



Student Handbook

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The Director of Marion S Whelan School of Practical Nursing
Invites You to:

TAKE THE CHALLENGE

*Welcome to **Marion S Whelan School of Practical Nursing**. It is with confidence that I, as the Director, know that your educational experience will be stimulating, rigorous, but yet fulfilling. Your experience here will be both challenging and rewarding but will take much effort on your part. Study hard, but also meet new friends and have fun.*

Dr. Victoria Record, Ed D, RN, CNE

Marion S Whelan School of Practical Nursing

Student Handbook Overview

This student handbook has been compiled with the Director, faculty, and support services staff. The purpose of the Student Handbook is to provide students with specific information concerning institutional policies and regulations. As a student, you have a responsibility to read and become familiar with the contents of this handbook and all other such publications distributed. All faculty, staff, employees of the college, and collaborative partner institutions strive to create and maintain an environment that is safe, friendly, and conducive to learning. Information in this handbook is subject to change.

It is the responsibility of the student to read this handbook, official announcements, official bulletin boards, and the catalog and be informed about programs of study, credits, clock hours, requirements, policies, student life, and information relating to participation in this academic program.

The information is subject to change or to modification; therefore, students should stay in touch with advisors, faculty, staff, and administrators in order to receive the most up-to-date information possible.

This student handbook includes the philosophy, purpose, objectives, academic program information, and other pertinent information for students enrolled in the Practical Nurse Program.

About

Marion S Whelan School of Practical Nursing

Mission

Finger Lakes Health

Finger Lakes Health is a community owned, not-for-profit organization dedicated to maintaining and improving the health of all people in the central Finger Lakes region.

We are committed to safe, high quality, compassionate services that are convenient, accessible and at a reasonable cost, through the efforts of our employees, medical staff, and volunteers.

We are a center for health education that lives its leadership commitments through participation in and sponsorship of professional, allied health, and community health education programs.

Mission

Marion S. Whelan School of Practical Nursing

The mission of the nursing program is to produce graduates at the Practical Nurse level who are competent and caring professional nurses functioning within their identified scope of practice.

Graduates of Marion S Whelan School of Practical Nursing will value the profession of nursing by exhibiting professional behaviors in a healing and caring way and by promoting lifelong learning and living to create healthy relationships with the people they care for and work with.

Philosophy

Marion S. Whelan School of Practical Nursing

The philosophy of the LPN program is based on the foundational concepts of Finger Lakes Health. As a partner of the health system, the philosophy of the nursing program is consistent with the nursing philosophy that governs nursing practice and care delivery at Finger Lakes Health.

- We believe that society is composed of unique individuals with common basic needs. Each individual, throughout the life process, is influenced by internal and external environmental factors. In response to these factors, individuals are constantly striving to achieve equilibrium in order to fulfill their needs. The individual and society can benefit as the individual adapts to changing situations in order to meet these needs.
- We believe education is an active, on-going lifelong learning process which evolves from the individual's life experiences and formal schooling. Active participation in education enables the individual to develop his or her potential in a continually changing society. Educational programs should provide for growth and mobility. This program is a stepping stone for furthering development. Opportunities for continuing education must be sought to increase knowledge and skill.

- We believe nursing is an art and science with its own rapidly growing body of knowledge. Nursing, by addressing the basic needs of man, helps the individual to attain his/her optimal level of wellness. Nursing education prepares individuals to utilize facts, principles, and concepts from the arts and sciences. The nurse's primary commitment is to the patient, whether an individual, family, group or community and the nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient. Practical nursing education, with a strong clinical component, utilizes select facts, principles and concepts from the arts and sciences to prepare practical nurses to give quality bedside nursing care. We further believe a sound program is based on its continual evaluation. Although this responsibility rests with the faculty, the student has the right and opportunity to evaluate the curriculum and instruction. The faculty is open to student and/or graduate suggestions toward improving the program.
- We believe that the practical nurse is an integral part of the nursing profession and is accountable for his/her nursing practice within an ethical-legal framework. The practical nurse assists with providing direct nursing care toward meeting the needs of the individual in a variety of health care settings. The practical nurse is a responsible and accountable member of the health team, who, under the direction of the registered professional nurse or licensed physician or dentist, performs tasks and responsibilities within the framework of case finding, health teaching, health counseling and provision of supportive and restorative care.
- We believe our school contributes to the profession of nursing by providing an education for qualified individuals to render safe, skilled nursing care as a licensed practical nurse. Our program also provides an opportunity for educational mobility in nursing.

The philosophy of the nursing program serves as the foundation for the program of study and articulates the faculty's belief in nursing, nursing education, and continuous quality improvement in instruction, nursing care, and academic performance.

Academic Program Overview

Our academic curricula foster the development of individuals to deliver quality, holistic health care in a healing and caring way while emphasizing the individual's responsibility to professional and personal lifelong learning. In keeping with our philosophy, our students graduate with a sound base of empirical knowledge gained through general education courses as well as the theoretical knowledge that enables them to incorporate critical thinking into professional practice guided by research.

Our faculty is integral to our academic strength. They are experienced professional educators who have achieved higher education by advanced degrees and national certifications. They are committed to student learning and maintaining high academic standards. Students are attracted to our programs because of the small classroom size, faculty to student ratios, and flexibility of the programs.

The nursing program is a residential program meaning that the courses for these programs are conducted either on the Geneva General Hospital campus or in affiliate clinical sites. It does not mean that housing is available.

Nursing Program

Marion S Whelan School of Practical Nursing in collaboration with Finger Lakes Community College (FLCC) offers a full-time day program that is flexible and conducive to the adult learner, seeking a career as a practical nurse. This academic program will lead to a Diploma with a major in practical nursing awarded by Marion S Whelan School of Practical Nursing after completing three trimesters. Students who have completed their Nursing Fundamentals in another nursing program within 2 years of admission to MSWSPN with a C+ or higher may be eligible for January admission into the program.

Students in the program attend classes and start participating in clinical rotations in the first trimester; this provides the opportunity to apply knowledge and skills obtained in classroom and laboratory into practice immediately.

Conceptual Framework

The Theory of Nursing Knowledge and Nursing Practice is a systematic view of the phenomena of practice invented for the purpose of describing, explaining, predicting and prescribing care (Meintz, S. L., 1994; Van Sell, 2000). An adaptation of this theory provides the conceptual framework for the practical nursing curricula.

The conceptual framework for the nursing program is based on the principles of the Theory of Nursing Knowledge and Nursing Practice. The theory places extreme emphasis on the individual's accountability and responsibility to participate in the attainment of knowledge and to develop his/her own practice based on that knowledge which is supported by research and evidence. The theory delineates factors which constitute professional practice, explains relationships between elements of practice and knowledge, predicts practice patterns, identifies methods to evaluate practice, and examines identified variables.

Learning is enhanced by a collaborative, student/faculty partnership which is characterized by active and responsible student involvement strategies and by faculty who function as facilitators of the learning process. Education provides a foundation of theoretical knowledge and technical skills which are common to the practice of nursing. Education at each level builds on previous knowledge to facilitate educational advancement and career mobility. The curriculum is both an organized, competency-based sequence of learning for the purpose of preparing individuals for entry-level positions in practice employing a variety of teaching/learning strategies to ensure student success. The faculty facilitation enables the students to become competent beginning practitioners who use effective critical thinking and demonstrate humanistic values and caring.

In addition, the faculty subscribes to the concept of differentiated nursing practice which “describes the system of sorting roles, functions, and work of nurses according to education, clinical experience, and defined competence and decision-making skills required by different client needs and settings in which nursing is practiced.” (NLNAC, 1999).

Nursing Foundation (NF): is the knowledge from sciences and humanities.

Methodology (M): is a method for problem solving, critical thinking, and utilization of the process to support the judgment.

Nursing essence (NE): includes the core values and integrated concepts and standards identified by the faculty, regulatory agencies, and professional as essential to the foundation to practice the art and science of healthcare.

Disciplined Inquiry (DI): is the investigation, participation, and implementation of research and evidence-based practice at the appropriate level.

Nursing Knowledge (NK): is the understanding of nursing and surgical technology as a science and an art. Nursing Knowledge is the result of integrating Nursing Foundation, Methodology, Nursing Essence, and Disciplined Inquiry.

Nursing Knowledge (NK) may be expressed in the equation, $NF + M + NE + DI = NK$.

The depth and breadth of Nursing Practice (NP) is determined by the individual nurse's (I) integration and synthesis through cognitive, affective, psychomotor, and spiritual domains of self, times Nursing Knowledge (NK). This same methodology is used interchangeably for surgical technology.

Nursing practice may be expressed in the equation $(NK) (I) = (P)$. The individual's practice is directly related to the degree of integration and synthesis of knowledge. The faculty believes that the curricula based on this philosophy, conceptual framework, and theory meet the needs of the rural communities of the Finger Lakes Region. The philosophy and conceptual framework allows, encourages, and promotes the upward educational and career mobility.

Glossary

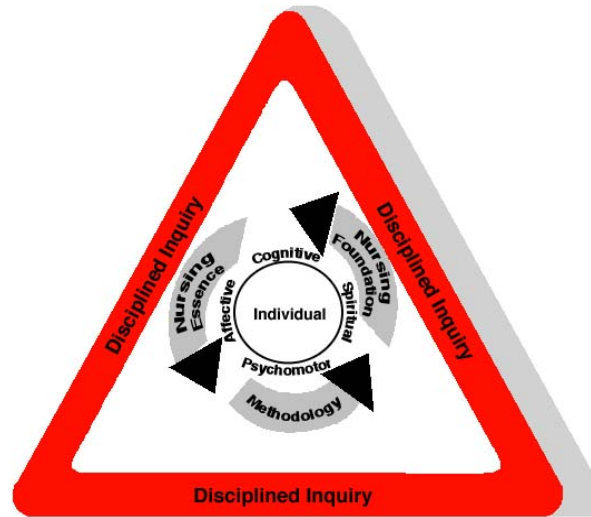
Core Values: defined as the underpinnings and threads that are fundamental to the health professions and practice. There are seven values included in the curricula at Marion S Whelan School of Practical Nursing

- **Caring** is defined as a way to promote healing and health addressing the concern for the individual, family, and community. The patient is the center of the caring relationship and care is provided with the idea that there is a commitment to the wellbeing of the common good and those who are vulnerable.
- **Diversity** is defined as the uniqueness of each individual, family, or community in which we provide care and practice nursing. Diversity includes dimensions of race, ethnicity, gender, sexual orientation, religion, political beliefs, age, socioeconomic status, geographical differences, and physical abilities.
- **Excellence** is not a definition but rather an aspiration. At Marion S Whelan School of Practical Nursing, the goal of excellence is to challenge the status quo, strive for continuous growth and improvement, and to gain a greater understanding of best practices.
- **Integrity** is defined as not only doing things right but doing the right thing at the right time and for the right reasons. In short, this means practicing with honesty, dignity, respect, humility and open communication all the time, not just when someone is watching.
- **Ethics** is defined by the professional conduct and values role modeled by a healthcare professional while also considering the patient's values, beliefs, and worthwhile providing care.
- **Holism** is defined as the consideration of the whole person and their uniqueness when providing care.
- **Patient-Centeredness** is defined as an approach to patient care that incorporates the uniqueness of the individual's background, preferences, values, traditions, and family considerations. A patient-centered approach means including the patients and significant others in the decisions about their care.

Course Student Learning Outcome is defined as an expected culmination of learning experiences at the end of a course and involves the mastery of essential content and competencies relevant to that course.

Integrating Concepts

Integrating concepts are elements in nursing that must be mastered by all students regardless of degree level. The NLN defines six concepts (context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and



teamwork) that must be achieved through the apprenticeships of knowledge, practice, and ethical comportment.

The apprenticeships include knowledge which includes theory and science, a practice which is the mastery of skills, notions of situated thinking, and use of knowledge to engage in practice in a thoughtful, deliberate way, and ethical comportment, which is the differentiation of “good practice” and “boundaries of practice”.

- **Context and Environment** are defined by the organizational climate, the policies and procedures, the patient characteristics, leadership, quality improvement efforts, safety culture, and other attributes that influence interactions.
- **Knowledge and Science** are defined by knowledge gained from disciplines outside of the field of nursing that serves as a foundation for developing and understanding nursing as a science and the importance of evidence-based practice.
- **Personal and Professional Development** is defined as lifelong learning and refining and integrating the values consistent with a profession.
- **Quality and Safety** is defined as delivering of health care services including care that is consistent with best practices, decreases the risk of negative outcomes, increases the achievement of positive outcomes, and considers all elements including individual, unit, and organizational perspectives.
- **Relationship Centered-Care** is defined as the core to practice and involves relationships with patients, families, and communities, as well as professional relationships with interdisciplinary health care team members.

- **Teamwork** is defined as functioning within the interdisciplinary team with respect, collegiality, professional behaviors, and shared decision-making in the best interest of practice, patient safety, and organizational concern.

NLN Outcomes for nursing graduates:

- **Human Flourishing** is defined as the ability to achieve self-actualization and self-fulfillment within the larger context of the community. In the profession of nursing, it is the responsibility of the LPN to help patients, families, the community and general population to reclaim or achieve this.
- **Nursing Judgment** is defined as using critical thinking, clinical judgment, and evidence to base decisions of practice, care and research on.
- **Professional Identity** is defined as internalizing the core values established for the profession of nursing, recognizing nursing as an art and science, and embracing these fundamental beliefs in an effort to continuously develop as a Professional Registered Nurse.
- **Spirit of Inquiry** is defined as a curiosity of nursing practice and the learning environment. Having a spirit of inquiry in nursing means challenging the status quo and seeking creative solutions to problems based on best practices and evidence.

Program Student Learning Outcome is defined as an expected culmination of all learning experiences from the diploma program. This culmination will result in expected graduate behaviors.

Program Performance Measure is defined as a performance measurement of the program and includes but is not limited to pass rates, attrition, satisfaction rates, job placement rates, etc.

Practical Nursing Program Goals

The goal of the nursing program is to prepare students with the knowledge, skills, and attitudes necessary to function safely, efficiently, and competently in the clinical setting as a graduate nurse. This will be accomplished by:

- 1) Meeting or exceeding the criteria set forth in the current accreditation standards, evidence-based practice recommendations from the NLN, IOM, QSEN, and other regulatory agencies, and by,
- 2) Preparing competent graduates in the cognitive, psychomotor, and affective learning domains who:
 1. Build on knowledge gained from the general education courses.
 2. Function as a graduate nurse who provides and participates in the coordination of patient care as a member of the interdisciplinary team.
 3. Make sound clinical decisions supported by evidence and theoretical knowledge, critical thinking, and technical skills.

4. Deliver compassionate, competent, holistic patient-centered care.
5. Gain knowledge and skills from lifelong learning and educational advancement while promoting and supporting the profession of nursing.
6. Serve the needs of the community by responding to a changing healthcare environment.

Program Student Learning Outcomes

Upon completion of the program, the graduate will:

1. Integrate learning built on the foundation of the general education courses into their nursing practice to serve the community healthcare needs of the Finger Lakes region (Nursing Foundation).
2. Use nursing judgment to make sound clinical decisions based on theoretical knowledge, critical thinking, nursing skills, and available technology within the scope of practice of the Licensed Practical Nurse (Methodology).
3. Deliver compassionate, competent, relationship-based care in a healing environment to support human flourishing (Nursing Essence)
4. Serve the rural communities health needs of the Finger Lakes Region by responding to a changing healthcare environment through the spirit of inquiry and evidence-based practice (Disciplined Inquiry).
5. Gain knowledge and skills through continuing education and educational advancement, while promoting and supporting the role of the Licensed Practical Nurse (Professional Identity).

Program Performance Measures

- NCLEX Pass Rates
 - 90%
- Graduate completion rate will be
 - 60-65% within 100% completion time
- Graduate completion rate will be
 - 65-70% within 150% completion time.
- Final program evaluations
 - (90% response rate) and graduate survey (desired response rate of 50%).
- Graduates will rate overall program satisfaction as 90%-100% Adequate to Excellent
- Employer Satisfaction Rates
 - 25% response rate. And of the respondents, the program will be rated adequate to excellent 80% of the time.
- Job Placement Rates
 - a. 90% of graduates who respond to the graduate survey have obtained employment as a PN within 6-12 months from graduation.

Nursing Curriculum

To receive a diploma in practical nursing, a student must meet the number of clock hours the program is registered for by the New York State Education Department. Marion S Whelan School of Practical Nursing is registered for 1230 clock hours of program study. Students must complete the number of authorized clock hours to be considered for program completion. At Marion S Whelan School of Practical Nursing, the student complete 275 hours in nursing theory and 325 hours of general education courses over 3 trimesters, 45 weeks. FLCC College, our educational partner, provides the general education courses at both the Geneva campus as well as on the FLCC College main campus.

Nursing Clinical Component

Students complete a total of 490 clinical hours throughout the program. Each student rotates through various clinical areas including but not limited to the emergency room, operating room, long term care, medical/surgical units, family birth, inpatient mental health, intensive care, radiology, dialysis, and physician practice. Clinical experiences begin within 2 weeks of the first trimester. The combination of classroom and clinical content prepares the student to successfully complete the program outcomes which includes the National League of Nursing Educational Competencies for Practical Nurse Programs.

Requirements for a Major in Practical Nursing

Trimester	Clock Hours	Clock Hours	Clock Hours	Total Clock Hours
NSG 1 Nursing I	105	65	130	300
NSG 2 Nursing II	90	50	160	300
NSG 3 Nursing III	80	20	200	300

In addition, all students must meet the general education requirements.

Code of Ethics Nursing Program

The nursing program follows the ethics of the American Nurses Association. Adherence to this code is every student's responsibility both to the profession and to the patient. The code is followed both in the classroom and clinical practice. The following is the Code of Ethics:

- The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- The nurse's primary commitment is to the patient, whether an individual, family, group or community.
- The nurse promotes, advocates for, and strives to protect the health, safety and rights of the patient.
- The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
- The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- The nurse participates in establishing, maintaining and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- The nurse participates in the advancement of the profession through contributions to practice, education, administration and knowledge development.
- The nurse collaborates with other health professionals and the public in promoting community, national and international efforts to meet health needs.
- The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Retrieved from

<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>

This site contains more information along with interpretive statements for persons who would like more information.

Professional Licensing and Eligibility for New York State Licensing Exam

Graduates of the nursing program are eligible to take the National Council Licensing Examination (NCLEX) to become licensed as a licensed practical nurse. Requirements for licensure include graduation from an accredited nursing program, passing the licensure exam and being at least 18 years of age.

New York State requires all applicants for NCLEX, as stated in the Nursing Handbook, published by the University of the State of New York Education Department, to answer whether they have:

- Been charged with a crime (felony or misdemeanor) in any state or country, the disposition of which was other than by acquittal or dismissal.
- Been convicted of a crime (felony or misdemeanor) in any state or country.
- Ever surrendered their license or been found guilty of professional misconduct, unprofessional conduct, incompetence or negligence in any state or country.
- Charges pending against them for professional misconduct, unprofessional conduct, incompetence or negligence in any state or country.

If the answer to any of the above is “yes,” students must submit, in writing, a complete explanation, copies of any court records and a copy of the “Certificate of Relief from Disabilities” or “Certificate of Good Conduct.” Following a review of these documents, eligibility for licensure will be determined on an individual, case-by-case basis by the New York State Education Department. These forms are not submitted to the College of Nursing.

Clinical Information

CPR/Preclinical

Students are required to be certified in Professional Rescuer Cardiopulmonary Resuscitation (CPR) [American Heart Association or American Red Cross, health care provider, adult/child/infant]. They must give evidence of current certification. It is the student’s responsibility to maintain current certification. Students will not be allowed to go to the clinical area without completion of preclinical education and CPR documentation. Students are required to be educated concerning OSHA standards. This education is obtained by completing the preclinical courses located on Net Learning. Students should complete the mandatory preclinical education by logging on to <https://lms.netlearning.com/MyNetLearning/Login.aspx?ID=163> with the last four digits of their social security number. Please note that if you are a current employee of the health system, you will use your employee ID to log in. Students are to provide CPR and preclinical documentation to the Student Services Coordinator to be copied and placed in the academic file of each student.

Professional Confidentiality

The importance of confidentiality cannot be overemphasized. It is mandatory that you adhere to all HIPAA (Health Insurance Portability and Accountability Act) standards. Discussion of patients must be limited to pre- and post-conferences and nursing classes. At no time are patients to be discussed at breaks, on elevators, in the cafeteria, or in other inappropriate settings. Only patient’s initials may be used on written work. Patient charts are confidential records and may not be photocopied.

Standards of Professional Practice

In all situations, students are expected to demonstrate responsibility and accountability as professional nurses, with the ultimate goal being health promotion and prevention of harm to others. The faculty of the nursing programs believes that this goal will be attained if each student's daily clinical practice and behaviors are guided by the Standards of Professional Practice.

Safe clinical performance is reflected in the Clinical Evaluation Tool. Unsatisfactory performance in any areas of Professional Practice will warrant a rating of U and subsequent failure of the clinical course. Any infraction occurring in any setting will be assigned and documented in the student's record. A violation of Professional Practice Standards always includes, but is not limited to, the following behaviors:

- any action that jeopardizes patient safety;
- any action that compromises patient confidentiality;
- any action in which a student functions outside the scope of practice;
- any action or behavior violating agency policies and procedures;
- any action that does not uphold standards of health care professions or MSWSPN policies.

The severity of a violation may warrant dismissal from the program at any time.

Uniform Code

The uniform code applies whenever and wherever the uniform is worn. In the clinical area, all students are to be in full uniform. Except when agency policy may state otherwise, most affiliating agencies require students to wear a full uniform when going for data gathering. Picture IDs are to be worn in all clinical experiences. The student uniforms are to be worn only when functioning as a student. In summary, the student must conform to the policy of the affiliating agency. Insofar as policies are specific to the uniform, hair, jewelry, tattoos, cosmetics, fingernails, and gum, students are held accountable as outlined.

Uniform

The uniform consists of navy blue scrub suits and a lab coat with the school logo for nursing students. Matching shoes and socks are to be worn. Shoes are to be clean and polished. No open toe shoes are allowed in any clinical setting. **NOTE:** Student may not visit friends or family in the hospital while in student uniform or during scheduled clinical time. Students are not allowed to wear their uniform while working as an agency employee.

Uniform Accessories

The following uniform accessories may be required and is dependent on the program the student is enrolled in:

- photo ID badge;
- a watch displaying seconds or that has a second hand;
- bandage scissors;
- stethoscope;
- blood pressure cuff;
- gait belt
- pulse oximeter

Cosmetics

Cosmetics are to be worn in moderation.

Fingernails

Fingernails are to be clean and short; no nail polish or artificial nails is/are permitted.

Hair

The hair is to be clean and groomed, pulled back close to the head, away from the face and off the neck. No bows, ornamental clips, or ribbons are to be worn in the hair. Over the ear, styles are permissible for males provided it remains within a moderate length. Sideburns are to be no longer than the tip of the ear lobe with basic straight line style and should be neatly trimmed. Hair is to be of normal color.

Jewelry

Only the wedding band may be worn. It should be noted that the engagement ring may cause injury to the patient or someone else. Only name tags may be worn on the student uniform. Wearing of earrings must be limited to the small stud for nasal piercings or pierced ears and only one (1) earring per ear. No gauges, facial, tongue, or body jewelry is permitted. However, a space saver is allowed for a tongue piercing.

Mustaches

Mustaches should be conservatively styled and neatly trimmed. The student should follow the policy of the affiliating institution concerning beards.

Perfume

Perfumes, after-shave lotions, colognes, and scented deodorants may cause allergic reactions in some individuals and are not to be worn.

Standards of Academic Progress

Academic Standing/Probation

Students are in good academic standing when they have a GPA of 2.33 or better. A student is considered on academic probation when he or she has a cumulative GPA of less than a 2.33 throughout the trimester. This must be raised by the end of a course to 2.33 to be promoted to the next level. Faculty members systematically evaluate students' progress throughout the program. This evaluation includes both theory and clinical practice. It is also the responsibility of the student to monitor their performance and progress throughout the program. Students receive a copy of their grades at the end of each trimester. All obligations, financial or otherwise, must be cleared in order for students to receive grades, be promoted or graduate.

Achievement Testing

After certain courses, students are scheduled to take standardized tests. Students pay for this in program fees. Each test relates to content taught during the current and previous courses. Students taking the tests should receive scores from the faculty before progressing. Students need to understand the importance of these tests because they help to identify deficit areas, prepare students for the type of questions on the National Council Licensure Exam (NCLEX) as well as predict successful completion of the licensure/certification exam. The student will receive a grade of "I" until required tests are completed in individual courses. Remediation is available and highly recommended.

Classroom Expectations

Students need to be on time for class each day having had completed all pre-class assignments. Beepers, PDAs, MP3s, and IPODs are not allowed in the classroom. Food and drinks are allowed in the classroom with discretion and the student is responsible for any clean up. A student lounge is located in the MSW building and there are cafeteria services available at Geneva General Hospital.

Core Performance Standards

SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT all-inclusive)

Critical Thinking: Identify cause-effect relationships in clinical situations, develop a plan of care, and calculate medication dosages accurately.

Interpersonal: Interpersonal abilities are sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Establish and maintain supportive relationships with patients and other health care providers.

Communication: Communication abilities sufficient for interaction with others in verbal and written form. Explain treatment procedures, initiate health teaching, document, and interpret actions and patient responses.

Mobility: Physical abilities sufficient to move from room to room and maneuver in small spaces. Ability to lift, position, push or transfer patients. Move around in patients' rooms, work spaces, and treatment areas; administer CPR. Pushes, pulls, or moves/lifts equipment/supplies (up to 50 pounds). Ability to reach, stoop, bend, kneel, crouch. Prolonged standing/walking.

Motor Skills: Gross and fine motor abilities sufficient to provide safe and effective nursing care. Able to calibrate and use equipment, position patients, and assist patients in and out of bed. Use coordinated finger and hand movements.

Hearing: Auditory ability sufficient to monitor and assess health needs. Hears monitor and equipment alarms, emergency signals, auscultatory sounds, cries for help.

Visual: Near and far visual acuity sufficient for observation, assessment, and implementation of care regimen. Observes patient responses; reads patients' records, including physicians' orders; administers and documents medications; read gauges, digital printouts, and computer screens.

Tactile: Tactile ability sufficient for assessment of physical health status. Performs palpation, functions of physical assessment (take a pulse and perceive temperature) and/or those related to therapeutic intervention, e.g., insertion of a catheter, handling of surgical instruments.

Smell: Olfactory senses sufficient for maintaining environmental and patient safety. Distinguish smells that are contributory to assessing and/or maintaining patient's health status, e.g., smell fire.

Self-Care: Ability to present a professional appearance and implement measures to maintain own health and not place patients in jeopardy. Implement universal precautions. Use good personal hygiene.

Environment: Ability to work in health care settings. Works in an environment with temperature changes, frequent contact with water or other liquids, sufficient noise to cause a distraction, and hazards where there is a danger to body or health.

Clinical Failure

A clinical failure may result when a student consistently

- Demonstrates a pattern of unsafe execution of psychomotor skills.
- Fails to consistently apply theory to practice.
- Does not distinguish between normal and abnormal data, or fails to take action based on data?
- Does not demonstrate critical thinking.
- Fails to seek guidance in uncertain situations.
- Fails to act on constructive feedback.
- Fails to meet the student learning outcomes due to excessive tardiness or absenteeism.

Dismissal/Termination

A student may be dismissed from the school when there is sufficient evidence to show:

- Violations of the code of honor (see *Academic Integrity* policy);
academic failure (see *Academic Progress* and *Grading* policy);
- Clinical failure
- Unsafe clinical practice;
- A failure to comply with School/Hospital/Agency policies and procedures;
- Excessive absences with failure to initiate a plan for make-up experiences, or absences; beyond the school's ability to accommodate the make-up experiences;
- Behavior which is unprofessional/inappropriate;
- Conduct that jeopardizes the safety of self, students, patients or others;
- Failure to meet financial obligations or health requirements;
- Violation of the drug/alcohol policy;
- Inappropriate use of social media;
- Failure to complete all assigned lab skills and assignments.

If a student is unsuccessful in a core course due to mental or physical illness, a plan of treatment and written proof of completion, by an appropriate authority, must be submitted before the student will be considered for readmission.

Students who are accepted and are unsuccessful can be readmitted one time. Students who are accepted for readmission and subsequently are unsuccessful a second time are not eligible to come back into the program.

Grading Policies

Course grade is based on a point system—see individual course requirements for course grade. Letter grades are based on quality points:

A = 96-100% (4.0)	A- =90-95% (3.67)	B+= 87-89% (3.33)	B = 83-86% (3.0)
B- = 80-82% (2.67)	C+ = 77-79% (2.33)	C= 73-76% (2.0)	C- = 70-72% (1.67)
D+ = 67-69% (1.33)	D= 63-66% (1.00)	D- = 60-62% (.67)	F = 0-59% (0 quality points)

Any student receiving below a “C+” in any nursing course or below a “C” in any general education course will be dismissed from the program and must submit to reapply to the program.

INC: Incomplete indicates the student has failed to complete course requirements. It is a temporary grade assigned by faculty and must be resolved within the time period specified in writing by faculty. Failure to do so results in the grade of “F.”

W: Withdrawal indicates that the student is in good academic/ clinical standing before designated drop date.

AD: Administrative Dismissal due to failure to meet school obligations, including financial, moral, ethical or any school of nursing policies.

A student who receives an administrative dismissal (AD) from a course will receive an “F” for that course, which will appear and be calculated as a grade of “F” on the transcript.

An “S” (satisfactory) or “U” (unsatisfactory) shall be used in the final grading of clinical practice. A “U” (unsatisfactory) in clinical practice results in failure of the course.

Grade point averages (GPA) will be computed at the end of each semester.

In the event a student fails a course and later retakes it, both grades will be recorded. However, only the second grade will be computed in the GPA index. If the student retakes a course at an institution other than Marion S Whelan School of Practical Nursing or FLCC, the course will revert to a transfer status credit and neither grade will be computed in the index. All grades received from Marion S Whelan School of Practical Nursing or FLCC will be computed in the GPA. Transfer credit may only be given for courses with a “C” or better. Grading of non-nursing courses is governed by FLCC or other academic institutions.

Graduation Requirements

Participation in graduation and pinning ceremony is an earned honor. In order to be eligible to participate in the pinning and graduation ceremony, a student must meet all of the following conditions:

- Successful completion of all required major coursework as outlined in the curriculum
- Satisfactory clinical evaluation
- No more than 3 (three) outstanding credits in the required general education courses
- All tuition and fees paid in full
- All borrowed library materials returned
- Completion of Kaplan Review Course

Review of each student’s completion status regarding general education classes is done at the end of each trimester by both the Student Services Coordinator and the student’s Academic Advisor. Results of this review are communicated to the student to make them aware of unfulfilled requirements so that students have the opportunity to seek out and register into needed courses in the next trimester. Students are expected to meet with their academic advisor at least once per trimester to review their degree audit status. Students may also review their degree audit status via their Empower account.

Students who do not successfully meet all of the above-stated criteria will not be allowed to participate in the pinning and graduation ceremony. Graduation from Marion S Whelan School of Practical Nursing does not guarantee employment.

Honors and Awards

Director's List

All student grades are calculated at the end of each trimester. Any student who has a GPA of 3.5 or above, and who demonstrates integrity and professionalism in the clinical environment as determined by faculty, are named to the Director's List for excellent academic performance. Media releases will be posted in local newspapers and on the school bulletin board each trimester. Honor cords will be worn at graduation and special mention of academic achievement of 3.5 or better cumulative average for all semesters will be recognized during graduation ceremonies.

The faculty further supports the recognition of student achievement throughout the nursing program. At each graduation ceremony, students will be recognized for various achievements and strengths.

NFLPN Honor Society

The National Federation of Licensed Practical Nurses, Inc. offers a recognition program for LPN students who achieve a minimum of a 3.0 or above in all of their classwork and who demonstrate professionalism in the clinical and classroom environment. Any student is eligible to receive the award if they meet the above criteria and have a student membership in the NFLPN. Students who achieve this honor are designated by the wearing of honor cords during graduation. They also receive a lapel pin and certificate during the graduation ceremonies.

Pinning Ceremony Guidelines

Pinning ceremonies are part of the tradition in the profession of nursing and it is both a celebration of achieving a goal and a promise to assume the responsibilities your new nursing career will require. The date of the pinning ceremony is consistent with the graduation date to avoid class scheduling conflicts for students and faculty.

Promotion and Continuance

Criteria for promotion:

- A cumulative grade point average of 2.33 or above for all nursing courses
- A minimum grade of "C" in all other courses
- A satisfactory clinical grade for each nursing course
- Completion of all required lab validation skills

Program extension

Students in good academic standing may request to extend their program of studies. Students must submit a request for an extension in writing to the Director of the School of Nursing. The director grants this request on an individual basis.

Reinstatement

Students may request reinstatement by submitting a letter to the director of the school. Reinstatement is based on current criteria for admission to the specific program, as well as completion of any contingencies placed on the student prior to leaving. Admission and placement of these students will be considered on an individual basis. Recommendations made by the faculty/advisor at the time of withdrawal will be reviewed as part of the reinstatement process. Access to student records in compliance with the Family Education Rights and Privacy Act of 1974 (PL 93-579), students have the right to review their records. These records include the following: academic folder which is maintained in the Office of the Student Services Coordinator. In order to access the records, a request must be made in writing by the student to the Student Services Coordinator 72 hours in advance. Students must give written permission before educational information (including health records), transcripts or references will be released to another educational institution. If students feel any portion of their file is false or misleading, they may request an amendment to the record. They may challenge the contents of their educational record through a formal grievance. They also have the right to file a complaint with the New York State Education Department if they feel their access to their education records has been limited.

Remediation

Remediation is available to any student needing assistance with lecture material or clinical skills. Faculty are available by appointment for one-on-one or group remediation. Remediation is required with some courses if scores (i.e. unit exams, standardized exams) fall below specific levels. Seek guidance from academic advisors concerning remediation needs.

Skills Laboratory

The skills lab offers students their first “hands-on” experience. Lessons consist of demonstration, discussion, and practice time. Skills, which increase in complexity throughout the students’ course of study, are integrated with course content and are designed to meet clinical requirements. Lab sections are usually small enabling students to participate in individualized learning. Attendance for the allotted time period is required of all students as part of their clinical preparation. It is necessary to complete the required hours of lab, otherwise, it may be impossible to meet objectives or demonstrate skill competency.

Student Concerns

Students who wish to communicate concerns about a course should first talk with the faculty or program coordinator. If the issue is not resolved, the student needs to talk with the director of the school. If a student has a concern with another student, it is suggested that the student talks directly with the student.

Student Refusal of Clinical Assignment

Student assignments are made conscientiously and are designed to meet learning needs of the student. Consideration of special needs of the students such as pregnancy or physical limitations may be included when making an assignment. Student safety is also considered when clinical

assignments are made. Students who are concerned about an assignment must review the American Nurses Association Code of Ethics, Universal Precautions, and/or relevant hospital policies prior to discussion of the assignment with the faculty.

1. This discussion will be documented and will include: The nature of the assignment including data that indicate that the assignment is appropriate for the student based on the student's knowledge level.
2. The student's reasons for concern.
3. The final outcome/decision:

A. If the risks to the student appear to be greater than the patient's benefit, the faculty will alter the patient care the student will give. If altered patient care does not solve the problem, the faculty will reassign the student.

B. If the risks to the student do not appear greater than the patient's benefit, the faculty will explore with the student the nature of the inconsistency between student and faculty perception. The exploration should include the psychomotor, affective, and cognitive domains of the student. If these perceptual inconsistencies cannot be resolved, the student will not meet the minimum professional standards stated on the clinical evaluation and this will be reflected in the evaluation.

One copy of the documentation will be given to the student and the original will be placed in the student's folder.

Transfer Opportunities

Finger Lakes Health College of Nursing

MSWSPN/FLHCON 1+1 Challenge Exam

This option is only available to currently enrolled students in the Marion S. Whelan School of Practical Nursing program and allows students to take the 1+1 Challenge Exam. If successful, the student may be offered a slot in the Finger Lakes Health College of Nursing program as a third semester student. Any current MSWSPN student interested in taking the 1+1 Challenge Exam must file an application to Finger Lakes Health College of Nursing and meet all application requirements by the application deadline of March 1st each year. Application requirements are as follows:

1. Application to Finger Lakes Health College of Nursing completed and submitted along with application fee by March 1st each year.
2. Proof of completion of Anatomy & Physiology I, and Chemistry within 5 years of application with a final grade of "C" or better.
3. Submission of high school diploma or GED

Admission in FLHCON is based on the following:

1. Successful completion of the MSWSPN program
2. Successful completion of the 1+1 Challenge exam with a grade of C+ (77%) or higher
3. Availability of NS III slots in the FLHCON program

Finger Lakes Community College

One-Plus-One Transfer Agreement

This agreement establishes a direct relationship between the Department of Nursing at the Finger Lakes Community College and the Marion S. Whelan School of Practical Nursing of Geneva General Hospital. The purpose of this agreement is to facilitate educational and career mobility for those students who complete their education for practical nursing at MSW and who wish to continue studies for an Associate in Applied Science degree at FLCC.

Up to eight students who complete the revised course of study in practical nursing at MSW, have graduated, and who meet all the admission criteria for FLCC and the Department of Nursing, are hereby assured the opportunity to pursue the AAS degree in Nursing at FLCC and that they will complete that degree within one year of full-time study distributed in prescribed areas which constitute the curricular nursing course work. In addition, a minimum of twelve credits is general education course work must be taken toward the AAS degree to fulfill the residence requirement of 32 semester hours of credit at FLCC for those planning to transfer credit from another college.

Applicants who have successfully completed the NUR 101 Challenge Exam will be expected to present a letter of intent by mid-May to the FLCC Department of Nursing indicating they plan to pursue the associate's degree in nursing at FLCC beginning the following September. An interview and advisement will be scheduled at FLCC to establish the evaluation and testing time frame (when required) for admission into the second year of the associate degree program.

Graduate practical nurses from MSW will be expected to meet the following criteria prior to enrollment in the second year at FLCC:

- A. Meet admission criteria for the FLCC nursing program including successful completion of high school chemistry or its equivalent.
- B. Completion of the following general education courses with a minimum overall average of "C" or better.

<u>Course</u>	<u>Credit Hours</u>
Freshman English I - Composition	3
Freshman English II	3
Human Anatomy & Physiology I & II	8
Introduction to Psychology	3
Developmental Psychology	3

- C. Completion of the following nursing content requirements:
 - 1. Pass a NUR 101 challenge examination with a "C" or better.
 - 2. Pass a Math of Medications test according to FLCC Nursing Department criteria for NUR 101 (i.e., a maximum of three attempts).
 - *3. Successfully demonstrate skill competencies in Medication Administration, Intravenous Infusion, and Catheterization.

*(If student does not immediately transfer into FLCC the year of graduation from MSW)

It is recommended that the 1-credit course NUR 105 - Nursing Process - will be taken when offered.

After successful completion of #1-3, a total of fourteen (14) credits will be granted: 6 Credits by agreement of creditworthiness from direct in-depth content analysis of theory and practicum for nursing fundamentals at MSW and 8 Credits by challenge examination for NUR 101 at FLCC.

Students intending to transfer are expected to file an FLCC Application for Admission by January 15 of the same year they plan to enroll. As part of the admission procedure, all official high school, MSW, and college transcripts to date must be forwarded to the Admissions Office. Every effort will be made to process late applications. Applicants who meet the submission deadline and who have successful academic/clinical background meeting the aforementioned criteria will be guaranteed a place in the September sophomore class (maximum of eight students). Early application also facilitates filing for financial aid and student housing. Admission to FLCC will be conditional upon successful completion of all criteria prior to the beginning of the sophomore year of the nursing curriculum.

The guarantee of admission to FLCC sophomore status will be honored for up to eight students transferring the same year as graduation from MSW. The number may be increased depending on available clinical space.

For a period of three years after graduating from MSW, graduates will be given special consideration for the One-Plus-One program on a space available basis. Graduates may take the challenge exam at any time within this five-year period.

Students who do not meet the admission criteria for the One-Plus-One program may apply for the existing "Accelerated Option for LPNs". Space availability varies yearly with an average of ten to twenty applicants accepted each year.

Year One at MSW and GGH/FLCC Extension Center and Campus

Trimester I

Nursing I - Fundamentals at MSW/GGH

ENG 101 - Freshman English I (Geneva Ext. Center) 3 cr

BIO 171 - Human Anatomy & Physiology I (Geneva Ext. Center - Lab at FLCC) 4 cr

Trimester II

Nursing II at MSW/GGH

PSY 100 - Introduction to Psychology (Geneva Ext. Center) 3 cr

BIO 172 - Human Anatomy & Physiology II (Geneva Ext. Center - Lab at FLCC) 4 cr

Trimester III

Nursing III at MSW/GGH

ENG 102 - Freshman English II (FLCC Summer Session at Geneva Ext. Center) 3 cr

PSY 200 - Developmental Psychology (FLCC Summer Session at Geneva Ext. Center) 3 cr

Challenge Exam NUR 101, Math Test, Skills Testing (when required), Nursing Process (when offered) - to be scheduled.

Year Two at FLCC

Fall Semester

NUR 202 - Care of Adult & Child III	9 cr
BIO 230 - Microbiology	4 cr
SOC 100 - Introduction to Sociology	3 cr
Physical Education	<u>1 cr</u>

17 cr

Spring Semester

NUR 203 - Maternal/Child Nursing	5 cr
NUR 204 - Psychiatric/Mental Health Nursing	4 cr
NUR 215 - Nursing Seminar	2 cr
Humanities Elective	3 cr
Elective	<u>2-3 cr</u>
	16-17 cr

Nazareth College

This agreement establishes a direct relationship between the Department of Nursing at Nazareth College and the Marion S. Whelan School of Practical Nursing of Geneva General Hospital. The purpose of this agreement is to facilitate educational and career mobility for those students who complete their education for practical nursing at MSW and who wish to continue studies for a Bachelor of Science degree at Nazareth.

Qualified students, who complete the course of study in practical nursing at MSW and have graduated, are hereby assured the opportunity to pursue the baccalaureate degree in Nursing at Nazareth College. Qualified MSW graduates will complete the B.S. degree within three years of full-time study distributed in prescribed areas which constitute the curricular requirements for graduation with a nursing major at Nazareth. A minimum of 66-semester credits must be taken at Nazareth including 60 credits of Nursing and 6 credits in Perspectives-Enduring Questions (PEQ) courses.

Graduate practical nurses from MSW will be expected to meet the following criteria prior to enrollment at Nazareth:

Completion of the following general education courses with a minimum overall GPA of 3.0 and average of "B" or better:

<u>Course</u>	<u>Credit Hours</u>
Freshman English I – Composition	3
Freshman English II	3
Human Anatomy & Physiology I and II	8
Introduction to Psychology	3
Developmental Psychology	3

*Microbiology	4
*Chemistry	4
*Statistics I	3

*Students may also wish to take these courses to be eligible to begin NSG courses in their first semester at Nazareth.

Students intending to transfer are expected to file an application by March 1 of the same year they plan to enroll for Fall term, October 1, for Spring term. As part of the admission procedure, all official high school, MSW, and college transcripts to date must be forwarded to the Nazareth College Admissions Office. Applicants who meet the submission deadline and who have successful academic/clinical background meeting the aforementioned criteria will be guaranteed a place in the incoming cohort. Early application also facilitates filing for financial aid and student housing. Admission to Nazareth College will be conditional upon successful completion of all criteria prior to the beginning of the sophomore year of the nursing curriculum.

For a period of five years after graduating from MSW, graduates will be given special consideration for the One-Plus-Three program on a space available basis.

Transcripts

Students are assessed a transcript fee per billing period which covers all transcript requests. Unofficial transcripts are released to the student/graduate by submitting a written request to the Student Services Coordinator. No transcript or reference will be sent without the student's written permission. All financial obligations must be cleared in order to be eligible for a transcript and/or a letter of recommendation.

Withdrawal

If a student wishes to withdraw from any course or the program for personal, medical or academic reasons, a written request identifying the reason for the withdrawal must be submitted to the director of the school. A meeting will then be scheduled. A student withdrawing prior to the designated drop date (identified on the academic calendar) will receive a "W" on his or her transcript.

A student withdrawing after the designated drop date (identified on the academic calendar) will receive a "W" if he or she is in good academic/clinical standing or an "F" if he or she is not in good academic/clinical standing. An "F" will be calculated into the student's grade point average as an "F." Please note a "W" may affect future financial aid.

All financial and college obligations must be cleared in order to be eligible for an official transcript and/or letter of recommendation.

Student Services

Advisement

Each student will be randomly assigned an academic advisor before the beginning of the program. Faculty members encourage each student to make an appointment for student advisement. Faculty meets with their advisee once at the beginning of the trimester to develop/review the degree audit for academic progress and advancement. An evaluation meeting to review academic, clinical and attendance progress is required every five weeks. The student will also meet with their clinical faculty for clinical progress as deemed necessary throughout the semester. In addition, the student may take advantage of FLCC's academic support program and tutoring assistance. An appointment with an advisor may be made at any time during the program by calling the School of Nursing at 315-787-5403.

Career Services

Career Services is a vital part of the student's educational program. Although employment cannot be guaranteed, the purpose of these services is to actively assist students and graduates in obtaining desirable employment. Selected individuals with expertise in career services assist students and graduates in a broad range of career planning and advising including: interviewing skills and follow - up; the full hiring cycle starting with resumes and job applications; and professional attire workshops.

One of the main reasons you selected a healthcare related career is to work with people in a variety of settings. At MSWSPN, we take that very seriously. We want to do all we can to prepare you for the working world and to start your new career. Our assists students and graduates with the following:

- Career planning and advising
- Interviewing skills
- Techniques of resume preparation
- Job leads
- Completing job applications
- Interview follow-up
- Professional networking
- Professional attire workshops
- Time management skills

Credits from Previous Course Work

Transfer Credits

Transfer credit may be awarded for courses that were previously taken at an accredited institution, passed with a grade of "C" or better, and are similar in content and credit hours to those in the School of Nursing curriculum. Science courses taken more than five years prior to entry will need to be repeated.

Transferred courses are not included in the computation of the cumulative GPA.

Credit by Examination

Marion S Whelan School of Practical Nursing accepts college credits from AP and CLEP. Course credit varies by performance on the exam.

Advanced Placement (AP)

MSWSPN recognizes the Advanced Placement program and will grant transfer credit for courses required for our programs to those students who have completed the Advanced Placement Test with a score of 3 or higher. A score of 4 or 5 is required on the English Comp/Lit or English Lang/Comp exam in order for a student to be granted credit for both Freshman English and Introduction to Literature. Advanced Placement credit is accumulated with transfer credit.

College-Level Examination Program (CLEP)

MSWSPN accepts credits earned by students completing the subject examinations for courses required for our programs taken through the College Level Examination Program (CLEP). A minimum score of 50 must be achieved in order for transfer credit to be granted.

Change of Personal Information

If a student changes his/her name, address, or phone number while enrolled at the School of Nursing, the student must notify the Student Services Coordinator immediately and update via Empower.

Enrollment

Enrollment in the programs is limited due to the availability of clinical facilities. Therefore, the maximum number of students accepted for admission each year is 50 students.

English as a Second Language (ESL)

Marion S Whelan School of Practical Nursing welcomes diversity. Should students need assistance with writing, speaking or reading, a student may contact Ontario County Literacy Volunteers. An assessment will be conducted to assure a student is connected with a volunteer who can help with their needs.

Financial Aid

Financial aid is available for MSWSPN Students. Please refer to the Financial Aid Handbook, either in hard copy or on our website, for further information about the types of Financial aid available, how to apply, and your responsibilities along with other pertinent information. A financial aid counselor is available to meet with students for any questions or concerns or to help with the application process. An appointment may be made by calling 315-787-4005.

Housing

Currently, the available facilities do not support housing. However, often times community residents may have housing available. Please contact the Student Services Coordinator for further information.

Inclement Weather

To reduce potential travel hazards for students, the nursing programs may be closed for class and clinical experiences at the discretion of the Director. Students are responsible for checking electronic means of notification, such as email/Typhon and/ or listening to television/ radio reports on school closings. Channel 13 WHAM, Rochester, provides information on local school closings. Faculty will notify the clinical areas if the nursing program is canceled or closed.

Job Placement

Marion S Whelan School of Practical Nursing is committed to helping students with job placement opportunities. Available jobs are posted on the bulletin boards or emailed to enrolled students by the respective program coordinator or Director. Employment opportunities through Finger Lakes Health are shared through the Finger Lakes Health Website as well as the recruitment office. HR specialists are invited to the classroom to share job opportunities with students. MSWSPN does not guarantee employment for any graduate.

Liability Insurance

Student liability insurance for the clinical area is required of each student prior to beginning the clinical experience and every year thereafter. This is provided and included in student fees.

Physical Examination

Written documentation of emotional and physical ability to carry out the normal activities of nursing care must be demonstrated by a report of physical examination by a licensed practicing physician or nurse practitioner and completion of a personal health history. The student services office may require an update on any physical. Information provided on this document includes tuberculin skin testing, as well as rubella and rubeola screening or immunizations. A tuberculin skin test is required initially and a PPD will be required annually, except under certain circumstances which may require the proof of a negative chest x-ray and yearly TB questionnaires. Documentation of emotional and physical ability to carry out the normal activities of nursing care may be required for continuation in the program if health status changes following admission.

Student Responsibilities for Registration

The student is responsible for seeking academic advisement from their advisor prior to registering each semester. The student will register for all courses, including the general education courses through the Student Services Coordinator at the School of Nursing. Students do not register for courses directly with FLCC.

The student is responsible for withdrawing prior to the withdrawal date. The student must inform the student services coordinator of any withdrawal (general education or nursing courses). Completion of all required courses for the curriculum is ultimately the student's responsibility.

Transportation and Parking

The student will be responsible for his/her own transportation to and from agencies utilized for clinical experiences. It is necessary for students to have reliable transportation. Parking is available on campus free of charge. A parking lot security system is in effect at all times.

Veterans

Educational benefits may be available to veterans. The "GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Student Development and Campus Life

Fund Raising

Students may be involved in fundraising for their class. Monies raised are used to support the emergency students' fund, class gift, and graduation celebration. All activities are on a volunteer basis.

Student Activities

Student activities are planned and organized throughout the year by dedicated faculty for the purpose of fostering positive student relations by bringing faculty together with students to recognize accomplishments, celebrate milestones, and support students. All activities are open to any student who wishes to participate and have fun. Students may at times be asked to assist with organizing an activity or they may wish to sponsor an activity themselves. For student sponsored activities, a faculty member will serve as an advisor.

Student Association

All students are encouraged to participate in the Student Association. The association exists to:

- Provide an opportunity for students to participate as a democratic citizen individually and as a member of a group.
- Encourage the student to promote and maintain high educational and professional standards.
- Promote professional and social unity among students within the college.
- Provide an opportunity for exchange of ideas and self-expression.
- Encourage an interest in professional organizations and the Alumni Association.
- Provide a channel of communication between the faculty and the student body.
- See Student Association Bylaws located in the back of the handbook.

Our Facilities

Please note: All of our facilities are ADA accessible.

Classrooms

Marion S Whelan School of Practical Nursing has classroom space to facilitate the operation of the nursing program. Classrooms have available space to accommodate between 12 and 50 students. Each classroom has a computer station with internet access, a ceiling-mounted projector for PowerPoint lectures, and a big viewing screen that is used during structured class time.

Computers

Currently, there is a 33-seat computer training lab where most of the technology training is done. The 33-seat computer lab is available for student use if there are no classes scheduled; a printer is provided for printing. There are also several areas available for student use while they are on campus including a small computer center with 8 computers and a printer and a library with an additional 8 computers and a printer. Computers all have high-speed internet connection and all relevant clinical learning programs. Students experiencing technical difficulty with a computer may contact a faculty member or Student Services Coordinator for assistance.

Laboratory

The nursing lab contains nine simulated hospital rooms where students can practice newly acquired skills. There are 2 high fidelity simulation manikins that can be programmed to model real-life clinical situations for student learning. The Operating Room suite contains 2 real-life OR rooms with equipment and supplies that allow the student to practice as if they were in a real OR suite.

Library Services

There is a full library that houses health-related books, journals, VHS tapes and DVD/CD-ROMs to aid in student learning. The videos and DVD/CD-ROMs are not located in the library but a listing is available and all resources may be signed out. In addition to this library, students have access to the Beck library program, which allows access to the Guthrie Health System and is available to students for full-text articles, patient teaching tools, and evidence-based research at no cost via online access and through individual request. The School of Nursing library is open Monday-Friday from 6am- 8pm at the College of Nursing. The seating capacity at the College of Nursing library is 10.

Through an academic partnership with FLCC, the Charles J. Meder Library on the FLCC campus is available to students at no charge. This library provides students, as well as community residents, with access to information resources in print and media formats. The College's collection consists of 70,000 volumes, 450 current periodical titles, and 4,000 media programs. Online databases are available 24 hours a day through FLCC and the Ovid Online Database Librarians are available to provide individual assistance in locating and using information resources.

Study Areas/Lounges

Several study areas and lounges are available on campus. There is a quiet area used for study and for private test accommodations when necessary. In the MSWSPN building, located at the back of the hospital, there is a student lounge and kitchen area. All areas are open and available to students when they are on campus.

Technology

Computers

All students must have access to a computer while a student in either program. Because we use many different software programs to enhance your learning it is helpful if your computer meets the recommended PC configuration.

Recommended PC Configuration

- Any PC or Laptop that will meet the minimum requirements for Windows 7, Windows 8 and Windows 8.1. In general, a PC or laptop that minimally has the following specifications:
 - 1 gigahertz (GHz) or faster 32-bit (x86) or [64-bit \(x64\)](#) processor
 - 1 gigabyte (GB) RAM (32-bit) or 2 GB RAM (64-bit)
 - 16 GB available hard disk space (32-bit) or 20 GB (64-bit)
 - DirectX 9 graphics device with WDDM 1.0 or higher driver
 - Additional hardware, as necessary, for Internet Connection, DVD/CD capability or other features specifically needed by the user.
- Internet Explorer 9 or higher or the latest version of Firefox is preferred and recommended. Chrome, Safari for Windows, Opera and other browsers **MAY** work with our applications but functionality could be reduced or inoperable.
- Latest versions of Microsoft Silverlight, Adobe Acrobat Reader, Adobe Flash and Adobe Shockwave are required for most of our applications
 - Microsoft Silverlight: <http://www.microsoft.com/silverlight/>
 - Adobe Reader, Flash and Shockwave: <http://www.adobe.com/>
- Any office productivity software capable of producing MS Word, Excel and PowerPoint documents (.doc, .docx, xls, xlsx, .ppt and .pptx) or Rich Text Format (.rtf) is required for submitting assignments. Some products are known to work:
 - MS Office: 2007, 2010 or 2013 (Office 365): <http://office.microsoft.com/en-us/>
 - Latest version of Libre Office: <http://www.libreoffice.org/>
 - Google Docs – will require additional steps to convert: <http://docs.google.com/>
- Choice of Anti-Virus software is highly recommended. We do not recommend a specific product. Some Anti-Virus products that known to be effective:
 - Norton Antivirus products; fee based:
http://us.norton.com/products/?inid=us_hho_topnav_products_services

- McAfee Antivirus products; fee-based: <http://home.mcafee.com/Default.aspx?rfhs=1&CID=MFEen-usMHP001>
- AVG products; free and fee-based: <http://www.avg.com/us-en/homepage>
- Avast! products; free and fee-based: <http://www.avast.com/en-us/index>

Computer Configurations

If a student finds that they are having trouble connecting to one or more systems from their home computer, lap top, or another device, there is an AV tech who can help troubleshoot concerns. The IS help desk and AV support may be reached at ext. 4040.

IDs and Passwords

Students will be provided with IDs and passwords for each of the systems they will be expected to use. The IDs and passwords are intended to keep student and patient information safe and private. IDs and passwords should never be shared as they are considered your legal signature onto the system. If you forget a password, there is usually a link to have one reset or, for hospital programs, the help desk in the IS department may be of assistance. They can be reached at extension 4040.

Software Programs

Students will be expected to use the following software programs that will enhance the learning experience. These programs include:

- Beck Library – a searchable database of full-text evidence-based articles
- DocuShare – a Finger Lakes Health searchable database of policies and procedures
- ExamSoft/Soft Test- online testing software
- Groupwise – the health system’s e-mail service
- Kaplan – a testing service that allows for practice and proctored exams to help prepare you for the NCLEX; also provides for NCLEX review
- Meditech – the electronic medical record used by all staff on the clinical units
- NetLearning – an e-learning program for mandatory class work and access to power point lectures as well as video programs of clinical laboratory skills
- Typhon – used for submission of written class work; also used to record data from your clinical experiences; provides access to an e-portfolio which will be used to create an electronic accounting of your progression in your program which can be shared with future employers

Students will be oriented to all systems they will be required to use. The systems are available on all computers throughout MSWSPN. They are also accessible from the student’s home computer and may be accessed through the website, www.mswspn.com

Instructions to add the student links page of the website to the student’s home computer will be given and are distributed during orientation.

Policies

Acceptance/Admission/Readmission Policy

In order to be considered for admission, applicants must submit all qualifying documents prior to the end date of the application period; i.e., by March 1st for September admission. January admissions for the nursing program must be in by September 1st. Qualifying documents for the nursing program include proof of high school graduation or GED and proof of completion of biology within 5 years of application with a final grade of “C” or better.

Applicant transcripts are evaluated for required coursework that has been completed and is awarded admission points based on the final grade earned for each course completed within 3 years of application that is required. Applicants also receive ranking points for their most recent GPA as well as previous certification as a health care provider (CNA, EMT, HHA, etc.) Applicants must also successfully complete the Kaplan Admissions Test. Applicant files are then ranked by academic points and admission is offered based on total academic points as well as available seats for each admission period. Former students applying for readmission will be ranked along with new applicants. Applicants who do not receive an offer of acceptance are encouraged to contact the School of Nursing to discuss an academic plan for future application consideration.

Students who are accepted and are unsuccessful can only be readmitted one time. Students who are accepted for readmission and subsequently are unsuccessful a second time are not eligible to apply or return to the same program.

Decisions are sent out the first week of October for the January admission period and during the first week of April for the September admission period.

Please note that a criminal record may prohibit a student from completing required clinical experiences at a clinical affiliate. In addition, a criminal record may hinder an individual's ability to become licensed as a licensed practical nurse in NYS. This determination for license or certification is not made by Marion S Whelan School of Practical Nursing but by the regulatory agency of which the student seeks certification or licensure. For more information regarding NYS licensure or certification, contact the Office of Professions at New York State Education Department 89 Washington Ave, Albany NY 12234.

Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, includes self-plagiarism, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examination, discussing the examination, making copies in any manner of exams or papers, submitting work of another person or work previously used without informing the faculty, or tampering with the academic work of other students.

Suspected Acts of Dishonesty

When a student is suspected of committing an act of dishonesty, the student will meet with the faculty as soon after the incident as possible. The faculty will inform the student of the accusation and review the evidence with the student. The student will have an opportunity to respond and/or present evidence or comment on the evidence that has been presented. If it is determined that a violation has taken place, the faculty will inform the student, in a timely manner, of the proposed action.

A student may not withdraw from a course in order to avoid possible academic and disciplinary sanctions. If a student is suspected of committing an act of academic dishonesty, the case must be resolved before the student can initiate a withdrawal. In addition to any academic sanction, a student found to have committed an act of academic dishonesty may be immediately dismissed.

Plagiarism

Marion S Whelan School of Practical Nursing is committed to academic excellence. Plagiarism, which is a form of academic dishonesty, is a serious offense that affects the integrity of the college and will not be tolerated.

What is plagiarism?

Plagiarism is using another person's ideas, processes, results, or words taken or borrowed, and using them as if they were your own without giving the appropriate credit.

Plagiarism is any of the following:

- Using direct quotes without citing the source
- Paraphrasing an author's work or copying text without citing the source
- Summarizing an article or another form of information without citing the source
- Copying statements, paragraphs, or entire documents
- Cutting and pasting material directly from the internet without crediting the source
- Using art, photos, statistics, charts, or graphs without permission
- Putting your name on a document that someone else, including another student, wrote
- Using essays or other materials copied from the web and used as your own (cyber-cheating)
- Purchasing a paper and using it as your own
- Self-plagiarizing, meaning repeating or copying work done in another course or at an earlier time.

What does not constitute plagiarism?

Plagiarism does not include personal opinion or common knowledge. If you are unsure whether or not something is common knowledge, always err on the side of caution and cite it. Common knowledge is generally something that appears in five or more independent sources and is commonly known by everyone, e.g. George Washington was the first president of the United States.

How do I cite appropriately?

In healthcare, the APA style of writing is used and includes specifics for how to format in-text citations and reference lists. It also specifies how to format different sections of a research

paper. There are a number of references available to assist you in citing correctly. The *Publication Manual of the American Psychological Association, 6th ed.* (2010) and the OWL Purdue writing lab (<https://owl.english.purdue.edu/owl/section/2/10/>) are two of the most common resources.

Sanctions

Students who are found guilty of plagiarism will face disciplinary actions which may result in dismissal from the program.

Academic Integrity Policy

Marion S Whelan School of Practical Nursing recognizes the impact of enhanced learning through a collaborative student/teacher partnership. As an academic community, faculty, staff, and students work together to acquire and extend knowledge, and develop skills and competencies in an effort to serve the healthcare needs of our community. Further, academic integrity is the pursuit of scholarly activity free from fraud and deceptions and is an educational objective of this school.

Integrity is one of the foundations of the program's core concept of professional behavior. The philosophy emphasizes a holistic approach to nursing care for the individual and inherent in this holistic approach is that the integrity of the individual has an impact on self, others, the school, and the community at large. Therefore, all members of the academic community are expected to commit themselves to personal and academic integrity inside and outside the classroom through the following Honor Code.

Commitment Statement

As a student at Marion S Whelan School of Practical Nursing:

- I will be honest in actions and words and expect honesty from others.
- I will demonstrate only behaviors that reflect personal integrity by not giving or receiving aid on examinations or individually graded coursework at any time during my education. This includes discussing the examination content, questions, topics or answers at any time.
- I will trust others and be worthy of trust.
- I will arrive on time and leave the area promptly so as not to arouse suspicion about my behavior.
- I will forthrightly oppose any instance of academic dishonesty.
- I will leave cell phones, paper, and calculators outside the testing area to avoid the temptation to violate my honor code.
- I will not remove anything that is the property of the college of nursing without prior permission.
- I will not discuss/ text any components of the exams as this may lead to disciplinary action.
- I will treat others with respect and expect respect for myself, my views, and my abilities.
- I will observe silence during testing so that my peers and I may do our best work.
- I will treat others fairly and expect fair consequences when mistakes are made.

- I will take an active part in ensuring that my peers and I uphold the integrity and spirit of the honor code.
- I will discourage bigotry while striving to learn from differences in people, ideas, and opinions.
- I will demonstrate open, honest, and tolerant behavior at all times, refraining from behaviors which may threaten the freedom and respect owed to each individual.
- I will demonstrate concern for others, their feelings, and their need for an environment to support their work and development.
- I will recognize that my positive actions today may have benefit and influence not only to myself and my peers but the college and community, at large.

Attendance Policy

Students are expected to attend all classes, labs, and clinical. The administration and faculty feel strongly that attendance is critical to success in school. There is a direct relationship between performance and attendance. Abuse or lack of attention to attendance requirements will result in some type of departmental action up to and including administrative dismissal. Students should realize that attendance behaviors also relate to professional expectations of employers after graduation. The development of good work ethic practices, including attendance, begins in school.

Attendance Guidelines

Clinical attendance is mandatory in order for program objectives to be met and for student performance to be evaluated. Each student is expected to complete the required academic and clinical hours identified in the curriculum plan. The program schedule allows time for all appointments for doctors, dentists, etc., to be made when school is not in session.

Any classroom/ clinical/ lab absence in excess of 10% of the scheduled time may result in dismissal from the program. Decisions regarding dismissal due to excessive absence will be made at the discretion of the Director and the faculty.

All missed clinical/ lab time is required to be made up and fees assessed. Clinical/ lab make-up time will be scheduled according to faculty availability. A fee of \$30.00 for 1-6 hours and \$60 for each additional 6-12 hours will be charged for the make-up time. All make-up assignments/ clinical experiences must be completed as scheduled by the faculty or the student may be dismissed from the program. All missed clinical time must be made up and clinical makeup fees paid prior to taking the final exam for that semester. Special situations will be considered on an individual basis at the discretion of the Director and the faculty.

Procedure

It is of utmost importance that any illness, absence, or lateness be reported so that we can maintain effective infection control and be able to identify the location of the student in case of an emergency.

Any clinical absence in excess of three days must be confirmed by written documentation. If the absence is due to illness, a physician's statement allowing the student to return must be received

at the school office before the student may return to the classroom or clinical area. The faculty may ask a student to leave the classroom or clinical area because of illness.

The following procedure will be followed when an absence, illness, or lateness occurs:

On class days: As adult learners, it is the expectation that students will attend class. When this does not occur, it is the student's responsibility to obtain class notes and/or assignments. **You must call the college office if you are going to be absent on the day of a scheduled exam or you will receive a zero for your exam score. The call must be received by the college prior to the scheduled start time of the exam.**

On clinical days: The student must call the school office (315)787-4005 30 minutes prior to start time. If your call is answered by the voice mail system, leave a message containing the following information:

- 1) Name
- 2) *Reason for absence or lateness
- 3) The clinical unit you are assigned to on that day.

*If late, report your estimated arrival time. NOTE: A student who arrives late will receive a verbal warning on the first offense, the second occurrence of lateness will result in a written warning, being sent home, a third occurrence of tardiness will result in being sent home and placement on clinical probation and finally, a fourth occurrence will result in being sent home with a date to appear in front of the faculty committee.

In addition, if you are scheduled for an offsite rotation for clinical you must follow the clinical agency policy for calling in.

Failure to comply with this policy shows a lack of responsibility on the student's part and also demonstrates a lack of understanding the importance of patient care.

Records of the student's attendance are kept on file in Empower. Attendance reflects days of the program that are missed by the student.

Throughout the year, the faculty may arrange supplemental learning experiences such as guest speakers, required clinical rotations, or in-service programs, which are scheduled in addition to the set curriculum hours. It is the expectation that students make arrangements to attend.

Bullying Policy

Bullying activity is strictly prohibited at MSWSPN. Bullying has no place in a school such as MSWSPN where learning depends so heavily on the mutual respect that we have for one another. It is, therefore, essential that we all play a role in preventing this anti-social behavior that is so toxic to the shared values that hold us together. Instances of bullying should be reported

immediately to faculty, program coordinator or the Director by the individual affected or those who observed any concerning behavior

Bullying is defined as the repeated use by one or more students of a written, verbal, or electronic expression, or of a physical act or gesture, or of any combination of these directed at another individual that:

- causes physical or emotional harm to that individual or damage to that individual's property;
- places that individual in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at the college for the targeted individual;
- infringes on the rights of the targeted individual at the college, or materially and substantially disrupts the educational process or orderly operation of the college

Cell Phone Policy

MSWSPN encourages students to use time during designated breaks and free time for cell phone use. As a student in the classroom at MSWSPN, the expectation is that a cell phone may be on your desk, silenced and/or used for classroom activities. In the event, you need to use your phone; you are permitted to step out of the classroom to attend to the phone call. At no time shall, a cell phone be used or out in the clinical setting.

Complaints

A complaint is defined as an interaction that creates a concern, a problem, or an injustice perceived by the person or persons involved with MSWSPN. At MSWSPN, we want to provide a climate that is open to feedback from all stakeholders. Currently, there are two ways to resolve complaints: informal or formal grievance process. To encourage responsibility and promote conflict management, and conflict resolution skills, any student with a grievance is encouraged to communicate with parties directly involved prior to escalating their resolution efforts.

Disability Policy

Marion S Whelan School of Practical Nursing encourages qualified persons with disabilities to participate in its programs and activities. Students are encouraged to contact the Student Services Office or see Dr. Record to discuss their individual circumstance. Services are available only to students who submit appropriate documentation. Faculty/Advisors are happy to discuss specific needs with you as well.

Disability and Accommodation Policy

The students of MSWSPN are protected from discrimination by the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 when diagnosed with a disability. Special accommodations may be granted when a documented existence of a disability substantially limits a major life activity.

Each individual is evaluated on an individual basis. Analysis of the following may determine whether limitation of a major life activity exist in a substantial manner:

- 1) The nature and severity of the impairment;
- 2) The duration of the impairment;
- 3) The permanent or long-term impact of the impairment.

If you are a student that is seeking accommodations related to your documented disability, it is your responsibility to confidentially and voluntarily disclose information regarding the nature of the disability to Ann Spayd, Student Services Coordinator and/or Dr. Victoria Record, Director at MSWSPN. Requests for accommodations should be submitted as early as possible with supporting documentation. Please see Ann Spayd for a form specific to request testing modifications. Submit this form with supportive documentation. Requests will be reviewed in a timely manner and the student will be notified of the determination of the request for accommodations.

Guidelines for Supportive Documentation

Each individual student will provide the following with the student request form for special accommodations:

1. A statement of the learning, physical or mental disability (diagnosis) from a licensed professional who uses language specific for substantiating the diagnosis. NOTE: Stating an individual has test anxiety, learning differences or various learning styles independently, does not constitute substantiated evidence of a learning disability.
2. A written clinical summary with rationales substantiating the need for the requested accommodations must include specific testing data, a diagnostic interview with a case history, and any other supporting documents. Testing results should reflect that a substantial limitation to learning exists and how it relates to the specific functional limitations requiring the requested accommodation. All supportive data from testing must be recent (within 3 years) and validate the need for requested service.
3. A student who has an IEP or 504 Plan may submit this with supporting documentation of completed testing (must be recent – within 3 years).

Supportive documentation may typically include, but not be limited to the following:

For a student diagnosed with a learning disability:

- A. A complete intellectual assessment with all standard scores is to be reported.
- B. A comprehensive achievement test assessing math, reading, and written/oral language skills must be completed. The report must include all available scores. The tests should include current levels of functioning.
- C. An assessment of information processing skills (memory, processing, and motor skills) must be completed.

- D.** A written summary is required to accompany all requests made for accommodations. The summary must include:
1. A statement of how the testing results correlate to and substantiate the student's diagnosis.
 2. The specific request for accommodation(s) with an explanation as to why each accommodation is necessary. Recommendations must be supported by specific test results and/or clinical observations attached.
 3. Identify the previous use of special accommodations the student has required and information regarding when specific accommodations were previously used.

For physical and/or psychological disability:

- A.** Documentation must include the student's specific diagnosis, prognosis, and medications used. Submitted written documentation must meet the requirements as stated above under "**Guidelines for Supportive Documentation**".

Reference: Learning Disabilities Association of America www.LDAAmerica.org

For further information regarding accommodations and testing please call student services at 315-787-4005.

Diversity

The faculty and staff of MSWSPN value and are committed to fostering diversity in the classroom, the school, and the profession. By respecting differences in culture, age, gender, gender expression, race, ethnicity, national origin, differing abilities, sexual orientation, and religious affiliation, we enrich the learning environment; improve the practice and profession of nursing, and enhance personal creativity and professional growth.

Drug Use Policy

Marion S Whelan School of Practical Nursing is committed to the establishment and maintenance of a drug-free school for its students and employees. The unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in and on hospital owned or controlled property. The use of alcohol while on hospital-owned or controlled grounds are absolutely prohibited except when authorized by the hospital for approved school functions.

Procedures

To ensure compliance with the Drug-Free Schools and Communities Act Amendments of 1989, the following procedures shall be established and maintained:

- A.** Annually all students and employees shall receive in writing the following:
1. Standards of conduct prohibiting the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on hospital property or as part of any of its activities except when authorized by the hospital for approved school functions.

2. The disciplinary sanctions the school will impose for violations of law and standards of conduct. Such sanctions shall include, but not limited to, expulsion, termination of employment, and referral for prosecution.
3. The health risks associated with the use of illicit drugs and alcohol abuse.
4. The legal sanctions imposed by local, state, and federal laws for the illegal possession or distribution of illicit drugs or alcohol.
5. The rehabilitation, counseling, or re-entry programs available to students and employees.

B. A biennial review to determine the program's effectiveness and, if necessary, make appropriate changes and to ensure consistent enforcement or disciplinary sanctions.

C. The accountability for the coordination of this program will be the Director of the School of Nursing. The team members appointed by the Chief Executive Officer to implement this policy shall consist of, but not be limited to, the Director of the School of Nursing, Human Resources (or designee) and the Safety/Security Manager.

Guidelines

A. **Sanctions for Violation of Noncompliance:** In accordance with the school's corrective discipline policy and to provisions in the Employee Handbook, corrective action will be imposed and/or satisfactory participation in a drug rehabilitation program may be required by a student who is found to be in violation of this policy.

B. **Compliance as a Condition of Employment and/or Enrollment:** Compliance with the provisions of this policy shall be a condition of employment/enrollment at Marion S Whelan School of Practical Nursing.

C. **Employee/Student Obligation of Notification of Conviction:** In compliance with federal law, any staff member convicted of any criminal drug statute violation which has occurred in or on the workplace premises is required to notify the employer within five (5) calendar days following such conviction.

D. **Employer/Student Obligation of Notification:** The school is obligated to notify the appropriate federal contracting agency, if applicable, within ten (10) days of receipt of notice of an employee/student conviction as described in "C" above.

E. **Maintenance of a Drug-Free School Environment:** Good faith efforts on the part of the College of Nursing to establish and maintain a drug-free school will include providing ongoing drug awareness educational programs and dissemination of drug awareness information for all members of the staff and students, as well as implementation and strict enforcement of this policy.

Email Policy

Email is an official method of communication between faculty/staff and students at MSWSPN. These communications may include but are not limited to information about courses, activities, changes, and/or administrative business. The purpose of the policy is to ensure the student understands that email is a primary method of communication and that it is the student's responsibility to check emails daily as they will be held to any information communication shared via email.

Exam Policy

It is the policy of MSWSPN that all students be present for exams. Exam dates are listed in the syllabus and identified by faculty. Students MAY NOT miss/call in for more than one exam without penalty.

- If you miss/call in for one exam, you MUST complete the exam within 24 hours and you will receive a written warning.
- If you miss/call in for a second exam, you are placed on academic probation and will receive a 5 point reduction on that exam.
- If you miss/call in for subsequent exams, you will receive an additional 5 point reduction **for each exam missed** and this repeated action may warrant dismissal for violation of academic probation.
- **You MUST call in if you are going to be absent for an exam. If you are an NO-call, No-show, you will receive a zero for the exam.**

Fatigue

As fatigue in the healthcare setting leads to errors, a decline in the quality of patient care, and a decrease in the ability to provide a safe environment, it is the student's responsibility to make sure they take care of themselves. Proper nutrition, exercise, and an appropriate amount of sleep are needed to advance successfully in the program. Students should monitor the impact of outside factors (such as working full time, family illnesses, financial burdens) on their fatigue level and do what is needed to remain healthy. A student may always seek out the advice and counsel of faculty, their advisor, or student services, should resources be needed to assist with factors that may be outside of the student's control. At no time should a student work a night shift before a clinical rotation.

Grade Appeal

You may appeal a grade granted by any faculty in any course based on either of the following:

- An error in the calculation of the grade;
- Conflicting evidence to the correct answer on a test.

Informal Appeal: You must follow the informal appeals process for questioning grades prior to engaging the formal appeal. In so doing, you should, where possible, seek out the faculty for a one-on-one conversation. The faculty is encouraged to listen to the entirety of your case and then to consider whether the current grade is appropriate. Should no resolution occur, you are required to contact the Program Coordinator. The Program Coordinator is required to meet with you one-on-one, to seek a conversation with the faculty one-on-one and then highly encouraged to meet with the two of you together. You must initiate your informal appeal within 15 working days of the posting of the grade via email. Should no resolution occur, you may choose to engage the formal appeal process.

Formal Appeal: A formal appeal is made via email to the Director of the School, When filing an appeal, you must specify the basis of the appeal and do so within 15 working days of the conclusion of the informal appeal. You must indicate one of the following:

- The faculty is unable or unwilling to communicate with you on the appeal and the the informal appeal could not proceed;
- No resolution resulted from the informal appeal process

Grievance Policy

The purpose of the student grievance procedure is to provide a system to channel student complaints concerning the following:

1. Alleged discrimination on the basis of age, sex, race, handicap or other conditions, preferences or behavior.
2. Academic matters, excluding individual's grades, see grade appeal process.

Each year when the student association is formed, a Student Affairs/Grievance Appeal Committee is formed. The Chairperson of the Committee is elected by the class. There are 2-6 volunteers from the class who serve on the committee. One of the committee's purposes is to bring to the attention of the Director and Faculty any problems or concerns of the student body by sending a representative to faculty meetings as needed. The appeal procedure may be followed if a student feels that it is necessary.

Directions:

A. If a student believes he or she has been unfairly treated, the student should immediately discuss the matter with the student, staff or faculty member involved.

B. If the student is not satisfied with the results of the conversation, he/she should bring the matter to the attention of the Program Coordinator. The Program Coordinator or his/her designee shall meet with the student within five (5) college business days of receiving the complaint. The Program Coordinator will render a written decision within five (5) college business days of meeting with the student.

C. If the student is not satisfied with the results of step B, the student should present the grievance in writing to the Director of the School of Nursing within seven (7) days of receiving

the Program Coordinator's ruling. The student shall present his/her grievance in writing and shall include a statement specifying the nature of the grievance, summary of actions taken by the student to resolve the grievance, and any proposed solution(s) to the problem the student may wish to offer.

D. Within five (5) college business days of receiving the grievance, the student, and the Director shall meet to discuss the grievance in an attempt to find a satisfactory solution. The student, staff or faculty member involved in the grievance may be included in the discussion at the invitation of the Director or the student. Both the student and the person involved are entitled to the same opportunities to have other relevant parties present during a disciplinary proceeding. The Director will render a written decision within seven (7) college business days of meeting with the student.

E. If the student is not satisfied with the outcome, he/she may appeal the decision in writing to the President. The appeal should be submitted to the President within seven (7) days of receiving the Director's decision. The appeal should contain information which describes why the results of the previous steps weren't satisfactory and a statement which explains how the student feels this problem can be resolved. The President shall decide if the appeal has merit or not and whether he/she intends to review or not review the decision. The President will notify the student in writing of his/her decision within ten (10) business days of the receipt of the request for appeal. If the President requires additional time, he/she will notify the student in writing. The President's decision will be final. The student and the Director shall be informed of the final decision. Please see posted information regarding The State Education Department Complaint Procedure on the Student Services Bulletin Board.

Nondiscrimination Policy

Marion S Whelan School of Practical Nursing admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the School of Nursing. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs and other school-administered programs.

Information in this handbook should not be considered an irrevocable contract between the student and the School. The school reserves the right to change policies and revise costs without notice or obligation as deemed necessary. For current information, call 315-787-4005.

Refund Policy

The Student Services Coordinator will automatically process a refund check whenever there is a credit balance on the student's account unless the student's Title IV authorization indicates otherwise. Payments, including financial aid, are applied to the student's account until current term charges are paid in full. Overpayments will be refunded to the student by check.

Provided all required paperwork is complete, federal financial aid awards are disbursed to the student's account on the first day of each term. Students with Title IV credit balances will be issued refund checks within 7-10 days of the start of classes to assist them in obtaining books and supplies and covering additional educational related expenses. Subsequent disbursements

that create a credit on the student's account will be refunded to the student within 14 days of disbursement. Please see the Student Financial Services Handbook for more details.

Sexual Misconduct Policy

PART 1: RESOURCES AND DEFINITIONS

I. INTRODUCTION

A. Notice of Nondiscrimination and Policy Statement on Sexual Misconduct

The health, safety and well-being of all members of the Marion S Whelan School of Practical Nursing (“School”) community are the School’s primary concerns. In accordance with Title IX of the Education Amendments of 1972 (“Title IX”), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”), as amended by the Violence Against Women Act/Campus Sexual Violence Act (“Campus SaVE Act”), and Article 129-B of the New York State Education Law, the School is committed to providing a safe community, free from all forms of sex discrimination, including sexual misconduct. In accordance with Title IX, the School does not discriminate on the basis of sex in its education programs and activities. Under Title IX, discrimination on the basis of sex includes sexual harassment and sexual violence.

Sexual misconduct can occur in many forms and will not be tolerated in the School’s education programs or activities. Sexual harassment and sexual violence, including the offenses of sexual assault, sexual coercion, sexual exploitation, dating violence, domestic violence, and stalking are all forms of sexual misconduct and strictly prohibited by the School and Title IX. Sexual misconduct can occur between strangers, acquaintances, or people who know each other well, including those who are involved in an intimate or sexual relationship, and can be committed by anyone regardless of sex, gender, or gender identity. The School seeks to create a climate free from sexual misconduct through coordinated education and training efforts; procedures for the adequate, reliable, prompt, and impartial investigations and resolution of incidents of sexual misconduct; and eliminating, preventing, and addressing the effects of sexual misconduct.

Questions regarding Title IX, the Campus SaVE Act and/or Article 129-B of the New York State Education Law may be referred to the School’s Title IX Coordinator. Questions concerning Title IX may also be referred to the Assistant Secretary of the Office for Civil Rights (OCR), U.S. Department of Education, Lyndon Baines Johnson Department of Education Building, 400 Maryland Avenue, SW Washington, DC 20202-1100 or call the OCR main numbers (800) 421-3481 FREE, TDD or (800) 877-8339 FRE or email the OCR’s New York office ocr.newyork@ed.gov or by telephone at 646-428-3800.

B. The Title IX Coordinator

The School’s designated Title IX Coordinator is:

Ann Spayd AS

315-787-4008

Ann.Spayd@flhealth.org

The Title IX Coordinator's primary responsibility is to coordinate the School's compliance with Title IX including, but not limited to, overseeing the School's response to complaints of sexual misconduct, coordinating investigations into allegations of sexual misconduct, identifying and addressing any patterns or systemic problems of sexual misconduct that arise during the investigation of a complaint of sexual misconduct, and assessing the effects of sexual misconduct on the campus climate. The Title IX Coordinator addresses all reports of sexual misconduct in an equitable and neutral manner.

C. Scope of Policy

This policy governs sexual misconduct involving School students, whether full time or part time, and applies to such students regardless of sex, race, national origin, disability, sexual orientation, gender identity, or other protected status. Complaints of discrimination or harassment on the basis of sex that do not involve sexual misconduct are governed by the Non-Discrimination Policy contained in Student Handbook

If the respondent is a School employee or other person doing business with the School, the investigation and disciplinary processes described in the Employee Handbook will apply. For information about this policy, please contact the Title IX Coordinator.

This *Policy and Procedures for Reports of Student Sexual Misconduct* ("Policy") applies to any allegation of sexual misconduct that:

- (1) Takes place on School property or on any property on which a School program or activity takes place; or
- (2) Takes place off-campus but that has a continuing adverse effect or reasonably creates a hostile environment on campus.

D. STUDENTS' BILL OF RIGHTS

All Students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the investigation and hearing process and/or criminal justice process free from pressure from the School;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the School courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;

7. Describe the incident to as few School representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the School, any student, the accused and/or respondent, and/or their friends, family and acquaintances within the jurisdiction of the School;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process;
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice or judicial or conduct process of the School;

E. Definitions within the Policy

“Accused” means a person accused of a violation of this Policy who has not yet entered the School’s judicial or conduct process.

“Bystander” means a person who observes a crime, impending crime, conflict, potentially violent or violent behavior or conduct that is in violation of rules or policies of the School.

“Complainant” means the individual who reportedly experienced sexual misconduct, regardless of whether such individual reports such sexual misconduct to the School or participates in the School’s conduct process for responding to complaints of sexual misconduct described herein.

“Confidentiality” may be offered by an individual who is not required by law to report known incidents of sexual assault or other crimes to institution officials, in a manner consistent with state and federal law, including but not limited to 20 U.S.C. 1092 (f) and 20 U.S.C. 1681 (a). Licensed mental health counselors, medical providers, and pastoral counselors are examples of School employees who may offer confidentiality.

“Consent” must be affirmative. “Affirmative consent” means a knowing, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity, or gender expression.

The following six principles, along with above definition, will be used to evaluate whether sexual activity was consensual;

- Consent to any sexual act or prior consensual activity between or with any party does not necessarily constitute consent to any other sexual act.
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- Consent may be initially given but withdrawn at any time.
- Consent cannot be given when a person is incapacitated.
- Consent cannot be given when it is the result of any coercion, intimidation, force, threat of harm.

- When consent is withdrawn or can no longer be given, sexual activity must stop.

“Dating Violence” means violence or coercive behavior committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the complainant’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes but is not limited to, sexual, physical, or psychological abuse, or the threat of such abuse.

“Domestic Violence” means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of New York, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of New York.

“Force” means the use of physical violence and/or imposing on someone physically to engage in sexual contact or intercourse. Force can also include threats, intimidation (implied threats), or coercion used to overcome resistance. The use of force to cause someone to engage in sexual activity is, by definition, non-consensual contact, and is prohibited.

“Incapacitation” occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by a lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

“Intimidation” means implied threats that reasonably cause another to fear for his/her safety or well-being.

“Privacy” may be offered by an individual when such individual is unable to offer confidentiality under the law but shall still not disclose information learned from a reporting individual or bystander to a crime or incident more than necessary to comply with applicable laws, including informing appropriate School employees.

“No Contact Order” is a directive prohibiting contact between or among designated individuals through any means, direct or indirect, including personal contact, email, telephone, text message, social media, or by means of a third party.

“Reporting Individual” encompasses the terms victim, survivor, complainant, claimant, witness with victim status, or any other term used by the School to reference an individual who brings forth a report of a violation of this Policy.

“Respondent” means a person accused of a violation who has entered the School’s conduct process.

“Retaliation” means taking any adverse action or attempting to take adverse action against a person for making a good faith report of sexual misconduct or participating in any proceeding under this policy. Retaliation includes intimidating, threatening, coercing, or in any way discriminating against an individual because of the individual’s complaint of sexual misconduct or participation in an investigation or proceeding related to alleged sexual misconduct.

“Sexual Misconduct” is a broad term that encompasses a wide range of prohibited behaviors of a sexual nature that is committed without consent or by intimidation, coercion, threat or force. Sexual Misconduct includes, but is not limited to, sexual assault, sexual coercion, sexual exploitation, sexual harassment, dating violence, domestic violence, and stalking.

“Sexual Activity” includes any “sexual act” or “sexual contact.”

- A “sexual act” means (a) contact between the penis and vulva or the penis and the anus where penetration occurs, however slight; (b) contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus; (c) the penetration, however slight of the anal or genital opening of another by hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; or (d) the intentional touching, not through the clothing of the genitalia of another person who has not attained the age of 16 years with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person;
- “Sexual contact” means the intentional touching, either directly or through the clothing of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with intent to abuse, humiliate, harass, degrade or arouse or gratify the sexual desire of any person.

“Sexual Assault” includes non-consensual sexual intercourse and non-consensual sexual contact.

“Non-consensual sexual intercourse” means any form of sexual penetration or intercourse (vaginal, anal, or oral), however slight, with any object by an individual upon another individual without consent and/or by force. Intercourse means vaginal or anal penetration by a penis, object, tongue, or finger; and oral copulation (mouth to genital contact or genital to mouth contact).

“Non-consensual sexual contact” means any intentional sexual touching, however slight, with any body part or object by an individual upon another individual without consent. Intentional sexual contact includes contact with the breasts, buttocks, or groin, or touching another with any of these body parts; making another person touch any of these body parts; and any intentional bodily contact in a sexual manner.

“Sexual Coercion” is the application of unreasonable pressure, including emotionally or physically manipulative actions or statements, or direct or implied threats, in order to compel the person to engage in sexual activity.

“Sexual Exploitation” means abuse or exploitation of another person’s sexuality without consent, for the perpetrators own advantage or benefit, or for the benefit or advantage of anyone other than the one being exploited. Examples of sexual exploitation include:

- Causing or attempting to cause the incapacitation of another person for purposes of comprising that person’s ability to give Affirmative Consent to the sexual activity;
- Causing the prostitution of another person;
- Electronically recording, photographing, or transmitting intimate or sexual utterances, sounds or images of another person without the person’s consent;
- Disseminating or posting images of private sexual activity;
- Engaging in voyeurism;
- Distributing intimate or sexual information about another person; and/or
- Knowingly exposing another individual to a sexually transmitted infection or virus without the other individual’s knowledge.

“Sexual Harassment” means unwelcome conduct of a sexual nature, including but not limited to, sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic or physical conduct of a sexual nature, when:

- (1) submission to, or rejection of, such conduct is made either explicitly or implicitly a term or condition of an individual’s employment, education or campus life activities, or used as the basis of any academic, student life or employment decision (quid pro quo); or
- (2) such conduct is sufficiently severe, persistent or pervasive such that it unreasonably interferes with, or limits an individual’s ability to participate in, or benefit from, the School’s education or work programs or activities (hostile environment). Whether a hostile environment has been created will be evaluated from both a subjective and an objective perspective.

In evaluating whether a hostile environment exists, the School will consider the totality of known circumstances, including, but not limited to:

- The degree to which the conduct affected one or more students;
- The type, frequency, and duration of the conduct;
- The identity of and relationship between the alleged harasser and the subject or subjects of the harassment;
- The number of individuals involved;
- The age and sex of the alleged harasser and the subject or subjects of the harassment;
- The locations of the incidents, and the context in which they occurred;
- The effect of the conduct on the reporting individual’s mental or emotional state;
- Whether the conduct unreasonably interfered with the reporting individual’s educational performance or participating in School programs and activities;
- Whether the conduct implicates concerns related to academic freedom or protected speech; and
- Whether the conduct arose in the context of other discriminatory conduct.

“Sexual Violence” refers to a sexual act perpetrated against a person’s will or where a person is incapable of giving consent (e.g., due to the student’s age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Sexual violence can be carried out by school employees, other students, or third parties. All such acts of sexual violence are forms of sex discrimination prohibited by Title IX.

“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for his or her safety or the safety of others; or (2) suffer substantial emotional distress.

For purpose of this definition:

“Course of conduct” means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

“Substantial emotional distress” means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

“Reasonable person” means a person under similar circumstances and with similar identities to the victim.

Conduct that violates the School policy may also violate New York State laws and subject the perpetrator to criminal prosecution. Sex Offenses under New York law are described in Sections 130.00 to 130.96 of the New York State penal Code, available at <http://public.leginfo.state.ny.us/lawssrch.cgi?NVLWO>:

II. RESOURCES FOR VICTIMS OF SEXUAL MISCONDUCT

A. Immediate Medical Assistance and Counseling

If you or someone you know is or may be the victim of any form of sexual misconduct, the School strongly urges you to seek immediate assistance. This is the best way to ensure that the victim receives appropriate medical care and emotional support. Assistance is available 24 hours a day, 7 days a week, from:

- Local Police and Emergency Assistance - Call 911
- Local hospitals – Call 911 to obtain contact information
- New York State Office of Victim Services Toll Free Number – (800) 247-8035
- New York State Domestic Violence Hotline - (800) 942-6906
- National Sexual Assault Telephone Hotline - (800) 656 - HOPE (4673)

B. Sexual Assault Forensic Examiners

Victims of sexual assault should receive immediate medical attention. Sexual Assault Forensic Examiners (SAFE) are specially equipped and trained to handle sexual assault and gather evidence. The School has clinical affiliations with local health care agencies to provide this service; please see the Title IX Coordinator

C. School Counseling Resources

Regardless of whether or not an official complaint of sexual misconduct is made, various counseling options are available from the School. Please contact the Title IX Coordinator for list of counseling resources.

III. REPORTING OF INCIDENTS OF SEXUAL MISCONDUCT

There are multiple avenues for reporting sexual misconduct. A victim may choose to report to law enforcement, to the School, to both, or to neither. These reporting options are not exclusive and the victim may simultaneously pursue criminal and disciplinary action. The School will work with students to understand these options and how they differ.

A. Law Enforcement Notification

If you are the victim of sexual misconduct, the School strongly encourages you to promptly report the incident to the police. Contacting law enforcement will ensure the preservation of evidence and facilitate a timely investigation and response. School representatives are available to assist you in notifying law enforcement of an incident of sexual misconduct and in contacting law enforcement or legal service organizations to learn about these remedies. Except in instances where the victim is under the age of 18, the School will respect a victim's decision regarding whether or not to report an incident to local law enforcement. Where an incident involves the suspected abuse of a minor certain individuals, at the School, may have an obligation to report to law enforcement under New York State Law.

B. School Notification

The School also urges victims and anyone who becomes aware of an incident of sexual misconduct to report the incident immediately to the School. The School is committed to providing an adequate, reliable, prompt, and impartial investigation and resolution to all allegations of sexual misconduct. Incidents of sexual misconduct should be reported to the School's Title IX Coordinator. Any incident of sexual misconduct reported to another School employee, with the exception of those employees designated as confidential, as set forth herein, will be reported by the employee to the Title IX Coordinator.

When the School receives a report from a student that he or she has been the victim of sexual misconduct, including dating violence, domestic violence, sexual assault or stalking, whether the offense occurred on or off campus, the School will provide the reporting individual with a written explanation of his or her rights and options. The School will provide the reporting individual with written notification regarding existing counseling, health, mental health, victim advocacy, legal assistance, student financial aid and other services available for victims both within the School and in the community. If the reporting individual is not the complainant, and the identity of the complainant is made known to the School, the School will provide such written notification to the complainant.

A complainant will have emergency access to the Title IX Coordinator, or his or her designee, who is trained in interviewing victims of sexual assault and who shall be available upon the first instance of disclosure by the complainant to provide information regarding options to proceed and other important information about his or her rights under School policy and the law. The complainant reserves the right to withdraw a complaint or his/her involvement in the School's investigation or resolution process at any time. However, in such instances, the School's ability to respond will be limited and Title IX may nevertheless require the School to complete the investigation processes.

C. Reports of Sexual Misconduct from Anonymous Sources

If the School receives a report of alleged sexual misconduct by someone other than the complainant (e.g., friend or roommate) or from an anonymous source, the School's Title IX Coordinator will promptly notify the complainant of the report, and inform him/her of the available resources and assistance. In cases in which a report is made anonymously, this Policy will apply in the same manner as if the complainant had made the initial report.

D. Time for Reporting

Students are encouraged to report any alleged sexual misconduct immediately in order to maximize the School's ability to obtain evidence and conduct a thorough, impartial, and reliable investigation. The School's ability to investigate and respond effectively may be reduced with the passage of time. However, reports may be made at any time without regard to how much time has elapsed since the sexual misconduct.

Under no circumstances will the School allow an impending graduation to compromise its resolution of a sexual misconduct complaint. The conferral of a degree may, therefore, be withheld, if necessary, until proper resolution of any sexual misconduct charges, provided that a hearing opportunity will be scheduled for the earliest practicable date that can accommodate the parties and their witnesses.

IV. CONFIDENTIALITY

A. School Employees

The School values the privacy of its students and understands that, for many victims of sexual misconduct, confidentiality is a primary concern. However, certain School employees are required by state and federal laws to share information from a report of sexual misconduct with the School and/or governmental agencies. Even School employees who have an obligation to report and cannot guarantee confidentiality will maintain the privacy of the reporting individual to the greatest extent possible and share information only on a need-to-know basis. The information that the reporting individual provides to a non-confidential resource will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution. The ability of School employees to maintain confidentiality is as follows:

1. Professional and Pastoral Counselors

Professional Counselors:

A professional, licensed counselor whose official responsibilities include providing mental health counseling to School students, including those who act in the role of providing mental health counseling under the supervision of a licensed counselor, are not required to report any information about an incident of sexual misconduct disclosed while acting within the scope of his/her license or certification to the Title IX Coordinator without a victim's permission. State law requires professional counselors to report: (i) when a patient is likely to engage in conduct that would result in serious harm to the patient or to others; or (ii) if there is reasonable cause to suspect that a minor has been sexually abused. Through the School's relationship with the parent organization Finger Lakes Health, professional counselors are available upon request.

Pastoral Counselors:

A pastoral counselor is a person who is associated with a religious order or denomination, is recognized by that religious order or denomination as someone who provides confidential counseling, and is functioning within the scope of that recognition. A pastoral counselor is not required to report incident of sexual misconduct, to the Title IX Coordinator without a victim's permission. However, a pastoral counselor acting in some other manner, such as a faculty member, would not be exempt from the reporting obligations.

2. Non-Professional Counselors and Advocates

School representatives who work or volunteer in the School generally may talk with and provide assistance and resources to a victim of sexual misconduct without being required to report any personally identifying information about the incident to the School. These individuals may maintain a victim's confidentiality while reporting the nature, date, time, and general location of the incident to the Title IX Coordinator.

3. Responsible Employees

A “responsible employee” is a School employee who has the authority to redress sexual misconduct, who has a duty to report incidents of sexual misconduct, or who a student could reasonably believe has this authority or duty. A responsible employee must report all relevant details (obtained directly or indirectly) about the alleged sexual misconduct shared by the reporting individual to the Title IX Coordinator. Such information includes dates, times, locations, and names of parties and witnesses. A responsible employee will strive to maintain privacy, and information reported to the responsible employee will be shared only with those having a need to know such information in order to respond in accordance with School policy.

B. Requests for Confidentiality

The School is obligated by law to investigate all allegations of sexual misconduct regardless of whether the complainant wishes to file a complaint. Therefore, if a complainant reports an incident of sexual misconduct to a responsible employee, but wishes to remain anonymous or requests that no investigation into the incident be conducted, the School will assess whether it can honor the complainant’s request while still providing a safe, nondiscriminatory environment for all members of the School community, including the complainant. The Title IX Coordinator is designated to evaluate requests for confidentiality once a responsible employee is notified of alleged sexual misconduct.

When determining whether the reporting individual’s request for confidentiality can be honored the Title IX Coordinator will consider a range of factors, including, but not limited to, the following:

- Whether there have been other sexual misconduct complaints about the same accused;
- Whether the accused has a history of arrests or records from a prior school indicating a history of violence;
- Whether the incident represents an escalation in and unlawful conduct on behalf of the accused from previously noted behavior;
- Whether there is an increased risk that the accused will commit additional acts of violence;
- Whether the sexual misconduct was committed by multiple perpetrators;
- Whether the reporting individual’s report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group;
- Whether the alleged sexual misconduct was perpetrated with a weapon;
- The age of the victim; and
- Whether the School has other means to obtain relevant evidence (e.g., security cameras or personal, physical evidence).

The presence of one or more of these factors could lead the School to investigate the alleged sexual misconduct and, if appropriate, pursue disciplinary action in a manner that may require the School to disclose the complainant's identity to the respondent. If the School determines that an investigation is required, the School will inform the complainant and take immediate action necessary to protect and assist the complainant. The School will take all reasonable steps to investigate and respond to the complaint while maintaining the complainant's privacy to the greatest extent possible.

If, after considering these factors, the School determines that it can honor the complainant's request for confidentiality, the School will nevertheless take all reasonable steps to respond to the complaint consistent with the complainant's request for confidentiality, and will take immediate action as necessary to protect and assist the complainant. The School will also consider broader remedial action, such as increased monitoring, supervision of security at locations where the reported sexual misconduct occurred, increasing training, education and prevention efforts, and conducting climate surveys. If the School honors the request for confidentiality, the complainant must understand that the School's ability to meaningfully investigate the incident and pursue disciplinary action against the respondent may be limited.

C. Clery Act Reporting

When reporting crimes for the purposes of Clery Act compliance, the School will not release any personally identifying information about individuals involved in the sexual misconduct. The Clery Act also requires the School to issue timely warnings to the School community about certain crimes that have been reported and may continue to pose a serious or continuing threat to the campus community. Consistent with the Clery Act, the School will withhold the names and personally identifying information of the reporting individual when issuing such timely warnings.

V. SCHOOL AMNESTY POLICY

The health and safety of every student at School is of utmost importance. The School recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The School strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to School officials. A bystander acting in good faith or reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to School officials or law enforcement will be not be subject to discipline pursuant to the procedure outlined in the Student Handbook for violations of alcohol and/or drug use policies occurring at or near the time of the domestic violence, dating violence, stalking or sexual assault incident.

VI. INTERIM MEASURES AND ACCOMMODATIONS

Any individual who has been the victim of sexual misconduct, regardless of whether the victim wishes to pursue a complaint or investigation under this Policy, may request assistance

in changing academic, transportation, and working situations. The School will grant such accommodations, provided they are reasonable and available. Such accommodations may include providing increased security, supervision or monitoring at locations or activities where the alleged misconduct occurred, adjusting a student's academic or School work schedule, and issuing a No Contact Order. The School will promptly address violations of any interim measures.

A. No Contact Order

The School may impose a No Contact Order, which typically will include a directive that the parties refrain from having contact with one another, directly or through proxies, whether in person or via electronic means, pending the investigation and, if applicable, the hearing. If the accused or respondent and reporting individual observe each other in a public place, it shall be the responsibility of the accused or respondent to leave the area immediately and without directly contacting the reporting individual. In the event the School imposes a No Contact Order, the accused, respondent and/or reporting individual may request a review of the need for and terms of the No Contact Order, including potential modification, and may submit evidence in support of his or her request. The School will conduct a prompt review in response to such request.

B. Order of Protection

A complainant also has the right to request the assistance of the School in acquiring an order of protection from either the Family or Criminal Court.

If an order of protection is granted, the complainant will have the right to receive a copy of the order of protection when the order is received by the School. The complainant will also have the opportunity to meet or speak with an appropriate School employee who can explain the order and the consequences for violating the order, and answer any questions about the order. Additionally, if the order of protection is violated the complainant may receive assistance from the School in calling local law enforcement to inform them of the violation.

C. Interim Suspension

When the accused or respondent is a student and is determined to present a continuing threat to the health and safety of the School community, the accused or respondent may be subject to interim suspension pending the outcome of the hearing and resolution process, described herein. The accused, respondent, and complainant will, upon request, be afforded a prompt review, reasonable under the circumstances, of the need for, and terms of an interim suspension, including potential modification, and will be allowed to submit evidence in support of his or her request.

D. Submitting a Request

Requests for accommodations in connection with incidents of sexual misconduct should be submitted, in writing, to the School's Title IX Coordinator. The School will provide information about the student's request for accommodations only to those having a need to

know such information in order to implement the accommodations. The accused, respondent, and/or the reporting individual will, upon request, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of any interim measure and accommodation that directly affects him or her, and shall be allowed to submit evidence in support of his or her request.

VII. RETALIATION

The School prohibits retaliation against any person who reports sexual misconduct or participates in any proceeding under this Policy, including testifying as a witness. Retaliation should be reported promptly to the School's Title IX Coordinator. Reports of retaliation will be investigated in accordance with the investigation procedures set forth in this Policy, and individuals found to have engaged in retaliation will be subject to disciplinary action independent of the sanction(s) or interim measures imposed in response to the underlying allegations of sexual misconduct.

PART II: PROCEDURES FOR RESPONDING TO A COMPLAINT OF SEXUAL MISCONDUCT

The School is committed to providing a prompt, fair, and impartial investigation and resolution of all allegations of sexual misconduct. The School strongly encourages students to seek support and information on available resources on and off campus. Incidents of sexual misconduct should be reported to the School's Title IX Coordinator. Any incident of sexual misconduct reported to another School responsible employee, with the exception of those employees designated above as confidential, will be reported by the responsible employee to the Title IX Coordinator. Part II below identifies the procedures the School will follow when it receives a report of sexual misconduct.

I. INITIAL STEPS

A. Intake Meeting with Complainant

Upon notice of any allegation of sexual misconduct, the Title IX Coordinator or his or her designee will schedule, within three (3) days of receiving the report, an individual intake meeting with the complainant. This intake meeting is separate and apart from the complainant's right to emergency access to the Title IX Coordinator or designee upon the first instance of disclosure. At the intake meeting, the Title IX Coordinator or his or her designee will provide the complainant with a general understanding of this Policy, and identify forms of support or immediate assistance available to the complainant. Such information includes, but is not limited to, the complainant's right to report the incident(s) to local law enforcement agencies, information concerning available medical treatment, information on available support services, how the School handles requests for confidentiality, and the School's policy against retaliation. The Title IX Coordinator or his or her designee will also provide the complainant with a written explanation of his or her rights and options with respect to his or her report of sexual misconduct. The intake meeting may also involve a discussion of any interim accommodations that may be appropriate

concerning the complainant's academic schedule, and/or School employment arrangements. Additional information regarding interim accommodations is set forth below.

At the initial intake meeting or at a subsequent time the Title IX Coordinator or his or her designee will seek to determine how the complainant wishes to proceed, i.e., whether the complainant wishes to enter the School's resolution process, described in Section II below ("Resolution Process"), or does not wish to pursue resolution of any kind. Regardless of how the complainant chooses to proceed, the School seeks to resolve every report of sexual misconduct within 60 calendar days of the initial report, excluding any appeal. The time frames included in this policy may vary depending on the details of the complaint and, in some cases, the time of the academic year (e.g., during School breaks or final exams). The School may extend any time frame for good cause and will provide the complainant and respondent with a written explanation as to the reason for such extension.

If the complainant does not wish to pursue resolution through the School's Resolution Process and either requests that his or her complaint remain confidential, or refuses to participate in the initial intake meeting with the Title IX Coordinator, the Title IX Coordinator will inform the complainant that the School's ability to meaningfully investigate and respond to the report may be limited. In such scenarios, Title IX nevertheless requires the School to evaluate the complainant's request(s) for no action in the context of the School's commitment to provide a safe and non-discriminatory environment for the entire School community.

If the complainant wishes to proceed through the School's Resolution Process, the process will proceed in accordance with Section II below.

B. Interim Measures

In all complaints of alleged sexual misconduct, the School will take immediate steps to protect the complainant and other affected parties, as well as the School community. In doing so, the School will undertake appropriate inquiry and take such prompt and effective action as reasonably possible under the circumstances.

To ensure the safety and well-being of the complainant, the Title IX Coordinator also may take any further protective action that he or she deems appropriate concerning the interaction of the parties pending the hearing.

Any student who has been the victim of sexual misconduct may request accommodations even where the student does not wish to proceed with the School's Resolution Process. The School will evaluate any request for accommodations in light of the circumstances and information available at the time of the request. The School will grant such accommodations, provided they are reasonable and available. When taking such steps to separate the complainant and the respondent, the School will, to the extent practicable, minimize the burden on the complainant.

The respondent and/or the complainant will, upon request, be afforded a prompt review, reasonable under the circumstances, of the need for, and terms of an interim measure including potential modification, and will be allowed to submit evidence in support of his or her request. Violation(s) of the Title IX Coordinator's directives and/or protective actions will constitute related offenses that may lead to additional disciplinary action.

C. Effect of Criminal Proceedings

Sexual misconduct may constitute a violation of both law and School policy. The School encourages students to report alleged sexual misconduct promptly to local law enforcement agencies. To the extent permitted by law, the School will also assist a complainant in making a criminal report and will cooperate with law enforcement agencies should the complainant decide to pursue a criminal investigation.

The School's definition of sexual misconduct, its process, and its standard of proof for a finding of responsibility for sexual misconduct differ from the standards for finding a violation of criminal law. Therefore, criminal investigations or reports are not determinative of whether sexual misconduct under this Policy, has occurred. In other words, conduct may constitute sexual misconduct under this Policy even if law enforcement agencies lack sufficient evidence of a crime and decline to prosecute. Additionally, a law enforcement determination of whether or not to prosecute a respondent is not determinative of whether the School will conduct an investigation under Title IX.

The filing of a complaint of sexual misconduct under this Policy is independent of any criminal investigation or proceeding. Proceedings under this Policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus. The School will not wait for the conclusion of any criminal investigation or proceedings to commence its own investigation or to take any necessary interim measures to protect the complainant and the School community. However, the School may temporarily delay its investigation to enable law enforcement to gather evidence and to engage in a preliminary investigation of sexual misconduct matters that may also violate the state criminal code.

II. RESOLUTION PROCESS

A. Investigation

When the complainant indicates a desire to pursue resolution through the School's Resolution Process, the reported allegations will be investigated promptly, thoroughly, and impartially. The investigation is a neutral fact-finding process. The respondent is entitled to a presumption of non-responsibility until a finding of responsibility is made in accordance with the procedures set forth in this Policy.

The Title IX Coordinator and/or his or her designee will, within twenty-four (24) hours of receiving notice that the complainant would like to proceed with the Resolution Process, provide the respondent with written notification that a complaint of sexual misconduct has been filed, the date, time, location and factual allegations concerning the alleged

violation, and a list of possible sanctions. The Title IX Coordinator will promptly contact the respondent to set up an intake meeting to discuss the allegations against the respondent and his/her rights under this Policy.

The Title IX Coordinator will then promptly prepare a formal letter to the President of the School and the Dean notifying the both individuals of the initiation of a formal investigation. The letter will provide the both the President and the Dean with the names of the complainant and respondent and the date, location, and nature of the alleged sexual misconduct.

The Title IX Coordinator will inform both the complainant and respondent that both parties have the right to an advisor of their choice, who may attend any meetings, conferences, and interviews. During all phases of the Resolution Process, the parties will be provided with advance notice of any meeting they are required or eligible to attend. The advisor's role is limited to observing and consulting with, and providing support to, the complainant or respondent. Advisors may not speak on behalf of the complainant or respondent. At the complainant's or respondent's request, the Title IX Coordinator will appoint to the requesting party an advisor who has been formally trained. An advisor may not direct questions to the Hearing Committee, described in Section II.B below, or witnesses at the hearing, but may consult with the party that he or she is assisting. While the advisor may provide guidance and support, all written submissions must be authored by the complainant or respondent. All School administrators and staff will communicate directly with the complainant or respondent and not his/her advisor. The Hearing Committee will not allow an advisor's presence to inhibit the parties' sharing of information or the conduct of the hearing.

The Title IX Coordinator will appoint a trained investigator or investigators to conduct the fact-finding within three (3) business days of the intake meeting. The Title IX Coordinator, or his or her designee, will provide the investigator(s) with the names of the complainant and respondent, and the date, location, and nature of the alleged sexual misconduct. The Title IX Coordinator will provide both the complainant and respondent with the name(s) of the investigator(s). A party wishing to challenge the participation of the investigator(s) must notify the Title IX Coordinator, in writing, within twenty-four (24) hours of receiving the written notice of investigation. The party must state the specific reason(s) for the party's objection. The Title IX Coordinator will then determine whether the party's objection has merit and review the appointment of the investigator(s) to reassess whether the investigator(s) will handle complaints impartially and objectively. If the party's claim has merit or if there is a conflict of interest where the investigator(s) cannot be impartial, another investigator or investigators will be appointed by the Title IX Coordinator to conduct the investigation.

The investigation will commence within five (5) business days of the Title IX Coordinator's appointment of an investigator(s). During the investigation, each party will have an equal opportunity to submit evidence, identify witnesses, and submit questions that should be directed by the investigator(s) to the other party or to any witness (if deemed appropriate by the Title IX Coordinator). The investigator(s) will collect and review evidence it deems necessary or helpful to the investigation of the alleged sexual misconduct. The investigation will include individual interviews with the parties involved and with individuals who may have

observed the alleged misconduct or may have other relevant knowledge. The investigation may also include an examination of medical records, surveillance video, cell phone and other electronic records, and other evidence.

Within five (5) business days of the investigation's completion, the investigator(s) will provide a written report of the findings of his or her investigation to the Title IX Coordinator. Within three (3) business days of receiving the report, the Title IX Coordinator will provide such report to the Hearing Committee.

The complainant and respondent will each have an opportunity to review the investigative report in the presence of a School official. In response to the investigation report, both the complainant and the respondent will be given the opportunity to submit a written statement. The written statement must be completed by the student and can be no longer than five (5) single-spaced typed pages, using size 12 Times New Roman font and 1-inch margins. The written statement will be provided to the Title IX Coordinator, the opposing party, as well as members of the Hearing Committee. Written statement must be submitted at least three (3) days prior to the hearing date.

B. Hearing Committee

The Resolution Process involves a hearing before a committee comprised of three (3) members of the ("Hearing Committee"). All Hearing Committee members receive training, at least annually, on the issues relating to sexual misconduct, including sexual harassment, dating violence, domestic violence, sexual assault, and stalking. They will also be trained regarding how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability. The Dean will select the Hearing Committee members who will participate in the hearing. The Dean will also select a non-voting Hearing Chair. Upon receiving notice from the Title IX Coordinator that a formal investigation has begun, the Dean has five (5) business days to assemble the Hearing Committee. Notice will be provided to both the complainant and respondent indicating the members of the Hearing Committee. A party wishing to challenge the participation of a Hearing Committee member(s) must notify the Title IX Coordinator, in writing, within twenty-four (24) hours of receiving the written notice of the Hearing Committee. The party must state the specific reason(s) for the party's objection. The Title IX Coordinator will then determine whether the party's objection has merit and review the appointment of the Hearing Committee member(s) to reassess whether the member(s) will handle complaints impartially and objectively. If the party's claim has merit or if there is a conflict of interest where the member(s) cannot be impartial, another member or members will be appointed by the Dean to preside over the hearing.

C. The Hearing

After the investigation, the School will provide written notice at least five (5) business days before the hearing date to both parties stating the date, time, and place of the hearing. The hearing will commence no later than fifteen (15) business days following the conclusion of the investigation. The hearing is a closed proceeding; no one other than the Hearing Committee members, the respondent, and the complainant, and their respective advisors, witnesses (when called), and necessary School personnel may be present in the hearing room or rooms during the proceeding.

1. Pre-Hearing Submissions

In addition to the written statements submitted by the parties, the parties will provide the Title IX Coordinator with a list of witnesses they wish the Hearing Committee to call, copies of documents, and a description of any other information they propose to present at the hearing at least three (3) business days prior to the hearing. The Title IX Coordinator will determine whether such witnesses and documents are deemed relevant to the Hearing. The Title IX Coordinator will provide each party with a copy of the list of witnesses and copies of documents or other information submitted by each party. A party wishing to challenge the admittance of evidence and/or witnesses must notify the Title IX Coordinator, in writing, at least two (2) days before the hearing date. The party must state the specific reason(s) for the party's objection. The Title IX Coordinator will determine whether the challenge has merit, the relevance of any proffered evidence, and whether to include or exclude certain types of evidence.

In the absence of good cause, as determined by the Hearing Committee, the parties may not introduce witnesses, documents, or other information at the hearing that were not provided by this deadline.

2. Conduct of the Hearing

The hearing will take place on the date and time specified in the notice of hearing. If circumstances arise that require a change in the hearing date or time, the School will provide both parties with written notice explaining the reason for such change. The School will arrange for the hearing to be recorded, and may arrange for the preparation of any transcript of the recording that the School deems appropriate. Both the complainant and the respondent have the right to be present at the hearing. Additionally, either party may request alternative methods of participating in the hearing, including through electronic means, if the party does not wish to be in physical proximity of the other party.

As a non-adversarial process, the hearing will not follow a courtroom model, and formal rules of evidence will not be observed. The Hearing Committee will determine the order of the witnesses and resolve any questions of procedure arising during the hearing. The School will ask for all necessary witnesses to be present, or to have provided written statements in lieu of attending the hearing. This may be done as necessary to accommodate a witness who cannot be present, or whom the Hearing Committee determines may remain anonymous. The Hearing Committee will review in advance of the hearing all the written materials provided.

Only the Hearing Committee may question the individual parties and any witnesses unless permission is granted to modify the questioning process. The complainant and respondent will have the opportunity to suggest questions of the other party and/or of witness. The complainant and respondent must submit suggested questions to the Hearing Committee in writing. The Hearing Committee reserves the right to decline to ask questions submitted by a party where it determines that the information sought is not relevant to the resolution process. In general, any information or questioning about the prior sexual history of the complainant or respondent with individuals other than the other party is precluded and will not be admitted as evidence at the hearing. Additionally, any information or questioning about either party's mental health history, diagnosis, and/or treatment is precluded and will not be admitted into evidence at the hearing. Past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the disciplinary stage that determines sanctions. After all witnesses have been questioned, each party may make a closing statement.

In order to comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), and to provide an orderly process for the presentation and consideration of relevant information without undue intimidation or pressure, the hearing process is not open to the general public. Accordingly, the School will not disclose documents prepared in anticipation of the hearing or documents, testimony, or other information introduced at the hearing, and any transcript of the hearing itself may not be disclosed outside of the hearing proceedings, except as may be required or authorized by law and/or School policy.

The parties are expected to cooperate at the hearing. If either party fails to appear at the scheduled hearing, the Hearing Committee may postpone the proceedings if there is a legitimate documented reason for the absence, or proceed and determine the complaint on the basis of the evidence available, provided the absent party was duly notified of the scheduled hearing date.

If the Hearing Committee determines that unresolved issues exist that would be clarified by the presentation of additional information, the Hearing Committee may suspend the hearing and reconvene it in a timely manner to receive such information. A delay may not be based on the failure of witnesses to appear without good cause or on the proposed introduction of documents which were readily available at the time of the hearing.

D. Determination

In all investigations into alleged sexual misconduct, the School will evaluate evidence under a “**preponderance of the evidence**” standard. A preponderance of the evidence means that the Hearing Committee, after careful consideration of the evidence has determined that it is “**more likely than not**” that the respondent violated this policy. The Hearing Committee must decide if the respondent is responsible or not responsible. The Hearing Committee will provide a written statement of such determination the Title IX Coordinator. The Hearing Committee’s written report will also be sent to the Title IX Coordinator. The Title IX Coordinator will then pass this information along to the **[individual imposing sanctions]**.

E. Complainant and Respondent Impact Statements

Within three business (3) days of the conclusion of the hearing, both the complainant and respondent will be given access to the record of the hearing and offered an opportunity to provide an impact statement to the **[individual imposing sanctions]** while he or she is deliberating on the appropriate sanctions. The record of the hearing may not be copied.

The impact statement may be no longer than five (5) singled-spaced typed pages, using size 12 Times New Roman font and 1-inch margins. The impact statement is the student’s opportunity to discuss his or her experience and the incident in question, as well as respond to how the investigation and hearing was conducted and any areas of agreement or/disagreement with the investigation or hearing or determination of the Hearing Committee. The impact statement may not seek to introduce new evidence.

This impact statement must be provided to the Title IX Coordinator who will provide it to the opposing party as well and the **[individual imposing sanctions]**, and all members of the Hearing Committee.

III. SANCTIONS

The **[individual imposing sanctions]** may impose one or more of the following sanctions that are determined to be fair and proportionate to the violation:

- Reprimand or warning
- Changing the respondent’s academic schedule
- Disciplinary probation
- Revocation of honors or awards
- Restricting the respondent’s access to School facilities or activities
- Community service
- Issuing a No Contact Order to the respondent or requiring that such an order remain in place
- Dismissal from or restricting or reassignment of School employment
- Suspension (limited time or indefinite)
- Expulsion

In determining appropriate sanctions, the **[individual imposing sanctions]** will consider any record of past violations of School policies, as well as the nature and severity of such past violation(s). The **[individual imposing sanctions]** will consider as part of the deliberations whether the respondent poses a continuing risk to the complainant and/or the School community. Any sanction imposed will be explained and supported in the written decision of the **[individual imposing sanctions]**. The imposition of sanctions is meant to eliminate sexual misconduct, prevent its recurrence, and remedy its effects, while ensuring a safe and non-discriminatory environment for the entire School community.

Within seven (7) business days from the determination of the Hearing Committee, the **[individual imposing sanctions]** will issue a determination letter to the respondent and the complainant. Both parties, concurrently, will receive a copy of this determination letter.

The determination letter will contain only the following information: (i) the name of the respondent; (ii) whether the respondent has been found responsible or not responsible for specific violation(s) of this Policy; (iii) a list of the possible sanctions imposed, if any; (iv) the sanctions actually imposed; (v) the rationale for the sanctions imposed; (vi) the School's appeal process; (vii) any change to the results that occur prior to the time that the results become final; and (viii) when the results become final.

The School does not publically release underlying information regarding investigations unless required by law. However, after students are provided with an outcome, a student can choose whether to disclose or discuss the outcome of the conduct process.

IV. TRANSCRIPT NOTATION

In accordance with Article 129-B of the New York State Education Law, if a student is found responsible through the School's conduct process for crime(s) of violence, including, but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C. § 1092(f)(1)(F)(i)(I)-(VIII), the School will make one of the following notations on the transcript of such student.

That they were:

- “suspended after a finding of responsibility for a code of conduct violation.”; or
- “expelled after a finding of responsibility for a code of conduct violation.”

If a student withdraws from the School while such conduct charge(s) is pending and declines to complete the disciplinary process, the School will note on the student's transcript that he or she “withdrew with conduct charges pending.”

V. APPEAL PROCESS

Either party may appeal the Hearing Committee's determination and/or the disciplinary decision of the **[individual imposing the sanctions]**. A party has three grounds under which to appeal the School's determination: (i) the Hearing Committee committed procedural errors that had an impact on the decision, (ii) there is new evidence that was not reasonably available at the time of

the hearing before the Hearing Committee, or (iii) the sanctions are not consistent with past practices or the severity of the alleged sexual misconduct.

Final sanctions are in effect until any timely appeal of the decision is resolved. The **[individual imposing the sanctions]** may suspend the determination pending exhaustion of appeal, allow the student to attend classes or other activity on a supervised or monitored basis, or make such other modifications to the determination as may be advisable. Interim measures will remain in effect until the appeal is resolved.

The procedure to file an appeal is as follows:

1. A party wishing to appeal the findings of the Hearing Committee and/or sanctions imposed by the **[individual imposing the sanctions]** must file a notice of intent to appeal within ten (10) business days of the date the party is notified of the Hearing Committee's finding and the **[individual imposing the sanctions]**'s sanctions. The notice of intent to appeal must be submitted in writing (either email or hard-copy) to the Title IX Coordinator. The notice of intent to appeal must contain the party's grounds for the appeal. If either the complainant or the respondent submits an appeal, the Title IX Coordinator will notify the other party within two (2) days after receipt of the notice of intent to appeal.
2. Within two weeks of filing a notice of intent to appeal, the party's formal appeal must be filed. The party should submit copies of any and all material the party wishes to provide as evidence for his/her appeal. Additionally, the party can submit a written statement that is no longer than five (5) single-spaced typed pages, using size 12 Times New Roman font and 1-inch margins.
3. In the event a formal appeal is filed, the non-appealing party is given an opportunity to review the appealing party's submissions and material and submit a written response. The response can be no longer than five (5) single-spaced typed pages, using size 12 Times New Roman font and 1-inch margins. The written response must be submitted within five (5) day after the appealing party submits a formal appeal.
4. A committee made up of three full-time faculty/staff("Appeals Committee"), which shall not include the **[individual imposing sanctions]** or members of the Hearing Committee, will be assembled by the Title IX Coordinator. Except for appeals brought under (ii) above, the Appeal Committee's entire review process will be based on the party's appeal, the non-appealing party's response to the appeal, if any, and the Hearing Committee's record of the case. Otherwise, no additional evidence is allowed and no witnesses may be heard.
5. The Appeals Committee will make a final determination on the appeal and will report such determination in writing to the **[individual imposing sanctions]**. The Appeals Committee shall render its decision regarding the appeal within 20 calendar days of receipt of the appeal, the non-appealing party's response to the appeal, if any, the record of the case, and, if applicable, any new evidence pursuant to (ii) above.
6. Within three (3) business days of receipt of the Appeals Committee's report, the **[individual imposing sanctions]** will concurrently issue a final determination letter to the respondent and the complainant.

PART III. PREVENTION AND AWARENESS EDUCATION PROGRAMS

Creating a safe and respectful environment is the responsibility of all members of the School's community. To promote and maintain this environment, the School engages in comprehensive educational programming to prevent sexual misconduct (including sexual harassment, domestic violence, dating violence, sexual assault, stalking, and retaliation). The School provides primary prevention and awareness programs for all incoming students and employees, and ongoing prevention and awareness campaigns for all students and employees. The School seeks to ensure that all programs are culturally relevant, responsive to community needs, and informed by research and assessed for value.

Smoking Policy

Marion S Whelan School of Practical Nursing as part of Finger Lakes Health is committed to promoting health, wellness, prevention, and treatment of Diseases within the community we service, as well as providing a clean, safe and healthy environment. The tobacco-free environment is driven by our strategic goals to improve the health status of the community and our workforce, to improve quality and safety, and to create a healing environment. It is our responsibility to promote good health, reduce fire hazards, and present a positive image to the communities we serve. We are committed to maintaining a tobacco-free environment at all employer facilities. Finger Lakes Health does not permit the use of tobacco on any hospital property. This includes all building entranceways, sidewalks, driveways, green spaces, parking lots and vestibules. This also includes any personal vehicle parked on Finger Lakes Health property.

Social Media Policy

Social media is a powerful communication tool that has a significant impact on organizational and professional reputation. Social media is defined as media designed to be disseminated through social interaction, created using highly accessible and scalable techniques. Examples include but are not limited to LinkedIn, Twitter, Facebook, YouTube, and MySpace. Both in professional and institutional roles, students need to follow the same behavioral standards online as they would in real life. The same laws, professional expectations, and guidelines for interacting with students, faculty, parents, alumni, and others apply online as they do in the real world. **Students are liable for anything they post to social media sites.**

Student Health Records

All students must have a history and physical, latex allergy screen, and immunization certificate signed by a licensed provider, or a record of immunizations received, submitted prior to admission. The health record must include a current PPD, which is an annual requirement before a student is allowed in the clinical area. For students who are unable to receive the PPD due to an allergy or previous reaction, evidence of a negative chest x-ray must be submitted in its place. All health records are screened for completeness and are signed off by an RN. Health records must be kept current during the entire time a student is enrolled in a nursing program offered by Finger Lakes Health. Clinical rotations will be affected when health records are not up to date, i.e. PPD is out of date.

Student Work Policy

All clinical rotations are educational in nature. As such, students will not be considered as departmental staff and will not receive any monetary payment. A clinical faculty will be present at all times for assistance and to answer questions. When emergencies arise, the student will seek guidance from their clinical faculty or hospital staff. All students will have a co-assign who is accountable for patient care and who shares in the responsibility for assuring all patient care is completed.

Title IX Policy

Marion S Whelan School of Practical Nursing and its faculty are committed to supporting students while providing an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this immediately. If you speak with a faculty member about an incident of misconduct, that faculty member must notify MSWSPN's Title IX coordinator, Ann Spayd; ann.spayd@flhealth.org; -787-4008 and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Vaccination Policy

New York State Department of Health sets requirements for vaccinations for students.

Proof of vaccination or evidence of immunity for anyone born after January 1, 1957, is required for the following:

- Measles, Mumps, and Rubella

Proof of vaccination or evidence of immunity for Hepatitis B is highly recommended due to the exposure to blood and body fluids in the hospital environment. Vaccination for Tetanus-Diphtheria is also highly recommended.

Each student must provide a signed vaccination record specifically for a meningococcal disease which indicates the student and their parent or guardian if under the age of 18, has received

information about meningococcal disease and its risks, and has either received or declined the vaccine.

Influenza vaccine is offered to students on a yearly basis free of charge. If a student elects not to receive the vaccine, a statement of declination must be signed and, in accordance with the directives of NY State Health Department, they must wear a mask when in direct contact with patients.

A certificate of immunization signed by a licensed provider (physician, nurse practitioner, or physician assistant) or an immunization record is required that shows the dates of immunization.

Program Approvals & Administrative Personnel

Accrediting Agencies or Organizations

The New York State Education Department
Professional Education Program Review
Albany, New York 12230
Phone: (518) 486-2967

The nursing program is registered by the University of the State of New York,
The State Education Department, Office of the Professions, Division of Professional Licensing
Services 89 Washington Ave., Albany, NY 12234-1000
www.op.nysed.gov; 518-474-3817, ext. 280
PN Program HEGIS Code: 5209.20

Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Phone: 404-975-5000
Nursing Program Accreditation

MSWSPN is approved by the NYS Division of Veterans Affairs for the training of veterans and other eligible persons (GI Bill).

Memberships and Affiliations

Finger Lakes Community College
National Association for Practical Nurse Education and Service, Inc. (NAPNES)
National Federation of Licensed Practical Nurses
National League for Nursing
NYS Council of Practical Nurse Programs

School Administration

- Victoria Record, Ed D, RN, CNE -- Director Walden University, Minneapolis, MN

Program Coordinators

- Mary Donahue, MS, RN, CNE St. John Fisher College, Rochester, NY
Post Masters Certificate Nursing Education – Nazareth College, Rochester, NY

Faculty – Full Time:

- Martha Eddy DiCicco, MS, MS Ed, RN, CNE, WOCN -- Alfred University, Roberts Wesleyan College, Rochester, NY
- Laurie Rowe-Richardson, BS RN-Keuka College, Keuka Park, NY
- Scott McHenry, BS RN Roberts Wesleyan College, Rochester, NY

Faculty – Part-Time

- Quinta Borys, BS, RN-Keuka College, Keuka Park, NY
- Tina Dickinson, BS, RN- Keuka College, Keuka Park, NY
- Alicia Gower BS RN, Roberts Wesleyan College, Rochester, NY
- Chrissy Lotyczewski MS RN-University of Rochester, Rochester, NY
- Kristine Lounsbury MS RN, University of Phoenix, Phoenix, AZ
- Barbara Mellor, MS, RN –Roberts Wesleyan College, Rochester, NY
- Nichole McDermott BS RN, Nazareth College, Rochester, NY
- Deanna Mills, MS, RN –Walden University, Minneapolis, MN
- Kathleen Mills, MS, RN –Walden University, Minneapolis, MN
- Diane Morrison, MS, RN-Roberts Wesleyan College, Rochester, NY
- Justine Perovich BS RN- Keuka College, Keuka Park, NY
- Patricia Predmore MS RN-Keuka College, Keuka Park, NY

Student Services

- Veronica Bain, Student Services Assistant
- Kathy Bement, MS, RN - Manager Student Services, Alumni, and Special Projects Nazareth College, Rochester, NY
- Ann Spayd, AS - Student Services Coordinator Finger Lakes Community college, Canandaigua, NY
- Karen Cook, AAS - Education Dept. Secretary Finger Lakes Community College, Canandaigua, NY
- Lisa Eldrige, MS Saint Leo University, Saint Leo, FL
- Linda Egburtson, BS, RN - Database Administrator Nazareth College, Rochester, NY

Board of Trustees

- Ann H. McMullen, Chair
- Lance Ward, Vice Chair
- Laura Pedersen, Secretary
- Jose Acevedo, MD, President & CEO
- Pamela Johnson, Treasurer & CFO

Advisory Board Membership

- Dr. Victoria Record, Director, MSWSPN
- Christine Angus RN Wayne-Finger Lakes Boces
- Mary Coriale RN, Chairperson, FLCC Nursing Dept
- Christine Eastman, RN Alumni
- Jacob Amidon Assoc. VP of Acad. Initiatives, FLCC
- Laurie Lorenzetti Community Representative
- Kris Schiek, RN Director of Nursing The Homestead

MARION S. WHELAN SCHOOL OF PRACTICAL NURSING

STUDENT ASSOCIATION BYLAWS

ARTICLE I - DEFINITION

The Nursing Program shall have a Student Association.

ARTICLE II - AUTHORIZATION

The Student Association shall be authorized by the Director and faculty of the Nursing Program and shall carry out the activities specified in these bylaws, subject to the approval of the Director and faculty.

ARTICLE III - PURPOSE

Section 1. Provide an opportunity for the practical nurse student to participate as a democratic citizen individually and as a member of a group.

Section 2. Encourage the student nurse to promote and maintain high educational and professional standards.

Section 3. Promote professional and social unity among nursing students within the school.

Section 4. Provide an opportunity for exchange of ideas and self-expression.

Section 5. Encourage an interest in nursing organizations, Alumni Association, and NFLPN, etc.

Section 6. Provide a channel of communication between the faculty, the student body, and the MSWSPN Alumni Association.

ARTICLE IV - MEMBERSHIP

Section 1. Students enrolled at Marion S. Whelan School of Practical Nursing of Geneva General Hospital shall be members of this Association.

Section 2. Student membership shall extend throughout the length of the program.

ARTICLE V - OFFICERS AND THEIR DUTIES

Section 1. The officers of this Association shall consist of a President, Vice-President/Corresponding Secretary, Secretary, and Treasurer.

- Section 2. Eligible candidates for this office shall demonstrate:
- a) leadership qualities
 - b) interest in school activities
 - c) initiative and dependability
 - d) effective communication skills with fellow students
 - e) satisfactory scholastic standing

Section 3. Duties of Officers:

A. The President shall:

1. preside at the meetings of this Association
2. submit an agenda to the faculty Class Advisor prior to each class meeting
3. appoint special committees
4. serve as ex-officio member of all committees
5. attend one Educational Advisory Committee meeting during the school year
6. deliver the graduation speech

B. The Vice-President/Corresponding Secretary shall:

1. assume the duties of the President should the President be unable to fulfill the duties of the office
2. initiate and respond to any correspondence as voted upon by the student body
3. prepare correspondence from the class to appropriate individuals and submit to the school secretary for mailing; i.e., thank you note to guest speaker
4. represent the class at the annual MSWSPN Alumni Association meeting

C. The Secretary shall:

1. record in writing using a standard format, the minutes of all meetings of this Association
2. submit minutes of all meetings to the school secretary for typing
3. file as a permanent record all papers and documents submitted to the class secretary

D. The Treasurer shall:

1. maintain accurate records of acquisitions and disbursements of Association funds
2. make monetary disbursements not to exceed \$5.00 if approved by membership

3. obtain approval of the Student Association for monetary disbursements exceeding \$5.00

Section 4. All officers shall deliver to the Dean of the school all records, papers, or other properties belonging to this Association at the final meeting.

ARTICLE VI - ELECTIONS

Section 1. The officers of this Association shall be elected after the first six weeks of the second semester/trimester.

Section 2. All elections shall be by ballot.

Section 3. A majority vote of all members present shall elect the officers. In the event of a tie, a re-vote shall be taken.

Section 4. The Class Advisor shall provide oversight at each meeting.

Section 5. A faculty member shall preside at the initial meeting as President pro-tem. Faculty will appoint two tellers who will supervise the voting and count the ballots. Relinquishment of duties will occur as soon as the President has been elected.

ARTICLE VII - MEETINGS

Section 1. Meetings of this Association shall be called by the President upon request of a majority of the members or by the Dean when deemed necessary.

Section 2. Notices of all meetings shall be posted, setting forth the place, date and time at least 24 hours in advance.

Section 3. Attendance at all meetings is required of all members. Illness shall be the only acceptable excuse for being absent. Any other excused absences must be cleared through the Class Advisor.

Section 4. A quorum will be the majority of the members of the class.

ARTICLE VIII - ORDER OF BUSINESS

- 1) Call to order by the President
- 2) Reading of the previous minutes by the Secretary
- 3) Approval and/or correction of the minutes
- 4) Financial report by the Treasurer

- 5) Report of Standing Committees
- 6) Report of Special Committees
- 7) Exchange of communications between class members
- 8) Unfinished business
- 9) New business
- 10) Adjournment of meeting by the President

ARTICLE IX - STANDING COMMITTEES

Section 1. Standing Committees shall be composed of not less than two or more than six members and shall assume such duties as assigned by the President and specified in the bylaws.

Section 2. The Standing Committees shall report to the Student Association at each meeting.

Section 3. There shall be the following Standing Committees:

- a) Committee on Bylaws/Revisions
- b) Committee on Social Affairs/Class Projects
- c) Committee on Student Affairs/Grievance, Appeal Committee

Section 4. Committee on Bylaws/Revisions

- meeting
- a) Chairperson shall be elected by the student body at the initial meeting
 - b) The Committee shall consist of 2-6 volunteers from the class.
 - c) The Committee shall:
 - 1) receive all proposed amendments to these bylaws
 - 2) present all proposed amendments to the voting body for action
 - 3) submit the bylaws and proposed amendments to the director of the school for faculty review and approval
 - 4) review the bylaws with the class before graduation and submit any proposed amendments to the director for faculty review and approval

Section 5. Committee on Social Affairs/Class Projects

- a) Chairperson shall be elected by the student body at the initial meeting
- b) The Committee shall consist of 2-6 volunteers from the class
- c) The Committee shall plan and arrange all social functions

Section 6. Committee on Student Affairs/Grievance, Appeal Committee

- a) Chairperson shall be elected by the student body at the initial meeting
- b) The Committee shall consist of 2-6 volunteers

c) Special meetings of this Committee shall be to:

- 1) formulate or propose revision of any rules, regulations or policies pertaining to the Student Association
- 2) contribute to revisions in the School Brochure
- 3) bring to the attention of the director and faculty any problems or concerns of the student body by sending a representative to faculty meetings as needed

ARTICLE X - FISCAL

The fiscal year of this Association shall be the school year from September to September.

ARTICLE XI - CLASS DUES

If dues are collected, there will be no refund of dues upon voluntary withdrawal from the Nursing Program.