Sacred Heart UNIVERSITY
COLLEGE OF NURSING

First Professional Degree
Nursing Student Guide

2017-2018 Edition
WELCOME TO THE COLLEGE OF NURSING

Dear Nursing Student:

On behalf of the Nursing Faculty and Staff, welcome to the College of Nursing at Sacred Heart University! Together, we create a vibrant community of learning that leads to program excellence, satisfaction, and graduates who are highly prepared and respected in their roles in the challenging and ever-changing world of health care.

We at Sacred Heart University are proud of our long-standing commitment to personal attention and student achievement. Your advisor, the nursing faculty, and staff are committed to supporting you as you progress through your plan of study. We are your partners in your academic journey, so please do not hesitate to ask for assistance when you need it. Please refer to the nursing website for a complete list of nursing faculty and staff.

This Nursing Student Guide has been prepared as an announcement of policies and procedures and other important information with the overall goal of promoting understanding and mutual respect among faculty, staff, and students of the College of Nursing. We encourage you to read and use this document regularly. This guide is intended to supplement the university handbook and provide you with additional policies and information specific to your program of study. Students are expected to review and abide by the current version of the Nursing Student Guide online at: http://www.sacredheart.edu/academics/collegeofnursing/resourceslinks/studentguidesandguidelines/

Any policy changes will be posted on the College of Nursing website so please check the site regularly.

We wish you much success and satisfaction as you pursue your studies in nursing!

Cordially,

Mary Alice Donius, EdD, RN
Dean, College of Nursing

Michelle A. Cole, DNP, MSN, RN, CNP
Undergraduate Nursing Program Director and Assistant Professor

Notices:
1. This guide is subject to change with written electronic notification. Any policy changes will be posted on the College of Nursing website at College of Nursing | Sacred Heart University Connecticut.

2. If any provision of this Guide is held by a legally binding authority to be unenforceable, the remainder of the Guide shall remain in full force and effect and shall in no way be impaired.

3. While every effort is made to ensure the accuracy of information provided in this Guide, accuracy cannot be guaranteed. Sacred Heart University reserves the right to make changes at any time without prior notice. The University provides this information in this Guide solely for the convenience of the reader, who may not rely upon it as a promise or legal obligation. Sacred Heart University expressly disclaims any liability based on the contents.
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SECTION I  MISSION AND PHILOSOPHY

1.1 ACCREDITATION

The baccalaureate degree program in nursing, master’s degree program in nursing, and the Doctor of Nursing Practice program at Sacred Heart University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791  http://www.ccneaccreditation.org.

1.2 MISSION AND PHILOSOPHY

a. Mission of the College of Nursing

The Mission of the College of Nursing at Sacred Heart University is consistent with the mission of the University and as such seeks to integrate the Catholic Intellectual Tradition in the philosophy, curricula, teaching activities, and scholarship of the College of Nursing. This tradition aims to assist in the development of graduates who are knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to the ever changing world.

The faculty of the College of Nursing work together as a community of educators to cultivate the personal and professional development of students. Faculty creates formal and informal learning environments that engage students in the synthesis of their unique gifts, talents, and skills with the beliefs, values, and methods of professional nursing. The faculty is engaged in practice and in service to the community which is reflected in innovative learning environments and curricula.

The College of Nursing prepares students at the baccalaureate, masters and doctoral levels. All programs recognize that nursing excellence is grounded in practice. The baccalaureate-nursing curriculum prepares competent, ethical, caring practitioners to function as generalists in any type of health care setting. Building upon the knowledge acquired in undergraduate education, the masters and doctoral nursing programs prepare students for advanced roles in leadership and clinical practice.

b. Philosophy of the College of Nursing

The Faculty of the College of Nursing believe the following tenets of Nursing:

The faculty and staff of the College of Nursing believe the philosophy of nursing is expressed in the definition that nursing is caring with compassion, empathy, altruism with the intention of healing body, mind, spirit.

Nursing

- Nursing is an evolving professional discipline, based on research and grounded in the liberal arts, sciences, and humanities. Professional values that are representative of nursing include altruism, autonomy, integrity, excellence, caring, ethics, respect, communication, social justice, and accountability.
These disciplines support the science of nursing, providing the framework for scholarship, practice, and nursing education.

Nursing practice is an art grounded in the science of nursing whose purpose is to assist the person(s) sick or well, in the performance of those activities contributing to health, recovery from illness, or to a peaceful death.

Health
- Health is a dynamic state of being that can coexist with illness or disease.
- Health is influenced by one’s history, as well as physical, developmental, cultural, psychological, social, economic, environmental and spiritual factors.

Nursing Practice
- The practice of nursing is relational, scientific, research oriented, and evidence based.
- Nursing’s clients are individuals, families, groups, aggregates, or populations to whom care may be delivered through direct or indirect interventions using the nursing process.
- The nurse works with clients to identify strategies to maximize their health through interventions that promote maintain or restore health.
- Nursing practice incorporates professional standards within an ethical framework.
- The nurse must think critically and work collaboratively with clients and other health professionals.

Nursing Education
- Nursing education fosters the students’ understanding of the relationship between nursing science and nursing practice, while building on prior knowledge.
- Learning requires a shared expectation and commitment between faculty and students resulting in positive, affective, cognitive, and psychomotor changes.
- Faculty must recognize diverse learning styles and provide a variety of assistive and teaching strategies to meet the needs of students.
- Nursing education is grounded in practice. This education promotes professional behavior and results in nursing competence through the use of critical thinking within an ethical and caring context.

1.3 ORGANIZATIONAL FRAMEWORK OF THE COLLEGE OF NURSING

The organizational framework for each program is grounded in the AACN Program Essentials and identified as the program Student Learning Outcomes. Please see Section III 3.1 for the specifics.

1.4 PROGRAMS OF STUDY

Specific information regarding the various degrees awarded at Sacred Heart University will be found on the College of Nursing Website at http://www.sacredheart.edu/academics/collegeofnursing/ brochures available from the College of Nursing. As of Fall 2017, the following options are available:
Baccalaureate of Science in Nursing-First Professional Degree
Baccalaureate of Science in Nursing – RN to BSN Completion *
RN to Master of Science in Nursing (MSN) – (NMEL, Nursing Education and CNL) *
MSN Nursing Management & Executive Leadership (NMEL)*
MSN Clinical Nurse Leader (CNL)*
MSN Nursing Education*
MSN Family Nurse Practitioner *
Post-Baccalaureate Family Nurse Practitioner DNP**
Post Master’s Doctor of Nursing Practice (DNP) */**
Home Health Care Management for RNs Certificate*
Advanced Graduate Certificate in Nursing Education*
Advanced Graduate Certificate in Nursing Management & Executive Leadership*

*Available for online study
**Approximately 50% or more of program available online.
SECTION II COLLEGE OF NURSING GENERAL INFORMATION

2.1 COMMUNICATION PRACTICES

Sacred Heart University email is the official method of communication. Students are responsible for checking their Sacred Heart University email every 48 hours. Students, faculty, and staff are expected to establish and maintain their email accounts so that they will receive important communications in a timely manner. The University’s email policy may be accessed through the Sacred Heart University webpage at Information Technology Policies.

The College of Nursing uses several communication strategies to promote information exchange and involvement. The Nursing website at www.sacredheart.edu/academics/collegeofnursing/ and SHU email are the official means of communication as are course-specific Blackboard sites where direct email messages to individuals and groups are frequently employed.

Faculty will schedule regular office hours each semester and faculty will announce or post procedures for contacting and/or making appointments. Course faculty office hours are posted on the syllabus.

Students may request letters of reference from faculty by emailing the individual faculty member.

2.2 STUDENT SERVICES

Information regarding all student services is located on the Sacred Heart University website as well as in the university catalogue. The most updated information would be found on the website under the respective area. The following services are highlighted to ensure students are aware of these offerings:

a. Ryan Matura Library

Library services are an integral part of learning and many services can be accessed to support and enhance learning. Local students can utilize the Ryan Matura Library on campus. Distance learning students can go to: http://www.sacredheart.edu/officeservices/library/ to access resources and obtain research assistance.

The College of Nursing has a designated Health Sciences Librarian, who can be reached at (203)365-4873. Students may email a Reference Librarian at reference@sacredheart.edu or call the Reference Desk at 203-371-7726.

b. IT Support

“The Factory” houses the Help Desk as well as the Information Technology (IT) Call Center. They provide support for all IT related services and questions regarding general technical support, such as emails, Blackboard, etc. IT can be reached at 1-866-365-7575/203-365-7575 or directly at ext. 7575. You can also call from any university phone.
In addition, students may initiate an online trouble ticket at https://itsupport.sacredheart.edu/
If the trouble ticket cannot be resolved over the phone, it can be escalated either to on-site support or to Level 2 IT support where a staff member responsible will address the issue directly. The trouble tickets are added to a queue and are resolved on a first come first serve basis unless it is deemed an emergency.

c. Wellness Center

The Wellness Center is located at 4980 Park Avenue, Fairfield, CT 06825-1000. Office Hours are from 9:00am to 5:00pm.

Health Services
Health Services provides accessible, comprehensive and cost-effective primary health care and educational outreach. To call for an appointment: 203-371-7838

Counseling Center
The Counseling Center at Sacred Heart University is a free, confidential resource providing individual and group counseling and other mental health support for students. Services are available by appointment only. Call for an appointment: 203-371-7955 or complete the online form at http://www.sacredheart.edu/officesservices/wellnesscenter/counseling/contactus/

If you are experiencing or witnessing an emergency, please call Public Safety at 203-371-7911 or 911.

d. Jandrisevits Learning Center (JLC)

The JLC is located in the Student Success Center at 5060 Park Avenue, Fairfield, CT 06825-1000 and provides academic support for all SHU students. JLC staff work with faculty to support course objectives and enhance students’ skills and knowledge with the goal that each student evolves as a lifelong learner. Academic support can play an instrumental role in student success by building self-confidence and self-awareness, and promoting self-directed learning. JLC staff recognizes that every student is a unique learner and strives to offer learning strategies that respond to each student’s needs.

The JLC offers the following support services free of charge to all SHU students:

Academic Support Services include 1-on-1 tutoring with professional and peer tutors; group study sessions for particular courses by Classroom Learning Assistants (CLAs); monthly workshops on specific academic and life skills; specialized Learning Labs in math, critical reading and writing, and online writing support (OWL).

Special Learning Services provides instructional accommodations and services for students with documented disabilities in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. These services include testing accommodations and assistive technology tools.
Students who have a disability or special learning need requiring reasonable accommodations should contact the JLC, at (203) 371-7820. Students with diagnosed learning disabilities, which require course, laboratory, and/or examination modifications, are required to meet with the JLC at the start of each course. Documentation of any modifications must be provided to the course instructor 96 hours prior to the first exam, and no later than one month after a course begins. It is the responsibility of the student to coordinate testing arrangements (if necessary) with the JLC, and to confirm such accommodations with the course instructor at least three (3) days prior to the first exam. Please note: The JLC requires a 72-hour prep time for a student to test in the Learning Center.

To schedule an appointment, visit the Jandrisevits Learning Center scheduling system at http://www.sacredheart.edu/officeservices/jandrisevitslearningcenter/jlcacademicsupportservice/makeanappointment/

2.3 COMPLAINT AND GRIEVANCE PROCEDURES

Students are encouraged to raise issues and concerns regarding courses, policies, procedures or other activities of the College of Nursing. To achieve best results and hasten the resolution process, students are asked to use the following guidelines. For course related issues, students should first approach the course faculty and then the course coordinator if applicable. If the issue cannot be resolved at this level, students should next bring the matter to the attention of the Director of their program. If the issues remains unresolved, the next step would be to address the concern with the Associate Dean of Academic Affairs of the College of Nursing, and finally the Dean of the College of Nursing.

If the topic of concern is a broader program or personal issue, students should first meet with their faculty advisor who will assist in resolving the issue and/or deciding upon appropriate next steps, including meeting with the Director of the program, Associate Dean of Academic Affairs, or with the Dean of the College of Nursing.

The Policy and Procedure for Formal Student Complaints

The formal complaint procedure is designed to resolve problems for students who are having difficulties with other students, staff, or faculty that cannot be resolved through an informal resolution process or for which no other University process exists for remedy.

The following complaints and formal resolutions are not covered by this policy as other formal processes are available through the University and take precedence over this policy including:

- Academic issues of dismissal and integrity
- Grade grievances
- Sexual harassment
- Disability issues
- Discrimination issues

Complaints Against the Program Falling Outside Due Process
The faculty and staff of the College of Nursing strive to demonstrate a high level of ethical values and professionalism in all its activities. In some cases, a situation may generate complaint for which no formal grievance process exists. The complaint should be written, signed, include details about the complaint as well as documented evidence and mailed to:

Program Director, College of Nursing  
Sacred Heart University  
5151 Park Avenue  
Fairfield, CT 06825

Please include contact information so the Program Director can reach you in order to resolve the complaint.

The following outlines the process for handling a complaint against the Program:

- When possible, the Program Director will discuss the complaint directly with the party involved within 14 business days. The expectation is that the complaint can be satisfactorily resolved by this discussion. The Program Director will provide a written description of the resolution to the person complaining.

- If dissatisfied with the outcome of the discussion with the Program Director, or if the complaint is against the Program Director, the complainant may submit a written complaint to the Dean of the College of Nursing. The Program Director will provide the Dean with a written summary of previous discussions if applicable.

- The Dean will discuss the matter with the Program Director and complainant separately and may schedule a joint appointment or conference call with the Program Director and complainant in attempt to reach a solution.

- The Dean will provide the complainant and the Program Director with a written letter outlining the solution reached through this step.

- If the complainant remains dissatisfied with the resolution provided, the last line of complaint is to the Provost, who serves as the chief academic officer of Sacred Heart University.

- Any letters or documentation associated with the complaint from the complainant, the Program Director, Dean, or Provost will be kept in a folder marked “Complaints against Programs in the College of Nursing program’s file for a period of five years”.

**Potential complaints against the program regarding CCNE accreditation**

All programs within the College of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). A complaint against an accredited program may be submitted by anyone, including students, faculty, staff, administrators, nurses, patients, employee, or the public. The CCNE Board considers formal requests for implementation of the complaint process
provided that the complainant. Criteria for the complaint are: a) illustration of the full nature of the complaint in writing, describing how CCNE standards or procedures have been violated, and b) willingness of the complaint to allow CCNE to notify the program and the parent institution of the exact nature of the complaint, including the identity of the originator of the complaint. The Board may take whatever action it deems appropriate regarding verbal complaints, complaints that are submitted anonymously, or complaints in which the complainant has not given consent to being identified. Complaints may be directed to:

CCNE Complaints Administrator  
One Dupont Circle, NW  
Suite 530  
Washington, DC 20036

Public comments or complaints against the program regarding regional NEASC accreditation:

New England Association of Schools and Colleges’ (NEASC) Commission on Institutions of Higher Education (CIHE) is the regional accrediting body for colleges and universities in New England. CIHE receives both public comments and complaints. Public Comments consist of observations about the quality of the University and its programs based on an individual’s experience. Comments must be substantive but need not include evidence and may be written or emailed. Complaints must be written, signed, and meet CIHE’s criteria for complaints. CIHE’s complaint criteria, procedures for filing complaints, and links may be found here:

https://cihe.neasc.org/information-public/comments-and-complaints

Public comments or complaints against the program regarding Connecticut Office of Higher Education Accreditation:

The Connecticut Office of Higher Education is responsible for quality review of independent colleges located in Connecticut. If you believe that the University or College of Nursing has not fulfilled its promises, you may file a complaint with the Office of Higher Education:

Office of Higher Education  
61 Woodland Street  
Hartford, CT  06105-2326  
(800) 842-0229  
http://www.ctohe.org/studentcomplaints.shtml

2.4 GRADE GRIEVANCE POLICY

As noted in published policy, a student’s dissatisfaction with a course grade is, in general, not sufficient grounds for warranting a grievance. Specific grounds for grade grievances and procedures to be followed are specified in the policy and students are reminded that a grade grievance must be presented within six (6) months after the original grade was issued. The university catalogue contains the grade grievance policy and can be accessed on the Sacred Heart University website.
2.5 WRITING POLICY

**Rationale:** It is important to have consistency in writing standards for both students and faculty and APA is the most commonly used set of writing standards in nursing professional literature.

All nursing courses will require use of the American Psychological Association (APA) standards for writing. In most cases, a number of grading points will be allocated to a style category; thus, failure to use APA standards will likely lower a student’s grade on written assignments. All assignments must comply with the published University Academic Integrity Policy, including the Nursing Policy regarding resubmission of prior written work.

2.6 CONFIDENTIALITY POLICY

Students should be aware and understand that the verbal or electronic disclosure of any examination materials or simulation scenarios including the nature or content of examination items, before, during, or after the examination is prohibited. Copying of examination items and related rationales during test review is also prohibited. Students who are aware of or have observed an attempt to compromise examination materials or processes should report the incident to the faculty. The student who have violated the confidentiality policy may face potentially serious consequences, up to and including dismissal from the program.

2.7 SOCIAL MEDIA POLICY

Nursing students have a responsibility to understand the benefits and consequences of participating in social media. Social media in this context is defined as web-based and mobile platforms for user generated content that create interactive and highly accessible, and often public dialogues. As student nurses and student leaders, it is imperative to maintain the awareness that you are contributing to the global image of nursing, and you are representing the nursing profession through intended or unintended outcomes of social media usage both in personal and professional settings of the College, the University, and Clinical affiliating agencies. It is in this context that the student nurse may face potentially serious consequences for inappropriate use of social media, up to and including dismissal from the program.

Photographs, videos and any other digital media should demonstrate individual professionalism and be consistent with Sacred Heart University’s mission and values. Inadvertently or intentionally breaching patient confidentiality/privacy may occur through a variety of situations and circumstances. Nursing students must be concerned with HIPPA guidelines and maintaining confidentiality and a professional image.

Any breach of confidentiality, privacy or posting of inappropriate or inflammatory information may result in a professional warning sanction.

At Sacred Heart University, the Marketing and Communications Division has developed policies and guidelines to assist the student body in posting content and managing social media sites. Refer to the Sacred Heart University’s Social Media Sharing Guidelines on the university website.
2.8 FELONY CONVICTION

A felony conviction may affect a student’s ability to be placed in a clinical setting. Criminal background checks will be completed at the student’s expense and the university and program will have no obligation to refund tuition or otherwise accommodate student in the event that a criminal background check, fingerprinting or drug screening render the student ineligible to complete required courses or fieldwork.

Students should note that a felony conviction may affect a graduate’s ability to sit for certification examinations and/or attain employment. Any concerns should be communicated to the Director of the program or the CT State Board of Nursing for advisement.

2.9 UNUSUAL OCCURRENCE

Prompt reporting of unusual occurrences in clinical settings is necessary to assure prompt administrative review and determination of appropriate actions, if any, with the involved faculty or student(s). Aggregate data will also be used to improve program aspects as appropriate e.g. though curricular revisions and policy clarifications.

Students and/or faculty must complete an Unusual Occurrence Report (Appendix A) form when any of the following events happen in a clinical setting:

- Medication error (actual or near miss)
- Treatment error (actual or near miss)
- Needle stick or other exposure
- Student illness/injury requiring medical attention
- Issues with correct medication counts
- Violation of confidentiality (HIPPA, compliance standards)
- Allegations of discrimination or sexual harassment
- Other events that might reasonably affect patient care quality or student safety

Reports must be completed and delivered to the Office of the Dean of the College of Nursing within one (1) week. Faculty must telephone the Dean of the College of Nursing or the Director of the program immediately in cases where a student or patient has been injured or is at high risk for serious consequences.

2.10 GLOBAL LEARNING PROGRAMS

The College of Nursing supports global learning for all degree programs. The goals for the global programs are to develop nursing competencies with greater awareness of global health issues, cultural competency, and social justice issues within context of the nursing profession. Global clinical field experiences and study abroad opportunities are offered in collaboration with community partners at various sites.

Opportunities to apply to these programs are posted on the Sacred Heart University Office of Global Affairs website and through College of Nursing email correspondence. Interested
students are required to complete the application for eligibility. Selection is based on the College of Nursing global learning rubric available in the Nursing Student Guides appendices. Students must be in good professional and academic standing in order to be eligible for participation in these programs. From time of acceptance to day of participation in these programs, any professional or clinical warning or academic probation that arises will be discussed for continued eligibility for participation with the faculty lead and program director.

Specific to the clinical immersion program: The clinical immersion program will take place during the semester while classes are in session at the university. Students participating in these experiences will be required to complete classes in an alternate format for the portion of the classes held during the week(s) of the immersion. It is recommended that students who are accepted to participate in the clinical immersion program discuss the impact of their participation on their academic success with their academic advisor/instructor.

2.11 STUDENT ADVISORY REPRESENTATION

The College of Nursing offers opportunity for nursing students in each degree to be involved in the governance of the program and in the ongoing efforts to improve program quality. Students from undergraduate and graduate nursing programs are invited to participate in the College of Nursing Faculty Assembly meetings to stimulate sharing of ideas with the overall goal of promoting program excellence. Student representatives will be participating in the meetings if possible. All students will have the opportunity to review the meeting minutes from the College of Nursing Faculty Assembly posted on the College of Nursing Blackboard site. Students will be able to review minutes and pose substantive inquiries and comments at the programmatic level to their Program Directors and the Dean of the College of Nursing through the Blackboard site.

Inquiries regarding individual course and instructor issues should be submitted through a different venue, private email with the Program Director or through end of course evaluations.

2.12 SELECTED UNIVERSITY POLICIES

The following policies are located on the SHU website as well as in the University Student Guide. The most updated information is found on the website. The following policies are highlighted below.

a. Academic Integrity

Sacred Heart University defines academic integrity as a commitment to the fundamental values of honesty, trust, fairness, respect, and responsibility on the parts of all University constituents, including students, faculty, administrators, and staff. The published policy statement defines in detail standards and penalties for violations, noting that appropriate disciplinary action will be taken for violations of academic integrity, including plagiarism, cheating, any use of materials for an assignment or an examination that is not permitted by the instructor, and theft or mutilation of intellectual materials or other University equipment. The University Academic Integrity Policy is found at: http://www.sacredheart.edu/officeservices/registrar/academicintegritypolicy/
In addition, nursing students are not permitted to re-submit partial or entire work, which has been assigned a grade value in a previous course. Doing so constitutes self-plagiarism and violation of the Academic Integrity principle.

College of Nursing violations of academic integrity brought forth by a faculty member will be reviewed by the Office of the Dean. Notification of findings and appeal process will be communicated to the student after the review.

b. **Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation please contact the Jandrisevits Learning Center, Student Success Center, 5060 Park Avenue, Fairfield, CT 06825-1000, 203-371-7820 or visit their website at: [http://www.sacredheart.edu/officeservices/jandrisevitslearningcenter/speciallearningservices/](http://www.sacredheart.edu/officeservices/jandrisevitslearningcenter/speciallearningservices/)

c. **Sexual Assault Policy**

Sacred Heart University is committed to maintaining a learning, living, and working environment for the University community free of sexual assault. The Sexual Assault Policy describes the University’s policy toward sexual assault and zero tolerance policy towards rape. It also provides guidance for those who have been sexually assaulted, outlines the University’s disciplinary response to alleged incidents of sexual assault, and identifies the relevant organizations within the University responsible for managing the policy and programs associated with it. Sacred Heart University’s policy is intended to comply with relevant state and federal statutes and it applies to faculty, staff, and students. The University’s Sexual Assault Policy can be accessed at: [https://www.sacredheart.edu/media/sacredheart/collegeofnursing/4302_shu_sexual_assault_policy.pdf](https://www.sacredheart.edu/media/sacredheart/collegeofnursing/4302_shu_sexual_assault_policy.pdf)

d. **Procedures for Individuals Claiming Unlawful Discrimination/Harassment**

A complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination including harassment, under Title VI, Title IX, Section 504 of the Rehabilitation Act and the Age Discrimination Act. Claims of harassment or discrimination are: (1) claims of violation of the University’s nondiscrimination policy, and (2) claims of violations of the University policy in opposition to harassment. The procedure for reporting unlawful discrimination or harassment can be found under the Wellness Center- Counseling & Health Services webpage at: [http://www.sacredheart.edu/officeservices/jandrisevitslearningcenter/speciallearningservices/complaintprocedurefordiscriminationclaim/](http://www.sacredheart.edu/officeservices/jandrisevitslearningcenter/speciallearningservices/complaintprocedurefordiscriminationclaim/)
SECTION III: COLLEGE OF NURSING FIRST PROFESSIONAL DEGREE SPECIFIC POLICIES

3.1 PROGRAMMATIC STUDENT LEARNING OUTCOMES

The Student Learning Outcomes are derived from the American Associates of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice.

I. Liberal Education-Liberal Education for Baccalaureate Generalist Nursing Practice

Integrates knowledge from the biological, behavioral, social, and nursing sciences when providing care to patients with complex alterations in health.

- Integrates knowledge of pathophysiology, pharmacology, and nutrition when providing care to patients, families, communities, and populations.

II. Leadership-Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Evaluate and provide safe, high quality health care based on an understanding of organizational and systems leadership models.

- Apply leadership concepts, skills, and decision making when coordinating the healthcare team in a variety of settings.

Quality Improvement-Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Evaluate and provide safe, high quality health care based on an understanding of organizational and systems leadership models.

- Participate in quality and patient safety initiatives that impact patient care and system issues.

Safety-Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Evaluate and provide safe, high quality health care based on an understanding of organizational and systems leadership models.

- Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.
• Apply quality improvement processes and safety enhancing technology to effectively implement patient safety initiatives and monitor performance measures, including nurse sensitive indicators in the microsystem of care.

III. Evidence Based Practice-Scholarship for Evidence-Based Practice

Provide professional nursing care that is grounded in current practice.

• Discriminate between valid and invalid reasons for modifying clinical practice based on clinical expertise or patient/family preferences.
• Evaluate and propose changes based on evidence based practice to structure the work environment to facilitate integration of new evidence into practice.
• Value the concept of evidence-based practice as integral to determining best clinical practice.

IV. Informatics-Information Management and Application of Patient Care Technology

Use computer information management systems and patient care technology to evaluate the safety and effectiveness of patient care.

• Use computer information systems to monitor and coordinate the care of patients with complex alterations in health.
• Integrate the use of technology and information systems to adapt patient care based on an analysis of expected and actual patient outcomes.

V. Health Care Policy-Healthcare Policy, Finance, and Regulatory Environments

Integrate knowledge of healthcare policy, finance, and regulatory factors that influence health care delivery and nursing practice.

• Finance: Analyze the costs and availability of healthcare options for individuals, communities, and select populations.
• Healthcare policy: Analyze healthcare policies that impact the delivery of healthcare, and make recommendations for change based on that analysis.
• Regulatory: Examine the state’s nurse practice act in relation to the scope of practice of registered nurses in that state.

VI. Inter-professional Collaboration/Communication-Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

Provide effective patient-centered care as a member of the inter-professional health care team by fostering open communication, mutual respect, and shared decision-making.
• Participate in the development, implementation, and evaluation of intra/interprofessional community projects.
• Provide effective patient-centered care as a member of the inter-professional health care team by fostering open communication, mutual respect and shared decision making.
• Acknowledge own potential to contribute to effective team functioning.

VII. Health Promotion Disease/Injury Prevention-Clinical Prevention and Population Health

Support culturally competent health promotion and disease/injury prevention activities across the lifespan at the individual and population level to improve population health.

• Perform population-based screenings to identify potential health related risks and intervene as appropriate to minimize the risk of disease.
• Collaborate with others to develop a plan of care that takes into account determinants, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death.
• Advocate for social justice including a commitment to the health of vulnerable populations and the elimination of health disparities.

VIII. Professionalism-Professionalism and Professional Values

Demonstrate the core values of professionalism that support achievement of optimal health and wellness outcomes in patients, families, communities, and populations.

• Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.
• Act to prevent, recognize, and intervene when unsafe, illegal, or unethical care practices are being carried out by members of the health care team.
• Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.

IX. Patient Centered Care-Baccalaureate Generalist Nursing Practice

Evaluate the effectiveness of patient-centered care as a member of the inter-professional health care team.

• Develop and evaluate care that reflects spiritual, cultural, ethnic and social preferences, values, and needs of patients, families, communities, and populations.
• Respect the centrality of the patient/family as core members of any healthcare team. (QSEN teamwork and collaboration attitudes)

Clinical Judgment-Baccalaureate Generalist Nursing Practice
Make individualized patient-care related clinical judgments that are based on knowledge and evidence and developed through the process of clinical reasoning.

- Use evidence and clinical reasoning to support the management of care based on an ongoing evaluation of patient outcomes.

### 3.2 ACADEMIC ADVISEMENT

Academic Advisement for all students in the First Professional Degree Program is guided by the following policies and procedures. Students must initiate contact with faculty advisors on a regular basis to assure they have accurate information for course planning as well as access to faculty for consultation and advice. Consistent contact is essential for student satisfaction and advisor accountability.

Nursing faculty advisors assist students with setting academic goals, ensure program and university requirements are met and understood by the student, and that coursework is consistent with the program plan of study. Academic advisors also direct students to appropriate offices or persons within the university when a faculty member recognizes that a student needs professional assistance with problems of a personal nature or resulting from academic skill deficiencies.

**Academic Advisement Policy:**

Each student will be assigned a nursing designated freshman faculty advisor beginning the fall of freshmen year. Sophomore students will be re-assigned a faculty advisor for the remainder of the program at the start of their sophomore year. All matriculated nursing students will take responsibility for contacting their faculty advisor for a review of their progress, academic advisement, and registration preparation at least once per semester. Contact may be in person, via telephone, spoken/video conversation using supporting software applications, or email with the assent of the faculty advisor. *The advisor has the right to decline registration authorization and ultimately delay registration if plans of study have not been discussed per the guidelines of this policy.*

First Professional Degree nursing students are expected to closely follow the published recommended plan of study. Students may access their academic evaluation under program evaluation available on WebAdvisor.

**Academic Advisement Procedure:**

- **FPD students** may schedule in-office or virtual advisement appointments as directed by the faculty advisor. The method for scheduling advisement appointments is determined by the faculty advisor.
- Students may also email their faculty advisor to schedule an appointment, being sure to allow several days for response time.
• Should an urgent issue arise when the faculty advisor is unavailable, students will be referred to the undergraduate program assistant or the Director of the First Professional Degree Program.

3.3 GRADING POLICY

Students in the First Professional Degree Program are required to meet specific criteria in order to remain in good academic standing. A consistent, published approach to grading across the nursing programs is important to establish required standards to successful course completion, and to maximize likelihood of success on professional licensure examination.

Sacred Heart University Undergraduate Grading System

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QP</th>
<th>GRADE RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>60-66</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>0-59</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>0.00 (for courses elected as pass/fail)</td>
<td></td>
</tr>
<tr>
<td>NP (No Pass)</td>
<td>0.00 (for courses elected as pass/fail)</td>
<td></td>
</tr>
<tr>
<td>W (Withdrawal)</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>NG (No Grade)</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

Policy:

• All course syllabi will list the evaluative components for that course, with their relative weighting related to the final course grade.
• For undergraduate students, the weighted cumulative average of all examinations within a course must be 77%. Those students who achieve a weighted cumulative exam average of 77% or above, will have the final course grade calculated based on the remaining course evaluation components identified in the syllabus including tests, papers, required lab demonstrations, clinical, and other assignments. If the weighted cumulative exam average is less than 77%, the final course grade will be calculated solely on the cumulative exam grade, and the student will fail the course with a grade of C, C-, D+, D or F.

• A clinical failure in a nursing course results in course failure, and a grade of F.

• Matriculated undergraduate students are required to maintain a 2.8 GPA throughout their studies and to meet the minimum required GPA for graduation.

• Exam grades are weighted per the course syllabi.

3.4 ADHERENCE TO PROFESSIONAL BEHAVIORS

It is essential that students develop the professional values necessary for success in the academic setting and their future professional roles.

Professional Behavior Standards Policy:

Professional behavior of students is required in the classroom and in all practicum/clinical settings. Students enrolled in the program, represent the College of Nursing and Sacred Heart University.

• SHU nursing students are expected to consistently demonstrate the professional behaviors listed within the Responsibility, Accountability, Professionalism, and Specific Standards for Clinical/Lab/Simulation sections listed below.
• Faculty will complete a critical incident form and issue a professional warning for failing to demonstrate one or more professional behaviors. Further disciplinary action may be required if serious or subsequent violations occur.
• Students’ questions regarding the SHU Nursing Professional Behaviors listed below should be discussed with course faculty or faculty advisors.
• Students are expected to uphold the ethical standards of the nursing profession. A copy of the Code of Ethics for Nurses can be found on the American Nurse Association website at: http://www.nursingworld.org/codeofethics.

Responsibility

The student:
• Is punctual and dependable.
• Completes responsibilities in a timely manner including following through with assigned or accepted responsibilities.
• Knows and abides by relevant policies and procedures.
• Presents or discusses one’s own views in a way that demonstrates respect for those with opposing viewpoints.

Accountability

The student:
• Is prepared for class/clinical sessions and assignments.
• Identifies learning needs and implements a study plan with faculty assistance if necessary.
• Asks relevant questions indicating interest as well as preparation for learning.
• Pursues learning independently without being consistently dependent upon others or overutilizing any one set of resources in a way that might limit access to others.
• Maintains appropriate body language and non-verbal cues that demonstrate respect for others.

Professionalism

The student:
• Is honest and demonstrates integrity in all situations.
• Maintains professional and personal boundaries that are appropriate for the situation.
• Voices criticism and negative perspectives in an appropriate way and at appropriate times.
• Is attentive and respectful when others are speaking.
• Respects those with opposing opinions.
• Uses the established protocol as described in the Student Guide for resolving academic questions/issues.
• Respects, protects, and maintains confidentiality as well as privacy of patients and patient data.
• Engages in self-assessment and reflection on a regular basis to promote professional growth and development.
• Respects and responds appropriately to criticism. Uses critiques from faculty in a positive way by developing a plan of action for improvement.
• Demonstrates sensitivity for interpersonal differences, including cultural, racial, religious, gender, age, sexual orientation & ability.
• Dresses and presents an appearance appropriate to the situation.
• Utilizes an appropriate level and type of language for the person, group, and/or situation.
• Utilizes a tone and attitude that demonstrates respect for others and their roles.
• Uses a volume and clarity of speech that is understandable to the listener or audience.

Specific Standards for Clinical/Lab/Simulation

The student:
• Adheres to clinical practices, principles, and standards.
• Reports clinical findings to instructor and registered nurse in a timely manner.
• Engages in safe nursing practice.
• Practices within the scope of the student nurse role.
• Follows chain-of-command appropriately.
Failure to comply and demonstrate professionalism throughout the program may result in a professional warning. (See section 3.7a). Graduation awards are granted on merit and professionalism. Program warnings can affect a student’s likelihood of award consideration.

3.5 ATTENDANCE POLICY

The faculty values an active and engaged learning environment and believes that student participation is important for growth as well as the enrichment of others.

Attendance-Classroom Policy:

- Students are expected to attend all scheduled classroom and related activities. *This includes regular participation in course discussions/activities for online students.*
- Per Sacred Heart University policy, class attendance will be taken each session that the class meets or weekly for online/hybrid classes.
- Faculty may evaluate student participation. Refer to the course syllabus for evaluating processes (if applicable).
- Students are responsible for all material presented in their absence and for meeting all course requirements (e.g. quizzes or presentations) that occurred in their absence. Students who will be absent from any class or related activities must notify the course instructor prior to the class start time.
- Student-athletes must present a copy of their Contract or Agreement to the course faculty at the beginning of the semester (see University Policy re: Student Attendance).
- In cases where the absence was not previously approved or extenuating circumstances exist, opportunities to make up activities will be at the total discretion of the faculty.
- Prolonged or frequent absences may make it impossible for students to achieve program and class objectives, which may result in a course failure.
- Failure to comply with course standards/expectations may result in a completion of a critical incident form and may result in being issued a professional warning. Refer to the Critical Incident Report (Appendix E) for a list of course expectations.

Attendance Procedure:

- Students who anticipate an absence should discuss it with the appropriate faculty as soon as possible.
- Students are expected to take responsibility for their learning.

3.6 ACADEMIC PERFORMANCE COURSE PROGRESSION

In order for students to progress in their program of study they must meet three criteria:

1. Academic Success
2. Safe, Competent Clinical and Lab Practicum Performance
3. Adherence to Professional Role Behaviors
Academic Success:

Students must pass all of the evaluatory components (clinical, laboratory, and didactic) of a nursing course in order to receive a passing grade in the course. If a student fails one component and passes the other(s), the student will fail the course. If the student fails the clinical or laboratory component of the course, the student will receive a failing grade of “F” and may be dismissed from the nursing program. If a student fails a course with a clinical and/or laboratory component, based on didactic content, the student must retake all components of the course. Students who need to retake a course due to failure must achieve an 80 or better for weighted cumulative exam average and a B- or better for the final course grade in the repeated course.

A failed nursing or non-nursing course can be repeated only once. If the repeated non-nursing course is taken at another regionally accredited institution other than SHU it will be considered transfer credit. Refer to the transfer credit policy (section 3.1).

If a student receives an incomplete grade in a pre-requisite or required science course, the incomplete course must be successfully completed prior to proceeding with the next course to allow progression in nursing courses.

Note: Repeating a nursing course may affect a student’s ability to progress with his/her class and expected date of graduation.

Program Retention Policy:

After matriculation into the nursing program, student must remain in good standing in order to progress in the curriculum. Students must achieve the following to maintain their placement in Sacred Heart University’s Undergraduate Nursing program for first professional degree students.

A. Undergraduate Freshman Nursing Guidelines

The College of Nursing pre-requisite nursing courses BI 126/127, BI 128/129, CH 117/119, including the sophomore science pre-requisite course BI 161/162, must be taken at Sacred Heart University for the first time course requirement. Each student must successfully complete the following pre-requisite courses prior to fall semester sophomore year: Biology 126/127, Biology 128/129, Chemistry 117/119, and Math 105 or the accepted equivalent.

- Take Biology 126/127 and Biology 128/129, and Chemistry 117/119 at Sacred Heart University for the first time course requirement. Acceptance of transfer credit for Math 105 will be determined by the College of Nursing upon freshman enrollment or will be taken in the fall semester of freshman year.

- Achieve a C+ or better in all pre-requisite courses.
• Take Math 105 in the freshman fall semester. Repeat Math 105 in the spring semester if a grade of C or C- is earned in the fall course.* A grade of D+, D, F, or W will result in dismissal from the College of Nursing. **Withdrawal from a Math course will result in dismissal from the College of Nursing unless approved by the Program Director.** The course may only be repeated one time, at Sacred Heart, in the spring semester, to achieve a C+ or better in the course.

• Take Biology 126/127 in the fall semester and Biology 128/129 in the spring semester. Repeat Biology 126/127 or Biology 128/129 if a grade of C or C- is earned in the course.* A grade of D+, D, F, or W will result in dismissal from the College of Nursing. **Withdrawal from a Biology course will result in dismissal from the College of Nursing.** Repeated Biology courses may be completed outside of Sacred Heart University with the permission of the Biology Department and the College of Nursing.

• Take Chemistry 117/119 in either the fall or spring semester. Repeat Chemistry 117/119 if a grade of C or C- is earned in the course.* A grade of D+, D, or F will result in dismissal from the College of Nursing. **Withdrawal from a Chemistry course will result in dismissal from the College of Nursing.** Repeated Chemistry courses may be completed outside of Sacred Heart University with the permission of the Chemistry Department and the College of Nursing.

• Any student who earns a grade of C or less in **two or more** pre-requisite nursing courses will be dismissed from the College of Nursing.

• Any student who earns a grade of C or less in **one** pre-requisite nursing course will be placed on programmatic probation in the CON for two semesters. **Probation status is for two semesters.** At the end of the probation period, the student must meet the professional and academic standards outlined in the Student Nursing Guide and the requirements set forth by the Academic Standards Committee in order to return to good standing.

• Must maintain a cumulative GPA of 3.0 or higher prior to the start of the sophomore fall semester. If a student passes all required pre-requisite math and science courses with a C+ or higher, and has a GPA between 2.80 and 2.99, the student may be allowed, at the discretion of the College of Nursing, to progress to the sophomore year and will be placed on program probation for the following two semesters. **Students on Program Academic Probation must prepare a well written action plan and must meet with their advisor to review/approve the action plan.**

• Any student who earns an overall GPA of less than 2.8 at the end of the freshman spring semester will be recommended for dismissal from the College of Nursing.

**b. Matriculated Sophomore, Junior and Senior nursing guidelines**
• BI 161/162 Microbiology must be taken at Sacred Heart University for the first time course requirement during the sophomore year.

• Achieve a grade of C+ or better in all science (including associated labs), math, and nursing courses. The College of Nursing honors the University policy of accepting a D for non-nursing, and non-science/math courses taken at Sacred Heart University except for pre-requisite courses.

• Successfully complete all prerequisite courses

• Attain a weighted cumulative exam average 77% or higher in all exam based nursing courses.

• Receive a grade of “pass” on all end-of-semester nursing clinical evaluations.

• Maintain a university cumulative GPA of 2.8 or higher.

• Demonstrate maturity, integrity, and professionalism.

• Achieve a medication math competency exam score of 90%. (Refer to the medication math exam policy below.)

• Meet the cognitive and physical qualifications of the program. (See Appendix C)

• Maintain compliance with all health and clinical agency requirements.

All students with a single, first time nursing course will be permitted to continue, repeating the course the next time it is offered, unless presently on probation. The student will not be allowed to continue taking additional nurses courses until the repeated course is successful passed. This may result in a 5 year plan of study.

• All students with a first time, single course failure, will be placed on Program Academic Probation by the Dean for two (2) consecutive semesters.

• Students must prepare a well written action plan after a single course failure and must meet with their advisor to review/approve the action plan and adjust their plan of study.

• Students must achieve an 80 or better for weighted cumulative exam average and a B- or better for the final course grade in the repeated course.

• Courses taken a second time remain on the transcript (the failing grade in the first course will be replaced by the repeated course grade). For the purposes of progression, the failed/remediated course will be considered one course failure throughout the student’s program.
c. Medication Mathematics Examination Policy

A medication math exam will be administered to all students starting in NU 215 and each semester the student is enrolled in a clinical based nursing course. Clinical nursing courses, may require students to administer medication. Therefore, competency must be assured prior to that experience each semester. The process includes:

- A medication math exam will take place by the second week of every semester.
- A score of 90% is required to pass the exam.
- Students are expected to pass the exam the first time; however, students have three (3) attempts to pass the exam within two weeks of the initial exam.
- Students will not be permitted to administer medication to patients until the exam has been successfully passed with a 90% grade.
- If a passing grade is not achieved after a total of three (3) attempts, the student will fail the course.

3.7 ACADEMIC STANDARDS

Professional behavior and academic standards are designed to uphold important values and requirements of the nursing profession to assure safe, quality practice, and protection of clients. Warnings, probation, and dismissal are applied to violations of professional behaviors and academic standards as follows.

a. Program Warnings & Probation

Students may receive a warning for violations to professional and clinical standards as outlined in the Nursing Student guide. A critical incident and/or written documentation will outline the warning and actions required by the student. The warning will be part of the student’s nursing academic file.

**Professional Warning:**
Students will receive a professional warning for:

- Failure to meet professional standards/expectations
- Failure to meet course standards/expectations
- Violation of the University code of conduct

**Clinical Warning:**
Students will receive a clinical warning for:

- Violations of accepted clinical practices, principles, or standards
- Failure to comply with student practice requirements

Students receiving a critical incident form and/or written documentation for a professional or clinical warning must meet with the course faculty member to discuss the violation(s) and formulate a plan of action within five (5) days of receiving the critical incident form.
Additionally, students receiving a clinical warning are required to meet with their clinical faculty member to discuss the violation no later than the next scheduled clinical day. Failure to comply with this policy may result in a recommendation to the Dean of College of Nursing for placement on program academic probation.

A student may be recommended to the Dean for placement on program academic probation after any professional or clinical written warning. After two consecutive (defined as within the same semester or sequential semesters) or three non-consecutive written warnings the student will be recommended to the Dean for placement on program academic probation. The Dean is solely responsible for placing students on program academic probation.

Probation status is for two semesters. At the end of the probation period, the student must meet the professional and academic standards outlined in the Student Nursing Guide and the requirements set forth by the Academic Standards Committee in order to return to good standing. While on probation, if a student incurs another incident that would result in being placed on probation, the student will be recommended for dismissal.

Students with recurrence of behaviors that yielded warning(s) or program academic probation and/or the first incidence of a serious violation may result in recommendation for dismissal.

b. Dismissal from the College of Nursing

Academic Standards Policy:

The First Professional Degree Program reserves the right to recommend the dismissal of a student who does not maintain a satisfactory level of scholarship, who cannot remain in the Nursing Program without detriment to the health of self or others, or who, in the judgment of the Academic Standings Committee and Dean of the College of Nursing, fails to live up to University and/or professional standards and regulations. For additional details, refer to policies on Course Progression, Professional Role Behaviors, Program Warnings and Program Academic Probation. Recommendations are forwarded to the Dean for final determination.

Specific causes for recommending dismissal from the Undergraduate Nursing Program are:

- Failure to achieve a weighted cumulative exam average of 77% in two nursing courses or a cumulative course average of 77% in two nursing courses.
- Failure to achieve a weighted cumulative exam average of 77% or a cumulative course average of 77% in one nursing course while on probation.
- A cumulative exam average of F or a final grade of F in a single nursing course.
- Failure to achieve an 80 or better for weighted cumulative exam average and a B- or better for the final course grade in the repeated nursing course.
- Failure to satisfactorily meet clinical and course objectives as outlined in the course syllabi and associated clinical course materials. Note: A clinical failure results in failure of the entire course and a final grade of F.
- Failure to demonstrate medication math calculation competency at a level of 90% after three (3) attempts in the same course.
• Failure to achieve a 2.8 cumulative GPA after two consecutive semesters on probation.
• Failure to meet professional standards/expectations.
• Failure to meet the skills and functional abilities for nursing students despite reasonable accommodations.
• Failure to meet criteria set out in program emails.
• Failure to meet criteria in official letters of warning and probation.
• Incur an incident that would result in program academic probation while on program academic probation

Note: Students must achieve a final GPA of 2.8 or above in order to graduate.

**Academic Standings Procedure:**

There is a defined, progressive, and formalized system of communication and documentation related to student academic, professional, and clinical progression. The Academic Standards Committee will be notified by course faculty of any academic, professional, or clinical violations. Decisions and recommendations for program academic probation and dismissal will be deliberated by the Academic Standards Committee. The entire academic and clinical record of the student will be reviewed during deliberations.

If necessary, students will be notified, in writing, of any actions taken by the Academic Standards Committee. Written notifications may include instructions for students related to their status in the program, academic progression and/or conditions of probation. Students are solely responsible for adhering to the CON policies and procedures set forth in the Nursing Student Guide and to all conditions identified in any communication from the CON. Failure to comply may result in probation or dismissal.

**c. Appeal Process**

**Probation and Dismissal Appeal Policy:**

For an appeal of a probation or dismissal to be considered, it must be based upon one or more of the following grounds and allegation that the grounds cited influenced being placed on probation or caused for dismissal: (1) arithmetic or clerical error; (2) extenuating circumstances; (3) discrimination or harassment, based upon race, color, gender, religion, national/ethnic origin, age, or disability.

The student may appeal the probation or dismissal decision in accordance with the procedure outlined below. Such a request for appeal must within 14 business days of the probation or dismissal notification.

For information regarding discrimination or harassment, please refer to the University’s Policy on Prohibited Harassment and Discrimination
Probation and Dismissal Appeal Procedure:

- The student must submit a written request for an appeal with a statement detailing the grounds for appeal based on the list above. The student will have one opportunity to fully state the case for appeal. The student is responsible for preparing a clear and concise written statement and setting forth the facts and circumstances upon which the student relies in support of the appeal. The request and statement must be submitted to the Chair of Academic Standards Committee no later than 14 business days from notification of the probation or dismissal.
- Upon receiving a timely request for an appeal, the Chair will convene the Academic Standards Appeals Board. The hearing is to be held within 14 business days of receipt of a formal written request.
- The Academic Standards Appeals Board hearing is a closed hearing attended by Academic Standards members.
- The hearing is solely based on the question of whether the ground or grounds for appeal cited influenced the decision for probation or dismissal as alleged in the student’s written statement of appeal. The burden is on the student to satisfy the Board by clear, cogent, and convincing evidence that his or her contentions are true.
- At the beginning of the hearing, the Chair will outline the procedures to be followed in the hearing. The Academic Standards Committee may consider only such evidence that relates to the three possible grounds and need consider only that offered which it considers fair and reliable. The conduct of the hearing is under the control of the Chair.
- Following the hearing, the Board will deliberate with a vote. The Chair of the Program will vote in case of a tie.
- The Chair of Academic Standards will notify the Dean of the recommendation of the decision of the appeal. The Dean of the College of Nursing will either accept or deny the decision. The Dean’s office will notify the student, Chair of the Program’s Academic Standards Committee, and the Director of the Program in writing of the decision.
- If the decision so indicates, the Dean’s office will contact the university’s registrar to initiate a change in the decision of probation or dismissal.
- Note: Incidences where the Dean of the College of Nursing is named, a designee from the Office of the Dean may be substituted, i.e. Associate Dean.

3.8 Chain of Command

Plan of Study:
Any student who has concerns related to their plan of study or courses should contact their Academic Advisor. If further assistance is needed, the student and/or Academic Advisor will contact the Program Director.

**Courses:**
Students who have any issues related to coursework should first discuss the identified concerns with the course faculty. If further assistance is required the student and/or course faculty will contact the Program Director.

**Clinical:**
Any non-urgent issues related to clinical should first be addressed to the clinical instructor, and/or to the assigned clinical advisor. If further assistance is needed, the student, preceptor, and/or clinical faculty/advisor should contact the course faculty. Clinical issues of an urgent nature should be addressed immediately by the clinical faculty/advisor. Any issues that are not resolved or in the event the student needs immediate assistance and is unable to reach the clinical faculty/advisor or course faculty should be addressed by phone to the Program Director. If in any of the above cases the Program Director is unable to resolve the issue(s) please contact the Associate Dean of Academic Affairs and then finally the Dean of the College of Nursing.

### 3.9 LEAVE OF ABSENCE

The faculty wishes to support students experiencing events that require a leave of absence. At the same time, it is important for student achievement and program integrity that students complete their program of studies in a reasonable timeframe to assure retention of prerequisite knowledge and skills.

**Leave of Absence Policy:**

A matriculated student who wishes to temporarily withdraw from a Nursing Program may request a leave of absence from the Dean of College of Nursing for one or two semesters. While on leave, the student remains enrolled in the College, although not registered for courses. Students will not be required to reapply at the time of their re-entry, provided it is within the originally requested timeframe.

Students who take a leave of absence will be expected to comply with any curricular changes occurring within the degree program during their absence. Extensions to the requested leave of absence timeframe will be considered on a case-by-case basis by the Dean of College of Nursing.

Students who take a leave of absence must contact the Director of the First Professional Degree Program the semester prior to their planned reentry to secure a space in the program. Students are not guaranteed a place in a specific semester; however, reasonable attempts will be made to honor their request. Returning students may be asked to demonstrate competency in prior nursing courses. This may occur as a lab practicum or a content mastery examination. If the leave of absence was in response to a medical condition, a physician note to medically clear the student to return to clinical will be required.

**Leave of Absence Procedure:**
Students contemplating a leave of absence should first discuss this with their faculty advisor, if possible.
A written request for a leave should be submitted specifying the general reason for the request and whether one or two semesters of leave time are desired.
Students will be notified in writing that their leave has been granted or denied.
Students should contact the Director of the First Professional Degree Program and their faculty advisor at the end of the semester prior to their return.
A formal written request for extension of the leave is required and will be considered on a case-by-case basis.
Students should follow the university policy on leave of absence outlined in the university catalog.

3.10 ADMINISTRATIVE WITHDRAWAL

If certain conditions warrant, a course faculty, faculty advisor, or program director may recommend or require a student to withdraw from a course or request a LOA. These conditions may include but are not limited to the student’s health or personal circumstances that may impede or prevent academic success.

Administrative Withdrawal Policy:

Enrolled students who have not registered for two semesters and who have not formally notified the program director and/or the Dean of the College of Nursing of their intentions may be administratively withdrawn from the program. Students who have been administratively withdrawn from the program will be required to apply for re-admission.

Administrative Withdrawal Procedure:

- The First Professional Degree Program Assistant will notify the program director and the Dean of College of Nursing regarding students who have not registered for two semesters.
- After reviewing files and consulting with the appropriate faculty advisors, the Dean of the College of Nursing will send a letter to students to be administratively withdrawn.
- Students will be given a 30 day period to respond to the letter to allow for unusual circumstances.

3.11 TRANSFER CREDIT

All matriculated students are expected to fulfill course requirements for their degree at Sacred Heart University. Under special circumstances, a student may appeal to take a non-nursing course at another regionally accredited institution during the winter or summer sessions only.

Transfer Credit Policy:
The First Professional Degree courses are in required sequence as indicated in the plan of study and by the student’s academic advisor. Academic advisor approval must be obtained prior to completing the transfer request form. Guidelines for determining approval (and restrictions) for taking courses at other institutions can be found in the Academic Standards, Policies and Procedures section of the Undergraduate catalog and should be reviewed before scheduling an advisor approval meeting.

**Transfer Credit Procedure:**

- Matriculated students seeking to take non-nursing courses at other colleges must [download and complete a transfer request permission form](#). No nursing course may be transferred from another college or university.

- Forms must be completed and submitted for signature at least 2 weeks prior to the end of a semester.

- Final approval must be given by the student’s academic advisor, the chair that will accept the transfer course, the Director of the First Professional Degree Program, and the Dean of the College of Nursing. Credit will not be awarded without prior final approval by the Dean. Requests must be processed and approved in advance of course offerings.

- It is the student’s responsibility to have an official transcript sent to the Registrar’s Office to receive credit for the course. Refer to the course progression policy in this nursing student guide.

### 3.12 STUDENT FEES

**Differential Tuition**

Sacred Heart University has implemented a differential tuition for the First Professional Degree Nursing program. The cost of nursing education is increased relative to other majors due to intensive clinical laboratory courses and clinical supervision required to maintain the professional standards of nursing education in addition to the associated expenses of clinical education. This charge will be reflected as a program fee each semester in addition to undergraduate tuition and fees. The fee will be initiated for nursing students beginning in their sophomore year.

**Lab Fees**

Clinical laboratory fees are attached to courses that involve laboratory activities, simulation, or practical exams. These fees are used to offset expenses associated with these learning activities.

**Nursing Assessment Fee**
A one-time assessment fee is levied in the sophomore year for individualized testing and evaluation that occurs throughout the nursing major courses. Students receive supplemental and remedial study materials in addition to individual feedback on tests and recommendations for improvement. Senior students will be required to participate in an NCLEX review course towards the end of the final semester. The fee is independent of the nursing assessment fee and is the responsibility of the nursing student. Questions about these fees and activities should be directed to the Director of the First Professional Degree Program or the Dean of the College of Nursing.

**Nursing Verification/Health Requirements Documentation Fee**

All clinical educational sites require the University to verify that each student placed in a clinical setting has met the necessary health requirements as designated by the clinical site. The University uses an outside vendor to collect and verify this information. There is a one-time fee associated with this process, which the student will pay directly to the assigned vendor. On or before the Fall term, freshmen students in the First Professional Degree Program must submit completed and approved Health Documentation to the vendor for verification. Annual health documents are required before the start of the fall term in their sophomore, junior and senior year, due dates are outlined in email communications. A listing of these requirements is available through the vendor or the Contract Coordinator. Students should keep copies of all health documents for their files. Students may not attend clinical or lab activities without health clearance provided in the correct format. Students who miss clinical due to non-compliance are at risk for not meeting clinical objectives which may result in professional warning, probation, course failure, and/ or recommendation for dismissal from the program. Health care agency placement agreements and patient safety needs require strict compliance with health screening requirements.

3.13 **TEST TAKING POLICY**

The test taking policy ensures all student examination results are earned under comparable conditions and represent fair and accurate measurement. The following regulations are designed to help ensure a standardized testing environment and will be used by all faculty in the College of Nursing.

- No study aides (textbooks, notebooks, classroom notes, etc.) are allowed in the vicinity of the student.
- No papers, beverages, food, purses, wallets, cell phones or any other electronic or internet-based device are allowed on your person or in the vicinity of the student. This includes Apple Watches and any FitBit monitoring device. All phones should be turned off.
- No hats, hoodies, scarves, or coats may be worn in the testing room and must be placed on the perimeter of the room upon entry.
- Faculty will distribute authorized scrap paper as needed. Scrap paper must be handed in before leaving the testing room.
• Students may not leave the testing room without faculty permission.
• Each exam can only be taken once. **(Unless otherwise authorized by course faculty and Director of First Professional Degree Program, if extenuating circumstances are presented).**
• Students who opt out of a test or exam due to illness must obtain a note from a Health Care Provider such as an MD, APRN, or PA; the absence from the exam must be communicated with course faculty prior to the start of the test or exam.
• Students who opt out due to an emergency must contact course faculty prior to the start of the test or exam.
• If a student opts out of an examination due to illness or emergency, the final exam score will be substituted for the missed unit exam score.
• If a student is absent from an exam that is not related to an emergency or illness, and/or have incorrectly reported an absence as described above, a zero will be given for the unit exam.
• If two (2) unit exams are missed regardless if reason provided for the missed exam follows above policies, an incomplete will be awarded.
• If the final exam is missed for an approved reason as stated above and communicated in advance to the course faculty, an incomplete may be awarded after discussion with course faculty and Director of the First Professional Degree Program. If a student receives an incomplete grade, the student will have the opportunity to make up the final exam at the discretion of the course faculty in conjunction with the Director of the First Professional Degree Program at no earlier than 14 days post the Academic Standings end-of-the-semester meeting.
• Incompletes must be completed within the first week of the following semester in order to begin subsequent nursing courses.

**Behaviors Subject to Dismissal from the Exam:**

Any student who engages in unprofessional and improper behavior and/or does not follow and adhere to faculty’s warning to discontinue this disruptive behavior will be dismissed from the exam and not allowed to retest. The exam will be graded as a ZERO (0). The behaviors listed below are considered to be improper and unprofessional behavior.

• Giving or receiving assistance of any kind.
• Using any prohibited aids such as handheld calculators, conversion tables, dictionaries, etc.
• Accessing or attempting to access any study materials (textbooks, notebooks, classroom notes, websites, blackboard, etc.) at any time after the start of the examination administration (including break times).
• Failing to follow the test taking policy or the instructions of the faculty/proctor.
• Offering assistance of any kind to another student without the instruction of the faculty.
• Creating a disturbance of any kind.
• Copying, reconstructing, or removing examination items and/or responses (in any format) or notes about the examination from the testing room or attempting to do the same.
- Tampering with the operation of the computer or attempting to use it for any function other than taking the examination. All computer applications must be closed prior to testing.
- Attempting to leave the classroom anytime during or after the exam before class dismissed.
- Using the computer for non-testing purposes during the testing period. 
  
  *If a student accesses any software program other than the test (including but not limited to e-mail, Social Media, Internet Explorer, Word, Excel, etc.) there will be a presumption that the student is engaged in cheating.*

3.14 STUDENT PRACTICE REQUIREMENTS

**a. Health Requirements Documentation**

Health care agency affiliation agreements and patient safety needs require strict compliance with health screening requirements.

**Health Requirements Policy:**

- On or before July 15th entering First Professional Degree freshmen students must submit completed and approved Annual Health Clearance and Illness/Immunization documentation to the CastleBranch documentation service.
- All matriculated sophomore, junior, and senior, nursing students must provide a completed and approved Annual Health Assessment, PPD Form, and current Statement of Responsibility to the CastleBranch documentation service by the July 15th deadline for that academic year.
- All matriculated nursing students must have a seasonal Influenza vaccination for the current flu season no later than October 15th, or earlier if required by the assigned clinical site.
- All transfer students must submit completed and approved health information forms to the CastleBranch documentation service prior to matriculation in the College of Nursing.
- Students may not attend clinical without health clearance. Students who miss clinical due to non-compliance are at risk for not meeting clinical objectives which may result in professional warning, course failure, probation, and/or recommendation for dismissal from the program.
- Students should keep copies of all health documents in their personal files. The College of Nursing will not provide copies of health documents.

**Health Requirements Procedure:**

- All College of Nursing students must enroll in and activate a CastleBranch account. Required health forms may be found on the CastleBranch website within your individual accounts.
- Please note that the College of Nursing will not accept copies of medical information.
Utilizing and completing the required health forms will ensure that students meet agency requirements for clinical practice.

- Students are responsible for submitting documentation directly to CastleBranch documentation service.
- Students are strongly encouraged to allow 3-4 months to complete health requirement activities and documentation as last minute appointments may not be available or sufficient.
- Questions regarding health forms may be directed to the Contract Coordinator for the Undergraduate Nursing Program.
- Students who are not compliant with stated health requirements will be prohibited from any patient care activities on the first day of clinical, will receive a professional warning for failure to follow hospital/agency policy, and will be subject to additional consequences as determined by the course faculty. Students will not be permitted to attend subsequent clinical rotations until compliant with all requirements.

b. CPR Certification

CPR certification is a clinical agency requirement, thus, is required of all junior and senior matriculated students.

**CPR Certification Policy:**

All Junior and Senior matriculated nursing students must provide evidence of certification in cardiopulmonary resuscitation. This information is to be submitted directly to your CastleBranch account. Only two types of certification are accepted: the American Heart Association (AHA) for the BLS Provider OR the American Red Cross (ARC) BLS for Healthcare Providers.

Courses for initial certification or recertification may be available on-campus during the year or can be completed off campus with an AHA or ARC approved instructor/course.

**CPR Certification Procedure:**

First Professional Degree junior and senior students must provide evidence of current CPR certification to CastleBranch by July 15th along with their other clinical requirements.

- If certification will expire during the time when students have clinical experiences, it is the student’s responsibility to plan for timely recertification.
- Students are also responsible for providing written documentation of their recertification before their certification expires.
- Failure to maintain current CPR certification will prevent students from attending clinical experiences and could lead to course failure.

c. Drug Screening
An increasing amount of clinical sites require students participating in a clinical rotation within their facility to undergo drug testing before beginning a clinical experience. This policy reflects the current requirements of our clinical partners.

- **Drug Screening Policy**

The First Professional Degree program requires the successful completion of clinical and fieldwork experiences. These experiences are offered through facilities and settings off-campus. The majority of the clinical sites require students to undergo drug screening prior to participating in clinical rotations. To be in compliance with the requirements as outlined in the affiliation agreements with these clinical agencies, nursing students are be required to complete a drug test.

**Drug Screening Procedure:**

- One drug screen is required for the start of the fall semester for the Junior UG nursing students.
- Two drug screens are required for the Senior UG nursing students; first one prior to the fall semester and the second one prior to the spring semester.
- All drug testing must be done no earlier than thirty (30) days prior to the start of the semester. The Contract Coordinator for SHU CON will provide a specific two week timeframe in which drug tests must be completed. If the student’s clinical site requires additional testing, students must comply with the clinical site requirements.
- The drug test will be completed at the student’s expense and the University and program will have no obligation to refund tuition or otherwise accommodate students in the event that a drug test render the student ineligible for clinical placement.
- Students who refuse to be tested or with a test result indicating the use of an illegal drug or controlled substance without a legal prescription will be referred to the Program Director or designee and are subject to disciplinary action and/or dismissal from the program.
- Students who are taking prescription medication may provide a copy of the prescription or a doctor’s verification, which will be considered in determining whether a “positive” test has been satisfactorily explained by the specific agencies policy. All drug tests must be completed through Castlebranch.

If a clinical instructor or preceptor suspects a student exhibits impaired behavior or judgement in the clinical setting, the instructor/preceptor reserves the right to dismiss the student from the clinical agency and follow the agency policy. The instructor/preceptor should then contact the clinical course coordinator, who will subsequently continue with the follow-up.

**d. Criminal Background Checks/Special Considerations**

All students must satisfactorily complete an initial criminal background check 30 days prior start of spring semester of sophomore year. Clinical sites vary with time requirements, from
one month to twelve months prior to the start of the clinical rotation. Therefore, repeated updated background checks are necessary 30 days prior to the start of the spring semester (first day of class) annually until the completion of the program. Additional checks may be required in order to be compliant with certain clinical agencies and students are expected to repeat as necessary.

Please note, the College of Nursing has the responsibility to disclose results of the background check to our clinical agency partners for placement. If a result precludes the student to be placed with our clinical agencies, the student is unable to progress in the clinical course and ultimately the program.

3.15 MALPRACTICE INSURANCE

Individual malpractice liability insurance is a general nursing standard.

Malpractice Insurance Policy:

- The University provides coverage for nursing students under a general liability policy; however, this coverage is specific to curriculum activities defined as official classroom, clinical, and professional activities. This policy in no way provides coverage for any other clinical practice not part of SHU nursing programs.
- Undergraduate nursing students may choose to carry individual malpractice liability insurance and is recommended by the program.

3.16 LATEX/ALLERGY POLICY

While latex allergy is recognized as a serious concern, most if not all healthcare environments have been unable to create latex free environments; thus, students with a latex allergy will be at some risk while completing the program.

Latex Allergy & Other Health Care Product(s) Allergy Policy:

- Nursing students who suspect or have a confirmed latex must have an evaluation of their allergy by an allergist or immunologist, resulting in a classification of irritant contact dermatitis, allergic contact dermatitis or IgE histamine mediated allergy. A note from this medical provider must be sent to the Director of the First Professional Degree Nursing Program before clinical assignments are given.
- Students with latex allergies will be required to sign a waiver, acknowledging their risk and responsibility for avoiding latex or other products whenever possible.
- Students who decide to continue in the Nursing Program acknowledge the above notice and agree to assume the risk and continue at their own risk.
• The College of Nursing will make reasonable efforts to establish and maintain a clinical laboratory as free from latex as possible.

• Efforts will be made to assign allergic students to clinical placements that limit latex exposure, if this information is reasonably available and can be determined.

• Students with a latex allergy must access the latex policy of the institution to which they are assigned and follow said policy while in the clinical setting,

• Students with latex allergy are not excused from meeting requirements of the First Professional Degree Nursing program.

• The College of Nursing reserves the right to exclude the student from participation in optional experiences, including but not limited to, observations, international field experiences, and community service learning experiences in which a latex free environment cannot be assured.

• Students agree to allow communication of their latex allergy status to appropriate clinical agencies and clinical personnel by the College of Nursing to facilitate placement and planning.

• It is the student’s responsibility to ensure that all emergency medications prescribed are carried to the clinical/lab setting and that a medic alert bracelet is worn at all times while in these settings.

• Students with other health care product(s) allergies should utilize the aforementioned process for notification, risk acknowledgement acceptance of possible risk in the clinical setting.

**Latex/Allergy Procedure:**

• Students with concerns regarding a possible Latex allergy should bring this to the attention of the clinical coordinator, course faculty, course coordinator, and Director of the First Professional Degree Nursing Program as soon as possible.
• The Director of the Undergraduate Nursing Program will advise students of how to proceed with testing, documentation, and waiver processes.
• Students must notify each clinical coordinator of the latex allergy prior to the start of the semester.
• Students are responsible for notifying the Clinical Instructor at the beginning of the clinical experience.
• Clinical faculty will meet with the student to determine a plan for avoidance of allergen and for emergency management of exposure. This document will be updated with each new clinical placement and placed in the student’s record.
3.17 CELL PHONE POLICY

Clinical:

Use of cellular devices will vary by clinical agency. If the clinical supervisor confirms that such devices are permitted, **the student may use the device if approved by the clinical faculty and for accessing resources related to the clinical experience.** Patient photos are prohibited at all times. Use of text/email/MMS/web access for non-related or personal purposes is a violation of Professional Behaviors that will result in a Professional Warning and may be subject to further consequences. Faculty may carry phones and are expected to abide by agency regulations.

Classroom:

Cellular devices should not be used during class unless it is part of an engaged learning activity. Faculty reserve the right to ask students to silence or shut off the device.

For on-ground course meetings, all cell phones and other electronic devices must be in the non-audio mode during class. Texting during class is prohibited.

3.18 DRESS CODE POLICY

Nursing students are ambassadors for Sacred Heart University’s nursing programs in a variety of clinical settings. Appropriate clinical attire aids in proper identification of SHU nursing students by agency staff and patients, distinguishes the function of the caregiver, and serves to protect from cross contamination.

Nursing students are expected to follow the established dress code and uniform policy detailed below as part of their demonstration of Professional Role Behaviors (see policy under this name).

The SHU uniform and badge are only to be worn by students in structured clinical, lab, volunteer experiences, or special events determined and approved by the College of Nursing. Students are only allowed at their assigned agency during approved clinical hours or CON sanctioned events when representing SHU CON.

Clinical/lab faculty has the responsibility to inspect and approve uniforms. Students who fail to abide by the uniform guidelines will be asked to leave clinical, and return appropriately dressed. Upon return, a critical incident form must be submitted by the student to the assigned course instructor for failing to meet this required professional expectation. Questions or concerns regarding these guidelines should be addressed with the course instructor prior to attending the clinical, lab or professional activity.

Note: These policy statements are superseded by agency policy if it is more stringent.
Sophomores/Juniors/Seniors Basic Uniform:

Students are responsible for purchase and maintenance of the SHU approved uniform. Sacred Heart University approved uniforms should be purchased at the University’s bookstore. The basic uniform consists of a red scrub set (unisex pant and V-neck shirt).

A solid white long sleeved cotton shirt or turtleneck may be worn under the red scrub top. See the general uniform guidelines section below for additional information. A stethoscope, black ink pen, and small notebook are also required. Additional equipment (bandage scissors, forceps, penlight) are recommended for upperclassmen.

Juniors/Seniors Lab Coat:

A white lab coat (short length) or scrub jacket should be purchased at the bookstore and worn to assigned clinical settings, laboratory activities, and SHU nursing program events. Lab coats are embroidered with the SHU logo. Name pins should be worn on the upper left side of the lab coat. Name pins should be purchased at the SHU bookstore.

Pre-clinical uniform:

Unless otherwise instructed, lab coats or scrub jackets must be worn over business casual attire to the assigned agency when obtaining the next day’s clinical assignment, attending agency orientation programs, or attending observational experiences.

Business Casual Clothing: (adapted from NSNA professional meeting attire guidelines)

The following suggestions are provided as guidelines for business casual clothing. Tops may include: shirts with a collar or polo style, blazer or sweater, dress shirts, and turtlenecks. T-shirts, bare midriffs, low cut garments (back or front), sweatshirts, and tank tops are not permitted. Pants and skirts may include: Chinos or Dockers style pants (pressed), dressy capris, nice looking synthetic pants, and skirts that sit at or below the knee. Jeans, shorts, mini or tight fitting skirts, athletic wear or leggings are not allowed. Loafers, lace up shoes, low heeled closed toe shoes or boots are acceptable footwear. Sneakers, flip flops, or sandals are prohibited. Simple jewelry may be worn.

Community and Public Health Nursing Dress Code:

Community health/home care clinical attire consists of SHU CON scrubs or business casual including Chino or Docker style pants, shirts with collar, dress shirts, sweaters. No leggings or capris. Shoes must be low heeled, closed toe. Clothing and shoe color should be neutral. Attire may vary by home health agency.

Business casual clothing may be worn for public health clinical. Proper identification is required (see below.) Note: Some clinical sites and public health activities (ex. flu clinics) may warrant changes to the attire worn.
Proper Identification:

Name pins are required for any activities where students are participating and representing SHU’s Nursing Program.

Picture ID’s are required for all clinical settings and must be visible at all times. Students can place his/her SHU ID in a plastic sleeve or badge holder if a badge or ID has not been issued by the clinical agency.

Students may be asked to leave the clinical area if proper identification is not displayed.

For clinical experiences not requiring the approved SHU uniform, students must identify themselves as a SHU student to agency staff and patients.

General Uniform Guidelines:

Footwear:

Solid-colored nursing shoes are preferred. White sneakers and closed back clogs are permitted. Open toe or open back shoes are not permitted.

Jewelry:

A simple wedding band or ring without sharp protruding edges may be worn. One small post-style earring may be worn in each ear. All other visible facial, body, or tongue piercings are prohibited. A wrist watch with a second hand is recommended.

Tattoos:

Any tattoo or body art must be covered or concealed with clothing in adherence to uniform guidelines.

Nails:

For infection control purposes, fingernails must be short (no longer than ¼ inch beyond the tip of the finger) and filed. Unpolished nails are recommended. If polish is worn, only clear or sheer neutral colors free of chips, cracks, or peeling are allowed. Artificial nails (any material added to natural nails to strengthen or lengthen), nail piercings, and nail jewelry are strictly prohibited.

Makeup:

Makeup application should be subtle using natural tones.

Personal Hygiene and Habits:

Hair should be clean, neat, and a “natural” color. Shoulder length hair should be pulled back and away from the face. Male students should be clean shaven, or have mustaches, sideburns, and beards that are clean and neatly trimmed.
Meticulous personal hygiene is mandatory. Daily showering or bathing is expected. Offensive body odor, colognes, perfumes, after-shave lotions, or other scented body products may cause discomfort to others and should be omitted.

Gum chewing is not allowed.

Smokers should not smell like smoke upon arrival to or during clinical.

3.19 STUDENT ATHLETE MISSED CLASS POLICY

Policy for Regular Season Competition:

- Student-athletes shall not miss any regularly scheduled classes for any practice activities except when a team is traveling to an away-from-home contest and the practice is in conjunction with the contest.

- For home competition, student-athletes shall not miss any classes prior to two hours before the scheduled competition time.

- For away competition with same day travel, student-athletes shall not miss any classes prior to 30 minutes before the scheduled time of departure.

- For away competition with overnight travel, no team shall depart more than 30 hours prior to the time of competition.

- The Director of Athletics will provide to the Faculty Athletics Representative and the Vice President for Academic Affairs, at least one month prior to the start of a sport's season, a listing of all competition in that sport which will necessitate student-athletes being absent from class. This listing will include the time and date of competition, destination, departure time, travel time, and return time. The Faculty Athletic Representative or the Vice President for Academic Affairs may request that modifications to the travel plans be made.

- A summary of the listings described in item 5 will be circulated to the Faculty Athletics Committee.

- Student-athletes will continue to present individual, written notifications, provided by the Athletics Department, to their instructors during the official add/drop period.

- Missed class time by student-athletes for competitions will not be excessive. For purposes of this policy, excessive is defined as:
  - For a class that meets once per week, more than one absence
  - For a class that meets two or more times per week, more than three absences
• It is expected that student-athletes will be responsible for submitting all assignments on time and that advance arrangements will be initiated by the student-athlete for any tests which will be missed.

• It is expected that faculty members will not penalize student-athletes for missing classes due to conflicts with contractually scheduled athletic contests and related travel.

• It is expected that coaches will not penalize student-athletes for missing practices due to conflicts with regularly scheduled classes for which student-athletes are enrolled.

• No competition will be scheduled on any day during the University’s official final examination period, unless prior approval has been received from the Vice President for Academic Affairs.

• Student-athletes who believe that they have received a lack of reasonable accommodation of the provisions of this missed class policy by a faculty member may immediately appeal to the Vice President for Academic Affairs.

• Student-athletes who believe that they have received a lack of reasonable accommodation of the provisions of this missed class policy by a coach may bring this matter to the attention of the Athletics Director or the Faculty Athletics Representative for appropriate action.

• Faculty who has questions about the application of these statements may contact the Assistant Director of Athletics for Student-Athlete Academic Services or the Faculty Athletics Representative.

Policy for Post-Season / Tournament Play:

• All exceptions to the above statements for special tournaments and competitions, including post-season play, must be approved by the Faculty Athletics Representative and the Vice President for Academic Affairs.

• Adherence to all NCAA rules and regulations regarding travel to and from post-season competition and other multi-day tournament play will be enforced.

• Faculty will be contacted regarding the travel schedules of the student-athletes involved in post-season and tournament play at the earliest opportunity. Student-athletes will be required to complete all academic requirements designed and scheduled by the instructor.

Inclement Weather Exception:

On occasion, inclement weather will affect scheduled contests. Every effort will be made to reschedule these contests so that they do not involve additional missed class time for the student-athletes. The Assistant Athletics Director for Student-Athlete Academic Services will contact
each faculty member if the need arises. Notification will occur not only for rescheduled contests but also for times when a team is unable to travel back to campus due to inclement weather.  
(Adopted by Faculty Senate: 3/19/98)  (Revised: 4/18/07)

3.20 CLINICAL AND SIMULATION LABORATORY ATTENDANCE

- Students are expected to attend all scheduled laboratory, clinical, and simulated activities. Some clinical rotations may include weekends and “off shift” scheduling.
- Each missed experience places the student at risk for not being successful meeting the clinical outcomes, resulting in a possible course failure.
- The first missed clinical experience may be allowed to be made up at the discretion of the clinical course coordinator.
- Second missed clinical experience for the same course requires the student to pay a fee of $100 and mandatory attendance at a scheduled make-up day by the UG Program.
- Greater than 25% of missed clinical hours for a specific course or 3 or more missed clinical days for a specific course results in a failure for the clinical portion of the class.
- Payment of $100 is due to the Undergraduate Nursing Program within 7 days of the second absence. If no payment is made within 7 days, a professional warning will be issued.
- Lab and/or Clinical evaluation tools will be used by the agency/preceptor or course instructor. Students who will be absent from any clinical or lab experience must notify the agency/preceptor, and the course faculty at least one hour prior to start time (or if impossible, as much before start time as possible). Messages of absence should not be relayed through peers.
- Clinical evaluation tools or laboratory checklists should be reviewed prior to beginning a lab or clinical experience. Tools accessed on the course Blackboard site.
- Student athletes must follow the student athlete missed class policy. (See University Policy).
- Specific guidelines related to reporting absences from clinical or simulation lab assignments may be introduced by course faculty, in which case, students are expected to meet these standards.
- Failure to comply with professional standards/expectations will result in a completion of a critical incident form and placement on professional warning. Refer to the Critical Incident Report (section V) for a list of clinical and lab expectations.

Students are responsible for their own transportation and associated expenses to and from clinical/lab experiences. Students with financial hardship may qualify for i-Fund monies to subsidize costs. For further information on i-Fund call the College of Nursing Assistant to the Dean of the College of Nursing at (203) 365-7578. The i-Fund application is online.

3.21 CLINICAL AND SIMULATION LABORATORY PRACTICUM PERFORMANCE

A Clinical Warning may be issued for a one time or episodic minor infractions or violation of accepted clinical practices, principles or standards. A Critical Incident Form may also be
completed. Students receiving a clinical warning are required to meet with their clinical or lab faculty member to discuss the violation.

Students will be subject to additional consequences for any repeated minor infractions or a major infraction or violations of accepted clinical practices, principles, or standards. Refer to Nursing Student Guide section 3.7 for further information regarding program warnings and academic probation.

Students may be recommended for program dismissal for serious actual or potential violation of safe medication administration or practices that jeopardize the safety of patients.

If a student’s clinical performance for any nursing course is deemed unsatisfactory and awarded a Fail in the Pass/Fail system, the grade for that course will be an F regardless of any grades earned in other components of the course. One course clinical failure will result in recommendation for program dismissal.

Students who fail to achieve a passing grade on any simulated laboratory or clinical evaluation (including but not limited to: skills demonstration, formative practical scenarios, objectivity plus) will be required to remediate any identified deficiencies. The student may be required to meet with the grading instructor to review the deficiencies prior to remediation if necessary. All re-demonstrations/remediation of skills must occur no later than the end of the first week of the following semester.

3.22 MEDICATION ADMINISTRATION POLICY

Medication administration errors are a significant cause of patient safety standards, thus extraordinary care in supervising student performance in this area is prudent.

Policy:

1. Students must have passed the course medication math exam per the Nursing Student Guide policy prior to administering medications in any setting including simulation.
2. Total supervision means that clinical faculty will verify and/or observe each step in the Medication administration process, from order verification through administration and Documentation. Total supervision is required for the administration of all medications regardless of the route prescribed. Students must follow agency policies and procedures related to medication Administration.
3. Correct medication dosage must be verified at all levels in all settings.
4. Senior students assigned to a preceptor (with either a 1:1 or 1:2 ratio of preceptor to students) may be supervised by their preceptor.
5. The following additional conditions must be upheld:
   • Students cannot accept verbal orders.
   • Students cannot be supervised by staff nurses unless on-site faculty approves.
   • Students must be aware of the parameter on specific units/sites for what is defined as a late medication.
• Medication administration documentation must be verified by the Clinical Faculty immediately following medication administration.
• Faculty must observe controlled (e.g. Narcotics) medication preparation and counter sign the appropriate documentation.

6. The specifics listed below will apply in preceptorship (NU 395) or community experiences (NU 381):
• No enteral or parenteral medications will be administered in the home.
• No pre-filling of medications for patients within the home setting.
• No independent medication administration in schools, industries, day care or clinics.
• Students may administer medications if supervised by clinical faculty or clinical preceptor ONLY and if the agency policy allows for this practice.
• In specific public health settings, the student may independently administer IM or SC injections after a one-time assessment, with direction from and under the guidance of the clinical faculty or clinical preceptor.
• Students may prepare medication but not to administer medication if preceptor allows for this.

7. The above policy statements are superseded by agency policy if it is more stringent.
8. A Critical Incident is defined as any potential or actual violation of the five rights of medication administration and will be factored into clinical performance evaluations.
9. Refer to the Unusual Occurrence Report policy for other reporting requirements should a medication related error or critical incident occur. Any actual or potential medication error will require completion of both an unusual occurrence report and critical incident report. This includes errors made in simulation.

Procedure:

• Clinical faculty will orient all students to the Medication Administration Policy and related policies and standards each semester prior to permitting medication administration.
• Students will be held responsible for compliance with this policy and procedure.

3.23 TECHNOLOGY POLICY

A lap top computer is needed for all nursing exams. Nursing students should purchase a laptop as all nursing exams are computerized. PCs and Mac computers are compatible with the testing platform used by the Undergraduate Nursing program.

Use of technology tools in the classroom may include YouTube, iTunes, Exam Soft, ATI, Simulation, Case Studies, and podcasts. All technology must be used appropriately. Students are prohibited from transferring course materials to iTunes or Social Media websites without specific approval from the course instructor. Exam Soft, ATI, and Simulation may be accessed only at times specified by the instructor.
The College of Nursing uses social media to inform students about nursing related events, general nursing related information, scholarships, and job postings. **Like us on Facebook or follow us on Twitter @ SHUNursing.** Any comments should be appropriate and professional in nature. Violations will result as follows: The first violation will result in an emailed warning. The second violation will result in a ban from the site. Students may incur a professional warning if behavior/comments are unprofessional in nature.

### 3.24 OUTCOME ASSESSMENT TESTING

Students who fail to demonstrate mastery of program content areas will benefit from identifying areas of weakness and by participating in the remediation process throughout their program of studies in nursing. Review and remediation efforts will allow the student to take responsibility for promoting their academic success in future nursing courses and in preparation for the NCLEX examination.

**Policy:**
- Nursing students will participate in a comprehensive, internet based, standardized outcomes assessment program provided by a faculty-selected vendor.

  *Note: Students with documented learning disabilities will be eligible to test according to accommodations provided by the Director of Learning Services.*

- Students who score below parameters established by the faculty are required to take part in a non-proctored focused review. (See ATI Accountability and Benchmarking in the Appendix).

- Scores achieved will be included in course grade evaluation.

### 3.25 PROFESIONAL ORGANIZATIONS FOR STUDENTS

It is important that nursing students experience a professional association as part of their socialization into the profession. In addition, the SNA promotes the University goals of service to the community and consideration of social justice issues.

**Student Nurses Association (SNA) Membership**

**Policy:**
- All sophomore, junior, and senior Undergraduate nursing students are expected to join the Student Nurses Association, including paying dues and participating in activities.
- Freshmen nursing students are also encouraged to participate in SNA meetings and activities.
- SNA Code of Conduct documents are available to students in the program. An electronic link to the Student Handbook with supporting documentation can be found in Appendix J of this Guide.
- Freshman nursing students may join the SNA without cost.

**Procedure:**

- SNA officers and class representatives will communicate with all First Professional Degree students to provide information about the SNA and solicit input and involvement in the annual goals and activities.
- First Professional Degree students will establish themselves as active, dues paying members of the SNA, with a choice of activities that reflect their beliefs and interests.
- SNA Officers and Class Representatives are encouraged to become members of the National Student Nurse Association (NSNA). A minimum of ten (10) NSNA members grants Sacred Heart University, SNA constituency status which entitles Sacred Heart University one voting delegate and one alternate at the annual convention.
- SNA dues amounts are set annually by the Dean of the College of Nursing and are added to the differential tuition fee. Monies will be used to support SNA initiatives and community service projects. All sophomore, junior, and senior undergraduate nursing students are mandatory members.

**Sigma Theta Tau International (STTI) Mu Delta Chapter**

Sacred Heart University is affiliated with Mu Delta Chapter of Sigma Theta Tau, the International Nursing Honor Society. The purposes of this society are to recognize superior achievement and leadership, to foster high standards of professional development, to encourage creative work, and to strengthen commitment to the ideals and purposes of the profession. Students from all programs of study who have demonstrated superior scholastic achievement, evidence of professional leadership potential, and/or marked achievement in the field of Nursing may be considered for membership. Invitations are extended annually based on criteria set forth by STTI and Sacred Heart University.

### 3.26 TEST ANALYSIS

Course faculty will perform a thorough test analysis and post exam grades within 7 days of the exam. Faculty will provide time for the class to review exam results. Students who are absent may make an appointment to meet with the course instructor. Test items, responses, and rationales are the property of Sacred Heart University and cannot be copied for any reason. If a student who feels a test item answer is incorrect should complete a test item protest form (See Section V) and submit by the next scheduled class. Course faculty will review the protest form and render a decision within one week of receipt.
3.27 COGNITIVE AND PHYSICAL QUALIFICATIONS

Nursing students are expected to perform skills in the clinical setting in a manner that promotes patient safety and welfare. The minimum cognitive and physical qualifications for students in the Undergraduate Nursing Program can be found in the Essential skills and functional abilities for nursing students’ policy (see the Appendix).

3.28 SPECIAL HEALTH CIRCUMSTANCES

The faculty wishes to support students experiencing events that require treatment. The University has obligations to the student, the university, and the clinical site that require it to meet certain standards of care in placing students. As such, it is necessary for students to provide a letter from their treating provider stating she/he is fit to return to classes and fit to return to the clinical site and perform the nursing assignments as expected.

Matriculated students who have a significant illness, injury, hospitalization, or surgery must be cleared to return to class and clinical activities by their health care provider. The essential skills and functional abilities for nursing students’ policy (section V) should be reviewed by the health care provider. Students who are temporarily unable to perform the essentials skills or functional abilities (section V) should notify their course instructor in writing at the earliest possible date. A written medical release from a health care provider outlining any specific classroom or clinical limitations must be submitted for review by the course instructor in advance of the scheduled return. Special circumstances may include but are not limited to pregnancy, a condition causing immunosuppression, mental health issues, and traumatic brain injury. In some circumstances students may be prohibited from attending class or clinical activities due to environmental risks (ex. radiation, communicable diseases).

Prolonged or frequent absences may prohibit academic and/or clinical success. Failure to meet all course and clinical objectives may result in course failure. Students with prolonged absence may need to request a leave of absence. Refer to policy 3.8 to review the procedure for requesting a leave of absence.
3.29 RECOMMENDED WEBSITES

www.sacredheart.edu/nursing
Nursing students are encouraged to access this website for specific information on degree program requirements; certificates; nursing organizations (including the Student Nurses Association (SNA) and the Mu Delta Chapter of Sigma Theta Tau International (STTI), the honor society of nursing; financial aid and scholarships; and other student resources.

http://www.sacredheart.edu/officeservices/registrar/
The Registrar’s site includes access to WebAdvisor, undergraduate and graduate catalogs, academic policies, course listings, and multi-year academic calendars.

www.sacredheart.edu
Visit the main SHU website to access other University information.

Castlebranch
https://www.castlebranch.com/

CDC Centers for Disease Control and Prevention
http://www.cdc.gov/vaccines/hcp/index.html

American Nurses Association (General plus standards of nursing practice and code for nurses)
http://nursingworld.org/

American Nurses Credentialing Center
http://www.nursecredentialing.org/

American Association of Critical-Care Nurses
www.aacn.org

American Association of Colleges of Nursing
www.aacn.nche.edu

National League for Nursing
www.nln.org

National League for Nursing Accrediting Commission
www.nlnac.org

National Student Nurses’ Association
www.nsna.org

National Student Nurses’ Association Code of Conduct Professional Conduct
http://www.nsna.org/nsna-code-of-ethics.html
# APPENDIX A

## Sacred Heart University

## College of Nursing

## Unusual Occurrence Report

<table>
<thead>
<tr>
<th>Type of Occurrence</th>
<th>[ ] Incorrect Medication Count</th>
<th>[ ] Confidentiality Violation</th>
<th>[ ] Student Injury</th>
<th>[ ] Other: __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medication Error</td>
<td>[ ]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment Error</td>
<td>[ ]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needle stick/Exposure</td>
<td>[ ]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Near Miss</td>
<td>[ ]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date/Time of Report:** _______________________

**Student (s) Involved___________________________________________________________________**

**Clinical Instructor ____________________________________ Course __________________________**

**Clinical Site________________________________________________________________________**

**Specific Unit and Area incident occurred________________________________________________**

**Student report – complete each question thoroughly**

State exactly what happened including precipitating factors that you believe is why the situation occurred.

____________________________________________________________________________________

If patient (s) involved:

Patient age______ Patient Gender______ Diagnosis________________________

Patient age______ Patient Gender______ Diagnosis________________________

**What harm could have occurred as a result of this situation?____________________________**

**Medical Treatment necessary? (student) Yes ____ No _____**

If yes, give nature of treatment ______________________________________________________

**Follow up treatment if necessary___________________________**

**How could this event have been prevented? ____________________________________________**

**Student Signature __________________________________  Date_______________________**

**Instructor/Faculty Comments________________________________________________________**

**Course Coordinator Notified Please check if yes.**

**Date Notified ________ Time Notified ______ am/pm   Method (ie, ph, email, text etc..) ____________**

**Required Remediation or Follow-up Action____________________________________________**

**Course Coordinator Signature ___________________________ Date____________**

**Program Director Signature ___________________________ Date____________**
APPENDIX B

GLOBAL LEARNING APPLICATION RUBRIC

Applicant (name/number) ____________________________________________

Program: _______________________________________________________

☐ Essay double spaced, 12 point font, 3 pages or less.
  ○ 1 point

☐ Questions answered (2 – program specific underscored with AACN Essentials)
  ○ 3 points if both questions are addressed in-depth and well connected with experiences
  ○ 2 points if both questions are addressed with insight
  ○ 1 point if both questions are addressed with limited insight or if only one is answered

☐ Prior academic/clinical/professional warnings/probation indicated and how rectified addressed.
  ○ 3 points no prior warning/probations
  ○ 1 point if explains academic/clinical/professional infraction and resolution is attained
  ○ 0 point if not described/unresolved

☐ Identify 3 goals for participation related professional nursing practice
  ○ 3 points if goals are relevant, applicable, and have depth
  ○ 2 points if goals demonstrate minimal depth
  ○ 1 point if goals identified do not connect with specific experience

☐ Overall GPA
  ○ 1 points GPA >3.5

FOR CLINICAL IMMERSIONS ONLY

☐ Example of a clinical experience that shows actions as self-directed and reflective of an engaged, active learner included. (for Clinical Immersions only)
  ○ 3 points if examples are relevant, applicable

☐ Other SHU CON global clinical immersion experiences.
  ○ 1 point for no prior immersion experiences.

*Professionalism, flexibility, and positive attitude will be considered in all applicants prior to acceptance. The specific program committee will finalize the selection.

Note: professional behaviors are outlined in the programmatic student guides.

Final score ______________________

Accepted__________________ Declined__________________
APPENDIX C

Essential Skills and Functional Abilities for Nursing Students:
Nursing students are expected to perform skills in acute care and clinical settings in a manner that promotes patient safety and welfare. The list below outlines physical and cognitive skills deemed essential in providing care. Students who do not feel they can meet the skills and abilities listed below without accommodations are required to contact the Director of the Undergraduate Nursing Program to determine if individual, reasonable accommodations can be made.

<table>
<thead>
<tr>
<th>Skills and Functional Abilities</th>
<th>Examples of Required Activities (including, but not limited to those noted below).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor</td>
<td>Coordinated body mechanics including gross and fine motor movements to provide safe and effective nursing care. The ability to position patients by moving, lifting, carrying up to 50 pounds. Ability to stand, kneel, sit, and walk. Ability to manipulate devices used in providing care. Ability to administer CPR without assistance.</td>
</tr>
<tr>
<td>Sensory</td>
<td>The ability to obtain information using skills such as: observation (near and far vision), auscultation (i.e. hearing alarms, cries for help, call bells, monitors), palpation (temperature changes, pulses, muscle tone), olfactory (i.e. malodor or smoke) and other measures such as movement and balancing to protect patients during ambulation and transferring activities.</td>
</tr>
<tr>
<td>Interpersonal/Behavioral</td>
<td>Problem solving, therapeutic use of self, multitasking, ability to work effectively in a group and under stressful conditions related to providing care to mentally or emotionally unstable patients and/or family members. Ability to work constructively and to modify behavior based on constructive feedback, and ability to demonstrate ethical and professional behaviors outlined in Nursing Student Guide found on SHU RN Website</td>
</tr>
<tr>
<td>Critical Thinking/Safety</td>
<td>Ability to collect and evaluate data, to analyze written and verbal data, to integrate information and make decisions, and to promote patient safety including safe medication administration, safe use of equipment, ability to recognize and minimize hazards to patient, family, self. Ability to utilize inductive and deductive reasoning skills.</td>
</tr>
<tr>
<td>Communication</td>
<td>Ability to write and comprehend in English, speak clearly, and to demonstrate computer literacy.</td>
</tr>
</tbody>
</table>
## STUDENT PLAN OF ACTION

<table>
<thead>
<tr>
<th>Course:</th>
<th>Date:</th>
<th>Academic Issue:</th>
<th>Student Name:</th>
<th>Clinical Issue:</th>
<th>Due Date:</th>
<th>Professional Issue:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem/Contributing Factors</th>
<th>Behavioral or Learning Specific Activities (in order to achieve objectives)</th>
<th>Outcome Measurement/Date (what student &amp; faculty will see, hear, or feel to verify accomplishment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A smart objective is:</td>
<td>Realistic Understandable Measurable Behavioral Achievable</td>
<td></td>
</tr>
</tbody>
</table>

As of 5/24/15

Date
Student Signature:
Faculty Signature:
### Critical Incident Form

**Student Name**

**Course**

**Faculty Name**

**Course Coordinator**

<table>
<thead>
<tr>
<th>Failure to meet professional standards/expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Unprepared for clinical/lab</td>
</tr>
<tr>
<td>☐ Consistently late for clinical/lab</td>
</tr>
<tr>
<td>☐ Missed clinical/lab without appropriate notification of instructor</td>
</tr>
<tr>
<td>☐ Left clinical/lab unit site without notifying instructor/staff</td>
</tr>
<tr>
<td>☐ Failed to report significant change in patient’s condition</td>
</tr>
<tr>
<td>☐ Failed to follow hospital/agency policy</td>
</tr>
<tr>
<td>☐ Engaged in unsafe practice</td>
</tr>
<tr>
<td>☐ Displayed inappropriate/disruptive/disrespectful behavior towards client/staff/instructors/peers</td>
</tr>
<tr>
<td>☐ Violated uniform dress code/policy</td>
</tr>
<tr>
<td>☐ Displayed inappropriate/disruptive/disrespectful behavior/communication towards professor/peers</td>
</tr>
<tr>
<td>☐ Other:________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failure to meet course standards/expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Consistently unprepared for class</td>
</tr>
<tr>
<td>☐ Unexcused absences from class (&gt;2 per semester)</td>
</tr>
<tr>
<td>☐ Consistently tardy in submitting assignments</td>
</tr>
<tr>
<td>☐ Displayed inappropriate/disruptive/disrespectful behavior/communication toward professor/peers</td>
</tr>
<tr>
<td>☐ Violated University Academic Honesty Policy (including but not limited to plagiarizing, cheating, colluding, falsifying or fabricating, using previously prepared materials, destroying or altering another’s work, or submitting the same paper or report in more than one class.)</td>
</tr>
<tr>
<td>☐ Other:________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Skills review needed</td>
</tr>
<tr>
<td>☐ Specify:________________________________________</td>
</tr>
<tr>
<td>☐ Other:________________________________________</td>
</tr>
</tbody>
</table>

**Description of Incident:**

____________________________________________________

**Outcome of incident:**

☐ Clin. Warning ☐ Prof. Warning ☐ Verbal Warning

☐ Recommend Probation ☐ Recommend Dismissal

**Plan of Action:**

____________________________________________________

**Date:**

**Student Signature**

**Faculty Signature**

**Course Coordinator Signature**

**As of 6/24/13**
Request for Letter of Recommendation

Your name: __________________________ Email Address: __________________________

Faculty member you are requesting a letter from: __________________________

What courses have you taken with this faculty member? NU _____, NU ______

Nursing Advisor: __________________________

If you participated in a Global Program, tell us which one and when: __________

Date Letter of Recommendation is needed: __________________________

Letter addressed to (or note if generic): __________________________

Title or position in organization: __________________________

Complete street address and/or email address: __________________________

Reason for letter: __________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

What about you would you like in this letter? (Accomplishments, Extracurricular Activities, Short and Long Term Goals, what do you hope to glean from this position?)

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Anything else we need to know? __________________________

____________________________________________________________________

____________________________________________________________________
APPENDIX G

ATI Accountability and Benchmarking Plan

<table>
<thead>
<tr>
<th>Practice Assessments</th>
<th>Proficiency on Proctored Assessment</th>
<th>Points Awarded for Achievement on Proctored Exams</th>
<th>Time in Focused Review</th>
<th>TOTAL POINTS AWARDED OUT OF TEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Take Practice Assessment to obtain 2 points.</td>
<td>Proficiency Level 3</td>
<td>8</td>
<td>(none required)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Required to receive 55% or above in order to receive practice assessment 2 points.</strong></td>
<td>Proficiency Level 2</td>
<td>5</td>
<td>1 hour = 2 Points</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Proficiency Level 1</td>
<td>4</td>
<td>2 hours = 2 Points</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Proficiency Below Level 1</td>
<td>3.7</td>
<td>2.5 hours = 2 Points</td>
<td>7.7</td>
</tr>
</tbody>
</table>

1. By testing, students acknowledge SHU and the RN Program’s Academic Integrity Policy and agree to uphold it.

2. ATI Help Line is 1-800-667-7531

3. *Grading Guidelines are as follows: Students who take the Practice ATI test will earn 2 points towards their ATI Total Score. Students are required to complete the practice test and receive a 55% or better by the deadline as indicated by the course syllabus. Re-take as needed to achieve the required proficiency level noted. Doing so allows the student to review missed concepts.

4. Remediation is suggested and rewarded. This involves:
   a. Spend time completing the **Focused Review** Outline that can be accessed after completion of an assessment.
   b. Students may be required to hand in their “transcript”, which shows the total composite time spent reviewing as proof.
   c. It is the responsibility of the student to ensure the correct amount of time is logged in on ATI.
   d. **Focused review must be completed before the final exam is administered or no additional points will be awarded.**

5. ATI Content Books are distributed in the Spring of Sophomore year and it is the student’s responsibility to retain these materials through their Senior year. ATI Subject Content is also available electronically through the ATI website.

**Proficiency Level Definitions:**

- **Below Proficiency Level One:** *Not currently meeting NCLEX standards in this content area.*
- **Proficiency Level One:** *Likely to just meet NCLEX standards in this content area.*
- **Proficiency Level Two:** *Fairly certain to meet NCLEX standards in this content area.*
- **Proficiency Level Three:** *Very likely to exceed NCLEX standards in this content area.* Only Content Mastery Series® tests (Medical-Surgical, Pharmacology, etc.) have proficiency levels assigned to them. The RN Comprehensive Predictor® will assign an “expected probability of passing NCLEX-RN”. **
Students can see their Focused Review time (total composite time spent) on their Transcript.

As soon as they close, stop, or leave their Focused Review they will see a transcript button on their results page. If they hit the button they see their time.

For Example you can see I spent 1 hour and 50 minutes on a Maternity Assessments Focused Review. And of course nothing on the others...

To Get a Transcript see below:
STUDENT TEST ITEM PROTEST FORM

Name:________________________________________
Class:_______________________________________

I am protesting the test item:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Reason for protest: (Explain why you believe the test item is incorrect)
________________________________________________________________________
________________________________________________________________________

References: (Cite three published course resources, including the page number, to validate your protest)
1. _________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

2. _________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

3. _________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

As of 6/25/15
APPENDIX I

I, __________________________, hereby acknowledge that I have an allergy or sensitivity to __________________________, which may be encountered in a clinical setting and may adversely affect my placement in the clinical setting.

The incidence of allergies to latex and other products used in the healthcare industry is a growing health care concern in recent years. Individuals with an allergy or sensitivity to a product used in healthcare settings may not be able to meet the objectives required to complete a given program successfully or find employment in health care.

I understand that, should Sacred Heart University suspect that I am latex sensitive, it is MY RESPONSIBILITY to pay the cost of any test to confirm sensitivity. I also understand that if I suspect or know that I may be or that I have an allergy, that it is MY RESPONSIBILITY to inform the clinical instructor/advisor, course faculty, and course coordinator.

I agree to allow disclosure of my allergy status to appropriate clinical agencies by the College of Nursing to facilitate placement and planning.

I acknowledge the above notice and agree to continue in the Nursing Program at my own risk. Furthermore, I understand that it is MY RESPONSIBILITY to be aware of the risks involved and avoid the stated allergen.

I hereby release Sacred Heart University, its employees, and teaching affiliates from any and all liability which may be incurred as a result of participating in educational experiences in the nursing program.

STUDENT’S NAME (PRINT) ____________________________________________

PROGRAM ____________________________________________

STUDENT SIGNATURE ____________________________________________

DATE ____________________________________________
APPENDIX J

Nursing Simulation & Skills Laboratories
Code of Conduct

1. As a member of the Sacred Heart College of Nursing, it is expected that all students will exhibit professional conduct and respectful communication in the simulation and skills laboratories at all time. Situations simulated in the lab are to be used as a learning tool and not to be used for the humiliation of fellow learners.
2. Students must have been adequately oriented to the simulation & skills labs, equipment, and the simulated patient capabilities in order to ensure a successful experience. Use of equipment without proper training can result in serious injury and/or death.
3. It is expected that students will come to the labs having completed any assigned work, with a responsible, accountable, and professional (RAF) attitude, and a desire to actively participate in the learning experience.
4. The simulation & skills laboratories are to be treated as clinical settings at all times. Please treat the manikins and the equipment with respect and courtesy. Do not write on or modify the manikins or equipment in any way.
5. Students must wash their hands before any contact with the manikins and/or equipment. Natural oils on hands can destroy the 'skin'.
6. Manikins are to remain on the beds at all times. If equipment is relocated/removed it will be under the direction of authorized persons and returned to the original place before leaving the lab.
7. Students may not sit or lay on the beds unless it is part of the lesson and/or scenario.
8. All medications used in lab scenarios are either expired or simulated. They are not to be removed from the lab under any circumstances.
9. Students using sharps/needles in the labs are responsible for safe disposal of items in designated needle boxes and never into the regular trash.
10. For the benefit of learning, students may not share scenario information with anyone, except those in the room.
11. Faculty may video and/or audio record during simulated scenarios to use for debriefing and other learning opportunities.
12. Pictures or audio/video-taping by students is not permitted without faculty permission.

Please leave the labs as you found them. Before leaving the lab, students must return all equipment to its appropriate location and identify damaged or missing equipment immediately to the faculty member present.

Initialled: 9/2014
Revised: 9/2015