Grading policies and academic regulations for post-graduate APRN Certificate students are consistent with those previously described in the Masters’ degree program pages and Graduate Student Handbook.
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GENERAL INFORMATION

The Graduate Nursing Handbook is designed to provide graduate nursing students with specific information about the policies and procedures specific to D’Youville’s graduate nursing programs. Other college publications and announcements provide additional important information for all D’Youville College students. It is the responsibility of each student to obtain these publications as they become available.

OVERVIEW OF THE PROGRAMS

Several graduate programs in nursing are offered. Current program options include a Master of Science in Nursing as a Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Nursing Management & Quality Leadership, and Nursing Education with a Clinical Focus. See Doctor of Nursing Practice Handbook for doctoral offerings. Emphasis of the Family Nurse Practitioner program is on managing health care of individuals across their lifespan. Emphasis of the Psychiatric-Mental Health program is to prepare clinicians to provide psychotherapy and pharmacotherapy to individuals, families, and groups across the lifespan. The Nurse Practitioner programs can also be completed as post graduate certificate options to qualified candidates.

Graduates of the Nursing Management & Quality Leadership will be specifically prepared to lead the team and/or ensure that inpatient, outpatient, and community settings provide safe and competent care to diverse populations. Nursing Education with a Clinical Focus candidates are prepared to be knowledgeable about teaching principles and skilled clinical educators.

MISSION AND VISION

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

Preparing future nursing professionals to work collaboratively to 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.

Chair of Graduate Nursing- 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.

Director of Family Nurse Practitioner Prog – Prof. Rebecca Roloff, FNP-BC, MS, APRN
Professor Roloff oversees the FNP program. Students who wish to contact Professor Roloff may do so through the 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 Psych-Mental Health Nurse Practitioner Program- Dr. Danielle Simmons and Dr. Denise Dunford
Dr. Simmons and Dr. Denise Dunford oversee the Psychiatric Mental Health Nurse Practitioner Program. Students who wish to contact Drs. Simmons or 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. Denise Dunford**

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

The mission of the School of Nursing is to 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. Graduates will be responsible, ethical, and accountable members of the nursing profession committed to the pursuit of excellence in practice, communication, innovation, research, and lifelong learning.

The School of Nursing will be a leader in educating nurses who will be advocates for change within the health care system, promote a healthier society, improve nursing practice, and preserve and enhance human dignity and self-determination.

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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.

3. **Doctor of Nursing Practice** involves in-depth research adding to the knowledge base obtained at the Masters’ level and the DNP is perceived as a terminal degree.
OUTCOMES OF GRADUATE PROGRAMS
Graduates of the Masters’ programs will be able to:

1. Use advanced theoretical and empirical nursing knowledge as the foundation for advanced nursing practice.
2. Demonstrate expertise in nursing diagnosis and treatment responses necessary for promoting, maintaining, and/or restoring health of individuals, families, groups, and/or communities
3. Practice as culturally competent advanced practice clinicians in a variety of health care settings
4. Evaluate proposed new methods for providing safe, efficient, and cost-effective nursing care, including informatics, to meet societal demands
5. Demonstrate leadership roles in advanced nursing practice
6. Participate in research to improve nursing practice, quality of care, and improve patient outcome
7. Demonstrate a commitment to advancement of the nursing profession
8. Demonstrate advanced communication skills through professional presentations and publications
9. Demonstrate moral, ethical, legal, political, environmental, and economic principles applicable to advanced nursing practice
10. Embrace a plan for professional growth and lifelong learning

ADDITIONAL COMPETENCIES FOR FNP MS/CERT. PROGRAMS

1. Competently obtain patient history
2. Perform comprehensive and focused physical examinations
3. Develop appropriate differential diagnoses
4. Prescribe treatment plans
5. Evaluate patient responses to treatment
6. Determine the effectiveness of care

ADDITIONAL COMPETENCIES PMHNP MS/CERT. PROGRAMS

1. Completely obtain histories for individuals, families, and groups to perform comprehensive mental health assessments
2. Perform advanced clinical skills in psychotherapy modalities
3. Develop appropriate diagnoses including the ability to diagnose mental health conditions and comorbid medical disorders

4. Treat acute and chronic psychiatric disorders and conditions.

5. Prescribe treatment plans in concert with client concerted care perspective

6. Evaluate responses to treatment for individuals, families, and groups

7. Determine the effectiveness of care including psychotherapy modalities and pharmacologic interventions

**Outcomes of Nursing Management and Quality Leadership**

1. Demonstrate leadership roles in various healthcare organizations

2. Utilize evidence based practice to assist the healthcare team, patients, and other stakeholders

3. Analyze information to develop strategies to improve patient outcomes which could include quality & safety, cost containment, leadership, and organizational responsibilities

4. Implement a leadership environment that supports the healthcare team, patients, and stakeholders

5. Use leadership theoretical nursing knowledge to advance as a leader

**Outcomes of Nursing Education with a Clinical Focus**

1. Apply knowledge from the basic, social, and nursing science literature to plan and implement quality educational programs.

2. Possess a deeper understanding of the relationship between the theoretical underpinnings of teaching pedagogies and the application of these concepts in clinical settings.

3. Develop competence in designing and implementing curricular techniques across the spectrum of health care settings to include academia, clinics, organizations, community care models

4. Collaborate on inter-professional teams to assure quality nursing education

5. Initiate appropriate teaching strategies to achieve health care outcomes working with patients, families, groups, organizations, and communities.
COMMUNICATION

PUBLICATIONS AND ANNOUNCEMENTS

D’Youville’s Calendar, Planner, and Resource Guide

The Catalyst
The Catalyst is the student newspaper. It provides a forum for students to express their opinions and keeps students informed of current campus issues. It is published monthly and is available in offices and racks throughout the campus.

The School of Nursing newsletter, “The Pulse”, is published monthly and available electronically.

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

E-mail Accounts
All registered students are assigned a D’Youville College e-mail account. Students are required to sign into their account and create a password. **This is imperative because official online communications between faculty and student will occur via the D’Youville email address only. If assistance is needed, contact the Academic Computing Center.**

College Catalog
Program and course descriptions for all graduate programs, are listed in the catalog. http://www.dyc.edu/catalog/current/
College publications provide access to much of the information students need within the School of Nursing.

Other valuable sources of information for nursing students:

1. Sigma Theta Tau, Zeta Nu Chapter (Nursing Honor Society) - https://www.sigmanursing.org/
2. Student Nurses Association – Information located in the student lounge – located on the 5th floor of the Alt Building
3. The Graduate Nursing Forum is the School of Nursing’s online forum used for communications to students. Students should check the Graduate Nursing Forum several times each week for updates and announcements.

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.
PROFESSIONAL ORGANIZATION

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 was charted 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.

Qualifications for Graduate Student Membership
1. Sigma Theta Tau International does not discriminate. Candidates are qualified for membership so long as eligibility requirements are met.
2. Student candidates shall have demonstrated superior academic achievement, academic integrity, and professional leadership potential.
   a. Definition – Graduate program is defined as an accredited program of graduate study in nursing including master, post-master, doctoral, and post-doctoral.
   b. Academic Achievement – Students in graduate programs shall be eligible for membership if they have achieved excellence according to the standards approved by the Society and Zeta Nu Chapter. Graduate students must obtain an overall GPA of 3.5 and have completed 25% of their graduate program.
   c. Exceptions – Exceptions may be made at the discretion of the chapter’s governance committee following the guidelines adopted by the International Board of Directors.

Membership is open to all faculty, alumni nurse leaders, and students meeting the requirements. Zeta Nu collaborates with other local Sigma Chapters and District 1 NYSNA in sponsoring an annual research conference.

COLLEGE COMMITTEES

Student Membership on College Committees
The D’Youville College School of Nursing believes that student representation on School of Nursing committees fosters progress toward program outcomes by opening an additional forum for faculty-student communication.

The role of the graduate student representative is important, providing a unique opportunity for students' views to be heard, considered, and acted upon in an official forum. By assuming this responsibility, students join with faculty members and administrators in making decisions that form the policies and procedures of graduate programs.

Student representatives should be able and willing to serve for one academic year. Students selected should be in good academic standing. Students may self-nominate.

Graduate Nursing Faculty Committee
This Committee includes graduate nursing faculty and one graduate nursing student. The committee meets regularly to advise on program concerns and to recommend curriculum and academic policy revisions pertaining to the graduate nursing program.
COURSE REQUIREMENTS

Course requirements for specific nursing programs can be found in the current edition of the D’Youville College Catalog http://www.dyc.edu/catalog/current/.

COURSE PRE- or CO-REQUISITES

Some courses have no prerequisites. Others must be taken in a particular order. Still others should be taken at a particular time. By checking the College Catalog description of a course, it is possible to find out if there are any necessary prerequisites. Prior to registering, students meet with academic advisors. The following list includes the common advice given to students in the School of Nursing.

Family Nurse Practitioner (FNP)

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 600</td>
<td>No Pre-requisite required</td>
</tr>
<tr>
<td>NUR 601</td>
<td>No Pre-requisite required</td>
</tr>
<tr>
<td>NUR 631</td>
<td>Pre-requisite: Completion of a baccalaureate-level health assessment course or equivalent; Active, unencumbered RN license in New York State or Ontario. Co-requisite: NUR 631L</td>
</tr>
<tr>
<td>NUR 631L</td>
<td>Pre-requisite: Completion of a baccalaureate-level health assessment course or equivalent; Active unencumbered RN license in New York state, or Ontario. Co-requisite: NUR 631</td>
</tr>
<tr>
<td>NUR 632</td>
<td>Pre-requisite: Completion of a baccalaureate-level pharmacology course or equivalent</td>
</tr>
<tr>
<td>NUR 633</td>
<td>Pre-requisite: Completion of a baccalaureate-level pathophysiology course or equivalent</td>
</tr>
<tr>
<td>NUR 634</td>
<td>Pre-requisite: NUR 631/631L; Pre or co-requisite: NUR 632, NUR 633;</td>
</tr>
<tr>
<td>NUR 635</td>
<td>Pre-requisite: NUR 631/631L; Pre or co-requisite: NUR 632, NUR 633;</td>
</tr>
<tr>
<td>NUR 637</td>
<td>Pre-requisite: NUR 631/631L; Pre or co-requisite: NUR 632, NUR 633</td>
</tr>
<tr>
<td>NUR 638</td>
<td>Pre-requisite: NUR 631, NUR 631L, NUR 632, NUR 633, Pre or Co-req: NUR 634</td>
</tr>
<tr>
<td>NUR 639</td>
<td>Pre-requisite: NUR 631. NUR 631L, NUR 632, NUR 633. Pre or Co-req: NUR 635</td>
</tr>
<tr>
<td>NUR 640</td>
<td>Pre-requisite: NUR 631, NUR 631L, NUR 632, NUR 633, NUR 637</td>
</tr>
<tr>
<td>NUR 641</td>
<td>Pre-requisite: NUR 640.</td>
</tr>
</tbody>
</table>

Project Option:

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 610</td>
<td>Pre-requisite: NUR 600 and NUR 601</td>
</tr>
<tr>
<td>NUR 629</td>
<td>Pre-requisite: NUR 610</td>
</tr>
</tbody>
</table>

Family Nurse Practitioner Post-Graduate Certificate

An individualized Gap Analysis will be done upon acceptance into the post-graduate certificate program. Students will follow the same course pre- and co-requisites as above under FNP.
### Psych-Mental Health Nurse Practitioner (PMHNP)

#### Course Requirements

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>NUR 601</td>
<td>No Pre-requisite required</td>
</tr>
<tr>
<td>NUR 631</td>
<td>Pre-requisite: Completion of a baccalaureate-level health assessment course or equivalent; Active, unencumbered RN license in New York State or Ontario. Co-requisite: NUR 631L</td>
</tr>
<tr>
<td>NUR 631L</td>
<td>Pre-requisite: Completion of a baccalaureate-level health assessment course or equivalent; Active unencumbered RN license in New York state, or Ontario. Co-requisite: NUR 631</td>
</tr>
<tr>
<td>NUR 632</td>
<td>Pre-requisite: Completion of a baccalaureate-level pharmacology course or equivalent</td>
</tr>
<tr>
<td>NUR 633</td>
<td>Pre-requisite: Completion of a baccalaureate-level pathophysiology course or equivalent</td>
</tr>
<tr>
<td>NUR 672</td>
<td>Pre or Co-requisite: NUR 632</td>
</tr>
<tr>
<td>NUR 673</td>
<td>Pre or Co-requisite: NUR 633</td>
</tr>
<tr>
<td>NUR 706</td>
<td>Pre-req: NUR 631/631L. Pre or co-req: NUR 632 and NUR 633</td>
</tr>
<tr>
<td>NUR 707</td>
<td>Pre-requisite: NUR 631, NUR 631L, NUR 632, NUR 633, NUR 672, NUR 673.</td>
</tr>
<tr>
<td>NUR 708</td>
<td>Pre-req: NUR 631, NUR 631L, NUR 632, NUR 633, NUR 672, NUR 673, and NUR 673.</td>
</tr>
<tr>
<td>NUR 714</td>
<td>Pre-requisite: NUR 706, NUR 632, NUR 633. Pre or co-requisite: NUR 672 and NUR 673.</td>
</tr>
<tr>
<td>NUR 715</td>
<td>Pre-requisite: NUR 707</td>
</tr>
<tr>
<td>NUR 716</td>
<td>Pre-requisite: NUR 708 and NUR 715</td>
</tr>
</tbody>
</table>

**Project Option:**

NUR 610 | Pre-requisite: NUR 600 and NUR 601 |
NUR 629  | Pre-requisite: NUR 610. |

### Psych-Mental Health Nurse Practitioner Post-Graduate Certificate

An individualized Gap Analysis will be done upon acceptance into the post-graduate certificate program. Students will follow the same course pre- and co-requisites as above under PMHNP.

### Nursing Management & Quality Leadership

#### Course Requirements

<table>
<thead>
<tr>
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<tbody>
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<td>NUR 600</td>
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<td>No Pre-requisite required</td>
</tr>
<tr>
<td>NUR 610</td>
<td>Pre-requisite: NUR 600 and NUR 601</td>
</tr>
<tr>
<td>NUR 613</td>
<td>No Pre-requisite</td>
</tr>
<tr>
<td>NUR 614</td>
<td>No Pre-requisite</td>
</tr>
<tr>
<td>NUR 615</td>
<td>Pre-requisite: NUR 613 and NUR 614</td>
</tr>
<tr>
<td>NUR 621</td>
<td>Pre-requisite: NUR 613</td>
</tr>
<tr>
<td>NUR 626</td>
<td>No Pre-requisite</td>
</tr>
<tr>
<td>NUR 629</td>
<td>Pre-requisite: NUR 610</td>
</tr>
</tbody>
</table>
NUR 650  Pre-requisite NUR 613
NUR 651  Pre-requisite: NUR 613
NUR 652  No Pre-requisite

**Nursing Education with a Clinical Focus**

<table>
<thead>
<tr>
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<td>NUR 610</td>
<td>Pre-requisite: NUR 600 and NUR 601</td>
</tr>
<tr>
<td>NUR 613</td>
<td>No Pre-requisite</td>
</tr>
<tr>
<td>NUR 616</td>
<td>No Pre-requisite</td>
</tr>
<tr>
<td>NUR 617</td>
<td>Pre-requisite: NUR 616</td>
</tr>
<tr>
<td>NUR 618</td>
<td>Pre-requisite: NUR 616 and NUR 617</td>
</tr>
<tr>
<td>NUR 619</td>
<td>Pre-requisite: all didactic course work</td>
</tr>
<tr>
<td>NUR 627</td>
<td>Pre-requisite: NUR 616</td>
</tr>
<tr>
<td>NUR 629</td>
<td>Pre-requisite: NUR 610</td>
</tr>
<tr>
<td>NUR 631</td>
<td>Completion of a BSN health assessment course or equivalent  Co-Req: NUR 631L</td>
</tr>
<tr>
<td>NUR 631L</td>
<td>Co-requisite NUR 631.</td>
</tr>
<tr>
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<td>Pre-requisite: Completion of a baccalaureate-level pathophysiology course or equivalent</td>
</tr>
<tr>
<td>NUR 706</td>
<td>Pre-requisite: NUR 631, NUR 631L, Pre or Co-req: NUR 632 and NUR 633</td>
</tr>
<tr>
<td>NUR 714</td>
<td>Pre-requisite: NUR 706, NUR 632, NUR 633. Pre or Co-req: NUR 672 and NUR 673.</td>
</tr>
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</table>

**ACADEMIC REGULATIONS**

**ACADEMIC INTEGRITY:** (see Academic Policy below)

**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.
  o 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 who wish to request these accommodations due to the effects of their disability should refer to the Office of Student Accessibility Resources webpage at: http://www.dyc.edu/academics/student-resources/accessibility-resources/ 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.

Drug Policy
Use of any kind of drugs may be cause for legal actions and/or cause for prohibiting a student from continuing in the graduate nursing program. Ingestion or use of CBD products or tobacco products in classroom, lab and clinical agency settings is prohibited by this policy. The definition of tobacco products includes cigarettes, loose cigarettes, cigars, bidis, gutka, chewing tobacco, powdered tobacco, nicotine water, herbal cigarettes, shisha, smoking paraphernalia and e-cigarettes (vaping) and similar devices. Graduate students who violate this policy will be asked to leave the class or clinical setting, will be marked as absent for that experience, will lose one point from their final average and be subject to review by the Graduate Progression and Retention committee. Students who have a problem should seek help from the College Health Office immediately. For further information about the D’Youville College Drug Policy please refer to the College Calendar, Resource Guide and Planner at https://www.dyc.edu/campus-life/support-services/docs/student-resource-guide.pdf.

Health Agency and HIPAA Regulations
HEALTH AGENCY: Students are expected to comply with all health, safety and privacy regulations governing their practice. It is expected that they will orient to agency policies and procedures before the initiation of any course-related clinical practicum and adhere to these policies during their time in the program.
HIPAA: All students (undergraduate and graduate) in the School of Nursing at D’Youville College must comply with federal confidentiality regulations. This governs all individually identifiable health information, communication and electronic medical records. Under no circumstances will students be permitted to copy any part of a patient’s record and remove it from an institution. This federal regulation also requires that health professionals limit discussion of patients to appropriate areas. For questions, click this link: https://www.hhs.gov/hipaa/for-professionals/privacy/index.html?language=es. Students who violate this federal policy will receive a grade of “F” for the course and will be ineligible to progress in their program.

Professional Behavior and Conduct (see appendix)
Students in the nursing program are expected to exhibit professional behavior, demonstrating responsible and mature conduct in both the academic and clinical environments. Students in the clinical setting should also review clinical course syllabus for detail. Students who engage in bullying, harassment, or activities which defame the college, the faculty or staff, or their academic program will be reviewed by progression and retention committee and penalties may include being ineligible to progress in their current program.
*Background check: Some clinical sites may require background checks and/or fingerprinting – any cost associated with these requirements is at the student’s expense.

Social Media Policy
The D’Youville College School of Nursing promotes the use of social media in the school setting to encourage and support learning. This policy includes any and all internal and external social media platforms as well as all digital means of communication. These forms of media can be used to maximize a student’s educational experience and are recommended when used for this purpose.

Use of social media by D’Youville College nursing students is expected to be consistent with professional guidelines established by the American Nurse Association. A summary of these guidelines may be accessed at the following website:

It is expected that all students will use professional judgment when using all forms of social media. Students must refrain from any form of harassment of other students, faculty, staff or preceptors. Any episode of harassment related to classroom teaching, online teaching, clinical settings or social online platforms will result in review by the Graduate Progression and Retention Committee and may lead to ineligibility to progress in the current program.

Students who engage in activities which defame the college, the faculty or staff, or their academic program will be reviewed by the Graduate Progression and Retention Committee and penalties may include being ineligible to progress in their current program.

Students must not upload any images of themselves in a clinical environment – these could be in breach of HIPAA, code of professional conduct and lead to potential ineligibility to progress in the program. Any student who posts or references personally identifiable health information related to patient care will be immediately removed from their graduate program and not allowed to progress. Students are expected to review and abide by these policies and review the Procedures for Alleged Violations of Academic Integrity in Graduate Catalog.

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 see the College’s policy regarding HIPPA: https://www.dyc.edu/campus-life/support-services/health-center/docs/hippa_notice_of_privacy_practices.pdf

In addition to policies outlined in the catalog, School of Nursing handbook and course syllabi, any student who photocopies, photographs, scans, records or uses another media source to copy ANY exam material OR who receives OR distributes (in-person or virtually) such copies of exam materials, including electronic files, will receive a grade of F and be ineligible to progress in the program regardless of grades earned. Exam materials include but are not limited to any current means of potential evaluation including paper exams, online exams, oral presentations, lab re-demonstrations and other formats that evolve over time in educational settings.
**Procedure for Academic Appeals**
See Appendix C for Academic Appeals information

**ACADEMIC POLICIES**

**Accessibility to Records**
According to the Family Educational Rights and Privacy Act (FERPA) of 1974, student records shall not be released to another individual, agency, or organization (except college personnel with a legitimate educational interest as determined by the college) without first obtaining the student’s written authorization to release such information.

The only information the college can release without the student’s written authorization is directory information. Directory information includes the student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended. Directory information may be released upon request unless the registrar receives a written statement from the student directing otherwise.

According to FERPA, information contained in the educational records of students who are 18 years of age or older or enrolled in post-secondary institutions may be sent to the parent without the written consent of the student only if the student is a financial dependent of the parents. The term dependent is defined in section 152 of the Internal Revenue Code as an individual (son, daughter, stepson, or stepdaughter of a taxpayer) who receives over half of his or her support from the taxpayer during the given calendar year.

**Title IX**

**Campus Sexual Misconduct Victim’s Bill of Rights**

**ADMISSION CRITERIA**

Applicants to the School of Nursing must satisfy the general admission requirements of all graduate programs at D’Youville College. Applicants are further evaluated on criteria specific to the School of Nursing, including the following:

1. Academic performance based on all official college or university transcripts.
2. Successful candidates for admission should be prepared to show evidence of capability to succeed in a graduate program.

**Admissions Requirements for Current Academic Programs**

1. A baccalaureate degree, an entry-level Masters’ degree, or entry-level doctoral degree in nursing from an approved or accredited school of nursing with a cumulative undergraduate GPA of at least 3.0.
2. Completion of a baccalaureate degree in nursing or entry-level Masters’ degree from a CCNE or NLNAC (ACEN) accredited program at a college or university in US (or by the CNO in Ontario).

3. Baccalaureate level health assessment, pathophysiology, and pharmacology courses or equivalent are required for acceptance to FNP, PMHNP and Nursing Education with a clinical focus programs.

4. An undergraduate course in applied statistics of at least 3 credits, with a grade of C or better. An undergraduate course in computer science, or its equivalent, to demonstrate computer literacy.

5. An active unencumbered RN license to practice professional nursing in the state of New York and the province of Ontario, Canada. Students from Ontario must submit a copy of their original certificate of registration and their current annual registration. Students in online programs will have additional license requirements.

6. Online programs: Students must have an active unencumbered RN license to practice nursing in the state where their practicum will take place.

7. Evidence of current certification in cardio-pulmonary resuscitation with hands-on psychomotor re-demonstration. Evidence of certification must be updated and maintained continually throughout the program.

8. Two letters of reference that include comments on the applicant’s professional behavior and clinical performance (preferably from a supervisor and colleague).

9. A written statement of approximately 500 words clearly articulating the applicant’s goals for Masters’ education.

10. At least one year of practice as a registered professional nurse is recommended.

11. Submission of required health and immunization records to the D’Youville College Health Office, and clearance by the health office, are required prior to registration for courses.

12. A personal interview will be conducted following admission, prior to registration for the first semester courses. Online programs will have phone or web contact with advisor.

13. A student who meets the entry requirements and is currently enrolled or has been enrolled in a Nursing Masters’ program at another college or university must obtain a letter from that School of Nursing stating the student is in good standing, not on probation, and able to register for classes.

Advisors
On admission to a program, students are assigned faculty members from their major program to serve as academic advisors. Advisors are responsible for giving curriculum advisement—
assisting with the choice of courses, offering direction in the program of study, and assessing the student’s progress within the program.

Students should feel free to contact their advisors to discuss concerns related to their studies. Faculty members are available for appointments. Students wishing to change advisors should see the director of their graduate program. Occasionally advisors might be changed for administrative reasons.

Advisement
Academic advisement takes place each semester during a specified time before registration. Students have the responsibility of making an appointment with their assigned advisor for an academic conference. During advisement, courses are “planned” and students are not officially registered until the courses are “accepted” by the student.

Audit
Permission to audit a course must be obtained beforehand from the graduate program director after consultation with the instructor. The request to audit must be made at the time of registration and is not reversible. Credit is not given for audit courses; a notation of AU appears on the transcript in place of a grade. The fees for auditing are equivalent to those for regular credited courses, except for alumni as indicated in the fee schedule.

Challenge Exam Policy
No graduate courses may be challenged.

Change of Name, Address and Phone
It is the responsibility of each individual student to notify D’Youville College, in writing, of any change of name, address or phone number. Forms are available on the registrar’s online webpage: http://www.dyc.edu/academics/registrar/forms.aspx

Change of Program
Any student who changes majors (including changing from one graduate program to another, changing from certificate to Masters’, or changing from Masters’ to certificate) must complete a change of major form available in the registrar’s office or online. Students must meet original admission criteria for any program to which they request a change: http://www.dyc.edu/academics/registrar/forms.aspx

Change of Registration (Drop/Add Procedure)
Students may change their course selection through their self-service portal. Matriculating students need an advisor’s signature on the drop/add form when adding or deleting a course after the Add/Drop period. If a student merely wishes to change the section, but retain the same course, only the student’s own signature is needed on the form. Students may not “force register” by appearing in a class.

Completion of MS Degree Requirements
In addition to coursework, graduate students matriculating in programs that lead to a Masters’ degree are expected to complete graduate research in the form of either a thesis or project.
Full time graduate load requirements can be found in the college graduate catalog [http://www.dyc.edu/catalog/current/]. Summer sessions are not counted as semesters for purposes of full- and part-time status.

Students are expected to complete the program within a maximum of **FOUR ACADEMIC YEARS** for coursework and **TWO YEARS** for thesis or project. A gap of more than 1 year in progression of the graduate project requires repetition of NUR 610. Students are required to demonstrate successful defense of a thesis or project and present their graduate research findings at a thesis or project presentation.

Students who do not complete their programs within their respective time frames described here must petition for an extension of the time limit by submitting a completed “Request for Extension of Time to Complete the Master of Science Program” form, available on the Graduate Studies webpage [http://www.dyc.edu/academics/student-resources/graduate-studies/]. The completed form is to be submitted to the graduate studies office via the student’s graduate program director.

Thesis students must also submit an approved copy of the thesis to the vice president for academic affairs to receive final formatting approval.

**CPR Certification**

All graduate nursing students taking clinical nursing courses are required to maintain current certification for the duration of their time in a Masters’ nursing program in Cardiopulmonary Resuscitation (CPR). Continuing CPR courses must include a psychomotor re-demonstration component of skills.

**Directed Study**

In unusual circumstances, a student may be permitted to take a course in the regular curriculum on a directed study basis. Reasons for giving this permission are commonly related to the student’s status (a) as a candidate for graduation whose program requires the course or (b) as a transfer into the major for which the course is unavailable because of the course scheduling rotation. The student must receive approvals as indicated on the directed study forms available at [http://www.dyc.edu/academics/registrar/forms.aspx](http://www.dyc.edu/academics/registrar/forms.aspx).

**Exit Interview**

Upon completion of the program, nursing students are required to complete an exit interview. This interview is the first of a variety of long-term evaluation surveys that request information from students regarding the program. A group exit interview is also conducted with the faculty of the graduate nursing program. Completion of requested surveys is particularly important for continued improvements to the graduate nursing program.

**Extension to Complete Graduate Degree**

A petition for an extension of time to complete the graduate degree must be accompanied by a completed Request for Extension of Time to Complete the Master of Science Program form (see appendix) available on the Graduate Studies webpage [http://www.dyc.edu/academics/student-resources/graduate-studies/].

The form is to be forwarded to the Graduate Studies Office via the student's graduate research director. The form will then be forwarded to the chairperson of the Graduate Certification, Policies, and Standards Committee. The chairperson of the Graduate Certification, Policies, and
Standards Committee forwards the committee recommendation to the Graduate Council.

**Final Examinations**
Final examinations are scheduled by the registrar at the end of the semester. The final examination period commences after study days as noted in the college calendar. Normally, final examinations are scheduled for Monday evening and all-day Tuesday through Friday following the end of classes. Examinations for Saturday classes are announced by the professor.

**Grade and GPA Requirements**
1. Students in the graduate nursing programs are expected to maintain a cumulative and semester GPA of 3.0. Students who do not maintain this GPA will be reviewed by Graduate Progression and Retention committee for academic consequences.

2. Students must maintain a minimum grade of a B in all didactic preparation and clinical courses in each major.

3. No more than a total of 6 credits in non-clinical courses with grades lower than B (B-, C+, C) is applicable toward the degree.

4. A grade of C- is not applicable to the degree.

5. A grade of U is equivalent to a failing grade (grade below B) for progression/retention decisions.

**NUR 629 Registration**
Registration in NUR 629 is required for those students completing a thesis or project. Following completion of NUR 610, students must begin NUR 629 within the next two semesters. A gap of more than 1 year in progression of the graduate project requires repetition of NUR 610.

**NUR 629 Grades**
Graduate students receiving a second consecutive grade of unsatisfactory (“U”) NUR 629 will be dismissed from the program. Students who earn a grade of “U” in NUR 629 should meet with their advisor to discuss options. To complete degree, it would be necessary to submit a new application to the major.

Those who have completed all coursework including successful completion of the programs’ minimum number of thesis or project advisement credits but who have not completed the thesis or project must continue to register for one credit in NUR 629. (Graduate students must be registered during the semester in which they receive their graduate degree).

**Incomplete Grade (I)**
The grade of incomplete (“I”) is used when the instructor is not prepared to give a final mark for the semester, either because of the student’s illness or some other justifiable delay in the completion of the course requirements.

Application for an “I” grade must be made on a form issued by the registrar’s office and must include the instructor’s signature. (Students who do not follow this policy and have not satisfactorily fulfilled the requirements for the course will receive a grade of “F”).

The grade of “I” becomes “F” if the work is not completed by the dates listed in the graduate catalog. “I” grades in pre-requisite courses must be resolved by the end of the drop/add period.
Exceptions to the provision may only be granted by the vice president for academic affairs.

U Grade Policy
Grades of U (or Unsatisfactory) are considered to be failing grades (below B) for all S/U courses. Students who receive a grade of U must repeat the course and will be placed on academic probation in the next semester after receiving the U grade (see college catalog and school of nursing graduate handbook for academic probation policies).

Withdrawal from a Course
In order to withdraw from a course at any time, a student must complete a course withdrawal (“drop/add”) form, obtain the signature of the advisor and return the form to the registrar’s office before the end of the tenth week of the semester. Students are advised to be aware of the periods for withdrawal without financial and/or academic penalty.

A grade of W appears on the transcript when the student withdraws after the end of the drop/add period. Students who do not follow this procedure and merely stop attending class will receive a grade of FX for the course.

Discontinuance of attendance or notifying the instructor alone does not constitute official withdrawal. A grade of “F” is received for a course from which a student does not officially withdraw.

Grade Change
Grades that have been recorded in the registrar’s office can be changed only through consent of the faculty member and with the permission of the vice president for academic affairs. Forms for this purpose are available to faculty through the registrar’s office.

Grade Reports
Commencement ceremonies are held in May for spring graduates and in December for summer and fall graduates.
Graduate students must clear for graduation with the Registrar and file their intent to graduate no later than 6 months prior to their graduation in December, May, or August (http://www.dyc.edu/academics/registrar/forms.aspx). Notification of the completion of requirements other than course work (Form # 4: Certification of Approval of All Graduate Non-Course Requirements for Graduation) must be received in the Registrar's Office with all signatures no later than May 1, August 1, or December 1, for students completing a thesis or the student's graduation date is moved to the next conferral period.

Students completing projects usually have an additional few days to submit Form # 4 Certification of Approval of all graduate non-course requirements for graduation should check via graduate nursing forum (https://dyc0.sharepoint.com/sites/NursingGraduateForum) for exact dates because this extended date varies from semester to semester.

Withdrawal from the College
A student intending to withdraw from D'Youville must contact the department chair in person or in writing and submit the proper withdrawal forms to the registrar’s office (http://www.dyc.edu/academics/registrar/forms.aspx). Withdrawal will be considered effective on the date the written intent of withdrawal is received. The procedure is not complete until the
written intent has been properly filed with the college. If the withdrawal procedure is completed mid-semester, courses for which the student is currently enrolled will be assigned the grade of W. No tuition refund will be made after the fifth week of the semester or after dates stated in the summer session brochure.

Discontinuance of attendance, notifying instructors, or mere telephone contact with college personnel DOES NOT constitute an official withdrawal. Students remain both academically and financially responsible for all courses for which they have enrolled until the withdrawal procedure has been finalized with the registrar's office. Students withdrawing from a graduate program must have an exit interview and should see the director of their graduate program for additional information.

**Health Requirements**
All graduate students must submit a completed D'Youville College health form. In addition, all students will be responsible to create an account with Castlebranch to monitor required documentation compliance in order to be approved for any clinical assignments. No student will be admitted to a clinical course, management internship, or teaching practicum without a completed health form and clearance from Castlebranch. All students must satisfy NY State immunization requirements. Health records must be on file in the D'Youville College Health Office, located on the first floor of Marguerite Hall; staff may be reached at (716) 829.7698 if you have any questions regarding your health requirements. Newly admitted students may not register for courses until cleared by the health office.

**Independent Study (Graduate)**
A student pursuing an independent study is able to delve into some special area of interest that is beyond the scope of current course offerings at D'Youville. Graduate students in good standing with a minimum cumulative GPA of 3.0 and successful completion of at least 12 graduate credit hours at D'Youville College are eligible. The graduate student undertaking such a project should have an appropriate background preparation in the subject. Independent study courses will be designated by the discipline code letters, the numerals 679 (fall offering) and 680 (spring offering) and the initials IS, e.g., NUR 679IS. The title will reflect the course content.

The graduate student must complete a written proposal of the independent study and obtain the approvals as indicated on the independent study application form for graduate students available in the Graduate Studies Office (http://www.dyc.edu/catalog/current/policies-procedures/independent-study-graduate.aspx).

**International Students**
Please note all Canadian and International students must complete and submit the student financial form for student visa purposes prior to registering for courses. Specific instructions can be found directly on the International Student office website at http://www.dyc.edu/iso/immigration/index.aspx. Should you have any questions regarding this process please contact the International Student Office directly at (716) 829-8114.

**Leave of Absence (LOA)**
Graduate students who wish to interrupt their studies through a leave of absence may only do so for a **maximum of four individual or consecutive semesters**. In order to obtain permission for a leave of absence, graduate students must complete a request form, which is available in the registrar's office (http://www.dyc.edu/academics/registrar/forms.aspx), and submit the form to the
appropriate department chair. Ordinarily, a student may not request a leave of absence after the 12th week of the semester. Special consideration is given for illness or other extenuating circumstances. The vice president for academic affairs must give permission in these cases. If a student does not return at the time stipulated, the leave automatically becomes a withdrawal. The student must then apply for readmission to return to the college.

**Liability Insurance**

Students in nursing will be assessed an ADDITIONAL fee for liability insurance when enrolled in clinical courses and teaching practicums. A copy of the proof is placed in the student's file within the School of Nursing.

**Licensure**

All graduate nursing students must show proof of holding an unencumbered RN license to practice nursing in New York State or Ontario. Completion of a baccalaureate degree in nursing or entry-level Masters’ degree from a CCNE or NLNAC (ACEN) accredited program at a college or university in US (or by the CNO in Ontario).

**Non-Matriculated Status**

Non-matriculated students have not been formally accepted into the college. Non-matriculating students may take up to a total of 6 credit hours of graduate courses. In order to do so, they must hold a bachelor’s degree in the appropriate discipline and meet all course prerequisites. Also, prior to registration, students must confer with and obtain the signatures of both the chair of the program in which the course is offered and the vice president for academic affairs.

**Academic Integrity**

The School of Nursing views violations of academic integrity, professional conduct and ethical behavior very seriously. All students must abide by the current SON Graduate Handbook and D’Youville College’s catalog policy on academic integrity and plagiarism. See the college catalog or (click this link to view an electronic device) [https://www.dyc.edu/academics/catalog/docs/graduate_catalog.pdf](https://www.dyc.edu/academics/catalog/docs/graduate_catalog.pdf)

Students are expected to be professional at all times and in all settings. In addition to those policies outlined in the catalog, School of Nursing Graduate handbook and course syllabi, any student who is found cheating, who photocopies, photographs, scans, records or uses another media source to copy ANY exam material OR who receives OR distributes (in-person or virtually) such copies of exam materials, including electronic files, will receive a course grade of F, will be ineligible to continue in their current program and will be reviewed by Graduation Progression and Retention Committee for ineligibility to continue in their program from the program regardless of grades earned. Exam materials include but are not limited to any current means of potential evaluation including paper exams, online exams, oral presentations, lab re-demonstrations and other formats that evolve over time in educational settings.

**Probationary Standing and Dismissal**

1. A student who has less than a 3.0 GPA in either semester or cumulative, at any time will be placed on academic probation for the next semester or summer session. At the end of the probation period, the student’s file will be reviewed by the program Graduate Progression and Retention committee. If the student’s cumulative or semester GPA is a
minimum of 3.0, the student will be removed from probation.

2. If the student does not achieve the 3.0 cumulative or semester GPA after a first probation, the graduate progression and retention committee may consider a second semester of probation. If a minimum of 3.0 GPA (cumulative or semester) is not achieved after a second probation, the student will automatically be ineligible to continue in their program.

3. A student will be allowed probationary status for no more than two semesters during the entire graduate program. The student will automatically be ineligible to continue in their program if in excess of two semesters.

4. Students receiving a second grade of unsatisfactory (“U”) in NUR 629 or NUR 610 will be ineligible to progress in their current graduate program.

Program of Study Completion Form

Graduate students, in addition to clearing for graduation with the registrar, must notify the graduate studies office of the completion of requirements other than course work, by completing the “Certification of Approval of All Graduate Non-Course Requirements for Graduation” (http://www.dyc.edu/academics/student-resources/graduate-studies/). The form, with all signatures, must then be received in the registrar’s office from the graduate studies office no later than May 1, August 1, or December 1, or the student’s graduation date is moved to the next conferral period.

Progression Requirements

1. Graduate students are required to receive at least a B in didactic courses that prepare them for clinical practice and in each clinical practicum:
   a. **FNP:** NUR 631, NUR 631L, NUR 634, NUR 635, NUR 637, NUR 638, NUR 640, and NUR 641.
   b. **PMHNP:** NUR 631, NUR 631L, NUR 706, NUR 707, NUR 708, NUR 714, NUR 715, and NUR 716.
   c. **Nursing Management:** NUR 613, NUR 614, and NUR 615.
   d. **Nursing Education with a Clinical Focus:** NUR 631, NUR 631L, NUR 618, NUR 706, and NUR 714.

1. Failure in either NUR 631 or NUR 631L requires attendance in both courses in the next semester offered.

2. Students must receive a grade of “S” in each continuing practicum and grades of “U” in continuing practice (654, 655, 657) will be considered as a grade below B.

3. Students who receive less than a B including B-, C+ and C, or “U”) in a course requiring minimum of B to progress:
   a. Will be required to repeat the course at D’Youville.
   b. Will be placed on probation and limited to six credits while on probation.

4. A student who receives less than a C in a supporting course or fails in an S/U course must repeat the course.
5. A course may be repeated only once. The original grade will be replaced by the second grade, whether higher or lower when calculating the GPA. Students should note that, if the repetition is not required, financial aid may not cover the cost.

6. A graduate student who maintains a minimum of a 3.0 average but receives a fourth grade below B will be reviewed by the graduate progression and retention committee for ineligibility to continue in the student’s academic program.

7. Students may not register for a course for which a prerequisite has been established if a grade of incomplete (“I” or “IA”) has been received in the prerequisite course and has not been replaced by an acceptable grade before the course begins or by the end of the drop/add period.

If a graduate student receives a grade below B in a clinical practicum course and is otherwise eligible to progress into a clinical course (i.e. received a grade of B or higher in the didactic prerequisite and has a semester and cumulative GPA of at least 3.0) he or she may elect to progress into ONE clinical practicum within their six-credit limit. If a student elects to progress into the clinical practicum, the student MUST register for the clinical practicum in which the grade below B was earned in the next semester the practicum is offered.

**Recency of Coursework**

Some academic programs require that relevant clinical coursework be completed within a specific timeframe prior to conferral of the degree. Students who have taken a leave of absence, decelerated their program of study, received an extension to complete the graduate degree, or who have been dismissed and readmitted to a program may be required to retake coursework even if previously completed successfully. If 1 year or 2 consecutive semesters have lapsed after initial completion of NUR 610, the student must repeat the course prior to doing project advisement (NUR 629). Students should check with the director of their graduate program for more information.

**Registration**

Graduate students are expected to register during the periods specified in the academic calendar. Prior to registration, the student must consult with the academic advisor and clear with the student accounts office.

Once officially registered, the individual is responsible for payment of tuition and fees. No one will receive credit for a course unless officially registered for it. Graduate students must register for courses following the prerequisites when applicable. Certain courses are only offered in the spring or fall semesters. Course descriptions may be found in the Graduate Catalog (http://www.dyc.edu/catalog/current/).

**Repeating a Course**

1. Graduate students may opt to repeat any course only once. The original grade will be replaced by the second grade earned, whether higher or lower when calculating the GPA. Students should take note that if the repetition is not required by the college, New York
State will not allow the credit hours for the course to determine the minimum course load required for financial aid purposes.

2. Students who fail a course or do not meet minimum course requirements for a department or program at D’Youville College may replace the failure only by taking/passing the course at D’Youville College. Only by special permission would a student be allowed to register off-campus for a course failed at D’Youville College according to the following conditions:
   a. Permission must be secured beforehand.
   b. Permission must be recommended by the department chair and forwarded to the vice president for academic affairs for final action.

**Scheduling Courses**

Students must schedule courses following prerequisites. A grade of incomplete in a prerequisite course must be completed before admission to the next course. Certain courses are offered only in spring or fall semesters. The *Graduate Catalog* ([http://www.dyc.edu/catalog/current/](http://www.dyc.edu/catalog/current/)) specifies the prerequisites and the semesters the courses are usually offered.

**Scholarly Activities**

Although not an academic requirement, all graduate students are strongly encouraged to subscribe to relevant journals and to seek membership in professional organizations.

**Sequence for Completing Program Requirements**

Students are expected to complete their program in the following sequence:

1. Complete coursework, including internships or practicum, concurrently with the following activities.

Or

Completion of the project and its related activities.

3. APA Review and approval of the thesis manuscript by the Office of Graduate Studies Outside Reader;

Or

Approval of the project by the project director.

4. Submission of signed required documents to the Office of Graduate Studies with all required documentation and receipts.

**Thesis/Project Presentation**

As part of the fulfillment of the graduate degree requirements, nursing students must present their graduate research findings at a thesis or project presentation. Students doing a thesis must present their findings in a 10-minute oral presentation to peers and faculty. Online students will provide a 10-minute oral presentation via WebEx to their committee members. Students doing a project will provide a poster presentation to peers and faculty. Online students will provide a poster presentation to committee members, peers and faculty via WebEx during presentation day. Thesis/project presentations are conducted twice a year in the Fall and Spring. When approved by project/thesis chair, the student is responsible to notify the School of Nursing secretary that he/she will be presenting, along with the title and indication if it will be a thesis or project presentation.
Writing Tutor
A graduate writing tutor is available to guide students on their individual assignments, projects, and theses. Students are encouraged to meet with a tutor early in the process. For assistance, students may visit the graduate writing office in Koessler Administration Building (KAB), Fourth Floor (Room 207) or call (716) 829-7774. Students should be aware that the writing tutor is not to be consulted for the sole purpose of editing their papers.

Financial Aid

Financial Aid
The Financial Aid office is located within the D’Youville Solutions Center and assists students in obtaining the aid possible to meet college expenses. Financial Aid personnel help students determine which types of aid to apply for and explain deadlines, requirements, and conditions. See the Financial Aid and Scholarships http://www.dyc.edu/admissions/financial-aid-scholarships/

Financial Aid Application Process
Apply for Aid http://www.dyc.edu/admissions/financial-aid-scholarships/apply-for-aid.aspx

Grants and Scholarships
The Financial Aid Office provides all students with information about government and D’Youville-based aid for which students are eligible through regular assistance programs.

The Career Services Center also offers extensive files with information on outside and private foundation sources of scholarships and financial aid. Students can also consult the D’Youville college library or the public library. Sources of aid available to nursing students can be found at http://www.dyc.edu/academics/student-resources/career-services/

Nurse Traineeship Grants: When available these are funded by the U.S. Department of Health and Human Services. The awards are made to U.S. graduate nursing students by the graduate nursing department director. All nurse traineeship recipients must complete a FAFSA form, available online at www.fafsa.ed.gov
# GRADUATE NURSING FACULTY LIST

<table>
<thead>
<tr>
<th>Full-time Faculty</th>
<th>Room #</th>
<th>Extension</th>
<th>E-Mail Address</th>
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</thead>
<tbody>
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# ADMINISTRATIVE STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Room #</th>
<th>Extension</th>
<th>E-Mail Address</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
**GRADUATE NURSING FACULTY LIST FOR PROJECT CHAIR AND COMMITTEE**

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Email Address</th>
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<tbody>
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<td>Dr. Denise Dunford</td>
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<td>Dr. Paul Violanti</td>
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</table>
APPENDIX A
Clinical Policies
D'Youville College
School of Nursing

Process for Students Requesting Clinical Preceptors and Sites

1. Students are responsible to identify potential preceptors and sites. During the acceptance to the individual graduate program, the director/coordinator will inform students of this responsibility and encourage them to begin thinking about future preceptors and clinical settings. Suggested avenues to identify preceptors include current professional colleagues in the work environment, community contacts and professional organizations such as the Nurse Practitioner Association of New York State which students may join. Students are encouraged to consider arranging clinical rotations at least one semester prior to beginning the experience.

2. The National Organization of Nurse Practitioner Faculties (NONPF) and the Commission on Collegiate Nursing Education (CCNE) dictate standards for acceptable preceptors which include:
   a. Preceptors must hold an active, unrestricted professional or provincial license
   b. Preceptors must have a minimum of 1-year of professional practice in his or her specialty
   c. Preceptors must be certified in his or her specialty
   d. Nurse practitioner preceptors should hold a Masters’ or doctoral degree from CCNE or ACEN accredited institution (*in certain circumstances preceptors, such as midwives, may not hold terminal degrees; the program director will determine if those preceptors meet standards).

3. Students submit the name and professional contact information of potential preceptors to the Graduate Clinical Liaison for the FNP programs at: https://dyc0.sharepoint.com/sites/NursingGraduateForum/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FNursingGraduateForum%2FShared%20Documents%2FClinical%20%20Forms%2FFNP

4. Students submit the name and professional contact information of potential preceptors to the Graduate Clinical Liaison for the PMNPH programs at: https://dyc0.sharepoint.com/sites/NursingGraduateForum/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FNursingGraduateForum%2FShared%20Documents%2FClinical%20%20Forms%2FPMHNP
5. Students may complete the fillable form which is delivered electronically to the Clinical Placement Liaison. If the preceptor has agreed to this clinical request and the college already has a contract with that organization, the contract process is generally accomplished in 4-6 weeks. New contracts will take longer.

6. **The Graduate Clinical Liaison will notify all students when they may begin their rotations. No rotations may begin before a contract is in place or before the liaison is in receipt of the preceptor’s CV, current license and board certification(s).**

7. Organizations may ask for additional health records such as immunizations. Certain health care providers (such as the VAMC) require completion of online learning and security clearance in advance of considering students for placements. Some preceptors require students to send in their CV and interview with the organization before beginning the rotation. Students should be prepared to articulate their skills in a succinct manner and have their CV updated.

**Student, Preceptor and Faculty Responsibilities for Clinical Rotations**

**Student Responsibilities for Clinical Rotations:**

1. Students must provide any required information to the agency where they will be completing clinical hours prior to beginning a clinical rotation. In addition, all graduate nursing students should have all required documents uploaded and approved in Castlebranch before they will be cleared to begin clinical hours by the graduate clinical liaison.

2. It is crucial that students are prepared for clinical rotations. Reviewing common health problems in standard texts and pocket references is essential to be prepared for clinical rotations.

3. In the FNP program students will complete 200 clinical hours in pediatrics, 200 clinical hours in women’s health and 300 clinical hours in an adult health setting for a total of 700 clinical hours.

4. In the PMHNP program, students will complete 120 hours in Community Based care and 420 hours in Behavioral Health settings for a total of 540 hours.

5. Students will deliver a copy of the Clinical Evaluation Form to the preceptor to complete. Any rotation of more than 40 hours will require a Clinical Evaluation to be completed by the preceptor.

6. Students will log all encounters on the electronic e-log site, accessible at [https://grad.elogs.org/](https://grad.elogs.org/)

7. All NP students are adult learners and expected to critique their learning needs, strengths, and weaknesses.
8. Students should notify the assigned clinical faculty of any issues that arise in the clinical setting within 24 hours of an occurrence.

9. No more than 100 subspecialty hours may be done throughout the entire program and the subspecialty hours are generally done during the adult rotation. With permission of clinical faculty, 50 subspecialty hours may be done in either pediatrics or women’s health.

10. Completion of an Evaluation of the Site and Evaluation of Preceptor are necessary for each clinical rotation.

11. The FNP Preceptor Evaluation Form can be accessed at
https://dyc0.sharepoint.com/sites/NursingGraduateForum/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2F NursingGraduateForum%2FShared%20Documents%2FFNP

12. The PMHNP Preceptor Evaluation form may be accessed at:
https://dyc0.sharepoint.com/sites/NursingGraduateForum/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2F NursingGraduateForum%2FShared%20Documents%2FPMHNP

**Preceptor Responsibilities for Clinical Rotations:**

1. Agree to precept the student in the clinical setting- this role involves serving as a clinical expert and role model for the student.

2. Provide a brief orientation to the clinical site and provide space for the student’s clinical experience.

3. Provide the student with feedback on performance of their evolving clinical skills including history taking, physical examination, assessments, refining differential diagnoses and discussion of treatment plans (with medication management, prescribing, referrals, diagnostics, coding).

4. Mentor NP students on their journey from novice to expert into a new role.

5. Communicate with clinical faculty with any clinical or professional concerns or issues that arise

6. Agree to a site visit by clinical faculty member at the setting. The site visit is generally no longer than one hour and should not interfere with the normal work flow of the office.

**Faculty Responsibilities for Clinical Rotation**

1. Collaborate with preceptor to maximize student learning during the clinical experience

2. Monitor students’ progress to assure they are meeting benchmarks for evaluation

3. Arrange and completes site visit(s) as necessary
4. Evaluate students’ overall clinical performance and provide constructive feedback

5. Award final grade for each rotation

**Clinical Practicum Hour Requirements**

**Clinical Hours**

The following are the existing prescribed clinical hours for the FNP programs divided among the three foci areas:
- Pediatrics: 200 clinical hours
- Women’s Health: 200 clinical hours
- Adult Health: 300 clinical hours

The following are the existing prescribed clinical hours for the PMHNP programs divided among the three foci areas:
- Community Based Care: 120 hours
- Practicum 1 Individual: 180 hours
- Practicum 2 Family/Group: 240 hours

The following are the existing prescribed clinical hours for the Nursing Management & Quality Leadership:
- Nursing Leadership Practicum: 180 hours

The following are the existing prescribed clinical hours for the Nursing Education with a choice of Focus:
- Specialty focus: 120 hours
- Teaching Practicum: 180 hours

**Minimum clinical hours per week**: Students are expected to work an average of at least 10-12 hours per week for each rotation in order to complete hours within the semester they are registered.

**Conference hours**: Students may apply approved CME hours toward FNP clinical practicum totals:
- Pediatrics: 8 hours
- Women’s Health: 8 hours
- Adult Health: 16 hours

For the PMHNP Program:
- Community Based Care: 8 hours
- Practicum 1 Individual: 8 hours
- Practicum 2 Family/Group: 16 hours

CPR, ACLS, ATLS, PALS or other certifications are not applicable toward seminar hours. Seminar hours are expected to reflect areas of primary family health care. You should speak to
your clinical faculty member prior to a seminar to see if the hours are applicable
*Students are required to work 4 additional clinical hours for each 1-hour seminar absence

**Specialty Hours:** Students **may elect** to complete up to 100 hours in a medical, surgical or behavioral health subspecialty over the course of their entire program. Specialty hours are not required.

**Expectations for Professional Conduct for Students in the Graduate Nursing Programs**

Students are expected to conduct themselves as professionals at all times. Serious violations of accepted standards in professional conduct are grounds for immediate withdrawal from class, failure of the class (with F grade) and dismissal from the program.

**General guideline for class/seminar: behavior and professional conduct:**

1. In class, professional behavior is expected from all students when interacting with professors, ancillary department personnel (secretaries), guest speakers and classmates.
   a. Professional behaviors include focusing upon pertinent topics for clinical discussion and refraining from personal and unrelated conversation during class.
   b. Chronic tardiness interferes with quality classroom learning. Students who are frequently tardy may be penalized with points deducted from the final grade.
   c. Students are expected to remain in attendance for the entire classroom lecture or seminar. If circumstances warrant leaving class early, notify the instructor.
   d. Students are responsible for obtaining materials including lecture notes or handouts for any time they are absent. Each 1-hour of seminar absence requires 4 additional hours of clinical time to be completed by the student.

**General guideline for behavior and professional conduct during clinical rotations:**

2. In the clinical setting, you represent D'Youville College and are a guest in each setting. Respect toward the preceptor as well as their staff is expected. Appearance, dress, hygiene, behavior and preparation should reflect professional standards. (See Standards for Professional Appearance for NP Students in the appendix for additional details).

3. Unprofessional clinical behavior of any kind, that is reported by the community preceptor or is observed by the college faculty, will result in class failure (grade of F) and dismissal from the program regardless of grades for other course requirements.
4. Lab coats are required for FNP clinicals but may not be required in behavioral clinical settings. The coat may be short or long. The DYC logo must be sewn on either sleeve. Professional dress is required for all clinical rotations. Nursing Management and Quality Leadership will be professional clothes with the DYC ID at all times. Nursing Education with a clinical focus will be determined by site.

5. Hair is neatly groomed for all students and be pulled back if it falls into the examination field.

6. NO artificial nails will be allowed. Nails should be short and if nail polish is used, only solid, clear polish is allowed and no nail designs will be permitted.

7. Students are expected to remain in clinical for the entire shift. If circumstances warrant leaving clinical early, this must be communicated to the preceptor.

8. At the completion of each clinical practicum, every student is expected to thank his/her preceptor and office staff in writing.

9. Cell phones and pagers must be turned off during classes AND in clinical settings. In the clinical setting, Smartphone usage should only be related to the clinical practicum. Texting is not appropriate in clinical. No ear phone devices are to be worn in class or in the clinical setting. If you must return an emergency call, you should leave the classroom or clinical setting without disrupting others.

   a. Students will follow the institution's policy regarding the appropriate area for cell phone usage if phone calls must be placed. Sending and receiving personal texts and other media messages while in clinical will be deemed unprofessional behavior.

10. Violations of the School of Nursing Social Media Policy will be deemed unprofessional behavior. References that identify students as attending D'Youville College and contain profanity, images of drug or alcohol abuse, explicit sexual conversation, comments that defame faculty or comments that are detrimental to the college or the School of Nursing will result in a grade of "F" for the course.

11. Health care facilities are smoke free. Nursing students are not permitted to smoke on the campus of any clinical site.

**Standards for Professional Appearance and Clinical Dress Code for Graduate Nursing Students**

Graduate Nursing Students must exhibit professionalism during interactions with the public, patients and their colleagues. Nurse practitioner students should begin to model professional behaviors during their education in preparation for their new role. This preparation includes professional dress.

The following guidelines have been developed to assure that Graduate students at D'Youville College adhere to the standards required for their evolving role in clinical practice. The following requirements for clinical practice include:
1. Lab coats (short or long) with the D'Youville College patch sewn onto either the front placard or either arm must be worn unless in peds or behavioral health.

2. Official D'Youville College Graduate Nursing Student Name Tags must be worn and be visible.

3. Women are to wear generally accepted business clothing. This may include slacks - no shorts, jeans or Capris are to be worn in clinical. Skirts or dresses must be knee length.

4. Men are to wear pants, collared shirts and shoes. No T-shirts, jeans or sneakers are appropriate for clinical rotations.

5. Nails should be well groomed and no longer than ¼ inch from the tip in length and without decoration. Polish, if used, should be solid, pale and clear in color. NO artificial nails or nail tips are allowed. This requirement begins upon first course attendance. A student with artificial nails will not be allowed in clinical until the nails are removed.

6. All tattoos must be covered.

7. Beards and mustaches must be kept short, neat and trimmed.

8. Hair color, hair style and ornamentation must be professional. No facial rings or metal body art may be worn in clinical. Hair color should be natural. Any hair dyes including but not limited to pink, green, red, blue, orange and yellow are not appropriate for clinical practice settings during rotations for all graduate nursing students.

9. Opaque or dark sunglasses are not to be worn in class or clinical areas.

10. Cosmetics and fragrances should be conservative.
APPENDIX B

Technical Standards

D’Youville College Patricia H. Garman School of Nursing

Family Nurse Practitioner and Psychiatric-Mental Health Programs
Technical Standards for DYC Nursing Graduate Students

According to the New York State Department of Education, a nurse practitioner (NP) is a registered professional nurse who has earned a separate license as an NP through advanced clinical education, usually a Masters’ degree. Nurse practitioners are independent practitioners who may diagnose, treat, and prescribe patient conditions that fall within their specialty area/s of practice. During their graduate programs, nurse practitioner students must develop professional behaviors, skills and standards that prepare them for entry level to future independent practice. Certain fundamental skills are essential for nurse practitioner students to deliver safe, competent, ethical and compassionate care. This skillset includes but is not limited to the following:

**Intellectual skills:** Nurse practitioner students must be able to independently engage in problem solving including the ability to read (exam questions, case studies, assignments) and interpret complex information related to patient scenarios in order to choose treatment plans that are consistent with professional standards. Students must be able to read, recall, reason, analyze, synthesize and draw conclusions using assigned health care and foundational science material. Students must be able to access information in texts and electronic references, including EMRs to make appropriate clinical decisions; students should be prepared to discuss the logic of their decision-making and support treatment decisions they propose.

**Communication skills:** Nurse practitioner students must be able to read, write and speak in English at a level of proficiency required to safely obtain a detailed history and collaborate with patients on the most appropriate course of action. Students must be able to communicate clearly with other members of the health care team who are involved in patient care plans.

**Sensory skills:** Students must possess the visual acuity and distance vision to observe patient attributes which are important to formulating differential diagnoses. Students must have the hearing acuity to discern whispered voice and adequate sense of smell.

**Behavioral and professional skills:** Nurse practitioner students are expected to display professional behaviors at all times including situations that are stressful. Students must exhibit good judgment and intellectually sound decision-making skills under difficult conditions. The School of Nursing expects that students adhere to standards of ethical behavior.
**Psychomotor skills:** Students must be able to engage in a spectrum of clinical activities required in various practice settings. Nurse practitioner students must possess the ability to independently conduct full physical examinations including skills to observe, palpate, percuss and auscultate. Students must possess fine and gross motor movement to complete all clinical skills including diagnostic testing techniques. Students must be able to stand for long periods of time and walk independently in clinical settings. Clinical motor skills also include the ability to bend, lift over the head, reach across an examination table, lift at least 25#, push and pull when necessary to achieve safe patient outcomes.

*Clinical partners (hospitals, clinics, private practitioner offices) who precept students are assured by clinical contract language that the college has checked that students meet the minimum standards for placement such as immunizations, licensure, CPR and a physical examination showing they are fit for duty. Students with a permanent or temporary disability that restricts their ability to fully and safely engage in clinical practice, including the ability to meet Infection Control measures, will not be allowed in a clinical setting until such restrictions are removed. Temporary disabilities can include situations such as surgery, childbirth, accidents, casts, splints and braces which may pose safety hazards to patients, staff or students. To return to clinical practice following disability, students must submit written documentation to the program director from a medical professional stating “the student can return to full duty without restriction”. Professional resources used to develop these technical standards include:

1. AANP Standards of Practice for Nurse Practitioners
2. NONPF Core Competencies and Family Competencies
3. CCNE Masters’ Essentials
4. Technical Standards in Nursing – Drexel University
5. Technical Standards in Nursing – Georgetown University
6. Technical Standards in Medical Practice – Stanford University
7. Family Nurse Practitioner Technical Standards – Samuel Merritt College
APPENDIX C
Procedure for Academic Appeals

D’Youville College Patricia H. Garman 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, dismissal 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, he/she must first attempt to informally resolve the situation as described below and then, if such informal attempts fail, he/she 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, dismissal or other significant change in academic status), he/she must still, as an initial step, attempt to informally resolve the situation and then, if such informal attempts fail, he/she 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.

   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 College 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 make a determination 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.

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 in connection with 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 make a determination 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 College 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.
AFFIRMATION OF RECEIPT

SCHOOL OF NURSING GRADUATE HANDBOOK
2019 – 2020

NAME (PRINTED)

SIGNATURE (HAND WRITTEN)

STUDENT ID #

My signature above affirms that I have received notice that the current *Graduate Nursing Handbook 2019-2020* has been posted to the D’Youville College Nursing Website and shown how to find the site.

I affirm that I know how to access the *Graduate 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 understand that any critical updates to the handbook will be communicated to students.

I understand that in order to receive my advisement and register for spring 2020, I must have submitted this completed and signed affirmation form to the School of Nursing Graduate Secretary.

DATE

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