

DYOUVILLE

PATRICIA H. GARMAN SCHOOL OF NURSING

Undergraduate Nursing

Student Handbook

2023-2024

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INTRODUCTION

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

THE MISSION, VISION & PHILOSOPHY STATEMENTS OF SCHOOL OF NURSING

Mission

The Mission of D'Youville University University's Patricia H. Garman School of Nursing is to educate nurses who are prepared to embrace the ever-changing healthcare environment through their commitment to lifelong learning, patient-directed care, principles of social justice, and dedication to caring for and serving the global community.

Graduates will be leaders across all healthcare settings: responsible, compassionate, ethical, and accountable members of the nursing profession, committed to the pursuit of excellence in practice, communication, innovation, research, lifelong service and learning.

A D'Youville University nurse will demonstrate excellence in interprofessional collaboration and advocate for a diverse patient population in all healthcare settings.

Revised, March 2022

Vision

To prepare versatile nursing professionals to embrace a variety of healthcare opportunities and contribute to the collective excellence of the nursing profession.

Revised, March 2022

Philosophy

The Patricia H. Garman 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, workplaces, crises sites, and a multitude of other community and organized health care settings. Nursing provides essential human services that 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. Prelicensure Program (Baccalaureate) education is viewed as preparation for entry into professional nursing practice. Content learned within the prerequisite courses is incorporated into the learning and assessment of nursing knowledge. The nurse will 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. Post licensure degree programs build on knowledge and skills acquired in the initial nursing program. This level of education is viewed as the foundation for a wide variety of advanced practice roles, including clinical nurse educator, clinical nurse leader and nurse practitioners.

PATRICIA H. GARMAN SCHOOL OF NURSING
UNDERGRADUATE LEADERSHIP TEAM

Acting Dean – Dr. Shannon McCrory-Churchill

Dr. McCrory-Churchill oversees the School of Nursing. Students who wish to contact Dr. McCrory-Churchill may do so through the School of Nursing Administrative Assistant to the Dean at 716-829-7856.

Associate Dean for Nursing, Undergraduate Programs – Dr. Anna Boneberg

Dr. Boneberg oversees the Undergraduate programs within the School of Nursing. Students who wish to contact Professor Boneberg may do so through the School of Nursing Undergraduate Assistant at 716-829-7783

Director of Undergraduate Prelicensure Nursing Programs – Professor Cindy Adymy, MSN, RN

Professor Adymy oversees the prelicensure undergraduate programs (traditional BSN and Accelerated BSN) within the School of Nursing. Students who wish to contact Professor Adymy may do so through the School of Nursing Undergraduate Assistant at 716-829-7783.

Director of the RN-BSN Program – Professor Kristina Buran, MSN, RN

Professor Buran oversees the RN-BSN program within the School of Nursing. Students who wish to contact Professor Buran may do so through the School of Nursing Undergraduate Assistant at 716-829-7783.

Director of the Simulation and Clinical Practice Centers – Emily Jerge, MS, RN, CHSE

Emily Jerge oversees the Simulation and Clinical Practice Centers within the School of Nursing. Students who wish to contact the Director of Simulation and Clinical Practice may do so through the School of Nursing Undergraduate Assistant at 716-829-7783

ADMINISTRATIVE STAFF

Administrative Assistant to the Dean

Sharon Cefaratti, Office ALT 506, 716-829-7613, email cefarats@dyc.edu

Undergraduate Administrative Assistant:

Jody Helmin, Office ALT 508, 716-829-7783, email helminj@dyc.edu

Undergraduate Clinical Liaison:

Emily Jacob-Zysman, Office ALT 526, 716-829-7858, email zysmane@dyc.edu

OUTCOMES OF THE BACCALAUREATE PROGRAM

At the completion of the program, graduates of the baccalaureate program will be able to:

1. Apply and integrate knowledge gained from nursing science, nursing ways of knowing, and liberal arts studies to build an understanding of nursing practice and clinical judgment necessary to provide holistic care.

This program outcome is related to AACN Essentials Core Competencies for Professional Nursing "Domain 1, Knowledge for Nursing Practice".

<https://www.aacnnursing.org/essentials/tool-kit/domains-concepts/knowledge-for-nursing-practice>

2. Demonstrate the ability to establish a caring relationship providing inclusive and person-centered care incorporating the nursing process, communication, and care coordination to provide holistic care.

This program outcome is related to AACN Essentials Core Competencies for Professional Nursing "Domain 2: Person-Centered Care".

<https://www.aacnnursing.org/essentials/tool-kit/domains-concepts/person-centered-care>

3. Apply the principles of diversity, equity, inclusion, and ethics to provide health equity to all populations and communities while integrating current evidence-based practice to meet standards of quality and safety.

This program outcome is related to AACN Essentials Core Competencies for Professional Nursing "Domain 3 Population Health".

<https://www.aacnnursing.org/essentials/tool-kit/domains-concepts/population-health>

4. Demonstrate and utilize the knowledge and practice of nursing scholarship and evidenced based research to evaluate and improve nursing care.

This program outcome is related to AACN Essentials Core Competencies for Professional Nursing "Domain 4 Scholarship for Nursing".

<https://www.aacnnursing.org/essentials/tool-kit/domains-concepts/scholarship-for-the-nursing-discipline>

5. Recognize the importance of the nursing role and the application of evidence-based quality and safety measures to identify and prevent errors, or near misses to ensure a safe and civil healthcare culture and improved health outcomes.

This program outcome is related to AACN Essentials Core Competencies for Professional Nursing "Domain 5 Quality and Safety".

<https://www.aacnnursing.org/essentials/tool-kit/domains-concepts/quality-and-safety>

6. Function within the interprofessional team to create a collaborative environment in which care of individuals, families, and communities is optimized through communication, respect, advocacy, and recognition of diversity and uniqueness.

This program outcome is related to AACN Essentials Core Competencies for Professional Nursing "Domain 6 Interprofessional Partnerships".

<https://www.aacnnursing.org/essentials/tool-kit/domains-concepts/quality-and-safety>

7. Critically evaluate the disparate economic systems of payment for healthcare across the racial and sociocultural continuum with a focus on advocacy, equity, safety and quality care for diverse populations at the local, regional, national, and global levels.

This program outcome is related to AACN Essentials Core Competencies for Professional Nursing "Domain 7 System-Based Practice".

<https://www.aacnnursing.org/essentials/tool-kit/domains-concepts/systems-based-practice>

8. Demonstrate clinical competence utilizing patient care technology and information systems that support safe and effective patient care.

This program outcome is related to AACN Essentials Core Competencies for Professional Nursing "Domain 8 Informatics and Healthcare Technologies."

<https://www.aacnnursing.org/essentials/tool-kit/domains-concepts/informatics-and-healthcare-technologies>

9. Demonstrate professional identity and comportment by displaying a commitment to self-reflection and deliberative respect to diversity, equity and inclusion to create a culture of civility in communications and interactions with members of the healthcare team.

This program outcome is related to AACN Essentials Core Competencies for Professional Nursing "Domain 9 Professionalism".

<https://www.aacnnursing.org/essentials/tool-kit/domains-concepts/professionalism>

10. Form a professional identity influenced by one's own unique background and experiences, grounded in life-long learning, self-care, and ethical resilience that lends towards the capacity for leadership within the nursing profession and community.

This program outcome is related to AACN Essentials Core Competencies for Professional Nursing "Domain 10 Personal, Professional, and Leadership Development."

<https://www.aacnnursing.org/essentials/tool-kit/domains-concepts/personal-professional-and->

[leadership-development](#)

OVERVIEW OF THE PROGRAMS

Programs offered in the Patricia H. Garman School of Nursing include:

Bachelor of Science in Nursing (BSN) Program (4 Year) – Students entering the BSN program are required to take a total of at least 120 credits, encompassing general education and nursing related coursework. The curriculum requirements for transfer students will vary depending on prior learning.

Accelerated Bachelor of Science in Nursing (ABS N) Program (15 month) - Students entering this program have previously earned a baccalaureate degree. They are required to take a total of at least 50 credits encompassing nursing related coursework.

RN-BSN Online Program –This special curriculum for RNs is planned to meet the needs of licensed RNs with an earned diploma or associate degree in nursing. Students are advised on an individual basis and transcripts are evaluated for maximum transfer credits. Students can complete the RN to BSN program in two years of full-time study in a convenient, online format. A minimum of 122 credits are required for BSN completion.

D'YOUVILLE UNIVERSITY PUBLICATIONS & ANNOUNCEMENTS

D'Youville University University Undergraduate Catalog

<https://catalog.dyouville.edu/>

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

Administrative Announcements

Announcements and letters are available electronically to keep the D'Youville University University community informed. Students are automatically subscribed to the Undergraduate Forum that provides general information about the nursing program and events in the community.

PATRICIA H. GARMAN SCHOOL OF NURSING COMMUNICATIONS

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

The School of Nursing FAX Number

The School of Nursing FAX number is 716-829-8159. Should any documentation need to be faxed, please use a cover page identifying to whom the fax is intended for. This is not a confidential line.

Official Social Media Pages

The Patricia H. Garman (PHG) School of Nursing (SON) maintains three official social media pages. The Facebook, Instagram and Twitter pages were established to share news and information regarding the SON with current and prospective students, alumni, and the community. They are intended to highlight professional and scholarly accomplishments of SON students, alumni, and faculty while informing the community about current issues related to nursing and nursing education. D'Youville University University's PHG SON social media pages are not intended to be a mechanism for communication regarding individual courses or program curriculum. Rather, D'Youville University University's Learning Management System (Canvas) is the primary mechanism for online communication between students and faculty regarding course and curriculum related issues. All students are invited to "Like" and "Follow" the D'Youville University University School of Nursing social media pages and contribute to professional dialogue regarding posts with their comments.

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

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

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

Student Success Center – Academic Advisement

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

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

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

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

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

Saints Care – Personal Counseling

The challenges of coursework and personal life can be difficult to manage for anyone. The services of individual counselors are available for all students through the program. The confidentiality of the students is maintained. Students are encouraged to utilize this resource for assistance in stress management, situational crises, or any emotional difficulties. Students may either ask a faculty member for assistance in making a referral or may contact a counselor through <https://www.dyu.edu/campus-life/support-services>.

For mental health emergencies, please call Crisis Services' 24-hour hotline at 716-834-3131.

Sexual Misconduct and Harassment Information (Title IX)

<https://www.dyu.edu/title-ix>

Campus Sexual Assault Victim's Bill of Rights

<https://www.dyu.edu/sites/default/files/2022-11/campus-sexual-assault-victim-bill-of-rights.pdf>

Office of Accessibility Resources:

[https://www.dyu.edu/academics/academic-resources/office-accessibility-resources - :~:text=If you have any questions,%3A disabilityservices%40dyu.edu.](https://www.dyu.edu/academics/academic-resources/office-accessibility-resources-%3A%3Atext=If%20you%20have%20any%20questions,%3A%20disabilityservices%40dyu.edu)

Policy on Nursing Students in Need of Accommodations

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 University is committed to providing equal educational opportunities for individuals with disabilities (e.g., permanent, or temporary sensory, physical, or psychological disabilities). The Patricia H. Garman 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 University 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 University, 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. See Appendix A for details regarding these essential abilities.

Process of Reasonable Accommodation

The School of Nursing is committed to ensuring that otherwise qualified students with disabilities are given reasonable accommodations. Students with disabilities who wish to request these accommodations related to their disability are encouraged to contact the Office of Accessibility Resources at D'Youville University 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.

<https://www.dyu.edu/academics/academic-resources/office-accessibility-resources - :~:text=If you have any questions,%3A disabilityservices%40dyc.edu>

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

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

BSN PROGRAM ACADEMIC POLICIES

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

Polices are in the Nursing Section of the D'Youville University catalog:

- Traditional pre-licensure (BSN):
<https://catalog.dyouville.edu/degree-programs/nursing/nursing-bsn/>
- Accelerated pre-licensure (ABSN):
<https://catalog.dyouville.edu/degree-programs/nursing/nursing-acc-bsn/>
- Nursing BSN for those with Current RN License (RN-BSN)
<https://catalog.dyouville.edu/degree-programs/nursing/nursing-rn-bsn/index.html>

PATRICIA H. GARMAN SCHOOL OF NURSING PROFESSIONALISM EXPECTATIONS FOR STUDENTS

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

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

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

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

All students (undergraduate and graduate) in the School of Nursing at D'Youville University must comply with federal confidentiality regulations (**HIPAA**). These regulations govern all individually identifiable health information, communication, and electronic medical records. Federal regulations require that health professionals limit discussion of patients to appropriate areas. As per agency policy, all specific confidentiality guidelines will be adhered to. **Under no circumstances will students be permitted to copy any part of a patient's record and remove it from an institution. Students are not permitted to review the patient records of any unassigned patients. Violation of any patient confidentiality will result be forwarded to the Student Conduct Committee to determine ability to progress in the Nursing program.**

Social Media Policy

The D'Youville University Patricia H. Garman School of Nursing promotes the use of social media in the school setting to encourage and support learning. These media can be used to maximize a student's educational experience and are recommended when used for this purpose. It is expected that all students will use professional judgment when using social media, and refrain from harassment or defamation in the classroom and clinical settings. Uploading of images, including selfies, in the clinical environment could be in breach of the professional code of conduct and could lead to potential dismissal from the school. Social

media will be used by the School of Nursing to investigate any student who is suspected of improper use of any such sites during their class or clinical settings. Please refer to the ANA Guidelines for Social Media

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

Policy on Academic Integrity

Nursing students are expected to comply with the D'Youville University Policy on Academic Integrity, which is outlined in the D'Youville University Undergraduate Catalog. (<https://catalog.dyouville.edu/degree-programs/>)

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

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

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

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

Repeated violations of academic integrity may result in dismissal from nursing program, and/or D'Youville University.

Course Related Information and Policies

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

Online Learning Management System (LMS): Canvas

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

Course Grading

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

Combined Course with a Clinical/Laboratory Component

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

average is below 73%, the letter grade for the combined course will be based on the exam average only. If a student does not meet the required outcomes for the clinical/laboratory component of a combined course, the letter grade earned for the combined course will be F. Students not meeting both classroom and clinical/laboratory requirements to earn a minimum grade of C for the combined course will, if eligible (see ACADEMIC POLICIES <https://catalog.dyouville.edu/policies-disclosures/undergraduate-policies/>) be required to repeat and successfully complete BOTH CLASSROOM AND CLINICAL/LABORATORY components and earn a final combined course grade of C or greater order to progress in the nursing curriculum.

Grading Scale: Letter Grades and Numerical Values

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

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

Course Examinations

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

Examination Review

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

Examinations in the Office of Accessibility Resources (OAR)

Students who are eligible to take examinations in the Office of Accessibility Resources (OAR) must comply with OAR policies and deadlines as well as course policies and deadlines (stated in individual course syllabi) when arranging for any examination. Examinations taken in the OAR **must** be scheduled on the same day and as close as possible to the time scheduled for the rest of the class. Students who do not comply with Accessibility Resource Center and course policies and deadlines will be unable to take the examination in the Accessibility Resource Center. <https://www.dyu.edu/academics/academic-resources/office-accessibility-resources>

Exam Proctoring

Online proctoring programs may be utilized as recommended by D'Youville University through the LMS, Canvas. Student expectations specific to proctoring programs will be communicated by individual course faculty. Failure to comply with these expectations may be determined to be an academic integrity violation and may subject the student to a grade of Zero for the examination and an inability to continue in the course and/or program.

Electronic Recording

Audio recording of lectures is permitted **only** with permission of the lecturer. Recorded audio files are for the personal use of the student; public posting of such files by the student is a violation of copyright law. No other type of electronic recording (audio, video, still photography) is permitted. Use of personal electronic devices for any type of recording in the clinical setting is strictly prohibited. Students who are found to violate this will receive no greater than a grade of C and may be deemed ineligible to continue in the program as a result of committing a HIPPA violation.

Internet Assisted, Hybrid, and Online Courses

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

CLINICAL COURSE POLICIES

Campus Simulation and Clinical Practice Requirements for Traditional and ABSN Students:

1. On-Campus Simulation and Clinical Practice Demonstration and Re-demonstration Component (S/U): Practice and testing schedules will be distributed in class.
2. Professional behavior in the Simulation and Clinical Practice Centers: Students are expected to follow the same professional behavior guidelines during on-campus clinical practice sessions as described for the classroom and clinical settings.
3. On-campus simulation and clinical practice make-up assignment: Any students missing an on-campus simulation and clinical practice session, or part of a session will be required to complete a makeup assignment. The assignment will be graded S/U. A grade of S on any make-up assignment is required for completion of the combined course.

Health Record Requirements for Clinical/Simulation and Clinical Practice Courses

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

Each student is required by New York State to have 2 measles, 1 mumps, 1 rubella immunization along before registering for classes. D'Youville University also requires each student to have a physical examination, PPD test, and current tetanus immunization.

Clinical partners are requiring the COVID-19 vaccine prior to starting rotations at their sites. Students who require an exemption for any reason should reach out to the Undergraduate Clinical Liaison, Emily Jacob-Zysman, phone: 716-829-7858, email: zysmane@dyc.edu.

Clinical partners may require Covid-19 testing prior to and during clinical experiences, per site policy.

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

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

In addition to D'Youville University health record requirements, sophomore, junior, and senior nursing courses require students to participate in a variety of clinical experiences, necessitating additional student health requirements to protect the health of the students as well as the patients with whom they interact. These health requirements also fulfill contractual agreements between D'Youville University and various clinical agencies to meet state, federal, and agency-specific requirements. These requirements are met by completing the School of Nursing Physical Examination Form available on the Nursing Undergraduate Forum: <https://dyc0.sharepoint.com/sites/NursingUndergraduateForum>

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

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

Students must meet all health requirements as identified above for all nursing courses with clinical lab components. Failure to meet health requirements will result in inability to attend on or off-campus clinical lab experiences and may necessitate course withdrawal. Student questions regarding health requirements for nursing courses with clinical lab components should be directed to the Undergraduate Clinical Liaison.

If a student experiences a change in physical or psychological health status while enrolled in a nursing course with a clinical lab component, it is the responsibility of the student to provide documentation indicating clearance for participation in patient care activities in the clinical lab setting without restrictions or limitations. Such documentation must be submitted to the

School of Nursing to continue or resume attendance in clinical lab experiences. Note that the required documentation is not intended to disclose the nature of the health issue but should simply state that the student is or has been managed by the healthcare provider, and that the student has full clearance for clinical lab participation. Documentation must include healthcare facility letterhead and must be signed by a healthcare provider. Documentation that simply indicates that the student “may return to school” is not adequate.

Temporary Accommodations

Students who will need temporary accommodations after a surgery or procedure, planned or unplanned, must complete an intake appointment with Ashley Olsen, Office of Accessibility Resources Coordinator. <https://www.dyu.edu/academics/academic-resources/office-accessibility-resources>

- *Planned surgeries/procedures:*
Intake appointment must occur before the surgery/procedure. Documentation from provider before surgery date describing limitations, list expected expiration date of limitations if possible, if not, would need documentation stating expected expiration date after first follow up appointment with provider.
- *Unplanned surgeries/procedures:*
Must schedule intake appointment as soon as possible, provide documentation as soon as possible. Documentation from provider describing limitations, list expected expiration date of limitations if possible, if not, would need documentation stating expected expiration date after first follow up appointment with provider.
- *Pregnancies:*
Pregnancies are covered under the ADA when there are complications during the pregnancy that would warrant the need for temporary accommodations. Documentation from the OB/gyn stating the limitations would be required as soon as possible.

Note: the ability to progress in a clinical course may be impacted by a temporary disability as students are required to complete all clinical hours in the curriculum prior to graduation and we are restricted to the times set forth by the clinical partners for our students. Clinical courses need to be completed in sequence.

Additional Clinical Course Requirements:

1. Students enrolled in any clinical nursing courses must have professional liability insurance. Students are automatically billed for this insurance when they register for a clinical course.
2. It is strongly recommended that all students carry health insurance coverage for the duration of the program. Students are responsible for any health care costs, even those that arise from clinical or laboratory assignments. D'Youville University assumes no responsibility for a student's medical care. Information regarding a basic injury and illness insurance plan is available through Student Success Services. By federal law, all International Students must carry health insurance coverage. International students will be billed directly.
3. Current American Heart Association certification in basic life support (BLS) Resuscitation (CPR) for the Professional Healthcare Provider is a requirement for all clinical nursing courses. Certification must include a hands-on practice and testing component; certification through an exclusively online course is not acceptable.
4. Students must meet HIPAA requirements as specified by clinical faculty. For specific clinical nursing courses, educational activities related to HIPAA, Infection Control and other agency-specific topics must be completed and documented (see course syllabi and course learning management system (Canvas) site for requirements and instructions).
5. Medication calculation competency must be demonstrated as per criteria stated in each clinical/lab course syllabus.
6. Students may be required to meet additional requirements to comply with agency mandates such as flu vaccine documentation or waiver, background check / fingerprinting, Covid-19 screening and vaccination documentation, and drug testing.
7. Students may be required to provide personally identifiable information to meet the requirement of clinical agencies. Failure to supply such information will result in student's ineligibility to complete the nursing program.
8. Students are responsible for transportation to and from clinical sites.
9. Students may not register for on-campus courses on their scheduled clinical day. Hours vary at different clinical sites.
10. Attire must follow uniform guidelines as outlined in the Undergraduate Student Handbook and in the course syllabi.

Clinical Coursework Absence/Delay in Sequence

All students will re-demonstrate previously learned skills if they are out of a clinical course for one semester, or if they do not complete the clinical course, prior to the onset of the next semester.

Background Checks

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

PROFESSIONAL APPEARANCE GUIDELINES

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

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

Uniform: Uniform top MUST be purchased from Buffalo Scrubs. The cost of the uniform will reflect a student discount. Representatives from Buffalo Scrubs will be available on campus to

assist students to order the correct style and size of uniform prior to off-campus clinical courses. See individual course syllabi for details regarding uniform requirements.

Alternate Uniform (when required for specified clinical rotations and on campus lab activities). Dress code may change with specific clinical site requirements. See individual course syllabi for details regarding alternate uniform requirements.

Uniform Exceptions: RN-BSN students are expected to follow the dress code outlined by their clinical agencies.

Additional Requirements:

- Name tag: D’Youville University picture ID (obtained through Campus Safety). Name tag should include your full name and your status as a student nurse from D’Youville University.
 - a. Please note: some clinical sites may require students to obtain site specific ID badges, and such badges may have a fee associated with them.
- Students must follow the policies of the community partner/organization at which they are rotating related to hair color and body art/jewelry.
- Grooming - clean, well groomed; no heavy scents (e.g., tobacco, perfume, aftershave)
- Make-up, if worn, must be natural appearing nails must be well groomed, clean, natural (e.g., no artificial nails or nail polish), and short in length (should not extend beyond fingertip); this policy follows OSHA guidelines beards, mustaches trimmed.
- Hair must be neatly groomed for all students and be pulled back if it falls into the examination field.
- See course syllabus for any additional requirements based on course and clinical site

Equipment Required

Ballpoint pen, bandage scissors, stethoscope, blood pressure cuff, functioning wristwatch with second hand. Be sure to place name on equipment (i.e., scissors, stethoscopes, blood pressure cuff, notebooks, etc.) as appropriate. Please note that equipment required will vary according to rotation site and additional items may be added.

Do Not Bring:

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

CLINICAL ATTENDANCE POLICY

1. NUR courses with the suffix “L” incorporate required clinical/laboratory activities. Depending on the course, these activities may include, but are not limited to, off-campus clinical experiences, on-campus or off-campus orientation activities, on-campus laboratory experiences, simulation experiences, and clinical conferences.

2. Completion of all scheduled clinical/laboratory experiences and associated clinical/laboratory learning activities is mandatory for a student to meet course outcomes.
3. If a student must be absent from a scheduled clinical/laboratory experience due to an unavoidable circumstance, the student must notify the assigned clinical/laboratory faculty member before the start of the clinical/laboratory experience in accordance with the guidelines provided to the student by that faculty member. Calling the PHG School of Nursing, text messaging, or notifying faculty via another student does not meet the notification requirement for a clinical/laboratory absence. Students must discuss the reason for their absence with the faculty member and may be required to provide documentation supporting the reason for the clinical absence. Failure to appropriately notify clinical/laboratory faculty of clinical/laboratory absence, absence from a scheduled clinical/laboratory experience for a reason other than an unavoidable circumstance or demonstrating dishonesty in communicating the reason for absence to faculty, are behaviors that are inconsistent with course and program objectives related to professional accountability.
4. Students are required to make up all missed clinical/laboratory experiences. Students will be provided with the opportunity to make up a maximum of TWO absence days (regardless of number of hours missed per day) from scheduled clinical/laboratory experiences. **A student who is absent on more than TWO scheduled clinical/clinical practice laboratory days will be unable to meet the course outcomes, and therefore will be unable to continue in the course and will be required to withdraw from the course.**
5. Assigned clinical/laboratory make-up experiences will be scheduled by the course coordinator in actual and/or simulated patient care settings and will be consistent with course outcomes. **Any student who fails to complete a scheduled clinical/laboratory make-up experience will be unable to meet the course outcomes which will result in a course failure.**
6. Late arrival and/or early departure from a clinical/laboratory experience will necessitate a clinical/laboratory make-up experience for the student to meet the course requirements. A plan for make-up of missed clinical/laboratory experience will be implemented with individual students by clinical/laboratory faculty.
7. In circumstances where faculty determine that late arrival and/or early departure will prevent a student from meeting the objectives for the clinical/laboratory experience, or that the student is unprepared to meet the objectives for the clinical/laboratory experience, the student will be sent home and a clinical/laboratory absence day will result. Management of such an absence day will be subject to items 3 and 4 of this policy, as state above.
8. If a clinical site is unexpectedly closed or unavailable on a scheduled clinical day or if a

faculty member is unable to be present during a scheduled clinical/laboratory experience, students will be scheduled for a make-up activity that is consistent with course outcomes. If D'Youville University is closed due to weather or other unforeseen circumstances, students will not attend scheduled clinical/laboratory experiences. A clinical/laboratory make-up experience may be required to meet course outcomes.

EXPOSURE TO BLOOD BORNE PATHOGENS and COVID-19

Students enrolled in clinical courses must be familiar with the procedure to follow should they be exposed to blood borne pathogens, such as Hep B, Hep C, or HIV, or in the event of a COVID-19 exposure. Protocols are followed (and available) in our clinical affiliate agencies, in the event of any potential exposure to body fluids and blood borne pathogens. Students will inform the primary nurse, clinical professor, clinical coordinator and follow the protocol of the clinical site. The clinical coordinator will inform the program director of any exposure.

ALCOHOL AND OTHER DRUG POLICY VIOLATIONS

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

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

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

CLASS ATTENDANCE/WITHDRAWAL FROM A COURSE

Refer to D'Youville University Undergraduate Catalog for information on withdrawal from a course.

<https://catalog.dyouville.edu/policies-disclosures/policies-procedures-all-students/withdrawal-course/>

NATIONAL COUNCIL LICENSURE EXAMINATION - NCLEX-RN

NCLEX-RN Exams are offered through scheduled computerized testing. Applications are completed online. Information will be provided to students and should be completed during the last senior nursing course. Students are required to participate in NCLEX-RN preparation activities during designated courses.

DIRECTED STUDIES

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

AUDITING OF COURSES

Auditing of required nursing course is not permitted.

PROCEDURE FOR ACADEMIC APPEALS

Information regarding appeals can be found at the following link:

<https://catalog.dyouville.edu/policies-disclosures/policies-procedures-all-students/academic-appeals-procedure/>

Complaints of Discrimination or Harassment:

D'Youville University provides equal opportunity to all students. D'Youville University 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 and/or the Coordinator of Disability Services. 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 D'Youville University, 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.

FERPA

The Family Educational Rights and Privacy Act of 1974 (“FERPA), as amended, is a federal law regarding the privacy of education records and the obligations of D’Youville University, primarily related to the release of education records and access provided to education records. Generally, the law provides that, with certain exceptions, no education records may be released without prior written consent from the student to which they pertain. The law also mandates that students be provided access to their own education records for purposes of inspection and review. Refer to the D’Youville University website for specific information: <https://catalog.dyouville.edu/policies-disclosures/policies-procedures-all-students/ferpa/>

IMPORTANT WEBSITE LINKS AND RESOURCES

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

NY State Nurse Practice Act:

<https://www.op.nysed.gov/professions/register-ed-professional-nursing/laws-rules-regulations/article-139>

American Nurses Association Scope of Practice:

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

Quality and Safety Education for Nurses

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

The Essentials of Baccalaureate Education for Professional Nursing Practice: <https://www.aacnnursing.org/essentials/download-order>

COMPUTER LABS

The computer labs are located at multiple sites on campus for student use. Refer to the D’Youville University website for location and hours.

<https://www.dyu.edu/campus-life/support-services/tech-support>

VETERAN’S SERVICES OFFICE

Refer to the D’Youville University Undergraduate Catalog under Veteran’s Services Office or contact the Director of Veteran’s Services Office at veterans@dyc.edu for more information.

STUDENT NURSES ASSOCIATION

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

The purposes of the Association are:

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

Additional information is posted on the Student Nurses Association bulletin board on the fifth floor of ALT, located in the Student Study Lounge. Feel free to reach out to Professor Richardson or Marshall, co-faculty advisors, for more information.

PATRICIA H. GARMAN SCHOOL OF NURSING COMMITTEES

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

Qualifications

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

The following committees have student representation:

Faculty Organization of the School of Nursing

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

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

Meetings: Every month during the academic calendar.

Curriculum Committee

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

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

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

Evaluation Committee

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

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

Research Committee

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

Membership: One undergraduate student and one graduate student

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

Policy Committee

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

Communicate regularly with Undergraduate Admissions, Progression, and Retention Committee on policy changes affecting admissions, progression, and retention

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

Meetings: As needed

GRANTS AND SCHOLARSHIPS

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

HONORS AND AWARDS**D'Youville University Nursing Pin**

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

Sigma Theta Tau, Zeta Nu Chapter, Nursing Honor Society

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

Zeta Nu is dedicated to the advancement of nursing as a profession and a science, and to the goal of nurses assuming leadership positions in research, scholarship, and public policy. Refer to the Sigma Theta Tau (STTI) website under membership for detailed information.

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

Undergraduate Students eligibility criteria

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

Registered Nurse Students eligibility criteria

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

Honorary Awards

Two honorary awards are presented annually to two graduating senior students distinguished for leadership, judgment, professional responsibility, and interpersonal relations in the field of clinical nursing. Students are nominated to the PHG School of Nursing Faculty Committee by their professors with a vote conducted annually in the spring prior to Awards Assembly.

- The Eleanor G. Alexander Nursing Highest Honor - awarded to the selected student earning the highest number of faculty votes
- The Margaret Curry Award - awarded to the student with the second highest number of faculty votes

APPENDIX A: **STUDENTS IN NEED OF ACCOMMODATIONS**

Sensory/Motor Functional Abilities

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

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

Interpersonal-Communication/Cognitive/Emotional Abilities

- Interpersonal-Communication skills including the ability to:
 - Read, write, speak and understand English at a level consistent with successful course completion.
 - Participate in classroom and laboratory discussions and activities.
 - Develop therapeutic patient and family relationships.
 - Establish professional relationships with faculty, other students, staff of affiliating agencies, and members of the community.
 - Express feelings and ideas in a professional manner.
 - Provide and accept feedback respectfully.
- Critical thinking skills including the ability to:
 - Participate in intellectual activities requiring critical thinking, judgment, and analysis.
 - Demonstrate arithmetic competency.
 - Solve problems and plan care within reasonable time frames within a complex environment.
- Emotional health including the ability to:
 - Fully use cognitive abilities
 - Adapt to unexpected changes and stressful situations.

- Exercise good judgment
- Provide safe and competent care.
- Complete program responsibilities within a timely manner.
- Establish and sustain mature, effective, and sensitive relationships with patients and colleagues.
- Empathize with the feelings and situations of others.

AFFIRMATION OF RECEIPT OF
Patricia H. Garman School of Nursing
UNDERGRADUATE HANDBOOK 2023 – 2024

NAME (**PRINTED**): _____

SIGNATURE (**HANDWRITTEN**): _____

STUDENT ID #: _____

My signature above affirms that I have received notice that the current *Undergraduate Nursing Handbook 2023-2024* has been posted to the D'Youville University Nursing Website. I further affirm that **I know how to access** *Undergraduate Nursing Handbook*, and that I have been notified that I am accountable for both the general policies/information and the date-of-entry specific policies presented in the handbook. I understand that I must submit this completed and signed affirmation form to the Patricia H. Garman School of Nursing Undergraduate Assistant.

DATE: _____

ACKNOWLEDGEMENT OF RISK

I certify that I have carefully read and understand this document. I acknowledge and understand that, as explained in this document, my degree program requires the participation in clinical experiences, and that such participation carries risks that cannot be eliminated. I fully understand these risks. I understand that it is my responsibility to follow all instructor and supervisor instructions and take all available precautions so that the risk of exposure is minimized. I will follow all program specific information relating to prevention of diseases. Knowing these risks, I certify that I desire to pursue my chosen degree program, including the participation in clinical experiences. I expressly agree and promise to accept and assume all risks associated with doing so. I am voluntarily agreeing to be bound by this document's terms.

Student Signature

Date

Student (print name)

If Student is under 18 years of age, Parent/Guardian must also sign:

Parent/Guardian Signature

Date

Parent/Guardian (print name)