DYOUVILLE

PATRICIA H. GARMAN SCHOOL OF NURSING

Undergraduate Nursing

Student Handbook

2025 -2026

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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. All nursing students are responsible for being aware of and complying with these policies. Academic policies related to progression, retention, and readmission are specifically based on the 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 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 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 and 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, 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 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

Dean –Shannon McCrory-Churchill, DHEd, CPNP-PC, RN, CNE
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 – Cindy Adymy, MSN, RN
Professor Adymy oversees the Undergraduate programs 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 Undergraduate Prelicensure Nursing Programs – Kristina Buran, MSN, RN. Professor Buran oversees the Traditional 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 Accelerated BSN Program – Diane Bartella, PhD, MSN, RN
Dr. Bartella oversees the Accelerated BSN program within the School of Nursing. Students who wish to contact Dr. Bartella may do so through the School of Nursing Undergraduate Assistant at 716-829-7783.

Director of the RN-BSN Program –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 – Amanda Barton, MS, RN
Amanda Barton 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.

Coordinator of the Clinical Practice Center – Katie Doll, BSN, RN

Katie Doll oversees the coordination of the Clinical Practice Lab within the School of Nursing. Students who wish to contact the Coordinator of the Clinical Practice Lab 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

OVERVIEW OF THE PROGRAMS

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

Bachelor of Science in Nursing (BSN) Program (4 Year, Traditional)
Students entering the traditional BSN program must take 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 (ABSN) Program (15 month)
Students entering the ABSN program have previously earned a baccalaureate degree. Students are required to take at least 50 credits encompassing nursing-related coursework.

RN-BSN Program (Online)
This curriculum is for Registered Nurses (RN's) to meet the needs of licensed RNs with an earned diploma or associates degree in nursing. Students are advised individually, and transcripts are evaluated for maximum transfer credits. Students can complete the RN-BSN program in a flexible online format. Students are required to complete at least 30 credits at D'Youville University

OUTCOMES OF THE BACCALAUREATE PROGRAMS

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 (American Association of Colleges of Nursing) 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 evidence-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's 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 for individuals, families, and communities is optimized through communication, respect, advocacy, and recognition of diversity and uniqueness.

   This program's 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's 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

D'YOUVILLE UNIVERSITY PUBLICATIONS & ANNOUNCEMENTS

D'Youville University Undergraduate Catalog
Policies, academic programs, and course descriptions are listed in the catalog.
https://catalog.dyouville.edu/

Administrative Announcements
Announcements and letters are available electronically to keep the D'Youville University community informed. Students are automatically subscribed to the Undergraduate Nursing 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 the information students need within the School of Nursing. Students are responsible for updating programs and course specific information posted by faculty on an ongoing basis. Students are expected to check their D'Youville University email accounts, Canvas sites, and Office 365 sites for updates. These are the official means of communication with students. Personal student email accounts will not be used for official communication with the 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. This is not a confidential line.

Official Social Media Pages

The Patricia H. Garman School of Nursing maintains three official social media pages. The Facebook, Instagram and Twitter pages were established to share news and information regarding the PHGSON with current and prospective students, alumni, and the community.

They are intended to highlight professional and scholarly accomplishments of students, alumni, and faculty while informing the community about current issues related to nursing education and nursing. D'Youville University PHGSON social media pages are not intended to be a mechanism for communication regarding individual courses or program curriculum. Rather, D'Youville University 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 PHGSON 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

COUNSELING AND ADVISEMENT

Student Success Center – Academic Advisement
The D'Youville University Student Success Center is staffed with full-time professional academic advisors. All undergraduate nursing students are assigned to a primary academic advisor within the Student Success Center. Students may be assigned mentors from within the PHGSON to support 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 Calendar. Each student is responsible for making an appointment with the 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 navigate the college experience. Advisors can answer questions about program policies and procedures. All students are encouraged to develop a relationship with their advisors, since the advisor will become an especially useful resource from the time of admission to D'Youville 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 for anyone to manage. 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)
See https://www.dyu.edu/title-ix

Campus Sexual Assault Victim's Bill of Rights
See https://www.dyu.edu/sites/default/files/2022-11/campus-sexual-assault-victim-bill-of-rights.pdf

Office of Accessibility Resources: disabilityservices@dyu.edu
https://www.dyu.edu/academics/academic-resources/office-accessibility-resources

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 equal access for students with disabilities, reasonable accommodation is made including 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 completing a nursing education program that is 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 academic and clinical environments.

Full participation in 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 of 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.

Since degrees of ability vary widely among individuals, the PHGSON is committed to creating access to qualified individuals with a disability using case-by-case analysis. PHGSON remains flexible about the types of reasonable accommodations that can be made specifically in classroom and clinical settings. Accommodation made will specifically address the limitations of the disability. Our belief is that accommodation should be tailored to individual needs.

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 to achieve their goal of becoming a baccalaureate-prepared registered professional nurse.

UNDERGRADUATE NURSING ACADEMIC POLICIES

Final grades for required nursing courses (NUR prefix) 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
General Expectations for Students

General Academic Policies

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

In keeping with the Mission of the larger D'Youville University community, PHGSON honors D'Youville University's heritage and the spirit of St. Marguerite D'Youville to educate nurses to embrace the ever-changing healthcare environment and become leaders across all healthcare settings.

With this mission in mind, students enrolled in the undergraduate programs of PHGSON are expected to demonstrate academic integrity and professional behavior. Further, the faculty adhere 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 programs offered by D'Youville University.

It is the expectation that students enrolled in the PHGSON 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, simulated, and clinical environments. Such behaviors are expected to be demonstrated in all interactions, including face-to-face, online, or via other methods of communication.

All students in PHGSON must comply with federal confidentiality regulations and the Health Insurance Portability Accountability Act (**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 (https://www.hhs.gov/hipaa/for-professionals/faq/index.html). 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 or remove it from an institution. Students are not permitted to review the patient records of any unassigned patients.**

Violation of patient confidentiality will be forwarded to the Student Conduct Committee to determine disciplinary action and progression in the Nursing program.

Social Media Policy

The D'Youville University PHGSON 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. All students will use professional judgment when using social media and refrain from harassment or defamation in the classroom and clinical settings. **Uploading images, posts and/or comments, including selfies, in the academic, simulated, or clinical environment could be in breach of the professional code of conduct and lead to dismissal from the program and/or University.**

The PHGSON will use media to investigate any student suspected of improper use of such sites during their class or clinical settings. Please refer to the ANA Guidelines for Social Media [ANA Social Media Principles (nursingworld.org)](nursingworld.org)

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 dismissal 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 Catalog. ([Policy on Academic Integrity < D'Youville University)](#)

Examples of academic integrity violations include but are not limited to plagiarism; the use or provision unauthorized assistance when completing an exam or individual assignments; the unauthorized 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; unprofessional behaviors.

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 reflects violation of academic integrity as outlined in the University Policy will result in a grade of zero for the exam without the opportunity to repeat or make up for the exam.

A student who submits an assignment that reflects a violation of academic integrity as outlined in the University Policy will earn a grade of zero for that assignment without the opportunity to resubmit the assignment. Electronic resources may be used to screen any student's assignment for plagiarism, at faculty discretion.

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

Repeated violations of academic integrity may result in dismissal from the 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 onlinelearning@dyc.edu for assistance. Student problems related to the use of the LMS should be referred to Online Learning Support rather than course faculty.

Chain of Command Policy

Students who have concerns related to a course must follow the established chain of command to seek resolution. The process is as follows:

1. **Faculty Member:** The student must first address the concern directly with the faculty member responsible for the course.
2. **Program Director:** If the issue is not resolved at the faculty level, the student may escalate the concern to the appropriate Program Director.
3. **Associate Dean:** If the matter remains unresolved after meeting with the Program Director, the student may then request a meeting with the Associate Dean.

Failure to adhere to this established chain of command may result in referral to the Student Conduct Committee.

COURSE GRADING

Nursing Courses (NUR prefix):

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 nursing curriculum, the student must earn an examination average of 73% and a final course grade of C or greater in any NUR course.

Course examinations are averaged, and the score must be 73% before the additional assignments are factored into the overall grade. Professional Nursing 4, Capstone courses students must have an average of 73% prior to attending capstone clinical. (See course syllabi).

Any student who fails to earn a minimum grade of C in any NUR course will, if eligible, be required to repeat and earn a final course grade of C or greater to progress in the nursing curriculum. As per D'Youville University grading policy, the grade earned when the course is repeated will replace the original course grade for calculating 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/)

ABSN to TBSN Transfer Policy:

Students who are dismissed from Accelerated BSN program for academic grading reasons (such as course failure or withdrawal) may enroll in Traditional BSN program without re-applying to the School of Nursing. The withdrawal or failure from the ABSN program will count towards the current UG policies regarding degree progress.

Required Courses for Major (non-NUR prefix):
For any course outside the NUR discipline that is specifically required for the major, the student must earn a final course grade of C or greater. Any student who fails to earn a minimum grade of C in any course outside the NUR discipline that is specifically required for the major will, if eligible 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 grading policy, the grade earned when the course is repeated will replace the original course grade for calculating 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 Polices https://catalog.dyouville.edu/policies-disclosures/)

Combined Course with a Clinical/Simulation/Laboratory Component
For any NUR course with a classroom and a corresponding clinical/simulation/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 curriculum, a minimum examination average of 73% and a final course grade of C or better AND satisfactory clinical/simulation/laboratory performance are 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/simulation/laboratory component of a combined course, the letter grade earned for the combined course will be F. Students not meeting both classroom and clinical/simulation/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 all classroom, clinical/simulation/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. (< less than, > greater than):

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

Grade and GPA requirements: Students in the undergraduate nursing program are expected to maintain a cumulative GPA of 2.5. Failure to meet the required GPA will result in academic probation. After two successive semesters on probation, the student will be deemed ineligible to continue in the program. Progression policy

Course Examinations

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

Examination Review
The faculty will provide students with the opportunity to review the course examinations. Reviews must take place before the next scheduled exam in the course. Once a subsequent exam has been administered, earlier exams may no longer be reviewed. Final exams cannot be reviewed. The use of electronic devices during exam reviews is strictly prohibited.

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 inconsistent with academic integrity expectations and the professional nursing role during an examination review session will have their examination review ceased. Academic integrity violations during examination review may be subject to a grade of Zero (0) for the examination being reviewed and potential dismissal from the course and/or program.

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 time as 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

PHGSON OAR Testing Policy: Appendix C.

Online 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 and syllabi. 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 the lecturer's permission. Recorded audio files are for the student's personal use; public posting of such files by the student violates copyright law. No other type of electronic recording (audio, video, still photography) is allowed. Use of personal electronic devices for any type of recording in clinical settings is prohibited. Any student who posts or references personally identifiable health information or any type of recording in the clinical setting will be immediately deemed unable to progress in their respective program and face dismissal from the school.

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 Online Learning Support at onlinelearning@dyc.edu Student problems related to LMS should be referred to Online Learning.

CLINICAL COURSE POLICIES

On Campus Clinical Practice Center (Simulation and Lab) Requirements
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, Canvas and /or syllabi. **Any student out for one semester is required to re-demonstrate previously learned skills.** If a student is unable to demonstrate a skill in the clinical environment, the student will return to the lab for remediation and redemonstration. See the syllabus for specific details.

2. Professional behavior in the Simulation environment and Clinical Practice Centers: Students are expected to follow the same professional behavior guidelines during on-campus clinical practice sessions as described in the classroom and clinical settings.

3. Missed on-campus simulation and clinical practice: Any students missing an on-campus simulation and clinical practice session, or a part of a session, will be required to make up for the missed session. **The PHGSON Undergraduate Clinical Attendance Policy will apply.**

Health Record Requirements for Clinical/Simulation and Clinical Practice Courses

Students must provide specific health documentation as required by D'Youville University, PHGSON 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 participating in clinical, simulation and 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, and 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 may require Covid-19 testing and vaccination prior to and during clinical experiences, per site policy. 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.

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: Student health information

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/simulation /lab component, students will be provided with specific instructions and a school-specific code to establish a medical document management account with the online document management service.

Student payment of a one-time fee directly to the online document management service and will be required to establish the account. Students will be given a cohort-specific link before entering the clinical nursing course sequence. It is the student's responsibility to establish the account and 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, inability to progress, 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, simulation, and/or lab component, it is the responsibility of the student to provide documentation indicating clearance for participation in patient care activities without restrictions or limitations. Such documentation must be submitted to the School of Nursing to continue or resume attendance in clinical, simulation, lab experiences.

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 the student has full clearance for active participation in the clinical course. Documentation must include a healthcare facility letterhead and be signed and dated 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 accommodation after surgery or procedure, planned or unplanned, must make an intake appointment with the Office of Accessibility Resources Coordinator: disabilityservices@dyu.edu. https://www.dyu.edu/academics/academic-resources/office- accessibility-resources

- *Planned surgeries/procedures:*
  Intake appointments 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 an 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. If a student experiences complications related to pregnancy, they may be eligible for temporary accommodation. Documentation from the treating OB/gyn outlining the limitations should be submitted as soon as possible to support the accommodation request.

Note: A temporary disability may affect a student's ability to progress in a clinical course. Students are required to complete all clinical hours outlined in the curriculum prior to graduation. Additionally, clinical scheduling is subject to the availability and timeframes established by our clinical partners. Because clinical courses must be completed in sequence, any delay in completing required clinical hours may impact a student's academic progression.

Additional Clinical Course Requirements:

1. Students enrolled in any clinical nursing course must have professional liability insurance. Students are automatically billed for this insurance when they register for a clinical course. [Link](#)

2. It is strongly recommended that all students carry health insurance coverage throughout the program's duration. 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 basic injury and illness insurance plans 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 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 the 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 influenza 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 clinical agencies' requirements. Failure to supply such information will result in students' 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. Clinical, lab and simulation equipment and attire must follow uniform guidelines outlined in the Undergraduate Student Handbook and 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 prior to the next semester's onset. Students will make an appointment with the Clinical Practice Center to set a time for practice and re-demonstration.

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 and prevent academic progression.

2. Students applying for licensure to practice as a professional nurse must disclose criminal convictions. Criminal convictions might result in ineligibility for licensure.

3. D'Youville University and the PHGSON do not require criminal background checks before admission to the program. However, some clinical agencies do require current criminal background reports prior to 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. 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 REQUIREMENTS POLICY ("UNIFORM POLICY")

Students are required to present to all clinical activities (which may include on or off-site clinical, simulation or clinical practice center experiences) in the appropriate D'Youville University School of Nursing uniform. Details are listed below. If appearance is deemed inappropriate, the student will be dismissed from the Clinical, Simulation or Clinical Practice Center experience and a clinical make-up will be required (Clinical Attendance Policy will apply). 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 includes a student discount. Representatives from Buffalo Scrubs are available 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 /simulation activities). Red Polo shirt purchased by the bookstore, and black slacks/pants. 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.

Clinical and Simulation Experience Uniform:
- Red DYU Nursing Top and Black DYU Scrub Pants. It must be clean, wrinkle-free, and well-fitting.
- A long-sleeved white or black shirt under the Uniform top is optional, but sleeves must be pulled above the elbow for hand hygiene and direct patient care activities.
- DYU Nursing Jacket purchased from the Student Nurses Association (SNA) is the only approved jacket to wear over the Clinical Uniform. The sleeves must be pulled up above the elbow for hand hygiene and direct patient care activities. Absolutely no sweatshirts, hoodies or jackets other than those listed above are permissible.
- White or black stockings or socks.
- White or black plain uniform shoes (leather or wipeable). Must be closed-toed and heeled, low-heeled and free of holes (i.e. no Crocs® style).
- DYU Clinical Student ID is always worn above the waist.
   - *Some clinical sites may require students to obtain site specific ID badges, and such badges may have a fee associated with them. This will be worn with the DYU Badge.*
- Hair: Must be well-groomed and worn up/off the collar; Must be of natural color (no blues, purples, green, etc.) and free of tinsel/adornments. No headbands, ribbons, or head pieces, other than those related to religious/cultural requirements, may be worn
   - Head wear worn for religious/cultural requirements must be plain black or white in color. The head wear must be secured in place behind the neck to maintain asepsis.
- Eyelashes should be of natural length. No false eyelashes/eyelash extensions.
- Fragrances/Odors: Students must be fragrance-free and odorless while in clinical settings. This includes avoiding wearing perfumes, heavily scented soaps, or having tobacco and/or marijuana odor on clothing or person.
- Beards/mustaches must be kept neat and well-trimmed. This is to accommodate the use of masks/PPE as needed.
- Jewelry: No jewelry other than a simple wedding band and one pair of small post earrings. No necklaces, bracelets, or facial/tongue piercings may be worn. If unable to remove piercings, they must be covered with a flesh-colored bandage during all clinical experiences. Ear stretchers/expanders must be replaced with flesh-colored plugs.
- No visible body art (tattoos) as clinical partners have different requirements. Visible tattoos must be covered with approved long-sleeved top, approved jacket or flesh colored bandage.
- Make-up, if worn, must be natural appearing.
- Fingernails: must be well-groomed, clean, and natural. Natural nails must be short in length and not extend beyond the fingertip. No artificial nails or nail polishes (including gels and acrylics) are to be worn, due to infection control purposes.
- No tobacco/vaping/marijuana paraphernalia use or on person while at clinical.
- No smart watches or smart glasses
- No gum

Clinical Practice Center Uniform:

- Red DYU Polo and Black Pants. It must be clean, wrinkle-free, and well-fitting. No leggings.
- A long-sleeved white or black shirt under the Polo top is optional, but sleeves must be pulled up above the elbow for hand hygiene and activities.
- DYU Nursing Jacket purchased from Student Nurses Association (SNA) or a plain black or white scrub style jacket are both approved jackets to wear in Clinical Practice Center. The sleeves must be pulled up above the elbow for hand hygiene and patient care activities. Absolutely no sweatshirts, hoodies, or jackets other than those listed above are permissible.
- White or black plain uniform shoes (leather or wipeable). Must be closed toed and heeled, low heeled and free of holes (i.e. no Crocs® style)
- Fragrances/Odors: Students must be fragrance-free and odorless while in the Clinical Practice Center. This includes avoiding wearing perfumes, heavily scented soaps, or having tobacco and/or marijuana odor on clothing or person.
- Fingernails: must be well-groomed, clean, and natural. Natural nails must be short in length and not extend beyond the fingertip. No artificial nails or nail polishes (including gels, acrylics) are to be worn for infection control purposes.
- No tobacco/vaping/marijuana paraphernalia use or on person while in Clinical Practice Center.
- No gum

PROFESSIONAL BEHAVIOR POLICY

All students in the Patricia H. Garman School of Nursing must comply with federal confidentiality regulations (HIPAA). This governs all individually identifiable health information, communication, and electronic medical records. This federal regulation requires that health professionals limit discussion of patients to appropriate areas. As per clinical partner/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 enrolled in the nursing program are expected to exhibit professional behavior, demonstrating responsible and mature conduct in both academic and clinical environments. Unsafe and/or unprofessional conduct will not be tolerated. Such conduct exhibited by a student in any campus experience and/or cooperating clinical agency can result in failure in the course, clinical experience, dismissal from the course and/or dismissal from the program, regardless of previous grades earned.

To assure safe standards for the delivery of care, students accept full responsibility for their behavior and performance of safe practice during course related assignments in professional settings by their signature of attestation in the School of Nursing Handbook: Statement of Understanding. Additionally, students are expected to conduct themselves with integrity and honesty while completing course and program requirements. Any breach of academic integrity, as determined by the instructor, will result in automatic failure of the exam, paper, clinical rotation, or course and may result in dismissal from program and/or University.

Students are expected to maintain Professionalism in all aspects of the classroom, clinical, lab and simulation settings.

Any concerns regarding Professionalism will result in a Performance Improvement Plan/Education Advisory Board referral. Referral to the Nursing Student Conduct Committee may also be made for further action.

Professionalism infractions may include, but are not limited to:
- Tardiness/No Show/Unpreparedness in Clinical Practice Centers practices or testing, Simulation and/or Clinical Experience
    - Students may be sent home by faculty. Makeup may not be available.
- Late assignments: failure to turn in any course or clinical assignments by the due date without approval of instructor
- Professional Appearance Policy Infractions
- Unprofessional behaviors
    - Includes complaints from Instructor and/or Clinical Partners regarding the students performance in clinical settings (all complaints must be substantiated by faculty)
        - Student refusing to partake in patient care
        - Sitting/standing at nursing station and not answering call lights
        - Not being engaged with the nursing team, patient care
        - Inability to perform previously learned skills correctly
        - Poor attitude
        - Impairment concerns/Concerns student is under the influence
    - Disruptive behaviors in classroom, clinical experience, Clinical Practice Center, or simulation settings
        - On cell phone (talking, browsing, texting, etc.) at any time
        - Eating in the clinical/simulation/lab setting
        - Sleeping: students are not permitted to nap or sleep at any part during clinical hours (including in breakrooms, vehicles, etc.)
            - It is strongly recommended that students do not work the night before any academic or clinical activities to comply with this standard
        - Portraying boredom
        - Not having cameras on if session is being held via Zoom
        - Violating Smoking/Tobacco/Vaping policy.
- Non-compliance with Health Requirements (including but not limited to TB results, CPR, HIPAA, Clinical Partner Requirements)
    - Infractions may result in Clinical Absence; Clinical Attendance Policy will apply
- Academic Integrity Infractions
    - Plagiarism
    - Purchasing work from outside resources
    - Submitting work or course materials to outside resources (including papers/projects, study guides, quiz, or examination questions)
    - Cheating on quizzes, papers, or examinations
    - Using previously submitted work for a new grade

Repeated Professionalism Policy Infractions (per semester and/or per program) may result in inability to meet course outcomes and result in failure of course and/or dismissal from the program.

CLINICAL ATTENDANCE POLICY

1. NUR courses with the suffix "L" incorporate required clinical/laboratory/simulation (CLS) activities. Depending on the course, these activities may include off-campus clinical experiences, on-campus clinical preparation activities, laboratory experiences, simulation experiences, and clinical conferences.

2. Completion of all scheduled CLS experiences and associated CLS activities is mandatory for a student to meet course outcomes.

3. If a student must be absent from a scheduled CLS experience due to an *unavoidable circumstance*, the student must notify the assigned CLS faculty member **before** the start of the CLS experience in accordance with the guidelines provided to the student by the faculty member. Calling the PHG School of Nursing, text messaging, or notifying faculty via another student does not meet the notification requirement for a CLS absence. **Students must discuss the reason for their absence with the assigned faculty. The student will be required to provide appropriate documentation or statement supporting the reason for their clinical absence prior to the next clinical activity.** Failure to appropriately notify the faculty of the absence from a scheduled CLS 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. If a student must miss more than one clinical experience (clinical, laboratory, OR simulation), the student may need to withdraw from the course as course outcomes will not be able to be met. A note from a licensed provider may be required by faculty documenting the reason for absence. Failure to provide documentation when required by faculty will result in referral to PHGSON Administration and/or Student Conduct Committee for disciplinary actions.

5. Students are required to make up missed CLS experiences.

6. Assigned CLS 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 CLS make-up experience will be unable to meet the course's outcomes, which will result in a course failure.**

7. Late arrival and or early departure from a CLS experience will necessitate a CLS make-up experience for the student to meet the course requirements. A plan to make up for missed CLS experience will be implemented with individual students by CLS faculty.

8. Early departure from the clinical experience without notifying faculty, supervising RN or unit manager will be considered patient abandonment and will result in automatic course failure.

9. In circumstances where faculty determine that late arrival and/or early departure will prevent a student from meeting the objectives for the CLS experience, or that the student is unprepared to meet the objectives for the CLS experience, the student will be sent home, and a CLS absence day will result. Management of such an absence day will be subject to items 3, 4 and 5 of this policy, as stated above.

10. 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 CLS experience, students will be scheduled for a make-up activity that is consistent with the course outcomes. If D'Youville University is closed due to weather or other unforeseen circumstances, students will not attend scheduled CLS experiences. CLS makeup experience may be required to meet course outcomes.

<u>BREAKS DURING THE CLINICAL DAY POLICY</u>

- For students completing an 8-hour or 10- hour clinical day, they will have one 30-minute lunch break, along with a 15-minute break during the remainder of the clinical day; these may not be taken concurrently.
- For students completing a 12-hour clinical day, they will have a 30-minute lunch break, along with two 15-minute breaks during the remainder of the clinical day; these may not be taken concurrently.
- All students must receive permission from their Clinical Faculty and/or Nurse Preceptor prior to leaving the unit for a break. Breaks should not be taken while patient care is being performed, except for emergency circumstances. Hand-offs to the covering nurse will be given prior to leaving the unit.
- If a student leaves the unit for a break without giving a Hand-Off report to the covering nurse, this is considered patient abandonment.
- For safety reasons, students are not permitted to nap while on break.
- At no time is the student permitted to leave the main Clinical Campus while on break (such as leaving the hospital to take a break in your car, going to lunch across the street, or running home quickly).
- Professional Behavior Policy is expected to be followed during all breaks

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 VIOLATIONS

In addition to the campus guidelines concerning alcohol and drug policy violations, specific clinical guidelines apply to 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

NUR Prefix Courses:
A student may withdraw from a course for non-medical reasons a maximum of two times throughout their time enrolled in the Nursing program. Repeated withdrawals from the same course (more than once) are not permitted. More than two academic withdrawals are considered a lack of progress toward the degree.

A request for subsequent withdrawal requires review by the Undergraduate Nursing Admission, Progression and Retention (APR) committee.

Non-NUR Prefix Courses (required for major): 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. Information will be provided to students and should be completed during the last senior nursing course. Applications are completed online. 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 a 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 for 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 Assistant Director of Accessibility and Tutoring Services. Students are also encouraged to directly consult with the Title IX Coordinator and/or the Assistant Director of Accessibility and Tutoring 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 Assistant Director of Accessibility and Tutoring Services.

FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT)

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.

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 given access to their own education records for 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.

DYU student code of conduct: Student-Handbook & Code of Conduct

NY State Nurse Practice Act:
https://www.op.nysed.gov/professions/registered-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

Tech Support

D'Youville University IT Pulse Center (Tech Lounge, Tech Support) is available to support various Informational Technology (IT) issues for all students. 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, in the Student Study Lounge.

Student Fees
Student fees are based on full-time or part-time status and enrollment in certain classes and academic. For more information: https://www.dyu/cost-aid/tuition-fees/fees

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 be nominated. The students nominated should be in good academic standing.

2. Students nominated for committee positions will be appointed to fill vacancies after consulting 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 (FOSON)
Purpose: The purpose of the faculty organization is to plan, organize, implement, and evaluate the educational programs and to enhance 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.

Undergraduate 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.

Undergraduate Evaluation Committee
Purpose: Develop plans for Systematic Program Evaluation. Communicate results of program evaluation to PHGSON Undergraduate Faculty. Develop instruments 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 the Dean with 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.
Meetings: As needed

Undergraduate 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.

Undergraduate 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

UNDERGRADUATE NURSING SCHOLARSHIPS, HONORS AND AWARDS

Scholarships and Grants

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

Honors and Awards

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

- **Patricia H. Garman School of Nursing Undergraduate Academic Award**: This award is focused not only on academic achievement (minimum 3.2 GPA) but also on service, leadership, and impact on the campus or surrounding community. The nominations will be compiled and reviewed by the Honors Convocation committee to ensure that each nominee meets the award criteria prior to selection of finalists.

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 receive it at the School of Nursing Pinning Ceremony at which all graduating nursing students are honored.

Sigma Theta Tau, International Nursing Honor Society: Zeta Nu Chapter

In 1922, Sigma Theta Tau, the International Honor Society of Nursing, was incorporated. The Zeta Nu Chapter (D'Youville University) received a charter in 1981.

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

Membership is by **invitation only**, based on international academic achievement criteria:
Sigma Undergraduate Student Eligibility Criteria (minimum standards)
- 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 expectations of academic integrity.

Sigma Registered Nurse (RN-BSN) Students Eligibility Criteria (minimum standards)
- Completion of 12 credit hours at current school or
- 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 expectations of academic integrity.

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 include the ability to: pinch/pick-up objects with both hands, grasp small objects with hands/fingers, twist with hands, handwrite 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 extended periods.
  - Sensory, including the ability of:
    - Tactile: feel vibration, detect temperature, and 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; 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 affiliated agencies, and members of the community.
  - Express feelings and ideas professionally.
  - 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 limits 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.

APPENDIX B: UNDERGRADUATE PHGSON GENERAL TESTING POLICY

- Students must bring their D'Youville Student ID with them to each exam. This will be checked upon entry to the exam area.
- Testing seats will be numbered. Course instructors will assign seats to students, which they will receive upon entry into the testing area. Students may not switch seats unless instructed to do so by exam proctor.
- No objects are to be brought into the testing area, except for laptop/tablet/electronic device including electronic stylus and charger, unless otherwise stated by professor.
- All devices will be checked prior to the start of the exam.
- Electronic watches will not be allowed to be worn in the testing area.
- Calculators are provided in the exam software; no additional calculator will be allowed.
- Any pockets (pants, shirt, etc.) must be turned inside out and shown to proctors prior to entry into the exam room. Clothing with hoods must not contain any objects.
- No heavy jackets, extra sweatshirts, shawls, scarves, or hats will be allowed in the exam room. Any light jacket/sweater worn upon entry must be checked by proctors
- All students entering the testing room must have their ears checked by proctors for the presence of earphones/Air-pods. Cultural sensitivities will be acknowledged upon request.
- Pen/pencil and scrap paper(s) will be provided to student by proctors once seated as per individualized exam instructions. The paper must list the student's name at the top and be returned to the proctor at the end of the exam.
- Students should use the restroom before the exam starts. If need arises, student must raise hand and wait for assistance to be accompanied to restroom by exam proctor (as available)
- Beverages may be in a clear bottle/container with no labels. All bottles will be checked by exam proctors.
- Exams will start promptly at the time scheduled by the professor. If a student arrives late to the exam, they may not have additional allowed time past exam allowance. If arriving more than 30 minutes late without permission from the professor, the student may not sit for the exam; a grade of 0 will be given.
- Exam software showing completed upload must be shown to exam proctor prior to leaving exam room. Failure to confirm upload may result in a grade of 0 for the exam.

APPENDIX C: UNDERGRADUATE PHGSON OAR TESTING POLICY

Accommodations Requests for students enrolled in PHGSON
- Notice of Accommodations must be filed in the Office of Accessibility Resources (OAR) each semester, within the first week of classes, if possible.
- It is the student's responsibility to fill out a Testing Accommodations Request in the OAR at least ONE WEEK prior to each exam.
- If a request is received within 4 days or less before the exam, that student must contact OAR (disabilityservices@dyu.edu) for permission to take the exam in OAR.
- If the student does not fill out the Testing Accommodations Request, they may not be allowed to test in the OAR for that exam.

OAR Testing Room Policy for students enrolled in PHGSON
- Students must bring their D'Youville Student ID with them to each exam. This will be checked upon entry to the exam area.
- No objects are to be brought into OAR except for laptop/tablet/electronic device including electronic stylus and charger, unless otherwise stated by professor. All devices must be checked prior to entry into the OAR. Electronic watches will not be allowed in the exam room.
- Calculators are provided within the online testing software; no additional calculator will be allowed.
- Any pockets (pants, shirt, etc.) must be turned inside out and shown to OAR staff prior to entry into the exam room. Clothing with hoods must not contain any objects.
- No heavy jackets, extra sweatshirts, shawls, scarves, or hats will be allowed in the exam room. Any light jacket/sweater worn upon entry must be checked by OAR staff.
- All students entering the testing room must have their ears checked by OAR staff for the presence of earphones/Airpods. Cultural sensitivities will be acknowledged upon request.
- Pen/pencil and scrap paper(s) will be provided to students by OAR staff once seated as per individualized exam instructions. Paper must list student's name at top and be returned to OAR staff at end of the exam for scanning to course professor.
- Students should use the restroom before the exam starts. If the need arises, students must raise their hands and wait for assistance to be accompanied to the OAR restroom by staff.
- Beverages may be in a clear bottle/container with no labels and checked by OAR staff.
- Students will be assigned seats by OAR staff, leaving one space between if possible. Once seated, students may not switch seats unless instructed to do so by OAR staff.
- The exam will start promptly at the time scheduled by the professor. If a student arrives late to the OAR, they may not have additional allowed time past testing accommodations. If arriving more than 30 minutes late without permission from the professor, the student may not sit for the exam; a grade of 0 will be given.
- Exam software showing completed upload must be shown to OAR proctor prior to leaving exam room. Students should contact their professor within 30 minutes of the exam ending via email to ensure that the exam is uploaded. Failure to confirm upload with the professor may result in a grade of 0 for the exam.

AFFIRMATION OF RECEIPT
Patricia H. Garman School of Nursing
UNDERGRADUATE HANDBOOK
2025-2026

NAME **(PRINTED):** _____

SIGNATURE **(HANDWRITTEN):** _____

STUDENT ID #: _____

DATE: _____

My signature above affirms that I have received notice that the current *Undergraduate Nursing Handbook 2025-2026* has been posted to the D'Youville University Nursing Website. I further affirm that **I know how to access** *the 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.

ACKNOWLEDGEMENT OF RISK

I certify that I have carefully read and understood this document. I acknowledge and understand that, as explained in this document, my degree program requires 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 participation in clinical experiences. I expressly agree and promise to accept and assume all risks associated with doing so. I agree 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)