# Wegmans School of Nursing
# Handbook for Nursing Programs

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFORMATION FOR ALL PROGRAMS</td>
<td>1</td>
</tr>
<tr>
<td>Mission</td>
<td>1</td>
</tr>
<tr>
<td>Goals</td>
<td>1</td>
</tr>
<tr>
<td>Program Outcomes</td>
<td>1</td>
</tr>
<tr>
<td>Curricular Elements</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>4</td>
</tr>
<tr>
<td>Organizing Framework for all programs: UG, Masters, Doctoral</td>
<td>5</td>
</tr>
<tr>
<td>Web site links</td>
<td>6</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>6</td>
</tr>
<tr>
<td>WSON Attendance and Participation</td>
<td>7</td>
</tr>
<tr>
<td>Policy on Written Assignments</td>
<td>8</td>
</tr>
<tr>
<td>APA Formatting Expectations Guidelines</td>
<td>8</td>
</tr>
<tr>
<td>WSON Testing Policy</td>
<td>9</td>
</tr>
<tr>
<td>Blackboard or Web-based Testing</td>
<td>10</td>
</tr>
<tr>
<td>Missed Examination Policy</td>
<td>11</td>
</tr>
<tr>
<td>WSON Student Grade Appeal Process</td>
<td>11</td>
</tr>
<tr>
<td>WSON Student Grievance Procedure</td>
<td>12</td>
</tr>
<tr>
<td>WSON Academic Progression Undergraduate</td>
<td>12</td>
</tr>
<tr>
<td>General Progression Policies: Traditional Program</td>
<td>12</td>
</tr>
<tr>
<td>NURS 449 Clinical Preceptorship Progression</td>
<td>13</td>
</tr>
<tr>
<td>General Progression Policies: RN/BS Program</td>
<td>13</td>
</tr>
<tr>
<td>WSON Undergraduate Grading Scale</td>
<td>14</td>
</tr>
<tr>
<td>General Progression Policies: Graduate Programs</td>
<td>14</td>
</tr>
<tr>
<td>Clinical Seminar Progression</td>
<td>14</td>
</tr>
<tr>
<td>WSON Graduate Grading Scale</td>
<td>14</td>
</tr>
<tr>
<td>Repeating a Nursing Course</td>
<td>15</td>
</tr>
<tr>
<td>WSON Academic Dismissal</td>
<td>15</td>
</tr>
<tr>
<td>WSON Leave of Absence</td>
<td>15</td>
</tr>
<tr>
<td>WSON Readmission and Reactivation</td>
<td>15</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>16</td>
</tr>
<tr>
<td>SJFC Academic Accommodations for Disabilities</td>
<td>16</td>
</tr>
<tr>
<td>WSON Guidelines for Academic Accommodations for Disabilities</td>
<td>17</td>
</tr>
<tr>
<td>Professional Conduct and Behavior Standards</td>
<td>17</td>
</tr>
<tr>
<td>Professional Misconduct, Hearing, and Appeals Process/</td>
<td></td>
</tr>
<tr>
<td>Failure to Meet Professional Conduct and Behavior Guidelines</td>
<td>18</td>
</tr>
<tr>
<td>Social Media Policy</td>
<td>19</td>
</tr>
<tr>
<td>Clinical Guidelines- All Programs</td>
<td>20</td>
</tr>
<tr>
<td>Required documents for ALL Students</td>
<td>20</td>
</tr>
<tr>
<td>For Graduate Students</td>
<td>20</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Professional Appearance</td>
<td>21</td>
</tr>
<tr>
<td>Policy on Gifts</td>
<td>21</td>
</tr>
<tr>
<td>Parking Compliance at Clinical Sites</td>
<td>21</td>
</tr>
<tr>
<td>Transportation of Clients</td>
<td>22</td>
</tr>
<tr>
<td>Policy on Universal Precautions</td>
<td>22</td>
</tr>
<tr>
<td>Professional Liability and Insurance</td>
<td>22</td>
</tr>
<tr>
<td>Independent Study Protocol for Nursing</td>
<td>23</td>
</tr>
<tr>
<td>Wegmans School of Nursing Student-Driven Contract to Uphold the Code of Ethics</td>
<td>23</td>
</tr>
<tr>
<td>ANA Code of Ethics (2015)</td>
<td>25</td>
</tr>
<tr>
<td>Accreditation</td>
<td>26</td>
</tr>
<tr>
<td>Sigma Theta Tau International Honor Society for Nursing</td>
<td>26</td>
</tr>
<tr>
<td>Student Involvement in the Wegmans School of Nursing</td>
<td>27</td>
</tr>
<tr>
<td><strong>PROGRAM SPECIFIC INFORMATION- UNDERGRADUATE</strong></td>
<td>27</td>
</tr>
<tr>
<td>Student Resources</td>
<td>27</td>
</tr>
<tr>
<td>College Based Resources</td>
<td>28</td>
</tr>
<tr>
<td>Professional Appearance Guidelines</td>
<td>28</td>
</tr>
<tr>
<td>Uniform Policy for all Clinical Settings</td>
<td>28</td>
</tr>
<tr>
<td>Community Health Setting Appearance Guidelines</td>
<td>29</td>
</tr>
<tr>
<td>Application to New York State for an RN License</td>
<td>29</td>
</tr>
<tr>
<td>Registration for the NCLEX Exam</td>
<td>29</td>
</tr>
<tr>
<td>Traditional Program: Clinical Performance Policies and Guidelines</td>
<td>30</td>
</tr>
<tr>
<td>Clinical Requests/Policy for Clinical Requests from Students</td>
<td>30</td>
</tr>
<tr>
<td>General Policies</td>
<td>30</td>
</tr>
<tr>
<td>Satisfactory/Unsatisfactory Grading</td>
<td>31</td>
</tr>
<tr>
<td>“Critical” Clinical Behaviors</td>
<td>31</td>
</tr>
<tr>
<td>Unsafe Incidents</td>
<td>31</td>
</tr>
<tr>
<td>Examples of Unsafe or Unprofessional Behaviors</td>
<td>32</td>
</tr>
<tr>
<td>Clinical Experience Attendance</td>
<td>32</td>
</tr>
<tr>
<td>Glover-Crask Simulation Center Policy: Simulation Experience Attendance</td>
<td>33</td>
</tr>
<tr>
<td>Traditional Undergraduate Program/ATI Comprehensive Testing Policy</td>
<td>35</td>
</tr>
<tr>
<td>Honors in Nursing</td>
<td>37</td>
</tr>
<tr>
<td>NURS 498 – Honors Project (3 Credits)</td>
<td>38</td>
</tr>
<tr>
<td>Traditional Program Students: Nursing Majors in the College Honors Program</td>
<td>38</td>
</tr>
<tr>
<td>WSON Student Nurse Association (SNA) &amp; National Student Nurses Association (NSNA)</td>
<td>39</td>
</tr>
<tr>
<td>National Student Nurses’ Association, Inc.: Code of Academic and Clinical Conduct Preamble</td>
<td>40</td>
</tr>
<tr>
<td>NSNA Code for Nursing Students</td>
<td>40</td>
</tr>
<tr>
<td><strong>PROGRAM SPECIFIC INFORMATION- GRADUATE: Masters &amp; DNP</strong></td>
<td>41</td>
</tr>
<tr>
<td>Clinical Application</td>
<td>41</td>
</tr>
<tr>
<td>Master’s Clinical Practicum / Preceptorship</td>
<td>41</td>
</tr>
<tr>
<td>Student/Preceptor Responsibilities</td>
<td>42</td>
</tr>
<tr>
<td>Preceptor Responsibilities</td>
<td>43</td>
</tr>
<tr>
<td>Program Coordinator Responsibilities</td>
<td>43</td>
</tr>
<tr>
<td>Clinical Experience Attendance</td>
<td>43</td>
</tr>
<tr>
<td>Laboratory Attendance</td>
<td>43</td>
</tr>
<tr>
<td>Clinical Faculty: Site/Student Visit Responsibilities</td>
<td>44</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Preceptor Evaluation of Student Performance</td>
<td>44</td>
</tr>
<tr>
<td>Evaluation of Master's Clinical Practicum/Preceptorship</td>
<td>44</td>
</tr>
<tr>
<td>Satisfactory /Unsatisfactory Grading</td>
<td>45</td>
</tr>
<tr>
<td>Clinical Summary Form</td>
<td>45</td>
</tr>
<tr>
<td>Clinical Course policies</td>
<td>45</td>
</tr>
<tr>
<td>Typhon</td>
<td>45</td>
</tr>
<tr>
<td>Application for NYS Certification and National Certification</td>
<td>46</td>
</tr>
<tr>
<td>Licensure and Certification</td>
<td>47</td>
</tr>
<tr>
<td>Procedure: Application for New York State Certification of Nurse Practitioners</td>
<td>47</td>
</tr>
<tr>
<td>General Provisions</td>
<td>47</td>
</tr>
<tr>
<td>St. John Fisher College Process</td>
<td>47</td>
</tr>
<tr>
<td>NYSED Process</td>
<td>48</td>
</tr>
<tr>
<td>Application for National Certification as a(n) FNP, AGACNP, AGPCNP, PMHNP or CNS</td>
<td>49</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>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.</td>
</tr>
<tr>
<td>Communication</td>
<td>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.</td>
</tr>
<tr>
<td>Holism</td>
<td>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.</td>
</tr>
<tr>
<td>Praxis</td>
<td>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.</td>
</tr>
<tr>
<td>Professional Values</td>
<td>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</td>
</tr>
<tr>
<td>Role</td>
<td>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.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Diversity</td>
<td>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.</td>
</tr>
<tr>
<td>Life-Long Learning</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Organizational Structure

**Wegmans School of Nursing Organizational Structure**

![Organizational Structure Diagram]

- **Dean**
  - Dr. Dianne Cooney Miner
  - Assistant Dean
    - Dr. Caroline Critchlow
- **Associate Dean**
  - Dr. Marilyn Dollinger
  - Adm. Asst.
    - Judy Martz
  - Assistant to the Dean
    - Carolyn Martin
  - Adm. Asst.
    - Mary Haley
- **Undergraduate Chair**
  - Dr. Char Smith
- **RN/BS Online Program Director**
  - TBD
- **Grad Program Director**
  - Dr. Colleen Donegan
- **DNP Program Director**
  - Dr. John Kirchgessner
- **MHC Program Director**
  - Dr. Rachel Jordan
- **UG Clinical Coordinator**
  - Julie Vilinsky
- **Grad and RN/BS Clinical Coordinator**
  - TBD
- **Sim Center Director**
  - Joanne Weinschreider
    - Sim Center Coordinator:
      - TBD
    - LRC Director:
      - Teresa O’Connor
- **Nursing Faculty**
- **Program Coordinators**
  - FNP: Dr. Natalie Masco
  - CNS: Dr. Lori Dambaugh
  - PMHNP: Dr. Susan Carlson
  - AGNP: Dr. Colleen Donegan
- **MHC Faculty**
### Organizing Framework for all programs: UG, Masters, Doctoral

<table>
<thead>
<tr>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Undergraduate Program</td>
</tr>
<tr>
<td>RN/BS Program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship Core:</td>
</tr>
<tr>
<td>21 credits for all MS programs</td>
</tr>
<tr>
<td>13 Credits for all Post-BS DNP Programs</td>
</tr>
</tbody>
</table>

| Direct Care Core: | AACN: The Essentials of Master’s Education for Advanced Practice Nursing |
| 9 credits for all MS & DNP programs | ANA: Scope and Standards for Advanced Practice Registered Nursing |
| | NYSED: WSON Regulations & Quality Indicators for Nursing Education |

| Clinical Core by Program: | Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education |
| Credits vary by program | |

| Adult/Gero Clinical Nurse Specialist (AGCNS): | In addition to AACN, ANA, NYSED & LACE: National Association of Clinical Nurse Specialists, AACN: The Essentials of Master’s Education for Advanced Practice Nursing |
| 13 credits | Eligible for NYSED and national professional certifications |

| Primary Care Family Nurse Practitioner (FNP): | 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) |
| 16-19 credits | Eligible for NYSED and national professional certifications |

| Adult/Gero Acute Care Nurse | In addition to AACN, ANA, NYSED & LACE: National Organization of Nurse Practitioner Faculty |
Practitioner (AGACNP):
16 credits
Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education)(NTF Criteria)
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
Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education)(NTF Criteria)
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
Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education)(NTF Criteria)
Eligible for NYSED and national professional certifications

DNP

Post-BS DNP:
48 credits plus Scholarship & Direct Care Core
Specific to programs above
AACN: The Essentials of Doctoral Education for Advanced Practice Nursing
Eligible for NYSED and national professional certifications

Post-MS DNP:
48 credits
AACN: The Essentials of Doctoral Education for Advanced Practice Nursing

Web site links
Traditional Undergraduate (pre-licensure)
http://www.sjfc.edu/academics/nursing/departments/nursing/

RN to BS Undergraduate
http://www.sjfc.edu/academics/nursing/departments/rnbs_online/

Masters Programs- AGCNS, AGACNP, AGPCNP, PCFNP, PMHNP
http://www.sjfc.edu/academics/nursing/departments/advanced-practice/

Certificate Programs- AGCNS, AGACNP, AGPCNP, PCFNP, PMHNP
http://www.sjfc.edu/academics/nursing/departments/advanced-practice/

Doctoral Program- DNP Post-Masters, DNP Post-Baccaulaureate
http://www.sjfc.edu/academics/nursing/departments/dnp/

Academic Policies
SJFC Academic Integrity Policy, Procedures and Appeal Process
Undergraduate: http://catalog.sjfc.edu/undergraduate/2015-2016/academic information/integrity.dot
Graduate: http://catalog.sjfc.edu/graduate/2015-2016/academic-information/policies/integrity.dot
**WSON Attendance and Participation**
The following general guidelines/policies 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 Wellness Center at St. John Fisher College does not provide documentation of illness/injury unless the student was originally seen in the 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.
Policy on Written Assignments
The Wegmans School of Nursing has the following policies 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 Honesty found at: http://catalog.sjfc.edu/undergraduate/academic-information/honesty.dot

APA Formatting Expectations Guidelines
This guideline is a summary of frequently used APA references in the Publication Manual of the American Psychological Association 6th edition.

1. Title page with running head
   a. Formatting title pages Section 2.01-2.02 pp. 23-24, Section 8.03 229-230
   b. Example pp. 41

2. Page numbers/headers
   a. Formatting Section 8.03 pp. 229-230
   b. Example pp. 41

3. Margins and spacing
   a. Preparing the Manuscript, Section 8.03 pp. 229

4. Font
   a. Preparing the Manuscript, Section 8.03 pp. 228-229 (typeface)

5. Section headers (expect level 1 headers)
   a. If the student chooses to go beyond level 1 they need to be done correctly.
   b. Levels of Heading, Section 3.03 pp. 62-63
      i. See Table 3.1
      ii. Example pp. 44-47, 54-59
6. Seriation
   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. Seriation Section 3.04 pp. 63-64
7. Abbreviations
   a. Sections 4.22-4.30, pp. 106-111
8. Numbers
   a. Sections 4.31-4.38, pp. 111-114
9. In text citations
   a. Importance Section 1.09 pp. 13-14
   b. When to cite pp. 169
   c. Different types of citations (Sections 6.11-6.21 pp 174-179). Most common:
      i. One work by one author: Section 6.11 pp. 174-175
      ii. One work by multiple authors: Section 6.12 pp. 175-176
         1. See Table 6.1 pp. 177
      iii. Secondary sources: Section 6.17, pp. 178
      iv. Personal communications: Section 6.20 pp. 179
   d. Examples pp. 42-49, 54-56
10. Quotations (Quote properly, paraphrase preferentially)
    a. Quoting & paraphrasing, Sections 6.03-6.10 pp. 170-174
       i. Direction quotation of sources Section 6.03 pp. 170-171
       ii. Paraphrasing Section 6.04 pp. 171
       iii. Direct quotations of online material without pagination: Section 6.05 pp.
            171-172
       iv. Changes from the source requiring explanation: Section 6.08 pp. 172-173
11. Reference list
    a. Reference list Sections 2.11 pp. 37, 6.22-6.26 pp. 180-183
    b. Reference list components Sections 6.27-6.32 pp. 183-190
    c. Examples by type Sections 7.01-7.11 pp. 198-215. Most common (sections
       include online material as well):
       i. Periodicals: Section 7.01 pp. 198-202
       iii. Book chapters: section 7.02, pp. 202 & pp. 204
    d. Example pp. 49-51, 59

**WSON Testing Policies**
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 Online 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://catalog.sjfc.edu/undergraduate/2016-2017/academic-information/integrity.dot](http://catalog.sjfc.edu/undergraduate/2016-2017/academic-information/integrity.dot)
1. Turn off all electronic devices (e.g., SMART phones, cell phones, beepers, IPODS, iWatches, etc.).
2. All electronic devices, including devices that can record, 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.
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 electronically, or by any means, copy, print, or duplicate any exam or part of an exam.**
16. Students may not share or discuss test questions with other students or write down questions for others or their personal use.
17. 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://catalog.sjfc.edu/undergraduate/2016-2017/academic-information/integrity.dot](http://catalog.sjfc.edu/undergraduate/2016-2017/academic-information/integrity.dot)

For Blackboard or Web-based Testing

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.
4. **Students may not electronically, or by any means, copy, print, duplicate, or send any exam or part of an exam.**
Missed Examination Policy
Students are expected to take course examinations on the date indicated in the course syllabus.

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. Exams missed due to scheduled vacations, appointments, oversleeping, interviews, shadowing, or work-related commitments will result in a grade of zero for the test.

5. 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.

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. If the student is not satisfied with the resolution of the grade concern after meeting with the Associate Dean, the student should meet with the Dean of the WSON. The student will submit the concerns in writing to the Dean before the scheduled meeting.
5. The decision of the WSON Dean 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" (see WSON Structure) 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, make an appointment with the Associate Dean. Forward the details of the grievance and proposed plan for resolution in writing to the Associate Dean prior to the scheduled meeting.
4. If your issue is not resolved with the Associate Dean, then make an appointment with the Dean of the WSON. Forward the details of the grievance and proposed plan for resolution in writing to the Dean before the scheduled meeting. The decision of the Dean is final.

**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 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, 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 449) 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 449 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 449 and either a. or b. as below:
   a. If a student fails NURS 449 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 449 is repeated.
   b. If a student fails NURS 449 for other reasons (e.g., professional misconduct), every effort will be made to schedule the student to repeat NURS 449 early in the following semester.
2. Attend the NURS 400 NCLEX review course and participate in all review classes and practice tests. To support the student’s success on the NCLEX-RN after graduation-repeating this course will provide them with additional timely practice before the NCLEX-RN exam.

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)
3. Achievement of a final course grade of C or higher
4. Final grades at 0.5 or higher will be rounded up.
WSON Undergraduate Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94%</td>
</tr>
<tr>
<td>B</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 86%</td>
</tr>
<tr>
<td>C</td>
<td>78-80%</td>
</tr>
<tr>
<td>C-</td>
<td>72-74%</td>
</tr>
<tr>
<td>D</td>
<td>69-71%</td>
</tr>
<tr>
<td>D-</td>
<td>65-68%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;65%</td>
</tr>
</tbody>
</table>

* *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.

**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 and GNUR 504), 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).

**Clinical Seminar Progression**

- 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.
- 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”**.
WSON Graduate Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>72-74%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;73%</td>
</tr>
<tr>
<td>FA</td>
<td>failure due to absence</td>
</tr>
</tbody>
</table>

*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.

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 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.

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. There is no appeal to academic dismissal.
4. The student will be notified by certified mail of dismissal from the WSON.
5. 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 GPA admission requirement 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:
  o 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
  o 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
  o 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 Director

**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 changes the LRP, the student needs to meet with the advisor and file a new plan. Students who do not follow the agreed upon plan of study may be removed from registered courses.

  - 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.

SJFC Academic Accommodations for Disabilities
http://www.sjfc.edu/campus-services/academic-affairs/disability/academic-accommodations.dot

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 (http://www.sjfc.edu/campus-services/academic-affairs/disability/academic-accommodations.dot)

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.
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 School of Nursing Student Handbooks. 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.

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. Documentation of the unprofessional conduct will be added to the student’s WSON academic file. The Chair or
Program Director in consultation with the Associate Dean will determine the appropriate sanction. Possible sanctions include:

1. Dismissal from the WSON nursing program.
2. Individual student contract: The Chair or Program Director will prepare an individual student contract outlining professional conduct expectations that must be met to remain in the program
   a. The Chair or Program Director and the student’s Academic Advisor meet with the student to review the contract.
   b. After the student reads and signs the contract (signature indicates that the student has read it), the contract is placed in the student’s WSON academic file.
   c. If the stipulations in the contract are not upheld by the student, the student will be dismissed from the WSON.

Social Media Policy
WSON nursing students may not post any material or information that could potentially violate patient confidentiality or professional behavior guidelines on social media sites. Although Blackboard and other online tools used in a nursing course are not considered social media sites, students are expected to observe professional standards for communication in all interactions. Students will be subject to disciplinary action by the school and the clinical agency for any violation of the social media policy. HIPAA regulations apply to comments made on social networking sites and Blackboard or other online tools, and violators are subject to the same prosecution as with other HIPAA violations.

Guidelines:
1. Social media include but are not limited to blogs, podcasts, discussion forums, online collaborative information, cell phone content or transmissions and publishing systems that are accessible to internal and external audiences (e.g., Wikis, RSS feeds, video sharing, and social networks like Twitter, YouTube, and Facebook).

2. 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 or on any electronic device (e.g., cell phone) will be treated as if you verbally made the statement in a public place.
Resources:
American Nurses Association’s *Social Networking Principles Toolkit* at
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

Clinical Guidelines- All Programs
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 1
- Spring semester deadline is December 1
- Summer semester deadline is April 1

Required documents for ALL Students:

- **CPR Certification:** American Heart Association (course: BLS for Health Care Providers) or American Red Cross (course: Professional Rescuer)
  - Students with Advanced Cardiac Life Support (ACLS) must still complete Basic Life Support (BLS) to meet this requirement.
  - Submit a copy of your card and keep the original.

- **Physical Examination:** Students entering a clinical course must have a history and physical examination that is dated no more than 6 months before the start of the semester.
  - Once a student has a history and physical exam form on file at the college, an annual health update should be completed each year (http://www.sjfc.edu/dotAsset/080671b8-d576-4688-abd9-11f48d75a4b4.pdf)
  - Or submit a health update form completed by your health care provider or employer to indicate you continue to meet health requirements for clinical work.

- **Tuberculin Skin Test (PPD) – must be done annually.**
  - Documentation must include the date given and the date the results were read (must be 48–72 hours later).
  - For students with a positive PPD, a chest x-ray report must be submitted.

- **Seasonal flu shot – must be done annually.**
  - Documentation must include the date given.
- **Immunizations**: Students must submit proof of immunity against measles, mumps, rubella, polio, tetanus, and Hepatitis B.
  - If a student has not received the full course of the Hepatitis B vaccine, then proof of the first administration or a positive titer must be provided.

For Graduate Students:
- **Current resume** – submit a copy.
- **Current New York State RN license** – submit a copy.
- **Medication Administration Competency Score needed** (i.e., CNET, NLN). Copy of scores for any medication administration competency test (from your employer). If you do not have this from your employer, you can take a test in the WSON for a fee of $10.

- **Hospital Orientation Packet** – packet must be reviewed and post-test completed annually.
  - It is available online at [http://www.sjfc.edu/academics/nursing/resources/documents.dot](http://www.sjfc.edu/academics/nursing/resources/documents.dot) 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 on-line. Send a copy of the post-test to the WSON. Keep a copy of the post-test for review in class.

All documentation must be sent directly to:
Wegmans School of Nursing
St. John Fisher College
3690 East Avenue
Rochester, NY 14618

**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).

All students must wear a WSON ID badge holder and ID card. Students purchase the WSON ID badge holder from the administrative assistant in the Dean’s Suite. There is a $10 fee. Graduate students purchase the ID badge holder prior to the first clinical course.

**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.
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: [http://www.sjfc.edu/dotAsset/874514.pdf](http://www.sjfc.edu/dotAsset/874514.pdf). 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)

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Being prepared and punctual with all assignments</td>
<td>o Plagiarism</td>
</tr>
<tr>
<td>o Notifying faculty at the beginning of the class regarding need to maintain phone contact</td>
<td>o Cheating such as, but not limited to:</td>
</tr>
<tr>
<td>o Respecting allotted time for breaks and returning to class on time</td>
<td>o Working together on computerized exams</td>
</tr>
<tr>
<td>o Leaving class during lecture only for critical matters</td>
<td>o Disclosure of test materials</td>
</tr>
<tr>
<td>o Respect towards peers and faculty as evidenced by:</td>
<td>o Access to other materials while test taking</td>
</tr>
<tr>
<td>o Actively participating in class discussions</td>
<td>o Items listed in the academic integrity policy</td>
</tr>
<tr>
<td>o Asking topic related questions</td>
<td>o Not reporting dishonest behavior that is observed</td>
</tr>
<tr>
<td>o Seeking consultation from faculty when potential dishonest behavior is observed</td>
<td>o Disrespectful behavior towards peers and/or faculty and staff such as, but not limited to:</td>
</tr>
<tr>
<td>o Participating equally in all group work</td>
<td>o Arriving late, returning from break late, talking to others during lecture, eye rolling, use of laptop for any activities unrelated to lecture</td>
</tr>
<tr>
<td>o Providing constructive feedback to peers</td>
<td>o Disrespectful/negative comments towards others</td>
</tr>
<tr>
<td>o Requesting additional academic support as needed from faculty</td>
<td>o Not participating fairly in group work</td>
</tr>
<tr>
<td>o Seeking permission from faculty to record lecture</td>
<td>o Unwillingness to address conflict with peers, faculty or staff directly</td>
</tr>
<tr>
<td>o Following SJFC Academic Integrity Policy and WSON Testing Policy</td>
<td>o Texting/cell phone use at any time during lecture unless used for faculty directed activities</td>
</tr>
<tr>
<td></td>
<td>o Engaging in horizontal violence as evidenced by bullying behavior towards others</td>
</tr>
</tbody>
</table>

Table 2. Clinical Performance

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Maintaining safety as the priority</td>
<td>o Texting/cell phone use during the clinical day except during break time</td>
</tr>
<tr>
<td>o Adhering to professional code of conduct</td>
<td>o Describing any clinical or unit information through use of social media</td>
</tr>
<tr>
<td>o Being punctual and prepared</td>
<td>o Accessing non-clinical related materials, email or personal contacts during clinical</td>
</tr>
<tr>
<td>o Using time effectively</td>
<td>o Inappropriate use of agency computers</td>
</tr>
<tr>
<td>o Supporting peer colleagues</td>
<td>o 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</td>
</tr>
<tr>
<td>o Reporting any clinical or professional concerns to the clinical instructor</td>
<td>o Taking shortcuts and reporting you actually did the work</td>
</tr>
<tr>
<td>o Being honest, reporting mistakes</td>
<td></td>
</tr>
<tr>
<td>o Complying with the dress code as outlined in the WSON Undergraduate Nursing Student Handbook</td>
<td></td>
</tr>
<tr>
<td>o Reporting any omissions of care</td>
<td></td>
</tr>
<tr>
<td>o Respecting confidentiality and client’s right to privacy</td>
<td></td>
</tr>
</tbody>
</table>
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

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**

- 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
- 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:**

**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
[www.aacn.nche.edu](http://www.aacn.nche.edu)

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](http://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**

**Student Resources**

- **Smarthinking tutoring**: Online → Available any time
  - Resources include drop-in tutoring, scheduled tutoring (nursing topics include pharmacology, med-surg, OB, pediatrics, 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 areas you are struggling with and practice questions you are having difficulty with
- 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 78% 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 [http://www.sjfc.edu/campus-services/mathcenter/](http://www.sjfc.edu/campus-services/mathcenter/)
Writing Center [http://www.sjfc.edu/campus-services/writingcenter/](http://www.sjfc.edu/campus-services/writingcenter/)

**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. Student’s 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**
RN/BS students do not have a student uniform and should follow guidelines in sections a, c, and d.

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. White uniform top with SJFC logo on the left sleeve. These are available through the SJFC bookstore.
2. Wegmans School of Nursing ID retractable badge holder with alligator clip and a clear badge holder for the SJFC student ID. This is ordered through the WSON.
3. Only all white shirts may be worn under the uniform.
4. Burgundy uniform pants (See * above for details). These are available through the SJFC bookstore.
5. Clean white or black shoes with adequate support should be part of the uniform and not for every day wear (See ** above for details).
6. Skin tone or white stockings or white socks are required.
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 with a second hand should be worn.

Identification Badge
Placement: Worn on the front right side opposite the chest pocket. If you have a retractable badge holder, this can be clipped to the chest pocket or the “v” in the uniform top.

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 online: 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
- Class time requirements
- 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, the New York State Board of Nursing, and 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.

2. Clinical faculty evaluates progress in learning and achievement of clinical objectives throughout the semester. Student and clinical faculty 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 client teaching, differs as the student advances in the curriculum. 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 (See section on critical 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 give student 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 faculty 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. A grade of Satisfactory or Unsatisfactory is based on the guidelines included in the evaluation instrument.

**“Critical” Clinical Behaviors**

Course faculty 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.

**Unsafe Incidents**

**Definition:** An unsafe incident is an event or situation in which the student demonstrates behavior or makes decisions which actually or potentially harm a client or violate standards of professional conduct. Although faculty attempt to prevent actual harm, designating the incident as unsafe emphasizes the seriousness of the incident.
The unsafe incident is documented in writing on the WSON Documentation of at Risk Clinical Performance [link], discussed, and signed by the clinical instructor, the clinical course coordinator, and student. The Course Coordinator is given a verbal and written report of the incident as soon as possible, and is responsible for notifying the Wegmans School of Nursing Undergraduate Chairperson and filing the report in the student’s advising folder. The student and clinical faculty collaborate to develop specific plans for remediation and a timeframe to complete the activities.

The clinical faculty will send a written notice to the Learning Resource Center (LRC) coordinator 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 coordinator for this practice.

Examples of Unsafe or Unprofessional Behaviors
The following list of unsafe practices is not exhaustive. If a student engages in unsafe practices that are not on this list, the student will be held accountable.
- 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/administration
- Failure to report changes in client’s condition or plan of care
- Inappropriate handling or touching of clients
- 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 client care
- Breach of confidentiality
- Unprofessional conduct such as making verbal or nonverbal reference to another’s race, religion, or sexuality in a condescending, inappropriate and disparaging manner
- Absence from clinical without notifying faculty prior to the beginning of the shift
- Leaving the clinical area without notifying faculty and without taking action to assure client safety in the student’s absence
- 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
- Posting information of any kind on social networking sites related to patients, a patient’s family, or agency reference

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, and death in immediate family (this includes spouse, children, siblings, parent, grandparent), and jury duty.
   b. Clinical make-up time must be completed prior to the end of the respective semester. There will be no make-ups after the semester ends.
   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. Students that have not had a formal four hour orientation to a unit will not be permitted to make up a clinical day on the unit.
   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 fail the course.

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 their 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 their 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. This fee is to cover the rescheduling of the missed simulation.

The $50.00 fee will be added to the student’s college bill. The student will have a hold placed on their 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 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.

**Traditional Undergraduate Program**

**ATI Comprehensive Testing 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 tests 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 assure 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

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. 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 before 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 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. Students will take ATI Practice A, remediate with a Focused Review, and take ATI Practice B for the assigned course. Faculty will audit to assure students have completed ATI Practice A. A portion of the ATI grade will be dedicated to the student achieving a benchmark on ATI Practice B (below).

d. Course coordinators will set the benchmark on ATI Practice B based on the ATI benchmarks for the proctored exam. Students who meet or outperform the benchmark will receive 2 points, those that underperform the benchmark will receive 1 point.
e. Proctored exams will be scored out of 8 points, scaled to the ATI benchmark levels that the student achieves.

Grading Grid:

<table>
<thead>
<tr>
<th>Student Achievement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATI Practice A</td>
<td>Required – no points</td>
</tr>
<tr>
<td>ATI Practice B, below Level 2 Benchmark on 1st attempt</td>
<td>1 point</td>
</tr>
<tr>
<td>ATI Practice B, at or above Level 2 Benchmark on 1st attempt</td>
<td>2 points</td>
</tr>
<tr>
<td>ATI Proctored</td>
<td>No points assigned if Practice A &amp; B are not completed</td>
</tr>
<tr>
<td>Level 3</td>
<td>8 points</td>
</tr>
<tr>
<td>Level 2</td>
<td>7 points</td>
</tr>
<tr>
<td>Level 1</td>
<td>6 points</td>
</tr>
<tr>
<td>Less than Level 1</td>
<td>5 points</td>
</tr>
<tr>
<td>Maximum points total</td>
<td>10 points</td>
</tr>
</tbody>
</table>

*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) The Undergraduate Chair Responsibilities
a. Communicate with the SJFC ATI representative to order testing services provided under contract.
b. Announce to students and faculty when/where ATI resources are available.
c. Distribute, at the start of the semester, the associated Product ID numbers for the student cohorts.
d. Assure orientation of new faculty to ATI policies, procedures, and use of the ATI website for proctoring and accessing group/individual reports and program reports.
e. Works with faculty to schedule junior student orientation to ATI.
f. Assist faculty with ATI analytic assessment at the end of each semester and identification of strategies to improve student performance.

**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 BSN students)
2. Upon graduation, will have completed a minimum of 60 credits at St John Fisher College
3. Overall GPA of 3.3 or higher
4. Current 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:
   a. 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.
   b. 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.
   a. 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 http://www.sjfc.edu/academics/nursing/resources/documents.dot.

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 six honors courses 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 4-5 of these courses 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.

Senior nursing students in the St. John Fisher College Honors Program may choose up to two of the following course substitution options to complete the requirements for their college Honors Program:

1. **NURS 449- Honors option for Senior Preceptorship (3 credits)**
   Note: For nursing majors in the College Honors Program who complete a project above and beyond the normal requirements of NURS 449 and may therefore receive Honors Program credit.

2. **NURS 498H - Honors Project (3 credits)**
   Note: Students who complete the NURS498 H Honors Project to fulfill the college Honors program will also fulfill the WSON Honors requirement and will be granted Honors in the WSON upon successful completion of the course.

3. **GNUR 509 Professional and Systems Leadership (3 credits)**
   **NOTE:** This opportunity is available for senior nursing students in the BS/MS Fast-track option.

Students wishing to receive credit for one or two of these options should contact the Director of the Honors Program. The Honors Program Director will notify the Registrar that the selected course(s) fulfill(s) the honors requirement for the student’s Honors Program.

**WSON Student Nurse Association (SNA) & National Student Nurses Association (NSNA)**

All WSON undergraduate nursing students are encouraged to become members of the National Student Nurses Association (NSNA). Participation in a professional organization at the school, regional, and national levels demonstrates professional service. The faculty supports such pre-professional leadership involvement by excusing students from classes to attend national meetings.

The benefits of belonging to the NSNA include:

- Provides the opportunity to network with other nursing students in western New York, as well as in the state, and nationally.
- Informs students of national and local issues of importance to professional nursing.
- Provides the opportunity to have input to policy formation related to education and other issues of national importance to students and professional nursing.
- Provides the opportunity to demonstrate leadership.
- Provides *Imprint*, NSNA’s official magazine published by and for nursing students.
- Provides career counseling and job searching opportunities on-line and at conferences.
- Offers discounts on NSNA NCLEX EXCEL study products.
- Offers reduced rates on products and services (nursing magazines, *Capitol Update*, nurses’ drug guides, nursing apparel and accessories etc.).

Information about NSNA may be found at their website: [http://www.nsna.org](http://www.nsna.org)
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.

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.
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.
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. The WSON is committed to securing qualified preceptors for graduate students. However, there is a significant demand for preceptors. The WSON cannot guarantee preceptor availability. Preceptors are assigned on a first come-first served basis. Students who submit a clinical application after the published deadlines risk not having a preceptor assigned. Furthermore, students who choose to take more than one clinical course per semester cannot be guaranteed the assignment of two preceptors. 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

The WSON Graduate Administrative Assistant must receive the application and required documents by the following deadlines:
- Spring semester deadline is September 1
- Summer semester deadline is January 1
- Fall semester deadline is February 1

All of the forms and clinical requirements are found on line at this web address:
http://www.sjfc.edu/academics/nursing/resources/documents.dot

The student should refer to the graduate bulletin and/or their Long Range Plan to determine the clinical course registration.

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 Director and Program Coordinator.**
- 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 Long Range Plan. Proposed changes are to be facilitated by meeting with your graduate advisor as soon as possible. A signed copy is placed in the student folder.

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: [http://www.sjfc.edu/dotAsset/8cf53ad4-4623-45b3-a134-a352d6b8e05e.pdf](http://www.sjfc.edu/dotAsset/8cf53ad4-4623-45b3-a134-a352d6b8e05e.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.
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: [http://www.sjfc.edu/academics/nursing/clinical/graduate.dot](http://www.sjfc.edu/academics/nursing/clinical/graduate.dot)

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 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:
   o suitability of the site to support student learning
   o ability of the preceptor to work effectively with the student, or
   o 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.
   o 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.
   o Written reports, oral presentation, conduct and behaviors in clinical seminar classes
   o 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.
   o 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: http://www.sjfc.edu/academics/nursing/resources/documents.dot

**Satisfactory /Unsatisfactory Grading**
Clinical evaluation instruments are designed to give student very 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 faculty will also discuss student progress toward achieving the clinical competencies at mid-term 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 to document fulfillment of the required clinical hours. This form generates the honorarium for preceptors. 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.

**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 (See section on critical behaviors below). 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 during the end of the GNUR 571 course, prior to the
beginning of clinical. Each individual will be assigned to a user ID and password after their
orientation to the program. 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 for NYS Certification and National Certification

State Certification
For NP Program Graduates
1. Application for NY State certification required
2. For national professional certification do ONE of:
   a. Application to American Academy of Nurse Practitioners (AANP)
   b. American Nurses Credentialing Center (ANCC)

For CNS program graduates
1. Application for NY State certification required
2. For national professional certification:
   a. American Nurses Credentialing Center (ANCC)

Application for New York State Certification of Nurse Practitioners
The form is available at: http://www.op.nysed.gov/prof/nurse/nurseformsnp.htm
Complete “Form 1- Application for a Certificate”. This needs to be filled out and notarized.
Fees: Do not send cash. Make a check or money order payable to:
New York State Education Department (NYSED)

Mail appropriate forms & fee to:
New York State Education Department
Office of the Professions
PO Box 22063
Albany, NY 12201

Read the on-line NYS education manual, ‘Certification of Nurse Practitioners’, before
beginning this process. 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 Primary Care of Families Coordinator.

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. The certificate number, once issued, and the effective date will be confirmed by telephone.

**Licensure and Certification**

**Procedure: Application for New York State Certification of Nurse Practitioners**

Note: *this procedure applies to graduate students who have completed pharmacology (GNUR 570) at St. John Fisher College*

**General Provisions:**

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

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.

**St. John Fisher College Process:**

Form 2-This form is completed by graduates of NYS NP programs or their equivalent. Complete Section 1 (Verification of Program) & submit to the relevant NP Program Coordinator the last semester of your graduate program.

Include a check made out to St. John Fisher College & a completed transcript request form for an official transcript. The FNP Coordinator at the Wegmans School of Nursing will forward Form 2 for the official college seal, the transcript request, and check to the Registrar after your complete packet has been received. The student then sends the completed Form 2 & transcript to the NYSED after completion of the program has been verified by the Registrar.

*From the NYSED website:*

**Form 1 - Application for Certification & First Registration** All applicants must complete this form and submit it with the $80 certification fee (subject to change) 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.

You must answer all questions and provide all information requested unless otherwise indicated. Failure to complete all parts of the application will delay its review. Your signature on Form 1 must be notarized by a Notary Public. Upon receipt of your completed certification application, you will be sent an acknowledgement letter.

**Address/Name Change Form - Optional**

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.

**Form 2 - Certification of Professional Education**
ALL WSON NP GRADUATES MUST COMPLETE THIS FORM. For applicants who have completed a licensure qualifying program registered by the State Education Department or a program determined by the Department to be equivalent. This form must be submitted directly to the Office of the Professions from the professional school you attended.

Section I: Complete this section of the form before sending it to your school.
Section II: The Registrar must complete this section and return the form directly to the Office of the Professions at the mailing address on the form.

Form 2B - Verification of Instruction in New York State and Federal Laws Related to Prescriptions and Record Keeping
For applicants who have completed a program other than a New York State registered, licensure qualifying program. IF YOU TOOK GNUR 570 YOU DO NOT NEED TO FILL OUT THIS FORM.

Section I: Complete this section of the form before sending it to the academic institution or professional association where you completed instruction in New York State and federal laws relating to prescriptions and record keeping.
Section II: The Registrar or appropriate official must complete this section and return the form directly to the Office of the Professions at the mailing address on the form.

Form 2C - Verification of Pharmacotherapeutics Course -
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 of the form before sending it to the academic institution or professional association where you completed the required pharmacotherapeutics course.
Section II: The Registrar or appropriate official must complete this section and return the form directly to the Office of the Professions at the mailing address on the form.

Form 4NP - Verification of Practice Protocol
For all applicants- once hired
Section I: Complete this section of the form.
Section II: You and the collaborating physician with whom you have a practice agreement and practice protocol must complete this section and return the form to the Office of the Professions at the mailing address at the end of the form.

NYSED Process:
The following forms may be sent to the NYSED with the fee during the last semester of your graduate program. The four forms should be sent as a complete package. It is recommended that you wait until the month prior to graduation. Form 1, 1CS, 1D, 1SL are to be completed by ALL NP candidates.
Form 1 - Application for Certification & Registration. Submit this form with the $80.00 fee (subject to change) to the NYSED to the address listed above. If you are certified by a national association, attach a copy of your most current certification which shows the expiration date.

Form 1CS - Child Support Obligation

Form 1D - Candidate Data Record

Form 1SL - Student Loan Disclosure

Please note: you do not need to complete any other forms for NYS certification if you have completed your entire Advanced Practice Nursing master’s degree at St. John Fisher College.

Miscellaneous Forms:

Form 1A - Name & address change. This form is to be sent to the NYSED whenever your name or address changes. *Make multiple copies for future use.

Form 4NP - Verification of Practice. You & your collaborating physician must complete this form before you can practice. Protocols must be filed with the NYSED within 90 days of the commencement of practice. You may utilize a standard published protocol(s), provide the title, publisher, & publication date. A list of approved protocol texts can be found on page 19 & 20 of the NYS certification manual.

Whenever you change practice, collaborating physician, and/or dissolve your current collaborative agreement, a new Form 4NP must be re-submitted. If the collaborative agreement is dissolved, the NP may not practice until a new practice agreement has been executed. To remove a collaborating physician from your NYSED file, you must send a written request to do so.

If currently practicing in more than one setting, you must submit a Form 4NP for each setting. Make multiple copies for future use.

Application for National Certification as a(n) FNP, AGACNP, AGPCNP, PMHNP or CNS

National certification indicates that you meet standards set by your peers in your area of practice, and it demonstrates your commitment to yourself and to your career and competence in your profession. New York State does not currently require national certification for NYS certification as a nurse practitioner. However, Medicare and Medicaid reimbursement and most employers require national professional certification. Most state boards of nursing require a national certifying exam for state certification.

All NP & CNS students should apply for national certification immediately after graduation. Reimbursement for NP & CNS services is linked to national certification. This certification is required by employers.
The organizations that currently offer certification examinations for NP & CNS are:
1. The American Nurses Credentialing Center (ANCC)
   ANCC 1 (800) 284-2378 or http://www.nursecredentialing.org/
2. The American Association of Nurse Practitioners (AANP)
   AANP 1 (512) 442-4262, ext. 14 or www.aanp.org
   The American Association of Nurse Practitioners Certification Program (AANPCP) has a
dedicated email address for receipt of transcripts from Registrar’s offices and from NP students:
   transcripts@aanpcert.org

For any questions regarding national certification, contact your Program Coordinator.