



University at Buffalo
The State University of New York

School of Nursing
Undergraduate, Accepted Upper Division
Traditional BS, Accelerated BS and RN-BS
Student Handbook
2017-2018

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ACADEMIC CALENDAR

The official university calendar is available at <http://registrar.buffalo.edu/calendars/academic/index.php>.

Attendance on Religious Holy Days:

On those religious holy days when members of a faith observe the expectation of their place of worship that they be absent from school or work, individual students will be excused from class without penalty if expressly requested. If such a requested absence results in a student's inability to fulfill the academic requirement of a course scheduled on that particular day, the instructor should provide an opportunity for the student to make up the requirement without penalty.

If classes, examinations, study, or work requirements are held on Friday after 4:00 p.m., or anytime on Saturday, similar or make up classes, examinations, study, or work requirements shall be made available on other days whenever it is possible and practicable to do so. Students shall not be charged any fees or experience any adverse or prejudicial effects due to absence from coursework due to religious observance.

In the event that a student absence situation cannot be resolved between the student and the class instructor, or either party is aggrieved by the process, appeal shall proceed sequentially to the department chair, unit dean, and finally the Vice Provost of Undergraduate Education. (<http://undergrad-catalog.buffalo.edu/policies/course/religious.shtml>)

INTRODUCTION

The Undergraduate Student Handbook of the School of Nursing provides information to students that is specific to the School of Nursing and is not meant to take the place of the following resources that outline the policies, procedures, and administration of the University. The following is a representative, rather than comprehensive, list of additional resources.

Web Sites

- University at Buffalo: <http://www.buffalo.edu>
- School of Nursing: <http://nursing.buffalo.edu/>
- Web Portal: <http://myub.buffalo.edu>

Bulletins

- Undergraduate Catalog: <http://undergrad-catalog.buffalo.edu/>
- Rules and Regulations (Office of Judicial Affairs & Student Advocacy): <http://www.student-affairs.buffalo.edu/judicial/rulereg.shtml>

Official University Newspapers and Publications

- *The Reporter**: <http://www.buffalo.edu/reporter/>
- *The Spectrum**: <http://www.ubspectrum.com/>
- *AtBuffalo*: <http://www.buffalo.edu/atbuffalo.html>

* Copies are typically available outside of 114 Wende Hall.

SCHOOL OF NURSING MISSION & VISION STATEMENTS

Mission:

The mission of the School of Nursing is to foster an environment of academic and scholarly excellence that develops nurse leaders who will improve the health and wellness of local, national and global communities.

Vision:

We will advance the reputation of UBSON by achieving a collaborative academic culture that impacts global and local needs for research, scholarship and educational excellence.

Our UB School of Nursing core values are inherent and critical to the achievement of our mission and vision.

Values: I-CARE

Integrity - Honesty in all we do

Collaboration - We value intra professional, interdisciplinary and community collaboration to advance learning, discovery and practice

Accountability - We hold ourselves accountable for behaviors, actions and results

Respect - For diverse backgrounds and opinions in an inclusive and compassionate manner

Excellence - In innovative approaches to research, scholarship and education

Our UB School of Nursing core values are inherent and critical to the achievement of our mission and vision.

Mission Statement, Vision Statement and Core-Values adopted by faculty on 2-22-2013.

GENERAL INFORMATION

A. COMMUNICATION CHANNELS

- All students are expected to subscribe to their respective class listserv and to abide by all announcements and instructions.
- All students are expected to view and read official UB mail a minimum of every day for important announcements and communication
- Students will be informed by course faculty where to submit course assignments.

School of Nursing Email Policy

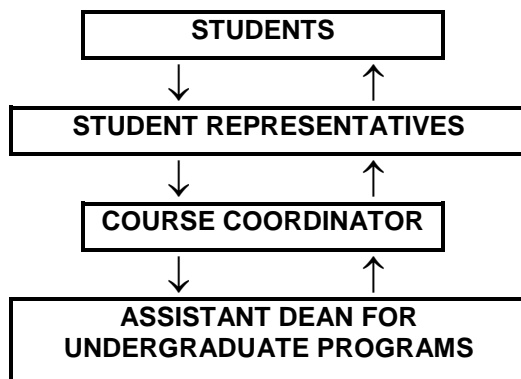
The UB School of Nursing requires that all students' email correspondence to university faculty and staff be sent from a UBIT address to protect the security of our server as well as to protect student privacy according to federal legislation ([FERPA](#) – see Appendix I). Faculty and staff will not respond to non-UBIT addresses.

Bulletin boards are located in the student lounge. Channels of communication within courses involve the following persons:

Student Course Representatives - These individuals are selected by their peers to represent the students enrolled in particular courses. They participate in appropriate course meetings and can place items on the course meeting agenda for discussion. They serve as a liaison between the students and course faculty bringing information and concerns from the students to the faculty in a professional manner and channeling information from the faculty to the students. They are expected to be knowledgeable about course matters and to establish and maintain a viable communication system with the students so that they can speak on their behalf.

Course Coordinator - This faculty member is responsible for the overall organization and administration of a particular course. He/she orients students to the courses, establishes a system of faculty/student communication, makes all arrangements for the theoretical and clinical components of the course so that they are consistent with course objectives, informs students of changes in University and/or School of Nursing policies and in course requirements and schedules, compiles and reports grades in collaboration with course faculty, develops a plan for course evaluation and meets with student course representatives to discuss ideas and concerns regarding the course whenever appropriate.

Customary channel of communication concerning course-related matters:



If these customary channels do not satisfy the need or concern under consideration, students may consult directly with the Associate Dean for Academic Affairs.

B. WENDE HALL

Students may access Wendé Hall from 6:00 am to 10:00pm during the week and from 6:00 am to 6:00 pm on Saturday. Wendé Hall is closed on Sundays.

C. CHANGE OF STUDENT NAME AND/OR ADDRESS

It is the student's responsibility to immediately inform the Office of Student Services in the School of Nursing and the course coordinator(s) for all enrolled nursing courses of any changes in name, address or telephone number. Students must also notify the Student Response Center of changes in name and/or address (<http://registrar.buffalo.edu/personalinfo/studentname.php>).

D. NURSING STUDENT ORGANIZATION OFFICE

The Nursing Student lounge is located in G8 Wende Hall.

E. STUDENT REPRESENTATION ON SCHOOL OF NURSING COMMITTEES

1. One student to serve a one-year term on the Undergraduate Program Committee.
2. Upon formation, Special and Ad Hoc Academic Integrity or Grievance Committees may also require student representation.

F. STUDENT ACADEMIC ADVISEMENT

Academic Advisement for all undergraduate nursing students is provided by the Office of Student Services, Beck Hall. Students are expected to adhere to University deadlines regarding registration, drop/add deadlines, course registration policies, and completion of the application for graduation. Dr. Susan Grinslade, Assistant Dean for Undergraduate Programs, may also provide advisement related to progression/retention issues and referrals from academic advisors.

G. STUDENT EVALUATIONS OF COURSES AND FACULTY TEACHING EFFECTIVENESS

The UB Course Evaluation system is the University's anonymous web-based approach to course and instructor assessment. Students use UB Course Evaluation to submit their evaluations of courses just completed. Instructors have access to these evaluations after their grades are submitted and faculty use this data for course quality improvement. Students are encouraged to provide thoughtful constructive feedback to the faculty to improve the course and teaching methods/strategies. All you need is a web browser or smart phone and your UBIT login to begin.

H. SPEAK TEST FOR NON-NATIVE ENGLISH SPEAKERS

In the field of nursing, communication is an important skill as it allows nurses to understand patient needs and helps to ensure the delivery of safe care. Prior to starting the program, admitted Non-native English speakers will be required to take the SPEAK (Speaking Proficiency English Assessment Kit) test unless they have attended an English speaking high school for four or more years, however, it is highly recommended that all non-native English speakers take the SPEAK test. Students who do not meet minimum score of 50 will be required to participate in a simulated patient encounter in an effort to further evaluate English comprehension and usage. In addition, students will be linked with a Student Services staff member to discuss plans for utilizing support services and participating in activities that may help with the improvement of communication skills. The SPEAK Test is administered by the UB English Language Institute. Please visit http://wings.buffalo.edu/gse/eli/esl_speak.htm for the SPEAK Test schedule and fee information.

I. HEALTH REQUIREMENTS

Participation in clinical laboratory experiences by nursing students necessitates that particular attention be given to protection of the health of both students and the public with whom they come in contact. Certain preventive measures on the part of nursing students are, therefore, required.

Each student must assume responsibility for meeting health requirements established by the School and/or the various agencies that are utilized.

All students must have a physical examination including required health professional immunizations and a PPD test before admission. A health appraisal form must be completed yearly. PPD must be repeated annually. (If the test is positive or not done, a chest x-ray is required.) The Center for Disease Control and Prevention has declared student nurses to be one of the groups most at risk for Hepatitis B. Therefore, all undergraduate students are required to have the Hepatitis B vaccine. Students must start this series of injections prior to the deadline set in their admissions letter and complete it on track in order to start and participate clinical experiences. In addition, the School of Nursing requires documentation of a chicken pox titer or a documented history of having had chicken pox. Other immunization requirements may be required

to meet health requirements of various health agencies and NYS Department of Health, such as influenza vaccine. These requirements will be communicated to the students as necessary.

UB School of Nursing (SON) students are required to rotate through hospital based clinics in order to complete the program. All SON students must comply with New York Department of Health immunization requirements for hospital personnel in order to participate in hospital based rotations.

Fitness for Duty Policy:

Students are expected to fully participate in all classroom, laboratory, and clinical activities without restriction. A student is expected to inform (disclose) to a nursing faculty member or advisor (Director of Student Services) any health related issue that may put either the student or client in danger.

A student may be required to provide evidence from his/her health care provider if restrictions in learning activities are needed due to health reasons. To the extent possible faculty will work with the student to achieve the required learning outcomes.

A student may need to withdraw from nursing courses in order to allow time to receive treatment and improve his/her health condition and to maintain the safety of clients. Refer to Leave of Absence and Withdrawal policies in the Nursing Student Handbook.

Health Insurance Portability and Accountability Act (HIPAA):

Patient confidentiality at the facilities used by the University at Buffalo, State University of New York School of Nursing is considered to be of primary importance. In addition to each facility policy, a federal law called the Health Insurance Portability and Accountability Act (HIPAA) requires patient health information to be kept confidential. Patients and their families have a right to deal with their health information use in a private and secure manner, trusting that their privacy will be maintained. In order to protect this right to confidentiality and to comply with federal and state laws, students must agree to hold all information (including, but not limited to, patient names, their medical information, and relevant agency information) gained through their clinical assignments at any facility used by the University at Buffalo, State University of New York School of Nursing in strictest confidence. Confidentiality includes, but is not limited to, not discussing patients or their medical conditions with persons who do not have a need to know and not removing any documents with individually identifiable patient data from the facility.

Students need to understand the terms of this Confidentiality Policy and agree to abide by the above requirements. Students also need to understand that any breach of a patient's confidentiality may result in disciplinary action against them and possible removal from the clinical site to which they have been assigned.

The privacy rule of HIPAA requires that all agencies be able to demonstrate that they have trained their employees and others who do business with them so that they understand all the privacy procedures required by this rule. Clinical agencies are requiring that we provide evidence that faculty and students have met this requirement. Students must complete the HIPAA tutorial provided by the School of Nursing. Clinical agencies require documentation of orientation to their facilities as well as completion of content related to HIPAA regulation

For additional information, please visit

http://www.hpitp.buffalo.edu/hipaa/Training/hipaa_training_HomePage.htm and the US Department of Health and Human Services (<http://www.hhs.gov/ocr/hipaa/>).

http://www.hpitp.buffalo.edu/hipaa/Training/20120810_UB_HIPAA_Student-Researcher_Orientation.pdf.

RECOMMENDATIONS FOR PREVENTION AND MANAGEMENT OF BLOODBORNE PATHOGEN EXPOSURE IN HEALTH-CARE SETTINGS FOR STUDENTS

The School of Nursing has adopted the 2001 recommendation of the U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC) transmission in health-

care settings. The update summary information from the Morbidity and Mortality Weekly Report, June 2005 is located in the back of this handbook as Appendix II.

School of Nursing Policies Regarding Bloodborne Pathogen Exposure:

Agencies unable to comply with this policy will not be used by the University. Students must have successfully met the requirements encompassed in the performance of infection control procedures before providing care to patients involving contact with blood and body fluids.

Students judged to be competent to give such care will be expected to care for patients with diagnoses of AIDS, AIDS Related Complex, HIV, Hepatitis B and C. Students will be assigned at the discretion of the instructor.

If a body fluid exposure should occur, the student must immediately notify the clinical instructor and follow the agency's policy regarding immediate care, follow-up and reporting. The student is responsible for any charges associated with testing and treatment of any injuries during clinical (including on-campus sites). The student should seek treatment at a facility covered by their insurance or as directed.

An incident report is completed according to agency policy. **The clinical instructor is responsible for notifying to the Assistant Dean for Undergraduate Program in writing through completion of a UBSON Incident Report.**

School of Nursing Needle Stick Policy:

The clinical instructor will complete a **UBSON Incident Report** and notify the Course Coordinator and Assistant Dean.

The student should seek treatment at a facility covered by his/her insurance or as directed. The student should heed the recommendations of the health care professional performing the initial evaluation for the occupational exposure, including follow-up. If a student does not have a local primary care provider with whom to follow-up, the student should contact University at Buffalo Student Health Services at 7168293316 to make an appointment with the infectious disease specialist on staff and request lab results be sent to UB SHS as soon as they are available (fax 716-829-2564).

The student is responsible for any charges associated with testing and treatment of any injuries during clinical (including on-campus sites) or while administering flu shots.

Policy Regarding Basic Life Support for Health Care Providers:

Students who participate in clinical experiences must maintain current documentation of having completed a course on Basic Life Support (including both adults and pediatrics) for Health Care Providers while in the nursing program. This course, along with appropriate documentation, can be obtained through the American Red Cross or the American Heart Association or their affiliates.

If the student is unable to fulfill this requirement due to physical inability to perform the procedures, he/she must provide medical documentation from a health care provider. Although the student has a disability, he/she must still provide evidence that a course was completed. This is in case the disabled student finds himself/herself in an emergency situation in which he/she is the only health care provider available who can verbally guide another individual through the process of rendering basic life support measures.

Upper division students are required to have a current BLS certification prior to any clinical nursing activity. Failure to provide documentation of BLS will prohibit the student's participation in and passing of clinical nursing courses. Be sure to bring a copy of BLS card to the Office of Student Services, Beck Hall, to remain in the program and participate in clinical courses.

Liability Insurance:

Student liability insurance is provided by the University at Buffalo. Coverage is effective only when students are performing activities associated with requirements of the educational program.

J. UNIFORM CODE

1. Students are expected to maintain a professional appearance in the Clinical Skills Lab, Health Assessment lab, and clinical settings. Students are also expected to comply with agency policy, which includes such items as:
 - clothes - clean, neat and appropriate length
 - hair - clean, and off collar, color within naturally occurring color tones
 - nails - clean and short, no artificial nails or tips, conservative nail polish
 - jewelry - should be restricted to small pierced earrings (1 per ear) and wedding band
 - tattoos covered except when in conflict with specific hospital policy; no other visible piercings (e.g., nose, eyebrow, lip)
 - beards must be short, clean and neat, non-bearded men must be clean shaven
 - Students must wear their nursing ID badge and UB pin during all clinical experiences as well as in the Clinical Skills Lab.
2. In hospital settings, the complete student uniform consists of the following:

Attire

- UB Blue Scrubs – straight leg and v-neck top. Only plain white t-shirts can be worn underneath the embroidered v-neck top. Available at the University Medical Bookstore.
- Shoes - totally white closed toed, closed heeled leather shoes or sneakers to be worn exclusively in clinical setting (no canvas)
- White or neutral socks
- Nursing ID badge
- UB Pin- Provided to students during the SON pinning ceremony at the beginning of the school year.
- Note: Some clinical agencies may require students to wear an agency ID badge in addition to the Nursing ID. In the event a cost is associated with an agency ID badge the School of Nursing will pay a one-time fee for the badge. Students will be responsible for any replacement cost in the event an agency ID badge is lost.

Equipment

- Watch with sweep second hand or digital second readout
 - Bandage scissors
 - Pen
 - Stethoscope and sphygmomanometer
3. In community settings, the complete student uniform consists of the following:
 - Blue UB Polo Shirt – embroidered UB logo on the left front with “School of Nursing” under the logo. Available from the University Medical Bookstore.
 - Full length Khaki pants that sit at the traditional waist, plain or front pleat that are neatly pressed. Suggested retailers are Land’s End, LL Bean, Dickies, JC Penney.
 - Shoes – closed toed, closed heeled shoes that are clean and in good repair.
 - Neutral or khaki socks
 - Nursing ID Badge and UB Pin
 4. **All UB School of Nursing students in clinical courses are required to obtain the official ID badge approved by the School of Nursing and issued by the UB Card Office. Please follow this procedure to obtain a School of Nursing ID badge:**
 - Start in Beck Hall – Office of Student Services. Students need to complete and sign an authorization form allowing the UB Card Office to use their UB card photo for their School of Nursing ID badges that are necessary for clinicals. Authorization forms are only available through the Office of Student Services; they are not available in the UB Card Offices.
 - Upon completion of the form, the Office of Student Services will forward the correct information to the UB Card Office authorizing the issuance of the School of Nursing ID badge.

- The School of Nursing ID badge will be available in the Harriman Hall Card Office on the South Campus in approximately 3 business days. The Harriman Hall Card Office may be contacted at 829-3682.
- The cost of the ID card and clip is \$10.00 payable to the UB Card Office when you pick up your card.

Please note: UB School of Nursing scrubs should only be worn during assigned educational clinical experience on or off campus. UBSON scrubs may be worn during travel to and from clinical experiences; however, they should not be worn when working for pay in a community agency, when engaged in social activities in commercial settings, or other public venues.

K. NURSING REFERENCE CENTER

Students will also be able to access a clinically-oriented reference tool for nurses and other health care professionals. Content is derived from a combination of essential resources such that full-text information covers a wide range of health conditions, diseases, patient education, drug information, continuing education, guidelines, and information on research instruments. The nursing reference center integrates with EBSCO's CINAHL Plus and MEDLINE databases.

L. CAREER SERVICES OFFICE

Senior students may establish a placement file containing academic and professional resumes and appraisals (evaluations) which are normally required by employers and graduate schools. Contact the Career Services Office - 259 Capen Hall (<http://www.student-affairs.buffalo.edu/career/>). Career opportunities are also posted to class listservs.

M. SCHOOL OF NURSING LABORATORIES AND SUPPORT FACILITIES

Student and faculty computing needs are addressed by Computing and Information Technology (CIT). Users have web, email and software access while computing problems are addressed by the CIT Help Desk. You may submit questions directly to the Help Desk at any time relating to UBLeans. Note that you will not get an immediate response. Phone support is available M-F, 8:30 am to 4:30 pm: 716- 645-6188. The CIT Help Desk maintains face-to-face as well as email support. Refer to <http://ubit.buffalo.edu/helpdesk/index.php> for hours and more information.

The iprint@UB print quota allocation for the academic year goes into effect August 1. Students receive a specific allocation during each semester for which they are enrolled. For more specific information regarding quotas, visit <http://www.buffalo.edu/ubit/service-guides/printing.html>.

Access to School of Nursing classrooms and educational technology can be requested through Nursing Computer-Help (nur-ithelp@buffalo.edu).

N. SCHOOL OF NURSING CLINICAL LABS

A Health Assessment lab is located on the ground floor of Wende Hall. It includes a 10-bed health assessment lab (26 Wende) in which each room simulates an examination unit including equipment used to assess a client's condition. TV and video equipment is installed in the laboratory to enable faculty to unobtrusively observe and evaluate a student's ability to conduct a health assessment.

O. SCHOOL OF NURSING PRACTICE SKILLS LAB

The Nursing Practice Skills Lab, located in 4th Floor Wende Hall, is available to all approved nursing students. This Lab is staffed by a Doctorally prepared faculty member and graduate teaching assistants who are experienced RNs who assist students on a 1:1 basis in learning and practicing clinical nursing skills in a simulated setting. This well-equipped lab offers students the opportunity to develop and refine their skills prior to entering actual care settings.

P. SCHOOL OF NURSING SIMULATION CENTER

A full-body simulation manikin is available to provide opportunities for nursing students to practice life-saving clinical, technical and decision-making skills in a realistic situation without risk to patients or healthcare providers. The manikin breathes, speaks, and has heart, breath, and bowel sounds along with palpable pulses. It also has a functional airway allowing intubation and multiple advanced life support skills. Students may perform CPR or even use a defibrillator to elicit life-like responses in crisis situations. This manikin is utilized by undergraduate students for assessment training as well as critical thinking and clinical decision making skills.

Clinical Lab Coordinator:

Kelly Foltz-Ramos, PhD, FNP-BS, RN
220N Wende Hall, Tel: 829-3216
Email: foltz@buffalo.edu

Q. CENTER FOR NURSING RESEARCH

The Center for Nursing Research (CNR) was established in 1996 to facilitate the development of research by faculty and students. Goals of the CNR are to:

- Stimulate the development of a community of scholars/researchers
- Increase the knowledge base of nursing
- Establish a repository of research resources
- Enhance research skills and productivity through multidisciplinary teams
- Foster energy and interest in research
- Expedite preparation of grant proposals

The CNR staff provide theoretical, methodological, and clinical research consultation to School of Nursing faculty, students, and staff. Other services include computer resources and preparation of manuscripts. In addition, the CNR has information on internal and external sources of funding including guidelines and application forms. Updates of current faculty and student research studies and awards are published in the CNR Newsletter. The CNR also houses a research library (<http://nursing.buffalo.edu/research.html>).

R. LIBRARIES

The nine units of the University Libraries offer access to more than 3.6 million volumes as well as media, special collections, and artifacts via UBDigit (<http://ubdigit.buffalo.edu>). The Cybraries, located in the Libraries, provide access to more than 500 computer workstations. The Libraries subscribe to 350 research databases and over 10,000 full-text electronic journals, many of which are unavailable elsewhere in Western New York. Other materials held by the University Libraries include government documents, dissertations, theses, 5.4 million microforms, maps, scores, audiotapes, and videos.

Library services include reference (via email, instant librarian chat, phone, and regular reference desk hours), research consultation, document delivery via Delivery+ (<http://library.buffalo.edu/delivery/>), library workshops, online renewals, circulation, and electronic course reserve. The Catalog (<http://catalog.lib.buffalo.edu/>) provides book and journal titles held by any of the university library units. The UB Libraries offer a robust and diverse selection of online resources, including CINAHL, MEDLINE, ERIC, PsycINFO, and Web of Knowledge to search for references to the journal literature. Many databases include full-text.

Health Sciences Library (HSL), located on the South Campus (Main Street), houses a collection of approximately 1,600 journals - most electronic providing remote access, 113,000 books - many of which are available online, health sciences theses, and a wealth of other electronic resources. The library's Digital Media Resources Center provides access to a variety of audiovisual formats. The History of Health Sciences Collection contains old and rare books and instruments, especially from the nineteenth century, and includes the Bonnie and Vern Bullough History of Nursing Collection. Librarians are happy to help you find material appropriate for your needs and to consult with you in person or via phone, email or chat.

A multitude of health-related databases are available for literature searches. Visit <http://library.buffalo.edu/hsl/biomed/> for a summarized list. HUBNET (<http://hubnet.buffalo.edu>) offers an array of clinically oriented resources and tools that complement HSL's substantial holdings. Reference librarians are available to provide instruction on the organization of biomedical information and other special topics.

Books may be borrowed for a month, and the majority of journals have electronic access. Photocopy and Vend-a-card machines are available in the library. Library hours can be found here: <http://library.buffalo.edu/hours/>

Sharon Murphy, MLS, RN, Associate Librarian in the Health Sciences Library has an appointment in the School of Nursing. She arranges library orientations and is the person to turn to for questions or problems in connection with your use of the library system. For an appointment, reach Sharon Murphy in person at HSL, by phone at 829-5750, email hsllscm@buffalo.edu, or AIM: hslscm.

Sharon offers on-site consultation in the School of Nursing in Wende 201 during spring and fall semesters every Monday from 10 a.m. to 12 noon.

Stay abreast of new library-related news by checking Sharon's blog at: <http://libweb.lib.buffalo.edu/hslblog/Nursing/>, which also includes a chat line.

Lockwood Memorial Library – UB's largest library is located on the North (Amherst) campus between Baldy and Clemens Hall. This humanities and social sciences research library houses major collections in arts, business, education, humanities, library studies, and social sciences, as well as collections of U.S. and Canadian government documents, East Asian and Polish materials. The collection includes over 1.5 million print and electronic books, periodicals, and government documents, as well as extensive digital and microform collections. For more information and library hours, please call 645-2814.

Descriptions of the other University Libraries may be found at <http://library.buffalo.edu/libraries/librariesandcollections/>.

S. TRANSPORTATION

Clinical assignments are arranged in several community agencies and settings. These placements require individuals to have access to transportation (car or public). Students are responsible for their transportation to assigned clinical settings and any parking fees on site. Car pooling is recommended when possible.

T. UNIVERSITY PUBLIC SAFETY

The University at Buffalo (UB), in compliance with the Campus Security Policy and Campus Crime Statistics Act (Jeanne Clery Act), will provide, upon request, a copy of the Annual Security Report. This report can be accessed online at <http://www.public-safety.buffalo.edu/>. To receive a printed copy of the report, contact the Office of Undergraduate Admissions (1-888-UB-ADMIT) or the University Police (716) 645-2222.

U. UNIVERSITY AT BUFFALO RULES AND REGULATIONS

The Office of Judicial Affairs & Student Advocacy is responsible for the following aspects of student life at the University: Rules and Regulations for Student Conduct, Community Service, Student Wide Judiciary, Telephone Directory, Alcohol Review Board, etc. (<http://www.ub-judiciary.buffalo.edu/>)

V. SCHOOL OF NURSING TECHNOLOGY REQUIREMENTS

*All upper division traditional and ABS nursing majors must have access to a portable computer that they can bring to class. Faculty will be utilizing online resources for academic learning activities and examinations. Lap tops must meet the Universities technology/software requirements for undergraduate Students: <http://nursing.buffalo.edu/technology-requirements.htm>
For technology/software questions, please contact Jim Lichtenthal: jl24@buffalo.edu*

A. BACHELOR OF SCIENCE DEGREE PROGRAMS

The School of Nursing offers three distinct programs leading to the B.S. degree. Curriculum plans for each program are outlined in the Undergraduate Catalog (<http://undergrad-catalog.buffalo.edu/academicprograms/nur.shtml>). All upper division course requirements must be completed in sequence to progress in any of the undergraduate nursing programs.

B. SENIOR NURSING STUDENTS CONSIDERING GRADUATE COURSEWORK

1. Graduate Coursework for Undergraduate Credit:

All undergraduate students who wish to take graduate courses for undergraduate credit should contact the School of Nursing Office of Student Services for the policy and procedures.

Permission to take graduate courses for undergraduate credit must be obtained by the end of the first week of classes for the respective semester or summer session. The credit level will be changed to undergraduate after the course is graded. (<http://undergrad-catalog.buffalo.edu/policies/registration/undergradcredit.shtml>)

2. Registration in Graduate Courses for Graduate Credit:

Undergraduate students with junior or senior standing and a minimum GPA of 3.0 are eligible to take graduate courses for graduate credit with the permission of the academic department. Undergraduate students may take no more than two graduate courses (not to exceed 8 credit hours). These courses will not be applied to the minimum of 120 credit hours required for the bachelor's degree; however, they may later be applied toward a UB post baccalaureate degree program. The 8 credit-hour limit does NOT apply to students currently enrolled in the ABS program. (<http://undergrad-catalog.buffalo.edu/policies/registration/gradcredit.shtml>)

3. Eligibility Criteria:

- Junior or senior standing and acceptance into an academic major or approved special major
- A minimum GPA of 3.0 overall, including transfer credit and completion of prerequisites required for the graduate course
- Written recommendation from the Assistant Dean for Undergraduate Programs that clearly states the academic necessity and rationale for taking the course, and the endorsement of the course instructor
- Graduate work taken for graduate credit may not be used toward full-time status for financial aid
- Undergraduates who register in graduate courses without having obtained prior permission cannot receive undergraduate credit for such courses
- Freshmen and sophomores are not eligible to register for graduate nursing courses

Nursing students taking graduate courses should consider the schedule of the graduate courses as they may conflict with either required undergraduate courses or assigned clinical hours. Taking graduate courses also may preclude internships that have out-of-town placements.

C. GRADUATE COURSES OPEN TO UNDERGRADUATE STUDENTS AND PROCEDURES

1. Obtain the "Petition for Course Credit Outside Your Primary Academic Career" form from the Office of Student Services, Beck Hall.
2. Meet with the instructor and obtain their approval and signature.
3. Meet with the Chair of the Undergraduate Department and obtain approval.
4. Return the fully signed form to the Office of Student Services for force registration into the course.

D. GENERAL EDUCATION REQUIREMENTS

In addition to requirements for the nursing major, all students must complete a general education program. The specific requirements are determined when students enter the university and their status as either a freshmen or transfer student.

Each student is responsible for identifying their appropriate general education program and completing these requirements prior to graduation. The requirements are listed in the undergraduate catalog according to the academic year a student entered. You may view the catalog for your entry year at <http://undergrad-catalog.buffalo.edu/policies/degree/gened.shtml>.

Furthermore, students should review their academic advising report through <http://myub.buffalo.edu> every semester to assess which of the requirements remain incomplete. Traditional nursing students should meet with an academic advisor regularly to review General Education requirements to ensure a timely graduation.

E. OTHER B.S. UNIVERSITY DEGREE REQUIREMENTS RELEVANT TO NURSING:

1. Minimum of 120 credit hours, 30 of which must be taken at UB.
2. Minimum 2.0 overall quality point average from UB coursework as well as transfer credits.
3. Completion of the Library Skills Workbook at <http://ublib.buffalo.edu/libraries/workbook/>.
4. Completion of all courses (nursing and non-nursing) required by the major.

F. ACADEMIC POLICIES AND PROCEDURES

1. Undergraduate Program Outcomes:

1. Provide compassionate, holistic, culturally relevant, evidence based care related to "wellness, health promotion, illness, injury and disease prevention, disease management and end of life care across the life span.
2. Collaborate with an interprofessional health care team to achieve quality outcomes within integrated health care systems.
3. Demonstrate leadership skills in the management and coordination of patient-centered, safe, effective health care for individuals, families and populations.
4. Use informatics, effective oral, written, and electronic communication and patient care technology to share information and provide quality health care.
5. Advocate for health care equality using principles of social justice and professional values.
6. Provide population-based nursing care.
7. Practice professional nursing using the *Nursing Code of Ethics* and engage in lifelong learning.

8. Practice within the framework of legislative, economic, environmental and regulatory processes to influence and improve the provision of health care.

2. **Student Evaluation:**

- a) **Records:** Based on direct observation, records will be utilized by individual instructors to formulate an evaluation of the student's performance at the completion of each laboratory experience. Evaluation is as follows.
 - 1) Evaluation of student performance and achievement will be written. These evaluations are based on course objectives.
 - 2) Evaluation summaries are to be seen by the student and signed and he/she is given the opportunity to add his/her written comments.
 - 3) Such evaluations will be done via conferences between students and faculty members having clinical contact with students.
 - 4) Summaries of student progress will include evidence of growth and accomplishment as well as areas needing improvement.
 - 5) Evaluation summaries for clinical courses will be kept on file in the Office of Student Services in the School of Nursing.
 - 6) Students have the right to inspect contents of records kept on them for administrative and advisement purposes unless they waive the right of access (Appendix I).

3. **Good Academic Standing in the University:**

All students are expected to meet both university and School of Nursing academic good standing criteria. University requirements may be found in the Undergraduate Catalog at <http://undergrad-catalog.buffalo.edu/policies/grading/academicreview.shtml>.

4. **Policy and Procedure for Progression of Undergraduate Nursing Students:**

Maintenance of a required nursing grade point average of C+ or higher. b) Adherence to policies relative to successful completion of required nursing courses:

- 1) Students must achieve final grades of C+ or higher in all upper division-nursing courses*. Grades of "C" or below are failures.
- 2) Students who fail one upper-division course will be placed on academic probation and are not considered to be in good standing with the School of Nursing.
- 3) The upper division nursing curriculum must be completed in sequence. In many cases it may be necessary for the student to take a leave of absence until the course is offered again. Failure (grades of "**C" or below**) of the same upper division nursing course for a second time will result in automatic dismissal from the undergraduate program.
- 4) If an undergraduate student fails a clinical course, he/she will not progress to another clinical course the following semester. A review process must be conducted by the faculty of the failed course to provide guidance to the student and to avoid safety concerns with client care.
- 5) All students who fail either the clinical and/or didactic components of a chained upper division nursing course must repeat both segments when remediating any of the following: NSG 371/373, NSG 374/375, NSG 470/474, NSG 478/481.
- 6) A failure of two (2) or more upper division nursing courses in the same or separate semesters will result in automatic dismissal from the undergraduate

program.

- 7) Failure of the same upper-division course twice will result in dismissal

*Upper Division nursing courses are those required for graduation, taken by a student following acceptance as an approved nursing major.

Program Specific Cohort Guidelines

While some courses satisfy the requirements of multiple programs, students must enroll in the course sections specified for their official program. While the course description and learning outcomes are the same, in some cases the planned learning activities are specific to a population's educational plan and experience. In particular, online RN-BS sections are geared toward the licensed professional nurse while the seated section is for pre-licensure nursing students (traditional and ABS programs). Pre-licensure ABS students may petition the Undergraduate Program committee to take a section not designated for their official program but for another pre-licensure program if the course is not full. Traditional students will not be permitted to take summer ABS accelerated format course.

Progression is also dependent upon acceptable professional behavior: All rules of the Board of Trustees of SUNY, and all of the laws of the City of Buffalo, the Town of Amherst, the State of New York, and the United States of America apply on campus and are considered part of the Student Code of Conduct. Additionally, students must immediately notify the Associate Dean for Academic Innovations and Community Engagement of all criminal arrests and convictions. While criminal proceedings will not automatically bar a student from participating in clinical situations, the academic field Associate Dean must assess each individual set of circumstances to determine if the student will be allowed to participate in such clinical situations. In some circumstances, a student with a pending criminal matter may be required to refrain from participating in clinical situations until the criminal matter is resolved.

- 1) a) Professional behaviors such as accountability, responsibility, and promptness are expectations of all nursing students. These behaviors are monitored by faculty in each course whereas consistent patterns of unprofessional behavior will be documented and addressed with students through an action plan for improvement. Failure to meet professional behavior expectations may affect progression and retention in the nursing program – see Appendix V.b) Evidence of any of the following behaviors, which will be documented and kept in the student's file, may result in verbal admonition, action plan for improvement, reduction in course grade, failure and/or dismissal from the program. Those behaviors with an asterisk (*) are especially serious and can result in **immediate** suspension from the course and/or dismissal from the program. Unsafe practice (i.e., acts of commission or omission that place a client in serious jeopardy)*
 - 2) Being under the influence of any substance that impairs performance*
 - 3) Use, possession or distribution of narcotics, controlled substances, and/or related paraphernalia except as expressly permitted by law*
 - 4) Falsification of records (academic, clinical medical records, or records documenting attendance and completion of course objectives)*
 - 5) Willful harassment, abuse or intimidation of a client, peer, faculty, clinical agency personnel or staff either physically, verbally or non-verbally*
 - 6) Academic dishonesty (e.g., cheating, lying, plagiarism, falsification of records)
 - 7) Stealing*
 - 8) Violation of confidentiality as outlined by HIPAA: Discussion of clients in public areas, accessing client health records not assigned to their care, sharing/disclosing confidential health information*
 - 8) Consistent pattern of lack of preparation for clinical laboratory
 - 9) Persistent lateness or absence for clinical laboratories
 - 10) Failure to attend course at beginning of semester or to attend clinical orientations without a valid reason and prior notification to the course coordinator
 - 11) Lack of courtesy and decorum in the classroom, clinical practicum, or community
 - 12) Inappropriate dress in the clinical laboratory and on-campus clinical laboratory

- 13) Poor personal hygiene in the clinical laboratory and on-campus clinical laboratory
- 14) Rudeness or disruptive behavior during class sessions, clinical practicum or on-campus clinical laboratory
- 15) Classroom Expectation Cell Phone Use - Students who bring cell phones to campus should place them on "silent / vibrate" mode while engaged in classroom or on-campus laboratory learning experiences. Students should not access their cell phones for messages while engaged in learning activities. Students may access their cell phones in these environments at faculty direction to fulfill specific learning activities. Other cell phone access is restricted to breaks. Students in violation of this policy will be asked to leave the classroom or on-campus laboratory learning environment.
- 16) Clinical Expectation Cell Phone Use - Students who bring cell phones to the clinical learning environment (hospital or community) should keep them secure in their purse, back pack, or automobile. Students are prohibited from accessing cell phones in any clinical environment except during breaks in a break room, the cafeteria, or non-patient care areas. Hospital/agency policies forbid personal cell phone use in patient care areas. Computer resources in the clinical agencies can be used to access medication and evidence based practice information. Students in violation of this policy in the clinical learning environment will receive an unsatisfactory grade for the clinical day regarding "professionalism" and will have a faculty student contract provided to outline necessary steps need to achieve a satisfactory grade.
- 17) Failure to keep appointments with faculty

c.) Accepted nursing majors previously convicted of a felony should know that New York State can deny the right to be licensed. We encourage students with such records to consult with the New York State Office of the Professions prior to spending time and money completing nursing course work.

Student Consultation Report Action Plan for Improvement Contract:

A form will be utilized to document faculty concerns related to unsatisfactory professional behavior and/or inadequate performance. The form is to be signed by the student and the faculty member and placed in the student's file.

The course coordinator and Assistant Dean for Undergraduate Programs will be notified of documented behaviors. The Assistant Dean for Undergraduate Programs in consultation with the course coordinator and faculty may dismiss a student from a course and/or the nursing program if behavior is especially serious and flagged with an * above.

Unsatisfactory Academic Progress:

- a) A student who does not fulfill one or more of these requirements at any time will be notified (in writing) by the appropriate administrative officer of the School of Nursing:
 - 1) The course coordinator informs the student if there is a failure in meeting course requirements with a copy of the letter sent to the Director of Student Services, the Assistant Dean for Undergraduate Programs, and the Associate Dean for Academic Affairs.
 - 2) The Director of Student Services informs the student when his/her status in the School changes as a result of the failure.
 - 3) The Director of Student Services notifies the student of dismissal from the School of Nursing.
 - 4) The Director of Student Services will drop students from any subsequent course work that cannot be started due to the students' academic status.
 - 5) Students are responsible for any financial ramifications associated with dropped, resigned or failed course work.

- b) A student who is dismissed may petition (in writing) the Undergraduate Program Committee through the Director of Student Services within 45 calendar days from the date of dismissal. Petition procedures are as follows:
- 1) The student will submit a petition through the Director of Student Services no later than 45 days following the dated dismissal notification. The statement to the Undergraduate Program Committee should include the student's perception of the factors that contributed to his/her present status as well as a detailed plan for removing obstacles to his/her successful progression in the School of Nursing, if the appeal is granted
 - 2) The related course faculty will also submit statements to the Undergraduate Program Committee that includes his/her perception of the factors that contributed to the student's present status and a recommendation, with rationale, to grant or deny readmission of the student to the School of Nursing, within 10 academic days of the department's receipt of the student's appeal statement.
 - 3) These statements, along with the academic record of the student, will be evaluated by the Undergraduate Program Committee. If the need arises, any one of the parties may be requested to submit additional information to the Committee, in writing or in person.
 - 8) The decision of the Undergraduate Program Committee will be forwarded to the student, the Assistant Dean for Undergraduate Programs, and the Associate Dean for Academic Affairs by the Director of Student Services, within 25 academic days* of receipt of the student's appeal statement. Late appeals may be considered at the discretion of the Undergraduate Program Committee.
 - 9) If the appeal is granted, notice of that will include the terms and conditions of continued progression in the School of Nursing. Students who are granted continued studied will be permanently dismissed, without opportunity for appeal, following an additional failure of any upper-division nursing course.
 - 10) Appeal decisions are final. Students who are dismissed from the School of Nursing are not eligible to re-apply, per our admissions policy.

*Academic days are defined as weekdays when classes are in session, not including the summer or winter sessions.

- c) In making decisions regarding progression of students who are out of sequence in the nursing program, individuals will be allowed to continue on a space-available basis (Please see Program Specific Guidelines on pages 17 & 18). Students in good academic standing within the School of Nursing who maintain continuous registration in required nursing courses will receive first priority. The remaining students may be given priority on the basis of their cumulative and upper-division nursing GPAs at the time the decision is made.

5. Math Competency for Safe Administration of Medications and IV Therapy Policy

Purpose:

The competent and safe practice of medication calculation and administration is a critical component of professional nursing practice. The UB School of Nursing has the responsibility to prepare graduates to safely and competently calculate and administer medications and intravenous fluids in a variety of healthcare settings.

Policy:

Each undergraduate student is required to pass a medication calculation/IV therapy examination comprised of 10 test items for each of the following clinical courses NSG 373,

375, 474, and 481. A passing grade of 90% is required to pass the course. Students not successful after the initial attempt will be given a second opportunity to meet the 90% proficiency. Students who do not achieve 90% after a second attempt will not pass the course.

To further evaluate students' proficiency with medication calculation, each corresponding theory course (NSG 371, 374, 470, and 478) will include medication, math, and IV therapy test items (3 – 5), which are relevant to the course content, on each examination given in the course.

Procedure:

To facilitate student achievement the following activities are provided:

1. During the pre-matriculation orientation(s), students are informed of the policy.
2. Practice test items, tutorials, and remediation will be provide during orientation or incorporated in the pre-matriculation on-line requirements.
3. Upon matriculation, all students are provided a practice test that is subsequently graded to identify students who are not meeting the established competency level.
4. The respective course coordinator in NSG 373, 375, 474, and 481 will provide specific remediation opportunities for all students. Following remediation, all students are provided a second practice test.
5. The medication/calculation/IV therapy assessment test is given at mid-term or at the discretion of the course coordinator. Students who meet the passing grade of $\geq 90\%$ will meet the requirement for passing.
6. Students who do not meet the passing grade of $\geq 90\%$ will be provided an opportunity to remediate.
7. A second medication/calculation/IV therapy assessment test is given prior to finals week for students who had not achieved a 90% on the 1st test. Students who achieve $< 90\%$ will not meet the requirement for passing the course.
8. Student Assignment Drop Boxes for Paper Assignments -Student assignments will be turned into the faculty using the Assignment Drop boxes located on SON 2nd floor outside Wende 220 and SON 3rd floor outside Wende 316.

The drop boxes on the 2nd floor will be designated for specific courses:

- NSG 370/371, NSG 410, NSG 374/375
- NSG 470/474, NSG 475
- NSG 478/481, NSG 311, NSG 447
- NSG 393/472, NSG 479

The drop boxes on the 3rd floor will be designated for:

- NSG 348, NSG 309
- All other items for faculty that are non-course related or not listed for designated boxes.

Students are **required to follow these guidelines** when placing material in the drop box.

- Place name on each sheet of assignment
- Staple assignment
- Place assignment in a white/gold 9 x 12 or 10 X 13 single clasp envelope. Students are responsible for providing their own envelopes.
- Close clasp
- Place name, course number, date, and time of submission on outside of envelope

Assignments not in an envelope and meeting the above guidelines will not be accepted. Assignments designated to be submitted through UBLearns will not be accepted if placed in the drop box.

6. Academic Integrity and Honor Code

The University's goals of discovery and innovation begin with the ideals of academic civility and personal respect in order to maintain a supportive atmosphere of learning in both academic and social settings. The ability to disseminate knowledge and share ideas in an

open dialogue is essential to the success of the School of Nursing and its students. Academic dishonesty – including but not limited to plagiarism, cheating, and falsification – will not be tolerated. The University expects proper representation of academic work as well as academic civility in all settings. Academic integrity promotes the moral self-respect and maintenance of competence advanced by the American Nurses Association and is encouraged by the actions of the faculty. It is crucial to students' success and the success of their classmates to uphold the values of honesty, respect, inclusiveness, and patience in an academic environment to better shape their professional character.

The School of Nursing upholds the values of the American Nurses Association Code of Ethics, in particular, personal and professional integrity. All RN licensed School of Nursing students must adhere to the professional Code of Ethics <http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx> as well as complying with the New York State rules for professional conduct. Faculty promote an environment of academic honesty and integrity and place special responsibility for upholding academic honesty on each student. Founded on the principle of respect for others, integrity and responsibility for one's actions are necessary for the provision of patient and health care, research and teaching.

School of Nursing Honor Code:

The University at Buffalo School of Nursing endorses the University's belief that "academic integrity is a fundamental university value. . . [and that] through the honest completion of academic work, students [faculty and staff] sustain the integrity of the university while facilitating the university's imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas" (UB Undergraduate Catalog 2010-2011). The University's goals of discovery and innovation begin with the ideals of personal respect and academic civility in order to maintain a supportive atmosphere of learning in academic, clinical and social settings. The ability to disseminate knowledge and share ideas in an open dialogue is essential to the success of the School of Nursing.

The School of Nursing additionally upholds the values of the American Nurses Association Code of Ethics (2001), and the rules for professional conduct of the New York State Office of the Professions. These values and rules, which emphasize the principles of respect for self and others, personal and professional integrity, and responsibility for one's actions, identify the tenets that are necessary for the provision of patient and health care, research and teaching.

Based on these perspectives, the School of Nursing Honor Code is based on the following principles:

1. Respect for patients, privacy and confidentiality
2. Respect for self, faculty, staff, colleagues, and members of the health care team
3. Professional demeanor and attire
4. Accuracy, honesty, and completeness in all written and verbal communications.
5. Respect for diversity
6. Respect for property
7. Respect for policies, regulations, and laws
8. Confidentiality of academic and clinical records
9. Academic integrity and standards
10. Fitness for duty
11. Fairness
12. Responsibility

The School of Nursing's faculty, staff, and students are responsible to exhibit these principles to promote an environment of high ethical and academic standards within the classroom and clinical settings.

By accepting admission to the University at Buffalo School of Nursing, students are expected to exhibit appropriate professional behavior consistent with the values of the SON and the

nursing profession. Students assume personal responsibility to be in a physical and mental condition conducive to the provision of safe nursing care and the development of the knowledge and skills required to give this care.

The School of Nursing has a responsibility to promote academic integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments.

References

- American Nurses Association. (2015). Code of ethics. Silver Springs, MD
<http://www.nursesbooks.org/Main-Menu/Ethics/Code-of-Ethics.aspx>
- New York State Office of the Professions
<http://www.op.nysed.gov/prof/nurse/nursing.htm>;
<http://www.op.nysed.gov/title8/part29.htm>
- UB Undergraduate Catalog.
<http://undergrad-catalog.buffalo.edu/>

Honor Code Pledge

"I _____ (print name) am committed to following the UB School of Nursing Honor Code with honesty, integrity, respect, responsibility and ethics. I will refrain from any form of academic or clinical dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of UB SON academic community it is my responsibility and obligation to report all suspected violations of the Honor Code." (adapted from Langone, M. (2007). Promoting integrity among nursing students. Journal of Nursing Education, 46(1), 45-47.)

7. **Academic Grievance Policy and Procedures:**

It is an objective of the University at Buffalo to encourage the prompt consultative resolution of grievances of undergraduate students as they arise, and to provide orderly procedures for the formal consideration and resolution of complaints that cannot be resolved through consultation. The Grievance Resolution process and procedures may be found at <http://undergrad-catalog.buffalo.edu/policies/conduct/grievance.shtml>.

8. **Grading Policy and Procedures:**

The School of Nursing grading policies are generally consistent with all university grading policies as found in the Undergraduate Catalog at <http://undergrad-catalog.buffalo.edu/policies/grading/index.shtml>.

Minimum Grade Policy

A student must achieve a **minimal final course grade of 75% (C+)** for successful completion of all undergraduate courses in the nursing program. A student must achieve an 83% (B) for all graduate level courses taken in the nursing program.

Minimum Exam Grade Policy

A student is required to achieve a 75% average on all exams in a nursing course.

Rounding Policy for all Grading in Undergraduate Program

Individual assignments and test grades will be carried to the second decimal place throughout the semester. [Example: exam 1 74.27, exam 2 83.49, exam 3 79.16, final 80.26] Individual grades are then

added and weighted for a final grade [Example: $74.27+83.49+79.16+80.26=317.18/4=79.25$]. Only the final grade is rounded to the nearest whole number using standard mathematical rounding [Example: $79.25=79$]. Standard mathematical rounding requires the first digit after the decimal to be at least 0.5 to round up. For example, 74.6 would be recorded as 75 and 74.49 would be recorded as 74.

The mark of "Incomplete" **may be given** to a student who, for a legitimate reason, has been absent from an examination or could not complete all of the assigned work in a course, if he/she has a passing average in the course and there exists a well defined means by which the student is able to complete the course requirements. Faculty have the prerogative of setting the deadline by which a grade of "Incomplete" must be eliminated, up to 12 months.

A student receiving an "Incomplete" in a required nursing course must remove it within four (4) weeks after beginning any course to which the incomplete course is a prerequisite or according to the terms of the contract made between the student and faculty member. Failure to do so, the student must withdraw from the course. Students may not graduate with incomplete grades.

Once an "I" or "J" grade has defaulted, it cannot be changed except for instructor error if the final grade was assigned before the default date. Such a correction must be requested before the end of the term following the assignment of the final grade. Otherwise, grades may only be changed to correct an instructor's evaluation, calculation, or data entry error. Authorization is made by the Instructor, Chair and Dean for letter grades or for a faculty who has left UB and only the Instructor and Chair for "I" or "J" grades.

A nursing student requesting an "Incomplete" grade must submit a petition (Appendix III) to the appropriate faculty member requesting an "Incomplete" grade. Jointly, the faculty member and student define the terms for its removal.

STUDENTS MUST NOT RE-REGISTER FOR THE COURSE TO WHICH "I" HAS BEEN ASSIGNED.

All grades of "Incomplete" will revert to the default grade by the date specified by the instructor but no later than the following schedule:

Courses taken in (semester):	Will default in 12 months on:
Fall	December 31
Spring	May 31
Summer	August 31

Those candidates not cleared by the deadline will be removed from the current graduation list and will need to file an updated degree card for the following conferral date.

9. Application for Degree:

In order to be considered for graduation, it is essential that each student file an Application for Degree through their hUB student center prior to the published deadlines. Those expecting to complete degree requirements should notify the Registrar's Office by the appropriate deadline. Students are expected to inform the Registrar's Office of any change in the date of graduation. Deadlines can be found here:

<http://registrar.buffalo.edu/degrees/undergrad.php>

Applications received after the deadlines will be processed for the next scheduled conferral date.

Diplomas will be mailed to the graduate (<http://registrar.buffalo.edu/degrees/diplomas.php>). The entry of the degree will be made on official records and will be included in all transcripts requested by the student.

NCLEX: Upon conferral, the School of Nursing will provide the Office of the Professions in the New York State Education Department a list of graduates. Students are responsible for applying for licensure and registering to sit for their licensure exam through Pearson's.

Note: As required by the Office of the Professions in the New York State Education Department, School of Nursing Faculty must attest to the "moral fitness" of an applicant for professional licensure.

10. Leave of Absence Policy and Procedures:

- a) Students requesting leave from the University should meet with the Director of Student Services prior to the leave period to assure proper advisement.
- b) Forms for requesting a leave of absence are available online at <http://registrar.buffalo.edu/pdfs/leaveofAbsence.pdf> and require an advisor's signature.
- c) Leaves are granted for a maximum of two semesters but may be extended for an additional year if renewed. They are not granted retroactively.
- d) Students must be in good standing with the University (i.e., financial obligations met, not under disciplinary action, in good academic standing at the University).
- e) College credits received at other institutions during the leave period will be evaluated as transfer credit.
- f) Students attending other colleges or universities during the approved leave of absence period are required to submit official transcripts from those institutions of academic work completed during the leave period. Such transcripts must be submitted to the Office of Admissions no later than the last day of the sixth week of the returning semester.
- g) Students may be required by the School of Nursing to have an independent health evaluation upon returning from a leave of absence. The report from the independent health evaluation will be sent directly to the Director of Student Services for program committee consideration and will address the fitness of the student to return to the academic program of study that includes performing clinical assignments and providing direct patient care. The School of Nursing will be responsible for the cost of the independent health evaluation. The student may request a copy of the report through the Office of Student Services.
- h) Students returning after a leave of absence from clinical which exceeds 12 months will be required to complete a competency assessment to ensure students are prepared to provide safe, quality nursing care. The competency assessment will be scheduled by the Course and Laboratory Coordinators with the student prior to the start of the semester. The competency assessment will include:
 - Successful demonstration of SSPs for any clinical course completed prior to the leave of absence
 - Completion of two simulation experiences
 - Completion of all IHI Modules required in the program progression up until the request for return from leave
 - Completion of medication calculation assessment

Based upon each student's performance on the above assessments, an individual action plan for improvement will be developed to assist the student successfully re-integrate into the Undergraduate Program.

11. Guidelines in the Return of Examination and Written Assignments to Students:

Objective type examinations (true/false, multiple choice, etc.) are **primarily** evaluation tools and are designed such that their utility for learning and future study is minimal. Because the items on these examinations are constantly being evaluated for reliability, difficulty level and discrimination ability, with appropriate refinements being made, it is essential that these examinations be retained by the faculty. Along with this right to retain all copies of the examination go certain responsibilities.

- a) Faculty who contribute to or proctor the examination should review the entire exam for clarity, correct item construction and accuracy. A key room will be provided after the exam for this purpose.
- b) Provision must be made for students to review the examinations and their answers, and to clarify with appropriate faculty members not only which questions were answered correctly or incorrectly, but how and why they were correct or incorrect. If an examination has any potential for student learning, it is probably at this point of review and discussion with faculty.
- c) The faculty must keep on file for at least two years not only a copy of the original examination, but all student answer sheets. In the event that a grievance is filed by a student during this period, the faculty member involved must be able to produce the student's examination paper.

Students also have corresponding rights and responsibilities related to the review of objective examinations.

- a) They have the right to review and discuss the examination, and the right to challenge and redress.
- b) They have the responsibility to maintain the confidentiality of the examination by not copying or photographing actual questions and answer option from the examination.
- c) They are responsible for making appointments with those faculty members whom they wish to see regarding an examination and for leaving written messages when faculty are unavailable. It is impossible to mesh the busy schedules of students and faculty to allow for sufficient discussion time when an informal "drop-in" arrangement is employed.

Essay type examinations, term papers, written care plans, etc., have significant potential for student learning and students can often utilize these long after the particular assignment has been completed. These examinations and assignments, which often contain the faculty member's written critique, should be returned to the students. This does not interfere with the students' right to discuss the examination or assignment with faculty nor relieve students of the responsibility for making appointments with faculty for these discussions.

12. Academic Policy Related to NSG 447:

Students taking NSG 447 may do so out-of-town only with approved clinical agencies if they have achieved an overall GPA of 3.0 or higher and are not currently or previously been on contract for academic or behavioral concerns. Exceptions may be made at the discretion of the course coordinator, based on student clinical performance evaluations and clinical faculty support.

For all out-of-town placements, the School of Nursing must enter into a formal contractual agreement with the cooperating agency and an adjunct faculty. This is a time-consuming process and because of legal constraints imposed either by SUNY, the State Education Department or by the out-of-town agency, a satisfactory and timely contract cannot always be negotiated. Informal agreements between students and staff of the agency are not sufficient and do not constitute a guarantee that a student placement can be made. Students intending to go out-of-town for this course should keep these factors in mind and consult with the course coordinator of NSG 447 in the semester prior to enrolling in the course.

Student may only be allowed to start NSG 447 if all other nursing course work is complete with grades of C+ or higher. A student who fails a course in their final semester will be dropped from NSG 447 prior to the course start date. Students should note, that should this action drop their spring registration below 12 credits, there may be financial aid ramifications. Students are responsible for any financial ramifications associated with dropped, resigned or failed course work.

13. Guidelines for NSG 499 - Independent Study:

- a) Since independent study is primarily concerned with depth in an area of concentration, it is most appropriately carried out by, but not limited to, students in the Junior and Senior years.
- b) Independent study credit is variable, but cannot exceed 4 credits in any one semester.
- c) Approval for any independent study proposal is always contingent upon availability of faculty and facilities.
- d) The students **must** use the Independent Study Proposal form (Appendix IV) to obtain the written consent of the faculty member or members who will supervise his or her project.
- e) Any student proposal involving utilization of human subjects must be reviewed, **prior to implementation**, by the **Human Subjects Review Board**. The faculty project advisor should be consulted about the necessary procedure.
- f) The Undergraduate Committee can be consulted by either the student or the faculty project advisor concerning overlapping with or duplication of required or elective nursing courses, depth of presently offered courses, etc.
- g) NSG 499 proposal forms may be obtained from the Office of Student Services, Beck Hall (sample form is included on Appendix IV).

G. HONORS, AWARDS AND SCHOLARSHIPS

1. Program Honors and Distinction Policy:

Effective Fall 2009 and with the September 2009 conferral, undergraduates will be eligible for Distinction and Honors with Distinction designations at Graduation and on their transcripts according to the following chart. Such designations will be applied by the University at conferral.

Distinction	Honors and Distinction
Majors and Minors	Majors only
At least 50% of program credit hours at UB and graded	At least 50% of program credit hours at UB and graded
3.20-3.49: With Distinction	3.20-3.49: With Honors and Distinction
3.50-3.74: With High Distinction	3.50-3.74: With High Honors and Distinction
3.75-4.0: With Highest Distinction	3.75-4.0: With Highest Honors and Distinction
None	Honors thesis, project, or Honors program seminar

2. Latin Honors Policy

Effective fall 2009 and with the September 2009 conferral, undergraduate students earning their baccalaureate degrees will be eligible for Latin Honors based on their UB cumulative GPA (the UB cumulative GPA includes ALL undergraduate credits taken at UB). To qualify students must have completed a minimum of 60 credit hours of UB undergraduate coursework, at least 54 of which must be graded credits (i.e., no grades of 'P,' 'NP,' 'S' or 'U'). Please note in some cases ABS and transfer students may not be eligible for Latin hours because the Nursing Program is only 59 credits, 41 of which are graded.

3. NSG 497 Honors Research

Provides an opportunity for outstanding undergraduate students in nursing to enrich their education and gain personal recognition through participation in the scholarly work of a faculty mentor. In concert with the faculty member, a student conducts a research project that culminates in a senior thesis of publication quality. *For additional information on NSG497, see Appendix VI.*

4. The following student achievement awards that are presented annually at commencement:
 - a) **Shirley D. DeVoe Communication Award** - This award is endowed by Ms. Shirley Devoe, a distinguished alumna and friend of the School of Nursing, who received both her B.S. and M.S. in Nursing from the University at Buffalo. It is presented to a graduating baccalaureate and a graduate student who have demonstrated superior skill in communicating with and for their patients and clients.
 - b) **S. Mouchly Small Award** - The S. Mouchly Small Award was endowed by a distinguished nursing alumna, Sophie Small, to honor her late husband, Dr. Small, Professor Emeritus of Psychiatry at the University at Buffalo School of Medicine. The award recognizes a graduating baccalaureate and a graduate student who have demonstrated superior knowledge and skill in psychiatric mental health nursing and who exhibit an understanding of and sensitivity to the special needs of clients and their families as well as the ability to respond to these needs.
 - c) **Sigma Theta Tau, Gamma Kappa Chapter Award** - This award is made by the Gamma Kappa Chapter of Sigma Theta Tau, the national nursing honor society, to encourage and recognize superior scholarship, leadership and achievement in nursing. The award recognizes a graduating baccalaureate and a graduate student who possess these characteristics and who are current members of the chapter.
 - d) **Ruth Gale Elder Award for Excellence in Nursing Research** - The Ruth Gale Elder Award for Excellence in Nursing Research was established by Dr. Ruth Gale Elder, Acting Dean of the School of Nursing (1978-1980) and nursing educator. The award recognizes a graduate student who has demonstrated outstanding knowledge and ability in research and who holds special promise for leadership in nursing research.
 - e) **Ruth T. McGrorey Award for Excellence in Nursing** - This award is named in honor of Ruth T. McGrorey, former Dean of the School of Nursing (1966-1973). The award recognizes a baccalaureate student who has demonstrated outstanding knowledge of nursing theory and excellence in nursing practice.
 - f) **Anne Walker Sengbusch Award for Leadership in School and Community Activities** - This award is named for Anne Walker Sengbusch, founding Dean of the University of Buffalo, School of Nursing (1936-1965). It recognizes a graduating student who has provided notable service and leadership to the School of Nursing, University and/or to the Community.
 - g) **Ethan Christian '12 Memorial Award**- This award is presented annually to honor an outstanding University at Buffalo nursing student at graduation in memory of Ethan Christian '12. The recipient demonstrates exceptional care, compassion, and excellence in the practice of nursing as exemplified by Ethan.
5. The School of Nursing participates in Who's Who Among Students in American Universities and Colleges. Students have the right to reject a nomination that are made according to scholarship ability, participation and leadership in academic and extra curricular activities, citizenship, service to one's school, and potential for future achievement.
6. Students may apply for School of Nursing Scholarship funds when applying to the program (upper division). Scholarships recipients are chosen by the Undergraduate Program Committee and require students to be enrolled in the nursing program and remain in good standing as defined by the School of Nursing (see Academic Policies and Procedures section of handbook for definition).

H. SUMMER COURSE TRANSCRIPTS

Students are requested to have an official copy of their transcript for any summer courses taken outside of UB sent to the Office of Student Services, Beck Hall.

I. NON-MATRICULATED UNDERGRADUATE STUDENT POLICY REVISIONS

Effective fall 2009, all non-matriculated undergraduate students regardless of first enrollment will be limited to 9 credits in the fall or spring; 12 credits in the summer (no more than 6 credits per session) for a maximum of 30 credits. If subsequently admitted, courses and credits will apply toward degree and GPA. Registration windows will be Fall- August 1; Spring – December 1; and Summer – Mid March.

J. STUDENTS WITH DISABILITIES

For more information, please contact the Office of Accessibility Resources, 60 Capen Hall, North Campus, at 645-2608 or <http://www.student-affairs.buffalo.edu/ods/>.

The Office of Accessibility Resources is the University at Buffalo's center for coordinating services and accommodations to ensure accessibility and usability of all programs, services, and activities of the university by people with disabilities-and is a resource for information and advocacy toward their full participation in all aspects of campus life. Accessibility Resources collaborates with the entire campus community to provide services in the most integrated setting appropriate to the access needs of the individual.

Student Eligibility

Students requesting disability-based services and accommodations must present comprehensive, qualified, and current documentation that they have one or more physical or mental impairments which substantially limit one or more of their major life activities related to the request.

Examples of Services Available to Students

- Sign language interpreters and readers
- Infrared listening devices
- Accessible computing
- Individualized accommodations for test-taking
- Note-taking assistance
- On-campus transportation
- Wheelchairs for short-term use and emergencies
- Consultation and advocacy throughout the campus community
- Liaison with community-based disability service agencies
- Personal adjustment counseling and information
- Temporary handicap accessible parking permits
- Information and referral
- Academic adjustments

Services Not Available

- Diagnostic testing or evaluation
- Aids for personal care or study
- Equipment of a personal nature
- Specialized LD and tutorial support
- Off-campus transportation

Legal Basis

The University is subject to the requirements of Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA) regarding academic adjustments/auxiliary aids, including testing modifications, to qualified University students with disabilities. Individuals with complaints regarding denials of academic adjustments/auxiliary aids should contact the Equity, Diversity & Affirmative Action Administration Office at 645-2266.

K. Obstruction or Disruption in the Classroom

The University recognizes that faculty members are responsible for effective management of the classroom environment to promote conditions which will enhance student learning. Accordingly,

instructors should set reasonable rules for classroom behavior and must articulate these rules, in writing, in materials provided to the students at the start of the semester.

Fortunately, student obstructions or disruptions in UB classrooms are rare and seldom lead to disciplinary actions. The term “classroom disruption” means behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples could include persistently speaking without being recognized, continuing with conversations distracting the class or, in extreme cases, resorting to physical threats or personal insults.

Lawful, civil expression of disagreement with the instructor or other students is not in itself “disruptive behavior” and is not proscribed under these or any other regulations. However, when student conduct interferes with or prevents the conduct of classes or other University functions or when the safety of members of the campus community is endangered by threats of disruption, violence, or violent acts, the administration has approved the following course of action(s):

* If a student is disruptive, he/she should be asked to stop and warned that continuing such disruptive behavior can result in academic or disciplinary action. Many students may be unaware that their behavior is disruptive so that a private conversation with the student is often effective and preferable as an initial step.

* Should the disruptive behavior continue, the faculty member is authorized to ask the student to leave the classroom or site.

* A student may be dismissed from the course for the remainder of the semester, subject to Student Conduct Regulations and due process proceedings, as appropriate.

* If a student refuses to leave the area after being instructed to do so, the student should be informed this refusal is a separate violation subject to additional penalties.

* If, in the instructor's best judgment, the behavior creates a safety risk or makes it impossible to continue class or function, the instructor should contact Public Safety (2222) to assist in removal of the student and/or may dismiss class for that day.

For more information on Student Conduct Rules, visit www.ub-judiciary.buffalo.edu/rulereg.shtml.

L. Guidelines for Reporting Bias-Related Confrontations and Incidents:

Developed by UB Diversity Committee

The University makes a clear distinction between bias-related incidents prompted by intolerant behaviors and illegal discrimination based on issues of sex, race, ethnicity, national origin, religion, disability, sexual preference, sexual orientation, marital status, and veteran status. Matters of discrimination in the identified categories are handled by the Office of Equity, Diversity and Inclusion.

M. Notice of Non-Discrimination

Pursuant to University policy, the University at Buffalo is committed to ensuring equal employment, educational opportunity, and equal access to services, programs, and activities without regard to an individual's race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, or ex-offender status. Employees, students, applicants or other members of the University community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely based upon a protected characteristic.

The University's policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to Sharon Nolan-Weiss, Director of the [Office of Equity, Diversity and Inclusion](#) (EDI) and Title IX/ ADA Coordinator, 406 Capen Hall, Buffalo, New York 14260; Tel. (716) 645-2266; email aa-diversity@buffalo.edu. Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, 32 Old Slip 26th Floor, New York, NY 10005-2500; Tel. (646) 428-3800; Email OCR.NewYork@ed.gov.

The School of Nursing has identified a Sexual Harassment Information Advisor who serve as a source of information and support for employees and students who have concerns about sexual harassment. Dr. Suzanne Dickerson has received extensive sexual harassment training, conducted by the Director of Equity, Diversity and Inclusion (EDI), to act as an educator and trainer and provide general information on sexual harassment. Students may contact the School of Nursing Sexual Harassment Information Advisor with any related questions or concerns. If a student has a diagnosed physical, learning or psychological disability that has been certified by the University's Office of Accessibility Resources (AR) which requires accommodations such as recruiting note takers, readers, or extended time on exams and or assignments, students should provide instructors with the AR verification as soon as possible so that accommodations can be considered.. (<http://www.student-affairs.buffalo.edu/ods>)

N. NURSING STUDENT ORGANIZATIONS

1. Nursing Student Organization:

The Nursing Student Organization in the School of Nursing is a branch of the State University of New York at Buffalo Student Association. Nursing students are welcome to attend and participate at meetings. All students in the School of Nursing are members of the Nursing Student Organization but only officers and elected class representatives to the Nursing Student Organization may vote on issues.

The Nursing Student Organization can and should represent all of the students and is the main channel of communication between administration and students. The organization's primary objective is to determine and meet student needs including aiding in learning and educational endeavors, providing an effective and meaningful communication network between the students and faculty members. The Nursing Student Organization is the students' primary contact in pursuing any issues which are of individual or group importance.

2. Multicultural Nursing Student Association:

The Multicultural Nursing Student Association was formed to establish relationships among minority nursing students to provide assistance to minority students in order to aid them in areas such as academic counseling, financial aid and tutoring and to establish a liaison relationship with nursing administration and faculty.

3. National Student Nurses Association:

The National Student Nurses Association (NSNA) is the only national organization for students of professional nursing programs. The purpose of NSNA is to assume responsibility for contributing to nursing education in order to provide for the highest quality health care; to provide programs representative of fundamental and current professional interests and concerns and to aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life. NSNA members participate in community affairs, legislative activities, consumer issues, nursing education and recruitment and many other programs of interest for the nursing student of today (<http://www.nсна.org/>).

4. Sigma Theta Tau International Nursing Honor Society:

The School of Nursing has organized a local chapter of Sigma Theta Tau International, the National Honor Society of Nursing, Gamma Kappa Chapter (<http://nursing.buffalo.edu/CurrentStudents/NursingOrganizations/HonorSocietyofNursing.aspx>). The purpose of the chapter shall be to:

- recognize superior achievement
- recognize development of leadership qualities
- foster high professional standards
- encourage creative work
- strengthen commitment to the ideals and purposes of the profession
- provide unity and fellowship through social, educational and service activities

Each year, eligible students will be contacted by the Chairperson of the Eligibility and Membership Committee of Gamma Kappa Chapter about the specific criterion required for chapter membership. Eligibility is based on grade point average and rank in class (<http://www.nursingsociety.org/>).

O. A Culture of Safety: Misses and Near Misses

Errors in health care have been identified as the third leading cause of death in the US (Makary & Daniel, 2016). To promote student awareness and engagement in creating and promoting of an ongoing culture of safety, the following guidelines will be used when a student is involved in a **Miss** or **Near Miss**.

NEAR MISS

A **near miss** is an unplanned event that did not result in injury, illness, or damage – but had the potential to do so. Only a fortunate break in the chain of events prevented an injury, fatality or damage; in other words, a **miss** that was nonetheless very **near**.

For example, penicillin was ordered for a patient allergic to the drug; however, the pharmacist was alerted to the allergy during computer order entry, the prescriber was called, and the penicillin was not dispensed or administered to the patient. Or the wrong drug was dispensed by pharmacy, and a nurse caught the error before it was administered to the patient.

Steps to address:

1. During each clinical practicum, the student will:
 - a. Self-assess environment and nursing practices for events that are identified as a near miss
 - b. Report the near miss for review and recommendations
 - c. If the student is directly responsible, the behavior will result in one or more of the following actions:
 - i. verbal counseling or written contract
 - d. The student will complete an error analysis describing the near miss in detail and outline an action plan to prevent future occurrence.
2. The faculty will:
 - a. Review the written error analysis, initiate verbal counseling or written contract
 - b. Complete the [UB School of Nursing Incident Report](#)
 - c. Forward copies of the analysis, contract and Incident Report to the Assistant Dean for review.
3. A copy of all documents will be placed in the student record.

MISS

A **miss (error)** is an unplanned event, situation, or error that occurred (completed in that the patient was the object of the error). An injury, illness or damage may have occurred but had a high potential to occur.

For example, a patient is at high risk for falls and is placed on fall precautions (yellow blanket, yellow booties, bed alarm engaged, and bed in low position). The patient got out of bed unassisted and fell resulting in a fractured hip. The bed alarm was not engaged.

Steps to address:

1. The student and faculty will follow the clinical site policy and procedure for reporting of errors (miss).
2. If the error resulted in injury to the student (needle stick), the will be sent to the ED for evaluation and subsequently report to Michael Hall for further evaluation.

3. The student behavior will result in the following:
 - a. Student will complete an error analysis describing the near miss in detail and outline an action plan to prevent future occurrence.
4. The faculty will:
 - a. Review the written error analysis and initiate a written contract
 - b. Complete the [UB School of Nursing Incident Report](#)
 - c. Forward copies of the analysis, contract and Incident Report to the Assistant Dean for review.
5. A copy of all documents will be placed in the student record.

Makary, M., & Daniel, M. (2016). Medical error – the third leading cause of death in the US. *British Medical Journal*, 353:i2139. doi: 10.1136/bmj.i2139

Appendix I

Family Educational Rights and Privacy Act of 1974

As of January 1, 1975, students have a right to inspect contents of records kept on them for administrative and/or advisement purposes.

Students also have a right to read recommendations for jobs or graduate study **if they do not sign a waiver of this right.**

The Family Educational Rights and Privacy Act of 1974 also allows students to waive their right of inspection of letters of recommendation "respecting an application for employment, respecting receipt of an honor or honorary recognition".

In order for the waiver to be valid, the letters must be used solely for the purpose for which they were specifically intended, and, on request, the student must be given the names of those making confidential recommendations. Signing a waiver may **not** be required as a condition for admission, financial aid, or other services of the institution.

Letters of recommendation put into a student's file prior to January 1, 1975 are not subject to this act, unless such letters are used for a secondary purpose. This puts a responsibility on the institution to remove such letters from student files when a request to inspect the file is made under the law.

Students wishing to provide access to their educational records should see the Director of Student Services.

2001 Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis

Summary

This report updates and consolidates all previous U.S. Public Health Service recommendations for the management of health-care personnel (HCP) who have occupational exposure to blood and other body fluids that might contain hepatitis B virus (HBV), hepatitis C virus (HCV), or human immunodeficiency virus (HIV).

Recommendations for HBV post-exposure management include initiation of the hepatitis B vaccine series to any susceptible, unvaccinated person who sustains an occupational blood or body fluid exposure. Post-exposure prophylaxis (PEP) with hepatitis B immune globulin (HBIG) and/or hepatitis B vaccine series should be considered for occupational exposures after evaluation of the hepatitis B surface antigen status of the source and the vaccination and vaccine-response status of the exposed person. Guidance is provided to clinicians and exposed HCP for selecting the appropriate HBV PEP.

Immune globulin and antiviral agents (e.g., interferon with or without ribavirin) are not recommended for PEP of hepatitis C. For HCV postexposure management, the HCV status of the source and the exposed person should be determined, and for HCP exposed to an HCV positive source, follow-up HCV testing should be performed to determine if infection develops.

2005 Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis

This report updates U.S. Public Health Service recommendations for the management of health-care personnel (HCP) who have occupational exposure to blood and other body fluids that might contain human immunodeficiency virus (HIV). Although the principles of exposure management remain unchanged, recommended HIV post-exposure prophylaxis (PEP) regimens have been changed. This report emphasizes adherence to HIV PEP when it is indicated for an exposure, expert consultation in management of exposures, follow-up of exposed workers to improve adherence to PEP, and monitoring for adverse events, including seroconversion. To ensure timely postexposure management and administration of HIV PEP, clinicians should consider occupational exposures as urgent medical concerns.

Occupational exposures should be considered urgent medical concerns to ensure timely postexposure management and administration of HBIG, hepatitis B vaccine, and/or HIV PEP.

1. Provided by the Centers for Disease Control and Prevention through the U.S. Department of Health and Human Services in Atlanta, Georgia; information from the Morbidity and Mortality Weekly Report dated June 2001, Vol. 50 / No. RR-11 and September 30, 2005.
2. A copy of the full report is on file in the School of Nursing Office of Student Services and the Office of the Associate Dean for Academic Affairs.

Appendix III

UNIVERSITY AT BUFFALO, THE STATE UNIVERSITY OF NEW YORK
SCHOOL OF NURSING

PETITION FOR GRADE OF INCOMPLETE

Student's Name: _____ Class: Soph. Jr. Sr. Grad.

Course: _____ Semester: Spring. Fall 20____

NOTE: Please refer to the Undergraduate and Graduate Handbooks for specific SCHOOL OF NURSING policies regarding the use of incomplete grades. The two (2) programs have different terms for assigning and removing incomplete grades.

Reason for Incomplete: _____

Terms for Removal of Incomplete: _____

Deadline for Removal of Incomplete: _____

Failure to meet the deadline date for Removal of Incomplete will result in academic penalty related to the final grade. Describe the nature of the penalty: _____

Student's Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Appendix IV

UNIVERSITY AT BUFFALO, THE STATE UNIVERSITY OF NEW YORK
SCHOOL OF NURSING

INDEPENDENT STUDY PROPOSAL (SAMPLE FORM)

Name of Student _____ Person Number _____

Name of Professor Providing Independent Study _____

Date of Submission to Student Services Office _____

Date of Submission to Undergraduate Committee _____

Check the Course Numbers for the Independent Study

_____ N499 _____ Number of Credits

_____ N600 _____ Number of Credits

Directions: Submit one typed and signed copy of this proposal to the Office of Student Services at the beginning of the semester in which the Independent Study will be taken. Additional copies should be retained by the student and the faculty conducting the Independent Study.

What is the purpose of your Study Project? (describe briefly)

Example:

The purpose of this Independent Study is to provide an opportunity for me to increase my knowledge of reliability and validity of instruments by participating in the development and testing of a questionnaire, Knowledge of Oral Care Practices for Patients Receiving Chemotherapy.

What are your learning objectives? (List)

Example:

1. Review reliability and validity information covered in N512 as they apply to this questionnaire.
2. Use knowledge of Human Subjects Committee to apply for Human Subjects approval in the School of Nursing and two other sites.
3. Apply knowledge of content validity in preparing a questionnaire for expert review.
4. Apply knowledge of research to interpret, judge, and use feedback provided by content reviewers.

What is the relevance of this Independent Study to your educational program for this degree?

Example:

This project will increase my knowledge of and ability to use validity and reliability information related to instrument development. Because learning research skills is a part of my progress, this experience should greatly contribute to that goal.

In what way are the current course offerings in the University inadequate to meet these objectives?

Example:

Although the University and the School of Nursing provide courses in research, none will provide me with an opportunity to develop a questionnaire of this type with close faculty supervision.

How do you plan to carry out your Project?

Example:

I have completed a review of the literature and have constructed the questionnaire. I will submit the questionnaire for review by the third week of the semester and ask for faculty feedback. I will then solicit, with the help of the faculty, appropriate reviewers for the questionnaire and solicit their cooperation (approximately mid-semester). With the help of the faculty, I will conduct an appropriate reviewer questionnaire to investigate content validity. After responses are returned, they will be analyzed and changes made as appropriate.

What is your time schedule for achieving these objectives?

Example:

This study will be completed at the end of this semester.

How will your faculty work with you?

Example:

The faculty member will meet with me approximately two hours every other week to review my progress on the questionnaire and the content validity plans. The faculty member will review work submitted and provide written feedback as appropriate.

How will grading be accomplished?

Example:

A grade of "S" or "U" will be given by the faculty member upon completion of the corrected questionnaire after content viewer's feedback is attained.

Signature of Student _____ Date _____

Signature of Faculty _____ Date _____

If the Independent Study involves research that requires review by the Human Subjects Review Committee, a copy of the approved appropriate Human Subjects Review Form or letter of approval from the Chair of the Human Subjects Review Committee must be attached to this form.

Appendix V

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.

A CODE FOR NURSING STUDENTS

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

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

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

Appendix VI

University at Buffalo
School of Nursing

NSG 497 Honors Research

Tutorial

6 credits (Fall Semester – 3 credits and Spring Semester – 3 credits)

Course Description:

An opportunity for outstanding undergraduate students in nursing to enrich their education and gain personal recognition through participation in the scholarly work of a faculty mentor. In concert with the faculty member, the student conducts a research project that culminates in a senior thesis of publication quality.

Course Objectives:

Upon completion of the Honors Research Program, the student will be able to:

1. Apply the scientific process in conducting a small research project.
2. Write succinctly an overview of a research project.
3. Present research findings and answer questions in a public forum.
4. Demonstrate ability to communicate research findings in written and verbal forms.

Prerequisites:

- Full-time with completion of 90 credits
- NSG 348 – Introduction to Nursing Research
- Minimum nursing GPA of 3.50 on a 4.00 scale in required. Permission of instructor

Additional Eligibility Requirements- submitted all required documents to son-cnr@buffalo.edu for approval by the [Associate Dean for Research and Scholarship](#) no later than 4 weeks prior to the start of the semester.

- One-page personal statement describing how participation in the Honors Program will promote your educational goals and enrich your education at UB.
- Brief description of the proposed research idea.
- Written consent from a faculty member who will supervise the research project..
- One letter of reference from a School of Nursing Faculty member (excluding the faculty supervisor) who can attest to your academic qualities.

- Maintain a nursing GPA of 3.50 on a 4.00 scale throughout the senior year.

Required Student Activities:

- Three credit hours (an average of 6 hours per week) each semester of the senior year, supervised by a member of the School of Nursing faculty.
- Development and execution of a research project that is encompassed within the faculty mentor's program of research.
- Regular meetings between the student and faculty mentor.
- A written progress report submitted to the faculty mentor at the end of the fall semester.
- A senior thesis of publication quality. A final report following the usual conventions of scholarly writing (15-20 pages), or a manuscript that is submitted to the advisor by March 15.
- A written abstract to accompany the presentation.
- Presentation of the research at a public forum in the School of Nursing.

Grading:

The letter grade system will be used. A grade will be given each semester.

The student must receive a grade of B+ or higher for the thesis to graduate with School of Nursing honors. The faculty advisor has the right to terminate mentorship of the student if the student does not meet expectations of the Honors Research Program.

Honors will be noted on transcripts as highest distinction (GPA of 3.85-4.00), high distinction (GPA of 3.70-3.84), or distinction (GPA of 3.50-3.69).

Reading List: Readings will be done as agreed upon by the faculty mentor and student.

TECHNICAL STANDARDS FOR NURSING

TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROGRESSION, AND GRADUATION

The mission of the University at Buffalo, School of Nursing is to foster an environment of academic and scholarly excellence that develops nurse leaders who will improve the health and wellness of local, national and global communities. The UB School of Nursing baccalaureate programs are accredited by the Commission on Collegiate Nursing Education (CCNE). Our highly competitive programs are designed to prepare students for the expanding role of professional nurses and the challenging work environments of contemporary nurses. Therefore, the faculty has determined that certain technical standards are requisite for admission, progression, and graduation from the nursing programs. In addition to classroom learning, clinical learning occurs throughout the program and involves considerations (such as patient safety and clinical facilities) that are not present in classroom environments. For this reason, any applicant or student who seeks accommodations prior to or immediately after enrolling in the nursing programs, in order to meet the technical standards set forth below, must present a complete plan for completion of the standard(s) with accommodations to the Undergraduate Program Committee for approval. Applicants and students may consult with UB's Office of Accessibility Resources for assistance in identifying reasonable accommodations and engaging in an interactive process with the School of Nursing to determine the plan for alternative completion. Reasonable accommodations may not fundamentally alter the academic program, pose a direct threat to health or safety, or significantly interfere with the essential functions of clinical performance. Please note that our Traditional and Accelerated programs are offered as fulltime cohort programs only.

An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities and those specifically of (1) observation; (2) communication; (3) motor; (4) intellectual, conceptual, and quantitative; (5) essential behavioral and social attributes; and (6) ability to manage stressful situations. Individuals unable to meet these technical standards, with or without reasonable accommodation, will not be able to complete the program and are counseled to consider alternative programs.

In order to achieve appropriate learning outcomes and connect complex concepts, our Traditional and Accelerated Programs are offered in a full time format only.

General Abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement that are important to the student's ability to gather significant information needed to effectively assess and evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Observational Ability: The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

Communication Ability: The student must communicate effectively both verbally and non-verbally to elicit information and to translate that information to others. Each student must have

the ability to read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to read, interpret, and document in electronic or other form of patient records accurately, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must possess verbal and written communication skills that permit effective communication with instructors and students in both the classroom and clinical settings.

Motor Ability: The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheel chair guidance, and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical and classroom settings including performing CPR, if necessary. The student must possess the ability of manual dexterity that would be required for certain activities, such as drawing up solutions in a syringe.

Intellectual, Conceptual, and Quantitative Abilities: The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem-solving involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to incorporate new information from peers, teachers, and the nursing and medical literature to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short and long-term goals.

Behavioral and Social Attributes: Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. Personal comfort and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom and clinical settings; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

Ability to Manage Stressful Situations: The student must be able to adapt to and function effectively to stressful situations in both the classroom and clinical settings, including emergency situations. The student will encounter multiple stressors while in the nursing programs. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program-related.

Technical Standards adapted from Drexel University, College of Nursing and Health Professionals.

