope and Standards of Practice in all course related interactions in both the academic and clinical environments. It is the expectation that such behaviors will be demonstrated in face-to-face interactions as well as actions and interactions in the electronic/online environment.

All students (undergraduate and graduate) in the School of Nursing at D'Youville must comply with federal confidentiality regulations (**HIPAA**). These regulations govern all individually identifiable health information, communication, and electronic medical records. Federal regulations require that health professionals limit discussion of patients to appropriate areas. As per agency policy, all specific confidentiality guidelines will be adhered to. **Under no circumstances will students be permitted to copy any part of a patient's record and remove it from an institution. Violation of any patient confidentiality will result in dismissal from the Nursing program.**

Students enrolled in the Nursing program are expected to exhibit professional behavior, demonstrating responsible and mature conduct in both the academic and clinical environments. Unsafe and/or unprofessional conduct may result in failure of a course, and/or dismissal from the clinical site, the course and/or program, regardless of previous grades earned. Nursing students are expected to conduct themselves with integrity and honesty while completing course and program requirements. A breach of academic integrity, as determined by the instructor will result in automatic failure of the exam, paper, clinical rotation or course.

Unprofessional behavior exhibited by a student in any college class, and/or cooperating clinical agency will result in immediate removal from the setting and may also result in failure of the course or clinical experience regardless of any previous grades earned. Disciplinary action will be at the discretion of the course and/or the School of Nursing faculty.

Social Media Policy

The D'Youville School of Nursing promotes the use of social media in the school setting to encourage and support learning. Various venues of social media include, but are not limited to: Canvas, D'Youville Webmail, Facebook, Twitter, YouTube, Flickr, and Instagram. These media can be used to maximize a student's educational experience and are recommended when used for this purpose. It is expected that all students will use professional judgment when using social media, and refrain from harassment or defamation in the classroom and clinical settings. Uploading of images, including selfies, in the clinical environment could be in breach of the professional code of conduct and could lead to potential dismissal from the school. Social media will be used by the School of Nursing to investigate any student who is suspected of improper use of any such sites during their class or clinical settings. Please refer to the ANA Guidelines for Social Media

Improper use of social media will result in disciplinary action. Any student who posts or references personally identifiable health information related to patient care will be immediately dismissed from their respective program and face possible removal from the school.

Policy on Academic Integrity

Nursing students are expected to comply with the D'Youville Policy on Academic Integrity, which is outlined in the D'Youville Undergraduate Catalog. (<http://www.dyc.edu/academics/schools-and-departments/nursing/docs/undergraduatehandbook.pdf>)

Examples of academic integrity violations include but are not limited to: plagiarism; the use or provision of unauthorized assistance when completing an exam or individual assignments; looking at another's answer sheet; using notes or crib (cheat) sheets; talking to or communicating with another person during an examination.

Students are expected to follow faculty instructions related to maintenance of exam security. Unauthorized use of electronic devices is prohibited during examinations. Student actions during a course examination that reflect violation of academic integrity as outlined in the College Policy will result in a grade of zero for the exam without opportunity to repeat or make-up the exam.

A student who submits an assignment that reflects a violation of academic integrity as outlined in the College Policy will earn a grade of zero for that assignment without opportunity to resubmit the assignment. The electronic resource *TurnItIn* may be used as a learning tool and to screen any student assignment for plagiarism, at faculty discretion.

The appeal process related to the Policy on Academic Integrity is outlined in the D'Youville Undergraduate College Catalog.

Repeated violations of academic integrity may result in dismissal from nursing program, and/or the College.

ATI Nursing Education

Completion of ATI Nursing Activities and Testing program is a course requirement for specific NUR courses. The program may be accessed online at atitesting.com and includes tests and other resources to facilitate student mastery of program content and preparation for NCLEX-RN.

Information and student expectations regarding required ATI activities is included in individual course syllabi.

Course Related Information and Policies

**Note that the following course related information and policies refer to courses within the nursing discipline (NUR prefix)

Online Learning Management System (LMS): Canvas

All NUR courses utilize an online Learning Management System (LMS)— Canvas. Students are expected to access the LMS course site and are responsible for any information posted on that site. It is the student's responsibility to ensure that their DYC webmail address is registered on Canvas and the DYC webmail account is accessed regularly, as this will be the primary means of faculty communication with individual students. It is expected that students who are not familiar with the LMS utilize the college's instructional resources related to Canvas (as appropriate to individual courses) within the first week of class, or contact Online Learning elarningsupport@dyc.edu for assistance. Student problems related to the use of the LMS should be referred to E- Learning Support rather than course faculty.

Course Grading

Course grade components and the weight of each in determining the final course grade are specified in the course syllabus for each NUR course. To progress in the NUR curriculum, the student must earn a final course grade of C or greater (minimum 73%) in any NUR course as well as any course outside the NUR discipline that is specifically required for the major (see ACADEMIC POLICIES). Any student who fails to earn a minimum grade of C in any NUR course or any course outside the NUR discipline that is specifically required for the major will, if eligible (see ACADEMIC POLICIES), be required to repeat and earn a final course grade of C or greater order to progress in the nursing curriculum. As per D'Youville grading policy, the grade earned when the course is repeated will replace the original course grade for purposes of calculation of the GPA. The original grade will, however, remain visible on the student record, and will be considered by the School of Nursing with respect to decisions associated with nursing program progression, dismissal, and readmission (see ACADEMIC POLICIES).

(www.dyc.edu/catalog/current/policies-procedures/undergraduate/)

Combined Course with a Clinical/Laboratory Component

For any NUR course with a classroom and a corresponding clinical/laboratory component (course number followed by letter L), the student will earn one final combined course grade that will consist of a combination of grades earned in each component of the course as detailed in the combined course syllabus. To progress in the NUR curriculum, the student must earn a final combined course grade of C or greater (minimum 73%) in any NUR course with a classroom and corresponding clinical/laboratory component. A minimum average grade of 73% for course examinations AND satisfactory clinical/laboratory performance are BOTH required prior to consideration of any other graded components in the combined course. If a student's course examination average is below 73%, the letter

grade for the combined course will be based on the exam average only. If a student does not meet the required outcomes for the clinical/laboratory component of a combined course, the letter grade earned for the combined course will be F. Students not meeting both classroom and clinical/laboratory requirements to earn a minimum grade of C for the combined course will, if eligible (see ACADEMIC POLICIES)

(www.dyc.edu/catalog/current/policies-procedures/undergraduate/), be required to repeat and successfully complete BOTH CLASSROOM AND CLINICAL/LABORATORY components and earn a final combined course grade of C or greater order to progress in the nursing curriculum.

Grading Scale: Letter Grades and Numerical Values

Numerical grades are not rounded when calculating course grades or when converting the final numerical grade to a letter grade in any NUR course. The following chart specifies the numerical values associated with each letter grade.

A =	93-100	C =	<77 and \geq 73
A- =	<93 and \geq 90	C- =	<73 and \geq 70
B+ =	<90 and \geq 87	D+ =	<70 and \geq
B =	<87 and \geq 83	D =	<67 and \geq 63
B- =	<83 and \geq 80	D- =	<63 and $>$ 60
C+ =	<80 and \geq 77	F =	below 60

Course Examinations

Examinations may be administered in NUR courses in pencil-and-paper or web-based format. Specific instructions and policies regarding course examinations are included in individual course syllabi. No student will be permitted to repeat any course examination once taken.

Examination Review

Following course examinations, faculty will provide opportunities for student review of the examination. Details regarding opportunities for individual and/or group review sessions and student expectations regarding examination review will be provided in individual course syllabi. Student actions during all examination review sessions are expected to be consistent with academic integrity and professionalism. Students acting in a manner inconsistent with academic integrity expectations during an examination review session will be subject to a grade of Zero for the examination being reviewed and potential dismissal from the course and/or program. Student actions inconsistent with the professional nursing role will result in cessation of the review session. Students are not permitted to review an NUR course examination after the next examination has been administered in that course without permission of the professor.

Examinations in the Learning Center

Students who are eligible to take examinations in the Learning Center must comply with Learning Center policies and deadlines as well as course policies and deadlines (stated in individual course syllabi) when arranging for any examination. Examinations taken in the Learning Center **must** be scheduled on the same day and as close as possible to the time scheduled for the rest of the class. Students who do not comply with Learning Center and course policies and deadlines will be unable to take the examination in the Learning Center.

(www.dyc.edu/academics/student-resources/learning-center/)

Online Exam Proctoring

Proctorio, an online proctoring system, is utilized in INT and HYB courses administering examinations outside the classroom. Other proctoring programs may also be utilized as recommended by the college. Student expectations specific to online proctoring programs will be communicated by individual course faculty. Failure to comply with these expectations may be determined to be an academic integrity violation and may subject the student to a grade of Zero for the examination and potential dismissal from the course and/or program.

Electronic Recording

Audio recording of classroom lectures is permitted **only** with permission of the lecturer. Audio

recording devices must be in the front of the classroom and visible to the lecturer. Recorded audio files are for the personal use of the student; public posting of such files by the student is a violation of copyright law. No other type of electronic recording (audio, video, still photography) is permitted in the classroom. Use of personal electronic devices for any type of recording in the clinical setting is strictly prohibited. Student who are found to violate this will receive an F in the course.

Internet Assisted Courses

Courses within the nursing discipline (NUR) are internet-assisted courses. Students are expected to access the course Canvas site and are responsible for any information posted on that site. It is the student's responsibility to ensure that email addresses registered on the LMS (Canvas) are current and accessed regularly, as this will be the primary means of faculty communication with individual students. It is expected that students who are not familiar with the source LMS (Canvas) utilize the college's instructional resources related to Canvas within the first week of class--see NYC website, or contact E-Learning Support at elarningsupport@dyc.edu. Student problems related to LMS should be referred to Online Learning.

CLINICAL COURSE POLICIES

Campus Laboratory Skills Requirements:

1. On-Campus Laboratory Skills Practice and Re-demonstration Component (S/U): Faculty supervised open lab hours in the assigned skills lab will be available for student practice throughout the semester. Sign up for practice and testing for each skill will be done on Sign Up Genius (www.signupgenius.com). Students are encouraged to practice skills and seek feedback from faculty supervising the open lab.
2. Selected Skills Testing: Students will be required to make an appointment with the lab to demonstrate selected skills by the specified deadline.
3. Professional behavior in the On-Campus Laboratory: Students are expected to follow the same professional behavior guidelines during on-campus lab sessions as described for the classroom and clinical settings. Students are expected to attend the sessions for the laboratory sections in which they are registered. No student will be permitted to attend a laboratory session for another section.
4. On-campus lab make-up assignment: Any students missing an on-campus lab session or part of a lab session will be required to complete a make-up assignment which may include a written assignment, DVD viewing, PowerPoint review, scheduled lab practice time or any combination thereof. The assignment will be graded S/U. A grade of S on any make-up assignment is required for completion of the combined course.

Health Record Requirements for Clinical/Lab Courses

Students are required to provide specific health documentation as required by the College, School of Nursing and community agencies. Failure on the part of a student enrolled in a clinical nursing course to provide required documentation or to comply with health clearance requirements will prohibit the student from participation in clinical laboratory activities and will necessitate withdrawal from the clinical nursing course.

Each student is required by New York State to have 2 measles, 1 mumps, 1 rubella

immunization along before registering for classes. The college also requires each student to have a physical examination, PPD test, and current tetanus immunization.

A completed pre-entrance physical examination form, which includes documentation of immunization requirements and a signed meningitis waiver, is required of all students. Information about New York State Immunization requirements can be found online at: <http://www.health.ny.gov/publications/2370.pdf>

The D'Youville Student Health Form and information regarding College health requirements can be found online at: http://www.dyc.edu/campus_life/services/health_center.aspx

In addition to D'Youville health record requirements, sophomore, junior, and senior nursing courses require students to participate in a variety of clinical experiences, necessitating additional student health requirements to protect the health of the students as well as the patients with whom they interact. These health requirements also fulfill contractual agreements between the College and various clinical agencies to meet state, federal, and agency-specific requirements. These requirements are met by completing the School of Nursing Physical Examination Form available on the School of Nursing Student Resources page here: <http://www.dyc.edu/academics/schools-and-departments/nursing/current-student-resources.aspx>

Prior to the first nursing course with a clinical lab component (NUR course with L after course number), students will be provided with specific instructions and a school-specific code to establish a medical document management account with CastleBranch, an online document management service. Student payment of a one-time fee directly to CastleBranch will be required in order to establish the account. Students will be provided with a cohort-specific link to CastleBranch prior to entry into the clinical nursing course sequence. It is the student's responsibility to establish the CastleBranch account and to upload all required health documentation for approval and storage by the specified deadline. Health requirement documentation to be uploaded includes but is not limited to the following:

- MMR, Rubella vaccine (one shot required) or titer demonstrating immunity
- Tetanus/Diphtheria vaccination
- Proof of Chicken Pox (Varicella) disease, immunization, or titer
- Meningitis vaccination
- Hepatitis B series of 3 vaccinations or titer demonstrating immunity
- Initial 2 Step Tuberculin Screen, thereafter, the TB test must be updated annually
- Annual Physical Examination by a licensed healthcare provider. Must indicate full clearance for all physical activity without restrictions.

Students must meet all health requirements as identified above for all nursing courses with clinical lab components. Failure to meet health requirements will result in inability to attend on or off-campus clinical lab experiences and may necessitate course withdrawal. Student questions regarding health requirements for nursing courses with clinical lab components should be directed to Ms. Emily Jacob-Zysman, email zysmane@dyc.edu

If a student experiences a change in physical or psychological health status while enrolled in a nursing course with a clinical lab component (NUR course with L after course number), it

is the responsibility of the student to provide documentation indicating clearance for participation in patient care activities in the clinical lab setting without restrictions or limitations. Such documentation must be submitted to the School of Nursing to continue or resume attendance in clinical lab experiences. Note that the required documentation is not intended to disclose the nature of the health issue but should simply state that the student is or has been managed by the healthcare provider, and that the student has full clearance for clinical lab participation. Documentation must include healthcare facility letterhead and must be signed by a healthcare provider. Documentation that simply indicates that the student “may return to school” is not adequate.

Additional Clinical Course Requirements:

1. Students enrolled in any clinical nursing courses (NUR course with L after course number) must have professional liability insurance. Students are automatically billed for this insurance when they register for a clinical course.
2. It is strongly recommended that all students carry health insurance coverage for the duration of the program. Students are responsible for any health care costs, even those that arise from clinical or laboratory assignments. The college assumes no responsibility for a student’s medical care. Information regarding a basic injury and illness insurance plan is available through the College Health Center. By federal law, all International Students must carry health insurance coverage. International students will be billed directly.
3. Current American Heart Association certification in basic life support (BLS) Resuscitation (CPR) for the Professional Healthcare Provider is a requirement for all clinical nursing courses. Certification must include a hands-on practice and testing component; certification through an exclusively online course is not acceptable.
4. Students must meet HIPAA requirements as specified by clinical faculty. For specific clinical nursing courses, educational activities related to HIPAA, Infection Control and other agency-specific topics must be completed and documented (see course syllabi and course learning management system (Canvas) site for requirements and instructions).
5. Medication calculation competency must be demonstrated as per criteria stated in each clinical/lab course syllabus.
6. Students may be required to meet additional requirements to comply with agency mandates such as flu vaccine documentation or waiver, fingerprinting, and drug testing.
7. Students may be required to provide personally identifiable information to meet the requirement of clinical agencies. Failure to supply such information will result in student’s ineligibility to complete the nursing program.
8. Students are responsible for transportation to and from clinical sites.
9. Students may not register for on-campus courses on their scheduled clinical day. Hours vary at different clinical sites.
10. Attire must follow uniform guidelines as outlined in the Undergraduate Student Handbook and in the course syllabi.

11. Any student re-entering the clinical nursing course sequence (NUR course with a lab) after having not been enrolled in a NUR Course with a Lab component for longer than one semester (or withdrew from the clinical course) will be expected to demonstrate competency in previously learned clinical skills in the on-campus skills lab prior to participating in clinical experiences in patient care settings.

Background Checks

1. Some clinical sites may require background checks prior to attendance. Findings on a background check might make a student ineligible for assignment to clinical sites.
2. Findings on a background check might prevent academic progression.
3. Students applying for licensure to practice as a professional nurse are required to disclose criminal convictions. Criminal convictions might result in ineligibility for licensure.
4. D'Youville and the School of Nursing do not require criminal background checks prior to admission to the School of Nursing. However, some clinical agencies do require current criminal background reports prior to a successive clinical placement. It is the **student's direct responsibility** to arrange for the necessary criminal background check(s) (the nature of which can vary by clinical agency) and to submit the report(s) to the specific clinical agency(ies). Reported criminal activity might limit the student's ability to progress in clinical placements and, therefore, to complete the nursing program. Criminal background might also prevent professional nursing licensure upon completion of the nursing education program.

PROFESSIONAL APPEARANCE GUIDELINES

The following policies are enacted to assure that D'Youville Students present themselves in a manner which reflects respect for the patient and for the nursing profession. Student adherence to professional appearance guidelines is required to promote patient-centered care, to maintain patient care quality and safety and to maintain adherence to infection control standards.

Students are required to present to clinical in full D'Youville School of Nursing uniform. Details are listed below. **If appearance is deemed inappropriate, the student will be dismissed and a clinical make-up will be required. (Refer to Clinical Attendance Policy for details related to clinical absence and make-up requirements.) It is the discretion of clinical faculty to make the determination regarding a student's compliance with professional nursing appearance standards.**

a. Uniform

- i. Clean, pressed, professional, well-fitting white short-sleeved top and clean, pressed, well-fitting red pants Wearing a long-sleeved white shirt under the short-sleeved uniform top is optional, but the sleeves must be pulled up above the elbow for hand hygiene and direct patient care activities. Students have the option to additionally purchase a white, professional scrub jacket to be worn over the uniform at the discretion of the faculty. Uniform **MUST** be purchased from Buffalo Scrubs. The cost of the uniform will reflect a student discount. Representatives from Buffalo Scrubs will be available on campus to assist NUR 240L students to order the correct style and size of uniform prior to off-

campus clinical courses. Further information will be provided during NUR 240L on-campus lab.

- ii. White stockings or socks
- iii. Clean, white uniform shoes (close toed and low heeled) or white **leather** sneakers without colorful logos/designs (no clogs or crocs)

b. **Alternate Uniform** (when required for specified clinical rotations and on campus lab activities). Dress code may change with specific clinical site requirements.

- i. Khaki pants/slacks (dress/business type: NO cargo pockets or loops, or jean-like, athletic style, capris, crop length, or form-fitting pants).
- ii. Red NYC School of Nursing polo to be purchased from NYC Bookstore.
- iii. Low-heeled, closed toe, flat shoes (not boots). Sneakers may be worn as specified by faculty based on specific setting.

c. Uniform change for the January 2019 cohort:

- i. Clean, pressed, professional, **well-fitting red short-sleeved top and clean, pressed, well-fitting black pants**. Wearing a long-sleeved white shirt under the short-sleeved uniform top is optional, but the sleeves must be pulled up above the elbow for hand hygiene and direct patient care activities. Students have the option to additionally purchase a white, professional scrub jacket to be worn over the uniform at the discretion of the faculty. **Uniform MUST be purchased from Buffalo Scrubs**. The cost of the uniform will reflect a student discount. Representatives from Buffalo Scrubs will be available on campus to assist NUR 240L students to order the correct style and size of uniform prior to off-campus clinical courses. Further information will be provided during NUR 240L on-campus lab.

d. ii. stockings or socks that cover the ankle

e. iii. Clean, **white or black uniform** shoes (close toed and low heeled) or **white or black leather sneakers without colorful logos/designs (no clogs or crocs)**

f. **Alternate Uniform** (when required for specified clinical rotations and on campus lab activities). Dress code may change with specific clinical site requirements.

g. Black pants/slacks (dress/business type: NO cargo pockets or loops, or jean-like, athletic style, capri, crop length, or form-fitting pants- inclusive of leggings and yoga pants. No designs, sequins).

Red NYC School of Nursing polo to be purchased from NYC Bookstore.

a. iii. Low-heeled, closed toe, flat shoes (brown/black) (not boots). Sneakers may be worn as specified by faculty based on specific setting.

c. Additional Requirements

- a. Name tag: D'Youville Student ID (obtained from the Security Office). – must include full name and status as a student nurse from D'Youville
- b. No jewelry except plain wedding band and one pair small post pierced earrings; no dangling necklaces, bracelets, or dangling earrings may be worn.
- c. No visible body piercings (e.g., tongue, lip, eyebrow, nose etc.) or visible body art (e.g., tattoos).
- d. Grooming - clean, well groomed; no heavy scents (e.g., tobacco, perfume, aftershave, etc.); make-up, if worn, must be natural appearing.
- e. Nails must be well groomed, clean, natural (e.g., no artificial nails or colored nail polish), and short in length (should not extend beyond fingertip); this policy follows OSHA guidelines.
- f. Beards, mustaches trimmed.
- g. Hair: clean, natural colored (natural shades of brown, black, blonde, red) well groomed, and off the collar; no beads, ribbons, or unusual styles or head pieces other than those

that are related to religious/cultural requirements. Head covering worn for religious/cultural requirements must be plain black or white in color and must be secured in place behind the neck to maintain asepsis.

- h. No gum.
- i. All ear stretchers/expanders must be replaced by a flesh colored plug.

Equipment Required

Ballpoint pen (Black ink – no necklace pens), bandage scissors, stethoscope, blood pressure cuff, functioning wristwatch with second hand. Be sure to place name on equipment (i.e., scissors, stethoscopes, blood pressure cuff, notebooks, etc.) as appropriate. Please note that equipment required will vary according to rotation site and additional items may be added.

Do Not Bring:

Purses, backpacks, textbooks. Clinical agencies do not have adequate, fully secure storage facilities.

CLINICAL ATTENDANCE POLICY

1. NUR courses with the suffix “L” incorporate required clinical/laboratory activities. Depending on the course, these activities may include, but are not limited to, off-campus clinical experiences, on-campus or off-campus orientation activities, on-campus laboratory experiences, simulation experiences, and clinical conferences.
2. Completion of all scheduled clinical/laboratory experiences and associated clinical/laboratory learning activities is mandatory for a student to meet course outcomes.
3. If a student must be absent from a scheduled clinical/laboratory experience due to an unavoidable circumstance, the student must notify the assigned clinical/laboratory faculty member before the start of the clinical/laboratory experience in accordance with the guidelines provided to the student by that faculty member. Calling the School of Nursing, text messaging, or notifying faculty via another student does not meet the notification requirement for a clinical/laboratory absence. Students must discuss the reason for their absence with the faculty member and may be required to provide documentation supporting the reason for the clinical absence. Failure to appropriately notify clinical/laboratory faculty of clinical/laboratory absence, absence from a scheduled clinical/laboratory experience for a reason other than an unavoidable circumstance, or demonstrating dishonesty in communicating the reason for absence to faculty, are behaviors that are inconsistent with course and program objectives related to professional accountability.
4. Students are required to make up all missed clinical/laboratory experiences. Students will be provided with the opportunity to make up a maximum of TWO absence days (regardless of number of hours missed per day) from scheduled clinical/laboratory experiences. **A student who is absent on more than TWO scheduled clinical/laboratory days will be unable to meet the course outcomes, and therefore will be unable to continue in the course and will be required to withdraw from the course.**
5. Assigned clinical/laboratory make-up experiences will be scheduled by the course coordinator in actual and/or simulated patient care settings and will be consistent with course outcomes. **Any student who fails to complete a scheduled clinical/laboratory make-up experience will be unable to meet the course outcomes which will result in**

a course failure.

6. Late arrival and/or early departure from a clinical/laboratory experience will necessitate a clinical/laboratory make-up experience for the student to meet the course outcomes. A plan for make-up of missed clinical/laboratory experience will be implemented with individual students by clinical/laboratory faculty.
7. In circumstances where faculty determine that late arrival and/or early departure will prevent a student from meeting the objectives for the clinical/laboratory experience, or that the student is unprepared to meet the objectives for the clinical/laboratory experience, the student will be sent home and a clinical/laboratory absence day will result. Management of such an absence day will be subject to items 3 and 4 of this policy, as state above.
8. If a clinical site is unexpectedly closed or unavailable on a scheduled clinical day or if a faculty member is unable to be present during a scheduled clinical/laboratory experience, students will be scheduled for a make-up activity that is consistent with course outcomes. If the college is closed due to weather or other unforeseen circumstances, students will not attend scheduled clinical/laboratory experiences. A clinical/laboratory make-up experience may be required to meet course outcomes.

EXPOSURE TO BLOOD BORNE PATHOGENS

Students enrolled in clinical courses must be familiar with the procedure to follow should they be exposed to blood borne pathogens, such as Hep B, Hep C, or HIV. Protocols are followed (and available) in our clinical affiliate agencies, in the event of any potential exposure to body fluids and blood borne pathogens. Students will inform the primary nurse, clinical professor, clinical coordinator and follow the protocol of the clinical site.

Special Notice Regarding Covid-19

ALCOHOL AND OTHER DRUG POLICY VIOLATIONS

(Also see current, Resource Guide and Planner)

In addition to the campus guidelines concerning alcohol and drug policy violations, specific clinical guidelines apply within the nursing program. Use of any kind of drugs may be cause for legal action and/or cause for prohibiting a student from continuing in nursing and/or sitting for the NCLEX.

If a student is involved in a clinical/student teaching off campus setting, and is suspected of being under the influence of drugs or alcohol, the following will take place:

1. The student will be immediately removed from the clinical/student teaching setting.
2. The student will not be allowed to return to the clinical/student teaching setting until a disposition has been made through the judicial hearing process.
3. The supervisor/instructor in meeting with the student will place the student on an immediate warning against repeating any such behavior. The student will also be required to participate in the Counseling Center's drug education program.
4. If the student repeats the behavior, the student will be permanently removed from the clinical/student teaching setting and suffer the academic consequences. Faculty involved in removing students from clinical/student teaching situations should be certain to provide written substantiation of the charges, and the names of any witnesses.

Class Attendance/Withdrawal from a Course

Refer to D'Youville Undergraduate Catalog for information on withdrawal from a course. (www.dyc.edu/catalog/currentpolicies.../withdrawal-from-course.aspx)

The expectation is that students attend all classes and clinical laboratory activities. Non-attendance or discontinuing attendance from class or clinical laboratory, unless the appropriate drop/add or withdrawal forms have been processed with the registrar's office, will result in a grade of "F" for the course. Financial (tuition) obligations will also remain if deadlines for withdrawal have not been met. Merely informing the professor teaching the course is not sufficient to cancel registration in the course. Students are also responsible for monitoring their progress in the course (use LMS gradebook) and ensuring that course requirements are met in accordance with due dates set (student should consult the class schedule to determine dates of examinations, testing, and due dates of assignments). Extensions of an assignment due date or changes in examination dates will only be given for extenuating circumstances (e.g., illness, hospitalization, and family emergency) and at the sole discretion of the faculty. Written documentation of the circumstance leading to the extension/change will be required

NATIONAL COUNCIL LICENSURE EXAMINATION - NCLEX-RN

NCLEX-RN Exams are offered through scheduled computerized testing. Applications are available in the School of Nursing Office and should be completed during the last senior nursing course or near the completion of the program. Students are required to participate in NCLEX-RN preparation activities during designated courses.

DIRECTED STUDIES

Directed Studies are not permitted in combined nursing courses with a laboratory/clinical (L) component.

AUDITING OF COURSES

Auditing of required nursing course is not permitted.

SCHOOL OF NURSING – ACADEMIC APPEALS PROCEDURE

The School of Nursing provides a Formal Appeal Procedure for students who wish to appeal academic evaluations or evaluations of misconduct that have a significant academic consequence (resulting in probation, suspension, removal from the nursing program or other significant change in academic status). A separate appeal process (“Alternate Appeal Procedure,” below) is provided for appeals of decisions that have a less serious academic consequence.

When a student seeks to challenge a decision that has serious academic consequence, the student must first attempt to informally resolve the situation as described below and then, if such informal attempts fail, the student may file an appeal pursuant to the Formal Appeal Procedure described below.

When a student seeks to challenge a decision or action under these procedures that **does not** have a significant academic consequence (such as a grade dispute not resulting in probation, suspension, removal from the nursing program, or other significant change in academic status), the student must still, as an initial step, attempt to informally resolve the situation and then, if such informal attempts fail, the student may file an appeal pursuant to the Alternate Appeal Procedure described below.

Jurisdiction over the appeal resides in the School or Department in which the subject decision or action occurred.

Appeal Officer.

The appeal officer shall act as the coordinator of the appeal process. Should a student or faculty member have any questions concerning the appeal process (including how to file an appeal), he/she is encouraged to contact the appeal officer. Further, the appeal officer is empowered to make adjustments/decisions related to the time schedule or other technical requirements of the appeal process to fulfill its purpose in a comprehensive manner. Of importance is the need to expedite

decisions that have direct and immediate consequences upon the academic status of a student. Any adjustments/decisions related to the time schedule or other technical requirements will be made with communication to all parties to insure their awareness and cooperation. The current appeal officer for the School of Nursing is the Administrative Assistant to the Dean, Ms. Tina Rimbeck. If the appeal officer is involved in the decision subject to appeal, then an alternate appeal officer will be made available to the student filing the appeal.

Informal Resolution:

Wherever and whenever possible, the student should first attempt to rectify the situation by dealing directly with the faculty member or committee who made the decision. This should be done within five (5) business days of the incident in question, and the informal resolution process shall not exceed ten (10) business days from the incident.

If no direct resolution is reached, the student may request consultation and mediation by the Chair or his/her designee.

If the process of consultation and informal resolution fails, then the formal or alternate appeal process may begin.

Formal Appeal Procedure:

1. If the student seeks to challenge a decision or action that has a significant academic consequence (i.e. probation, suspension, dismissal or other significant change in academic status) and remains unsatisfied after completing the above informal steps, then he/she may file a formal appeal by submitting a written complaint to the Chair within fifteen (15) business days of the decision or action that he/she seeks to challenge. Regardless of the outcome of the informal resolution process set forth above, the written complaint must be filed within fifteen (15) business days, otherwise it is untimely and will not be accepted or considered. Upon receipt of a formal appeal, the Chair of the student's program shall provide a copy of the written complaint to the Appeal Officer.
2. The written complaint must state the specific violation of Department policy, rule or direction being challenged. The complaint, plus any supporting documents, shall supply full detail regarding this alleged violation and the remedy sought. The complaint shall indicate the dates on which attempts at informal resolution took place. The faculty member or committee against whom the complaint has been filed will be notified within five (5) business days of the filing of the complaint.

In cases involving allegations of improper academic evaluation (such as a grade), the student must demonstrate clearly and convincingly that the faculty member did not comply with the syllabus or other stated requirements of the course.

After receiving the written appeal, the Chair shall ask the Appeal Officer to call a special meeting of the Appeals Committee, which will be responsible for reviewing and rendering a determination regarding the appeal. If a member of the Appeals Committee was directly involved in the decision being appealed by the student, then he/she shall be replaced by an alternate, as designated by the Dean.

The procedures used by the Appeals Committee shall include, at a minimum, the opportunity for the student and the relevant faculty to: meet with the Appeals Committee

and make a statement; submit other supporting statements; submit documents; and submit other information to support his/her position. The student may be accompanied by a member of the D'Youville community acting as a support person at any meetings held by the Appeals Committee with the student concerning the appeal. This support person cannot be a parent or guardian of the student. Further, because the purpose of the appeal process is to provide a fair review rather than a formal legal proceeding, participation of attorneys in the appeal process is not permitted. A support person may not speak for the student. The student is responsible for speaking, submitting statements, and presenting other information on his/her own behalf. There shall be an audio recording of any meetings held by the Appeals Committee with the student concerning the appeal. The audio recording, as well as any meeting notes, statements or other information submitted or collected, shall be maintained by the School for six (6) years.

A written determination of the appeal will be issued by the Appeals Committee, which sets forth the rationale for the determination, following the submission and collection of all relevant documents, statements, and other information. The Appeals Committee shall have the authority to uphold the decision being challenged or send the decision back to the faculty member or committee for reconsideration.

Normally, no more than twenty (20) business days should elapse between the filing of an appeal and the issuance of the written determination. If, because of the absence of key persons from the campus or other circumstances or exigencies (including those due to breaks in the academic calendar), the Appeals Committee decides that disposition on that schedule is not possible, the Appeals Committee shall notify the Appeal Officer who will determine if an extension shall be granted. Delivery of the written determination of the Appeals Officer shall be made by certified mail and email to the addresses of record with the college's registrar. A copy of the written determination shall be maintained by the School for six (6) years.

2. Further Appeal. The student has the right to appeal the Appeals Committee's determination to the Dean. If the student has previously appealed a decision and that decision was sent for reconsideration by the Appeals Committee, then any further appeal by the student of the decision following reconsideration may be made directly to the Dean.
3. Appeals to the Dean can be made on four grounds only, which must be stated in writing and submitted to the Dean within five (5) business days of the student's receipt of the Appeals Committee's written determination:
 - a. The Appeals Committee's decision is contrary to policy, rules or written directives of the School.
 - b. The Appeals Committee's decision violated stated procedural guarantees and that alleged violation prevented fundamental fairness. A determination that a material error has occurred may result in reconsideration of the case using correct procedures, either by the Dean or by remand to the Appeals Committee, in the discretion of the Dean. Immaterial procedural errors will not support an appeal.
 - c. The Appeals Committee's decision was rendered without the benefit of significant new factual material not available at the time of that decision; however, information knowingly withheld from the prior proceeding by the appealing student will not support an appeal.
 - d. Significant mitigating circumstances exist which may warrant modification of the decision reached by the Appeals Committee.

Following receipt of an appeal, the Dean will review the written determination of the Appeals Committee as well as all materials in the appeal file, including, but not limited to, the statements, documents and other information submitted relating to the appeal. The Dean may, but is not required to, hold further meetings regarding the appeal.

The Dean shall have the authority to uphold the decision being appealed, reverse the decision, or send the decision for further consideration by the appropriate faculty member or committee.

The Dean's decision concerning the appeal will be issued within ten (10) business days of the student's submission of the appeal to the Dean. Delivery of the Dean's decision shall be made by certified mail and e-mail to the addresses of record with the college registrar. A copy of the Dean's decision shall be maintained by the School for six (6) years.

The Dean's decision concerning the appeal is final.

Alternate Appeal Procedure:

If the student seeks to challenge a decision or action that **does not** have significant academic consequence (such as a grade dispute that does not result in probation, suspension, dismissal or other significant change in academic status), and remains unsatisfied after completing the above informal steps, then he/she may file a formal appeal by submitting a written complaint to the Chair within fifteen (15) business days of the decision or action that he/she seeks to challenge. Regardless of the outcome of the informal resolution process set forth above, the written complaint must be filed within fifteen (15) business days, otherwise it is untimely and will not be accepted or considered. Upon receipt of a formal appeal, the Chair shall provide a copy of the written complaint to the Appeal Officer.

The written complaint must state the specific violation of Department policy, rule or direction which is complained of. The complaint, plus any supporting documents, shall supply full detail regarding this alleged violation and the remedy sought. The complaint shall indicate the dates on which attempts at informal resolution took place. The faculty member or committee against whom the complaint has been filed will be notified within five (5) business days of the filing of the complaint.

In cases involving allegations of improper academic evaluation (such as a grade), the student must demonstrate clearly and convincingly that the faculty member did not comply with the syllabus or other stated requirements of the course.

After receiving the written appeal, the Chair shall call a special meeting of the Appeals Committee, which will be responsible for reviewing and rendering a determination regarding the appeal. If a member of the Appeals Committee was directly involved in the decision being appealed by the student, then he/she shall be replaced by an alternate, as designated by the Dean.

The complaint shall be evaluated after the student and the faculty member are provided the opportunity to make a statement to the Appeals Committee (either in writing or at a meeting, if a meeting is deemed necessary by the Appeals Committee) and submit supporting documents. There shall be an audio recording of any meetings held by the Appeals Committee with the student concerning the appeal. Records related to the appeal shall be maintained by the School for six (6) years.

Following evaluation of the statements and supporting documentation, a written determination of the appeal will be issued by the Appeals Committee, which sets forth the rationale for the determination.

Normally, no more than twenty (20) business days should elapse between the filing of an appeal and the issuance of the written determination. If, because of the absence of key persons from the campus or other circumstances or exigencies (including those due to breaks in the academic calendar), the Appeals Committee decides that disposition on that schedule is not possible, the Appeals Committee shall notify the Appeal Officer who will determine if an extension shall be granted. Delivery of the written determination of the Appeals Committee shall be made by certified mail and email to the addresses of record. A copy of the written determination shall be maintained by the School for six (6) years.

The determination issued by the Appeals Committee is final.

Complaints of Discrimination or Harassment:

D'Youville provides equal opportunity to all students. The College does not discriminate based on race, color, national origin, sex, disability, age, or any other protected status with respect to its academic programs, policies and practices.

Should a student advance an appeal under the above procedures that alleges discrimination or harassment based on race, color, national origin, sex, disability, age, or any other protected status, the appropriate School or Department will immediately notify the Title IX Coordinator (Deborah Owens) and/or the Coordinator of Disability Services (Isabelle Vecchio). Students are also encouraged to directly consult with the Title IX Coordinator and/or the Coordinator of Disability Services in the event they are seeking to file an appeal related to discrimination or harassment.

Further, if a student's appeal relates to Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act, or the obligations of the College, School or Department under those laws, the appropriate School or Department will immediately notify, and the student filing the appeal is encouraged to consult, the Coordinator of Disability Services.

CAREER AND PROFESSIONAL SERVICES CENTER

The Career and Professional Services Center helps freshmen through graduate level students and alumni prepare for the job market. Individual career counseling, resume/cover letter preparation, interviewing, and job search advice are available. Students can access a comprehensive online platform through the Career Services webpage. (<http://www.dyc.edu/academics/student-resources/career-services/>)

FERPA

The Family Educational Rights and Privacy Act of 1974 ("FERPA), as amended, is a federal law regarding the privacy of education records and the obligations of the College, primarily related to the release of education records and access provided to education records. Generally, the law provides that, with certain exceptions, no education records may be released without prior written consent from the student to which they pertain. The law also mandates that students be provided access to their own education records for purposes of inspection and review. Refer to the D'Youville website for specific information: <http://www.dyc.edu/academics/registrar/ferpa-privacy-policy.aspx>

IMPORTANT WEBSITE LINKS AND RESOURCES

Also refer to the D'Youville Undergraduate Catalog under Student Life for additional student resources/services not listed in this handbook.

NY State Nurse Practice Act:

<http://www.op.nysed.gov/prof/nurse/article139.htm>

American Nurses Association Scope of Practice:

<https://www.nursingworld.org/practice-policy/scope-of-practice/>

Quality and Safety Education for Nurses

Competencies: <http://qsen.org/competencies/>

The Essentials of Baccalaureate Education for Professional Nursing

Practice: <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

COMPUTER LABS

The computer labs are located at multiple sites on campus for student use. Refer to college website for location and hours.

<http://www.dyc.edu/about/administrative-offices/information-services/computer-labs.aspx>

VETERAN AFFAIRS OFFICE

Refer to the D'Youville Undergraduate Catalog under Student Life/Veteran Affairs Office or contact the Director of Veteran Affairs Office at 716-829-7836 for more information

STUDENT NURSES ASSOCIATION

The D'Youville Chapter of the Student Nurses Association of New York State was founded in 1980. Membership is recommended to all nursing students.

The purposes of the Association are:

- to foster individual growth of the student as a person and a professional;
- to influence health care, nursing education, and nursing practice through legislation activities as appropriate;
- to promote and encourage student participation in interdisciplinary activities, educational opportunities, and community affairs directed toward improvement of health care and resolution of related social issues.

Additional information is posted on the Student Nurses Association bulletin board on the fifth floor of ALT.

SCHOOL OF NURSING COMMITTEES

1. Nursing students and nursing faculty members may nominate nursing students as School of Nursing committee representatives according to the School of Nursing bylaws. Any nursing student may self-nominate. The students nominated should be in good academic standing.
2. Students who are nominated for committee positions will be appointed to fill vacancies after consultation with the nursing faculty. By assuming responsibility on a committee, students provide input to faculty members making decisions regarding policies and procedures for the School of Nursing.

Qualifications

Student representatives should be able and willing to serve and attend scheduled meetings for one academic year.

The following committees have student representation:

Faculty Organization of the School of Nursing

Purpose: The purpose of the Faculty organization is to plan, organize, implement, and evaluate the educational programs and to enhance the academic activities of faculty and students in the School of Nursing of D'Youville.

Membership: Two students, one junior level standing and one senior level standing, shall be contributory members to promote communication, exchange of ideas and provide a channel for academic concerns.

Meetings: Every month during the academic calendar

Course Coordinator Committee

Purpose: Provide a mechanism for communication across courses. Monitor and coordinate course content across courses to ensure appropriate placement and continuity. Monitor progression of students through the course and make recommendations to undergraduate Progression/ Retention Committee. Recommend changes in the type and/ or location of learning activities, and/ or changes in textbooks based on needs and end of semester evaluation to Curriculum Committee. Make requests to the Library regarding the purchase of instruction materials. Complete end-of-year evaluation and planning report.

Membership: Two students, one from junior clinical course, one from senior clinical course.

Meetings: Beginning and end of each semester, Additional meetings may be called by Committee Chair

Curriculum Committee

Purpose: Coordinate the undergraduate and RN-BSN completion programs of study, as designed by faculty, in accordance with program outcomes. Receive recommendations from faculty

concerning program changes, alterations within courses, and utilization of resources. Recommend changes in the program of studies based on appropriateness of outcomes and in relation to advances in sciences, nursing, and education practices. Approve additions and changes to courses and utilization of resources that do not affect the overall curriculum. Ensure integration of changes made to the conceptual framework and content map. Review end of course evaluations and planning reports. Chairperson prepares yearly curriculum committee report with committee input. Submit an end of the year report to the Dean of the SON and the Evaluation Committees. Monitor learning experiences that will develop the competencies expected at each level. Monitor utilization of consistent format for nursing course syllabi and performance evaluation

Membership: Two students, one junior level standing, and one senior level standing shall be contributory members of the organization to promote communication, exchange ideas and provide a channel for academic concerns.

Meetings: The curriculum committee shall meet three times each semester. Additional meetings may be called by the curriculum committee chairperson.

Evaluation Committee

Purpose: Develop plans for Systematic Program Evaluation. Communicate results of program evaluation to School of Nursing Faculty. Develop instrument to evaluate clinical rotations from a program perspective. Develop standardized format for student evaluation of individual courses. Maintain the records of systematic evaluation. Oversee annual and five-year follow up of graduates. Review annual reports of Standard and Special Committees annual reports for follow-up on approved and proposed recommendations for change. Provide to the Dean the yearly report on all changes generated by both Standing and Special Committees.

Membership: Two student representatives (one graduate and one undergraduate level) will serve as contributory members.

Research Committee

Purpose: Encourage scholarly research of faculty by connecting faculty interests with grant funding opportunities. Review and make suggestions for faculty research proposals. Act as liaison to allocate existing research funds.

Membership: One undergraduate student and one graduate student

Meetings: Once per semester and as necessary and called by the Research Chair.

Policy Committee

Purpose: Monitor, review, and draft changes to standardized policies for consistent format for undergraduate nursing course syllabi based on faculty feedback from each course after each semester. Disseminate changes in syllabi policies. Monitor utilization of standard language in nursing course syllabi. Review and propose revisions to Undergraduate Nursing Student Handbook policies as charged by the Undergraduate Nursing Program Committee. Review and make recommendations to FOSON on revisions to the Bylaws Procedure Manual. Communicate regularly with Undergraduate Admissions, Progression, and Retention Committee on policy changes affecting admissions, progression, and retention

Membership: Six (6) at large undergraduate faculty members representing all undergraduate programs, Chair of the SON, two (2) students, one (1) sophomore or junior level standing and one (1) senior level standing shall be contributory members of the committee to promote communication, exchange ideas and provide a channel for academic concerns.

Meetings: As needed

Appeals Committee for the School of Nursing

Purpose: Review formal appeals for serious academic consequences from students. Based upon a review, the committee decides to uphold the decision being challenged, send the decision back to the faculty member or Progression Retention Committees (Undergraduate or Graduate)

Membership: Five (5) faculty members; one representing the Pre-licensure, Online RN, MS, DNP one at large. The Nursing Chair or members of the Progression and Retention Committees may not serve on the Appeals Committee. The Chair and secretary shall be selected from the committee membership.

GRANTS AND SCHOLARSHIPS

The Financial Aid Office provides all students with complete information about government and institutional aid for which students are eligible through assistance programs.

HONORS AND AWARDS

D'Youville Nursing Pin

The D'Youville College School of Nursing Pin is a symbol of the school, the education, and the heritage that have contributed to each student's individual and professional development. Graduating pre-licensure students who have opted to purchase the pin receive it at the School of Nursing Pinning Ceremony at which all senior nursing students are honored.

Sigma Theta Tau, Zeta Nu Chapter, Nursing Honor Society

In 1979 Sigma Theta Tau, the National Honor Society of Nursing, was introduced at D'Youville. The Zeta Nu Chapter received a charter in 1981.

Zeta Nu is dedicated to the advancement of nursing as a profession and a science, and to the goal of nurses assuming leadership positions in research, scholarship, and public policy. Refer to the Sigma Theta Tau (STTI) website under membership for detailed information (<http://www.nursingsociety.org/why-stti/stti-membership/apply-now/student-membership-criteria>)

Membership is open by invitation only, based on national criteria.

Undergraduate Students eligibility criteria

- Completion of ½ of the nursing curriculum;
- Academic excellence (3.0 or higher on a 4.0 grade point average scale);
- Rank in the upper 35th percentile of the graduating class;
- Meet the expectation of academic integrity.

Registered Nurse Students eligibility criteria

- Completion of 12 credit hours at current school;
- Completion of ½ of the nursing curriculum;
- Academic excellence (3.0 or higher on a 4.0 grade point average scale);
- Rank in the upper 35th percentile of graduating class;
- Meet the expectation of academic integrity.

Honorary Awards

Two honorary awards are presented annually to two graduating senior students distinguished for leadership, judgment, professional responsibility, and interpersonal relations in the field of clinical nursing. The Eleanor G. Alexander Nursing Highest Honor Award Plaque is awarded to the selected student earning the highest number of faculty votes. The second-place student receives The Margaret Curry Award.

AFFIRMATION OF RECEIPT
OF
*Patricia H. Garman School of
Nursing*
UNDERGRADUATE HANDBOOK
2020 – 2021

NAME (**PRINTED**) _____

SIGNATURE (**HAND WRITTEN**) _____

STUDENT ID # _____

My signature above affirms that I have received notice that the current *Undergraduate Nursing Handbook 2020-2021* has been posted to the D'Youville, Patricia H. Garman School of Nursing Website. I further affirm that **I know how to access** *Undergraduate Nursing Handbook*, and that I have been notified that I am accountable for both the general policies/information and the date-of-entry specific policies presented in the handbook. I must have submitted this completed and signed affirmation form to the Patricia H. Garman School of Nursing Undergraduate Secretary.

DATE _____

**STUDENT’S ACKNOWLEDGMENT AND ASSUMPTION OF RISK
FOR PLACEMENT IN CLINICAL IMMERSION**

D’Youville College (“D’Youville”), by its undersigned representative, and _____, a student (“Student”) in D’Youville’s Patricia H. Garman School of Nursing agree and acknowledge as follows:

During the Fall and Spring terms of the 2020-2021 academic year, the Student may participate in multiple clinical placements (the “Placement” or “Placements”) at certain departments and/or facilities operated by D’Youville’s community partners in the healthcare field (“Placement Host” or “Placement Hosts”).

In connection with the Placements, the Placement Hosts have agreed to comply with all relevant safety guidance from the Centers for Disease Control (CDC) and state and local health authorities regarding workplace health and safety currently in effect, such as cleaning and sanitation, social distancing, limited size of gatherings, and providing adequate personal protective equipment (PPE) for the Student.

Notwithstanding the preventative efforts noted above, it is acknowledged that, in the course of a Placement, the Student may come into contact with COVID-19 patients; patients under investigation for COVID-19; and/or physicians, nurses, or other professionals who have been exposed to COVID-19 patients. It is further acknowledged that the Placement Hosts are located in various locations both within and outside of New York State and that the incidence of COVID-19 infection within a local community may vary from location to location. It is agreed that the Placement Hosts will not be responsible for notifying the Student or D’Youville in the event that the Student may have come into contact with a patient or employee of a Placement Host who later tests positive for COVID-19.

D’Youville and the Student each acknowledge that participation in a Placement may include inherently dangerous activities that may expose the Student to risks of serious illness or harm, including without limitation the risk of contracting the virus that causes COVID-19 as well as other communicable diseases such as influenza and hepatitis. As a condition of Placement, the Student agrees to accept the risks identified above, including the risk of contracting COVID-19. D’Youville and the Student each understand and agree that if the Student becomes ill or symptomatic, the Student may be removed from a Placement.

The Student knowingly and voluntarily elects to participate in the Placements at this time and accepts the risks as outlined above as well as the risks identified by the CDC, D’Youville, and the Placement Hosts. D’Youville accepts the Placements under the same terms and conditions.

D’Youville College



(Signature)

Printed Name: _____

Title: _____

Date: _____

Student

(Signature)

Printed Name: _____

Date: _____