



DR. DONALD E. AND LOIS J. MYERS  
SCHOOL OF NURSING  
AND HEALTH PROFESSIONS



2025-2026

Graduate Student Nursing Handbook

August 2025

Welcome to The Stabler Department of Nursing Graduate Programs in The Donald E. and Lois J. Myers School of Nursing and Health Professions!

The nursing student handbook is prepared for all graduate nursing students at York College of Pennsylvania (YCP). It is intended to serve as a guide to established policies and practices of The Stabler Department of Nursing and should be used in conjunction with the [2025-2026 Graduate and Professional Programs Catalog](#) and [Graduate and Professional Student Handbook](#).

All courses, policies, and procedures listed in this handbook are administered under the academic policies of York College, which are fully described in the *2025-2026 Graduate and Professional Programs Catalog*. The Catalog contains the official college-level statements of policy and procedure, and every student, part-time as well as full-time, matriculated, as well as non-matriculated, should be familiar with it. Graduate and Professional College Catalogs are available to view online.

Both the College Catalog and this handbook are prepared based on the best information available at the time of publication. Changes or updates to the College Catalog will be posted on the York College of Pennsylvania website. The College Catalog is generally update annually. While the handbook is updated annually online, changes or updates to the handbook, which may be necessary throughout the academic year, will be announced by way of email to all currently enrolled nursing students. The email will come from me or the Director of the Nurse Practitioner program.

Students are responsible for understanding and adhering to all current policies of The Stabler Department of Nursing and York College of Pennsylvania.

The Stabler Department of Nursing 2025-2026 *Graduate Nursing Student Handbook* is available on the York College of Pennsylvania website at [Graduate Nursing Student Handbook](#).

Please review this handbook and sign the Graduate Nursing Student Acknowledgement Form using this link: [Graduate Nursing Student Handbook Acknowledgement Form](#).

Best wishes for success this year!



Karen S. March, PhD, RN, ACNS-BC  
Director, Graduate Nursing Programs

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## GRADUATE PROGRAMS IN NURSING OVERVIEW

The Graduate Programs in Nursing provide nurses with opportunities to advance their skills as clinical leaders through preparation for advanced practice roles at the master's and doctoral levels.

The BS-DNP program awards the Doctor of Nursing Practice (DNP) degree to graduates of the nurse anesthetist program. The full-time 36-month program (102-credit) is offered jointly between York College of Pennsylvania and WellSpan Health and meets the requirements for graduate education of York College of Pennsylvania and its accrediting bodies. The program incorporates *Standards for Accreditation of Nurse Anesthesia Educational Programs (2022)*. The curriculum is centered on the core values of integrity, excellence, resolve and balances, as well as the program motto, "Vigilance, Knowledge, and Compassion."

The DNP degree prepares nurse experts to apply the principles of evidence-based practice to influence change in delivery of health care. The curriculum provides an opportunity for evaluation of current practice and implementation of practice change initiatives to improve patient outcomes.

The Master of Science in Nursing (MSN) degree prepares nurses to practice as an Adult-Gerontology Primary Care Nurse Practitioner (AGNP), Family/Individual Across the Lifespan Primary Care Nurse Practitioner (FNP), or Psychiatric Mental Health Nurse Practitioner (PMHNP). Post-master's certificate options are available for each of the nurse practitioner tracks. The master's degree curriculum builds on undergraduate education through development of advanced knowledge and expertise in nursing, based on critique and application of theory and research. The post-master's certificate education is built upon a pre-existing master's degree in nursing. A gap analysis is completed during the admissions process for all post-master's certificate applicants to verify course equivalencies with existing master's core courses at York College. When a gap exists, the applicant is required to complete all remaining core course(s) at York College prior to gaining eligibility for entry into clinical. *The master's degree program in nursing and the post-graduate APRN certificate program at York College of Pennsylvania is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).*

The master's tracks all incorporate *The Essentials: Core Competencies for Professional Nursing Education (2021)* throughout the curricula. The *2022 National Task Force Standards for Quality Nurse Practitioner Education (NTF, 2022)* and the *Nurse Practitioner Role Core Competencies (NONPF, 2022)* support the basic framework for the AGNP, FNP, and PMHNP tracks as well as the post-master's certificate tracks. These guidelines are considered and they inform revisions or updates in each of the curricular tracks.

## INTRODUCTION

### History of the Graduate Programs in Nursing

Through the years, the York College Stabler Department of Nursing has evolved, expanded program offerings, and grown into a widely recognized high-caliber nursing program. An experienced, highly qualified faculty has kept the program content current by leveraging a multiplicity of educational experiences, regularly monitoring and assessing program outcomes, and making curriculum revisions/changes to reflect current practice. York College graduates are employed in diverse positions and many have assumed leadership roles in institutions both regionally and at the national level.

Feasibility studies were completed to guide and inform the planning of new graduate nursing tracks. In each case, the general consensus of the nursing community and health care employers was that programs preparing advanced practice nurses at the master's and doctoral levels were needed.

A Graduate Programs Committee was initiated in 2000. With administrative support, the planning of the Master of Science in Nursing Program occurred during the ensuing two years. Criteria established by the *Essentials of Master's Education for Advanced Practice Nursing* (AACN) guided the development of the program. The curriculum was approved by the Pennsylvania State Board of Nursing and the Pennsylvania Department of Education. Graduate nursing courses for the Clinical Nurse Specialist (CNS) and Nurse Educator (NE) tracks were first offered in Fall 2002. The first cohort to complete the program graduated in Spring 2005. Both the CNS and NE tracks closed in January 2023 due to lack of enrollment. The master's tracks of the graduate program were initially accredited by the Commission on Collegiate Nursing Education (CCNE) in Spring 2010 and have been continuously accredited since that date.

Established in 2005, the York College of Pennsylvania/WellSpan Health Nurse Anesthesia Program (NAP) is the product of two organizations working toward a single goal: the initiation and subsequent continuation of a quality nurse anesthetist program in South Central Pennsylvania. As a shared governance program, the NAP draws guidance from the mission statements of each of its governing bodies, from which a broad mission and philosophical guidance were established. The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) initially accredited the Nurse Anesthetist track in Spring 2006 and it has been continuously accredited since. The first cohort of students began the program in Fall 2006, graduating in Spring 2009. In 2016, COA approved the York College of Pennsylvania/WellSpan Health Nurse Anesthetist Program conversion from a master's degree granting program to a Doctor of Nursing Practice degree granting program (BS-DNP). The first BS-DNP class began the program in May 2017 and graduated in May 2020.

The Adult Nurse Practitioner (ANP) track was initially offered in Fall 2009 consistent with the 2008 APRN Consensus Model document. The program transitioned to an Adult-Gerontology Primary Care Nurse Practitioner (AGNP) track in 2012. The first class eligible to sit for this certification graduated in August 2013. The AACN's 2011 *Essentials for Master's Education* and the 2010 *Adult-Gerontological Primary Care NP Competencies* formed the basis for the curriculum. During the Spring of 2010, the Pennsylvania Department of Education approved the Doctor of Nursing Practice (DNP, Post-Master's) program. The first cohort began the program in Fall 2011, graduating in Spring 2013. This post-master's DNP track was placed on inactive status at the College in 2018 as enrollment proved insufficient to continue. The Pennsylvania State Board of Nursing approved the Psychiatric-Mental Health Nurse Practitioner (PMHNP) track in Fall 2018 and a first cohort was admitted beginning Fall 2019. This first class was eligible to sit for national certification upon graduating in Spring 2022. The AACN's 2011 *Essentials for Master's Education* and the *Population Focused Nurse Practitioner Competencies* (NONP, 2013) formed the basis for the curriculum. Approved by the Pennsylvania State Board of Nursing in July 2022, the first cohort of Family Nurse Practitioner (FNP) students was admitted to begin studies in Spring 2023. As previously noted, AACN's *Essentials* and the *Nurse Practitioner Role Core Competencies* (NONPF, 2022) provided guidance for curriculum structure. Conversion to fully online programming for all master's and post-master's certificate tracks began in Spring 2022 and continued for just over one year. Course conversion and online development for all courses was complete by Fall 2023. From Spring 2022 through Summer 2025, first-time pass rates on certification exams for AGPCNP, FNP, and PMHNP remain at 100%.

## **Graduate Program Outcomes**

The *Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021) provides a foundation for each of the tracks in the graduate programs at York College. Upon completion of their program, graduates will be able to:

1. Appraise, critique, and synthesize knowledge from the arts, sciences, humanities, and the evolving discipline of nursing to inform education, practice, and research. (*Domain 1 – Knowledge for Nursing Practice*)
2. Design, foster, and provide person-centered care that is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. (*Domain 2 – Person-Centered Care*)
3. Develop, advocate, and coordinate the implementation of healthcare delivery that supports the improvement of health outcomes from preventative care to disease management. (*Domain 3 – Population Health*)
4. Initiate, implement, and disseminate an advanced level of evidence synthesis related to nursing knowledge to improve patient health and transform nursing leadership. (*Domain 4 – Scholarship for the Nursing Discipline*)
5. Evaluate established principles of safety and lead in improvement science initiatives that minimize risk of harm to patients and providers. (*Domain 5 – Quality and Safety*)
6. Engage with other advanced professionals to foster an environment in which interprofessional collaboration promotes best interprofessional learning to benefit health related outcomes for diverse populations. (*Domain 6 – Interprofessional Partnership*)
7. Proactively advocate for and engage in quality improvement initiatives to enhance access, quality, and cost-effectiveness for diverse populations. (*Domain 7 – Systems-Based Practice*)
8. Apply strategies to both reduce inequities in digital access across diverse populations and to advance innovative evidence-based strategies in accordance with regulatory standards. (*Domain 8 – Informatics and Healthcare Technology*)
9. Model professional accountability and ethical behaviors in nursing practice and leadership roles. (*Domain 9 – Professionalism*)
10. Advocate for and foster initiatives that support a culture of lifelong learning and ongoing leadership development to advance the profession of nursing. (*Domain 10 – Personal, Professional, and Leadership Development*)

## COURSE SCHEDULING, LEAVE OF ABSENCE, RE-ENROLLMENT, DEFERRAL

### Course Scheduling

A schedule of classes for each semester (A, B, and C sessions) is available online through an [online registration page](#) of the York College of Pennsylvania website. New students receive a link from YCP where they can pay a deposit for the program. Once the deposit is paid, a YCP computing account and email are established. Then, the new student schedules an appointment to meet virtually with the Director of Graduate Programs for individual orientation and assistance with registering for courses using [instructions provided by the Registrar's Office](#) or [this form](#). All students are expected to follow their individual plan of study and/or consult their faculty advisor prior to registering for courses each subsequent semester. Students are encouraged to register for courses when registration opens for each semester. Students who will move into a clinical course are required to register in advance according to the policy on clinical registration. This helps assure that the number of students intending to move into clinical studies is matched with the correct mix of clinical faculty and the correct number of course sections.



## **Continuous Enrollment**

Upon acceptance into the graduate program in the AGNP, post-master's AGNP, FNP, post-master's FNP, PMHNP, post-master's PMHNP, or the DNP program, students must maintain continuous enrollment each semester by either (1) enrolling in one or more graduate courses, or (2) enrolling in NUR500 Continuous Enrollment. Master's students may enroll in NUR500 for up to three semesters without having to reapply to the program. The nurse anesthetist BS-DNP program is only offered as a full-time program, and students will be continuously enrolled as full-time graduate students for the duration of the program. Nurse anesthetist students who do not maintain continuous enrollment must seek approval from the Director of the Nurse Anesthesia BS-DNP Program to re-enroll in the program.

## **Leave of Absence Policy**

A graduate student who is unable to register for courses due to the following:

- Serious illness
- Personal/professional reasons
- Extraordinary job requirements
- Military service

may be granted a formal leave of absence from the College without penalty. The leave of absence is normally limited to one year. The student must inform the Program Director in writing of his/her intention and the Program Director must approve the request. All academic requirements must be completed within five years (master's degree) and eight years (doctoral degree) of the initial admission. Students should be aware that, to be granted a LOA, there must be a reasonable expectation that students will return from the LOA.

LOAs will NOT be approved for any student subject to disqualification or dismissal due to academic deficiencies or disciplinary action. The Dean of the School will determine any conditions that must be met for the student to return to the College. If a student is enrolled in courses at the time of the LOA request, the Registrar will take the following actions once confirmed by the Program Director:

1. Student will be issued grades of W for each course in the current semester (if applicable)
2. Student will be dropped from all future registered courses

Once the student is ready to return from leave, the student should register for courses. If a student does not return at the end of the approved leave, the student's withdrawal date will be the first date of the approved leave.

Students who are absent from the College for one academic year (3 semesters) without taking a formal leave of absence, and those who attempt to extend their LOA beyond one year, must seek readmission. Readmitted students will be governed by the new department/school guidelines in place at the time of readmission.

## **Re-Enrollment**

Students who have withdrawn from the College must contact the Nursing Graduate Programs office to determine appropriate application documentation for submission as a returning student. Applicants who reapply for admission to York College who have earned graduate credits at another institution since their most recent enrollment at York College and who want those courses to be considered for transfer credits and/or enrollment decisions must submit original transcripts from each institution attended before a re-admission decision can be made. A maximum of 6 graduate level nursing credits will be accepted for transfer based on the determination of the Director of Graduate Nursing Programs. To be eligible for re-



admission, applicants must be in good standing with the College and the academic program must have the capacity to accept additional students. Additional conditions such as reapplying or interviewing for a specific program may be required.

### **Deferral**

Once a student is accepted to a program, but for unforeseen reasons cannot commit, he/she can request in writing a deferral for the next start of the specific program to the Director of Graduate Programs in Nursing. All MSN programs allow students to start six times per year while the BS-DNP Nurse Anesthetist offers a Summer start only. A deferral cannot be extended beyond one academic year. *Disruption in the suggested progression of courses for any reason may result in delay in placement in courses with a clinical component.*

## **ACADEMIC POLICIES**

### **Degree Completion Policy**

AGNP, FNP, and PMHNP students have five calendar years to complete the requirements for the Master of Science degree. The five-year program begins upon enrollment in the first 500-level course. Students who do not complete program requirements within the established time limit may request an extension of time (up to one year) from the Director of Graduate Programs in Nursing. An extension is not guaranteed, and a decision may be based on many factors related to program enrollment and space within an existing clinical cohort. Post-master's students in the AGNP, FNP, and PMHNP tracks have up to three calendar years to complete the requirements for their certificate. The three-year period begins upon enrollment in the first 500-level course. Students who do not complete certificate requirements within the established time limit must request an extension of time (up to one year) from the Director of Graduate Programs in Nursing. As noted previously, an extension is not guaranteed, and a decision may be based on many factors related to program enrollment and space within an existing clinical cohort.

### **Transfer Credits**

A maximum of six credits (or two courses) from previous graduate study may be transferred into YCP. All courses are reviewed by the Director of Graduate Programs in Nursing or by appropriate graduate faculty. Graduate level research courses without an Evidence Based Practice (EBP) component will not be accepted for transfer credit. Once matriculated, if students wish to take a course at another institution, they must seek prior approval.

### **Grading Progression, and Dismissal**

Candidates for graduate degrees in nursing are required to earn at least a B (3.0) in every course in order to progress through the curriculum and graduate. Courses in which the student earns less than a B (3.0) must be repeated before progression to the next course. The student is permitted to repeat a course only one time. A student with a grade of less than a B (3.0) in any course must repeat that course in the next semester it is offered in order to maintain status as a graduate student. A second grade of less than a B (3.0) results in automatic dismissal from the program. As courses may be offered only once per year, the need to repeat a course may effectively add time to the program of study. If a course is repeated, both grades will appear on the transcript, however only the highest grade is used in calculating the grade point average. Failure of any clinical course results in automatic dismissal from the program. Professors may give a course grade of incomplete ("INC") if circumstances justify an extension of time required to complete course requirements. A student with an "INC" grade in any course that is a prerequisite to another course will not be allowed to enroll in the subsequent course until the "INC" in the prerequisite course has been removed and replaced by a B (3.0) or better except with the permission of the Director of Graduate Programs. As courses may only be offered once per year, it should be understood that taking

an “INC” in a course may effectively add time to the program of study. According to policy at York College an “INC” must be resolved within 60 days or the “INC” automatically converts to a failure (0).

Students in the nurse anesthetist program who earn less than a B (3.0) in any course will not be eligible to progress in the program until the grade is remediated. As courses may only be offered once per year, repeating any coursework may effectively add time to the program of study.

Disruption in the suggested progression of courses for any of the graduate programs for any reason may result in delay in placement in courses with clinical components. For all graduate students, conduct consistent with ethical and professional standards of the discipline is required. Professional comportment is required at all times. Violation of any one of these standards is grounds for dismissal from the program.

### **Grade Appeal**

A student contemplating filing a grade appeal understands that, consistent with the practice of academic freedom, professors bear responsibility for assigning course grades in accordance with professionally acceptable standards that have been communicated to students verbally or in writing. Students who believe that their final grade in a course does not accurately reflect their performance should appeal their grade directly to the course instructor. A student can appeal a grade until the end of the semester following the semester in which the course was completed. Following discussion with the instructor, the student may request a review of the course grade by the Director of Graduate Programs if the student believes the concern has not been adequately addressed.

### **Academic Integrity Policy (Philosophy Statement)**

York College of Pennsylvania, as an institution of higher education, serves to promote and sustain the creation, acquisition, and dissemination of knowledge. In order to fulfill this purpose, an environment of integrity, dependability and honesty must be maintained by all members of the York College community. Without a foundation based on intellectual honesty and integrity, the very ability to uphold the academic endeavors that York College strives to pursue is inhibited.

The Spartan Oath embodies the expectation that all members of the York College community foster an environment of integrity and responsibility. Recognize that adhering to an ethical standard of honesty leads to professional, mature and responsible citizens, and enables society at large to trust our scholarship, research, and conferred degrees. Thus, each member of the York College community must be truthful, honest, personally and professionally responsible, and respect the intellectual contributions of others. For the full policy, go to the Academic Standards section of the current Course Catalog (<https://catalog.ycp.edu/content.php?catoid=47&navoid=2090#academic-integrity>).

Academic integrity involves two fundamental expectations:

- Anything you turn in as your own work is, in fact, your own work and your own words, completed without assistance, unless your instructor has given explicit permission otherwise.
- Anything you turn in is truthful. Lab data were generated in the lab (and not made up), hours worked for an internship or co-op were actually worked, etc.

YCP’s academic integrity policy includes a non-exhaustive list of activities that are prohibited. Some of the commonly encountered prohibited activities include:

- Plagiarism (passing someone else’s words or ideas off as one’s own without proper attribution).
- Getting assistance from other students on non-collaborative assignments. You are permitted (and encouraged) to get assistance from your instructor and the Academic Success Center.
- Sharing papers, exams, homework assignments, etc. with other students (even if it wasn’t your intent to cheat).

- Ghostwriting (getting someone else to write a paper/assignment, whether it is a friend, an essay mill, or a generative AI tool).
- Using unauthorized assistance on exams (e.g., cheat sheets, websites, publisher test banks, other students, Quizlet).
- Buying/sourcing assignment answers from other people (whether it is other students, a website like Chegg, or other online sources).
- Turning in papers/assignments completed in other classes.

This is not a complete list of prohibited activities. Check out the policy in the catalog for a more comprehensive list. The onus is on you, the student, to verify that any exceptions are allowed in this class by your instructor.

Instructors have full discretion to assign a sanction up to and including a grade of 0 in the class for violations of the policy. Violations will be reported to the Associate Provost of Student Success as outlined in the policy. You cannot withdraw from a class if you have been charged with an academic integrity violation. If at any point you are unsure whether something is allowed under the academic integrity policy, please ask your instructor!

### **Academic Advising**

Academic Advising is an essential process in the college setting. Upon entry to York College, every matriculated student is assigned a faculty academic advisor who, through experience, professional background, and example, is qualified to assist the student in planning the coursework for the program of study, developing strategies for academic success, and providing guidance and information in preparation for the student's career and life goals. The faculty advisor provides a plan of study for each student based on their program or certificate track. The student should follow the plan of study as written unless they discuss potential changes directly with the assigned faculty advisor. Only the faculty advisor or the Director of Graduate Programs may modify the plan of study in consultation with the student. Students should be aware that modifications to the plan of study nearly always increase program length and may affect timing of entry to clinical.

Faculty academic advisors for graduate nursing students are available by appointment when the College is in session during the Fall and Spring semesters. Professors *may* be available by appointment at other times if the student contacts them. Additional academic support services are offered through offices of the Graduate and Professional Program, Registrar, Financial Aid, Student Accessibility Services, and the Career Development Center.

While academic advising assists students in academic planning, it is ultimately the student's responsibility to meet the academic requirements for graduation. Each student is expected to meet regularly with their faculty advisor to discuss the development and implementation of a plan of short and long-term academic goals. The final responsibility in meeting graduation requirements, however, rests with the student.

## **STUDENT POLICIES**

### **Stabler Department of Nursing Privacy and Confidentiality Statement**

Maintaining patient confidentiality is an essential part of the professional nurse's role. Students are expected to conduct themselves in a professional manner in all learning environments. All faculty and students have an ethical and legal obligation to always maintain patient privacy and confidentiality. Students are expected to follow all elements outlined in the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule (<https://www.hhs.gov/hipaa/for->

[professionals/privacy/laws-regulations/index.html](#)). Once students begin clinical rotations, HIPAA must be strictly followed to ensure safe, confidential patient care. Faculty and students obtain information about patients prior to and during clinical experiences. Information obtained about any assigned patients may be shared confidentially only with faculty members and other students, when appropriate, in the learning environment. ***Accessing the records of patients for whom the student has no direct care role is strictly prohibited.***

Violation of HIPAA is a federal offense. Nursing faculty and students are required to comply with standards of documentation and confidentiality. They are mandated by state and federal regulatory agencies and accrediting bodies including applicable requirements of HIPAA and guidelines established and approved by the clinical agencies. Breach of the YCP SDON Privacy and Confidentiality Statement is strictly prohibited, even in personal communications. The violation of this policy by any YCP nursing student will be grounds for disciplinary action up to and may include dismissal from the nursing program. The SDON cannot be held responsible for any repercussions that may arise from the inappropriate use or release of confidential patient information by any YCP student.

### **Social Media Use**

In online social networks, the lines between public and private, personal, and professional are blurred. Students who identify themselves as a York College nursing student create perceptions about York College, York College nursing, and themselves. Students should maintain the awareness that they are contributing to the global image of nursing and are always representing York College nursing as well as the nursing profession. To that end, students are reminded to:

- Be sure all content associated with you is consistent with your professionalism and YCP's reputation.
- Be aware of your role as a professional. The posting of certain material/information may violate certain laws and the professional status of nursing. Improper use of social media may violate the SDON or YCP student code of conduct and subject the student to disciplinary action.
- Be aware that information posted and shared online is NOT confidential. Anything you post or are tagged in is visible to the world-at-large and may affect your professional reputation not just as a student or for your future professional career as well. Employers routinely conduct an online search when evaluating potential job candidates.
- Avoid posting or sharing any information related to nursing clinical experiences. Simply avoiding the use of a patient's name in communication does not protect you from a HIPAA violation. Posting details about clinical experiences, locations, or circumstances related to clinical agency sites is also a violation.
- Avoid posting disparaging or offensive comments about nursing student peers, nursing faculty, nursing courses, clinical experiences, or the YCP nursing program.

Incidents of inappropriate posting or use of social media will be reviewed on an individual basis by the SDON Chairperson, Director of Graduate Nursing Programs, and a group of faculty to evaluate the consequence and severity of any infraction. Disciplinary action for inappropriate posting to or use of social media could result in a warning, failure of course, or dismissal from the nursing program. Resources are provided by the National Council of State Boards of Nursing (NCSBN). Students are encouraged to review the NCSBN [Social Media Guidelines](#).

### **Substance Abuse Policy**

The Stabler Department of Nursing has a vested interest in the health and welfare of its students. Furthermore, the SDON has a duty and obligation to protect the public health and safety. If a didactic or

clinical faculty member suspects possible substance abuse by any student who is in a class or clinical setting, they will report to the chairperson of The Stabler Department of Nursing, Director of Graduate Programs in Nursing, and the Dean of the Donald E. and Lois J. Myers School of Nursing and Health Professions immediately. The Director of Graduate Programs in Nursing has the authority to temporarily suspend the student from the clinical component of the curriculum pending discussions with the identified student(s), the reporting faculty member, and SDON administrative personnel (including those listed above).

### **Policy on Unsafe Practice**

The nursing faculty of York College of Pennsylvania has an academic, legal, and ethical responsibility to prepare graduates who are competent and to protect the public and health care community from unsafe nursing practice. It is within this context that students may be disciplined or dismissed from a graduate program for practice or behavior which threatens or has the potential to threaten the safety of a patient, a family member or substitute familial person, another student, a faculty member, or other health care provider. Threats to the safety of others by nurses is reportable to the Pennsylvania State Board of Nursing.

Every student is expected to be familiar with the principles of safe practice and is expected to perform in accordance with these requirements. Within courses, counseling and advising processes, and other institutional forums, students will be provided the opportunity to discuss the policy and its implications. Being unprepared for clinical practice may constitute an unsafe practice and the student may be sent home at the discretion of clinical faculty.

An unsafe practice is defined as:

1. An act or behavior of the type which violates the [Commonwealth of Pennsylvania Code, Title 49. Professional and Vocational Standards, 21.18 Standards of Nursing Conduct](#).
2. An act or behavior of the type which violates the [Code for Nurses](#) of the American Nurses' Association.
3. An act or behavior which threatens, or has the potential to threaten, the physical, emotional, mental or environmental safety of the patient, a family member or substitute familial person, another student, a faculty member, or other health care provider.
4. An act or behavior (commission or omission) which constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

### **Student Accessibility Services**

York College of Pennsylvania is committed to providing students with an education that prepares them for lives of passion and purpose. As we work to fulfill that mission, we are mindful that a meaningful college experience must be achievable for *all* students. Student Accessibility Services (SAS) at YCP offers support and assistance to ensure that students who have documented disabilities receive equal access to the campus, course content, and programming.

SAS staff determine eligibility for reasonable accommodations on a case-by-case basis through an individualized, interactive process. The College provides all students with equal opportunity to participate in all of our programs, activities, and services in compliance with the Americans with Disabilities Act (ADA) as amended in 2008 and Section 504 of the Rehabilitation Act of 1973.

Full description of resources available and how to request accommodations can be found on the [Student Accessibility Services \(SAS\) webpage](#). Students can request accommodations by completing and

submitting the [SAS Accommodation Request Form](#), found on the SAS webpage. The student will then be invited to meet with SAS staff to discuss appropriate accommodations and plan a strategy for student success. York College encourages any student who feels they may qualify for accommodations to contact Student Accessibility Services at 717-815-1717 or [sas@ycp.edu](mailto:sas@ycp.edu) to set up an appointment.

### **Student Grievance Process**

The Stabler Department of Nursing follows the student grievance procedure as outlined in the [Graduate and Professional Student Handbook](#). All members of the York College community are responsible for being aware of the information included in their handbook. Student handbooks are available digitally.

Please note: While these documents are comprehensive and published annually, changes may occur throughout the academic year. Changes and updates will be posted on the York College website. Students are encouraged to also specifically review the latest [Code of Conduct](#).

## **STUDENT REQUIREMENTS FOR CLINICAL EXPERIENCES**

### **Health Records**

Students must submit health records documentation prior to registering for the first course requiring practice in a clinical nursing or educational setting. This can be the same York College Student Health Form that is submitted to the Health Services department prior to starting courses on campus, as long as it was completed within 12 months prior to the start of clinicals. The Stabler Department of Nursing uses an online document manager to collect and store student records. Information on this system will be provided to graduate students the semester prior to enrollment in the first clinical course.

### **Student Health Record Requirements**

Required documentation for student health records includes the following:

- Proof of current health insurance coverage; students should submit a copy of their insurance card annually
- Adequate immunization/immunity history (see YCP Student Health Form for details)
- Documentation of being “fully vaccinated” for COVID-19, by the current guidelines
- Tdap (Adacel or Boostrix) is required. A dose of Tdap after age 11 should replace the decennial tetanus booster. Please ensure that the healthcare provider specifies the type of vaccine administered on the form.
- Adequate evidence of immunity to chickenpox as demonstrated by documentation of two doses of varicella vaccine **or** a titer (blood test) indicating immunity. Providing documentation of having a history of disease is **NOT** acceptable evidence of immunity.
- Influenza immunization is recommended annually for all health care providers. Some clinical sites may require that students who have not had a flu vaccine wear a mask for all patient contact. In some cases, students may be denied access to clinical sites if not vaccinated against influenza. Students should provide documentation whenever they receive their annual flu vaccine and may be asked to sign a declination form each flu season.
- TB screening either through a two-step PPD within 6 months of start of clinical for an initial screening, followed by annual one-step PPD screenings OR blood assay lab work, such as QTB Gold or a T-Spot, may be used for initial and annual screenings thereafter. If the student is a PPD reactor, an alternative TB screening questionnaire is available, which will require an x-ray within the 6 months of starting clinical showing the student is clear from TB, followed by an annual TB



screening questionnaire signed by a physician.

- Physical exam must have been within the past 12 months. Physical exams will need to be updated annually.
- Dental examination report which may be based on the student's most recent exam, if within the last 3 years.
- 10 panel urine drug screening
- American Heart Association Basic Life Support Provider-level certification, which includes in-person testing must be active at the start of clinical, and recertified as indicated, no less frequently than every two years.

In addition to the above noted health requirements, each student must also submit:

- a copy of the current active RN License. Students must provide a copy of their active, unencumbered RN license in Pennsylvania or an active, unencumbered multistate license from another state in which clinical experience is currently being offered, as well as a copy of each renewal in either April or October. If a student has clinical placement in state(s) outside of Pennsylvania (e.g. Maryland or Wisconsin) the student is responsible for providing a copy of the license or online verification for that state in advance of any clinical placement.
- a copy of NP Student Liability Insurance in the amounts \$1 million individual/ \$3 million aggregate. Some clinical partners require liability coverage with the terms of at least \$2 million per occurrence/\$6 million aggregate. York College offers coverage of \$1 million/\$3 million billed automatically through the Business Office on the regular semester bill. Students must make up the coverage gap of \$1 million/\$3 million by purchasing their own additional coverage.. Students are required to provide a copy of their proof of coverage at each annual renewal. **AGNP, FNP, and PMHNP students must inform their carriers that they need coverage as a nurse practitioner student for their advanced clinical practice courses.** This distinction must be made prior to taking NUR 522/523 (AGNP), NUR 570/571 (FNP), or NUR 562/563 (PMHNP). Beginning in the second year, nurse anesthetist students will obtain advanced practice student insurance through AANA, but must provide verification of regular RN liability insurance for the first two semesters.

### Professional Certifications

Students must have current professional level CPR/BLS certification, and ACLS if the student will have clinical placement in a critical care area. Nurse anesthetist students are required to have ACLS/PALS certification.

### Background Checks

All nursing students must submit a PA Criminal Record Check, PA Child Abuse History Clearance, and FBI clearance for the Pennsylvania Department of Human Services, through the school's online document manager program. Some background checks may need to be updated annually. Mandated Reporter certificates may be required at certain clinical sites.

### Online Education

Our clinical partners require documentation of education on HIPAA and confidentiality, as well as infection/exposure control. This education will be provided through the document manager system.



## CLINICAL, COMPETENCY ASSESSMENT, AND SIMULATION POLICIES AND PROCEDURES

### **AGNP, FNP, and PMHNP Clinical**

AGNP, FNP, and PMHNP student requests for clinical experiences must be submitted by following the clinical partner's defined process. Due to clinical partners' priorities for placements, it is best for students to first apply at a location where they are currently employed, and then additional placement applications may also be submitted. The Director of Clinical Placement will send reminders about upcoming deadlines for applications and instructions on how to apply based on the chosen clinical partner. It is important to keep both the Director of Clinical Placement and the Director of Graduate Nursing Programs up-to-date on your employment so that timely applications for clinical placement can occur. Due to the challenges associated with finding preceptors in today's healthcare environment, students can expect to travel to distant sites for clinical placement at least occasionally. It is not unusual for students to be required to travel up to 60 miles from where they live.

Once a preceptor and clinical site is identified for a student clinical experience, additional credentialing documentation may be required. It is imperative that we respond to those requests for information in a timely manner. Your clinical placement advisor will work with you and your site to obtain important credentials, site information, and establish clinical affiliation agreements as quickly as possible to ensure timely placement. The placement advisor will make every effort to update you on your placement progress and the approval status of your clinical site and preceptor in a timely manner. You will also be notified of any clinical clearances or onboarding requirements that may be required prior to your start date. It is at that time that the student should make arrangements and finalize clinical schedules with the preceptor. In the case of a site or preceptor being identified on behalf of the student by the clinical placement team, preceptor details and contact information will not be available until two weeks prior to the start of the clinical course, as employees at sites can change. Faculty will make periodic evaluations of each clinical site each semester to ensure that excellent learning opportunities are available. If students have a concern with a clinical site, they should notify course faculty and the Director of Clinical Placement. Clinical hours may not occur over college breaks.

### **Competency Based Assessment Labs for Nurse Practitioner Students**

Onsite clinical competency evaluation is essential for nurse practitioner education and patient safety. The National Task Force (NTF) *Standards for Quality Nurse Practitioner Education (2022)* and the American Association of Colleges of Nursing (AACN) *Essentials (2021)* provide guidelines for competency evaluations. The NTF Standards require that faculty assess students for clinical competencies prior to allowing students to engage in a direct patient clinical experience and during their clinical courses.

The York College nurse practitioner program is committed to producing high-quality clinicians prepared to practice in an evolving, highly complex, and fast-paced clinical environment. There is one pre-clinical competency assessment lab scheduled in NUR 509, Advanced Assessment and Diagnosis. Students should anticipate additional competency assessments during each clinical course. Competencies in each clinical course will vary depending on the level of the student and the learning outcomes of the course. Students will be notified of the dates of these labs the semester before they are expected to attend.

Onsite competency evaluations or *objective structured competency evaluations* (OSCEs) are designed to build confidence and develop the clinical competence students need to excel in clinical practice. During

these labs, students typically work with standardized patients (SPs) who are healthy persons and actors specially trained to portray the signs and symptoms and emotional aspects of a variety of diagnoses.

### **Nurse Anesthetist Clinical**

Nurse Anesthetist clinical dates, times, and location will be provided for the student by the program Clinical Coordinator. No changes in rotations will be permitted without the consent of the Clinical Coordinator or Program Director. Students may be required to travel to distant clinical sites for some activities. Inclusion of clinical sites is based on a detailed study submitted to, and approved by, the Council on Accreditation (COA). Students should be in clinical ONLY during those times set by the program, and in those locations approved by the program and the COA. Anesthetist-specific student liability insurance must be purchased by the student prior to entry into clinical practice. Guidance on purchasing this insurance will be provided by the program. Other details regarding clinical rotations will be found in the student clinical handbook.

### **Grading for Clinical Experiences**

Clinical experiences are graded as pass (P) or fail (F). Students receive a copy of the clinical evaluation form for each course at the beginning of each semester so they are aware of clinical expectations. Students who fail to meet course and/or clinical objectives and the required number of clinical hours will be assigned a failure (1 or 0) for the course. Students placed on probation who do not meet the objectives of the probationary period will be assigned a failure (1 or 0) for the course (see Graduate Student Requirements for Satisfactory Clinical Evaluation below). Failure of any clinical course results in automatic dismissal from the program.

### **Graduate Student Requirements for Satisfactory Clinical Evaluation**

The student will be assigned a failure (1 or 0) for a clinical course if he/she is unable to demonstrate competent clinical practice and integration of theoretical content in the practice role. Failure for the course will result if the student is unable to meet the student learning outcomes (SLOs). Preceptors provide comprehensive feedback on student achievement of clinical objectives at the midterm and end of each semester. Faculty remain available, in touch with preceptors and students, and perform site evaluations throughout each clinical semester. The course faculty who supervises the student determines and assigns the final clinical grades. Preceptors do not assign grades.

Student clinical evaluations for students enrolled in the nurse anesthetist track are described in detail in the program's student clinical handbook.

## **SIMULATION**

1. Simulation is a clinical experience for students. For each simulation clinical experience, students will:
  - a. Participate fully in a professional manner.
  - b. Treat simulation as a realistic patient care experience.
  - c. Preserve realism by handling the patient with respect, avoiding laughter, and limiting side conversations.
  - d. Adhere to the uniform policy, as stated in this handbook.
  - e. Bring necessary personal equipment, i.e., stethoscope, watch.
  - f. Stow belongings in lockers; backpacks and purses may not be brought into the simulation rooms.

- g. Leave food and beverages in lockers; they are not permitted in simulation or control rooms.
  - h. Arrive punctually for the scheduled simulation time.
  - i. Perform safety procedures (hand hygiene, universal precautions, sharps disposal) as in the hospital setting.
  - j. Use manikins responsibly, avoid excessive pressure or rough treatment.
  - k. Use a pencil (not a pen or marker) in the simulation rooms.
  - l. Hold in confidence all information about the content of simulation scenarios and the performance of other students during the simulation.
2. Students may be photographed or video recorded during simulation.
- a. These photographs and video recordings may be used for debriefing, educational, or marketing purposes on the York College campus and in York College printed and electronic publications and presentations. Students will have the opportunity to approve the use of their photographs or video recordings for other purposes.
  - b. Students may view their videos in Diehl Hall. They may not upload videos to social media such as YouTube or Facebook, or make videos outside of Diehl Hall in any other way.
  - c. The videos will be recorded on a password-protected laptop located in a control room. The videos will remain on that laptop through the end of that semester and then be deleted. Occasionally examples could also be selected and moved to a faculty member's H (home) drive for educational purposes. Access to those video recordings from faculty offices and classrooms is password protected and is possible only when the control room laptop is powered on.

### **Uniform Requirements**

There is no specific uniform policy for graduate students in clinical experiences; however, a lab coat displaying the YCP STUDENT ID badge should be worn at all times during all clinical rotations. Lab coats should be purchased online from the [York College Bookstore](#). Nurse practitioner students should purchase a white graduate lab coat.

\*Nurse anesthetist students should refer to the NAP office for lab coat instructions.

The following general guidelines for professional appearance apply to all clinical settings whether in the Simulation Lab, Nursing Skills Lab, or any patient unit:

- 1. Hair should be neat and conservative, off the collar, and away from the eyes. Mustaches and beards must be clean, neat and closely trimmed. All hair must be natural in color, not necessarily a student's own natural color, but must be considered a natural color (i.e. blonde, brown, etc.). Approval rests with the supervising faculty in the clinical setting.
- 2. Visible tattoos must be covered.
- 3. Piercings must be removed with the exception of one small pair of post earrings in the earlobe.
- 4. Other jewelry should be limited to a watch and wedding band.
- 5. Nails should be manicured, clean, and short. Artificial nails are not acceptable. Only clear nail polish is acceptable.

6. YCP student photo identification must be worn.

### **Accidents/Exposure to Infectious Materials**

Should an accident that leads to student injury occur in clinical, the student will inform the faculty who will facilitate compliance with the clinical agency policy. If a student is exposed to blood or body fluids, the student will inform the faculty. The clinical agency policy will be followed regarding the determination of the significance of exposure; patient/client follow up with serologic testing, as well as serologic testing for the student. The student must assume responsibility for payment for tests and treatments related to an accident or exposure unless the agency is willing to do so. If a student is accidentally injured during a practice session in the Nursing Skills Laboratory, the student should seek assistance from the faculty or the laboratory assistant. The faculty or lab assistant will administer first aid for the injury or refer the student to the YCP Health Center. The student must assume financial responsibility for tests and treatments.

Documentation of any incident described above should be recorded by the faculty or lab assistant and placed in the student's file.

## **NURSING ORGANIZATIONS, COMMITTEES, AND SURVEYS**

### **International Honor Society of Nursing, ETA Eta Chapter, York College of Pennsylvania**

The Sigma Theta Tau Honor Society exists to recognize superior achievement and scholarship, development of leadership qualities, foster high professional standards, encourage creative work, and to strengthen the commitment to the ideals and purposes of the profession. Each year during the Spring semester, the Eligibility Committee of the Eta Eta Chapter invites students who meet the required criteria to apply for membership in Sigma Theta Tau. The criteria applied in the review of student eligibility includes the following:

1. Exhibit academic integrity
  - a. Students must have completed one-half of the required nursing curriculum by the end of the spring semester.
  - b. Students who are licensed RNs must have completed at least one 400 level clinical nursing course by the end of the spring semester.
2. Upper 35% of the class
3. Application must be submitted by the announced deadline

Application packets may be obtained from the Eta Eta Chapter website. Members of the Eligibility Committee review students' application materials and transcripts. Those that meet the required criteria are recommended for induction into the society. An induction ceremony is held annually in the fall.

### **Graduate Committee and Graduate and Professional Engagement Board**

Graduate faculty are actively involved in continuous quality improvement of the programs. Therefore, student feedback is sought and is highly valued. Graduate students who wish to serve to represent their clinical cohort on The Stabler Department of Nursing Graduate Committee or the Graduate and Professional Engagement Board should contact the Director of Graduate Nursing Programs by September 1 of each new academic year to express their interest.

### **Employer Surveys and Other Surveys Throughout Each Program**

In accordance with the accreditation process, the Stabler Department of Nursing is required to maintain employer data on file for graduates at one year (three-year also for BS-DNP graduates) and five years. Graduates will receive email requests annually to update employment files in the graduate office.

Likewise, graduate faculty strive to have students complete various surveys (evaluations) throughout each academic program. Completion of the surveys provides feedback about issues in need of improvement as well as validation of what is going well in each track and program. Surveys encompass the following:

- Students are asked to provide feedback via surveys on faculty teaching each semester throughout each program and track;
- Students are asked to provide feedback via surveys about adequacy of the online classroom and resources each semester;
- Students who are enrolled in clinical courses are asked to evaluate each preceptor and clinical site each semester; and
- During the final semester of each track and program, students are asked to complete a survey (Program Evaluation Exit Survey) that seeks reflection upon whether they have been prepared to meet program outcomes.

## **NURSING CONVOCATION AND OTHER GRADUATION EVENTS**

Nursing Convocation is a semi-annual ceremony to honor baccalaureate, master's, and doctoral graduates. The Stabler Department of Nursing sponsors Convocation. Departmental and other awards are presented during this ceremony. Graduate students participate in the Spring (May) and Fall (December) Convocation featuring graduating master's and/or doctoral students as a speaker(s). Graduates of the master's and doctoral programs are hooded during Convocation.

Graduate students are welcome to participate in Spring or Fall Commencement as well. Commencement is the college-wide graduation ceremony that is held in May and December in the Grumbacher Sports Center. Graduates from both undergraduate and graduate programs are invited to attend Commencement.

Beginning in 2023, graduate students have also been invited to a special Graduate Reception held in Yorkview in the Willman Business Center. This is an opportunity for graduate students (online and in-person) and their families to attend for recognition of achievement of their advanced level degree. At this more casual event, each participant is recognized and introduced directly to a representative for the YCP Alumni Association. A few special graduate awards are presented.

## **MASTER OF SCIENCE IN NURSING PROGRAMS**

### **Master's Level Curriculum**

The curriculum is delivered on a part-time basis for working nurses in the AGNP, FNP, and PMHNP tracks. There are curriculum sequences for each track: Adult-Gerontology Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner. The curriculum is designed so that students can complete both the Adult-Gerontology and Family Nurse Practitioner tracks within two years and the Psychiatric-Mental Health track within two years and two semesters. A post-graduate certificate option is available for each nurse practitioner track.

The graduate MSN core curriculum and all didactic content for NP and post-masters clinical courses are offered online. The BS-DNP Nurse Anesthetist program is largely offered in person, with a few blended or

online courses. Four AGNP clinical courses—Diagnosis and Management of Clinical Problems in Adults I, Diagnosis and Management of Clinical Problems of Adults II, Comprehensive Care of Older Adults, and Adult-Gerontology Nurse Practitioner Seminar—are taken during the last three semesters of study for the track in the order listed. Three FNP courses—Family Nurse Practitioner I, Family Nurse Practitioner II, and Family Nurse Practitioner III—are taken during the final three semesters of study for that track in the order listed. Four PMHNP clinical courses—Advanced Diagnosis and Psychopathology Across the Lifespan I, Advanced Diagnosis and Psychopathology Across the Lifespan II, Advanced Psychotherapeutic Treatment Modalities Across the Lifespan, and Advanced Diagnosis and Psychotherapeutic Treatment Modalities in Special Populations—are taken during the last four semesters of study for that track in the order listed. Psychopharmacology Across the Lifespan is taken before the first PMHNP clinical course. Advanced Pathophysiology, Advanced Assessment, and Advanced Pharmacology courses are taken during the first year of studies for the AGNP, FNP, and PMHNP tracks. Post-graduate certificate students are provided a gap analysis document upon admission to the program, and generally take clinical courses plus YCP core courses for which content was lacking in the original master’s program.

The Adult-Gerontology Nurse Practitioner track consists of 46 credits, preparing graduates for Primary Care Adult-Gerontology Certification examinations from the American Nurses Credentialing Center (ANCC) or the American Association of Nurse Practitioners (AANP). The Family Nurse Practitioner track consists of 47 credits, preparing graduates for certification examinations from the American Nurses Credentialing Center (ANCC) or the American Association of Nurse Practitioners (AANP). The Psychiatric Mental Health Nurse Practitioner track consists of 50 credits, preparing graduates for certification through the American Nurses Credentialing Center (ANCC) or the American Association of Nurse Practitioners (AANP).

### **Program of Study**

An individualized *Plan of Study* is developed for each NP student by the Director of Graduate Nursing Programs upon admission to the program. Each student is assigned a faculty academic advisor upon admission. Students are encouraged to follow the plan of study as written unless they discuss changes directly with the faculty academic advisor. Students should understand that changes to the plan generally result in lengthened time to program completion.

### **Course Formats**

Core courses for all master’s tracks are delivered in an online format. Direct care clinical experiences are held in person with a preceptor at a specified clinical site.

### **Final Program Requirements**

Students are expected to complete a professional e-poster that will be submitted during the final semester of the program. Requirements for the e-poster are found in clinical course syllabi. Individual track requirements for the e-poster will be provided by faculty who teach clinical courses.

### **Post-Master’s Certificate**

Post-master’s certificate options are available for the Adult-Gerontology Primary Care, Family Nurse, and Psychiatric Mental Health Nurse Practitioner tracks. Qualifications for acceptance to a post-master’s certificate track include graduation from a CCNE-accredited master’s nursing program. In accordance with the National Task Force *Standards for Quality Nurse Practitioner Education* (2012), a gap analysis is performed by the Director of Graduate Nursing Programs to determine an individualized program of study for post-master’s certificate students. Applicants receive a copy of results of the gap analysis during the admissions process.

### **Special Requirements for Graduates of Post-Master's Certificate Tracks**

The Pennsylvania State Board of Nursing requires evidence that the applicant for licensure completed a 45-hour pharmacology course within 5 years of the application for prescriptive privileges, which follows completion of a nurse practitioner program or completion of a post-master's certificate. Post-master's certificate completers who plan to seek privileges in the state of Pennsylvania after graduation, and whose Advanced Pharmacology course will be older than five years by the time of graduation, are required to retake a pharmacology course that is approved by the Director of Nurse Practitioner Programs and the Pennsylvania State Board of Nursing prior to certificate completion. If prescriptive privileges will be sought in a state that does not mandate this same requirement, the student will be required to take a continuing education refresher course in advanced pharmacology prior to enrollment in the first clinical specialty course.

The master's degree program in nursing and the post-graduate APRN certificate programs at York College of Pennsylvania are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). Both the master's degree and the post-graduate APRN certificate programs are fully approved by the Pennsylvania State Board of Nursing and the Pennsylvania Department of Education.

## **DOCTOR OF NURSING PRACTICE PROGRAM**

### **BS-DNP, Nurse Anesthesia**

#### **Program Overview**

Being a nurse anesthetist requires vigilance, knowledge, and compassion. Students will learn to plan and administer the anesthetic, monitor every aspect of the patient's well-being, and advocate for the patient during the surgery. Upon successful completion of the didactic and clinical requirements, graduates of the Nurse Anesthetist Program will be awarded a Doctor of Nursing Practice (DNP) degree. Graduates of the program are eligible to take the National Certification Exam to become a certified registered nurse anesthetist (CRNA) by the National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA).

The nurse anesthetist program has received accreditation by the Council on Accreditation (COA) of Nurse Anesthesia Educational Program, a specialized accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Contact: 10275 W. Higgins Rd., Suite 906, Rosemont, Illinois 60018-5603, phone 224-275-9130.

The outcome criteria for the Nurse Anesthetist Program is congruent with the terminal objectives set by the COA and identify the competencies expected of graduates of the program.

#### **Program Objectives**

Objectives of the DNP Nurse Anesthetist Program include:

1. Apply knowledge to practice in decision-making and problem solving
2. Use science-based theories and concepts to analyze new practice approaches
3. Provide nurse anesthesia services based on evidence-based principles
4. Provide anesthesia services to all patients across the lifespan
5. Perform a comprehensive history and physical assessment
6. Provide individualized care throughout the perianesthesia continuum
7. Be vigilant in delivery of patient care



8. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care
9. Administer general anesthesia for a variety of surgical and medically related procedures
10. Administer and manage a variety of regional anesthetics
11. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services
12. Recognize and appropriately manage complications that occur during the provision of anesthesia services
13. Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals
14. Protect patients from iatrogenic complications
15. Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist
16. Interact on a professional level with integrity

### **BS-DNP Curriculum**

The nurse anesthetist program is offered only as a full-time BS-DNP program. The curriculum is designed in a highly structured fashion designed to meet or exceed the accreditation requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs. Classes start in May. The program is 36 months in length and 102 credits.

### **Terminal Student Project (TSP)**

The TSP structured portfolio contains the following:

1. The portfolio contains:
  - a monthly reflective statement on the advising form.
  - a description and documentation of completion of an individual project, or participation in a group project, providing service to the anesthesia program, an anesthesia professional organization, or a community-based organization, involving no less than 40 hours of service (termed Capstone project).
  - An electronic log of patient encounters.
  - 5 complex case narratives (semesters 4 through 8).
  - a context-specific abstract for a systems-based project (termed DNP project) that addresses quality, safety, access and/or cost of an evidence-based issue in anesthesia.
2. The portfolio reflects the completion of either:
  - The submission of a manuscript in which the student is the primary or secondary author in a peer-reviewed journal, or
  - A formal presentation at a professional meeting (SOFA conference, YCP DNP program presentation conference, Medical Center/Hospital conference).

## GRADUATE FACULTY AND STAFF DIRECTORY

### Administration

Dr. Emmanuel John  
Professor and Dean  
Dr. Donald E. and Lois J. Myers School of Nursing and Health Professions  
Diehl Hall Room 104  
717-815-1208

Dr. Stacy Lutter  
Associate Professor  
Department Chair, The Stabler Department of Nursing (through December 31, 2025)  
Diehl Hall Room 126  
717-815-1243  
[slutter@ycp.edu](mailto:slutter@ycp.edu)

Dr. Klaudia Cwiekala-Lewis  
Associate Professor  
Department Chair, The Stabler Department of Nursing (beginning January 1, 2026)  
Diehl Hall Room 126  
717-815-6593  
[Klewis18@ycp.edu](mailto:Klewis18@ycp.edu)

Dr. Karen S. March  
Professor  
Director, Graduate Nursing Programs, The Stabler Department of Nursing  
Diehl Hall Room 223  
717-815-6444  
[kmarch@ycp.edu](mailto:kmarch@ycp.edu)

Dr. Jason Lowe  
Program Director  
BS-DNP Nurse Anesthetist Program  
Diehl Hall Room 222  
717-815-6545  
[jlowe1@ycp.edu](mailto:jlowe1@ycp.edu)

Dr. Amy Reed  
Assistant Program Director  
BS-DNP Nurse Anesthetist Program  
Diehl Hall Room 245  
717-815-1583  
[areed14@ycp.edu](mailto:areed14@ycp.edu)

Dr. Oma Riley-Giomariso  
Associate Professor  
Nurse Practitioner Program Director  
Diehl Hall Room 139  
717-815-1242  
[ogiomari@ycp.edu](mailto:ogiomari@ycp.edu)

## **Faculty**

Dr. Cherie Adkins  
Associate Professor  
Diehl Hall Room 230  
717-815-1355  
[cadkins@ycp.edu](mailto:cadkins@ycp.edu)

Elizabeth Adwa (on LOA for Fall 2025)  
Instructor  
Diehl Hall Room 233  
717-815-1323  
[eadwa@ycp.edu](mailto:eadwa@ycp.edu)

Dr. Kelly Fetterhoff  
Instructor  
Diehl Hall  
[kfetterhoff@ycp.edu](mailto:kfetterhoff@ycp.edu)

Amanda Ford  
Instructor, BS-DNP Nurse Anesthetist Program  
Diehl Hall Room 243  
717-815-1553  
[aford18@ycp.edu](mailto:aford18@ycp.edu)

Abbey LeCompte  
Instructor  
Diehl Hall Room 232  
[alecompte@ycp.edu](mailto:alecompte@ycp.edu)

Dr. Kelli Masters  
Associate Professor  
Diehl Hall Room 225  
717-815-2044  
[keldredge@ycp.edu](mailto:keldredge@ycp.edu)

Dr. Stephen Okoth  
Instructor, BS-DNP Nurse Anesthetist Program  
Diehl Hall Room 244  
717-815-2073  
[sokoth@ycp.edu](mailto:sokoth@ycp.edu)

Beth Terry  
Instructor, BS-DNP Nurse Anesthetist Program  
Diehl Hall Room 244  
717-815-6549  
[bwilson12@ycp.edu](mailto:bwilson12@ycp.edu)

## **Staff**

Amy Mascolo-Palmer  
Director, Clinical Placement  
Diehl Hall Room 131  
717-849-1665  
[ademay@ycp.edu](mailto:ademay@ycp.edu)

Dr. Rodney Grim  
Director, Simulation Experiences  
Diehl Hall Room 108  
717-815-1298  
[rgrim2@ycp.edu](mailto:rgrim2@ycp.edu)