

**Wegmans School of Nursing
Handbook for Nursing Programs**

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Wegmans School of Nursing
Handbook for Nursing Programs
INFORMATION FOR ALL PROGRAMS SECTION

Mission

Professional nursing education at the undergraduate, graduate, and doctorate of nursing practice level requires *discipline* to meet and exceed professional standards; *knowledge* of liberal arts and sciences as well as theories and models that guide scholarly practice; and *goodness* in the sense of commitment to meeting societal nursing needs for diverse populations through accountable practice.

The Wegmans School of Nursing is dedicated to graduating baccalaureate, advanced practice nurses, and doctoral-level clinicians, who will provide expert, compassionate, ethical care, and be leaders in nursing and healthcare environments. To promote an internalized standard of excellence in nursing practice, the School of Nursing fosters academic and clinical practice environments for students that provide the opportunity for students and faculty to engage in:

- Active involvement in the quest for knowledge
- Professional competence
- Collaborative relationships
- Ongoing personal growth
- Flexibility and openness to change
- Effective communication
- Modeling of professional behaviors
- Community involvement

Goals

1. To prepare baccalaureate, advanced practice, and doctoral-level clinicians
2. To provide educational models that are sensitive to the needs of a diverse student body
3. To participate in local, state, national, and global healthcare and nursing education policy development and implementation in professional and civic venues
4. To provide a supportive, collegial environment that encourages excellence in teaching-learning, professional development, and faculty/student scholarship
5. To improve clinical practice outcomes, health policy, and care delivery methodologies

Program Outcomes

B.S. Program Outcomes

Upon completion of the Bachelor of Science Degree in Nursing, the graduate will be prepared to:

- Integrate the liberal arts and sciences and nursing courses to promote holistic outcomes for clients.
- Support interprofessional communication and collaboration for improving client health outcomes.
- Advocate for clients and support their right to safe, compassionate, and holistic nursing care.
- Integrate critical thinking and decision-making throughout the nursing process to improve the care of clients.

- Practice as a responsible member of the nursing profession reflecting current standards of practice including ethical and legal accountability.
- Apply basic organizational and systems leadership for quality care and patient safety in the provision and management of health care.
- Practice patient-centered care respectfully and nonjudgmentally with diverse populations of individuals, families, and communities.
- Engage in ongoing, self-directed learning, self-evaluation, and goal setting throughout their nursing career.
- Engage in the scholarship of evidence-based practice and research to support high quality health outcomes and safe nursing care.
- Promote clinical prevention and population health based on an understanding of global health care issues.
- Use information management systems and apply patient care technologies for clinical decision-making.

M.S. in Nursing Program Outcomes

Upon completion of the M.S. in Nursing program, the graduate will be prepared to:

- Synthesize knowledge from nursing and related disciplines to design, implement, and evaluate health services, educational offerings, program resources, and research.
- Engage in multidisciplinary communication to facilitate intervention systems, scientific inquiry, education, and collaboration/negotiation that will positively influence healthcare outcomes.
- Provide and advocate for compassionate, high-quality, cost-effective, holistic advanced practice nursing care in diverse settings within communities and health systems.
- Use evidence-based intervention and educational strategies to promote, maintain, restore health, or provide end-of-life care.
- Integrate into role implementation the legal principles and the professional and ethical values essential to advanced practice nursing.
- Serve as a leader in advancing healthcare by promoting expert nursing practice and education through collegial relationships.
- Promote practice and education models that are respectful of diversity and pluralism and are based on knowledge of the policies and political issues that influence outcomes of care.
- Develop a personal advanced practice model which incorporates a commitment to lifelong learning and the advancement of the art and science of nursing.
- Engage in the development of contemporary nursing strategies and models which reflect emerging nursing practice.

Doctor of Nursing Practice (DNP) Program Outcomes

At the completion of the program, the graduate will be prepared to:

- Implement and evaluate clinical practice based on scientific knowledge.
- Assume advanced practice nursing roles as an expert clinician.
- Demonstrate advanced leadership skills necessary to meet the challenges of increasingly complex healthcare organizations.

- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence to improve professional practice.
- Apply clinical scholarship methodologies for organizational quality improvement, evidence-based practice, and healthcare outcomes.
- Use advanced skills to design, develop, and implement the use of contemporary technological information systems.
- Demonstrate expertise in the analysis, formulation, and implementation of healthcare policy.
- Collaborate with interdisciplinary teams necessary to meet healthcare needs of individuals and populations.
- Apply ethical theories, legal and practice standards, and advocacy to decision-making in healthcare issues.
- Apply population-based methodologies for health promotion and disease-prevention in advanced practice.

Curricular Elements

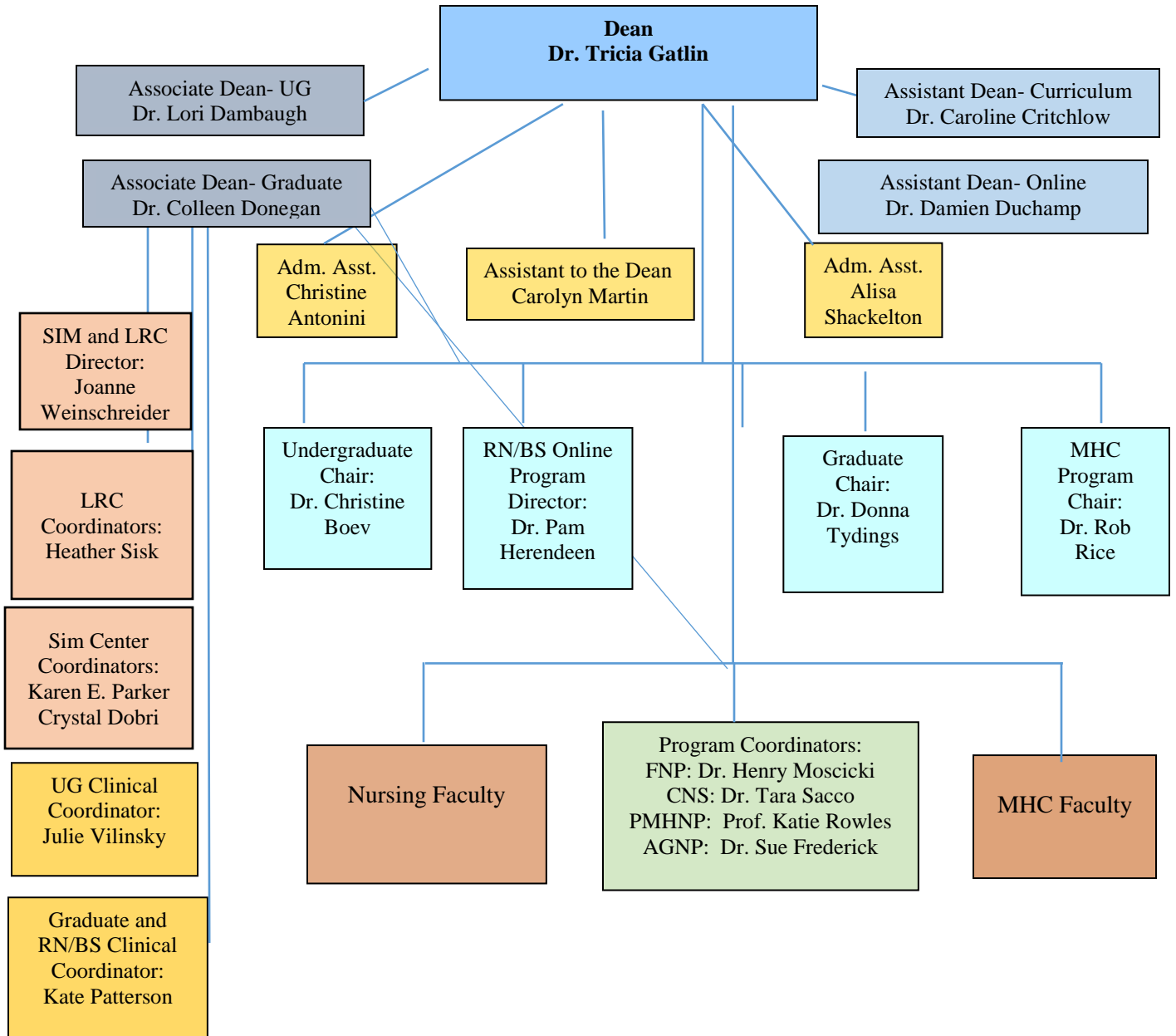
The WSON eight curricular elements, developed by the faculty, in concert with the College-Wide Learning Goals, shape the curricula and evaluation methods, and establish the desired outcomes for the undergraduate and graduate programs.

Element	Definition
Knowledge	Building upon a liberal arts and science base, an understanding and internalization of the discipline of nursing acquired through Carper's (1978) four patterns of knowing; empirics, the science of nursing; aesthetic, the art of nursing; personal knowledge or self-knowledge; and ethics the component of moral knowledge. Use of evidence-based practice; measurement of outcomes. Appreciation for patterns of knowing, capacity for evaluating, synthesizing or mental manipulation of ideas across disciplines; awareness of what one knows and what one does not know.
Communication	Compassionate, therapeutic, interdisciplinary, essence of nursing. Foundation for nurse/client (individual, families, groups and populations) therapeutic relationship; Writing skills, computer skills, information access and evaluation.
Holism	Understanding the interactive aspects within and among humans; understanding continua of processes. The whole is greater than the sum of the parts – appreciating this; recognition of humans and environments as complex, dynamic entities.
Praxis	The actualization of knowledge in systematic nursing practice. Scholarly practice. Practice of nursing which is informed (influenced, directed, impacted) by four patterns of knowing; a creative process that evolves in interaction with client and environment.
Professional Values	Affectively held beliefs and understandings about professional nursing practice. Give definition to the character, responsibilities and moral obligations pertaining to accountable nursing practice. Defined in part by

	professional organizations but reside in individuals and actualized in practice and role function.
Role	Use of nursing knowledge, scholarly practice, laws and guidelines; Personal or acquired skills in delivery of nursing professional skills (teaching, therapeutics, measurement) to populations. Awareness of self and others as nurse; vehicle for actualizing professional values and commitment.
Diversity	An appreciation, respect, and acceptance for cultural influences in all aspects of life, including health, illness and death. An understanding of global interrelatedness of individuals and health care systems. Embracing and celebrating difference.
Life-Long Learning	A passion for continual expansion of self as a member of society, and as a member of a profession. Self-directed behaviors, reflection, goal-setting, setting boundaries. Commitment to growth.

Organizational Structure

Wegmans School of Nursing Organizational Structure



Organizing Framework for all programs: UG, Masters, Doctoral

Undergraduate	
Traditional Undergraduate Program	<i>American Associate of Colleges of Nursing’s (AACN) Essentials of Baccalaureate Education, the American Nurses Association’s Standards of Practice, the American Nurses Association’s Code of Ethics for Nurses, Quality & Safety Education for Nurses’ KSAs, and the SJFC Wegmans School of Nursing Undergraduate Program Outcomes</i>
RN/BS Program	<i>American Associate of Colleges of Nursing’s (AACN) Essentials of Baccalaureate Education, the American Nurses Association’s Standards of Practice, the American Nurses Association’s Code of Ethics for Nurses, Quality & Safety Education for Nurses’ KSAs, and the SJFC Wegmans School of Nursing Undergraduate Program Outcomes</i>
Masters	
Scholarship Core: 21/22 credits for MS programs 15 Credits for all Post-BS DNP Programs	<i>AACN: Essentials of Master’s Education in Nursing The American Nurses Association (ANA): Standards of Practice New York State Education Department (NYSED): WSON Regulations & Quality Indicators for Nursing Education SJFC Wegmans School of Nursing Graduate Program Outcomes</i>
Direct Care Core: 9 credits for all MS & DNP programs	<i>AACN: Essentials of Master’s Education in Nursing ANA: Scope and Standards for Advanced Practice Registered Nursing NYSED: WSON Regulations & Quality Indicators for Nursing Education SJFC Wegmans School of Nursing Graduate Program Outcomes</i>
Clinical Core by Program: Credits vary by program	<i>Consensus Model for APRN Regulation, Licensure, Accreditation, Certification & Education</i>
Adult/Gero Clinical Nurse Specialist (AGCNS): 13 credits	<i>In addition to AACN, ANA, NYSED & LACE: National Association of Clinical Nurse Specialists, AACN: Essentials of Master’s Education in Nursing Task Force on Quality Nurse Practitioner Education)(NTF Criteria) SJFC Wegmans School of Nursing Graduate Program Outcomes Eligible for NYSED and national professional certifications</i>
Primary Care Family Nurse Practitioner (FNP): 16-19 credits	<i>In addition to AACN, ANA, NYSED & LACE: National Organization of Nurse Practitioner Faculty Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education)(NTF Criteria) SJFC Wegmans School of Nursing Graduate Program Outcomes Eligible for NYSED and national professional certifications</i>
Adult/Gero Acute Care Nurse	<i>In addition to AACN, ANA, NYSED & LACE: National Organization of Nurse Practitioner Faculty</i>

Practitioner (AGACNP): 16 credits	<i>Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education)(NTF Criteria)</i> <i>AACN-Critical Care- Scope and Standards for ACNP</i> <i>SJFC Wegmans School of Nursing Graduate Program Outcomes</i> Eligible for NYSED and national professional certifications
Adult/Gero Primary Care Nurse Practitioner (AGPCNP): 16 credits	In addition to AACN, ANA, NYSED & LACE: National Organization of Nurse Practitioner Faculty <i>Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education)(NTF Criteria)</i> <i>SJFC Wegmans School of Nursing Graduate Program Outcomes</i> Eligible for NYSED and national professional certifications
Psychiatric Mental Health Nurse Practitioner (PMHNP): 23 credits	In addition to AACN, ANA, NYSED & LACE: National Organization of Nurse Practitioner Faculty <i>Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education)(NTF Criteria)</i> <i>SJFC Wegmans School of Nursing Graduate Program Outcomes</i> Eligible for NYSED and national professional certifications
DNP	
Post-BS DNP: 48/49 credits plus Scholarship & Direct Care Core	Specific to programs above AACN: <i>The Essentials of Doctoral Education for Advanced Practice Nursing</i> Eligible for NYSED and national professional certifications
Post-MS DNP: 33 credits	AACN: <i>The Essentials of Doctoral Education for Advanced Practice Nursing</i>

Web site links

Traditional Undergraduate (pre-licensure)

<https://www.sjfc.edu/major-minors/nursing/>

RN to BS Undergraduate

<https://www.sjfc.edu/major-minors/rn-to-bsn-online/>

Masters Programs- AGCNS, AGACNP, AGPCNP, PCFNP, PMHNP

<https://www.sjfc.edu/graduate-programs/ms-in-nursing-programs/>

Certificate Programs- AGCNS, AGACNP, AGPCNP, PCFNP, PMHNP

<https://www.sjfc.edu/graduate-programs/ms-in-nursing-programs/>

Doctoral Program- DNP Post-Masters, DNP Post-Baccalaureate

<https://www.sjfc.edu/graduate-programs/doctor-of-nursing-practice-dnp/>

Policies and Guidelines

SJFC Academic Integrity Policy, Procedures and Appeal Process:

<http://go.sjfc.edu/integrity>

WSON Attendance and Participation

The following guidelines provide the student with expectations that reflect participative, responsible student learning behaviors:

1. Prompt attendance is required for classes, clinical, simulation, and/or skills lab experiences. Excessive absences, including leaving early or arriving late, may result in a faculty member assigning a grade of “failure due to absence” (FA) as indicated in the grading policy and College catalog.
2. Online students are expected to actively participate in all aspects of online courses and maintain a presence in the cyber community through regular contributions to class discussions, group work, and other activities online. Failure to participate on a regular basis may result in a faculty member assigning a grade of “failure due to absence” (FA) as indicated in the grading policy and College catalog.
3. Students will prepare as designated in the course syllabus for class, lab experiences, simulation experiences, and clinical. Students will actively participate in **ALL** teaching learning activities.
4. Students will be proactive in seeking faculty assistance in order to be successful in achieving course objectives.
5. Students will organize and manage their time to utilize the skills laboratory, simulation, course, library, and Internet resources for self-directed learning.
6. If an absence from a class, clinical, simulation, and/or skills lab experience is anticipated, the student **should notify the faculty in the course as soon as the student realizes there is a conflict that cannot be avoided.**
7. For any absence from class, clinical, simulation, and/or skills lab experiences, it is the student’s responsibility to initiate a meeting with the appropriate course faculty, so a plan for meeting the requirements for the course can be reviewed and approved by faculty. The faculty establishes expectations and the deadline for makeup work. **All assigned work for each course must be completed to pass the course.**
8. The student is accountable for communicating with course faculty in the case of any absence. The faculty may request documentation to verify the need for an absence (e.g., a note from a healthcare provider clearing the student for return to class/clinical). The Health and Wellness Center at St. John Fisher College does not provide documentation of illness/injury unless the student was originally seen in the Health and Wellness Center for the illness/injury. **The student is responsible for the consequences of the absence.**

9. It is expected that **examinations will be taken by the student as scheduled in the syllabus, and that assignments will be submitted on the date indicated in the syllabus**. It is at the discretion of course faculty to decide if extraordinary circumstances presented by the student will merit any exceptions to this policy.

Guideline for Written Assignments

The Wegmans School of Nursing has the following guidelines regarding written assignments:

1. The most current edition of the *Publication Manual of the American Psychological Association* is the required style manual that must be followed for all scholarly writing assignments in the Wegmans School of Nursing.
2. Written work will be submitted on time and to the designated faculty member in person, unless otherwise arranged, and will be congruent with faculty guidelines for the specific assignment.
3. One electronic copy and one printed copy of each student paper are required, unless faculty direct students to submit to an electronic assignment site for grading.
4. Plagiarism in a paper will make the paper unacceptable and will result in actions described in the section on “Academic Honesty”
5. All written work submitted should be original and done for the specific course that semester. When students are repeating a course, they must do original work and not submit previously written papers or other assignments.
6. Faculty may require students to submit papers to TurnItIn or other designated website to determine plagiarism.
7. All students are expected to be familiar with the details of the SJFC Policy on Academic Integrity found at: <http://go.sjfc.edu/integrity>.

American Psychological Association (APA) Formatting Expectations and Guidelines

(Revised 8/4/2020)

All papers written in WSON courses should follow the formatting requirements and standards found in the *Publication Manual of the American Psychological Association, 7th edition*. Listed below is a quick guide for finding common APA formatting requirements and examples in the APA manual. Refer to the specified sections of the manual for additional information and examples.

1. Title page with running head
 - a. Sections 2.3-2.8 pp. 30-38, Section 2.16-2.22 pp. 43-45
 - b. Example pp. 31 & 32
2. Page numbers/headers
 - a. Section 2.2-2.3 pp. 30, Section 2.16-2.18, pp. 43-44

- b. Example p. 31 & 32
- 3. Spacing, margins, and paragraphs
 - a. Section 2.21-2.24 pp. 45-46
- 4. Font
 - a. Section 2.19, pp. 2.19
 - b. NOTE: The WSON expectation is the use of Times New Roman, 12 point font
- 5. Section headers and section labels
 - a. Section 2.27, pp. 47-48
 - i. See Table 2.3
 - ii. Examples pp. 48 & 49
 - b. Section 2.28, pp. 49
- 6. Lists
 - a. If the student chooses to bullet point or order by number/letter within a paper, it must be done by the APA formatting standards
 - b. Section 6.49-6.52, pp. 189-191
- 7. Abbreviations
 - a. Sections 6.24-6.31 pp. 172-178
- 8. Numbers
 - a. Sections 6.32-6.39, pp. 178-181
- 9. Statistics
 - a. Sections 6.40-6.48, pp.181-189
 - i. See Table 6.5
- 10. In-text citations
 - a. Appropriate Level of Citation: Section 8.1 pp. 254-354
 - b. Plagiarism/self-plagiarism: Section 8.2, pp. 254-256; Section 8.3, pp. 256-257.
 - c. Author-Date Citation System: Section 8.10, pp. 261-262
 - d. Parenthetical and Narrative Citations: Section 8.11, pp. 262-263
 - e. Citing Multiple Words: Section 8.12, pp. 263-264
 - f. Different types of citations (Sections 8.7-8.22, pp. 259-269). Most common:
 - i. Number of Authors to Include: Section 8.17, pp. 266
 - 1. See Table 8.1
 - ii. Works with Same Author/Same Date: Section 8.19, pp. 267
 - iii. Personal communications - Section 8.9 pp. 260-261
 - g. Examples pp. 50-67
- 11. Primary vs. Secondary Sources
 - a. Section 8.6, pp. 258
- 12. Paraphrasing & Quotations (***Quote properly, paraphrase preferentially***)
 - a. Paraphrasing: Section 8.23-8.24, pp. 269-270
 - b. Quoting: Sections 8.25-8.33, pp. 270-277
 - i. Principles of Direct Quotation: section 8.25, pp. 270-271
 - ii. Short Quotations: Section 8.26, pp. 271
 - iii. Block Quotations: section 8.27, pp. 272-273
 - iv. Examples (correct/incorrect): pp. 272
- 13. Reference list
 - a. Reference Categories: Section 9.1, pp. 281
 - b. Using the Webpages/Websites Category: Section 9.2, pp. 282

- c. Online and Print References: Section 9.3, pp. 282-283
- d. Principles of Reference List Entries: Sections 9.4-9.6, pp. 283-285
 - i. See Figure 9.1 & Table 9.1
- e. Reference Elements: Sections 9.7-9.37, pp. 285-301
- f. Reference List Format/Order: Section 9.43-9.50, pp. 303-306
- g. Reference Examples: Sections 10.1-10.16, pp. 316-352. Most common:
 - i. Periodicals: Section 10.1, pp. 316-321
 - ii. Books/Reference Works: Section 10.2, pp. 321-326
 - iii. Edited Book Chapters/Entries in Reference Words: Section 10.3, pp. 326-329
 - iv. Online Media: Section 10.15, pp. 348-352

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WSON Testing Policies

St. John Fisher College Wegmans School of Nursing Expectations for Remote Exams

The following are our expectations related to remote testing. Faculty will be utilizing advanced virtual proctoring technologies to ensure the integrity of our testing and to monitor students during testing. Students are reminded that during testing they are to take these exams on their own, with no outside assistance or collaboration. Please refer to the testing policy that is available in your individual class syllabus and in the WSON Student Handbook on the website. As a reminder, dishonesty during testing includes sharing of answers, using outside resources, notes, electronic resources. Academic dishonesty may result in dismissal from the nursing program. As a reminder the attestation for testing is below:

Student Attestation for Testing

- I affirm that I have neither given nor received unauthorized aid on this quiz/exam/test.
- I will not discuss the content of the quiz/exam/test in general or specific terms related to content, concepts or questions with anyone at any time.
- I understand that failure to comply in full with the above confidentiality requirements will result in grading penalties and initiation of the St. John Fisher College academic dishonesty process.
- Cheating on this or any exam violates the Wegmans School of Nursing policies found in the WSON Student Handbook and is evidence of professional misconduct that will result in penalties that can include dismissal from the nursing program.

WSON Testing Policies (cont.)

The following policies pertain to all testing situations in the WSON. These are posted in WSON classrooms and computer labs, available to students in the Wegmans School of Nursing Student Handbook and enforced by all exam proctors.

The WSON has a **zero tolerance policy** for cheating on tests. Cheating or compromising test security is an ethical concern and a sign of professional misconduct. The college-wide Academic Integrity Policy is found at: <http://go.sjfc.edu/integrity>.

Policy 5.1 Course Examination Policy

Policy: Students are expected to take course examinations on the date indicated in the course syllabus.

Procedures:

1. If an exam is missed, it is at the discretion of the course faculty to decide if extraordinary circumstances presented by the student will merit any exceptions to this policy. Prior notification by the student to the faculty is required if an exam will be missed in order for exceptions to be considered.
2. The range of possible extraordinary circumstances include but are not limited to:
 - a. Death in family
 - b. Hospitalization
 - c. Personal illness
 - d. Family illness
 - e. Serious injury
3. If an exception is made due to extraordinary circumstances, it is the expectation that the student is prepared to take the exam within 24 hours of the original exam date/time as indicated in the course syllabus. In the event that the student is unable to take the exam within 24 hours of the original date/time the exam is scheduled, documentation of the illness/injury from a healthcare provider may be required and it is up to the discretion of the course faculty whether that exam is offered after 24 hours.
4. The Health and Wellness Center at St. John Fisher College does not provide documentation of illness/injury unless the student was originally seen in the Health and Wellness Center for the illness/injury that precipitated the missed course examination.
5. Exams missed due to scheduled vacations, appointments, oversleeping, interviews, shadowing, or work-related commitments will result in a grade of **zero** for the test.
6. All communication related to a missed exam and plans for make-up must be documented in an email to/from the faculty and student; and will be placed in the student's file.

Policy 5.2 Classroom Testing Policies

Policy: The following policies pertain to all testing situations in the WSON. These are posted in WSON classrooms and computer labs, available to students in the *Nursing Student Handbook* and enforced by all exam proctors.

For All Tests:

1. Turn **off** all electronic devices (e.g., SMART phones, cell phones, beepers, iPods, Apple Watches, etc.).
2. All electronic devices, including any device that can record pictures, videos, audio, etc., are to be secured in a backpack or purse and are not to be accessed or used during testing.
3. Calculators are to be basic calculators and must be approved by the proctor.
4. All purses/backpacks, books, papers, food, drinks, and other materials, except a pencil/pen, are to be removed from the desk and placed in an area of the testing room designated by the proctor.
5. Students may use a scrap piece of paper for calculations that is provided by the proctor only; no other papers are to be on student desks during testing. This scrap paper must be signed and returned to the proctor prior to leaving the testing area.
6. No talking or eating/drinking is allowed during testing.
7. Hats must be removed.
8. The proctor may assign seats for testing.
9. Attestations for academic honesty are signed by the student prior to starting the test.
10. Looking around the room and at others' tests/computer screens is not allowed. OR Obtaining or attempting to obtain answers from another student by viewing their computer screen or communicating in any unauthorized manner is not allowed.
11. Test questions are randomized; therefore tests are not the same.
12. All students must remain in the testing area once the test has begun. If an emergency arises, the student will be escorted to and from the testing area by staff/faculty contacted by the proctor.
13. All paper tests, with the attached signed attestations for academic honesty, must be signed and handed in to the proctor when the student is finished prior to leaving the testing area.
14. Students must leave the testing area when they complete the exam and are not permitted to return to the area until all students are finished with the exam.
15. Students may not share or discuss test questions with other students or write down questions for others or their personal use.
16. Students may not read the questions aloud during the exam while other students are present in the testing area.
17. **Students may not electronically, or by any means, copy, print, or duplicate any exam or part of an exam.**
18. The consequences for cheating or altering test security, as determined by the course faculty, may include: a grade of zero for the test, failure of the course, or dismissal from the nursing program. The college-wide Academic Integrity Policy is found at: <http://go.sjfc.edu/integrity>

For ExamSoft® Testing:

1. All students in the program will take nursing exams on their own required laptop computer as detailed in the Nursing Student Handbook.
2. Students will be expected to arrive at the exam site with their laptops adequately charged for the duration of the exam. Students should also bring a second battery for their computer.

3. Students will be responsible for downloading the *Exemplify* application to their own devices prior to the exam and ensuring that it is operational by testing with a mock exam provided by the faculty. This download will only need to be performed once per device.
4. Students will be enrolled by faculty into courses in ExamSoft®. This will provide students with access to the appropriate exams in their courses.
5. It is expected that the exam download will be done **24 hours prior to** the start of the exam. Students will receive notification from the faculty prior to an exam instructing the students to download the exam to their device for testing the following day.
6. No additional time for testing will be provided for students who have not completed the download process prior to the exam time.
7. Attendance will be taken by the proctor prior to the start of every exam.
8. Students are expected to arrive at the testing room at least 5 minutes prior to the exam start time so that attendance can be taken.
9. Arriving late, needing an emergency break, downloading the exam, etc. will **not** result in additional time for the student to complete the test.
10. When a student has completed the exam, he/she must upload it and show the faculty proctor in the room the 'green' screen, which indicates successful upload of the exam, prior to leaving the exam room. Faculty will check the student's name off the attendance list as completed.
11. Students will be required to adhere to existing testing and academic policies found in the Nursing Student Handbook.
12. Students are expected to adhere to professional standards of accountability, responsibility, and academic integrity and honesty. Examples of violations of these standards include but are not limited to:
 - a. Sharing exam passwords with any other student
 - b. Sharing account password to allow another student to test under his/her identity
 - c. Failure to complete 'reverse download' of an exam upon faculty request
 - d. Attempting to take the exam outside of the proctored area without faculty authorization.

For Other Computerized Testing (e.g., Blackboard):

1. Computer test questions are randomized; therefore tests are not the same.
2. The only program to be open for computerized tests is the test itself on Blackboard or other testing site, with the exception of the Microsoft calculator program if permitted by the proctor/faculty. At no time may a student leave the testing web page.
3. The test can only be opened once and submitted. Students will lose answers if they leave the test for any reason or do not submit the test when finished.

WSON Student Grade Appeal Process

Students who choose to appeal the grade they have earned in a nursing course should:

1. Discuss the grade with the course faculty within five business days of when the grade is posted.
2. If the student is not satisfied with the outcome of the meeting with the faculty member, the concerns should be put in writing, forwarded to the Chair or Program Director, and the student should make an appointment to meet with the Chair or Program Director.

3. If the student is not satisfied with the outcome of the meeting with the Chair or Program Director, the student should make an appointment to meet with the Associate Dean to discuss the concerns.
4. The Associate Dean will convene a committee of two faculty to review the student's written case. The Associate Dean will chair the committee and a written decision will be sent to the student via email.
5. The decision of the review committee is final for all grade appeals within the Wegmans School of Nursing.

WSON Student Grievance Procedure

The SJFC faculty members are committed to assisting you in achieving your academic goals. Faculty members in the Wegmans School of Nursing at SJFC believe that teaching and learning occur as a dynamic process involving the student, the teacher, and the environment. Faculty members strive to create a personal and professional environment conducive to student achievement and growth. Basic to this is a sense of respect and openness in the sharing of ideas, and in role modeling. If a student discerns that there has been any instance of unfair treatment, a lack of communication, or a breach of Wegmans School of Nursing or College policy, the student should follow the administrative "chain of command" in order to seek a resolution:

1. Make an appointment with the faculty member who is involved, in order to discuss your grievance. Put your concerns in writing to be concise in your presentation in order to reach consensus and a plan for resolution.
2. If your issue is not resolved with the faculty member, make an appointment with the Chair/Program Director. Forward the details of the grievance and proposed plan for resolution in writing to the Chair/Program Director prior to the scheduled meeting.
3. If the issue is not resolved, a hearing will be convened by the Associate Dean.
4. The decision of the Hearing Panel is final.

Professional Misconduct, Hearing, and Appeals Process

Failure to Meet Professional Conduct and Behavior Guidelines

When a student violates the expectations for professional conduct, there will be a review and investigation of the reported behavior by the Chair or Program Director. If based on the investigation, a charge of professional misconduct is substantiated the Chair or Program Director refers the case for a Hearing following the guidelines below.

Hearing Procedures for Student Grievance and Professional Standards Conduct Violations

General Procedures:

The following is a general description of the Student Grievance and Professional Standards Conduct Hearing Procedures. These procedures may vary as appropriate for specific hearings.

1. The Associate Dean chairs the Professional Standards Conduct Hearing Procedures and convenes a Professional Standards Conduct Hearing Committee consisting of the Associate Dean (Chair) and two faculty members with practice experience relevant to the situation.
2. The Professional Standards Conduct Hearing Committee will review statements on confidentiality and procedures for fairness, the alleged violations, and any associated incident report(s).

3. The complainant(s) and respondent(s) will be asked to present their accounts of the incident or behavior in question, including presenting relevant evidence and responding to any information provided by any witnesses. This can be done in writing or in person or both.
4. The Professional Standards Hearing Committee will have the opportunity to ask the complainant(s), respondent(s), and any witnesses who attend the hearing relevant questions in regard to the incident.
5. The Associate Dean will summarize to the complainant(s) and respondent(s) their understanding of the incident or behavior in question.
6. The complainant(s) and respondent(s) will be offered an opportunity to make a summary statement to the Professional Standards Conduct Hearing Committee at the conclusion of the hearing.
7. All other persons, besides the Professional Standards Conduct Hearing Committee, will then be excused from the hearing room while the Professional Standards Conduct Hearing Committee considers the information presented and determines responsibility for the violation, and any sanctions to be applied in the event the respondent is found responsible for the violation.
8. The student will be informed of the outcome of the hearing verbally at the closing of the hearing or may be told that more information is needed before making a decision.
 - a. If a student is found not responsible, no further action will be taken.
 - b. If a student is found responsible, any sanctions will be effective immediately.
 - c. If more information is needed, the student will be provided with a date by which the decision will be made.

If the Associate Dean or other Professional Standards Conduct Hearing Committee members determine that a witness or complainant may be emotionally harmed by giving evidence or information in the presence of the respondent during a Professional Standards Conduct Hearing, arrangements may be made to allow witness participation while not depriving the respondent of access to the evidence or information. As appropriate and requested, College personnel will provide support to students in those cases involving sexual or physical assaults.

Please Note: No audio or other recording of a Professional Standards Conduct Committee Hearing or Administrative Hearing is permitted by any person.

Witnesses:

The respondent may request that a witness/witnesses with firsthand knowledge submit a notarized statement. Statements must be received at least 48 hours before the scheduled hearing. In a Professional Standards Conduct Committee Hearing, and at his/her discretion, the WSON Associate Dean may request that witnesses who have submitted statements attend the hearing. The respondent may choose one person to act as a character witness who will submit a statement to the Associate Dean no later than 24 hours prior to the scheduled hearing.

Please note that all Professional Standards Conduct Hearings are private and closed to everyone except the involved persons (i.e., the Complainant, the Respondent, and those witnesses invited by the Associate Dean). A student may not be accompanied by legal counsel (whether a practicing attorney or not) unless criminal charges are pending or foreseeable, in which case an attorney may accompany the student for the sole purpose of

advising the student during the hearing. The ability to have legal counsel present is restricted to the Professional Standards Conduct Hearing. Legal counsel may not be present during subsequent appeal hearings, if any.

Procedure for Determining Responsibility:

In order to make a decision regarding any alleged violations, the Professional Standards Conduct Hearing Committee reviews all information presented through the report(s), complainant, respondent, and any witnesses. The determination will be made on the basis of whether there is sufficient evidence, in the judgment of the Professional Standards Conduct Hearing Committee, that the respondent violated any Professional Standards policies/regulations. The Professional Standards Conduct Hearing Committee will review the relevant information presented to determine the outcome that is best supported by that information.

Types of Sanctions:

If a student is found responsible for a violation, the Professional Standards Conduct Hearing Committee will determine the appropriate sanction(s). Prior violations for which a student was held responsible and subject to previous sanctions are taken into consideration when sanctioning decisions are made in all cases. The sanction(s) designated by the Committee may include the following (or modifications or combinations of them):

- a. No action.
- b. Written Warning: An official written statement that documents the finding of responsibility for violation(s) of Professional Standards policy.
- c. Disciplinary Probation: A period of time specified for observing and evaluating a student's conduct, with or without special conditions. The student shall automatically be removed from probation when the imposed period expires.
- d. Suspension: A suspension from the Wegmans School of Nursing may be by term, in which case the student is eligible to re-enroll at the end of the stated period of time. Readmission to the School after a suspension requires an interview with the Dean of the Wegmans School of Nursing or his/her designee.
- e. Expulsion: Permanent termination of student status.

Notification of Outcome: Respondent:

In addition to any verbal communication, the student will receive written notification of the outcome of the Student Conduct Hearing, Appeal Hearing, or Probationary Status Review by mail or USPS sent to the student's mailing address of record, or through his/her College e-mail address. It is the student's responsibility to check his/her mail and College e-mail address for such notifications.

Appeals:

After the conclusion of a Professional Standards Conduct Hearing, the student may choose to submit a letter or an email from his/her SJFC email account requesting an appeal hearing to the Dean of the Wegmans School of Nursing. This letter must be received by the Office of the Dean (WSON 201) within five (5) business days after the student has received written notification of the original hearing decision.

Grounds for Appeal:

For an appeal hearing to be considered the student must demonstrate in writing that one or more of the following applies to his/her situation:

1. The original hearing was inconsistent with the established Professional Standards Conduct Hearing procedures.
2. The sanction imposed was not in keeping with the gravity of the violation.
3. Evidence is now available that could not have been obtained at the time of the hearing.

An appeal hearing will be considered only on the ground(s) alleged by the student. The WSON Dean will consider the information contained in the appeal request and relevant information contained in the student's Professional Standards Conduct Hearing file. The Dean may also consult with the Associate Dean for background information regarding the original Professional Standards Conduct Hearing.

The student will be notified of the status of his/her appeal request within five business days of the receipt of the written appeal request.

Appeal Hearing Procedures:

If an appeal hearing is granted, the WSON Dean, at his/her discretion, may meet with the appellant individually. The appeal decision made by the WSON Dean or his/her designee is final. There is no further opportunity beyond this appeal for a student to dispute or further appeal the decision(s) made.

Interim Action/Interim Suspension:

Any time following the submission of an incident report, verbal or written, the Associate Dean of the Wegmans School of Nursing or his/her designee may modify or suspend the rights of a student to be present at a clinical site or to attend classes for an interim period prior to resolution of the Professional Standards Conduct Hearing proceeding, including any appeal. The decision will be based on whether the allegation of misconduct is apparently reliable and whether the continued presence of the student at the clinical site or in class reasonably poses a threat to the physical or emotional condition and well-being of any individual, including the student, for reasons relating to the safety and welfare of any person, College property, or any College function. The decision to modify or suspend the rights of a student for an interim period will be communicated in writing to the student, and will become effective immediately. Notification will either be hand-delivered or sent by certified mail. Failure or refusal to take receipt of notification will not negate or postpone said action.

A student who is suspended or has had his/her privileges modified for an interim period will be provided an opportunity to respond to the allegations of misconduct through a Professional Standards Conduct Hearing scheduled as soon as is practical following the effective date of the interim suspension or action.

The interim suspension or modified privileges will remain in effect until a final decision has been made on the pending complaint or until the WSON Associate Dean determines that the reason for imposing the interim suspension or modification of privileges no

longer exists and the student receives written notice that the interim action is no longer applicable.

Student Professional Standards Conduct Hearing Records:

All documentation of Professional Standards Conduct Hearings become part of the student's file maintained by the Wegmans School of Nursing, and as such is part of the student's educational record, which is maintained in the Office of the WSON Dean. Records may be released to College officials on a "need-to-know" basis. Student Professional Standards Conduct records may be released to persons and agencies external to the College with the student's permission, or in compliance with the law. Records subpoenaed or ordered by a judge may be released without the student's permission. A record may also be released if it is in the College's legal interest to do so.

All student Professional Standards Conduct files will be maintained for seven (7) years after the most recent recorded incident. Records pertaining to students suspended will be maintained until seven (7) years after the suspension is completed. Records pertaining to students who are expelled will be maintained permanently.

Repeating a Nursing Course

Nursing students who wish to repeat a nursing course in order to complete the curriculum should:

1. Confer with the program Chair or Program Director to establish a plan of study for repeating a nursing course.
2. Any student who wishes to take a nursing course at another accredited nursing program must receive PRIOR approval/ written permission from the Chair or Program Director. Students must provide a course description and syllabus for review before the course can be approved.
3. The WSON reserves the right to decide if a course exhibits appropriate content, outcomes, and credit allotment to substitute for a course in the WSON nursing curriculum.
4. Students may only transfer in an undergraduate nursing course with a grade of C or higher; or a graduate course with a grade of B or higher that has been approved for transfer upon receipt of the official transcript.
5. Graduate students may transfer in a graduate course with a grade of B or higher. All requests for transfer must be done prior to admission to the graduate program and receipt of the official transcript.

WSON Academic Dismissal

1. Consistent with the WSON Progression Policy, any student who fails any nursing course twice or two nursing courses will be dismissed from the nursing program and the WSON.
2. If a student withdraws from the same course twice because of at-risk academic or clinical performance, the second withdrawal will be treated as a course failure.
3. Students who fail a course may not petition academic standing for a late withdrawal appeal
4. There is no appeal to reverse academic dismissal from WSON
5. The student will be notified by certified mail of dismissal from the WSON.
6. Students who remain in good academic standing at the college, may transfer to another major within the college.

WSON Leave of Absence

Students who need to take a leave of absence from the College should meet with the Chair/Program Director to discuss their situation.

WSON Readmission and Reactivation

Readmission or Reactivation of WSON Student Status

Students seeking readmission or reactivation of student status in the WSON must meet the current admission requirements for the WSON and submit an application per WSON and college procedures.

Traditional Undergraduate Program Students:

- Students who began the upper division or nursing major and have taken a **leave of absence** from the College or who have **not taken required nursing courses for more than one year:**
 - May be required to audit or re-take courses as determined by the Chair prior to being re-admitted or registering for the next level required course with a clinical component
 - May progress in the nursing program **on a space available basis** after a letter of intent to reactivate in the program is received and approved
 - May be required to practice and pass clinical skills/competencies in the Learning Resource Center before attending clinical

RN/BS Students:

- Apply for reactivation through Transfer Admissions
- Plan of study will be done in collaboration with the RN/BS Program Director

Graduate Students:

- Apply for reactivation through Graduate Admissions
- Plan of study will be done in collaboration with the Program Chair

Academic Advising

All WSON students are assigned a nursing faculty advisor. Academic advisors are assigned upon admission to the program. Students are encouraged to establish a relationship with his/her advisor so that the advisor can assist the student in negotiating the College academic experience. The faculty advisor is available to the student for:

- Planning coursework for the entire curriculum, with projected graduation date
- Advice/direction on how to manage problems that a student may encounter in course work related to studying, seeking tutoring, etc.
- Maintaining contact with faculty and the Wegmans School of Nursing

Undergraduate: Meet with Academic Advisor during preregistration each semester or as needed. A secondary PIN, received from the Academic Advisor, is needed for registration in undergraduate courses.

Graduate: Set up an appointment with the academic advisor within one month of admission to the WSON Master/Doctoral Nursing Program to complete a long range plan (LRP) and yearly after that. There is no secondary PIN number required for Master/Doctoral level students to register for courses. If a student plans to change the LRP, the student needs to meet with the advisor prior to making plan changes. Students who do not follow the agreed upon plan of study may be removed from registered courses and risk delay in program progression.

- Students are required to fill out the attestation form annually, which informs the student of clinical requirements and restrictions, and the need to keep the LRP up to date.
- If the student wishes to alter the plan, a new long-range plan must be developed with the academic advisor.
- It is strongly recommended that the student consult with his/her advisor before changing the agreed upon long-range plan, as these are used for course forecasting. However, once the plan has been developed and signed, the student may register for courses, according to the plan, without obtaining the academic advisor's signature on the registration.
- Registration- graduate students register for courses, according to the plan, without obtaining the academic advisor's signature on the registration.

SJFC Academic Accommodations for Disabilities

WSON Guidelines for Academic Accommodations for Disabilities

These policies are specific to students who are seeking admission or who have been admitted to the Wegmans School of Nursing (WSON). The WSON policies support the college policies related to students with disabilities in the college catalog, Office of Academic Affairs website and clarify unique situations related to professional nursing practice <https://www.sjfc.edu/student-life/student-accessibility-services/resources/>

The ability of the WSON to reasonably meet the student's learning needs and accommodations is dependent on the contractual requirements of clinical agencies used for clinical and community learning experiences.

The faculty in the Wegmans School of Nursing at St. John Fisher College values the process by which individuals achieve their highest level of healthy functioning. The faculty also is "interested in attracting the widest possible group of talented individuals who can successfully enter the profession if appropriately supported." These values are balanced by the responsibility to the public to prepare only those professional nurses who will provide safe and effective care. The Americans with Disabilities Act (ADA) provides the legal framework to guide these responsibilities (American Association of Colleges of Nursing [AACN], 2001). Students with documented special needs may require reasonable accommodation in the clinical setting. However, "there are some impairments that preclude participation in professional nursing. An individual may be able to master content and pass classroom examinations but possess certain limitations or conditions that cannot be surmounted with present technology" (AACN, 2001). All requests for reasonable accommodation are handled on an individual case-by-case basis. Once admitted to the Wegmans School of Nursing, all students are measured by the same academic standards for their respective programs (AACN, 2001).

The Wegmans School of Nursing will review each case on an individual basis for students who experience a change in health status affecting their physical, mental and/or emotional status

while in the Wegmans School of Nursing. During this review, faculty in the Wegmans School of Nursing will determine the student's ability to continue in the program and progress in nursing courses. For this review, students must resubmit a health form completed by a licensed health care provider, which documents the changes in status, certifying their ability/lack of ability to meet the demands of the professional nursing roles documented in this policy.

Policy 4.0 Academic Accommodations for Students with Disabilities

Policy: Application to the Wegmans School of Nursing is required to enter the junior year of study. Application criteria are fairly applied to all students. Upon acceptance to the Wegmans School of Nursing, all students must have a current history and physical exam by a licensed health care provider documenting physical, cognitive, sensory, social, emotional, and psychological skills necessary to care for all patients as assigned with accommodations necessary as required by law and sufficient to meet the demands of a professional nursing program.

Procedures:

1. Competencies necessary for the professional practice of nursing, with or without reasonable accommodation include, but are not restricted to the specific examples listed.
 - a. Sensory: ability to see, hear, touch, smell and distinguish colors. Visual acuity must be sufficient to observe and assess client behavior, prepare and administer medications, accurately read monitors; accurately read gauges and calibrated equipment having fine lines, read client records including graphs. Auditory acuity must be sufficient to hear instructions, requests, and monitor alarms at a distance of 30 feet and to auscultate heart tones, breath sounds and bowel sounds.
 - b. Interpersonal and communications skills -The ability to speak, write and comprehend the English language proficiently. Communicate orally, electronically and by telephone. Speak and write with accuracy, clarity, and efficiency.
 - c. Physical: gross and fine motor skills, physical endurance, strength and mobility
 - The ability to lift weights of up to 35lbs. The motor ability necessary to manipulate equipment and supplies and to utilize palpation and percussion in client assessment.
 - Sufficient manual dexterity to open doors, perform CPR, maneuver in client areas such as multiple occupancy rooms, access storage at heights of six feet, move a medication cart or emergency cart along a hall, manipulate sphygmomanometers and stethoscopes, electric and manual beds and electronic fluid pumps and thermometers.
 - Ability to perform physical care activities such as bed bath, positioning, transferring, dressing changes, sterile technique, IV administration, placing a bedpan, emptying a urine drainage bag and applying protective clothing.
 - Perform isolation techniques in a client's room.
 - Operate client-lifting devices.
 - d. Cognitive: Ability to learn, think critically, analyze, assess, solve problems, set priorities and reach judgments. Communicate in a professional manner. Establish rapport with clients and colleagues.

- e. Emotional stability and ability to accept responsibility and accountability and function effectively under stress
2. Retention and Dismissal
- Once admitted to the Wegmans School of Nursing, all students are measured by the same academic standards (AACN, 2001). Regardless of disability and reasonable accommodation, a student must pass all courses with a grade of “C” or higher and achieve a passing grade in all required clinical competencies in order to progress in the nursing curriculum.
- a. On an individual basis, students who experience a change in health status affecting their physical, mental and/or emotional status will be reviewed by the Undergraduate (UG) Chair who will determine the student’s ability to continue in the program and progress in nursing courses.
 - b. For this review, students must re-submit a health form completed by a licensed health care provider, which documents the changes in status, certifying the student’s ability/lack of ability to meet the demands of the professional nursing roles documented in this policy.
 - c. If the health form indicates a lack of ability to meet the demands of the professional nursing role, the student will meet with the UG Chair and the Associate Dean to review options.
3. Students with documented disabilities (physical, learning, and/or psychological) who may need academic accommodations are advised to refer to the disability services information on the SJFC website or call (585) 385-5252 to make an appointment. Student Accessibility Services is located in Kearney Room 300. Students are also required to contact the UG Chair of the Wegmans School of Nursing to discuss reasonable accommodations requested to perform activities for the professional nursing role and the clinical setting.

Reasonable Accommodation: Students with documented special needs may require reasonable accommodation in the clinical setting. However, “there are some impairments that preclude participation in professional nursing. An individual may be able to master content and pass classroom examinations but possess certain limitations or conditions that cannot be surmounted with present technology” (AACN, 2001). All requests for reasonable accommodation are handled on an individual case-by-case basis through the Center for Academic Advising and Support Services in conjunction with WSON.

Professional Conduct and Behavior Standards

Students in all nursing program levels are held to the standards of professional conduct dictated by the ANA Code of Ethics, ANA Standards of Professional Nursing, ANA Social Policy Statement, St. John Fisher Code of Student Conduct, and the Wegmans School of Nursing Student Handbook. Professional misconduct is a serious breach of professional standards, whether it is demonstrated in the classroom, in clinical areas, with patients and families, other health care workers, classmates, faculty, or members of the public.

The following behaviors reflect the professional conduct and accountability competencies expected of all students. Failure to comply with these essential behaviors will affect progression and may result in student dismissal from the program.

Emotional Stability

Students must:

- Possess the emotional health required for the full utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in their programs/areas of study.
- Maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, other professionals, and agency personnel under all circumstances including highly stressful situations.
- Possess emotional stability to function effectively under stress and adapt to environments that may change rapidly without warning and/or in unpredictable ways as relevant to their programs or areas of study.
- Demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy.
- Acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others.
- Willingly examine and change their behaviors when they interfere with productive individual or team relationships.
- Demonstrate effective and harmonious relationships with the diverse academic, professional, and community environments relevant to their chosen programs of study.

Professional Conduct

Students must:

- Possess the ability to reason morally and practice nursing in an ethical manner.
- Willingly learn and abide by professional standards of practice as well as regulations for professional licensure.
- Students must demonstrate the attributes of compassion, integrity, honesty, responsibility, and tolerance.

WSO Policy to Manage Students Suspected to be Under the Influence of Drugs or Alcohol in the Clinical Setting

This policy is to assure:

- Patient safety and student safety
- Student rights/due process
- Professional integrity
- Fiduciary responsibility of the WSO for referral to NYSED for licensure or APRN certification
- Risk management for liability of school and college

1. Faculty, clinical instructors or preceptors should send a student home from clinical if they suspect that the student is under the influence of drugs or alcohol.

- a. “Probable cause” for the instructor’s concerns include but are not limited to:
 - i. Slurred speech
 - ii. Impaired balance
 - iii. Odor of alcohol or drugs
 - iv. Dilated/pinpoint pupils
 - v. Inappropriate behavior
 - vi. Significant diaphoresis (cool/clammy) or flushed and warm
 - b. The faculty, instructor or preceptor should have a second licensed professional at the clinical site assess the student to validate the assessment and concerns.
 - c. The assessments should be in writing and held by the instructor and promptly forwarded to the Associate Dean of the nursing school.
2. The student should be directed to call for transportation home.
 3. Students who are suspected to be impaired will be suspended from all current clinical courses until the student has completed an assessment by a licensed chemical dependency agency.
 - a. If the assessment indicates that the student has a chemical dependency issue, the student will withdraw from the clinical course(s) for that semester.
 - i. To complete the course(s) in the future, the student must show documentation of successful completion of a treatment/rehabilitation program and that there is no evidence of ongoing substance use.
 - ii. The student will submit the evaluation to the Associate Dean of the nursing school who, at her option, may request that the student promptly undergo a second evaluation by a professional designated by the Associate Dean and submit to any tests or evaluations as the second professional may require.
 - b. If the assessment is completed before the end of the semester and indicates that the student does not have a chemical dependency issue, the student can return to clinical and complete the rotations for that semester. If the clinical rotations are close to completion and additional clinical days are needed, the WSON will cover the cost of clinical instructors and assigned preceptors.
 - c. If the student refuses to have the chemical dependency assessment completed, the student will be dismissed from the nursing program.
 - d. If there is a second incidence of substance abuse during clinical, the student will be dismissed from the program.
 4. This process will be shared with students during the J1 and graduate student orientations and added to the student handbook.
 5. Chemical Dependency Assessment Resources
 - Rochester Regional Chemical Dependency Services 585-723-7366
<https://www.rochesterregional.org/services/behavioral-health/chemical-dependency>
 - Westfall Associates 585-473-1500
<http://www.westfallassociates.com/default.asp>
 - Huther Doyle 585-325-5100
<https://www.hutherdoyle.com/>
 - Delphi Rise 585-467-2230
<https://www.delphirise.org/>

2.6 Social Media and Technology Policy

Policy: The transmission of electronic data and communication via computer, phone, or other electronic devices provides students with opportunities to share knowledge, experiences, and express ideas through academic, professional, and social venues (e.g., Facebook, blogs, Twitter). However, the sharing of electronic information also has the potential to cause grave harm and compromise to confidentiality. Therefore, students are responsible and accountable to protect personal and professional reputations of themselves and others, and to avoid exposing private, slanderous, libelous, sensitive, and protected health information - particularly when transmitting electronic data and communications that are susceptible to public dissemination.

All types of communication (electronic, verbal, or written) should be in compliance with standards, guidelines, and policies set forth by the:

- American Nurses Association
- National Council of State Boards of Nursing
- U.S. Department of Health and Human Services, Office for Civil Rights - Health Insurance Portability and Accountability Act (HIPAA)
- Healthcare facilities and agencies used as clinical sites
- The Rochester Area Mandatory Hospital Packet to be completed and signed each year prior to beginning clinical placements
- St. John Fisher College (SJFC) and the Wegmans School of Nursing (WSON) Student Code of Conduct policies and college-wide (see OIT policies at:

<https://sjfc.teamdynamix.com/TDClient/KB/?CategoryID=7080> and Appropriate Use and Privacy Policy at: <https://sjfc.teamdynamix.com/TDClient/KB/ArticleDet?ID=34295> and school specific technology policies.

Nursing students may not post any material, pictures, or information that could potentially violate patient privacy and confidentiality on social media sites. Students may be subject to disciplinary action within the school and clinical agency for behaviors that are either unprofessional or violate patient privacy. HIPAA regulations apply to postings made on social networking sites, and violators are subject to the same prosecution/sanctions as other HIPAA violations.

When using an electronic venue of any sort, any transmission of information or communication which can cause actual or potential harm or violate the privacy of any person the student encounters, will be grounds for dismissal from the nursing program. Electronic venues include (but are not limited to) text messages, emails, photographs, and postings to websites that may be academic, professional, or social in nature. Persons the student may encounter include (but are not limited to) peers, faculty, health care workers, and health care consumers/patients and their families and friends. Students are required to promptly report any discovery of a breach in this policy to the Undergraduate Program Chair or Graduate Program Chair.

Students are expected to review and follow the American Nurses Association's (ANA) and National Council of State Boards of Nursing's (NCSBN) guidelines on social networking. These

guidelines apply to both nurses and nursing students. (American Nurses Association, 2011, National Council of State Boards of Nursing, 2011).

Resources:

American Nurses Association's *Social Networking Principles Toolkit* at

<https://www.nursingworld.org/practice-policy/nursing-excellence/social-networking-Principles/>

American Nurses Association's Principles for Social Networking

<https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf>

American Nurses Association's *Fact Sheet – Navigating the World of Social Media*

https://www.nursingworld.org/~4af5ec/globalassets/docs/ana/ethics/fact_sheet_-_navigating_the_world_of_social_media_web.pdf

National Council of State Boards of Nursing's *Social Media Guidelines* website resources:

NCSBN White Paper: A Nurse's Guide to the Use of Social Media

https://www.ncsbn.org/Social_Media.pdf

NCSBN - A Nurse's Guide to the Use of Social Media - pamphlet

https://www.ncsbn.org/NCSBN_SocialMedia.pdf

NCSBN - Social Media Guidelines for Nurses – video <https://www.ncsbn.org/347.htm>

Procedures:

1. Comply with all applicable federal and state laws, college policies, and clinical facility/agency policies for the use of technology and social media.
2. Examples of such regulations include, but are not limited to, HIPAA and other privacy protection laws, copyright protection laws, the Computer Fraud and Abuse Act, and the Electronic Communications Privacy Act, among others. Users are responsible for understanding and complying with the laws, rules, and policies applicable to use of technology and mobile devices.
3. Comply with all policies, rules and regulations established by St. John Fisher College, the WSON, and clinical facility/agency partners, including network access rules and security programs.
4. Comply with all SJFC technology policies, the SJFC and WSON Student Codes of Conduct and the WSON Nursing Student Handbook concerning security, privacy protection, and the use of social media.
5. Engage in safe computing practices by establishing appropriate access restrictions to devices.
6. Failure to abide by the professional behavior set by this policy and institution will lead to disciplinary action, up to and including dismissal from the WSON.

Social Media:

1. Social media includes but is not limited to blogs, podcasts, discussion forums, online collaborative information, and publishing systems that are accessible to internal and external audiences. Examples include, but are not limited to, Wikis, RSS feeds, video sharing, and social networks such as Instagram, Yik Yak, Snapchat, Twitter, YouTube, and Facebook.
2. Transmission of electronic communication and/or postings on social networking sites are subject to the same professional standards as any other personal interactions. The

permanence, worldwide access, and written nature of these postings make them even more subject to scrutiny than most other forms of communication.

3. Restricted postings include, but are not limited to, protected health information – individually identifiable information (oral, written, or electronic) about a patient’s physical or mental health, the receipt of health care, or payment for that care.
4. Online postings or any discussions of patients or events are strictly prohibited, even if all identifying information is excluded.
5. Under no circumstances should photos or videos of patients or photos depicting the body parts of patients be taken or displayed online.
6. Statements made by you within online networks will be treated as if you verbally made the statement in a public place.
7. Students must recognize that all electronic communications are considered public, not private, and therefore subject to discovery in legal matters, and can be made available to the general public.
8. Patient data, patient identifiers, and other sensitive personal health information must not be transmitted electronically.
9. Students cannot post any information related to patient care or clinical work anywhere online. This includes direct identifiers of healthcare facilities/agencies/units, providers, patients, and events, as well as any indirect comments that, when combined with other information available online such as place of work, may lead to identification of patients. This also includes comments regarding patient status, behavior or activity that does not include identifying information.
10. Students who choose to participate in an online community or other form of public media should do so with the understanding that they are accountable for any content posted online.

Mobile Devices:

In order to increase the quality and accessibility of current, evidence-based resources available to students, students are required to obtain a wireless pocket-sized Internet accessible mobile device used to download the required nursing applications used for academic purposes. This device is not required to be a smartphone, but a mobile device with Internet access and ability to navigate web pages may be used.

1. Care and purchase of the device used to download the required nursing applications will be the sole responsibility of the student.
2. Required web-based resources for download on portable devices are determined by faculty and involve costs similar to textbook purchases.
3. The purchase of the required web-based resources **must** be made through the SJFC Bookstore in order to access all the required resources and to ensure an appropriate subscription to cover access to the resources through the entire nursing program. Neither the correct subscription nor all the necessary resources needed for the nursing curriculum are available if purchased individually through the vendor.
4. Use of these mobile devices in classrooms, simulation, labs and clinical settings will comply with course, school, and/or healthcare facility/clinical agency policies where they are used, as well as the individual expectations set forth by each professor or clinical instructor.

5. The clinical instructor will communicate with the unit manager at the clinical site to establish an acceptable place on the clinical unit where students may use their mobile devices. Students **cannot** access or display the devices in front of patients, families, or visitors within the clinical unit. NOTE: Some units in a healthcare facility/agency may have specific policies regarding no use of mobile devices/phones on a particular unit.
6. In the clinical setting (including pre- and post-conferences), the camera and phone mechanisms in these devices **will** be turned off. Students may use their phone for personal use during breaks, but only in designated break areas in the healthcare facility/agency/unit for this purpose.
7. Students in the clinical setting can access information from the required nursing applications via the web using the clinical site's computers. Accessing information in the clinical setting other than the selected web-based clinical resources approved by the WSON faculty are subject to disciplinary action up to and including termination from the program.
8. Audio and still/video photography may not be used to capture any patient data or patient identifiers (including lab settings), patient images, or conversations.
9. Devices must have a passcode or security-question to prevent unauthorized use.
10. Devices must follow institution infection control practices in the settings in which they are used.

Hospital Orientation Packet: Packet must be reviewed and post-test completed annually. It is available online at <https://www.sjfc.edu/schools/school-of-nursing/student-resources/documents-and-forms/> under "Clinical Orientation Information" click on post-test. The review packet is over 60 pages, so students should print the post-test only and complete the post-test as you review the packet online. Send a copy of the post-test to the WSON. Keep a copy of the post-test for review in class.

Clinical Guidelines- ALL Programs- Undergraduate and Graduate

Students will not be informed of clinical placements until the required information is received in the Wegmans School of Nursing.

New York State Department of Health (NYSDOH) Regulations and agency contract require all students to meet the following requirements for participation in any clinical experience:

- Fall semester compliance deadline is July 15
- Spring semester deadline is November 15
- Summer semester deadline is April 1

Required Documents-ALL Students

New York State Department of Health (NYSDOH) Requirements for Clinical Compliance

Students are required to submit documentation of a physical exam, immunization history, PPD & CPR (**American Heart Only**) certification. Health information must be submitted at least 6 weeks before the semester starts so documentation required by each agency can be completed before the semester starts.

- All compliance requirements must be current before the start of clinical and not reach the yearly expiration until after the semester is completed.
- **All required dates and documentation must be uploaded by the student and verified through InPlace**
Keep the paper copies for your own records—do not send paper copies to the WSON.

If you are starting the clinical program in the fall semester, documents must be uploaded to InPlace before August 1st; for a spring start in the clinical program or spring graduate clinical, documents must be uploaded by November 1st.

Required NYSDOH documents for all students in all programs: All dates and supporting documents are entered into InPlace by the student.

- **Physical Examination:** Before starting the first clinical semester (junior clinical year for UG students), students must have a history and physical examination (HPE) completed by a health care provider dated no more than 6 months prior to the semester start date, giving clearance for full participation for nursing clinical training.

- After the first clinical year, an annual health update that is completed by the student must be submitted (no provider visit or signature required; Health Update form is available on the Wellness Center website). If you are employed in a clinical setting, you may use the health update form completed for your employer to indicate you continue to meet health requirements for clinical work. Enter the date and upload the HPE form to InPlace

- **Latex allergy:** Indicate on the HPE form if you are allergic to latex.

- **CPR Certification:** Complete the **American Heart Association*** (Basic Life Support) for this requirement. Students with Advanced Cardiac Life Support (ACLS) must complete Basic Life Support (BLS) to meet this requirement. Check your CPR card for the expiration date. Most are good for two years but some require yearly recertification. Enter the date of your certification, and upload a copy of your card to InPlace and keep the original. We offer CPR through the college that will cover you for 2 years.

- **Tuberculin Skin test (PPD) or TB blood test— must be done annually.** The skin test documentation is a two-step process and must include the date given and the date the PPD was read (48 – 72 hours later). For students with a positive PPD, documentation of treatment OR chest x-ray report must be uploaded to InPlace.

- **Immunizations:** Students must submit immunization records (including titers if needed) for measles, mumps, rubella, and Hepatitis B. If a student has not received the full course of the Hepatitis B vaccine, proof of the first administration or a positive titer must be provided. The college must also have a proof of meningitis vaccine within the past 5 years for any student who lives on campus. Commuters can waive this requirement and complete the meningitis waiver form. This form is on line and put into InPlace.

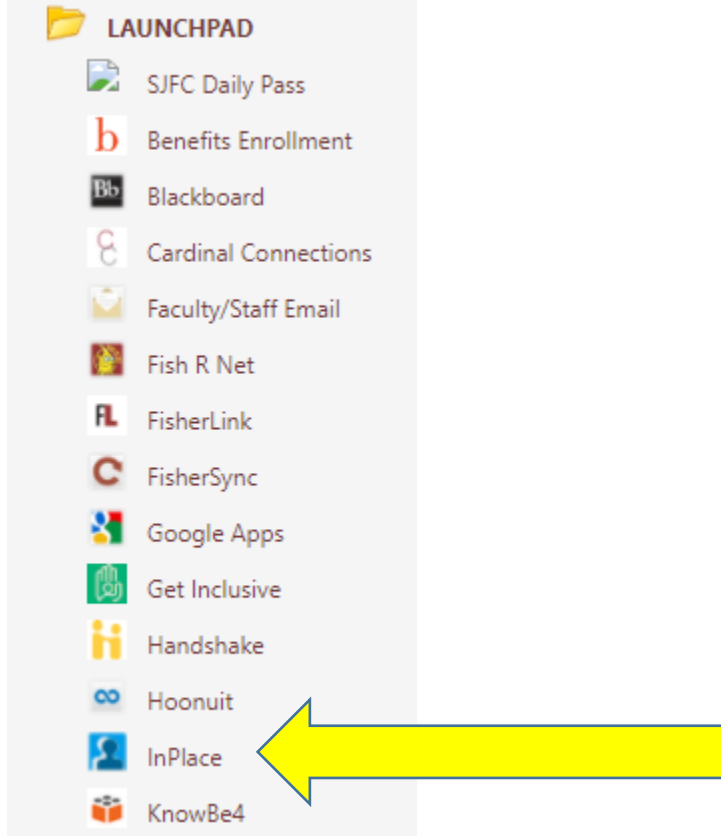
- **Chicken pox (Varicella):** Student must enter whether they had the chicken pox (disease) and the date or the date of the Varicella vaccination in InPlace.

- **Annual Flu shot:** Get the seasonal flu shot in the fall when the updated serum is available, usually after August 1st. If you are starting clinical in the fall, get the flu shot by Oct. 15. You will be emailed dates of the fall flu clinics on campus.

Clinical Compliance Documentation Instructions-InPlace Access begins shortly after J1 registration.

Sign into my.sjfc

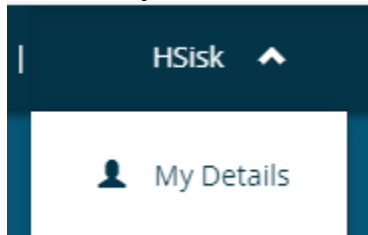
In the launch pad, on the left side, click hyperlink for InPlace



On the home page of InPlace click the caret next to your name (in the upper right hand corner)



Click on My Details from the drop down menu



Scroll to:

Compliance Items

Compliance

Health Update pg.1 * Yes	Verified	Submitted	Rejected	+
Health Update pg.2 * No	Verified	Submitted	Rejected	+
PPD No	Verified	Submitted	Rejected	+
CPR * No	Verified	Submitted	Rejected	+
Flu Shot	Verified	Submitted	Rejected	+
Covid Vaccine *	Verified	Submitted	Rejected	+
Attestation Form J1 * No	Verified	Submitted	Rejected	+

Click on the + sign

Attestation Form J1 * No	Verified	Submitted	Rejected	-
Please check the box and upload your attestation form. <input type="checkbox"/>				
Attachment				
📎 Select or drag a file				

Click on “select or drag a file” and place documents here

For Graduate Students:

Before the first clinical course, students will be sent an email with directions on how to upload the following through Typhon:

- Current resume
- Current New York State RN license
- Medication Administration Competency Score needed (i.e., CNET, NLN). Copy of scores for any medication administration competency test (from your employer)
- BLS Expiration Date

- ACLS Expiration Date for all AGAC students
- Completed Hospital Post Test

Professional Appearance

Students in all programs are expected to present themselves in a professional manner in both appearance & behavior and follow all agency guidelines. Undergraduate students have a specific uniform policy (see Undergraduate specific information). RN/BS and graduate students are expected to be in site appropriate uniforms/dress (i.e., uniform or business casual with a lab coat). Graduate students are expected to dress professionally in all clinical settings, including clinical, simulation and labs. Students are required to wear their WSON name badges/identification and WSON lab coats in the clinical setting (as indicated). *Undergraduate* students must wear a WSON ID badge holder and ID card. Students purchase the WSON ID badge holder for \$10 from the administrative assistant in the Dean's Suite.

- *Graduate* students order a WSON nametag and purchase a lab coat in GNUR 571.

Policy on Gifts

Clinical practice policies view the receiving of gifts as a conflict of interest in an environment where staff are held to ethical standards of providing unbiased services to patients/families.

To align with policies in the clinical practice settings, where nurses and other staff in the institution may not accept gifts from patients/families, students may not receive gifts from families/patients. Similarly, gifts from the student(s) for faculty or clinical instructors are discouraged on the basis of conflict of interest and undue stress and pressure on students with limited funds.

Parking Compliance at Clinical Sites

Clinical facilities provide designated parking areas and procedures for students. Students are responsible for any parking fees charged by agencies during their clinical experiences and are expected to observe all parking policies. The use of facilities by WSON students is jeopardized when agency parking rules are violated.

Transportation of Clients

Students and faculty are not permitted to transport clients in private vehicles.

Policy on Universal Precautions

The Wegmans School of Nursing is concerned about the safety of its students, faculty, and the client population in the clinical setting. Based on the mandatory Centers for Disease Control (CDC), NYSDOH, and Occupational Safety Health Administration (OSHA) guidelines, the Wegmans School of Nursing requires that both students and faculty observe blood and body fluid universal precautions when working with all clients in all settings (i.e., hospital, clinic, home, outside agency). Proper use of personal protective equipment (PPE) is required.

Neglecting to use appropriate PPE can be grounds for professional misconduct. Gloves are to be worn during an existing or potential contact with blood and/or body fluids. Masks and goggles

may also be worn when a threat of exposure to secretions exists or when there is a threat of splatter contamination. Used needles will **not** be recapped. Review agency policies for universal precautions, isolation precautions, and use of PPE.

Universal precautions are a shared responsibility for both students and faculty. Faculty members act as role models for the student population, and it is expected that faculty will set an excellent example for students to follow.

When a blood or body fluid exposure occurs, both faculty and students should know what procedures to follow for the facility and the necessary follow-up and medical care that is essential.

1. The faculty and student contact the department manager/nursing supervisor immediately to follow the procedure at the specific institution.
2. Complete agency and WSON incident reports.
3. Administer first aid as outlined in the facility Infection Control Manual.
4. Students and faculty are responsible for their own medical expenses, including the urgent/emergent care received at the facility and post-exposure follow-up care.

Professional Liability and Insurance

All students registered in a clinical course are covered by professional liability insurance provided by the College. The cost is included in the course tuition.

Students may not participate in any clinical experiences outside of the scheduled clinical times with the assigned instructor or participate in clinical activities before the semester starts or after the semester ends.

Independent Study Protocol for Nursing

A student may elect to pursue an independent study course for 1-3 credits. Each credit requires three clock hours per week throughout the 15-week semester. Therefore a 1-credit course = 45 hours; a 2-credit course = 90 hours; and, 3-credit course 135 hours.

Types of Independent Study Proposals:

1. In-depth library research with a focus in nursing theory or practice.
2. Independent study of a clinical experience in a nursing role.
3. Individual or group project designed to meet specific objectives.

The student selects an area of interest, discusses it with the Chair/Program Director who will suggest an appropriate nursing faculty advisor (based on interest, specialty, etc.). If the faculty agrees to work with the student, the student writes the proposal, following the College Proposal for Independent Study Guidelines on the Registrar's Office website:

<https://www.sjfc.edu/services/registrar/>. The faculty advisor and Chair/ Program Director must approve the project and sign the required form before the students starts the course.

Wegmans School of Nursing Student-Driven Contract to Uphold the Code of Ethics

Nursing students at SJFC are bound to the Code of Ethics for nurses clearly outlined by the American Nurses' Association (2015) and the National Student Nurses Association (2009). These ethical principles assist the student in deciphering proper conduct for specific situations and are clearly outlined below.

Nursing Students at the WSON have identified additional behavioral expectations that emphasize acceptable and unacceptable academic and clinical performance as well as personal and relationship characteristics that are deemed essential to the development of an ethically sound professional. These expectations are clearly outlined in Tables 1, 2 and 3 below. All nursing students are expected to attest to reviewing these expectations and commit to engaging in acceptable behaviors in all areas of clinical practice and academic performance. Nursing students are further expected to discuss with peers and/or faculty when they observe other nursing students engaging in unethical behavior to ensure the rights of patients, families, student colleagues and faculty are respected.

Table 1. Academic Performance (classroom, seminars, labs and simulation)

<i>Acceptable</i>	<i>Unacceptable</i>
<ul style="list-style-type: none"> ○ Being prepared and punctual with all assignments ○ Notifying faculty at the beginning of the class regarding need to maintain phone contact ○ Respecting allotted time for breaks and returning to class on time ○ Leaving class during lecture only for critical matters ○ Respect towards peers and faculty as evidenced by: <ul style="list-style-type: none"> ○ Actively participating in class discussions ○ Asking topic related questions ○ Seeking consultation from faculty when potential dishonest behavior is observed ○ Participating equally in all group work ○ Providing constructive feedback to peers ○ Requesting additional academic support as needed from faculty ○ Seeking permission from faculty to record lecture ○ Following SJFC Academic Integrity Policy and WSON Testing Policy 	<ul style="list-style-type: none"> ○ Plagiarism ○ Cheating such as, but not limited to: <ul style="list-style-type: none"> ○ Working together on computerized exams ○ Disclosure of test materials ○ Access to other materials while test taking ○ Items listed in the academic integrity policy ○ Not reporting dishonest behavior that is observed ○ Disrespectful behavior towards peers and/or faculty and staff such as, but not limited to: <ul style="list-style-type: none"> ○ Arriving late, returning from break late, talking to others during lecture, eye rolling, use of laptop for any activities unrelated to lecture ○ Disrespectful/negative comments towards others ○ Not participating fairly in group work ○ Unwillingness to address conflict with peers, faculty or staff directly ○ Texting/cell phone use at any time during lecture unless used for faculty directed activities ○ Engaging in horizontal violence as evidenced by bullying behavior towards others

Table 2. Clinical Performance

<i>Acceptable</i>	<i>Unacceptable</i>
<ul style="list-style-type: none"> ○ Maintaining safety as the priority ○ Adhering to professional code of conduct ○ Being punctual and prepared ○ Using time effectively ○ Supporting peer colleagues ○ Reporting any clinical or professional concerns to the clinical instructor ○ Being honest, reporting mistakes ○ Complying with the dress code as outlined in the WSON Undergraduate Nursing Student Handbook ○ Reporting any omissions of care ○ Respecting confidentiality and client’s right to privacy ○ Documenting accurately ○ Asking the clinical instructor when uncertain regarding clinical protocols and what are acceptable interventions for nursing students to complete on their own, with a registered nurse, or with the clinical instructor ○ Seeking out new learning opportunities ○ Respecting self and others 	<ul style="list-style-type: none"> ○ Texting/cell phone use during the clinical day except during break time ○ Describing any clinical or unit information through use of social media ○ Accessing non-clinical related materials, email or personal contacts during clinical ○ Inappropriate use of agency computers ○ Non-compliance with HIPAA such as discussing patient information in public areas or with others’ who are not part of the treatment team or clinical group ○ Taking shortcuts and reporting you actually did the work ○ Not completing assignments or nursing interventions assigned for that clinical day ○ Unwillingness to assist or support peers or other nurses ○ Being unprofessional, unkind or impatient with clients ○ Engaging in horizontal violence as evidenced by bullying behavior towards others ○ Unprepared for clinical ○ Not reporting professional misconduct demonstrated by peers to the clinical instructor ○ Using unprofessional language at any time

Table 3. Personal & Relational Characteristics

<ul style="list-style-type: none"> ○ Integrity ○ Commitment to addressing conflict with faculty or peers directly ○ Willing to seek assistance from faculty when conflicts remain unresolved ○ Responsible for own learning ○ Honest ○ Respectful ○ Dependable ○ Accountable ○ Caring and compassionate ○ Positive professional role model to peers and larger community ○ Non-judgmental/open-minded to understanding different perspectives ○ Open to feedback/constructive criticism ○ Cultural sensitivity/acceptance ○ Altruistic ○ Courageous
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- Willingness to do “the right thing”
- Advocate for others
- Capacity to articulate what is right and wrong
- Curious
- Incorporation of St. John Fisher College’s mission statement into daily lives “Teach me goodness, discipline and knowledge”

ANA Code of Ethics (2015)

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

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

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

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

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

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

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

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

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

To access the ANA Code of Ethics with Interpretive Statements:

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

Accreditation

All programs in nursing in the St. John Fisher College Wegmans School of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing.

Commission on Collegiate Nursing Education (CCNE)
One DuPont Circle, NW
Suite 530

Washington, DC 20036-1120
(202) 887-6791
<https://www.aacnnursing.org>

All St. John Fisher College Wegmans School of Nursing programs are approved by the State Education Department.

The New York State Education Department
Office of the Professions
Albany, N.Y. 12230
(518) 474-3817 Ext. 280
www.op.nysed.gov

Sigma Theta Tau International Honor Society for Nursing

Delta Sigma, a chapter of Sigma Theta Tau International Honor Society of Nursing, recognizes superior achievement, leadership potential, high professional standards, excellence, and creativity. Students who have reached the mid-point of their nursing program may be invited to join for a fall semester induction based on their achievement of a cumulative grade point average of a minimum of 3.0 AND a rank in the top 35% of their class. Membership in this society is an honor and offers students an opportunity to strengthen their commitment to the ideals and goals of the nursing profession.

The Delta Sigma chapter sponsors annual workshops and publishes a newsletter. It sponsors awards that recognize excellence in undergraduate and graduate student chapter members. Sigma Theta Tau International Honor Society of Nursing sponsors conferences at the regional and national level, which provide a stimulating exchange of information with nurse leaders. Two publications, *Reflections on Nursing Leadership* and *Journal of Nursing Scholarship*, are benefits of membership.

Student Involvement in the Wegmans School of Nursing

The faculty welcome student participation on the Wegmans School of Nursing committees. Faculty encourage students to share problems, concerns, and suggestions. Multiple avenues are employed to obtain student feedback. These include student participation on Wegmans School of Nursing committees, direct interaction with faculty, student focus groups, surveys, and course evaluations. The Wegmans School of Nursing holds regular School of Nursing and committee meetings. Students are welcome to attend open portions of these meetings.

Program Specific Information- Undergraduate

WSO Statement on IDD and Undergraduate Curriculum:

Individuals with intellectual and developmental disabilities (IDD) are a heterogeneous group of people with health conditions and factors affecting their health that can vary in kind, manifestation, severity, and complexity from those of others in the community. Population-specific differences result in health care disparities among individuals with IDD that are costly to

individuals, families, communities, and healthcare systems. Individuals with IDD need health promotion and preventive services, high quality acute care, specialty services, and palliative and end of life care.

WSON intentionally integrates care of individuals with IDD into the undergraduate curriculum in order to prepare a nursing workforce with adequate education/training, experience, and confidence to provide quality care to individuals with intellectual and developmental disabilities and meet the complex needs of patients across populations.

Student Resources

- *Smarthinking tutoring*: Online → Available any time
 - Resources include drop-in tutoring, scheduled tutoring (nursing topics include pharmacology, med-surg, OB, peds, mental health and others), writing assistance and offline questions
 - FREE for student use
 - Access Smarthinking from MySJFC portal page

- *ATI and Evolve Resources*: Many resources offered electronically through both the ATI and Evolve textbook resources

- *Fuld Scholar Mentor Open Group Exam Reviews*:
 - Fuld Scholars offer open exam reviews for their assigned courses prior to each unit exam
 - Open to any student to attend, regardless of grades
 - Faculty post sign-up sheets for these sessions
 - Fuld Scholars WILL NOT be re-lecturing content NOR will they know what is on the exam
 - Come with questions about content areas you are struggling with and/or practice questions
 - Fuld Scholars will bring resources with them to help with the review and share tips for studying.

- *Fuld Scholar Mentor Small Group Tutoring*: If a course average is 75% or less, course faculty will refer you to a Fuld Scholar Mentor for small group review sessions (2-3 students)
 - Only initiated after a meeting with your course faculty
 - Come with questions/identified areas that you are struggling with. The Fuld Scholars WILL NOT be re-lecturing content NOR will they know what is on the exam.

College Based Resources

Math Center <https://www.sjfc.edu/services/math-center/>

Writing Center <https://www.sjfc.edu/services/writing-center/>

Undergraduate Testing

5.0 ATI Testing Policy

Policy: All undergraduate pre-licensure students are required to take ATI Content Mastery and RN Comprehensive Predictor practice and proctored assessments. Additionally students complete focused reviews based on their practice assessment results for courses requiring ATI testing.

Rationale:

The Wegmans School of Nursing faculty is committed to preparing graduates for success in passing the NCLEX-RN. The faculty of the WSON selected the testing resources of Assessment Technologies Institute (ATI) based on review of psychometric data and current evidence-based research on NCLEX-RN success. All undergraduate pre-licensure nursing students participate each semester in the ATI testing program through select courses. ATI is a web-based testing process designed to assess and reinforce knowledge gained during the term and develop critical thinking skills in preparation for mastering the NCLEX-RN exam upon graduation. ATI practice and proctored assessments validate student strengths and identify areas in need of improvement. To facilitate mastery of knowledge necessary for success in the program, and on the NCLEX-RN exam, students have access to online ATI products such as:

- Practice quizzes in the Learning System RN
- Nurse Logic 2.0 modules for developing prioritization, decision-making, and test taking skills
- Practice and proctored assessment results
- Individual Performance Profiles to create focused-reviews for remediation
- Online and print resources for remediation
- “How to” tutorials and documents to instruct students on how to use the ATI resources

The cost for this service is included in the student fees assessed each semester.

Students are encouraged to take their participation and performance on all ATI practice and proctored online assessments seriously. Performance on the proctored assessment is weighted as 10% of the final course grade. Assignment and scheduling of testing in each course is identified in the course syllabi.

The WSON faculty recognizes that ***Proficiency Level 2*** or higher, achieved on all ATI Content Mastery Series proctored assessments, may be predictive of success in the nursing program and on the NCLEX-RN after graduation.

Procedures:

1. Testing

- a. In courses with associated ATI Content Mastery Series proctored assessments, students are required to take a(n):
 - i. Initial non-proctored practice ATI assessment independently and complete a focused review as scheduled in the course syllabus. Students may take the non-proctored practice assessment as many times as desired.
 - ii. Second non-proctored practice ATI assessment independently and complete a focused review as scheduled in the course syllabus. Students may take the non-proctored practice assessment as many times as desired.
 - iii. Proctored ATI assessment as part of the overall course grade.
- b. All students need to complete the two assigned practice assessments and complete a focused review for each practice assessment based on their Individual Performance

Profile results in order to sit for the scheduled proctored assessment. To ensure student completion of the practice assessment and a focused review, the faculty will assess the students' online ATI Transcript results.

- c. Any student who fails to complete the required online practice assessments or the focused reviews is still required to sit for the ATI proctored assessment. However, no points are awarded, regardless of achieved proficiency level, for the proctored assessment and could lead to course failure.

2. Student Remediation

- a. Students are expected to review the results of the practice and proctored assessments and remediate **all** content areas identified in the Individual Performance Profile that fall below 60% or a % as established by the course faculty.
- b. Methods of remediation may include (but are not limited to) a targeted review of identified areas of content mastery highlighted in the student's Individual Performance Profile by using the course notes/text/assignments, online or print (book), ATI resources as targeted in the Individual Performance Profile, creating a Focused Review, developing index cards, etc.

3. Scheduling

- a. ATI assessments are scheduled by faculty prior to the last class meeting or class exam.
- b. Practice assessments are taken independently by the student within the scheduled open timeframe established by the course faculty.
- c. Proctored assessments are administered during scheduled class or clinical time, but scheduling may need to change based on space or computer lab availability.

4. Grading

- a. ATI proctored assessments constitute 10% of the course grade.
- b. ATI testing is not included when calculating the test score average used as the basis for determining success in passing a clinical course.
- c. Proctored exams will be scored out of 10 points, scaled to the established ATI benchmark levels that the student achieves.

Grading Grid:

Student Achievement	Score
ATI Practice A and focused review	Required – no points
ATI Practice B and focused review	Required – no points
ATI Proctored	No points assigned if Practice A & B are not completed
• Level 3	• 10 points
• Level 2	• 8.75 points
• Level 1	• 7.5 points
• Less than Level 1	• 6.25 points
Maximum points total	10 points

****Maximum 10 Points if Practice A & B Completed and a level 3 on the proctored exam****

****If a student does not complete ATI Practice A, ATI Practice B, or the Proctored ATI the resultant score for the ATI in that course will be a zero and could lead to course failure for non-completion of assignments.****

5. Course Syllabus and ATI

Each course in which students take an ATI test will include standardized explanatory text (as above) in the syllabus.

WSON Academic Progression- Undergraduate

General Progression Policies: Traditional Program

1. Two failures of any NURS courses (not including the Freshman and Sophomore Nursing Seminars NURS 107/108 and NURS 205/206) by an undergraduate student in the Wegmans School of Nursing will result in the dismissal of the student from the program.
2. A student who fails a second nursing course or fails the same course twice will be dismissed from the program.
3. A grade of C (75) or higher is required to pass all nursing courses. A course in the major for which the student has received less than a C, and/or an unsatisfactory clinical grade, must be repeated. For clinical nursing courses, both the classroom & clinical portions must be repeated regardless of what part(s) of the course was (were) failed.
4. A student failing to earn a C in a course with a clinical component (NURS 300, 317, 323, 423, 403, 431, 429, and 4991) will not be allowed to progress to the next level clinical course until the course has been successfully repeated with a grade of C or higher and a grade of satisfactory in clinical.

Successful completion of a **Nursing Non-Clinical Course** is defined as follows:

1. Completion of all course assignments and tests.
2. Achievement of a final course grade of C or higher.
3. Final grades at 0.5 or higher will be rounded up

Successful completion of a **Nursing Clinical Course** is defined as follows:

1. Completion of all course assignments and tests.
2. Completion and submission of clinical assignments and written work.
3. Achievement of an average grade of C or higher on all exams AND
4. Achievement of a final course grade of C or higher AND
5. A satisfactory grade in clinical
6. Final grades at 0.5 or higher will be rounded up.

NURS 4991 Clinical Preceptorship Progression

If a student earns a grade of “U” unsatisfactory in a clinical preceptorship course and this is the student’s second failure, the student will be dismissed from the nursing program. If this is the student’s first failure, the student will be required to return the next semester and:

1. Repeat the preceptorship course NURS 4991 and either a. or b. as below:

- a. If a student fails NURS 4991 based on a failure to meet clinical competency, they must take a 1 credit clinical independent study for 126 hours that is done in conjunction with the senior medical-surgical clinical NURS 423. The rationale for this is in order to assist a student to meet competency in the repeated preceptorship course, the student will need additional clinical time with faculty feedback and guidance before NURS 4991 is repeated.
- b. If a student fails NURS 4991 for other reasons (e.g., professional misconduct), every effort will be made to schedule the student to repeat NURS 4991 early in the following semester.

General Progression Policies: RN/BS Program

1. Two failures of any NURS courses by an undergraduate student in the Wegmans School of Nursing will result in dismissal from the program.
2. A student who successfully repeats a failed nursing course will be dismissed from the program if a second nursing course is failed.
3. A grade of C (75) or higher is required to pass all nursing courses. A course in the major for which the student has received less than a C, must be repeated.

Successful completion of a **Nursing Course** is defined as follows:

1. Completion of all course assignments and tests
2. Completion of clinical practices experiences (NURS 332, 451, and 457/4990)
3. Achievement of a final course grade of C or higher
4. Final grades at 0.5 or higher will be rounded up.

WSO Undergraduate Grading Scale

A 95 – 100%	B+ 87 – 89%	C+ 78-80%	D+ 69-71%	F <65%
A- 90 – 94%	B 84 – 86%	*C 75-77%	D 65-68%	FA Failure due to absence
	B- 81-83%	C- 72-74%		

**C or higher is required to pass any Nursing course*

NOTE: Students will receive a final course grade of “C-” when the course grade is higher but they receive a **test average grade below 75** or if they receive **an unsatisfactory grade in clinical**. If their **overall grade for the course is less than a C**, they will receive the grade earned.

Professional Appearance Guidelines

Students are responsible for following these guidelines in **ALL Professional Settings**.

1. Jewelry:
 - a. No rings except a single wedding band
 - b. One pair of small earrings or earring posts only
 - c. No other jewelry (e.g., bracelets, necklaces, chains)
 - d. No facial or tongue piercing
 - e. Gauges in the ear must be capped off and closed when in uniform
2. Any offensive tattoo that is visible while the student is in uniform or professional dress must be covered during all clinical experiences

3. NO scrub pants, denim, jeans, leggings, sweat pants, stretch pants, tight-fitting, low cut, bare midriff or torn clothing
4. NO open toes, sling-back shoes, crocs or clogs
5. Personal grooming:
 - a. Hair should be traditional/natural color(s) only, clean, neat, and short or secured above the collar
 - b. Men must be clean shaven or have a mustache/beard that is groomed and trimmed to a short length
 - c. Nails must be clean and trimmed to prevent injury to clients. **No nail polish or artificial nails per hospital policy**
 - d. Any makeup should be minimal and conservative
 - e. Strict personal hygiene is expected. No perfumes, colognes or scented after shave lotion should be used. (Many people have allergies to fragrances)
 - f. No gum chewing (inappropriate in any professional setting)
6. Students must follow the clinical facility's no smoking policies during clinical assignments. Students' uniforms must be free of odor of tobacco smoke
7. Consumption of alcohol while in the St. John Fisher College student nurse uniform is strictly forbidden.

Uniform Policy for all Clinical Settings

Please note that the nursing student uniform is a uniform only and no part of this uniform should be worn for any purpose that is not related to clinical. The student uniform is expected to be clean, pressed and professional in appearance at all times.

1. All *Professional Appearance Guidelines* as noted above
2. White uniform top with SJFC logo on the left sleeve. These are available through the SJFC bookstore
3. Wegmans School of Nursing ID retractable badge holder with alligator clip and a clear badge holder for the SJFC student ID
4. Only all white shirts may be worn under the uniform
5. Cardinal red uniform pants. These are available through the SJFC bookstore
6. Clean white or black shoes with adequate support should be part of the uniform and not for every day wear
7. A white lab coat may be worn over the uniform shirt
8. Students should carry a note pad, pen, stethoscope and bandage scissors with them
9. A watch to time patient vital signs should be worn.

Uniform Policy for all Clinical Settings- RN/BS Students

RN/BS students do not have a student uniform and should follow all *Professional Appearance Guidelines*.

Community Health Setting Appearance Guidelines

1. All *Professional Appearance Guidelines* as noted above
2. WSON identification badge must be worn at all times; you must be clearly identified as a nursing student

3. Professional attire (attire that you would wear to a professional interview) and identification badge should be worn
 - a. Dress pants or business style skirts only (e.g., no short/tight/miniskirts, jeans, leggings, denims or cargo pants)
 - b. Collared shirt. No logos, no graphics, no T-shirts, no low cut, sleeveless or revealing shirts (e.g., no tank tops, camisoles)
 - c. Flat footwear (e.g., no high heels, sandals, flip flops)
4. Students are expected to adhere to the WSON dress code.

Application to New York State for an RN License

The process for applying for an RN license in New York to the Office of The Professions, New York State Education Department is available on line: <http://www.op.nysed.gov/prof/nurse/> and is reviewed in NURS 400 during the final semester of senior nursing courses. The fee is \$143 (subject to change) for the license application. **The licensing fees are the responsibility of the student and are subject to change by NYS.**

Registration for the NCLEX Exam

In addition to applying for licensure to the state, graduates from nursing programs must apply to Pearson Vue (<http://www.vue.com/nclex/>) the testing agency for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). The requirements are reviewed in NURS 400 in the final semester of senior nursing courses. The fee for the exam is \$200 (subject to change).

Traditional Program: Clinical Performance Policies and Guidelines

Students are evaluated in each clinical course, using an evaluation tool based on the Wegmans School of Nursing philosophy, the *American Associate of Colleges of Nursing's Essentials of Baccalaureate Education*, the *American Nurses Association's Standards of Practice*, the *American Nurses Association's Code of Ethics for Nurses, Quality & Safety Education for Nurses' KSAs*, and the *SJFC Wegmans School of Nursing Undergraduate Program Outcomes*. Effective clinical evaluation is an ongoing process-- both formative and summative. This process requires open communication between the faculty and student.

The clinical evaluation tool is completed by the clinical instructor and reviewed with the student at midterm and at the completion of the clinical rotation. The clinical evaluation tool must be signed by both the clinical instructor and student to indicate that the information was reviewed.

Clinical Requests

Policy for Clinical Requests from Students

Students are placed in clinical teams by the WSON faculty, based on many different considerations. Students may not switch teams with other students unless discussed and approved by the faculty clinical course coordinator.

At the end of the current semester, the student will complete the clinical request form and return it to the Undergraduate Clinical Coordinator by the designated date for avoiding days of the week based on:

- Childcare issues
- Eldercare issues
- College sports teams requirements
- Core course class times
- First Generation Scholar scheduled time requirements
- ROTC requirements
- Extenuating circumstances discussed with and agreed to by the clinical course coordinator

Students are responsible for letting the clinical course coordinator know if they are currently working on a patient care unit in any capacity to avoid being placed on that unit. Clinical requests for employment schedules are not given priority. Requests must be made prior to the designated date.

General Policies

1. The nursing faculty is responsible for upholding the standards of the: Wegmans School of Nursing, New York State Board of Nursing, Code of Ethics for Nurses (ANA), Nursing's Social Policy Statement (ANA), Nursing: Scope and Standards of Practice (ANA), and the requirements of the discipline of nursing. Therefore, the faculty reserves the right to deny progression at any point in the curriculum to a student, who in the faculty's judgment, fails to meet professional nursing standards or safe clinical behaviors.
2. The WSON faculty recognize the importance of safety in all areas of nursing practice. Faculty also acknowledge that nursing students are learning. However, it is expected that students will practice without violating safety or quality in the classroom, clinical, laboratory or simulation setting.
3. The intent of this policy is to address unsafe behavior, not minor offenses that occur during learning, and to provide opportunities for remediation and successful completion of the course. Remediation activities are to be completed within the time frame established by the clinical instructor in consultation with the clinical course coordinator. In the event that a situation is serious enough to warrant immediate disbarment and/or failure from the clinical course, additional time will not be considered for remediation.
4. Clinical instructors evaluate progress in learning and achievement of clinical objectives throughout the semester. Student and clinical instructor interactions about a particular aspect of care will initially focus on teaching and coaching, and then move toward evaluation of learning and competencies as the student gains more experience in a clinical area. Expected level of performance for any one behavior, such as medication administration or patient teaching, differs as the student advances in the curriculum. Clinical instructors notify/counsel students about any observed lack of progress or about a specific behavior, and assist the student in formulating a plan to reach learning or competency goals (See section on critical clinical behaviors below).

Satisfactory/Unsatisfactory Grading

The clinical component includes clinical experiences in various sites and/or laboratory and simulation experiences. Clinical achievement is graded on a satisfactory/unsatisfactory basis. In courses, which contain both classroom and clinical components, the student must pass both components in order to receive a passing grade for the course. To pass a clinical nursing course, the student must earn a grade of 75 or C in classroom evaluation requirements and receive a *satisfactory* evaluation on the Clinical Evaluation Tool associated with each clinical course.

- If a student receives a grade of C or higher in the course and an unsatisfactory in clinical, the student's final course grade will be C-.
- If a student receives a grade less than C in the course and an unsatisfactory in clinical, the student's final course grade will be the actual grade earned in the course.

Clinical evaluation instruments are designed to identify specific behaviors that are expected of students enrolled in the clinical courses. Students use the evaluation instrument to engage in self-evaluation at mid-term and again at the end of each clinical course. Clinical instructors will evaluate each student at mid-term and at the end of the course, and meet with the student to discuss student achievement in relation to clinical goals. An At Risk Clinical Performance Contract may be initiated based on student performance. A grade of Satisfactory or Unsatisfactory is based on the guidelines included in the evaluation instrument.

“Critical” Clinical Behaviors

The Clinical Course Coordinator will indicate on each course evaluation (in bold type) those criteria that are related to safety and professional behavior, and are therefore, “critical”, i.e., must be achieved to pass the course.

Clinical Expectations:

Safety of patients/families, students, peers, faculty, and other members of the health care team is a priority. Unsafe clinical practice is defined as: any act by the student that is harmful or potentially harmful to the patient, the student, or other health care personnel (Luhanga, Younge, Myrick, 2008). Unsafe student performance will be immediately addressed by the clinical instructor and reported to the clinical course coordinator and may require the student to complete remediation. Certain behaviors may result in immediate removal from the clinical facility and could result in failure from the course. Unsafe behaviors can include, but are not limited to, knowledge and skills, interprofessional communication, and professional image.

Expectations of students in their clinical rotations include the following (but are not limited to):

1. Students must arrive on time and be ready to receive their assignment per the clinical start time established by the clinical instructor.
2. Students must follow the dress code and demonstrate professional behavior and communication at all times as per the student handbook.
3. Students should frequently update the clinical instructor and RN assigned to his/her patient(s) and immediately notify each of any significant change in the patient's condition.
4. It is the responsibility of the student to know all medications that will be administered and to monitor, report, and document the patient's response to the medication. Students

must look up anything that they are not familiar with and be prepared to discuss the patient's medications in relation to their diagnosis and lab findings.

5. Students should be familiar with the patient status and information in the medical record as appropriate for the student level (e.g., safety precautions, diets, labs, diagnostic tests, H&P's, provider orders, diagnoses, vital signs, treatments, DNR code, etc.) (Chunta, 2016).

Unsafe Behaviors

Definition: An **unsafe behavior** is an event or situation in which the student demonstrates behavior or makes decisions which actually or potentially harm a patient or violate standards of professional conduct. Although faculty attempt to prevent actual harm, designating the behavior as unsafe and putting the student at risk, emphasizes the seriousness of the behavior. The unsafe behavior is documented in writing- on the WSON *Documentation of at Risk Clinical Performance document*: <https://www.sjfc.edu/media/schools/nursing/documents/undergraduate-clinical-instructors/AtRiskClinicalPerformanceDocumentation.pdf> discussed, and signed by the clinical instructor, the clinical course coordinator, and student. The clinical course coordinator is given a verbal and written report of the incident as soon as possible by the clinical instructor, and is responsible for notifying the Wegmans School of Nursing Undergraduate Chairperson and filing the report in the student's advising folder. The student, clinical instructor, and clinical course coordinator collaborate to develop specific plans for remediation and a timeframe to complete the activities on the form.

The clinical instructor will send a written notice to the Learning Resource Center (LRC) Director if the student requires supervised remediation or additional practice in a psychomotor skill. **It is the student's responsibility to make an appointment with the LRC Director for this practice.**

Examples of Unsafe or Unprofessional Behaviors

The following list of unsafe behaviors is not exhaustive. If a student engages in unsafe or unprofessional behaviors that are not on this list, the student will be held accountable.

- Performing skills that are outside the student's competency level, scope of practice, and/or WSON or agency policy
- Failure to complete a timely patient assessment after receiving a patient hand-off
- Leaving the side rails down on an infant's crib
- Error in administration of medication (6 "rights")
- Inaccurate recording or failure to record medication administration
- Inaccurate IV calculation, dosing, rate of administration, compatibility, medication dilution
- Engaging in bullying, lateral/horizontal violence, incivility
- Failure to report changes in a patient's condition or plan of care
- Inappropriate handling or touching of patients
- Coming to clinical under the influence of alcohol or other drugs
- Possession of a weapon at the clinical site
- Failure to observe isolation procedures and/or use appropriate personal protective equipment (PPE) and infection control measures
- Failure to adequately document and/or report nursing care given
- Inadequate preparation for assuming responsibility for patient care
- Breach of confidentiality and HIPAA requirements

- Sharing passwords
- Unprofessional conduct such as swearing or making verbal or nonverbal reference to another's race, religion, or sexuality in a condescending, inappropriate and disparaging manner
- Not arriving to clinical on time or absence from clinical without notifying faculty prior to the beginning of the shift
- Leaving the clinical area without notifying faculty and the assigned RN and without taking action to ensure patient safety in the student's absence by providing a complete patient hand-off
- Use of a cell phone for personal communication while on the unit
- Use of agency computers for personal business such as, but not limited to, checking email or accessing a social networking site
- Noncompliance with the Social Media/Technology policy for the WSON or agency policies.
- Posting information or pictures of any kind on social networking sites related to patients, a patient's family, or agency reference
- Failure to engage in all aspects of the clinical day, such as, but not limited to, pre-shift briefs, team huddles, post-conference discussions and debriefs, and supporting the patient/family and the health care team

Clinical Experience Attendance Policy

Full attendance and participation is required to successfully meet the objectives of all clinical, laboratory and simulation components for each clinical nursing course.

Clinical Attendance

1. Students are required to fully attend all assigned clinical days.
2. Excused absences include: significant student illness with health provider medical note may be required, significant family illness with health provider medical note, hospitalization or death of an immediate family member (this includes spouse, children, siblings, parents, grandparents) or other extenuating circumstances as discussed with clinical instructor and clinical site visitor.
3. If student's absence results in failure to meet all learning objectives and achieve clinical competencies as outlined in the clinical syllabus, the clinical instructor in consultation with the clinical course coordinator and clinical site visitor, will determine the need for additional clinical time to meet competencies.
4. Meeting learning objectives also includes professional presentation, collaboration and accountability.
5. A clinical contract will be established with the student to satisfactorily pass clinical.

Dismissal from clinical day

Clinical faculty may dismiss a student from participating in a clinical experience based on the following:

1. The student is unprepared for patient care or presents unprofessionally.
2. The student appears to be physically, emotionally, or psychologically distressed and unable to complete clinical responsibilities.
3. The student appears to be under the influence of alcohol or drugs. See Policy 5.6

Clinical Make-Up

1. Clinical make-ups must be completed prior to the end of the respective semester.
2. Missed clinical days must be made up at the discretion of the clinical course coordinator.
3. The clinical instructor in collaboration with the clinical site visitor will establish a clinical make-up day. The student may be charged for the additional clinical instructor's time. The Undergraduate Chair will facilitate the financial process.
4. If the clinical instructor evaluating the student deems that the student was unable to meet all clinical objectives, the student will receive an "Unsatisfactory" in the clinical component of the course.

Laboratory/Simulation Attendance

1. Students are expected to attend all scheduled on-campus labs and simulations as outlined in the course syllabi.
2. Absence from a lab or simulation for any course must be made up. See Policy 2.4
3. Students must coordinate the make-up lab or simulation with their assigned faculty or Learning Resource Coordinator in collaboration with the Clinical Course Coordinator within 48 hours of absence.
4. Make-up lab must occur within one week or next scheduled simulation.
5. Students reporting to lab or simulation more than ½ hour late or leaving ½ hour early are considered absent. See Policy 2.4

Clinical Experience Attendance

Attendance is necessary to successfully meet the objectives of the clinical and laboratory components of the nursing course.

Laboratory Attendance

1. Students are expected to attend all scheduled on-campus labs.
2. Absence from the lab component of any course must be made up.
3. Students must coordinate the make-up lab after consulting with the Course Faculty and Learning Resource Coordinator within 48 hours of the missed lab.
4. Make-up lab must occur within one week of the missed lab.
5. Students reporting to lab more than ½ hour late or leaving ½ hour early are considered absent.

Clinical Attendance

1. Attendance is necessary to successfully meet the objectives of the clinical and laboratory components of the nursing course. Passing of clinical objectives is not possible if faculty determine that student absence resulted in failure to meet the learning objectives including socialization into the professional role and demonstration of professional collaboration and accountability.
2. The clinical faculty may not allow a student to participate in a clinical experience for illness or other issues such as:
 - a. The student is unprepared for patient care
 - b. The student appears to be either physically, emotionally, or psychologically ill
 - c. The student is unaware of his/her own limitations or fails to seek help when these limitations are recognized
 - d. The student has unprofessional appearance and/or behavior as outlined above.
 - e. The student appears to be under the influence of alcohol or drugs.

3. Policies governing clinical attendance are as follows:

- a. Excused absences (extenuating circumstances) include: significant student illness with MD/NP note, significant family illness with MD/NP note, hospitalization, or death in immediate family (this includes spouse, children, siblings, parents, grandparents).
- b. Clinical make-up time must be completed prior to the end of the respective semester.
- c. For a clinical make-up, a student may join a clinical team that has an open space with the permission and coordination of the Course Coordinator (student numbers will not exceed the designated student to clinical instructor ratio).
- d. The make-up unit must match the clinical specialty of the missed clinical rotation (e.g., missed adult med/surg requires a make-up in an adult med/surg clinical group).
- e. The student must be available for a four-hour orientation to the clinical unit for make-up as deemed necessary by clinical faculty.
- f. Student must assure completion of make-up clinical agency orientation checklist.
- g. In the event of circumstances that do not fall under excused absences, the student will present the circumstances on an individual basis to the clinical course coordinator.

NOTE: Students who do not demonstrate competency in the clinical or course objectives at the conclusion of the make-up rotation will earn a grade of Unsatisfactory.

If faculty evaluating the student deems that the student will be unable to meet the course or clinical objectives because of the length or timing of the absence, the student will receive an “Unsatisfactory” in the clinical component of the course.

Glover-Crask Simulation Center Policy: Simulation Experience Attendance

It is expected that every student attend scheduled simulation sessions prepared and in full uniform as indicated in the syllabus. If a simulation is missed, it is at the discretion of the Simulation Lab Staff to decide if extraordinary circumstances presented by the student will merit any exceptions to this policy.

Preparation

Students must report in full uniform with their required identification badge as if they are reporting for a clinical site prepared with assigned pre-work completed to care for the designated simulation patient(s). If the student is not prepared for his/her simulation clinical experience, the Simulation Instructor can require the student to reschedule and a \$50 fee for rescheduling will apply. If the identification badge is not present, the first infraction will be a warning and the warning is posted to the student’s SimManager account.

Notification

Prior notification to the Simulation Director and Course Coordinator is required if a simulation will be missed in order for exceptions to be considered.

Possible extraordinary circumstances include but are not limited to:

- Death in family
- Family illness
- Personal illness
- Hospitalization
- Serious injury

Rescheduling

If an exception is made due to extraordinary circumstances, it is the expectation that the student will be rescheduled at the discretion of the Simulation Director.

A no call/no show to simulation is identified on the student's clinical evaluation as a missed clinical day.

Student Fees

Simulations missed due to incomplete uniform, scheduled vacations, appointments, oversleeping, interviews, shadowing, or work-related commitments will result in the student being charged a fee of \$50.00.

The \$50.00 fee will be added to the student's college bill. The student will have a hold placed on his/her account that could prevent him/her from registering for classes or graduating until the fee is paid. The student will then be rescheduled at the discretion of the Simulation Director to one of the course's simulation make-up days. Students will not have the opportunity to independently join another simulation session.

Documentation of Absence

All communication related to a missed simulation must be documented in an email and a copy placed in the student's file.

The Health and Wellness Center at St. John Fisher College will not provide documentation of illness/injury unless the student is seen in the Wellness Center for that illness/injury.

Honors in Nursing

Honors in Nursing are conferred by vote of the nursing faculty to graduating students who have achieved academic distinction and have completed an Honors Project. Eligibility to pursue Honors in Nursing Program is based upon the student's GPA and placement in the program. Students who meet the following requirements are encouraged to consider developing an honors project:

1. Completion of 28 credits of nursing coursework (12 credits for RN to BS students)
2. Upon graduation, will have completed a minimum of 60 credits at St. John Fisher College
3. Overall GPA and Nursing GPA of 3.3 or higher

Procedure:

1. The intent to develop an honors project *must be declared prior to the beginning of the senior year*. The student declares intent by:
 1. Meeting with the Chair of the Undergraduate Program and submitting the "Independent Study/Tutorial Authorization Form" from the Registrar's Office before the S1 semester.
 2. Collaborating with the Chair to identify a Wegmans School of Nursing faculty mentor to work with the student to complete an honors project.

2. The School of Nursing Undergraduate Chair will inform the student regarding acceptance of his/her application to pursue Honors in Nursing Program before the start of the senior year of study.

Process for the Honors Project:

1. Students pursuing Honors in Nursing Program must register for NURS 498 (3 credits) during their S2 semester of study at St. John Fisher College
 2. During the S1 semester of the senior year, and in conjunction with a faculty mentor, the student plans a project that incorporates scholarly activity and research as well as clinical work, if desired
 3. A project proposal is submitted to the Undergraduate Chairperson of the Wegmans School of Nursing. Refer to the form “Honors Project Proposal”
 4. Submit by October 15 or March 1 of the S1 semester. The Wegmans School of Nursing Undergraduate Chairperson, Dean, and the Provost approve the proposal by pre-registration for the spring or fall semester
 5. The project activities and paper will be completed and submitted by the 13th week of the S2 semester
 6. The project is presented in Wegmans School of Nursing Colloquium the final week of the semester.
3. The faculty mentor and the Wegmans School of Nursing Undergraduate Chairperson determine final approval of the completed project.

NURS 498 – Honors Project (3 Credits)

An honors project is required for a student to graduate with “Honors in Nursing”. Intent to develop an honors project must be declared prior to the beginning of the senior year. The student works with a nursing faculty mentor to develop the project proposal. The project is completed during the final semester of the senior year and presented at a Wegmans School of Nursing Colloquium. The faculty mentor and the Wegmans School of Nursing Undergraduate Chair must approve the completed project before the faculty votes to confer honors.

The “Declaration of Intent to Develop an “Honors in Nursing Project” form and the “Honors Project Proposal” form are available on the Wegmans School of Nursing website:

<https://www.sjfc.edu/schools/school-of-nursing/student-resources/documents-and-forms/>

Traditional Program Students: Nursing Majors in the College Honors Program

Students who are accepted into the college Honors Program as freshmen are required to complete four honors courses/seminars/3 keystone experiences by graduation. Transfer honor students may have fewer honors courses required (see the Undergraduate Catalog for Honors Program requirements). Honors students who are nursing majors should plan to have all of the honors course / and one keystone completed before starting the junior “clinical” (J1) semester in the WSON.

Each of the options listed below provides one honors (HNRS) course substitution credit, making it possible for Honors Program students who are also nursing majors to fulfill up to two of their HNRS course requirements while also fulfilling nursing requirements.

- Two keystones are built into the nursing curriculum in the following courses: 3991 and 4991. Students must register for those keystone experiences in the beginning of the semester.

National Student Nurses' Association, Inc.: Code of Academic and Clinical Conduct
Preamble:

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

National Student Nurses' Association (NSNA) Code for Nursing Students:

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.

17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.

18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001

Program Specific Information- Graduate: Masters & DNP

General Progression Policies: Graduate Programs

1. Graduate students are required to maintain an overall GPA of 3.0 (B) in the graduate program for progression.
2. Graduate students must achieve a grade of B (84-86) or higher in the following Scholarship core courses (GNUR 503, GNUR 504, and GNUR 702), all Direct care courses (GNUR 543, GNUR 570, GNUR 571) and all Clinical core courses specific to the student’s program of study. If a student does not achieve a grade of B on the first attempt, the student may re-take the course **once**. If the student does not achieve a grade of B or higher on the second attempt, the student will not be allowed to progress and will be dismissed from the program.
3. **The required B grade in Direct Care courses and Clinical courses includes the requirement of achieving a test average of 80% or greater on tests included in the courses.** If a student receives a test average of less than 80% in any Direct Care or Clinical Core course and an earned course grade of B (84%) or higher, the student will receive a grade of B- for the course. If a student receives a course grade less than B (84%), the student will receive the earned grade for the course regardless of test average.
4. Failing two graduate courses (GNUR or GMHC (for PMHNP), or one graduate course twice will result in dismissal from the graduate nursing program (a grade of “U” or a grade less than a “B” in courses noted above is equivalent to a course failure).
5. Students who are required to repeat course work cannot progress in the program until they have successfully completed the repeated course.

WSON Graduate Grading Scale

A 95-100%	B+ 87-89%	C+ 77-79%	F ≤ 73%
A- 90-94%	*B 84-86%	C 74-76%	FA failure due to absence
	B- 80-83%		

*Graduate students are expected to maintain a “B” average overall

Failure to do so will result in academic probation and monitoring by the SJFC Graduate Academic Standing Committee.

Clinical Seminar Progression

1. Clinical Seminars are graded Satisfactory or Unsatisfactory (S/U). For clinical seminar courses, students must earn a satisfactory grade (S) based on clinical preceptor and faculty site visitor evaluations in order to be successful in the course.
2. A grade of “S” in the clinical seminar courses reflects the successful demonstration of APRN competencies noted on clinical evaluation tool and is required in order to progress in the nursing curriculum. A grade of “U” or unsatisfactory is considered a failure in the course. If a student does not achieve a grade of “S” on the first attempt, the student may re-take the course **once to achieve an “S” (see progression policy)**
3. Student who are unsuccessful in a graduate clinical core course **will be required to retake** the associated clinical seminar course and complete a minimum of 50 hours of clinical.
4. The WSON faculty recognize the importance of safety in all areas of APRN clinical practice. Faculty also acknowledge that students are learning. However, it is expected that students

will practice without violating safety or quality in the classroom, clinical, laboratory or simulation setting.

5. The nursing faculty is responsible for upholding the standards of the: Wegmans School of Nursing, New York State Board of Nursing, Code of Ethics for Nurses (ANA), Nursing's Social Policy Statement (ANA), Nursing: Scope and Standards of Practice (ANA), and the requirements of the discipline of nursing. Therefore, the faculty reserves the right to deny progression at any point in the curriculum to a student, who in the faculty's judgment, fails to meet professional nursing standards or safe clinical behaviors.

Clinical Application

1. Students must submit the clinical application no later than the due date noted on the clinical application in order to start the process of identifying and securing a clinical preceptor, which is often one semester prior to the clinical course start. Students are required to be in compliance with the required documentation of health status, immunizations, CPR and hospital orientation packet before they are placed into a clinical site.
2. The clinical practicum/preceptorship provides the student with an opportunity to apply theory and principles learned in the classroom setting to clinical practice. The student develops the skills essential for integrating theory and practice related to their area of concentration. The student's personal learning objectives are used to guide the selection of the preceptor and clinical site for development of clinical skills. The Master's clinical practicum/preceptorship is an activity in which the student, the agency/setting, and the faculty have a shared interest and responsibility.
3. Students may not use their workplace (e.g. office, unit, department of employment) as a clinical site. However, if employed at a large health system, the student may obtain a clinical placement at another setting within the system.
4. *The WSON is committed to securing qualified preceptors for graduate students. However, there is a significant demand for preceptors. Students who submit a clinical application after the published deadlines risk forfeiting a clinical placement for the semester. It is essential that students assist the clinical coordinator in securing qualified preceptors by:*
 - a. *Submitting the clinical application by the deadline; **Clinical Applications will not be accepted after the published deadlines.***
 - b. *Suggesting/referring names of qualified preceptors*
 - c. ***Submitting any additional paperwork required by affiliating agencies ASAP***

Documents-Clinical applications must be submitted electronically to:
https://docs.google.com/forms/d/e/1FAIpQLSfE4vpxS2o3ZhDSs_0Q2NBjt4CF9WwNVxsChnHYZq7ccKP5Kg/closedform

by the following deadlines (unless otherwise noted):

- Spring semester deadline is September 1st
- Summer semester deadline is February 15th
- Fall semester deadline is April 1st

All forms, documents, and clinical requirements are found at this web address:

<https://www.sjfc.edu/schools/school-of-nursing/student-resources/documents-and-forms/>

Master's Clinical Practicum/Preceptorship

Clinical Attestation Form: The Attestation form is available on line and is distributed in classes to students annually. Students must read and abide by the deadlines and expectations detailed in the attestation form or are at risk for not being placed in a planned clinical experience. The attestation form includes essential clinical policies that affect graduate student clinical placement, including but not limited to:

- Master level graduate students are allowed to take only one clinical each semester. This pertains to both WSON and student secured sites. *Students who have concerns about this policy should meet with the Graduate Program Chair.*
- All students taking masters level clinical courses (including post- baccalaureate DNP students) will be required to travel a significant distance **at least once** during their clinical sequences (e.g., Oswego, Syracuse, Buffalo, Southern Tier, etc.) This applies to students who live and work a distance from campus- these students may have to travel to Rochester for their clinical hours.
- Students are required to maintain an updated LRP. Proposed changes are to be facilitated by meeting with your graduate advisor. A copy of the LRP is posted in U-Achieve.

All students must have a signed copy of the attestation form in their student file with annual updates. Form must be returned to the Graduate Administrative Assistant by the last week of September. The form is available from the website:

<https://www.sjfc.edu/media/schools/nursing/documents/GraduateProgramAttestation.pdf>

Student/Preceptor Responsibilities

Student Responsibilities

1. Start a compliance folder and keep copies for your own records.
2. Contact the assigned preceptor as soon as you have been notified of your match. Waiting may result in loss of preceptor!
3. Learn as much as possible about the agency/setting before beginning the clinical.
4. Bring a copy of student CV/Resume, Course Learning Outcomes, required texts, personal learning objectives for the clinical experience and copies of all clinical forms to review with the preceptor on the first clinical day (patient log, clinical evaluation tool, skills checklist).
5. Review the policies, procedures, and practices of the agency/setting and adhere to them.
6. Seek the advice and assistance of the agency preceptor when uncertain about assigned tasks.
7. Contact assigned site visitor at least two weeks in advance of half-way point of clinical hours to set up site visit.
8. Confer regularly with the agency preceptor regarding achievement of learning objectives.
9. Perform tasks assigned as efficiently and effectively as possible, contributing to the programs and activities of the agency/setting.
10. Complete written reports/documentation in accord with the timelines of the agency/setting in collaboration with the agency preceptor.
11. Participate in evaluation of the clinical performance with the agency preceptor and faculty.
12. Maintain confidentiality of client and agency information, including assurance of anonymity of clients / agency in written or oral reports outside of the agency/setting.

13. Demonstrate professional behavior in the clinical setting. Professional behavior includes wearing business clothes to clinical with identification of student status, attendance at each scheduled clinical day, and thorough communication with preceptors and course faculty.

14. Review policies and procedures outlined in all clinical course syllabi

Preceptor Responsibilities

1. Review the student's learning objectives.
2. Provide orientation to the agency/setting, including provision of information regarding policies, procedures, and practices of the agency/setting.
3. Plan specific activities with the student that will provide maximum opportunity for the student to meet her/his learning objectives.
4. Assist the student to identify additional opportunities for learning and/or career development.
5. Confer with student throughout clinical experience regarding progress and provide feedback to him/her to improve competencies appropriate to anticipated role.
6. Contact faculty with concerns/feedback about students throughout semester, as needed.
7. Meet with site visitor to discuss student progress
8. Complete "Master's Clinical Practicum/Preceptorship" evaluation form and return to faculty, using the Typhon system.

Preceptor Website: <https://www.sjfc.edu/schools/school-of-nursing/clinicalpreceptor-resources/>

Program Coordinator Responsibilities

1. Work with Graduate Clinical Coordinator to identify potential preceptors in agencies/settings consistent with the learning needs of students for selected clinical course.
2. Work with Graduate Clinical Coordinator to follow up with contacts of potential preceptors in the agency/setting who is able to assist in meeting the student's learning objectives.
3. Work with Graduate Clinical Coordinator and Administrative Assistant to verify preceptor's credentials in accord with Wegmans School of Nursing guidelines for selection of preceptors and place current vitae on file in Wegmans School of Nursing office.
4. Work with Graduate Clinical Coordinator to direct Wegmans School of Nursing Graduate Administrative Assistant to send Letter of Agreement to preceptor with a copy of "Master's Clinical Practicum/Preceptorship", the student's learning objectives, a copy of "Preceptor Evaluation of Students", and the student's vitae.
5. Work with Graduate Clinical Coordinator to communicate with preceptor about student placement during semester and conduct site visits as necessary.
6. Work with Clinical Seminar Faculty to evaluate student performance with input from student and agency preceptor.

Clinical Experience Attendance

Graduate Nursing Students are responsible to complete the allotted number of clinical hours/course (NP clinical courses: 150 clinical hours/course; CNS clinical courses: 125 clinical hours/course). Students need to document hours and complete the clinical summary sheet, to be signed by the preceptor for preceptor verification. Failure to maintain an accurate and timely record of the clinical hours *may be considered professional misconduct*.

Attendance is necessary to successfully meet the objectives of the clinical and laboratory components of the nursing course.

Laboratory Attendance

1. Students are expected to attend all scheduled on-campus labs.
2. Absence from the lab component of any course must be made up.
3. Students must coordinate the make-up lab after consulting with the Course Faculty within 48 hours of the missed lab.
4. Make-up lab must occur within one week of the missed lab.
5. Students reporting to lab more than ½ hour late or leaving ½ hour early are considered absent.

Clinical Faculty: Site/Student Visit Responsibilities

1. If adjunct status, send in C.V., social security number and copies of RN license, NP certification and CPR certificate to Wegmans School of Nursing Administrative Assistant and forward health form with PPD date to the college Health and Wellness Center.
2. Obtain student list and clinical preceptor assignments (6 students/clinical group) from the track coordinator or clinical seminar leader.
3. Coordinate date and time of the clinical visit(s) with each student, before midterm of the clinical hours.
4. Conduct the site visit and complete the following evaluations:
 - a. Student competency evaluation (one/visit)
 - b. Preceptor evaluation (one/preceptor)
 - c. Clinical site evaluation (one/site)

Document via the Typhon system.

5. Thank the preceptor for his/her service to the student and the college.
6. Notify the course faculty and track coordinator of any problems in the clinical area noted during the site visit related to:
 - suitability of the site to support student learning
 - ability of the preceptor to work effectively with the student, or
 - concerns about the student's performance, skills, professional behavior or ability to progress in the course

Preceptor Evaluation of Student Performance

In addition to the adjunct clinical faculty visit and evaluation of student competency, the advanced practice nursing student is evaluated by the preceptor at midterm and the end of the semester for all of the clinical courses. The evaluation is reviewed with the student and the course coordinator and is maintained in the student's file. All preceptors complete a rating form for the student's progress. Course coordinators will schedule an evaluation conference with the student if progress is not satisfactory.

Evaluation of Master's Clinical Practicum/Preceptorship

Clinical Seminar Faculty are responsible for the evaluation of the student's performance after a review of a variety of data sources as listed below.

- The clinical evaluation tool is completed by the clinical preceptor and reviewed with the student at midterm and at the completion of the clinical rotation. The clinical evaluation tool

must be signed by both the clinical preceptor and student to indicate that the information was reviewed.

- Written reports, oral presentation, conduct and behaviors in clinical seminar classes
- The agency preceptor input in collaboration with the student and site visitor faculty evaluates written and verbal communication skills throughout the clinical experience. The student's ability to master the required skills is incorporated into the clinical evaluation.
- Written report by the student of her/his experience, if indicated in the course objectives.

After a review of the input from preceptor's evaluation, student self-evaluation, and faculty evaluation, the Clinical Seminar Faculty posts the final grade for the seminar course

Forms are available at: <https://www.sjfc.edu/schools/school-of-nursing/student-resources/documents-and-forms/>

Satisfactory /Unsatisfactory Grading

Clinical evaluation instruments are designed to give each student very specific behaviors that are expected of ~~students-them when~~ enrolled in the clinical courses. Students use the evaluation instrument to engage in self-evaluation at mid-term and again at the end of each clinical course.

Clinical faculty/preceptor will review student progress toward achieving the clinical competencies as indicated during the rotation and at the end of the course, and will meet with the student to discuss student achievement in relation to clinical goals. A grade of Satisfactory or Unsatisfactory is posted based on the guidelines included in the evaluation instrument.

Clinical Summary Form

One clinical summary form signed by all of the student's clinical preceptors in each clinical course must be submitted in Typhon following the completion of each clinical rotation to document fulfillment of the required clinical hours. This form is utilized to verify clinical hours for student applications for national certification exams and credentialing processes by institutions. Students **should** keep a copy of the form for their records.

Clinical Course Policies

At least 50 percent of the clinical hours for Primary Care Nurse Practitioner students must be in primary care settings

Students are evaluated in each clinical course, using an evaluation tool based on the Wegmans School of Nursing philosophy, the *American Associate of Colleges of Nursing's Essentials of Masters Education*, the *American Nurses Association's Standards of Practice*, the *American Nurses Association's Code of Ethics for Nurses*, National Organization of Nurse Practitioner Faculties National Task Force document – competencies; NACNS competencies, *Quality & Safety Education for Nurses' KSAs*, and the *SJFC Wegmans School of Nursing Graduate Program Outcomes*. Effective clinical evaluation is an ongoing process-- both formative and summative. This process requires open communication between the faculty and student. Clinical faculty evaluates progress in learning and achievement of clinical objectives throughout the semester. Expected level of performance for any one behavior, differs as the student advances in the curriculum. At the site visits for graduate students, clinical faculty notify/counsel students about any observed lack of progress or about a specific behavior, and assist the student

in formulating a plan to reach learning or competency goals. The site visitor also confers with the preceptor and reports back to the clinical seminar faculty who determines if the clinical outcomes have been met.

Typhon

Typhon is an electronic student tracking software system that is used by the Wegmans School of Nursing in the graduate level courses. It allows the student to log his/her clinical hours and preceptor evaluations, the preceptors and site visitors to complete the clinical evaluations, and the seminar faculty to monitor the student's progress. It also provides centralized tracking of compliance issues, such as health evaluation form, PPD, CPR, etc. As this is a web-based program, it can be accessed from any device that has internet access.

Students will be oriented to this system in GNUR 571, prior to the beginning of clinical. Each individual will be assigned to a user ID and password after their orientation to Typhon. There are numerous self-tutorials, as well, to aid in successful utilization of this tool. Reports will be generated by both the seminar faculty as well as the FNP Track Coordinator each semester. The link to Typhon is <http://typhongroup.com/>

Application Process for NYSED and National Certification

All NP & CNS students should apply for NYS and National certification following graduation.

NP Program Graduates

1. Graduates are required to complete an application for NYSED NP certification
2. Graduates are required to complete a national professional certification exam in their area of specialty (there are a few exceptions to this requirement).
 - a. Application to American Academy of Nurse Practitioners (AANP)
 - b. American Nurses Credentialing Center (ANCC)
 - c. American Association of Critical Care Nurses (AACN)

AGCNS Program Graduates

1. Application for NYSED certification
 - a. <http://www.op.nysed.gov/prof/nurse/nurse-cns-cert.htm>
 - b. <http://www.op.nysed.gov/prof/nurse/nurse-cnsforms.htm>
2. Apply ~~for national~~for national certification as an AGCNS
 - a. American Nurses Credentialing Center (ANCC) –AGCNS-BC
 - b. American Association of Critical-Care Nurses (AACN) – AACNNS-AG

Application for New York State Certification of Nurse Practitioners

This process may be initiated the last semester of your graduate program. The Wegmans School of Nursing cannot send the completed verification of Form 2 until all-course work is completed and grades are submitted. The Registrar must certify that the student has graduated. The Registrar requires two weeks to finalize the form after the semester is completed. Please allow four weeks for the entire process

The form is available at: <http://www.op.nysed.gov/prof/nurse/nurseformsnp.htm>

Read “Certification Requirements: Nurse Practitioners” before beginning this process.
<http://www.op.nysed.gov/prof/nurse/np.htm>

The following outlines the procedure and forms required to help facilitate this process; *this procedural outline is not a replacement for reading the manual*. Students who have completed a graduate pharmacology course elsewhere should discuss additional requirements with their advisor or the Graduate Program Chair (see Forms 2B and 2C below).

License Application Forms: Nurse Practitioner
<http://www.op.nysed.gov/prof/nurse/nurseformsnp.htm>

Complete Form 1- Application for a Certificate.

All applicants must complete this form and submit it with the required certification fee directly to the Office of the Professions at the mailing address on Form 1. Make checks payable to the New York State Education Department. NOTE: Your cancelled check is your receipt.

Mail appropriate forms & fee to:

New York State Education Department
Office of the Professions
PO Box 22063
Albany, NY 12201

Complete Form 2- Certification of Professional Education

Download form and complete electronically.

Complete Section 1

The student then **emails** the completed (electronic version) of Form 2 **to the Registrar at SJFC.**

When the NYSED approves eligible candidates for certification, a certificate number and an effective date are issued. Approved candidates will become credentialed and entitled to practice in NYS as of that date. Written confirmation of certification by the Department of Education (the registration certificate) is mailed to the candidate within two to three weeks following the effective date. Candidates who have reason to believe they have fully met the requirements for certification are welcome to use the Division’s telephone verification service, by calling (518) 474-3817.

General Provisions

It is strongly advised that any correspondence be sent return receipt or registered mail. In addition, make a copy of all forms for your records and future reference.

From the NYSED website:

***Form 2B - Verification of Instruction in New York State and Federal Laws Related to Prescriptions and Record Keeping** (ONLY NEEDED IF GRADUATE COMPLETE ADVANCE PHARMACOLOGY OUTSIDE OF SJFC)-If you took GNUR 570 here you do not need to complete this form.

<http://www.op.nysed.gov/prof/nurse/np2b.pdf>

For applicants who have completed a program other than a New York State registered, licensure qualifying program.

Section I: Complete this section of the form before sending the entire form to the school, institution or professional association where you completed instruction in New York State and federal laws relating to prescriptions and recordkeeping. Be sure to sign and date item 8.

Section II: The Registrar must complete this section and return both pages of the form directly to the Office of the Professions at the address at the end of the form.

Form 2C - Verification of Pharmacotherapeutics Course

<http://www.op.nysed.gov/prof/nurse/np2c.pdf>

For applicants **who have completed a program other than a New York State registered**, licensure qualifying program (i.e., completed a course outside of NYS) **IF YOU TOOK GNUR 570 YOU DO NOT NEED TO FILL OUT THIS FORM.**

Section I: Complete this section before sending the entire form to the school institution or professional association where you completed a pharmacotherapeutic course, including instruction in drug management of clients in the nurse practitioner's specialty area. Be sure to sign and date item 8.

•Section II: The Registrar must complete this section and return both pages of the form directly to the Office of the Professions at the address at the end of the form.

Form 4NP - Verification of Practice Protocol

<http://www.op.nysed.gov/prof/nurse/np4np.pdf>

Newly certified NPs must fill out and submit Form 4NP to the Office of the Professions NO LATER than 90 days after the commencement of practice. This submission to the Office of the Professions is only required once.

- Section I: Complete this section of the form.
- Sections II & III: You and the initial collaborating physician with whom you have a practice agreement and practice protocol must complete these sections and return both copies of the form to the Office of the Professions at the address at the end of the form. Be sure to sign item 4 in Section III.

Miscellaneous Form:

Address/Name Change Form

You are required to notify NYSED within 30 days of any name or address changes. Please read the instructions and complete the appropriate sections of the form.

<http://www.op.nysed.gov/documents/anchange.pdf>

For any questions regarding national certification, contact the Graduate Program Chair.