

Academic Policies

Professional

Standards Program

Curricula Student

Resources

RN-BS Nursing Program Handbook 2024-2025



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WELCOME LETTER

Dear Nursing Student:

Welcome to the SUNY College of Technology at Canton RN-BS Nursing Program! The college has been educating RN- BS nursing students since the program was established in 2009. Since its inception, over 100 students have graduated from the program. Our graduates provide a vital service to their communities and we are very proud and pleased to have you join our program. If you should have any questions program satisfaction, job placement, or graduation rates, please feel free to contact me directly by visiting me in my office (Wicks Hall 106C), email ferreek@canton.edu or telephone 315-3867172. Additional inquiries can be made to the:

Accreditation Commission for Education in
Nursing 3390 Peachtree Rd. NE, Suite
1400
Atlanta, GA 30326
404-975-5020

The nursing program is very rigorous, and you will be challenged. However, you are capable of success. To that end, our faculty members are here to guide you in your learning. The nursing program will prepare you for entry into the nursing profession.

Over the course of the next two years, you will have questions. It is important to get answers to those questions from a credible source. Rumors, second-hand information, and word-of-mouth may cause undue anxiety. The faculty members are eager to help you and want to see you succeed. If you have a question, do not be afraid to speak to your instructor, advisor, or me. The policies and procedures outlined in this handbook and in your course syllabus are to serve you as a reference. If, after reading this handbook or a course syllabus, you have a question, please get it clarified. You will be provided a syllabus for each nursing course.

Clear communication is a cornerstone of good nursing care and a sound education. All full -time faculty members have posted office hours outside their doors. In addition, all full and part-time faculty members have email accounts. All official electronic communication will be conducted through your college email account. We will not be using private email accounts to communicate with you. Therefore, please be sure to check your campus email account on a daily basis. One venue to establish and expand professional interests is through the Student Nurses Association. I would encourage each of you to consider becoming actively involved in this organization as well as some of the many other activities/clubs/organizations on campus.

In closing, please accept my congratulations on your acceptance into the nursing program. Your hard work has paid off in gaining you acceptance into this highly competitive program. Should you need assistance, please do not hesitate to ask for help.

Best wishes for a successful and positive nursing education experience.

Kimberly Davies DNP, RN, COI-Nursing Department Director

Peggy LaFrance PhD, RN, COI-Professor

Dawne Barkley DNP, RN, COI, Associate professor

INTRODUCTION

Purpose of the RN-BS Handbook

Welcome to the SUNY Canton RN-BS School of Nursing Handbook. This Handbook has been developed as a tool to overview the program specific academic policies, procedures, and resources. It is a work in progress that evolves to meet the needs of the students, curriculum changes, or to provide new information related to the program. The handbook provides program-specific information about nursing curricula, department personnel, policies and procedures, and strategies for successful completion of the program.

Students who are admitted for and enrolled in the 2015-2016 academic year are subject to the policies and procedures outlined within this handbook. The University reserves the right to change any provision, offering, requirement, or fee at any time within the student's enrollment period.

The SUNY Canton RN-BS School of Nursing further reserves the right to require a student to withdraw from the university, for just cause, at any time.

SUNY Canton Nursing Program

Our college was originally founded in 1906 with the Associate Degree Nursing Program established in 1966 by Virginia McAllister. The nursing program is recognized as the provider of caring and competent Registered Nurses. The online RN-BS program began in the fall 2009.

The online RN-BS nursing program combines general education and nursing courses. Lecture content, case scenarios, discussion board activities, and clinical preceptor experiences in area hospitals, long term care facilities and other community health agencies as appropriate based on the educational needs of the students. Graduates earn a BS in Nursing.

The SUNY Canton online RN-BS program is registered by the New York State Education Department, which is responsible to the Board of Regents. The board is recognized by the U.S. Department of Education as a national accrediting body for nursing education programs. The program received ACEN accreditation August 2014.

Nursing Organizational Chart



Organizational Chart
Nursing Department

President
Zvi Szafran PhD

Provost
Peggy De Cooke PhD

**Dean—Science, Health & Criminal
Justice**
Michele Snyder PhD

Nursing Department Director
Angelina Glover DNP, RN

**Instructional
Support**
Laura Carter-Bishop
RN

PN Program
Angelina Glover
DNP, MS, RN
Meghan
Spadaccini RN

ADN Program
Kirsten Anderson MSN, RN
Karli French BSN, RN
Angela Johnson, FNP, RN
Samantha McCarthy MSN, RN
Kimberly Davies DNP, RN

RN-BS Program
Peggy LaFrance PhD, RN
Kimberly Davies DNP, RN

COLLEGE MISSION AND RN-BS NURSING PROGRAM MISSION STATEMENT
RN-BS Nursing Program

Philosophy A Student-Centered

Mission

SUNY Canton is dedicated to providing a

progression of

affordable, high-quality applied

programs that enable students in the North Country,

New York State, and beyond to

achieve their

highest potential both

personally and professionally.

Philosophy by keeping students' best interests at the center of everything that we do.

The nursing program at SUNY Canton strives to create a transformative learning environment where the individual gains greater understanding of themselves and the world around them. Critical thinking activities facilitate self-reflection which enhances the transformative process.

Education is viewed as a mentoring relationship based on mutual respect and understanding that recognizes the diverse needs of the learner and empowers the learner to achieve their highest level of potential.

accessible,

The SUNY Canton RN-BS Nursing Program believes that:

- Communities are comprised of unique individuals and aggregates who maintain values and beliefs originating from their life-world possess specific needs and are capable of making decisions by themselves, with others, and/or by proxy.
- Health and well-being are dynamic lived experiences uniquely defined by the individual and community within the context of culture and environment.
- Nursing is a holistic profession that provides a service to society that is culturally sensitive, evidence based, collaborative, and individualized. Utilizing the nursing process, the nurse facilitates transformation within the individuals, groups, and communities to attain desired outcomes.
- A transformative learning environment facilitates success of nontraditional learners.

The SUNY Canton Nursing Program's mission is to educate students in a safe and supportive environment that is respectful of diversity and encourages accountability to self, clients, and society. Faculty members facilitate students' learning experiences in order to foster their ability to meet program outcomes and objective.

COLLEGE AND NURSING PROGRAM VALUES STATEMENTS

A Student-Centered Philosophy... by keeping students' best interests at the center of everything that we do.

Excellence... by challenging everyone to perform at a consistently high level through continuous quality improvement.

Integrity... by treating others with honesty and respect during every interaction.

Success... by creating an environment that encourages maximum personal and professional growth and helps students translate that growth into meaningful action.

Diversity... by fostering a culture of inclusiveness that values individual differences, gives voice to all in the campus community, promotes the free exchange of ideas based on merit, and encourages a global perspective.

Access... by offering affordable career-oriented public higher education to motivated,

mature and disciplined students through innovative delivery methods.

Sustainability... by implementing viable long-term options for resource usage, disaster management, transportation, and waste management in connection with all campus activities and weaving sustainability concepts throughout the curriculum.

Flexibility... by embracing change to better address the needs of the college community and society at large.

RN-BS Nursing Program

The RN-BS Nursing Program at SUNY Canton values and strives to create a **transformative learning environment** where the person's self-awareness is raised in order to move to a higher level based on the individual's reality.

Education plays a key role in transformative learning. **Education** is viewed as a mentoring relationship based on mutual respect and understanding that recognizes the diverse needs of the learner and empowers the learner to achieve their highest level of potential.

The SUNY Canton Nursing Program believes that:

- **People** are unique, holistic individuals with values and beliefs that originate from their life-world, who have specific needs and are capable of making decisions by themselves, with others, and/or by proxy.
- **Health and well-being** are dynamic lived experiences uniquely defined by the individual within the context of culture and environment.
- **Nursing** is a unique profession that provides a service to society that is culturally sensitive, evidence-based, collaborative, and individualized. Utilizing the nursing process, the nurse facilitates transformation within individuals and groups to attain desired outcomes.

TRANSFORMATIVE LEARNING FRAMEWORK

Humanistic, constructivist approach to learning that is an intuitive, holistic, contextually based process.

Essential elements:

- Critical reflection and dialogue.
- Active questioning of beliefs, values, and assumptions.
- Dramatic changes in learners' perceptions and their lives.
- Exploration of new ways of understanding.
- Addresses cognitive, affective, spiritual, social contexts of learning.
- Facilitates the development of supportive, nurturing relationships. **Learners:**
- Encouraged to critically reflect, appropriately validate, effectively act on their (and other's) beliefs, interpretations, values, feelings, and ways of thinking.
- Fully and freely engaged in discourse to facilitate a deep shift in their frame of references.
- Achieving their highest level of potential while gaining better understanding of self and world around them.

The learning environment:

- Becomes a mentoring, collaborative community that promotes life-long commitment to critical reflection, expanding self-awareness, and new ways of thinking.
- Is a zone of safety that engages the learner in critical reflection and questioning
- Acknowledges learners' reality and reawakens intellectual curiosity.
- Facilitates internal and external changes in the learners.
- Encourages learners to critically evaluate diverse perspectives and to synthesize personal understandings.

Faculty:

- Create mentoring relationships to facilitate the learning process.
- Guide learners in their personal and academic journeys.
- Maintain open minds; listen carefully and empathetically to the voices of the learners.
- Respect the rights, beliefs, values, and decisions of the learners.
- Validate learners' life histories and lived experiences to enhance development of self.
- Promote reflective practices, collaborative inquiry, and active dialogue.
- Acknowledge the complexity and diversity of the learner and the learning process.
- Demonstrate awareness of the psychological, physiological, sociocultural, and emotional dimensions of the learning.
- Recognize and support developmental transitions.
- Engage learners in goal-setting behaviors as a basis for self-directed learning.
- Involve learners in decision-making strategies such as participatory planning, curriculum revision, and the evaluation process.

- Utilize diverse, interactive learning strategies to fully engage learners
- Utilize consciousness raising learning experiences: case studies, clinical scenarios, simulations, active debate, reflective journaling, experiential learning, critical incident examination, and portfolio development.



A Transformative learning environment facilitates the development of a supportive, nurturing relationship between faculty and learners. The environment incorporates the elements of critical reflection and dialogue to encourage students to actively question beliefs, values, and assumptions. A transformative learning environment facilitates dramatic changes in learners' perceptions and in their lives. This environment utilizes the cognitive, affective, spiritual, and social contexts of learning, to explore new ways of understanding.

SUNY CANTON RN-BS PROGRAM COURSE DESCRIPTIONS

CONCEPTUAL FRAMEWORKS IN NURSING

3 credit hours

This course examines the historical development and evolution of nursing theory and its interrelationship to research and professional nursing practice. The course includes critical thinking activities used to conceptualize, apply, analyze, and synthesize knowledge related to specific nursing theories and their importance in nursing education, practice, and research. A group project that incorporates the students' knowledge of nursing theory and nursing theorists will be used to demonstrate an understanding of the relevance of theory to practice. Three hours lecture per week. Prerequisites: Students must have successfully completed NURS 202 and be enrolled in the Dual Degree and completed the ADN or have completed an ADN accredited/registered program and/or enrolled in the RN-BS program or by permission of instructor.

NURS 302

LEGAL AND ETHICAL ISSUES IN HEALTH CARE

3 credit hours

The student will examine the legal and ethical issues related to health care as they impact the health services and health care decision making. A variety of commonly experienced legal situations and ethical dilemmas will be discussed, including professional liability, patients' rights, abortion, AIDS care, informed consent, organ transplantation, health care delivery and resource allocation and issues related to death and dying. Three hours lecture per week. Prerequisites: Prerequisites: Students must have successfully completed NURS 202 and be enrolled in the Dual Degree and completed the ADN, or have completed an ADN accredited/registered program and/or enrolled in the RN-BS program or by permission of instructor.

NURS 303

HEALTH ASSESSMENT IN NURSING

4 CREDIT HOURS

This course will provide the student with knowledge and skills basic to health assessment in nursing. The course emphasizes critical thinking skills required for accurate collection and analysis of client health information and provides opportunities for enhancement of physical assessment skills. Students will be responsible for finding a qualified preceptor (with the approval of the course instructor) to successfully complete the clinical portion of this course. Three hours lecture and three hours clinical per week. Prerequisites: Students must have successfully completed NURS 202 and be enrolled in the Dual Degree and completed the ADN, or have completed an ADN accredited/registered program and/or enrolled in the RN-BS program or by permission of instructor. Students must possess an unencumbered, valid registered nurse license from the state they are fulfilling their preceptorship.

NURS 304

HEALTH PROMOTION AND RESTORATION

3 credit hours

This course provides the student with knowledge of the major individual and community models and theories that guide health-promotion interventions across the life span. This course presents information that enhances the students' ability to provide holistic health promotion and preventive care. The planning, implementing, and evaluating of health promotion, prevention, and restoration activities for individuals, families, and communities is stressed. Three hours lecture per week. Pre- or Corequisites: Conceptual Frameworks in Nursing (NURS 300), Health Assessment in Nursing (NURS 303). Students must have successfully completed NURS 202 and be enrolled in the Dual Degree and completed the ADN or have completed an ADN accredited/registered program and/or enrolled in the RN-BS program or by permission of instructor.

NURS 370

RESEARCH METHODS IN THE HEALTH SCIENCES

3 credit hours

The purpose of this course is to understand and apply research findings to practice. Three hours lecture per week. Prerequisites: Students must have successfully completed NURS 202 and be enrolled in the Dual Degree and completed the ADN, or have completed an ADN accredited/registered program and/or enrolled in the RN - BS program or by permission of instructor. Pre - or Corequisite: Statistics (MATH 141) or equivalent coursework.

NURS 400

NURSING MANAGEMENT AND LEADERSHIP

3 credit hours

This course introduces the student to the conceptual basis for the application of leadership and management principles. The student gains a better understanding of the application of these principles in the management and coordination of health care delivery systems. Exploration of the critical components of leadership and management in diverse health care settings and application of course content enhances the coordination of quality client care and the role of the nurse as a leader and manager. Two hours lecture per week and 45-hour preceptorship. Prerequisites: Conceptual Frameworks in Nursing (NURS 300), Legal and Ethical Issues in Health Care (NURS 302), Health Assessment in Nursing (NURS 303), Health Promotion and Restoration in Nursing (NURS 304). Writing Intensive Course. Students must have successfully completed NURS 202 and be enrolled in the Dual Degree and completed the ADN or have completed an ADN accredited/registered program and/or enrolled in the RN-BS program or by permission of instructor. Students must possess an unencumbered, valid registered nurse license from the state they are fulfilling their preceptorship.

NURS 402

COMMUNITY HEALTH NURSING

4 credit hours

This course will examine public and community health theory and practice as they relate to the Registered Professional Nurse. Public health principles, epidemiology, and community health nursing theory will be utilized by the student in conducting a community health assessment and implementation of a service-learning project within the community. Four hours lecture per week, Service-Learning Project. Prerequisites: Conceptual Frameworks in Nursing, (NURS 300), Health Assessment in Nursing (NURS 303), Health Promotion and Restoration (NURS 304), Research Methods in the Health Sciences (NURS 370). Students must have successfully completed NURS 202 and be enrolled in the Dual Degree and completed the ADN or have completed an ADN accredited/registered program and/or enrolled in the RN-BS program or by permission of instructor. Students must possess an unencumbered, valid registered nurse license from the state they are fulfilling their preceptorship.

NURS 403

TRANSCULTURAL NURSING

2 credit hours

This course provides the student with an overview of the influence of culture on health care practices and in the delivery of nursing care for individuals, groups, and communities. Increased awareness of culturally diverse nursing care and a sound understanding of the impact of cultural beliefs, values, and practices upon health and health care delivery is a direct outcome of this course. The student explores and reflects upon their own cultural beliefs related to health and health care delivery and examines client behaviors, cultural perspectives, and barriers to transcultural communication. Two hours lecture per week. Prerequisites: Research Methods in Health Sciences (Nursing 370), senior level status. Students must have successfully completed NURS 202 and be enrolled in the Dual Degree and completed the ADN or have completed an ADN accredited/registered program and/or enrolled in the RN-BS program or by permission of instructor.

Program Requirements for the RN-BS Degree

NURS 300 Conceptual Frameworks in Nursing
NURS 302 Legal and Ethical issues in Nursing
NURS 303 Health Assessment in Nursing
NURS 304 Health Promotion and Restoration
NURS 370 Research methods in the Social and Health Sciences
NURS 400 Nursing Management and Leadership **
NURS 402 Community Health Nursing
NURS 403 Transcultural Nursing

MATH 111 or math 121 Survey of math OR College Algebra *
MATH 141 Statistics

BIO 335 Pathophysiology
BIO 310 The Genome

SOCI 101 Introduction to Sociology

Liberal arts-lower level

1 GER 5 liberal art
2 GER 4,6,7,8 or 9, liberal arts...must be a different GER

Liberal arts-higher level

5-Upper-level liberal arts

Students must pass all courses with a grade of "C" or better prior to graduating with the BS degree.

Students who have not met the pre-requisite for MATH 141 (statistics) take MATH 111 or MATH 121; students who have already taken Statistics or have met the prerequisite for MATH 141 take a Liberal Arts elective*

** Fulfills writing intensive requirement

U/L = Upper-Level

Courses (300/400) GER = General

Education Requirement

NOTE: Nursing students must take seven out of ten General Education Requirements including one and ten, 30 total General Education credits, 45 upper-level credits.

COURSE PROGRESSION/GRADUATION REQUIREMENTS

In order for a student enrolled in the RN-BS Program to progress to the next nursing course and to meet the requirements for graduation the following must be met:

1. The student must earn a grade of "C" or higher in all nursing courses (NURS designated courses).
2. The student must pass all co-requisite courses.
3. The student must achieve a semester GPA of 2.0 or higher in order to progress to the next semester and obtain a cumulative GPA of 2.0 or higher to graduate.

** There are no residency requirements for the online RN-BS Program.

ADMISSION REQUIREMENTS

There is no discrimination in the educational program or activities of the Nursing Program on the basis of race, age, color, creed, religion, national or ethnic origin, gender, sexual orientation, marital status or handicap. This practice is in compliance with Title IX of the Educational Acts of 1972, the Americans with Disabilities Act of 1992 and other federal and state laws and regulations.

Admission Requirements: RN-BS in Nursing (Bachelor of Science Degree in Nursing)

Candidates must have earned the following to be considered for admission:

1. Proof of United States' citizenship or legal residence or United States work visa.
2. Completion of an associate degree from a registered nursing program. Prior to admission, each student is required to have a minimum of 24 lower division semester hours in arts and sciences, or equivalent, in English composition, anatomy and physiology, microbiology, introductory psychology.
3. Courses transferred in must have a minimum of C.
4. Proof of official United States Registered Nurse License and current nursing registration must be submitted with their application prior to acceptance into the program. (New graduates in May will submit proof of registered nurse license by August 1 of the fall semester. New graduates in December will submit proof of registered nurse license by January of spring semester. Copy of license will be faxed to the Admissions Office. If students do not submit proof of registered nurse license by this date, they can reapply once they supply proof of registered nurse license.

Transfer Students

Transfer students from other programs may be accepted on a space available basis. Candidates must have earned the following to be considered for transfer into the RN-BS program:

1. Satisfy the criteria stated in the Admission Requirements: RN-BS Nursing
2. Students must complete a minimum of 30 credits at SUNY Canton's RN-BS program in order to receive a Bachelor of Science degree from SUNY Canton. Required courses include: Health Assessment in Nursing (NURS 303), Nursing Management and Leadership (NURS 400), and Community Health Nursing (NURS 402).
3. Students requesting transfer from another nursing program must:

- a. Satisfy the criteria stated in the admission requirements: RN-BS
- b. Satisfy the co-requisite criteria if seeking advanced placement.

WITHDRAWAL FROM COLLEGE

If a student wishes to withdraw from **all courses** for a given academic term, an official [College Withdrawal Form](#) should be processed. All student information on the form should be completed, including the last date of class attendance. **The student must sign the form.**

POLICY DEVELOPMENT AND IMPLEMENTATION

Development of nursing policies evolves from identification of issues/concerns via:

- Program review
- Those identified by faculty members and/or the advisory board
- Student evaluations

Policy changes are implemented when they are published in the Nursing Program Student Handbook. This handbook is distributed to each student each semester. In the event a policy must be implemented immediately, a copy of the policy is distributed to each student and all faculty members. Each semester students are required to read the program handbook and sign a statement that they have obtained, read and understand the Program handbook. All faculty members are provided a copy of the handbook.

ACCOUNTABILITY

Each Canton nursing student is expected to function professionally and be accountable for his/her own action(s). Students are expected to be assertive and to follow appropriate chain of command in both clinical and campus settings.

- Failure to submit assigned work will result in a written contract being established between the instructor and student. Failure to continue to submit assigned work may result in dismissal from the course. A written request for an extension may be submitted to the instructor prior to the due date. The instructor may or may not, at his/her discretion, grant an extension.
- Failure to submit assigned work by 12:00pm on the last day of instruction for the semester will result in an "F" course grade.

GRIEVANCE PROCEDURE

https://www.canton.edu/student-handbook/section-30-student-life/discrim_harassment.html

<https://www.canton.edu/titleix/nondiscrimination.html>

https://www.canton.edu/student-handbook/section-20-academics/grievance_procedure.html

EXPECTATIONS OF NURSING STUDENTS AND ACCOMMODATIONS POLICY

Physical expectations of students admitted in the nursing program include being able to ambulate and function in a safe manner and not placing patients in jeopardy. Students should be able to perform motor skills safely. The student must be able to move efficiently enough to meet the needs of several patients in a timely manner. The student must be able to perform skills involving manual dexterity and operate a variety of equipment in emergency and non-emergency situations. Students admitted to and progressing through SUNY Canton Nursing Program, should be able to observe, assess, and provide patient care, have full manual dexterity, have unrestricted movement, have the ability to bend, be able to sit, walk and stand during the course of the lecture/lab/clinical day, and adequate corrected hearing and sight in order to be successful in the program and be able to provide safe patient care.

Communication expectations of students admitted to the nursing program include proficiency in reading, writing, and speaking the English language. Students should possess the ability to receive and issue instruction concerning the care of patients without the risk of misunderstanding.

Students who may have difficulty in meeting the previous expectations or who may have or have a learning disability are encouraged to meet with staff from the Accommodative Services Office (refer to SUNY Canton Home Page) on campus to receive assistance.

The department is committed to ensuring compliance with the Americans with Disabilities Act and will provide accommodations whenever possible. In addition, students meeting the criteria for special accommodations are to consult with the course instructor as soon as possible (but prior to the first examination) so that arrangements to meet the students' need may be made. All students completing the nursing program must be able to successfully demonstrate the ability to perform all program competencies.

Students who take lecture examinations through accommodative services are asked to speak with the nursing faculty member when returning his/her exam to the learning management system from the accommodative testing site regarding any announcements, corrections, changes, etc. that may have been made by the instructor during the examination session. It is the student's responsibility to check with the instructor and to receive these announcements when returning to the class.

The college provides tutoring services in math, science, writing, psychology, and nursing. Refer to SUNY Canton Home Page for links to these services.

For a copy of the student accommodative services policy, here is the link:

https://www.canton.edu/media/pdf/Guidelines_for_Alternative_Testing.pdf

INTEGRITY POLICY

It is expected that students will be honest in all academic and clinical situations and perform independently on all tests, skill tests, and written assignments.

Any form of cheating or attempting to cheat will result in “F” course grade. The college policy for “Deviant Academic Conduct” found in the college’s student handbook will be adhered to. Students who knowingly collaborate in cheating by assisting others will also be held equally responsible.

Learning assistance materials, supplies, videos, software and equipment in the lab are for use by all nursing students and are not to be removed unless permission from a nursing faculty member is granted. Removal of such items without permission jeopardizes the learning of all other students and is considered to be a breach of integrity. Removal of such equipment without permission may result in criminal charges.

PROFESSIONAL BEHAVIORS

Nursing students and faculty members are expected to demonstrate professional behaviors in all settings. Professional behaviors should be demonstrated through interactions with peers, students, faculty members, other professional staff, patients, and their families. For students, appropriate professional behaviors will be evaluated by nursing faculty members. For faculty members, appropriate behaviors will be evaluated by peers and nursing students. Students who witness unprofessional behaviors being demonstrated by their peers, faculty members, or other healthcare professionals are encouraged to report their observations to the appropriate faculty member following the chain of command. Online etiquette is discussed in each of the Nursing course shells.

Standards of Professional Conduct

SUNY Canton’s nursing students will adhere to the following standards of professional conduct as an integral aspect of professional socialization.

- **Accountability** - Answering for one’s action to self, the client, the profession and the college.
- **Ethical** - Adhering to the Nurse’s Code of Ethics (ANA, 2004).
- **Legal** - Operating within the standards of care related to the nursing student role.
- **Honesty** - Practicing fairness and truthfulness in conduct.
- **Dependability** - Being trustworthy and reliable.
- **Respect** - Treating others and self with consideration and courtesy.
- **Responsibility** - Performing duties associated with the nurse’s particular role.
- **Confidentiality** - Respecting the privacy of clients by respecting privileged information.
- **Punctuality** - Arriving on time for all classroom and clinical assignments.
- **Professional Appearance** – Following personal appearance standards and uniform policy.

SUNY Canton College Code of Conduct

Students are also required to adhere to SUNY Canton Code of Conduct defined on the College website:

http://www.canton.edu/student_affairs/code.html

American Nurses Association (ANA) Principles for Social Networking

Students are expected to adhere to the ANA's Principles for Social Networking as listed below. Violations of these principles may result in termination from the nursing program.

ANA's Principles for Social Networking

1. Nurses must not transmit or place online individually identifiable client information.
2. Nurses must observe ethically prescribed professional client-nurse boundaries.
3. Nurses should understand that clients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a client's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

Six Tips to Avoid Problems

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-client relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with clients blurs this boundary.
4. Do not make disparaging remarks about clients, employers or co-workers, even if they are not identified.
5. Do not take photos or videos of clients on personal devices, including cell phones
6. Promptly report a breach of confidentiality or privacy.

References:

- American Nurses Association (2010, September). Principles for Social Networking and the Nurse. Silver Spring, MD: Author.
- National Council of State Boards of Nursing. (2011, August). White Paper: A Nurse's Guide to the Use of Social Media. Chicago, IL: Author.

Ethical/Legal Behavior

The Nursing Department believes all nurses and nursing students should follow a professional code of ethics. The American Nurses' Association -Nursing: Scope and Standards of Practice contains the 2004 Code of Ethics.

Violating any of the Standards of Professional Conduct, the SUNY Canton Code of Conduct, or ANA's Principles for Social Networking will result in a required meeting with the student and Department Director and may include the instructor within five business days and may result in termination from the program with no possibility of return/reapplication.

ACADEMIC ADVISEMENT

Each nursing student is assigned a nursing faculty member as his/her academic advisor. The advisor works to facilitate students' success in the nursing program and with academic/professional aspirations. Students will have the same advisor through graduation. Students may request a different advisor by contacting the dean of the school of health, science and criminal justice office. Advisors have posted office hours and are available to meet with the students requesting an appointment in person, via email, by telephone or webcam. The advisor will assist the student with referrals to other college services as indicated.

STUDENT FINANCIAL INFORMATION/ASSISTANCE

Student financial information, including both billing and financial aid may be found in the Student Service Center located in French Hall. Refer to SUNY Canton Home Page for links to services. One expectation of nursing graduates, as professionals, is that loan commitments and obligations should be honored.

Students in need of small loans for emergency purposes may apply for the Rebecca Spooner or James Donnelly loan. Please see a nursing faculty member for more details.

STUDENT RESOURCES

SUNY Canton student handbook available at: <https://www.canton.edu/dos/code.html>

Refer to SUNY Canton Home Page for the following resources:

- SUNY Learning Network (SLN)
- SLN Student Orientation
- SLN Knowledge Base
- SLN Network
- SUNY Canton Help Desk: helpdesk@canton.edu . Phone# 315-386-7448
- Program Information packet available on request

STUDENT ACCIDENT/INJURY POLICY

Nursing students who are injured during clinical experiences and receive a personal injury or blood exposure must notify the course instructor immediately. Depending on the nature of the injury and after consulting with the affiliating agency's infection control staff and/or the SUNY Canton Davis Health Center, the student will be referred to the emergency department, the Davis Health Center, or the student's own healthcare provider. Any blood/body fluid exposures will be evaluated in the nearest emergency department immediately.

Appropriate agency Accident/Injury forms should be obtained from both SUNY Canton and the affiliating agency's nurse manager of the unit where the accident or injury occurred. The SUNY Canton

Accident/Injury report should be completed by the student whenever possible to prevent any breach of confidentiality by college staff. Detailed and extensive reporting is to be avoided.

The nursing department director must be notified by the Clinical Instructor and a SUNY Canton Accident/Injury form obtained and completed (see Appendix B).

Unless immediate evaluation is required in the emergency room setting, the student will contact the SUNY Canton Davis Health Center for advice, referral, or treatment if medically necessary.

The SUNY Canton Nursing Program is not responsible for reimbursement of medical treatment rendered.

STUDENT RECORDS

Please see the SUNY Canton Academic Catalog. A student file for advisement is maintained for all nursing students in the Dean of Science, Health, and Professional Studies office. This file is accessible to students and faculty. Students may access their records through Degree works.

STUDENT LIABILITY INSURANCE

Each student should carefully consider the benefits of purchasing malpractice insurance. The department recommends that students consider companies endorsed by the American Nurses Association and/or the New York State Nurses Association.

NURSING IMPAIRMENT POLICY

Purpose

Practicing nursing while the ability to practice is impaired by alcohol, drugs, physical or mental disability, or being dependency upon alcohol or drugs constitutes professional misconduct for a nurse. The State of New York offers an opportunity through peer assistance services for remediation as long as the use of alcohol or drugs has not resulted in harm to a patient. A nurse whose abuse of alcohol or drugs results in harm to a patient is subject to discipline, up to and including revocation of their license.

The purpose of this policy is to establish procedures consistent with the expectations for licensed nurses in the State of New York, by which the SUNY Canton nursing faculty will address student impairment. Student impairment may be suspected when a student is:

Exhibiting one or more signs of impairment immediately before or at any time during a preceptorship which gives rise to a reasonable suspicion of impairment, as determined by the observing nursing preceptor; or if a student self identifies a drug-related problem.

Policy

SUNY Canton is committed to maintaining a safe, healthy, and productive learning environment for students, faculty, patients, clients, and visitors. In order to provide a safe learning environment, students must be able to perform nursing duties with reasonable skill in a safe, secure, productive, and effective

manner, and remain able to do so through the entire time they are a student at SUNY Canton. Nursing students who are impaired are not fit for duty and pose significant health and safety risks to themselves and others. This policy supplements but does not override the [SUNY Canton Policies & Procedures Manual](#), including those sections relating to Expectations of Nursing Students and Accommodations and Professional Behavior. This policy also supplements any applicable Facility Policy.

SUNY Canton recognizes the right to privacy granted to all students under the Health Insurance Portability and Accountability Act (HIPAA) and the Family Education Rights Protection Act (FERPA). All persons involved in fitness for duty evaluations, drug testing, and referrals shall keep confidential the identity of the student, their evaluation tests, and the results of any evaluation/test as required by such laws.

The cost of any evaluation, testing, and transportation, as well as treatment required as a result of such evaluation and testing arising from suspected student impairment, shall be the sole responsibility of the student.

Procedure

When a nursing faculty member personally observes or receives reliable information that a student may be impaired, the nursing faculty member will make an effort through an interview with the student to determine whether the suspicion is reasonable and document the information or observation as soon as possible using the Impaired Observation Checklist, attached to this policy as Form One. If possible, the nursing faculty member should have another observer complete a separate observation form. Each observer should document the observed or reported information that supports the reasonable suspicion of impairment.

In accordance with the applicable Facility Policy, when a nursing preceptor has reasonable suspicion that a nursing student may be impaired, the nursing preceptor shall immediately remove such student from interaction with patients and adhere to the applicable Facility Policy and seek immediate testing of the student for the cause of impairment with the written consent of the student. A written consent form is attached to this policy as [Form Two](#). The student will be responsible for the cost of the testing. Although the nursing faculty member may authorize the facility to charge SUNY Canton for the cost of testing, the student subject to testing will be expected to reimburse SUNY Canton for the cost of the testing.

If the facility does not provide immediate testing, the nursing faculty member will seek testing at a nearby emergency department provided:

The student consents to the testing and the transportation to the emergency department;

Transport to the emergency department can be safely accomplished; (Use of SUNY Canton taxi vouchers is permitted for this purpose and can be obtained by contacting the Health Center during regular business hours or University Police if the Health Center is closed. The student will be expected to reimburse SUNY Canton for the cost of the taxi); and

Such efforts do not impose an undue burden on the facility or any other SUNY Canton nursing students training at the facility. Transporting a student suspected to be impaired in a nursing faculty member's vehicle is not considered safe.

Upon completion of such testing, the nursing faculty member will assist the student in arranging transportation to the student's residence. Use of SUNY Canton taxi vouchers is permitted for this purpose and can be obtained by contacting the Health Center during regular business hours or University Police if the Health Center is closed. The student will be expected to reimburse SUNY Canton for the cost of the taxi.

If preceptor supervision of other SUNY Canton nursing students at the facility is interrupted while addressing suspected student impairment, the other nursing students shall be removed from patient interaction until faculty supervision returns.

The nursing faculty member shall consult with the Nursing Program Director regarding the student after the immediate safety issue has been addressed. The completed observation form(s) will be provided to the Nursing Program Director.

If testing shows no cause of impairment or the suspected impairment is not a drug related problem, the issue will be addressed under the Remediation Policy and/or the Expectations of Nursing Students and Accommodations Policy as set forth in the Nursing Program Handbook. The documentation relating to the incident shall be considered to be part of the student's education record.

If: Testing confirms impairment; or; The student admits impairment; or;

The student refuses to consent to testing for the cause of suspected impairment; or; The facility did not provide immediate testing for the cause of suspected impairment; or The student self-identifies a drug-related problem,

Then, the student shall be placed on leave, encouraged to remediate any drug-related problem, and be required to provide a completed Fitness for Duty Clearance Form; which must be completed by a qualified healthcare provider (the form attached as form three).

The Fitness for Duty Clearance Form must be delivered to the Davis Health Center Director before the student is permitted to return to the program from leave. The Fitness for Duty Clearance Form will be reviewed by the Davis Health Center Director for a determination of health clearance and, if acceptable, the Davis Health Center Director in consultation with the Nursing Program Director, may authorize the student to return to the program, subject to a behavioral contract as provided in the Nursing Student Handbook. The student is encouraged to request an opportunity to discuss the matter with the Davis Health Center Director. The Davis Health Center Director may require the student to meet with the Nursing Program Director prior to making the decision on whether the student may return to the program.

The Attendance Policy set forth in the Nursing Program Handbook shall apply to the absence during such leave with not more than one day being considered an excused absence. A student who is unable to provide the Fitness for Duty Clearance Form prior to incurring an unexcused absence may withdraw from the clinical nursing course and request a medical leave from the nursing program in accordance with the Nursing Program Handbook to allow the student the time necessary to remediate a drug related problem. However, withdrawal from the clinical nursing course and requesting a medical leave from the program does not satisfy the requirement to provide the Fitness for Duty Clearance Form before the student is permitted to return to the program. ¹

¹ To clarify:

1. A student who is suspected of impairment and consents to testing which determines that no impairing substance was detectable may continue in the clinical nursing course.
2. A student who is suspected of impairment, and either consents to testing which confirms impairment or who is unable to submit to immediate testing and then provides a completed and acceptable Fitness for Duty Clearance Form within one day after the date of confirmed or suspected impairment may continue in the clinical nursing course.

3. A student who is suspected of impairment, either consents to testing which confirms impairment or is unable to submit to immediate testing, and then cannot provide a completed and acceptable Fitness for Duty Clearance Form within one day after the date of confirmed or suspected impairment may withdraw from the clinical nursing course and request a medical leave from the program to permit the student to address a drug-related problem. Return to the program will depend, among other things, on the ability of the student to provide a completed and acceptable Fitness for Duty Clearance Form within the term of the medical leave.
4. A student who refuses to consent to testing for a suspected drug-related problem when a reasonable suspicion of impairment arises and who provides no satisfactory explanation for the suspected impairment will be assumed to have been impaired and may be subject to discipline up to and including dismissal from the program. Whether a student has capacity to consent to testing shall be determined solely by the facility that conducts the testing.

A student who refuses to consent to testing for a drug-related problem when a reasonable suspicion of impairment arises and provides no satisfactory explanation for the suspected impairment will be assumed to have been impaired and may be subject to discipline up to and including dismissal from the program. Whether a student has capacity to consent to testing shall be determined solely by the facility that conducts the testing.

Definitions

Drug-related problem: A problem or problems that are related to the use, misuse, or addiction to drugs and/or alcohol.

Facility policy: A policy or procedure of a healthcare facility where a nursing student participates in a clinical rotation.

Impairment: An inability to perform duties with reasonable skill and safety to patients and others due use or misuse of drugs, alcohol, or any other substance or as a result of any physical or mental condition.

Qualified healthcare provider: A healthcare provider licensed under Chapter 131, 153 or 163 of the New York State Education Law with appropriate expertise in conditions related to the use or abuse of alcohol or other substances.

Reasonable suspicion: Exists when a nursing faculty member has:

Either

- received an oral or written report that alleges that a SUNY Canton nursing student has exhibited one or more signs of impairment; or
- Observed the SUNY Canton nursing student exhibit one or more signs of impairment; and made a reasonable effort through an interview with the SUNY Canton nursing student to determine whether the suspicion of impairment is reasonable

Form One

IMPAIRED OBSERVATION CHECKLIST

Student: _____ Date: _____ Time: _____ Location: _____

Observations	Yes	No
Smell of Alcohol or Marijuana on breath or person		
Speech: Slurred, Confused, Fragmented, Rapid, Slow, Unusually loud or soft (circle all that apply)		
Disorientation: Is the student confused about where she/he is, what day it is, what time it is? Is the student forgetful? Decreased alertness? (circle all that apply)		
Personality: Significant change in personality such as mood swings, euphoria, depression, abusive behavior, violence, secretiveness, insolence, insubordination, irritability, moodiness, tendency to isolate self (circle all that apply)		
Social Changes: Avoids social gatherings, eats alone (describe)		
Apparent inability to focus on work: (describe)		
Shaking or trembling of hands		
Skin: Pale, flushed, excessive perspiration (circle all that apply)		
Needle marks on arms, unusual sneezing or nasal congestion: (circle all that apply)		
Eyes: Bloodshot, dilated pupils, pinpoint pupils (circle all that apply)		
Blank stare on expression		
Physical Appearance: Deteriorating and/or changes in appearance such as change in dress, unkempt appearance, flushed complexion, (describe)		
Energy: Displays weariness, fatigue, exhaustion, excessive yawning, sudden or unpredictable change in energy level, unusually energetic (circle all that apply)		
Class/Lab/Clinical Time: A pattern of tardiness, prolonged breaks, unexplained departures from class, lab or clinical, disappearance from class, lab or clinical, excessive absenteeism, late assignments with elaborate excuses for not meeting deadlines, avoiding group work, unsafe clinical performance/placing clients at risk, impaired judgment in the clinical area, deteriorating productivity (circle all that apply)		
Student states consumption of alcohol or ingesting drugs, including (over-the-counter or prescription) that adversely affects the student's ability to practice nursing or perform classroom and clinical duties with reasonable skill and safety		

Student: _____ Date: _____

Observations	Yes	No

Careless performance of work (describe)

Additional Comments:

Based on my observations, I have a reasonable suspicion that _____ (student) may be impaired and could be a danger to self or others and I request further evaluation to determine the cause of the suspected impairment.

Signature: _____ Date: _____

To be completed by the student to be referred (optional). Are you taking any medications, or is there any other information you believe might explain your behavior?

Form Two

**STATE UNIVERSITY OF NEW YORK COLLEGE OF TECHNOLOGY AT CANTON Impairment
Evaluation Authorization**

Consent to Evaluation and Authorization for Release of Records

I acknowledge that I have been requested to submit to evaluation for possible cause of suspected impairment pursuant to the SUNY Canton Impairment Policy. I understand that the evaluation includes a triage screening, possible examination by a physician, and blood and/or urinalysis and/or hair testing for drugs and alcohol. I hereby consent to this evaluation. I authorize the release of all records pertaining to this evaluation, including emergency department and physician notes and laboratory reports, and specifically including records containing the diagnosis of drug and/or alcohol abuse to the SUNY Canton Davis Health Center Director for the program in which I am enrolled. I do not, however, authorize the sharing of information about the diagnosis or treatment of AIDS, the treatment of drug and/or alcohol abuse or the treatment and/or consultation for mental health or psychiatric disorders. The records are needed for a fitness for duty evaluation. This authorization will expire 30 days after the date first written below. I understand that I may revoke this authorization at any time, that my revocation must be submitted in writing to the facility that conducts the testing and evaluation; and that the revocation shall be effective except to the extent the facility has already disclosed information in reliance on this authorization. I understand that treatment, payment, enrollment in any health plan, or eligibility for benefits is not conditioned on signing this authorization. However, I understand that the provision of the impairment evaluation is conditioned upon my signing this consent and authorization. I understand that information used or disclosed pursuant to this authorization may be subject to re-disclosure by the recipient and may no longer be protected by applicable privacy law. I have received a copy of this form.

Signature

Date

Witness Signature

Refusal of Impairment Evaluation

I acknowledge that I have been requested to submit to evaluation for possible cause of suspected impairment pursuant to the SUNY Canton Impairment Policy. I hereby refuse to submit to the impairment evaluation and

refuse to submit any and all specimens for testing. I acknowledge that my refusal may be accepted by SUNY Canton as my irrevocable withdrawal from the Nursing Program at SUNY Canton in which I am enrolled and that if so accepted, I shall not be eligible for readmission.

Signature	Date	Witness Signature	Date
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If the person refuses to sign this form, indicate below:

I provided _____ [Name] with a copy of this Impairment Evaluation Authorization on_[Date] and asked him/her to submit to an impairment evaluation. He/she refused to submit to the evaluation and refused to sign the form.

Supervisor Signature	Date	Witness Signature	Date <u>Form Three</u>
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FITNESS FOR DUTY CLEARANCE FORM

To be completed by the student (patient):

Student's Name: _____ Phone (_____) _____

Address: _____ City: _____ State: _____ Zip: _____

I hereby authorize my health care provider to complete and forward this form to the SUNY Canton Davis Health Center at 34 Cornell Drive, Canton, NY 13617 and supply the information requested herein.

Student's Signature _____ Date: _____

Guardian's signature if the participant is under 18 years of age

To be completed by the Qualified Healthcare Provider:

I have examined this patient on _____
Date of Examination

I have found the following:

- Any Substance Use Disorder is in Early Full Remission or Sustained Full Remission,
- Current Global Assessment of Function (GAF) is 81 or higher
- For Mental Health Disorders, a Social and Occupational Functioning Scale (SOFA) is 81 or higher
- She / he may participate fully in the nursing program without restrictions or limitations. The patient is competent to perform all nursing tasks.
- She / he may participate fully in the nursing program with restrictions or limitations. The patient is competent to perform all nursing tasks. Limitations or restrictions are:

Clinic Name: _____ Phone Number: _____

Clinic Address: _____

Provider's Signature: _____

Provider's Name Printed: _____ Provider's Title: _____ Date: __

PLEASE NOTE: This record must be signed by the provider granting the clearance.

GLOBAL ASSESSMENT OF FUNCTIONING

The Global Assessment of Functioning (GAF) assigns a clinical judgment in numerical fashion to the individual's overall functioning level. Impairments in psychological, social and occupational/school functioning are considered, but those related to physical or environmental limitations are not.

The scale ranges from 0 (inadequate information) to 100 (superior functioning). Starting at either the top or the bottom of the scale, go up/down the list until the most accurate description of functioning for the individual is reached. Assess either the symptom severity or the level of functioning, whichever is the worse of the two.

Check the category above and below to ensure the most accurate one has been chosen. Within that category there will be a range of 10. Choose the number that is most descriptive of the overall functioning of the individual.

GAF Range	Description of Level of Functioning
100-91	Superior functioning in a wide range of activities, life's problems never seem to get out of hand, is sought out by others because of his or her many positive qualities. No symptoms.
90-81	Absent minimal symptoms (e.g. mild anxiety before an exam), good functioning in all areas, interested and involved in a wide range of activities, socially effective, generally satisfied with life, no more than everyday problems or concerns (e.g., an occasional argument with family members)
80-71	If symptoms are present, they are transient and expectable reactions to psychosocial stressors (e.g., difficulty concentration after family argument); no more than slight impairment in social, occupational, or school functioning (e.g., temporarily falling behind in school work).
70-61	Some mild symptoms (e.g., depressed mood and mild insomnia) OR some difficulty in social, occupational, or school functioning (e.g., occasional truancy, or theft within the household), but generally functioning pretty well, has some meaningful interpersonal relationships.
60-51	Moderate symptoms (e.g., flat and circumstantial speech, occasional panic attacks) OR moderate difficulty in social occupational, or social functioning (e.g., few friends, conflicts
	with co-workers)
50-41	Serious symptoms (e.g., suicidal ideation, severe obsessional rituals, frequent shoplifting) OR any serious impairment in social, occupational, or school functioning (e.g., no friends, unable to keep a job).
40-31	Some impairment in reality testing or communication (e.g., speech is at times illogical, obscure, or irrelevant) OR major impairment in several areas, such as work or school, family relations, judgement, thinking, or mood (e.g., depressed man avoids friends, neglect family, and is unable to work, child frequently beats up younger children, is defiant at home, and is failing at school).
30-21	Behavior is considerably influenced by delusions or hallucinations OR serious impairment in communication or judgement (e.g., sometimes incoherent, acts grossly inappropriately, suicidal preoccupation) OR inability to function in almost all areas (e.g., stays in bed all day, no job, home or friends).
20-11	Some danger of hurting self or others (e.g., suicide attempts without clear expectation of death, frequently violent, manic excitement) OR occasionally fails to maintain minimal personal hygiene (e.g., smears faces) OR gross impairment in communication (e.g., largely incoherent or mute).
10-1	Persistent danger of severely hurting self or others (e.g., recurrent violence) OR persistent inability to maintain minimal personal hygiene OR serious suicidal act with clear expectation of death.

0	Inadequate Information
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Retrieved from <https://www.omh.ny.gov/omhweb/nyscri/docs/nyscri-at-psychiatricevaluationupdate.pdf>

<https://static1.squarespace.com/static/5a0df2b3692ebe9b1a7973e0/t/5bd23d67104c7bbae6aa4a29/1540504936126/sofas.pdf>

SOCIAL AND OCCUPATIONAL FUNCTIONING ASSESSMENT SCALE (SOFAS)

The SOFAS is a new scale that differs from the Global Assessment of Functioning (GAF) Scale in that it focuses exclusively on the individual's level of social and occupational functioning and is not directly influenced by the overall severity of the individual's psychological symptoms. Also, in contrast to the GAF Scale, any impairment in social and occupational functioning that is due to general medical conditions is considered in making the SOFAS rating. The SOFAS is usually used to rate functioning for the current period (i.e., the level of functioning at the time of the evaluation). The SOFAS may also be used to rate functioning for other time periods. For example, for some purposes it may be useful to evaluate functioning for the past year (i.e., the highest level of functioning for at least a few months during the past year). Consider social and occupational functioning on a continuum from excellent functioning to grossly impaired functioning. Include impairments in functioning due to physical limitations, as well as those due to mental impairments. To be counted, impairment must be a direct consequence of mental and physical health problems; the effects of lack of opportunity and other environmental limitations are not to be considered. Code (Note: Use intermediate codes when appropriate, e.g., 45, 68, 72.)

SOFAS Range	Description of Level of Functioning
91-100	Superior functioning in a wide range of activities.
81-90	Good functioning in all areas, occupationally and socially effective.
71-80	No more than a slight impairment in social, occupational, or school functioning (e.g., infrequent interpersonal conflict, temporarily falling behind in schoolwork).
61-70	Some difficulty in social, occupational, or school functioning, but generally functioning well, has some meaningful interpersonal relationships.
51-60	Moderate difficulty in social, occupational, or school functioning (e.g., few friends, conflicts with peers or co-workers).
41-50	Serious impairment in social, occupational, or school functioning (e.g., no friends, unable to keep a job).
31-40	Major impairment in several areas, such as work or school, family relations (e.g., depressed man avoids friends, neglects family, and is unable to work; child frequently beats up younger children, is defiant at home, and is failing at school).
21-30	Inability to function in almost all areas (e.g., stays in bed all day; no job, home, or friends).
11-20	Occasionally fails to maintain minimal personal hygiene; unable to function independently.
1-10	Persistent inability to maintain minimal personal hygiene. Unable to function without harming self or others or without considerable external support (e.g., nursing care and supervision).
0	Inadequate information.

Reference:

<http://www.psychiatryonline.com>

CLINICAL PRECEPTORSHIP EXPERIENCE

(A Preceptorship Manual is available and includes all relevant information)

STUDENT ACTIVITIES

There are a wide range of activities for students to participate in, please see the SUNY Canton Handbook for a detailed listing. Located online at: <https://www.canton.edu/dos/code.html> . Some activities that are particular interest to the nursing students may be: Golden Key International Honor Society Webinars, online chats with other students.

NURSING HONOR SOCIETY

Students have an opportunity to join Golden Key International Honor Society. The Golden Key mission is “to enable members to realize their potential through the advancement of academics, leadership, and service”. The top 2 reasons noted consistently by students for joining the honor society were “recognition and scholarship opportunities”.

Golden Key International Honor Society, founded on 29 November 1977, is an academic honor society which recognizes and encourages scholastic achievement and excellence among college and university students from all academic disciplines.

Golden Key is the world's largest collegiate honor society. Membership into the Society is by invitation only, to the top 15% of college/university sophomores, juniors and seniors, 2nd and 3rd year students (depending on your program) and top performing US graduate students in all fields of study, based solely on the objective criteria of their academic achievements.

Golden Key has chapters at over 375 colleges and universities in Australia, Canada, Malaysia, New Zealand, South Africa, The Bahamas and the United States.

The Society offers its members over \$600,000 (USD) annually through numerous scholarship and award programs. Members are also connected to exclusive career opportunities and assistance through Golden Key's partnerships with major corporations and graduate programs. The Society provides campus and community service opportunities enabling personal growth and leadership development as well as collaborating with university faculty and administrators to develop and maintain high standards of education.

Listed below are other prestigious institutions who are members from New York State:

[Baruch College, The City University of New York](#)

[Brooklyn College, The City University of New York](#) [Columbia University in the City of New York](#)

[Cornell University](#)

[Farmingdale State College](#)

[Hofstra University](#)

[Hunter College, The City University of New York](#)

[Iona College](#)

[Lehman College, The City University of New York](#)

[New York Institute of Technology Pace](#)

[University - Pleasantville Campus](#)

[Queens College, The City University of New York](#)

[Rochester Institute of Technology State](#)

[University of New York at Canton State](#)

[University of New York at Fredonia State](#)

[University of New York at Geneseo Stony](#)

[Brook University](#)

[Syracuse University](#)

[The City College of New York, The City University of New York](#)

[United States Military Academy, West Point](#)

[University at Buffalo, The State University of New York University
of Rochester](#)

FREQUENTLY ASKED QUESTIONS

1. How do I apply?
 - You go to the SUNY Canton homepage
 - Click on Admissions
 - Scroll down to apply online
 - Pay the application fee
 - Send all official transcripts to SUNY Canton Office of Admissions
2. How often do you admit students?
 - Students can begin the program in the fall or spring semester.
3. Are courses offered during the winter and spring semester?
 - Numerous liberal arts courses are offered during these semesters
 - The courses offered can fulfill many of the general education requirements
 - Sometimes the NURS courses are offered during the summer semester
4. Do I have to go full-time?
 - No
 - Many students find it too challenging to go full-time to school, work full-time, and successfully fulfill other life roles and responsibilities.
 - You can go full-time, part-time, or take one course at a time.
 - Many students have commented the best approach is starting with 2 courses, NURS 300 and NURS 303.
 - Several students have successfully attended full-time and completed the program in 2 years.
5. Is financial aid available for full-time (12 credits and over) and part-time (6-11 credits)?
 - Yes, it is available.
 - You can go to the SUNY Canton home page and click on financial aid under current students.
 - The financial aid office can respond more fully to your questions and even help you apply.
6. How do I register for courses?
 - When you first begin the program, semester 1, the Dean's office along with your advisor help assist with this process.
 - The second semester, you will connect with your advisor via email, webcam, or in person during the pre-registration period. This period is in November for fall semester and April for spring semester.
 - Your transcript evaluation is available on UCANWEB. This is used to help guide your registration selections.
 - Your advisor will email you the curriculum plan, available on the RN-BS web page and in the information packet you received prior to starting the program. You will also receive a list of general education courses at SUNY Canton. This list is updated frequently and can be accessed under current students, scroll down to course listings, scroll down to General Education Approved Courses.

- The second semester your advisor will email you the curriculum plan and general education course list whenever you request it.
Once you have discussed your course plans, your advisor will give you a registration code which allows you to register online.
- 7. Are courses available during the winter and summer terms.
 - Yes, there are many courses offered in the summer and winter terms.
- 8. How do you add or drop a course?
 - Go to the Registrar's site on the SUNY Canton home page.
 - Click on the add/drop form.
 - Print the form and complete it. Then fax the form to 315-386-7959
 - Your advisor will sign it and send it to the registrar.
- 9. How do I withdraw from college?
 - If for some reason you need to withdraw, email your advisor and explain why.
 - There is also a withdrawal form online from the registrar's office which can be completed submitted to the registrar office.
 - The form will be reviewed by the Dean and after submission to the Registrar's office. When you are ready to come back, reapply online and email your advisor.
- 10. When is payment due each semester?
 - Payment for courses must be received the day before classes begin
 - However, if you are planning on using a credit card, it takes 3-5 days to process and needs to be submitted at least 5 days before the start of classes.
- 11. What are the general education requirements?

Attestation

Please review the following statement. If you agree, sign your name and date.

I have read the program handbook and understand the information

included in it. Name: _____ Date: _____