RN-BSN and RN-BSN-MSN
Online Programs
Nursing Student Guide

2018-2019 Edition
WELCOME TO THE COLLEGE OF NURSING

Dear Nursing Student:

WELCOME to Sacred Heart University College of Nursing! We are delighted you have chosen to join our community of students and faculty. Together we will create a vibrant community of learners, teachers, and scholars to prepare nurses for all aspects of professional practice in an ever-changing and challenging world of health care.

The College of Nursing is committed to the success of each student. Your academic advisor, course and clinical faculty will be partners in your academic journey, so please always ask for the support you need.

The Nursing Student Guide is the official student handbook and provides essential College of Nursing policies and procedures for academic progression and graduation. This guide is intended to supplement the University Catalog and provide information specific to the nursing programs. All students are expected to review and abide by the current Nursing Student Guide accessed at: http://www.sacredheart.edu/academics/collegeofnursing/resourceslinks/studentguidesandguidelines/

Please be sure to read this document and use it as a reference during the school year. If policies and/or procedures change during the academic year, they will be posted on the College of Nursing website and via student Sacred Heart University email.

On behalf of the faculty and staff, we wish you all the best and much success.

Cordially,

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

Tammy A. Testut, PhD, RN, NEA-BC
Program Director, RN-BSN and RN-BSN-MSN Program

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 http://www.sacredheart.edu/academics/collegeofnursing/

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.
# TABLE OF CONTENTS

## SECTION I: MISSION AND PHILOSOPHY

1.1 Accreditation 5  
1.2 Mission & Philosophy 5  
   a. Mission of the College of Nursing  
   b. Philosophy of the College of Nursing  
1.3 Organizational Framework 6  
1.4 Programs of Study 6

## SECTION II: COLLEGE OF NURSING GENERAL INFORMATION

2.1 Communication Practices 8  
2.2 Student Services 8  
   a. Ryan Matura Library  
   b. IT Support  
   c. Wellness Center  
   d. Jandrisevits Learning Center (JLC)  
2.3 Complaint and Grievance Procedures 10  
2.4 Grade Grievance Policy 13  
2.5 Writing Policy 13  
2.6 Confidentiality Policy 13  
2.7 Videotaping and Audio Recording Policy 13  
2.8 Social Media Policy 13  
2.9 Felony Conviction 14  
2.10 Unusual Occurrence 14  
2.11 Global Learning Programs 15  
2.12 Student Advisory Representation 15  
2.13 Selected University Policies 16  
   a. Academic Integrity  
   b. Americans with Disabilities Act (ADA)  
   c. Sexual Assault Policy  
   d. Procedures for Individuals Claiming Unlawful Discrimination/Harassment

## SECTION III: COLLEGE OF NURSING PROGRAM SPECIFIC POLICIES

3.1 Student Learning Outcomes 18  
3.2 Academic Advisement 22  
3.3 Grading Policy 24
3.4 Adherence to Professional Nursing Behaviors
3.5 Academic Performance Course Progression
3.6 Academic Standards
   a. Program Warnings
   b. Academic Program Probation
   c. Dismissal from the College of Nursing
   d. Academic Standards Committee Procedure
   e. Appeal Process for Probation and Dismissal
3.7 Chain of Command
3.8 Leave of Absence (LOA)
3.9 Administrative Withdrawal
3.10 Course Withdrawal
3.11 Incomplete “I”
3.12 Continuous Enrollment/Inactive Modules
3.13 Transfer Credit
3.14 Student Fees
3.15 Exam Taking Policy
3.16 Writing Style Requirements
3.17 Essential Attributes and Functional Abilities
3.18 Late Assignment Policy
3.19 Student Practice Requirements
   a. Health Requirements Documentation
   b. CPR Certification
   c. Drug Screening Policy
   d. Criminal background checks/special considerations
   e. Malpractice Liability Insurance Requirement
3.20 Clinical Placement Process
3.21 Latex/Allergy Policy
3.22 Cell Phone Policy
3.23 Dress Code Policy
3.24 Graduation Application
3.25 Recommended Websites

APPENDICES

Appendix A: Unusual Occurrence Report
Appendix B: College of Nursing Global Learning Rubric
Appendix C: Essential Attributes and Functional Abilities for College of Nursing Students
Appendix D: Student Success Plan
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 create 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. They are 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. 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 and healing, recovery from illness, or to a peaceful death.
• Professional values that are representative of nursing include altruism, autonomy, integrity, excellence, empathy, compassion, caring, ethics, respect, communication, social justice, and accountability.

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 and healing 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 attitudes that result in nursing competence through the use of critical thinking within an ethical and caring-healing 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 www.sacredheart.edu/academics/collegofnursing/ or 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 and post 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 and office door.

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 catalog. The most updated information is found on the website under the respective area. The following services are highlighted to ensure students are aware of these services:

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. Students can go to: library.sacredheart.edu/ 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 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 The Park Avenue House, 4980 Park Avenue, Fairfield, CT 06825-1000. Office Hours are from 9:00 am to 4:00pm.

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/officeservices/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/jlcacademicsupportservices/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 the 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 or College process exists for remedy. The following complaints with formal resolutions are covered by formal processes available through the University or College 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 complainant.

- 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 confidential folder marked “Complaints against Programs in the College of Nursing program’s file for a period of five years”.

11
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
655 K Street, NW
Suite 750
Washington, DC 20001
202-887-6791 (http://www.ccneaccreditation.org)

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
450 Columbus Boulevard, Suite 510
Hartford, CT  06103-1841
(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 catalog contains the grade grievance policy and procedure 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. The American Psychological Association (APA) is the most commonly used set of writing standards in nursing professional literature.

All nursing courses require use of 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 College of Nursing Policy regarding resubmission of prior written work.

2.6 CONFIDENTIALITY POLICY

Students must 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 has violated the confidentiality policy may face potentially serious consequences, up to and including dismissal from the program.

2.7 VIDEOTAPING AND AUDIO RECORDING POLICY

Videotaping and audio recording of students of the College of Nursing may be a required component for successful completion of courses offered in the nursing programs. The videotaping and audio recording occur in the laboratory settings or other places where learning occurs. The recordings may be viewed by course faculty and peers as appropriate.

2.8 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, video, 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 HIPAA 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.

2.9 FELONY CONVICTION

A felony conviction may affect a student’s ability to be placed in a clinical setting. Criminal background checks must 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 clinical field experiences.

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.

2.10 UNUSUAL OCCURRENCE

Prompt reporting of unusual occurrences in clinical/laboratory 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. through 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 (HIPAA, compliance standards)
• Allegations of discrimination or sexual harassment
• Other events that may reasonably affect patient care quality or student safety

Procedure:
Student must inform the clinical faculty immediately in cases where the student or patient has been injured or at high risk for serious consequences. Faculty will telephone the Program Director immediately in cases of student or patient injury. The Program Director will notify the Dean of the College of Nursing immediately if warranted by the seriousness of the incident. In incidents that student or patient did not occur injury or high risk for serious consequences, the student must inform the clinical faculty by end of clinical day.

Occurrence reports must be completed, signed by student and faculty within one (1) week of incident and submitted to the Program Director. The final report after the Program Director’s review should be delivered to the Office of the Dean of the College of Nursing within two (2) weeks of the incident.

2.11 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 (Appendix B). 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.

2.12 STUDENT ADVISORY REPRESENTATION

The College of Nursing offers opportunity for nursing students in each degree program to be involved in the governance of the program and in the ongoing efforts to improve program quality. Every nursing student is enrolled in the College of Nursing Student Advisory Blackboard Organization. The
organizational site serves as a central location where information can be disseminated to the student body for the College of Nursing. The College and each program post a formal presentation regarding the overall state of the college and program twice a year, in January and August. Students are encouraged to review the presentations and pose substantive inquiries and comments at the programmatic level to their Program Directors and the Associate Dean of the College of Nursing through the Blackboard site.

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.

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.

2.13 SELECTED UNIVERSITY POLICIES

The following policies are located on the SHU website as well as in the University Student Catalogs. 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 in the University undergraduate and graduate student catalogs.

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 a student believes that he/she has have a disability
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

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/officesservices/jandrisevitslearningcenter/speciallearningservices/complaintprocedurefordiscriminationclaim/
SECTION III RN-BSN and RN-BSN-MSN PROGRAM SPECIFIC POLICIES

3.1 STUDENT LEARNING OUTCOMES

RN-BSN STUDENT LEARNING OUTCOMES

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

Upon completion of the BSN program, graduates will demonstrate the outcomes listed below:

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.
- Accelerated Baccalaureate Degrees in Nursing Market Analysis 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 – Inter-professional 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/inter professional 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, 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.
RN-BSN-MSN STUDENT LEARNING OUTCOMES

The student learning outcomes are derived from the American Association of Colleges of Nursing Essentials for Master’s Education in Nursing:

**Essential I: Background for Practice from Sciences and Humanities**
Recognizes that the Master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

**Essential II: Organizational and Systems Leadership**
Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

**Essential III: Quality Improvement and Safety**
Recognizes that a Master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

**Essential IV: Translating and Integrating Scholarship into Practice**
Recognizes that the Master’s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

**Essential V: Informatics and Healthcare Technologies**
Recognizes that the Master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

**Essential VI: Health Policy and Advocacy**
Recognizes that the Master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

**Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes**
Recognizes that the Master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

**Essential VIII: Clinical Prevention and Population Health for Improving Health**
Recognizes that the Master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
Essential IX: Master’s-Level Nursing Practice
Recognizes that nursing practice, at the Master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

3.2 ACADEMIC ADVISEMENT

Academic advisement for all students in the RN-BSN and RN-MSN Online Programs is guided by the following policy 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.

Academic Advisement Policy

- Once accepted into the RN-BSN or RN-BSN-MSN Online Program, students must meet with their Student Services Coordinator to develop their plan of study and prepare registration documentation. The Student Services Coordinator will initiate this contact within the first 4 weeks of acceptance to the program.
- All students are assigned a faculty advisor. The faculty advisor will contact the student during the first enrolled module to welcome the student to the program and approve the student’s plan of study, discuss course progression, academic advisement, and preparation and expectations for practicum courses.
- Students must meet with their CON faculty advisor a minimum of twice a year or more frequently as clinical experiences approach.
- It is the student’s responsibility to contact the faculty advisor to establish online meeting times.

Academic Advisement Procedure

- Students will receive a welcome email from their Student Services Coordinator. Students are to schedule an appointment with their faculty advisor once they meet with their Student Services Coordinator to develop their plan of study.
- If assistance is needed to contact the advisor, students may contact the Program Assistant, College of Nursing Online Programs at 203.416.3937.
- Should an urgent issue arise when the faculty advisor is unavailable, students will be referred to the Program Director, RN-BSN and RN-MSN programs.
- Following the initial meeting between the student and the faculty advisor, it is the student’s responsibility to contact the faculty advisor for future meetings.
- Students must contact their faculty advisor 8 months before the first course with clinical hours is scheduled to discuss practicum requirements and compliance deadlines.
SHU Online Course Access:

To access courses and coursework, students must log into their MySHU account. This site is a main portal to access important university icons such as Blackboard, email, and WebAdvisor. If MySHU is unavailable and students are unable to access courses and coursework, an alternate link is available: https://blackboard.sacredheart.edu/webapps/portal/portal.jsp/layout/index.jsp.

Students may access their email through this link or www.outlook.com. If students forget their password to this portal at any time, they must reset their password at ams.sacredheart.edu.

b. Plan of Study Approval Process

The Plan of Study is a document that guides students regarding the sequencing of courses in the program track. Once enrolled in the program, the Student Services Coordinator will develop the initial plan of study with the student. After the student’s plan is created, the student will be contacted by the faculty advisor to meet to review and approve the plan of study. This meeting between the student and faculty advisor must occur by the end of the first module in order for the student to self-register for the next course.

c. Registration

In preparation for beginning the program, the SHU Admissions Office automatically registers the student for classes for the first two modules to make the transition into the online classroom easier. After this initial registration, students must register themselves. The Student Services Coordinator will give the student course recommendations for each module, based on the faculty advisor approved plan of study. If a student has any special requests or needs to deviate from the plan of study, she/he must contact the Student Services Coordinator and assigned faculty advisor. Students will not be able to register for courses that deviate from the sequence of their plan of study without approval from their faculty advisor.

Not all courses are offered every module and courses may be cancelled by the Associate Dean Online Nursing Programs for extenuating circumstances, such as under-enrollment.

d. Number of Courses Permitted to Enroll in per Module

Enrolling in more than one course per module should be discussed with the student’s faculty advisor to ensure that courses follow the required curricular progression and that all pre and/or co-requisites are completed as required. Students on probation may not be enrolled in more than one course per module.

In order for a student to be approved for more than one course per module, he/she must be in good academic standing and have no previous course failure.

Students may not enroll in another course while taking NU 376 or NU 387.
3.3 GRADING POLICY

Students in the RN-BSN and RN-BSN-MSN Programs are required to meet the following 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 in the program and professional certification examinations.

a. Policy

- RN-BSN students must earn a minimum of C+ in order to pass a nursing course.
- RN-BSN-MSN students must earn a minimum of B- in order to pass a nursing course.
- A field experience/clinical failure in a nurse course results in a course failure and dismissal from the program.
- RN-BSN students must maintain a cumulative 2.8 GPA throughout their studies and to meet the 2.8 minimum required GPA for graduation.
- RN-BSN-MSN students must maintain a cumulative 3.0 GPA throughout their studies and to meet the minimum required 3.0 GPA for graduation.
- All course syllabi will list the evaluative components for that course with their relative weighting related to the final course grade.

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>
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<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>
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<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
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<tr>
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<tr>
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<tr>
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</tr>
<tr>
<td>NP (No Pass)</td>
<td>Pass/Fail courses are not offered for RN-BSN or RN-BSN-MSN students</td>
<td></td>
</tr>
<tr>
<td>W (Withdrawal)</td>
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</tr>
</tbody>
</table>
Rounding of Grade Policy:

Rounding of examination and course grades for Sacred Heart University’s College of Nursing is as follows: All examination grades are to be left to the hundredths place (not rounded up or down) until the end of the module. Rounding will occur at the end of the module at which time the final course grade will be rounded to the nearest whole number. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, after rounding at the end of the module, a final grade of 76.49 will be rounded down and translate to a final grade of 76 and a final grade of 76.50 will be rounded up and translate to a final grade of 77.

3.4 ADHERENCE TO PROFESSIONAL NURSING BEHAVIORS

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

Policy:
Sacred Heart University nursing students are expected to demonstrate consistently the professional behaviors listed below. Failure to demonstrate one or more professional behaviors may be cause for disciplinary action, including warning, probation, course failure, or recommendation for dismissal from the program. Student’s questions regarding the SHU Nursing Professional Behaviors listed below should be discussed with course faculty and/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: [http://www.nursingworld.org/codeofethics](http://www.nursingworld.org/codeofethics).

Nursing Professional Behaviors: The student must consistently demonstrate the following behaviors ONLINE and IN clinical settings:

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 University, College, and Program policies and procedures.
- Knows and abides by relevant agency policies and procedures in the clinical setting.

Professionalism
The student:
- Is honest and demonstrates integrity in all situations.
- Maintains personal boundaries that are appropriate for the situation.
- Voices criticism and negative perspectives in an appropriate way and at appropriate times.
• Respects those with opposing opinions.
• Uses the established protocol as described in the Student Handbook for resolving academic questions/issues.
• Respects confidentiality.
• 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, and ability.
• Dresses and presents an appearance appropriate to the situation. (Refer to Dress Code policy for details of clinical requirements).

Self-Directiveness
The student:
• Is prepared for class/clinical sessions and assignments.
• Identifies learning needs and implements a study plan with faculty advisement and assistance if necessary.
• Asks relevant questions indicating interest as well as preparation for learning.
• Demonstrates independence in the learning environment, seeking assistance when appropriate.

COMMUNICATION “NETIQUETTE”
It is important to recognize that the online classroom is in fact a classroom, comprised of “real” people and certain behaviors are expected when communicating with peers and instructors. When communicating online, whether it be through email, discussion board, blogs etc., the following “netiquette” guidelines should always be practiced. The student must:

• Communicates in a respectful and professional manner. Does not send/write anything that would not be said to an individual face-to-face.
• Uses proper titles or names when addressing all individuals.
• Remembers that all communication should have correct spelling and grammar.
• Avoids slang terms and texting abbreviations.
• Avoids using the caps lock feature AS IT CAN BE INTERPRETED AS BEING ANGRY.
• Is cautious when using humor or sarcasm, as tone is sometimes lost in translation and can be interpreted differently than intended.
• Avoids very short answers/emails which may be interpreted as “abrupt”.
• Avoids endless lengthy emails; be concise in your communication.
• Does not send personal or confidential information via email.
• Is sure he/she wants everyone to receive your response before you click “reply all”.
• Is respectful of others’ opinions even if they differ from your own.
• Does not make insulting or personal remarks.
• Is aware that not all communications may be appropriate “online”.

26
• Uses other forms of communication such as a personal phone call may be more appropriate in certain situations.

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 3.6a). Graduation awards are granted on merit and professionalism. Program warnings can affect a student’s likelihood of award consideration.

3.5 ACADEMIC PERFORMANCE COURSE PROGRESSION

Matriculated RN-BSN students must maintain a cumulative grade point average (GPA) of at least 2.8 throughout the entire course of study. Matriculated RN-BSN-MSN students must maintain a cumulative grade point average (GPA) of at least 3.0 throughout the entire course of study.

For RN-BSN and RN-BSN-MSN students, the policy of SHU accepting a passing grade of “D” in the Liberal Arts courses will be honored. However, if the D grade lowers the overall cumulative GPA, the student will be recommended for Academic Probation. If the same Liberal Arts course is failed a second time, the student will be recommended for program dismissal.

The grading alternative Pass/Fail is not permitted for course grades in the RN-BSN and RN-BSN-MSN nursing programs.

If an RN-BSN or RN-BSN-MSN student receives an incomplete in a Liberal Arts course, the course must be completed successfully with a grade of D or above within the first 6 weeks of the next module.

If RN-BSN student receives an incomplete in a Nursing course, the course must be successfully completed with a grade of C+ or above within the first 6 weeks of the next module.

If an RN-BSN-MSN student receives an incomplete in a Nursing course, the course must be completed successfully with a grade of B- or above within the first 6 weeks of the next module.

A student who receives an incomplete in a prerequisite course may not enroll in any courses that require the successful completion of this prerequisite course.
3.6 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

There is a defined, progressive and formalized system of communication and documentation related to giving students warnings. The following behaviors or actions will generally result in students being issued a warning.

- Actions that could have or did result in serious injury to a patient.
- Excessive absenteeism such as missing one 8 hour intensive day, or one week of non-participation in an online course.
- Unsuccessful achievement in one or more clinical competency categories.
- Lack of adherence to one or more of the Professional Behaviors outlined in the Professional Behavior Standards Policy or the Student Nurse Code of Conduct.

Students may receive a warning for violations related to professional and clinical standards as outlined in this section of the Student Guide. The warning will be part of the student’s academic file. Students may receive a verbal warning which will be issued at the time of infraction or violation of accepted practices, principles, or standards. The warning will be documented in the student’s record. A verbal warning does not need to be issued prior to a written warning or probation.

Students are required to meet with their course faculty and/or faculty advisor to discuss the violation within 7 days if appropriate. Failure to comply with this policy may result in a recommendation to the Dean of the College of Nursing for placement on Academic Probation.

A student may be placed on nursing 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 placed on nursing academic probation.

Nursing probation status is for two semesters or four enrolled modules. 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 nursing academic 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. **Academic Program Probation**

The following behaviors or actions will generally result in students being placed on academic probation. Probation period is for the next four enrolled modules.

- Cumulative Grade Point Average (GPA) falls below 2.8 for RN-BSN students and 3.0 for RN-BSN-MSN students.
- A grade of a C, C-, D+, or D in one non-clinical or practicum nursing course must repeat the course for the RN-BSN student.
- A grade of a C+ or C in one non-clinical or practicum nursing course must repeat the course for the RN-BSN-MSN student.
- One serious professional warning or after two consecutive or after three non-consecutive written warnings.

Students who are placed on probation must meet with their respective course faculty and/or faculty advisor and complete a Student Success Plan to plan for improved performance. The Student Success Plan must be submitted to the Program Director and course faculty. Failure to complete and comply with the Student Success Plan may significantly increase the likelihood of clinical/course failure.

c. **Dismissal from the College of Nursing**

The College of Nursing reserves the right to dismiss 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 Standards 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 and Warning, Probation, and Failure. Recommendations are forwarded to the Dean for final determination.

- Failure to maintain a cumulative GPA at or above the required 2.8 for the RN-BSN students.
- Failure to maintain a cumulative GPA at or above the required 3.0 for the RN-BSN-MSN students.
- Failure of clinical portion of the course, which results in an F for the final course grade. Passing of the clinical/practicum requires a minimum academic course grade of “80” and meeting/passing all clinical competencies and completing the required number of clinical hours.
- Failure (F) in one nursing course.
- Failure to receive a C+ or better when repeating a nursing course for RN-BSN students.
- Failure to receive a B- or better when repeating a nursing course for RN-BSN-MSN students.
- Failure of more than one non-clinical or practicum nursing course (final grade of C, C-, D+, or D for RN-BSN students or a final grade of C+ or C for RN-BSN-MSN students).
- Failure to demonstrate professional behavior standards.
- Failure to meet probation condition standards at the end of probation period.
d. Academic Standards Committee 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 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.

e. Appeal Process for Probation and Dismissal

For a student’s appeal of a probation or dismissal to be considered, the appeal 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 occur 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 (http://www.sacredheart.edu/campuslife/lifeonoffcampus/studentconductcommunitystandards/universitypolicies/procedureforindividualsclaimingunlawfuldiscriminationorharassment/)

Probation and Dismissal Appeal Procedure

If the student chooses to appeal a decision related to academic standards, the student must submit a written statement detailing the grounds for appeal based on the list above. The student is responsible for preparing a 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 Committee. The hearing is to be held within 14 business days of receipt of a formal written appeal.

The Academic Standards Committee hearing is a closed hearing attended by Academic Standards Committee members.

The hearing is solely based on the question of whether the ground or grounds for appeal as 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 Committee 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 Committee will deliberate with a vote.

The Chair of the Academic Standards Committee 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.

### 3.7 CHAIN OF COMMAND

#### Plan of Study
Any student who has concerns related to his/her plan of study for courses should contact their Student Services Coordinator. If further assistance is needed, the student and/or Student Services Coordinator should contact the student’s Academic Advisor. If the issue is not resolved by the Academic Advisor, he/she will contact the Program Director, RN-BSN and RN-BSN-MSN programs.

#### Courses
Students who have any issues related to coursework should first discuss the issue with the course instructor. If further assistance is required, the student and/or course instructor will contact the Academic Advisor and Program Director.

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

3.8 LEAVE OF ABSENCE (LOA)*

Policy

Students may request a leave of absence for up to one year/six consecutive modules. If the student has not declared a track, the Associate Dean for Online Programs must approve the leave. After that time, if the student has not re-entered the program, the student will be administratively withdrawn and must re-apply to the program. Students do not have to request a leave of absence from the program if taking off two consecutive modules or less. The student must, however, notify his/her faculty advisor.

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.

Procedure

- The student must contact their faculty advisor and Student Services Coordinator to discuss academic plans and request a LOA form.
- The form should be submitted at least 4 weeks prior to the start of the next course.
- The form is emailed to the Program Director of the track who will approve/disapprove the request.
- Once granted a LOA, the student needs to contact his/her Student Services Coordinator at least four weeks before returning to the program, in order to register for the next course.
- A formal written request for extension of the leave is required and will be considered on a case-by-case basis by the Associate Dean of Online Programs.
- A LOA can be granted to a student one time during the RN-BSN and RN-MSN programs.

*The Leave of Absence Policy and Procedure will be revised and published as of September 2018.

3.9 ADMINISTRATIVE WITHDRAWAL

Policy and Procedure:

An enrolled student who has not registered for two consecutive modules (one semester) and who has not submitted an LOA request form will be administratively withdrawn from the program. Students who have been administratively withdrawn from the program will be required to apply for re-admission.
The Student Services Coordinator will notify the RN-BSN and RN-BSN-MSN Program Director regarding students who have not registered for two modules. After reviewing files and consulting with the appropriate faculty advisors, the RN-BSN and RN-BSN-MSN Program Director will notify the Associate Dean, Online Programs, to recommend that the student be administratively withdrawn from the program. Students will be given a 30 day period to respond to the letter informing them of the administrative withdrawal in order to describe any extenuating circumstances. The Associate Dean, Online Programs will determine whether or not the administrative withdrawal will be upheld.

3.10 COURSE WITHDRAWAL

A student who is currently enrolled in a course has the option to withdraw prior to the designated “date to withdraw,” posted online in the SHU Online Academic Calendar, by completing the following:

- The student should contact the course faculty and/or his/her faculty advisor to discuss options.
- If the decision is to withdraw from the course, the student must contact the Student Services Coordinator to obtain a withdrawal form. The student must complete the form and submit back to the Student Services Coordinator by the deadline to request a withdrawal published in the academic calendar.
- If the course withdrawal form is not submitted, the student will receive a failing grade for non-attendance in the course, leading to dismissal from the program.
- Dropping a course may have a severe impact on a student’s academic progress, financial obligations, and financial aid, including any loan refunds that may have been received.
- *Please review the Student Accounts Withdrawal Refund Policy on the Sacred Heart University website: http://www.sacredheart.edu/officeservices/studentaccounts/withdrawalrefundpolicy/
- *Please review the Student Financial Assistance Withdrawal Policy on the Sacred Heart University website: http://www.sacredheart.edu/admissions/financialassistance/financialassistancewithdrawalpolicy/

Note: Approval to withdraw from a course is granted only for the course the student is currently enrolled in.

3.11 INCOMPLETE “I”

The course instructor has the ability to grant an incomplete grade to a student in good academic standing, with the approval of the Program Director, when illness or other extenuating circumstances beyond the student’s control prevent completion of the course. The student must be passing the course at the time he/she requests an incomplete grade and the last day to withdraw from the course, according to the academic calendar, must have passed. If the Program Director approves the assigning of an incomplete grade, the course faculty will inform the student that all unfinished course work would need to be submitted for grading within six weeks from the end of that course. Once course work is graded, the course faculty would change the incomplete grade to a numerical grade. If the unfinished coursework is not completed within the six-week period, the incomplete grade will revert to a failing
grade. If the course in which the incomplete grade was granted is a pre-requisite course, then the course must be completed before progressing in the program. Students on probation must complete and pass the course in which an incomplete grade is assigned before progressing in the program.

3.12 CONTINUOUS ENROLLMENT/INACTIVE MODULES*

   a. Matriculation

Matriculation begins once a student is accepted in the RN-BSN or RN-BSN-MSN Online Program and enrolls in the initial course(s).

A matriculated student who wishes to be inactive (not registered for classes) may select to do so for one or two modules in the RN-BSN or RN-BSN-MSN Online Nursing Program. Students must contact their Faculty Advisor and Student Services Coordinator for advisement guidance.

While inactive, the matriculated student remains enrolled in the program, although is not enrolled in courses. Students may review this policy on the Sacred Heart University website via the Undergraduate Catalog.

A student must request a leave of absence if not enrolled after the second consecutive module off. A leave of absence can be granted for up to one year. After one year, if the student is not enrolled, he/she will be administratively withdrawn from the program and must re-apply. Inactive modules may extend the student’s time period for completion of the degree program.

Procedure

   • Students contemplating time off from their studies or a LOA should first discuss this with their faculty advisor.
   • If the decision is to take time off or request a LOA, the student needs to contact and inform the Student Services Coordinator.
   • At least four weeks prior to returning to the program, the student must contact the Student Services Coordinator and faculty advisor to establish an updated plan of study.
   • Students are not guaranteed a place in a specific module/course; 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 content mastery examination.

*The Leave of Absence Policy and Procedure will be revised and published as of September 2018

3.13 TRANSFER CREDIT
The University Registrar determines transfer credit for non-nursing courses for part-time students in the RN-BSN and RN-BSN-MSN programs. Students are responsible for seeking this formal review and sharing the results with their faculty advisor to assure proper development of the plan of study.

**Transfer Credit Policy:**

Transfer of lower division nursing credits in the RN-BSN and RN-BSN-MSN programs is awarded in accordance with the Connecticut Nursing Articulation Plan in place at the time of evaluation. Up to 36 credits of nursing credits may be accepted as transfer credits and NOT calculated into the Sacred Heart University GPA. If nursing credits were earned in a state other than Connecticut, up to 30 credits may be applied.

The nursing transfer credits are awarded at the beginning of the programs.

Transfer credit for nursing courses taken at other colleges or universities is evaluated by request to the RN-BSN and RN-BSN-MSN Program Director.

Students may be requested to provide detailed course descriptions and objectives/syllabi so that the determination of transferability may be made.

Per University policy, no more than 90 credits from a two-year college or school of nursing and/or four-year college may be transferred. Further, RN-BSN and RN-BSN-MSN students must complete at least 30 credits of undergraduate work at Sacred Heart University to be awarded a Sacred Heart University Baccalaureate degree.

A maximum of 12 graduate credits may be transferred to the University graduate degree programs provided that these credits were taken within the past six years at the graduate level from a regionally accredited college or university. The MSN Program Directors give final approval for any transfer credit allocation.

A minimum grade of C is required for baccalaureate courses to be transferred. A minimum grade of B is required for masters courses to be transferred. All courses are transferred at the discretion of the Registrar.

**Transfer Credit Procedure:**

- Prospective students must arrange for official transcripts to be sent to SHU to include all institutions from which credit transfer is sought.
- After the Program Director or designated faculty review the appropriate documents, a decision will be made and documented in the student file. The student will be notified by telephone or email of the transfer credit allocation, if any.
- The Program Director gives final approval for any transfer credit allocation.
Matriculated RN-BSN program students seeking to take non-nursing courses at other colleges should refer to the policy and approval request form available from the registrar or nursing office.

**Transfer Credit for Prerequisite Science Courses Taken in a Non-Collegiate Setting (Schools of Nursing) Policy:**

RN students who have taken science courses in non-collegiate settings may be awarded up to 16 credits for these courses provided that the criteria listed in the procedure below are met.

**Transfer Credit for Non-Collegiate Science Courses Procedure:**

The procedure is same as the Credit Transfer Procedure above with the following additions. The course name must be specific and match SHU requirements.

- Anatomy & Physiology I, II
- Microbiology
- Biology, Chemistry, or Physics OR an appropriate title indicating “Integrated Science I, II, III” sequence, etc.
- The number of study hours or credit hours will be similar to SHU requirements.
- A grade of “C” or better in the course was achieved.

**3.14 STUDENT FEES**

Nursing education for students requires additional fees to cover the costs of required field experiences/clinicals and laboratory education. These fees are due for each module that certain nursing courses are taken. Fees associated with nursing courses cover the technology component fee for the virtual lab for online students. For field experience/clinical courses, the fee pays for review and finalization of contracts with clinical placements, in addition to verification that all paperwork is in place for each student. Fees are non-refundable. Please refer to the student accounts link on the SHU website for current tuition and fees.

[http://www.sacredheart.edu/offices/services/studentaccounts/tuitionfees/](http://www.sacredheart.edu/offices/services/studentaccounts/tuitionfees/)

**3.15 EXAM TAKING POLICY**

Guidelines for online exams are based on best practices to ensure consistency among online courses. These include:

- All exams will be have a time limit, determined by the length of the exam and the content.
- If a student misses an exam, he/she will receive a zero for that exam unless extenuating circumstances are discussed with the faculty prior to exam.
- Based on 8-week modules, all exams will be available to the student, Wednesday 8:00 am EST until Sunday 11:55 pm EST for course weeks 1-7. If the exam is scheduled during week 8, the
exam will be open Sunday 8:00 am EST until Thursday 11:55 pm EST. Detailed information regarding exam instructions for online students, will be written out in the course syllabi.

- The exam will be offered one time only during the course.

3.16 WRITING STYLE REQUIREMENTS

Students must complete the APA tutorial every 16 weeks (every other module).

It is important to have consistency in writing standards for students. APA is the accepted and most commonly used writing standard in the nursing professional literature.

Policy: All nursing courses must use the American Psychological Association 6th edition (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.

Procedure: All students must purchase the current 6th edition APA manual and/or APA software.

3.17 ESSENTIAL ATTRIBUTES AND FUNCTIONAL ABILITIES

Policy:
Students in the College of Nursing (CON) are expected to demonstrate skills in a variety of clinical and simulation settings in a manner that promotes overall patient safety and welfare. The **Essential Attributes and Functional Abilities for College of Nursing Students** document details the cognitive, affective, and psychomotor skills determined to be essential for full participation in teaching/learning activities of the CON programs and critical to providing safe and competent care to patients/clients in a clinical and simulated learning environment. SEE APPENDIX C for document.

All students are expected to demonstrate academic ability as well as the competencies stated in the **Essential Attributes and Functional Abilities** throughout the length of the program until successful fulfillment of all course requirements for graduation. Individual requests for reasonable and necessary accommodations will be reviewed by the Program Director, Associate Dean for Academic Affairs, and Director for Student Success as appropriate. Students must make their request for academic accommodations known to the CON. An accommodation cannot result in lowering academic standards or requiring substantial program alteration. In addition, requests for accommodations for clinical practice must be reviewed and accepted by the affiliating clinical agency providing clinical learning opportunities for the student. If the affiliating agency is unable to offer the requested accommodation(s), then the student may be unable to complete a clinical course successfully or progress through the academic program.

All reasonable efforts will be made to assist the student to obtain the necessary and reasonable accommodations.
**Procedure:**

If a student is unable to meet the requirements of the Essential Attributes and Functional Abilities, he/she must address the issue(s) in writing to the appropriate Program Director.

1. The student must submit in writing a detailed description of the inability to meet one or more of the elements listed in the Essential Attributes and Functional Abilities.

2. The student must submit supporting documentation from appropriate medical personnel indicating the need for reasonable accommodations for meeting the requirements and successfully completing course and/or program requirements.

3. The Program Director will review the request and consult with the appropriate members of the CON, Student Success department, and clinical institutions to present the request and determine if the requested accommodations can be made.

4. The Program Director will notify the student of the decision in writing.

**3.18 LATE ASSIGNMENT POLICY**

Each assignment listed on the course syllabus or in a learning contract is due at the time specified by the course instructor. Any assignments turned in to the instructor after the due date and time are considered late. All assignments must be submitted through Blackboard Assignment Manager unless otherwise specified by the course instructor. Unless the student made advance arrangements with the course faculty or in the event of an emergency, all late assignments will receive a reduction of 5 points for each day late. After 5 days past the due date, assignments will receive a grade of zero. Advance arrangements with the faculty for late submission approval must be made in writing.

**3.19 STUDENT PRACTICE REQUIREMENTS**

a. **Health Requirements Documentation:**

Health requirements documentation, criminal background checks and drug testing: Health care agency placement agreements and patient safety needs require strict compliance with health screening, criminal background checks, and drug screening requirements.

**Castlebranch**

All College of Nursing students must enroll in and activate a Castlebranch Medical Document Manager account (www.Castlebranch.com). Castlebranch is the company the College of Nursing uses to provide background screening, drug testing and compliance tracking. Required health forms can be found on the Castlebranch website within individual student accounts. Health forms are also located on Blackboard in the Graduate Nursing Clinical Placement Organization under “Clinical Compliance Information and Documents”.
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.**

- All matriculated students must submit completed and approved Annual Health Clearance and Illness/Immunization documentation to Castlebranch prior to starting a course with a clinical component. It is important to use the Sacred Heart University College of Nursing health form. *Any other form will be rejected by Castlebranch.*

- The Castlebranch Medical Document Manager account, which includes an Annual Health Assessment, PPD Form, CPR verification, RN Licensure, and Malpractice verification, needs to be fully compliant no later than two weeks prior to the start of the course with any clinical coursework. Students will be given a firm deadline date from the Clinical Placement Coordinator.

- All students must have a seasonal Influenza vaccination for the current flu season no later than November 1st, or earlier if required by the assigned clinical site.

- Students should keep copies of all health documents in their personal files. The College of Nursing will not make copies. Students can download copies of their health documents from their Castlebranch account. Castlebranch is the only repository for health clearance information.

- Students must be fully compliant with all Student Practice Requirements for the duration of their clinical.

- **STUDENTS WHO ARE NOT FULLY COMPLIANT WITH ALL THEIR STUDENT PRACTICE REQUIREMENTS BY THE DEADLINE SET BY CLINICAL PLACEMENT OR WHO FAIL TO REMAIN FULLY COMPLIANT DURING CLINICAL WILL BE REMOVED FROM THE COURSE AND RESCHEDULED TO THE NEXT AVAILABLE TIME THE CLASS IS OFFERED. THIS WILL AFFECT BOTH THE STUDENT’S PLAN OF STUDY AND GRADUATION DATE.**

- **Connecticut Hospital Association (CHA) Health and Safety Test:** Students doing clinical in the State of Connecticut must complete the Connecticut Hospital Association (CHA) Health and Safety Test **prior** to beginning clinical rotation. The CHA Health & Safety course is posted in the Graduate Nursing Clinical Placement Organization in Blackboard. A passing score of 85 or better must be achieved.

**b. CPR Certification**

- All students must have a CPR Certification; only two types are accepted: The American Heart Association BLS for the Healthcare Provider OR the American Red Cross CPR/AED
for the Professional Rescuer. No other types of CPR certifications are accepted without authorization from the Clinical Placement Coordinator.

- All students must upload a valid CPR certification. The CPR card to has to be signed and both the front and back of the CPR card has to be uploaded to Castlebranch.

c. Drug Screening Policy

Some of the College of Nursing’s online programs and clinical affiliating agencies may require students to complete a drug screen. In the event a student has a positive result, the College of Nursing has the responsibility to disclose results to the clinical agency for placement. If a result precludes the student’s placement in the clinical agencies, the student’s ability to complete the degree requirements may be impeded and may result in a recommendation for dismissal from the program. The Program Director will be notified and discussion and decision made in collaboration with the Associate Dean for Academic Affairs and recommendation(s) made to the Dean. The drug screen 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 renders the student ineligible for clinical placement.

d. Criminal Background Checks/Special Considerations

- All students must complete satisfactorily a criminal background check upon acceptance into the PM/DNP program. Failure to have a cleared criminal background check by the end of the first semester will result in a registration hold on the student’s account.

- Please note that clinical sites may require a clean report of a criminal background check within three to twelve months of the clinical placement rotation. Therefore, repeated or additional background checks prior to the start of a clinical placement may be required. Some sites will mandate additional requirements including but not limited to drug screening, colorblindness testing, and finger printing.

- 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’s placement in the clinical agencies, the student’s ability to complete the degree requirements may be impeded and may result in a recommendation for dismissal from the program. The Program Director will be notified and discussion and decision made in collaboration with the Associate Dean for Academic Affairs and recommendation(s) made to the Dean. The criminal background check 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 criminal background check renders the student ineligible for clinical placement.
e. Malpractice Liability Insurance Requirement

- It is a professional expectation and responsibility that professional nurses and nursing students carry individual malpractice liability insurance.

- Students are required to secure and maintain individual professional liability insurance coverage. Documentation of this coverage will be required at the time of admission and immediately prior to any course that contains a clinical component (part of the Medical Document Manager account with Castlebranch).

3.20 CLINICAL PLACEMENT PROCESS

Arrangements for clinical experiences in the BSN Online program are the responsibility of the student. Please note that it can take up to nine (9) months for a new clinical site affiliation agreement to be approved. Students need to start the process of selecting a preceptor, selecting a site/organization, completion of health requirements, criminal background check, and CPR certification as early as possible.

Resources to assist with this process include our Clinical Placement Coordinator, Contract Coordinator, and the student’s assigned faculty advisor. In addition, the Undergraduate Nursing Clinical Placement website located on the student’s Blackboard home page reviews the process in detail and contains all of the appropriate forms.

Please note it can take up to nine (9) months for a new clinical site affiliation agreement to be approved. NO STUDENT MAY START A CLINICAL ROTATION OR EXPERIENCE WITHOUT MEETING ALL CLINICAL COMPLIANCE REQUIREMENTS AND HAVING A CLINICAL CONTRACT IN PLACE.

Courses that include clinical hours/practicum experience are listed below. All courses with clinical hours are the same duration in length, 8 week modules, as courses without clinical hours.

RN-BSN Program and BSN Portion of the RN-BSN-MSN Program

NU 376 – Care Management: Individuals and Families

NU 387 – Populations and Global Health

Procedure

- Students are responsible for selecting their clinical site and preceptor. Once the preceptor is selected, students must send a copy of the preceptor’s CV to the Faculty Advisor for approval.

- Students may obtain the Contract Inquiry/Request form from the Online Clinical
Placement Coordinator. (The form is also found on the student’s Blackboard account under Undergraduate Nursing Clinical Placement under My Organizations). The Contract Inquiry/Request form must be submitted to the College of Nursing’s Contract Coordinator.

- The Clinical Contract Coordinator will initiate all contracts regarding requests for student placements once a contract request form has been received. Please note it can take up to nine (9) months for a new clinical site affiliation agreement to be approved.
- Refer to policies on Licensure, Malpractice Insurance, Health Requirements, and CPR certification to assure necessary compliance.

a. Practicum Experience

During the practicum experience, all students are responsible for adhering to the Professional Behavior Standards and Clinical Placement and Compliances policies outlined in this guide. This includes but is not limited to maintaining the confidentiality and proprietary status of any information regarding the organization, patients, employees, and students.

Procedure

For all clinical courses the student must:

- Follow instructions related to clinical experience that are posted in the course syllabus and instructor’s guidelines/announcements.
- Present all course information to the preceptor.
- Meet with the preceptor during the first week of the course to establish a schedule and plan for meeting course objectives.
- Meet with preceptor on a regular basis throughout the course keeping in mind total number of clinical hours needed for course completion and weekly objectives of the course.
- Complete and submit all clinical related documents to faculty via Blackboard by date indicated in the course syllabus.
- Communicate any concerns regarding your clinical experience and/or preceptor to the course faculty immediately.

3.21 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 allergy 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 Program Director 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 affiliating clinical agency 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 Online PM/DNP 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 Program Director as soon as possible.
The Program Director will advise students of how to proceed with testing, documentation, and waiver processes.

Students must notify each practicum course faculty of the latex allergy prior to the beginning of each clinical experience.

Practicum course faculty will interview 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.

3.22 CELL PHONE POLICY

**Clinical:** Use of smart-phone devices will vary by clinical agency. If the clinical supervisor confirms that such devices are permitted, the student may use the device for patient care purposes only. Patient photos are prohibited at all times. Use of text/email/MMS for non-patient care purposes is a violation of Professional Behaviors and may result in Clinical Warning/Probation or Dismissal. Faculty may carry phones and are expected to abide by agency regulations.

3.23 DRESS CODE POLICY

Nursing students are expected to follow the established dress code policy detailed below as part of their demonstration of professional role behaviors (see policy under this name). Students who fail to abide by the dress code guidelines may be asked to leave clinical, and report back when they are appropriately dressed. Questions or concerns regarding these guidelines should be addressed with the course instructor prior to attending the clinical or professional activity.

Appropriate and consistent professional attire serve to identify Sacred Heart University Online MSN nursing students and represent the image of the university and College of Nursing as well as to protect the students and client from injury and infections.

**General Attire:** Students are expected to wear business casual clothing for all professional activities, whether in street clothes or worn beneath lab coats. Business casual does not include shorts, revealing tops, flip flops or excessive jewelry.

**Lab Coats:** Lab coats and name pins or badges must be worn at all times, including pre-clinical visits when students visit an agency to attend agency orientation programs or observation experiences. In addition, name pins and lab coats are required for any activities where students are participating and representing Sacred Heart University’s Nursing Program.

**Jewelry:** Jewelry is limited to a small plain finger ring without sharp, protruding edges and one pair of post-earrings. All other facial or visible body piercings are prohibited.
Nail Guidelines: For infection control purposes nails must be short and filed. Clear or neutral nail polish is acceptable absent of chipping. Artificial nails or nail tips are strictly prohibited.

Miscellaneous:
- Hair should be clean and neat, and secured with a hair band or tie if it is long.
- Lab coats should be clean and free from wrinkles.
- Offensive body odor and/or strong perfume/cologne or scented body products may cause discomfort to others and should not be present.
- Gum is not allowed.
- Visible tattoos must be covered and out of sight.

3.24 GRADUATION APPLICATION

Students eligible for a degree must apply for graduation through the Office of the University Registrar. Degrees are conferred three times a year in May, August and December. Undergraduate students should apply at least one year before the intended graduation date. For students who are completing the MSN portion of their program, please refer to the guidelines in the MSN Student Guide. Deadlines for the BSN are as follows:

Undergraduate Students

May Graduation Date: Application due the prior June
August Graduation Date: Application due the prior September
December Graduation Date: Application due the prior January

All RN-BSN and RN-BSN-MSN students will be billed a graduation fee approximately one month before the expected date of graduation. The graduation fee is not refundable and must be paid whether or not the student participates in the Commencement ceremony. In the event the student does not complete the requirements for the degree within one year of the originally indicated date, a new application and fee will be required.

Instructions for applying online for graduation through WebAdvisor are available on the Sacred Heart University website at:


If you have any questions or problems with the online graduation application, please send an email to graduation@sacredheart.edu.

3.25 RECOMMENDED WEBSITES

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

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

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

**Ryan Matura Library and Learning Resources**
http://library.sacredheart.edu/

**Jandrisevits Learning Center**
http://www.sacredheart.edu/offices/services/jandrisevitslearningcenter/
(Offers individual tutoring and online math and writing labs.)

**American Nurses Association** (General plus standards of nursing practice and code for nurses)
www.ana.org

**American Nurses Credentialing Center**
www.nursecredentialing.org

**American Association of Colleges of Nursing**
http://www.aacn.nche.edu/

**American Organization of Nurse Executives**
www.aone.org

**The Connecticut Distance Learning Consortium**
http://www.ctdlc.org

**Commission of Collegiate Nursing Education**
http://www.aacn.nche.edu/ccne-accreditation

**National Coalition of Ethnic Minority Nurses Associations**
http://www.ncemna.org

**National League for Nursing**
www.nln.org
National League for Nursing Accrediting Commission
www.nlnac.org

National Student Nurses’ Association
http://www.nsna.org/default.aspx

Nursing World
http://www.nursingworld.org/
### APPENDIX A

#### Sacred Heart UNIVERSITY

**COLLEGE OF NURSING**

### Unusual Occurrence Report

<table>
<thead>
<tr>
<th>Type of Occurrence</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medication Error</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorrect Medication Count</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment Error</td>
<td></td>
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<tr>
<td>Confidentiality Violation</td>
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<tr>
<td>Needle stick/Exposure</td>
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<tr>
<td>Student Injury</td>
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<tr>
<td>Near Miss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date/Time of Report:**

**Date/Time of Incident:**

**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:

<table>
<thead>
<tr>
<th>Patient age</th>
<th>Patient Gender</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient age</td>
<td>Patient Gender</td>
<td>Diagnosis</td>
</tr>
</tbody>
</table>

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:**

**Method (ie, ph, email, text etc..):**

**Required Remediation or Follow-up Action:**

**Course Coordinator Signature:**

**Date:**

**Program Director Signature:**

**Date:**
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 ________________
Essential Attributes and Functional Abilities for College of Nursing Students
First Professional Degree & RN-BSN-MSN Programs

Students are expected to demonstrate skills in a variety of clinical and simulation settings in a manner that promotes overall patient safety and welfare. The list below outlines cognitive, affective, and psychomotor skills deemed essential in providing care and to allowing full participation in the College of Nursing programs. Students who believe they cannot meet the essential attributes and functional abilities listed below without accommodations are required to contact the Director of their Nursing Program to determine if individual, reasonable accommodations can be made and that all accommodations are in agreement with our clinical partners. Along with demonstrated academic ability, the Essential Attributes and Functional Abilities must be demonstrated throughout the program until graduation.

<table>
<thead>
<tr>
<th>Functional Ability</th>
<th>Standard</th>
<th>Examples of Required Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motor Abilities</strong></td>
<td>Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength, to provide patient care.</td>
<td>Mobility to allow movement throughout the classroom/clinical site and stand for prolonged periods of time to carry out patient care procedures such as assisting with ambulation of clients, administering CPR without assistance, assisting with turning and lifting patients, providing care in confined spaces such as treatment room or operating suite, and lift up to 50 pounds. Ability to manipulate devices used in providing care.</td>
</tr>
<tr>
<td><strong>Manual Dexterity</strong></td>
<td>Demonstrate fine motor skills sufficient for providing safe patient care.</td>
<td>Motor skills sufficient to handle small equipment such as insulin syringe, administer medications by all routes, perform tracheostomy</td>
</tr>
<tr>
<td>Manual Dexterity</td>
<td>Ability to use electronic health records or handwrite legible charting notes.</td>
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<tr>
<td>Perceptual/Sensory Ability</td>
<td>Sensory/perceptual ability to monitor and assess clients.</td>
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<td>Sensory abilities sufficient to hear alarms, auscultatory sounds, calls for assistance, etc.</td>
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<td></td>
<td>Hear and differentiates tonal variances or does so with the assistance of technology such as an amplified stethoscope.</td>
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<td></td>
<td>Visual acuity to read calibrations on syringe and differentiate and assess color (cyanosis, pallor, blue versus green)</td>
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<td>Sees and accurately reads print, computer screens and hand writing.</td>
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<td></td>
<td>Tactile ability to feel pulses, temperature, palpate veins, texture, moisture, with or without gloves.</td>
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<td></td>
<td>Olfactory ability to detect smoke, odor, and bodily fluids.</td>
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<tr>
<td>Affective Skills and Behavioral/Interpersonal/Emotional</td>
<td>Ability to relate to patients, staff and colleagues with honesty, civility, integrity and nondiscrimination.</td>
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<td>Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.</td>
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<td>Capacity for development of mature, sensitive and effective therapeutic relationships.</td>
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<td>Establishes professional rapport with patients/clients and colleagues.</td>
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<td></td>
<td>Works with teams and workgroups.</td>
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<td>Emotional skills sufficient to remain calm in an emergency situation.</td>
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<tr>
<td></td>
<td>Behavioral skills sufficient to demonstrate good judgment and prompt completion of all</td>
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</tbody>
</table>
| Affective Skills and Behavioral/Interpersonal/Emotional | Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism. | Negotiate interpersonal conflict effectively. | Ability to demonstrate cultural sensitivity and awareness. | responsibilities attendant to the diagnosis and care of patients. | Adapts rapidly to environmental changes and multiple task demands. | Self-regulates their own behaviors and attitudes to ensure professional practice and delivery of care. | Maintains sufficient mental/emotional stability to tolerate stressful situations, adapt to changes, respond to the unexpected, and maintain objectivity consistent with safe clinical practice. | Sustains safe nursing practice without demonstrated behavior of addiction to, abuse of or dependence on alcohol or other drugs that may impair behavior or judgment. | Continuously exhibits a functional state of alert, self-aware, and respectful behavior during classroom and clinical experiences. | Tolerates the mental demands of differing shifts, body rhythm changes, increasingly difficult patient workloads, and fatigue. | Demonstrates respect for individual differences such as cultural, ethnic, religious, gender, age and sexual orientation. |}

| Safe environment | Ability to accurately identify patients. | Ability to effectively communicate with other caregivers. | Prioritizes tasks to ensure patient safety and standard of care. |
| for patients, families and co-workers | Ability to administer medications safely and accurately.  
Ability to operate equipment safely in the clinical area.  
Ability to recognize and minimize threats to patient safety.  
Ability to recognize and minimize hazards that could increase healthcare associated infections.  
Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls. | Maintains adequate concentration and attention in patient care settings.  
Seeks assistance when clinical situation requires a higher level or expertise/experience.  
Responds to monitor alarms, emergency signals, call bells from patients, and orders in a rapid and effective manner.  
Participate in organizational safety initiatives; example fall reduction programs, IV access, ect.  
Implement safe provisions of care following agency procedures and policies, chain of command. |
|---|---|---|
| Safe environment for patients, families and co-workers | Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communication, such as interpretation of facial expressions, affect and body language).  
Ability to communicate accurately with non-English speaking patients and/or those with impairments and their families using interpreters or appropriate technology.  
Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy.  
Communicate professionally and civilly to the healthcare team including peers, instructors, and preceptors. | Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in healthcare team discussions of patient care.  
Elicits and records information about health history, current health state and responses to treatment from patients or family members.  
Conveys information to patients and others to educate, direct and support individuals in an accurate, effective and timely manner.  
Establishes and maintain effective working relations with patients and co-workers.  
Recognizes and reports critical patient information to other caregivers. |
<table>
<thead>
<tr>
<th>Cognitive/Conceptual/Quantitative Abilities</th>
<th>Ability to listen attentively to individuals and groups.</th>
<th>Ability to process non-verbal communication (i.e. body language/facial expressions) and how it pertains to current situation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ability to process, comprehend and utilize various methods of communication; example understand written word, spoken word, translation of word, etc.</td>
<td>Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis.</td>
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<td></td>
<td>Ability to gather data, to develop a plan of action, establish priorities and monitor and evaluate treatment plans and modalities.</td>
<td>Calculates appropriate medication dosage given specific patient parameters, includes applying ratio/proportion concepts, use of conversion tables, and calculation of drug doses and solutions.</td>
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<td>Ability to retain information to apply to situations in the provision of care.</td>
<td>Analyzes and synthesizes data and develops an appropriate plan of care.</td>
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<tr>
<td></td>
<td>Ability to comprehend three-dimensional and spatial relationships.</td>
<td>Collects data, prioritizes needs and anticipate reactions.</td>
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<td>Ability to react effectively in an emergency situation.</td>
<td>Comprehends spatial relationships adequate to properly administer injections, start intravenous lines or assess wounds of varying depths.</td>
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<td>Exhibit sufficient knowledge and clarity of thinking to process the information and apply it appropriately to situations in the classroom and clinical experiences.</td>
<td>Recognizes an emergency situation and responds effectively to safeguard the patient.</td>
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<td>Ability to use a computer for long periods of time, including testing for 3 hour time blocks.</td>
<td>Ability to use a computer for long periods of time, including testing for 3 hour time blocks.</td>
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<td>Learns effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussion, group assignments, individual study materials, preparation and presentation of written and oral</td>
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</tbody>
</table>

Cognitive/Conceptual/Quantitative Abilities
| Punctuality/work habits | Ability to adhere to Sacred Heart University College of Nursing policies, procedures and requirements as described in the Student Nurse Handbook, college catalog and student handbook and course syllabus.  
   | Ability to complete classroom and clinical assignments and submit assignments at the required time.  
   | Ability to adhere to classroom and clinical schedules.  
   | Ability to manage time appropriately in the classroom and clinical setting.  
   | Attends class and clinical/lab on time.  
   | Reads, understands and adheres to all policies related to classroom and clinical experiences.  
   | Contacts instructor in advance of any absence or late arrival.  
   | Understands and completes classroom and clinical assignments by due date and time.  
   | Provides timely care in the clinical setting.  |
| Environment | Recognize the personal risk for exposure to health hazards.  
   | Appropriately use equipment in laboratory or clinical settings needed to provide patient care.  
   | Tolerate exposure to potential allergens (latex, chemical, etc.)  
   | Tolerate wearing protective equipment (e.g. mask, gown, gloves)  
   | Takes appropriate precautions for possible exposures such as communicable disease, blood borne pathogens, and latex.  
   | Uses person protective equipment (PPE) appropriately.  |
# APPENDIX D

## STUDENT SUCCESS PLAN

<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>
</table>
| A smart objective is: Realistic Understandable Measurable Behavioral Achievable |                                                                                             | Date: ____________  
Student Signature: ______________  
Faculty Signature: ______________ |

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**Course:** ______________  
**Date:** _____________  
**Academic Issue:** ________________  
**Student Name:** ________________________________  
**Clinical Issue:** ________________  
**Due Date:** ________________________________  
**Professional Issue:** ________________