



DR. SUSAN L. DAVIS, R.N.,
& RICHARD J. HENLEY
COLLEGE OF NURSING

Sacred Heart University

Associate of Science in Nursing (ASN)
Nursing Student Guide

2026-2027 Edition

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Welcome to the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing

Dear Dr. Susan L. Davis, R.N. & Richard J. Henley College of Nursing Student,

Welcome to Sacred Heart University's Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON)! We are delighted you have chosen to join our community of students, faculty and alumni. 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.

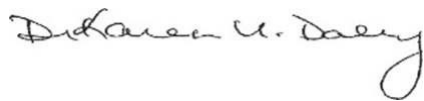
The DHCON is committed to the success of each student. Your academic advisor, course and clinical faculty will be partners in your academic journey, so please always ask for the guidance and support you need.

The DHCON Nursing Student Guide is the official student handbook and provides essential DHCON policies and procedures for academic progression and graduation. This guide is intended to supplement the University Catalog and provide information specific to your nursing program. All students are expected to review and abide by the current DHCON Nursing Student Guide found on the Sacred Heart University website. Please take the time now to read your student guide, and review it every semester so that you are fully aware of important information as you progress in your program.

Please be sure to use the Student Guide as a reference during the school year. If policies and/or procedures change during the academic year, they will be posted on the DHCON website and sent via email to your official Sacred Heart University email.

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

Cordially,



Karen Daley, PhD RN

Dean, Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing



Tammey Dickerson, MSN, RN
Chair, ASN

Notices

1. This guide is subject to change with written electronic notification. Any policy changes will be posted on the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing website and sent via email to your official via student Sacred Heart University email.
2. If any provision of the DHCON Nursing Student Guide is held by a legally binding authority to be unenforceable, the remainder of the DHCON Nursing Student 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.

Section I: Mission & Philosophy

1.1 Accreditation

The associate degree nursing program is accredited by the Accrediting Commission for Education in Nursing (ACEN), 3343 Peachtree Road, NE, Atlanta, GA 30326, (404) 974-5000, www.acenursing.org.

1.2 Mission, Vision & Philosophy

Mission of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing

The Dr. Susan L. Davis, RN, and Richard J. Henley College of Nursing endeavors to prepare Nursing 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.

Vision of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing

The Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing aspires to achieve prominence through innovative teaching and learning within an environment recognized for its compassion and creativity.

Philosophy of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing

The Faculty of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing believe the following tenets of Nursing:

The faculty and staff of the DHCON 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 Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing

The organizational framework for the program is grounded in ACEN Associate Standards and Criteria and Identified as the program student learning outcomes. Please see section III 3.1 for specifics.

1.4 Programs of Study

Specific information regarding the various degrees awarded at Sacred Heart University can be found on the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) website. As of fall 2025, the following options are available:

- Associate of Science in Nursing
- Baccalaureate of Science in Nursing-First Professional Degree
- Baccalaureate of Science in Nursing – Second Degree Accelerated
- 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 (NE)*
- MSN Family Nurse Practitioner (FNP)*
- MSN Psychiatric Mental Health Nurse Practitioner*
- Post-Baccalaureate Family Nurse Practitioner DNP**
- Post-Master’s Doctor of Nursing Practice (DNP)**
- Home Health Care Management for RNs Certificate*
- Post-Master’s Certificate in Family Nurse Practitioner*
- Post-Master’s Certificate in Psychiatric Mental Health Nurse Practitioner*
- Advanced Graduate Certificate in Nursing Education*
- Advanced Graduate Certificate in Nursing Management & Executive Leadership*

*Available for online study (applies to classwork only)

**Approximately 50% or more of program available online.

1.5 Safety as a Priority

The Dr. Susan L. Davis, R.N., and Richard J. Henley College of Nursing recognizes that safety is a critical priority in the delivery of patient care and in caring for our community. Nursing students at all levels are trained and educated to critically evaluate safety issues in the clinical setting that may be a source of potential harm to patients. Therefore, students should demonstrate actions in alignment with safety as a priority. To support a culture of patient safety, the College has adopted a zero tolerance for any student action that may result in a violation of any patient or community safety policy or practice. Violation of any safety policy or practice may result in

dismissal from the Dr. Susan L. Davis RN. and Richard J. Henley College of Nursing. (See Dismissal Appeal policy).

1.6 Vaccination Policy

Prior to placing students in clinical placements, our external clinical sites mandate certain requirements. This can include (in addition to other requirements) vaccinations and boosters. These requirements must be met in order to be placed in a clinical experience. Completing a clinical experience is an academic requirement that cannot be waived or substituted. Failure to complete a clinical or academic requirement may result in a student being unable to progress in the program.

Section II: Dr. Susan L. Davis, R.N., & Richard J. Henley 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.

Course-specific Blackboard sites where direct email messages to individuals and groups are frequently used to communicate important information to students.

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

2.2 Student Services

The Davis & Henley College of Nursing is committed to supporting students throughout their academic journey with a robust network of resources designed to foster success.

Academic Advising & Faculty Mentorship

Each undergraduate student is paired with a dedicated academic advisor who provides guidance on course selection, academic planning, and progression toward degree completion along with goal setting, study skills, and time management support. In addition, all students are matched with a faculty mentor who offers professional insight, career advice, and encouragement based on firsthand experience in the nursing field. Students can view their academic advisor and faculty mentor assignments in Student Planning & Advising.

Overseeing and enhancing these support systems is the Assistant Dean for Student Success, Dr. Molly Paguaga, who works closely with students and staff to create a welcoming and

responsive learning environment, ensuring that every student has access to the tools and support needed to thrive. Students looking for additional support are welcome to contact Dr. Paguaga at paguagam@sacredheart.edu or 203-396-6578.

University Support Offices

Information regarding all student services are 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 areas. The following services are highlighted to ensure students are aware of these services.

- **Center for Teaching and Learning (CTL)** – offers tutoring, writing, and learning support for all SHU undergraduate and graduate students. Visit the PASS Portal to sign up for tutoring, submit a paper for feedback through the Online Writing Lab (OWL), or look up peer-assisted learning opportunities for specific courses. Questions? Contact CTLtutoring@sacredheart.edu.
- **Office of Student Advising & Success** – offers appointments with student success coordinators and advisors who are ready and eager to meet with you about exploring majors and programs, and key academic skills such as time management. Questions? Contact studentsuccess@sacredheart.edu.
- **Technical Support @ PioTech Center** – offers technical support, including Blackboard and classroom technology help, across walk-in, phone, self-service, help articles formats. Questions? Contact techsupport@sacredheart.edu.
- **University Library** – offers research and information support, in person and online. To begin your research now, you can book a study room, schedule an appointment with a librarian, and explore online tutorials all through the SHU Library website. Questions? Contact reference@sacredheart.edu.
- **Counseling & Ministry Supports** – Students may experience a variety of challenges while enrolled at SHU. Information about undergraduate counseling and graduate counseling services are available via the Counseling Center website. Campus Ministry also provides faith-based support for students.

Academic Accommodations & The Office of Student Accessibility

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the Office of Student Accessibility (OSA). Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information, please contact Kathy Radziunas, Director of OSA, radziunask@sacredheart.edu.

2.3 Complaint & Grievance Procedure

Students are encouraged to raise issues and concerns regarding courses, policies, procedures, or other activities of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON). To achieve the 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 remain unresolved, the next step would be to address the concern with the Chair, Associate Dean of Academic Affairs, and finally the Dean of the DHCON.

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, Chair, Associate Dean of Academic Affairs, or with the Dean.

[The Policy and Procedure for Formal Student Complaints](#)

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

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

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

[Complaints Against the Program Falling Outside Due Process](#)

The faculty and staff of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) strive to demonstrate a high level of ethical values and professionalism in all its activities. In some cases, a situation may generate a complaint for which no formal grievance process exists. The complaint should be written, signed, and include details about the complaint as well as documented evidence and mailed to:

Tammey Dickerson, Program Chair, Associate of Science in Nursing Program
Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825

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

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

- When possible, the Chair 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 Chair will provide a written description of the resolution to the complainant.

- If dissatisfied with the outcome of the discussion with the Chair, or if the complaint is against the Chair, the complainant may submit a written complaint to the Dean of the DHCON. The Chair will provide the Dean with a written summary of previous discussions if applicable.
- The Dean will discuss the matter with the Chair and complainant separately and may schedule a joint appointment or conference call with the Chair and complainant in attempt to reach a solution.
- The Dean will provide the complainant and the Chair 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 Chair, Dean, or Provost will be kept in a confidential folder marked “Complaints against Programs” in the DHCON program’s file for a period of five years and destroyed after the five year period.

Potential complaints against the program regarding ACEN accreditation:

The ASN program within the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) is accredited by the Accreditation Commission for Education in Nursing (ACEN). A complaint against an accredited program may be submitted by anyone, including students, faculty, staff, administrators, nurses, patients, employees, or the public. The ACEN 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 ACEN standards or procedures have been violated, and b) willingness of the complaint to allow ACEN 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:

Accrediting Commission for Education in Nursing (ACEN)

3343 Peachtree Road, NE

Atlanta, GA 30326 404-974-5000

acenursing.org

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

New England Commission of Higher Education’s (NECHE) 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 online.

[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 the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) has not fulfilled its promises, you may file a complaint with the Office of Higher Education by visiting their website.

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 the 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 Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) policy regarding resubmission of prior written work.

Use of Generative AI to complete assignments is prohibited unless specifically stated in the assignment instructions.

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 & Audio Recording Policy

Videotaping and audio recording of students of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) 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. It is imperative that student nurses maintain the awareness they are contributing to the global image of nursing and are representing the nursing profession through intended or unintended outcomes of social media usage both in personal and professional settings of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON), the University, and clinical affiliating agencies. It is in this context that the student nurse may face potentially serious consequences for inappropriate use of social media, up to and including dismissal from the program.

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

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 Arrest or Conviction

A felony arrest or conviction may affect a student's ability to be placed in a clinical agency or institution. Criminal background checks must be completed at the student's expense. 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. Failure to complete a clinical or academic requirement may result in a student being unable to progress in the program.

Students should note that a felony arrest or conviction may affect a graduate's ability to sit for certification examinations and/or attain employment. Any concerns should be communicated to the Program Chair 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 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

A 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 Chair immediately in cases of student or patient injury. The Chair will notify the Dean of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) immediately if warranted by the seriousness of the incident. In incidents where a student or patient did not incur injury or was not at risk for serious consequences, the student must inform the clinical faculty by end of the clinical day.

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

2.11 Global Learning Programs

The Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) 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 the 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 for study abroad and all are communicated through DHCON email correspondence. Interested students are required to complete the application for eligibility. Selection for the global clinical programs is based on the DHCON global learning rubric available in the Nursing Student Guides appendices. Students must be in good professional and academic standing in order to be eligible for participation in all programs. From time of acceptance to the 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. A degree program track may choose to limit the number of clinical hours a student may accrue through global immersion experiences.

2.12 Student Advisory Representation

The Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) offers the 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 DHCON Student Advisory Blackboard Organization. The organizational site serves as a central location where information can be disseminated to the student body for the DHCON. The DHCON and each program post a formal presentation regarding the overall state of the college and program twice a year, in January and September. Students are encouraged to review the presentations and pose substantive inquiries and comments at the programmatic level to their Program Directors, Chairs and Associate Deans of the DHCON through the Blackboard site.

Students are encouraged to participate in collaborative opportunities at the DHCON to stimulate sharing of ideas among students, faculty, and staff, with the overall goal of promoting program excellence. Examples may include town-hall meetings, anonymous surveys, classroom visits and discussion by members of the leadership team, and attendance at other college-level committees, meetings, and events, both in person and remotely.

2.13 University Policies

The Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing's (DHCON) policies are aligned with university policies. Please refer to the University Catalog and University website for statements regarding university wide policies.

Section III: Program Specific Policies for the DHCON

3.1 Programmatic Student Learning Outcomes

1. Utilize knowledge, skills, and attitudes to demonstrate safe and competent care utilizing evidence-based practice and current standards of nursing care.
2. Integrate respectful and professional principles of communication while interacting with members of the multidisciplinary team, clients, and family members.
3. Incorporate course concepts while providing holistic care across the lifespan to clients with varied cultural and spiritual backgrounds and demonstrating respect for client rights to participate in care decisions.
4. Demonstrate professional responsibility by maintaining competence and practicing within the legal and ethical frameworks of the nursing profession.
5. Utilize clinical judgement, critical thinking, and decision-making skills using the nursing process to guide nursing practice.
6. Use information technology to provide and manage error-free client care, communicate with clients and health team members, educate, and make critical decisions that optimize client outcomes.
7. Apply sound leadership and management skills when prioritizing, delegating, and supervising nursing care.

ASN Nursing Programmatic Outcomes

- I. 80% of graduates will be successful in their first attempt taking the NCLEX-RN.
- II. 85% of students will complete core program courses within 100% of the program length.
- III. 90% of respondents seeking employment will be employed as nurses six (6) months post-graduation.

3.2 Academic Advisement

Each student will be assigned a designated faculty advisor upon enrollment. All matriculated students must take responsibility for contacting their faculty advisor for a review of their progress, academic advisement, and registration preparation at least once per semester. Should an urgent issue arise when the faculty advisor is unavailable, students will be referred to the Program Chair. ***The advisor has the right to decline registration authorization and ultimately delay registration if plans of study have not been discussed per the guidelines of this policy.***

All students are expected to follow the published recommended plan of study. Students may access their academic evaluation under progress available on Student Planning & Advising (SPA).

3.3 Grading Policy

Students are required to meet specific criteria to remain in good academic standing. A consistent, published approach to grading across programs is important to establish required standards for successful course completion, and to maximize likelihood of success on certification/professional licensure examination.

a. Rounding of Grades

The process of rounding course grades will be used consistently throughout the Nursing Program and will follow common mathematical convention:

- Scores on each test/examination, assignment or clinical assessment tool will be recorded as received with no rounding (i.e., 86.75 will be recorded as 86.75 and not rounded up to an 87).
- Final course grades will be rounded **once**.
- To determine final course grades, weighted assignment grades will only be calculated to **one** decimal place.
- 0.5 and above will round to the next higher number (84.6 becomes 85).
- 0.4 and below will be rounded by dropping the tenth and leaving the whole number (84.3 becomes 84).
- A weighted exam average and the cumulative course average of 77% is required to pass each nursing course.

b. Policy for ASN Students

- All course syllabi list the evaluative components for that course, with their relative weighting related to the final course grade.
- The weighted cumulative average of all exams including ATI testing within a nursing course must be, at a minimum, 77%. The cumulative course average must be 77%. If the weighted exam average or the cumulative course average, is less than 77% the student will fail the course.
- Any nursing student who achieves a final grade of C or C- in a course in the major or having a grade of C or C- in a course in the major at the time of withdrawal will have the course counted as a failure in the program.
- Any nursing student with a final course grade of D+, D, or F in a course in the major or having a grade of D+, D, or F in a course in the major at the time of withdrawal from a course in the major will be dismissed from the program and unable to reapply.
- Failure of a clinical component of a course, results in course failure, and a grade of F is awarded.
- A final weighted cumulative exam average below 77% or a cumulative course average below 77% in NUR 101 will result in dismissal from the nursing program and the student will not be eligible to reapply.
- If a student has failed to attain a final weighted cumulative exam average of 80% or a cumulative course average of 80% in the same nursing course twice, that student will be dismissed from the program.

Any student on probation for a previous failure in a general education course, who then has a failing grade in a course in the major, will be dismissed from the major. No student may be placed on double probation.

c. Policy for General Education Courses

- A minimum grade of C+ is required in First Year Writing Seminar, Math Applications for Health Science, and each science lecture and lab course.
- A minimum grade of C is required in all other general education courses.
- Any student enrolled in a non-science or math general education course who achieves a grade below a C or has below a C at the time of course withdrawal, will have that course counted as a failure in the major.
- Any student enrolled in a science or math general education course who achieves a grade below a C+ or has less than a C+ at the time of course withdrawal, will have that course counted as a failure in the major.
- A second failure in a general education course or two general education failures in a single semester will result in a program dismissal.
- Students must maintain a cumulative GPA of 2.8 while taking General Education courses. A GPA below 2.8 will result in academic probation. Students will remain on probation until an additional 12 credits have been taken. Failure to achieve a GPA of 2.0 after 12 credits have been taken will result in dismissal from the College.

3.4 Adherence to Professional Behaviors

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

Professional Behavior Standards Policy

Professional behavior of students is required in the classroom and in all practicum/clinical/lab/simulation settings. Students enrolled in the program represent SVC.

- ASN students are expected to demonstrate the professional behaviors listed within the Responsibility, Accountability, Professionalism, and Specific Standards for Clinical/Lab/Simulation sections listed below.
- Faculty will complete a critical incident form and issue a professional warning to students who fail to demonstrate one or more professional behaviors. Further disciplinary action may be required if serious or subsequent violations occur.
- Students' questions regarding the ASN Professional Behaviors listed below should be discussed with course faculty or faculty advisors.
- Students are expected to uphold the ethical standards of the nursing profession. A copy of the Code of Ethics for Nurses can be found on the [American Nurses Association website](#).

Responsibility

The student:

- Is punctual and dependable.

- Completes assignments and accepts responsibilities in a timely and professional manner.
- Abides by relevant policies and procedures.
- Presents or discusses one's own views in a way that demonstrates respect for those with opposing viewpoints.

Accountability

The student:

- Is prepared for class/clinical sessions and assignments.
- Identifies learning needs and implements a success plan, if necessary, with faculty assistance.
- Asks relevant questions indicating interest as well as preparation for learning.
- Pursues learning without being consistently dependent upon others.
- Uses resources responsibly and in a way that does not limit access by others.
- Maintains appropriate body language and non-verbal cues that demonstrate respect for others.

Professionalism

The student:

- Is honest and demonstrates integrity in all situations.
- Maintains professional and personal boundaries that are appropriate for the situation.
- Voices criticism and negative perspectives in an appropriate way and at appropriate times.
- Is attentive and respectful when others are speaking.
- Respects those with opposing opinions.
- Uses the established protocol as described in the Student Guide for resolving academic questions/issues.
- Respects, protects, and maintains confidentiality as well as privacy of patients and patient data.
- Engages in self-assessment and reflection on a regular basis to promote professional growth and development.
- Respects and responds appropriately to feedback. Uses feedback from faculty/instructors in a positive way by developing a success plan 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.
- Utilizes an appropriate level and type of language for the person, group, and/or situation.

- Utilizes a tone and attitude that demonstrates respect for others and their roles.
- Uses a volume and clarity of speech that is understandable to the listener or audience.
- Utilizes professional tone and language in all correspondences.

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 clinical practice.
- Adheres to the policies of the clinical facility.
- Practices within the scope of the profession.
- Follows chain-of-command appropriately.
- Adheres to clinical dress code

Failure to comply and demonstrate professionalism throughout the program may result in a professional warning.

3.5 Just Culture Policy

“Just Culture” promotes a trusting environment in which students, preceptors and faculty are encouraged to identify and report errors and near-misses without fear of retribution. It examines the behavior of students and the potential risks of their behavior in a clinical or simulated clinical setting and applies fair and consistent management of adverse events. The focus is on learning and designing safe nursing practice and providing opportunities for remediation and practice improvement.

Just Culture Policy

To create a culture that promotes learning from practice errors while properly assigning accountability for behaviors, consistently evaluating events, and complying with reporting requirements for the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) and/or clinical setting.

Definitions

Human Error: Occurs when a student inadvertently did something other than what was intended or other than what should have been done; a slip, lapse, an honest mistake.

Examples of Human Error Student Practice Events:

- One-time medication error (wrong dose, wrong route, wrong patient, wrong time)
- Failure to implement a treatment order due to oversight

At Risk Behavior: When a student makes a behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified; student does not appreciate risk; unintentional risk taking. Generally, the student's performance does not indicate that his/her continuing practice poses a risk of harm to the client or other person.

Examples of At-Risk Behavior:

- Exceeding scope of practice for which the student has been educated
- Fraudulent documentation such as documenting prior to completion of task
- Deviation from established procedure

Reckless Behavior: When a student makes the behavioral choice to consciously disregard a substantial and unjustifiable risk.

Examples of Reckless Behavior:

- Leaving shift before completing all assigned care without proper notification or hand-off communication
- Student made a medication error, realized it, told no one, and falsified the medical record to conceal the error

Systems Issues: Events or event elements that are primarily the result of factors beyond the student's control.

Examples of Systems Issues:

- Malfunctioning equipment
- Interdepartmental delays
- Inadequate supplies

[Behaviors not included in this policy](#)

Academic cheating, inappropriate use of social media, confidentiality, fraud, theft, drug abuse, impairment, drug diversion, personal or professional boundary issues, sexual misconduct, and mental/physical impairment are not appropriate for evaluation with the Student Practice Event Evaluation Tool (SPEET). These are conduct and health-related issues, not practice events.

[Just Culture Procedure](#)

The DHCON supports a trusting environment that facilitates learning and encourages identification and reporting of errors with a focus on designing safe nursing practice. When a practice event (error, mistake, misunderstanding or system failure resulting in harm, potential harm, near miss, or adverse outcome) occurs, students, clinical/lab faculty, course coordinator and program director apply the "Just Culture" philosophy and principles and complete the Student Practice Event Evaluation Tool (SPEET). See [Appendix F](#)

Steps

1. Identification of a practice issue or event
2. Complete the Unusual Occurrence Incident Report
3. Complete the Student Practice Event Evaluation Tool (SPEET) to identify the category of the practice event and recommended action
4. Complete the Critical Incident Form to document outcome (if indicated)
5. Develop a Student Success Plan (if indicated)
6. The student may submit an appeal to the Just Culture policy outcome within 14 business days of notification and follow the appeal procedure as outlined in the nursing student guide.

Categories of Practice Events and Outcomes

Human Error – The clinical/lab faculty/adviser and/or course coordinator and program director will complete the Student Practice Event Evaluation Tool (SPEET). Clinical/lab faculty and/or course coordinator will support and console the student. If indicated, a Student Success Plan will be developed with the student. An Unusual Occurrence Incident Report will be completed and forwarded to the program director. A Critical Incident Form is completed to document the outcome, as indicated. The program director will review repeated human errors to determine if further action is warranted.

At-Risk Behavior – The clinical/lab faculty/adviser and/or course coordinator and program director will complete the Student Practice Event Evaluation Tool (SPEET). A Student Success Plan will be developed with the student, as indicated to include coaching and counseling the student. An Unusual Occurrence Incident Report will be completed and forwarded to the program director. A Critical Incident Report is completed to document the outcome, as indicated. The program director will review repeated at-risk behavior practice events to determine if further action is warranted.

Reckless Behavior – The clinical/lab faculty/adviser and/or course coordinator and program director will complete the Student Practice Event Evaluation Tool (SPEET). The course coordinator and program director will be notified and consider disciplinary action and/or remedial action in addressing the event with the student. An Unusual Occurrence Incident Report will be completed and forwarded to the program director. Disciplinary action will adhere to program, college, and university policies and directives.

Systems Issues

System Issues Contributing to Event – The Program Director, course coordinator, and clinical advisor will address college-related system issues through established processes. The Program Director, course coordinator, and clinical advisor will address clinical setting system issues with appropriate clinical agency management and administrative staff.

Student involvement in resolution of system issues will be encouraged as a learning opportunity.

3.6 Academic Performance Course Progression

Students unable to achieve the grades listed below will not progress in the ASN program:

- A grade less than a C in a non-math or science general education course
- A grade less than a C+ in English, Math, or Science courses

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

Note: Repeating a nursing course may affect a student's ability to continue with his/her original class cohort and delay the expected date of graduation.

Program Retention Policy

Students must remain in good standing to progress in the ASN program. Students must achieve the following to maintain their placement.

a. ASN Gen Ed Guidelines

- Complete the following pre-requisite courses:
 - Biology 126/127 (Nursing)
 - Biology 128/129 (Nursing)
 - Intro to Microbiology 161/162
 - College Algebra or Math 105
 - English 101 or equivalent
 - Intro to Psych
- Achieve a C in Intro to Psych and C+ or better in all remaining courses listed above.

b. Progression Guidelines

- All students with a single, first-time general education, or nursing course failure will be permitted to repeat the course the next time it is offered and if space is available. The student will not be allowed to continue taking additional nursing courses until they are successful in the failed course.
- Failure in Nursing 101 results in program dismissal. Neither a course repeat or readmission will be permitted.
- Any second course failure in general education or nursing will result in program dismissal. ******Any student on probation for a previous failure in a general education course, who then has a failing grade in a course in the major, will be dismissed from the major. No student may be placed on double probation.*
- University probation may result with a GPA of 2.8 or below.

- All students with a first time, single course failure, will be placed on Program Academic Probation, except those students with a failing grade in Nursing 101, who will be dismissed from the program.
- Any nursing student with a D+, D, F, or failing a nursing course with a D+, D or an F at the time of withdrawal, will be dismissed from the program.
- Students must prepare a well written Success Plan after a single course failure and must meet with their advisor to review/approve the Success Plan and adjust their plan of study.
- **Courses taken a second time remain on the transcript (the failing grade in the first course will be replaced by the repeated course grade). For the purposes of progression, the failed/remediated course will be considered one course failure throughout the student's program.**

c. Medication Mathematics Examination Nursing Policy

A medication math exam will be administered to all nursing students in the 2nd, 3rd, and 4th semester of nursing courses. Clinical nursing courses require students to administer medication. Therefore, competency must be ensured prior to that experience each semester. The process includes:

- A score of 90% is required to pass the dosage calculation test.
- In NUR 101 students will have medical math practice during selected nursing skills lab sessions throughout the semester.
- Each NUR 101 exam will have medical math calculations included.
- NUR 101 students will not take a dosage calculation test that affects their standing in the program.
- NUR 101 students will not administer medications during their clinical rotations.
- A dosage calculation test will be given the first week of the semester for 2nd, 3rd, and 4th semesters of nursing courses.
- Students are expected to pass the exam on the first attempt; however, students have three (3) attempts to pass the exam. *
- Students will not be permitted to administer medication to patients until they have successfully passed with a 90% grade.
- If a passing grade is not achieved after a total of three (3) attempts, the student will fail both courses at that time. *This will lead to double clinical failure and dismissal from the program. Students will not be readmitted and cannot reapply.*

**Note: The 2nd and 3rd attempt to pass the nursing math exam will be offered within two weeks of the initial exam.*

d. ATI Content Mastery Series Policy

The *ATI Content Mastery Series*, based on NGN NCLEX-RN blueprint, includes books, ATI Engage Series, Nurse Logic, Learning Systems, online practice, and proctored testing over the major

content areas in nursing, Comprehensive Predictor, VATI, and Live ATI. The ATI books are to supplement the course content and enhance student learning. Topic areas included:

- Nursing Fundamentals
- Adult Medical/Surgical nursing
- Maternal/Newborn nursing
- Pediatric Nursing
- Mental Health Nursing
- Pharmacology
- Community Health Nursing
- Nursing Leadership and Management
- Nutrition

Used as a comprehensive program, ATI tools can help students prepare efficiently, as well as increase confidence and familiarity with course and program content.

Policy – (ATI Appendix attached)

- ATI Content Mastery Tests (proctored exam) will be utilized in each nursing course and account for 10% of the total course grade.
- Faculty will give students access to practice exam A prior to the scheduled proctored exam. Students will have access the exam and time remediate prior to the proctored test. Students must achieve 55% on the practice exam.
- ATI practice exams will be completed prior to taking the proctored exam.
- Students repeating a course will take the ATI Content Mastery Exam again when they repeat the course.
- The ATI Content Mastery Exam may be taken only once per course. Students are expected to achieve a score that equates to a level 2 or higher on all **proctored** ATI Content Mastery exams. Students whose scores fall **at or below level 2** are required to participate in additional individualized remediation efforts as identified by the instructor.
- It is the student's responsibility to complete the required remediation. Faculty will be able to access remediation activity for each student online within the ATI program.

3.7 Academic Standards

Students are solely responsible for adhering to the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) policies and procedures set forth in the Nursing Student Guide and to all conditions identified in any communication from the DHCON. Failure to comply may result in nursing programmatic academic probation or dismissal.

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

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:

Students will receive a Professional Warning for:

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

Students will receive a Clinical Warning for:

- Violations of accepted clinical/lab practices, principles, dress code or standards
- Failure to comply with student practice requirements
- Failure to meet professional standards/expectations

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 for placement on Academic Probation.

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

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

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

The following behaviors or actions will generally result in students being placed on nursing programmatic academic probation. Probation period is for the next enrolled two academic semesters.

- Students whose cumulative Grade Point Average (GPA) falls below the stated university standard.
- Failure to achieve a passing grade in any course.
- If the cumulative GPA remains below the stated standards at the end of the probationary period, the student will be dismissed from the program.
- Any serious professional or clinical written warning.
- A student may be placed on academic probation after any professional or clinical written warning. After two consecutive (defined as within the same semester or sequential semesters) written warnings, the student will be recommended to the Dean of the College for placement on Academic Probation. Two non-consecutive written warnings will be reviewed by the academic standards committee for recommendation.
- Students with recurrence of behaviors that yielded warning(s) or Program Academic Probation and/or the first incident of a serious violation may result in recommendation for dismissal.

Students who are placed on nursing programmatic academic probation must meet with their respective course instructor 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 Chair and course faculty. Failure to complete and comply with the Student Success Plan will significantly increase the likelihood of clinical/course failure.

Probation status is for the duration of the student's program. At the end of the probation period, the student must meet the professional and academic standards outlined in the ASN Student Guide and the requirements set forth by the Academic Standards Committee to return to good standing. **While on probation, if a student incurs another incident that would result in being placed on programmatic academic probation, such a course failure or another warning, the student will be recommended for dismissal.**

Dismissal from the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON)

The DHCON 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 DHCON, 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. Specific reasons for dismissal from the ASN Program are:

- Failure to achieve a final weighted cumulative exam average $\geq$ to 77% or a cumulative course average $\geq$ to 77% in two major courses in nursing or a failure in a general education course that results in probation and failure of a course in nursing.
- Final grade of D+, D or F in a single nursing course.
- Failure to meet clinical and course objectives as outlined in the course syllabus and associated clinical course materials. **Note:** *A clinical failure results in failure of the entire course and a final grade of F.*
- Failure to demonstrate medication math calculation competency in a nursing course at a level of 90% after three (3) attempts in the semester will result in a double course failure. Two course failures will result in dismissal from the program.
- Failure to meet professional standards/expectations.
- Failure to meet the Essential Attributes and Functional Abilities for students despite reasonable accommodations. (Refer to Appendix B or C)
- Failure to report an unusual occurrence that has caused actual or potential harm.
- Failure to meet the criteria stated in official emails/letters of warning and probation.
- Incur an incident that would result in Academic Probation while on Program Academic Probation.

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 nursing programmatic academic probation and dismissal will be discussed by the Academic Standards Committee. The entire academic and clinical record of the student will be reviewed during deliberations. Recommendations regarding academic progression are sent to the Dean for final review and decision.

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 nursing programmatic academic probation.

Appeal Process for Dismissal

For a student's appeal of a dismissal to be considered, the appeal must be based upon one or more of the following grounds and allegation that the grounds cited influenced the cause 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 dismissal decision in accordance with the procedure outlined below. Such a request for appeal must occur by January 3 for the Fall semester. For all other

modules & semesters, the request and statement must be received within 14 business days of the dismissal notification.

For information regarding discrimination or harassment, refer to the University's Policy on Prohibited Harassment and Discrimination located on the university website.

Dismissal Appeal Procedure

If the student chooses to appeal a decision of dismissal, 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 in support of the appeal. With the exception of appeals that are based solely on arithmetic grade calculation or clerical error(s), the appeal should include reflection on the cause of the poor performance, documentation of any extenuating circumstances, and a plan of action for improving performance if the student is admitted back into the program. The request and statement must be submitted to the Chair of the Academic Standards Committee no later than January 3 for the Fall semester. For all other modules & semesters, the request and statement must be received within 14 business days of the dismissal notification.

- 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 only.
- The hearing is solely based on the question of whether the ground or grounds for appeal as cited influenced the decision for 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 and 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 DHCON 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 Program Director 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 dismissal.
- Note: Incidences where the Dean of the DHCON is named, a designee from the Office of the Dean may be substituted, i.e., Associate Dean.
- If an appeal of dismissal is overturned, the student will be placed on Nursing Programmatic Academic Probation. Please see the Academic Probation section of this guide.

3.8 Chain of Command

Plan of Study

Students who have concerns related to their plan of study or courses should contact their Academic Advisor. If further assistance is needed, the student and/or Academic Advisor will contact the Program Chair.

Courses

Students who have any concern related to coursework should first discuss the identified concerns with the course faculty. If further assistance is required, the student and/or course faculty will contact the course leader.

Clinical

Any non-urgent concerns related to clinical should first be addressed with the clinical instructor and/or the clinical coordinator. If further assistance is needed, the student, preceptor, and/or clinical faculty should contact the course leader. Clinical issues of an urgent nature should be addressed immediately by the clinical faculty. Any issues that are not resolved or in the event the student needs immediate assistance and is unable to reach the clinical faculty or course faculty should be addressed to the Program Chair.

If in any of the above cases the Program Chair is unable to resolve the issue(s), the concern should be directed to the Dean, DHCON.

3.9 Course Withdrawal

Students will need to meet with their academic advisor to withdraw from a course. A program add/drop form is required to officially withdraw.

Students who withdraw with a grade less than the required passing grade for the course in the ASN program will have a W/F on their record and it will be counted as a first course failure and will result in academic probation.

Nursing courses are taken as co-requisites. Withdrawing from one nursing course in a semester is not generally an option and will lead to challenges for program progression.

3.10 Leave of Absence

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

Leave of Absence Policy

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

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

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

Leave of Absence Procedure

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

3.11 Administrative Withdrawal

If certain conditions warrant, a course faculty, faculty advisor, or program chair may recommend or require a student to withdraw from a course and/or request a leave of absence. These conditions may include but are not limited to the student's health or personal circumstances that may impede or prevent academic success.

Administrative Withdrawal Policy

Enrolled students who have not registered for two semesters and who have not formally notified the Nursing Chair of their intentions to return may be administratively withdrawn from the program. Students who have been administratively withdrawn from the program will not be readmitted.

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

3.12 Transfer Credit

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

Transfer Credit Policy

Program courses are in required sequence as indicated in the plan of study and by the student's academic advisor. Academic advisor approval must be obtained prior to completing the transfer request form. Guidelines for determining approval (and restrictions) for taking courses at other institutions are found in the Transfer Request Permission form located on the Registrar's website and in the Academic Standards, Policies and Procedures section of the Sacred Heart University Course Catalog and should be reviewed before scheduling an advisor approval meeting.

Transfer Credit Procedure

- No nursing course may be transferred from another college or university.
- Forms must be completed and submitted for signature at least 2 weeks prior to the end of a semester.
- Final approval must be given by the student's academic advisor and the Dean of the College or designee. Credit will not be awarded without prior final approval by the Dean. Requests must be processed and approved in advance of course offerings.
- It is the student's responsibility to have an official transcript sent to the Registrar's Office to receive credit for the course. Refer to the course progression policy in this student guide.

3.13 Student Fees

Lab Fees

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

Assessment Fee

Assessment fees are levied on all major nursing courses throughout the program of study. Students receive supplemental and remedial study materials in addition to individual feedback on tests and recommendations for improvement. Senior nursing students will be required to participate in an NCLEX review course toward the end of the final semester.

Verification/Health Requirements Documentation Fee

All clinical educational sites require the University to verify that each student placed in a clinical setting has met the necessary health requirements as designated by the clinical site. Annual health documents are required before the start of each fall term, due dates are outlined in email communications. A listing of these requirements is available through blackboard or the Contract Coordinator. Students should keep copies of all health documents for their files. Students may not attend clinical or lab activities without health clearance provided in the correct format. Students who miss clinical due to non-compliance are at risk for not meeting clinical objectives which may result in professional warning, probation, course failure, and/or recommendation for dismissal from the program. Health care agency placement agreements and patient safety needs require strict compliance with health screening requirements.

3.14 Test Taking Policy

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

- The following items may not be accessed at all during exam/exam review and until leaving the testing room at the conclusion of the exam/exam review. Students must keep the following items stored away and inaccessible until the faculty member/proctor instructs students the exam/exam review session is over.
 - No Hats
 - No hoods or hoodies
 - No Apple watches
 - No devices that access phone and messages
 - No personal calculators
 - phones must be stowed and turned off.
- Students will be given access to personal white boards to use for calculation purposes during tests. White boards will be erased and kept in the classroom between tests/exams.
- Students who prefer to wear earplugs for testing must discuss that request with their course instructor prior to testing.
- Students may not leave the testing room without faculty permission. Students needing to use the bathroom emergently during an exam will be escorted to the lavatory by a test proctor.

- The exam clock will not stop during any break in testing.
- You may not take the exam for anyone else.
- Each exam can only be taken one time. If students experience hardware or software problems during the exam, they must notify the exam proctor immediately by raising their hand.
- Students who opt out of a test or exam due to illness must obtain a note from a Health Care Provider such as an MD, APRN, or PA; the absence from the exam must be communicated with course faculty prior to the start of the test or exam.
- Students who opt out due to any emergency must contact course faculty prior to the start of the test or exam.
- If a student opts out of an examination due to illness or emergency, the final exam score will be substituted for the missed unit exam score.
- If a student opts out of an examination due to illness or emergency or illness, and/or have incorrectly reported an absence as described above, a zero will be given for the missed exam.
- A student may take an exam only during the scheduled course exam time. If the student misses the scheduled exam time, a zero will be given for the missed exam.
- If two (2) unit exams are missed regardless if the reason provided for the missed exam follows above policies. The student risks course failure.
- Any student who has three (3) or more final exams scheduled on the same day may petition in writing to the course faculty to take an exam at an alternate day/time. The student must provide documentation of scheduled exam times identifying the conflict with faculty signatures. Any change to the student's final exam schedule must be approved by the program director in advance of the scheduled exam times.
- If the final exam is missed for an approved reason as stated above and communicated in advance to the course faculty, an incomplete may be awarded after discussion with course faculty and program director. If a student receives an incomplete grade, the student will have the opportunity to make up the final exam at the discretion of the course faculty in conjunction with the program director.
- Incomplete grades must be completed prior to the first week of the following semester/term to begin subsequent nursing courses.

Behaviors Subject to Dismissal from the Exam

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

- Giving or receiving assistance of any kind.
- Using any prohibited aids such as handheld calculators, conversion tables, cellular device, etc.
- Having cell phone on their person or an Apple watch.

- Accessing or attempting to access any study materials (textbooks, notebooks, classroom notes, websites, blackboard, etc.) at any time after the start of the examination administration (including break times).
- Failing to follow the test taking policy or the instructions of the faculty/proctor.
- Offering assistance of any kind to another student without the instruction of the faculty.
- Creating a disturbance of any kind.
- Copying, reconstructing, or removing examination items and/or responses (in any format) or notes about the examination from the testing room or attempting to do the same.
- Tampering with the operation of the computer or attempting to use it for any function other than taking the examination. **All computer applications must be closed prior to testing.**
- Attempting to leave the classroom anytime during or after the exam before class is dismissed.
- Using the computer for non-testing purposes during the testing period.

If a student accesses any software program other than the test (including but not limited to email, social media, Internet Explorer, Word, Excel, etc.) there will be a presumption that the student is engaged in cheating. Any sort of messaging between phone/watch/computer will be a presumption of cheating.

Test Analysis

Course faculty will perform a thorough test analysis and post exam grades no earlier than 24 hours but within 7 days of the exam. Students will be able to review their exam results with rationales after grades have been posted. Test items, responses, and rationales are the property of the ASN program and cannot be copied for any reason. A student who feels a test item answer is incorrect can complete and submit a test item protest form (See Appendix) within 7 days of exam review to their course faculty for consideration. Course faculty will review the protest form and render a decision within one week of receipt.

Test Confidentiality

- Students may not copy, disclose or discuss with anyone, any information about the items or answers seen in the examination/exam review (this includes copying, posting or discussing questions in person, on electronic platforms and social media websites).
- Students may not copy or reconstruct exam items using memory of exam/exam review or the memory of others during or following the exam/exam review for any reason. Students protesting an exam question/response should schedule an appointment to meet with the course faculty.
- Students may not remove examination items and/or responses (in any format) or notes about the examination.
- Violation of the Test Confidentiality policy may result in a ZERO for the exam or course failure.

Note: If a student witnesses any of the above behavior, or any irregular behavior that is in violation of Sacred Heart University and the Davis & Henley College of Nursing Testing Guidelines, student is required to report it and comply with any follow up investigation.

Adapted from the National Council of State Board of Nursing (2022). [NCLEX rules: Confidentiality](#).

3.15 Essential Attributes & Functional Abilities

Policy

Students in the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) 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 Davis & Henley 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 DHCON programs and critical to providing safe and competent care to patients/clients in a clinical and simulated learning environment. [See Appendix C](#).

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. An accommodation will not 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 per the official notification from the Office of Student Accessibility.

3.16 Impaired Student Policy Involving Substance Misuse In The Practice Setting

The definition of practice settings for this policy are Skills Laboratories, Simulation Laboratories, and Assigned Clinical Settings.

Substance misuse can compromise the learning environment and cause the affected student to have impaired judgment and skills. Therefore, appropriate identification, intervention, and management of misuse and addiction is critical for nursing education and practice (NCSBN, 2011). The National Council of State Boards of Nursing (NCSBN) has published a video on this significant nursing issue, Substance Use Disorder in Nursing, which is recommended to review (NCSBN, 2013). According to the American Association of Colleges of Nursing (AACN), substance misuse is a universal health problem affecting all segments of society, including the profession of Nursing. College students may be at risk for substance use and misuse problems (AACN,

1998). Nursing students' use and misuse of substances compromises their education and their ability to provide safe and effective patient care.

Identification and documentation of impaired student procedure

Faculty, mentors, or preceptors in the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) are professionally and ethically responsible for identifying, documenting, and referring students who are suspected of having an impaired ability to practice with reasonable skill and safety. Identification of a student with possible impaired ability to practice is based on observed behaviors that may include, but are not limited to, the following:

- Alcohol on the breath/odor of alcohol
- Cognitive impairment
- Slurred speech
- Motor incapacity
- Patterns of absenteeism
- Patterns of tardiness
- Inconsistent performance
- Violation of professional behaviors

Procedure

- Observation of behaviors demonstrating possible impaired practice will result in the following:
 - Immediate suspension of the student from the practice activity (lab or clinical) and placed in a secure setting
 - Immediate notification of Program Director or administrative representative
 - Program Director or designee referral of student for immediate evaluation by a health care provider to include an appropriate drug screen at student's expense
 - Faculty submission of an Unusual Occurrence Report within 24 hours of the observed behavior to Program Director
 - If the student holds an active nursing license, DHCON will notify the state in which the student is licensed and was in clinical practice for DHCON, consistent with CT General Statute Section 19a-12e

DHCON is committed to the education of students who will be responsible, professional, knowledgeable nurses that provide quality health care. Students with impaired practice due to substance misuse are incapable of providing this care. Therefore, identification of any impaired student is imperative to facilitate the referral, evaluation, and treatment of nursing student substance misuse problems within the DHCON.

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. An accommodation will not 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 students to obtain necessary and reasonable accommodation per as specified in the official notification from the Office of Student Accessibility.

3.17 Student Practice Requirements

Student practice requirements include Health Requirements Documentation, Background Checks, BLS for Healthcare Providers, Drug Testing and Sexual Misconduct Training. Health care agency placement agreements and patient safety needs require strict compliance with health screening, background checks, sexual misconduct training and drug testing requirements.

Students are required to maintain full compliance with their student practice requirements for the duration of their matriculation at Sacred Heart University. Students may not attend clinical without health and student practice requirements clearance. Students who miss clinical due to non-compliance with required clearance are at risk for not meeting clinical objectives which may result in professional warning, course failure, probation, and/or recommendation for dismissal from the program.

a. Health Requirements Documentation

All nursing students must enroll in and activate a Complio account. Health forms are located on Blackboard under the Clinical Placement organization.

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 Complio or the ASN Clinical Blackboard. The procedure includes the following steps:

- All nursing students must submit completed and approved Annual Health Clearance and Illness/Immunization documentation to the Complio documentation service on or before the required due dates noted in Blackboard.
- For students who are returning after a leave of absence all requirements must be completed by the required due dates.
- All first- and second-year nursing students must complete the Connecticut Hospital Association (CHA) Health and Safety Test prior to beginning clinical. The CHA Health & Safety course is posted on Blackboard under the ASN Clinical Placement organization. A passing score of 85 or better must be achieved.
- All nursing students, enrolled in a course in the major, must have a seasonal Influenza vaccination for the current flu season no later than October 15th, or earlier if required by the assigned clinical site for that academic year.
- Students should keep copies of all health documents in their personal files.

b. CPR Certification

All nursing students must provide evidence of certification in cardiopulmonary resuscitation (CPR) prior by the required due dates. CPR certification is a clinical agency requirement.

Documentation of CPR certification is to be submitted directly to blackboard.

Only two types of CPR certification are acceptable: the American Heart Association (AHA) for the BLS Provider OR the American Red Cross (ARC) BLS for Healthcare Providers.

Courses for initial certification or recertification may be available on-campus during the academic year or may be completed off campus with an American Heart Association (AHA) or American Red Cross approved instructor/course.

CPR Certification Procedure

All returning nursing students must provide evidence of current CPR certification. If CPR certification will expire during the time when students have clinical experiences, it is the student's responsibility to plan for timely recertification.

- Students are also responsible for providing written documentation of their recertification before their certification expires. Failure to maintain current CPR certification will prevent students from attending clinical experiences and could lead to course failure and program dismissal.

c. Drug Screening Policy

Most of the clinical agencies require students to undergo drug screening prior to participating in clinical rotations. To follow the requirements as outlined in the affiliation agreements with these clinical agencies, nursing students are required to complete a drug screen.

Drug Screening Procedure

- A drug screen is required for the start of the fall semester for all matriculated nursing students.
- A second drug screen is required for all returning nursing students prior to the start of the fall semester.
- All drug tests and results must be completed within 30 (thirty) days prior to the start of the semester. If the student's clinical site requires additional testing, students must comply with the clinical site requirements.
- The drug test will be completed at the student's expense and the University and program will have no obligation to refund tuition or otherwise accommodate students if a drug test renders the student ineligible for clinical placement.
- Students who refuse to be tested or with a test result indicating the use of an illegal drug or controlled substance without a legal prescription will be referred to the Program Chair or designee and are subject to disciplinary action and/or dismissal from the program.

- Students who are taking prescription medication may provide a copy of the prescription or a doctor's verification, which will be considered in determining whether a "positive" test has been satisfactorily explained by the specific agencies policy. The drug tests should be completed using the Complio protocol for compliance with documented health requirements.
- If a clinical instructor or preceptor suspects a student exhibits impaired behavior or judgment in the clinical setting, the instructor/preceptor reserves the right to dismiss the student from the clinical agency and follow the agency policy. The instructor/preceptor should then contact the clinical course coordinator, who will subsequently continue with the follow-up with the Program Chair.

d. Criminal Background Check

All nursing modality students must satisfactorily complete an initial criminal background check 30 days prior to the start of enrollment in the college. Additional checks may be required to be compliant with certain clinical agencies and students are expected to repeat, as necessary.

The ASN program has the responsibility to disclose results of the background check to our clinical agency partners for placement. If a result precludes the student from being placed with our clinical agency (ices), the student is unable to progress in the clinical course and ultimately the program.

e. Sexual Misconduct Prevention Training

All nursing students are required to complete sexual misconduct prevention training.

Only two types of sexual misconduct prevention training are acceptable:

- **SHU online sexual misconduct prevention training** is an online, one-time training for Sexual Misconduct Prevention. Students are responsible for signing and uploading the certificate of completion to their Complio account. Access the [training module](#).
- **VIRTUS Training** through the Diocese can fulfill this specific requirement if verified by the Title IX Coordinator prior to attendance. Visit www.virtus.org for a schedule of the Diocese VIRTUS trainings being offered. Once verified, the certificate must be uploaded to the student's Complio account.

Sexual misconduct prevention training must be completed by required due date.

3.18 Clinical Placement Process

Clinical placement is at the discretion of the clinical placement coordinator and the chair/program director. Clinical placement requests are not recognized. Every effort will be made to give students information about clinical day/time/and location as early as possible before the start of the semester.

3.19 Malpractice Insurance

Individual malpractice liability insurance is a general healthcare standard.

Malpractice Insurance Policy

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

3.20 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 may be at some risk while completing the program.

- Nursing students who suspect or have a confirmed latex allergy must have an evaluation 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 Chair of the Nursing Program before clinical assignments are given.
- Students with latex allergies will be required to sign a waiver, acknowledging their risk and responsibility for avoiding latex or other products whenever possible.
- Students who decide to continue in the Nursing Program acknowledge the above notice and agree to assume the risk and continue at their own risk.
- The ASN program 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 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 nursing program.
- The ASN program reserves the right to exclude the student from participation in optional experiences, including but not limited to, observations, 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 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 always worn while in these settings.

- Students with other health care product(s) allergies should use the 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 Chair of the nursing program as soon as possible.
- The program chair will advise students how to proceed with testing, documentation, and waiver processes.
- Students must notify each clinical coordinator of the latex allergy prior to the start of the semester.
- Students are responsible for notifying the clinical instructor at the beginning of each clinical experience.
- Clinical faculty will meet with the student to determine a plan for avoiding the allergen and for emergency management of exposure. This document will be updated with each new clinical placement and placed in the student's record.

3.21 Cell Phone Policy

Clinical

- Use of cellular devices will vary by clinical agency. If the clinical coordinator confirms that such devices are permitted, the student may use the device, **if approved by the clinical faculty**, for accessing resources related to clinical experience.
- Photos/videos of any patient(s) or protected health information (PHI) are always prohibited consistent with HIPPA.
- Use of text/email/MMS/web access for non-related or personal purposes is a violation of Professional Role Behaviors that will result in a Professional Warning and may be subject to further consequences.
- Faculty may carry phones and are expected to abide by agency regulations.

Classroom/Lab

- Cellular devices may not be used during class unless it is part of an engaged learning activity. Faculty reserves the right to ask students to silence or shut off the device.
- For on-ground course meetings, all cell phones and other electronic devices must be in non-audio mode during class. Texting during class is prohibited.

3.22 Dress Code Policy

Students are ambassadors for DHCON's nursing programs in a variety of clinical settings. Appropriate clinical attire aids in proper identification of ASN students by agency staff and patients and distinguishes the function of the caregiver.

Students are expected to follow the established dress code and uniform policy detailed below as part of their demonstration of Professional Role Behaviors.

The ASN uniform scrubs and badge are only to be worn by students in structured clinical, lab, volunteer experiences, or special events determined and approved by DHCON. Students are only allowed at their assigned agency during approved clinical hours or sanctioned events when representing DHCON.

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

Note: These policy statements are superseded by agency policy if it is more stringent.

Basic Uniform

Students are responsible for purchasing and maintenance of the ASN approved uniform scrubs. Approved uniforms should be purchased at the University's bookstore. The basic uniform consists of a scrub set, unisex pants and V-neck shirt, and scrub jacket. A solid white long sleeved cotton shirt may be worn under the scrub top.

See the general uniform guidelines section below for additional information. A stethoscope, black ink pen, and small notebook, bandage scissors, and penlight are required.

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

The following suggestions are provided as guidelines for business casual clothing:

- Tops may include shirts with a collar or polo style, blazer or sweater, dress shirts, and turtlenecks.
- Pants and skirts may include Chinos or Dockers style pants, nice looking synthetic pants, and skirts that sit at or below the knee.
- Loafers, lace up shoes, low heeled closed toe shoes or boots are acceptable footwear.
- T-shirts, bare midriffs, low cut garments (back or front), sweatshirts, and tank tops are not permitted.
- Jeans, shorts, mini or tight-fitting skirts, athletic wear or leggings are not permitted.
- Sneakers, flip flops, or sandals are not permitted.

Proper Identification

Name pins and/or ID badges are required for any activities where students are participating and representing the ASN program.

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

Students will be instructed to leave the clinical area if proper identification is not displayed.

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

General Uniform Guidelines

Footwear: White nursing shoes, white athletic shoes, sneakers and closed back clogs are permitted. Open toe or open back shoes are not permitted.

Jewelry: A simple wedding band or ring without sharp protruding edges may be worn. One small post-style earring may be worn in each ear. All other visible facial, body, or tongue piercings are prohibited. A wristwatch with a second hand is required. Apples watches or similar electronic devices are not permitted.

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

Tattoo Policy: Students must comply with the contractual obligations of compliance with our placement agencies. In some clinical agencies, students will be required to cover tattoos. If asked by a clinical agency, a student will be required to cover tattoos or risk not being able to complete clinical hours.

Makeup: Makeup application should be subtle using natural tones.

Personal Hygiene and Habits: Hair should be clean and neat. Shoulder length hair or longer must be pulled back and secured away from the face. Male students should be clean shaven, or have mustaches, sideburns, and beards that are clean and neatly trimmed.

Meticulous personal hygiene is mandatory. Daily showering or bathing is expected. Offensive body odor, colognes, perfumes, after-shave lotions, or other scented body products may cause discomfort to others and should be omitted.

Gum chewing is not permitted.

Smokers should not smell like smoke during clinical.

Smoking/Vaping is not permitted on campus, in lab, or at any clinical site.

3.23 Blood Borne Pathogens Policy

The increasing prevalence of blood borne pathogens increases the risk that health-care workers will be exposed to blood/body fluids from clients infected with blood borne pathogens, especially when blood and body fluid precautions are not followed for all clients. Thus, this

document emphasizes the need for health-care workers to consider ALL clients as potentially infected with blood-borne pathogens to adhere rigorously to infection-control precautions for minimizing the risk of exposure to blood and body fluids of all clients.

The Center for Disease Control (CDC) has issued guidelines regarding occupational exposure to blood borne pathogens (including HIV, Hepatitis B, and Hepatitis C). The ASN program has adopted the following concepts and principles in conformity with CDC guidelines. The following principles are the first line of defense against HIV, Hepatitis B, and Hepatitis C, but also against all Blood Borne Pathogens. The key concepts and principles are as follows:

- Body substances of all clients are to be considered infectious.
- Hand washing is the major preventive technique. It should be used:
 - Prior to and following any client contact.
 - Immediately, if contact with anybody substance onto the skin or mucous membranes occurs.
 - After removing contaminated gloves, gowns, or equipment.
- Needles should not be recapped or broken; deposit in a puncture-resistant container.
- Gloves should be worn if contact with body substances is anticipated. These include:
 - Handling of blood, urine, feces, vaginal drainage, saliva, tears, amniotic fluid, and breast milk or wound drainage, including wet dressings and laundry.
 - When potential contact with body substances is anticipated (IV's, irrigations).
 - When carrying body substances in containers (bedpans, urinals, specimen containers).
- Added precautions should be taken if splashing of body substances is anticipated, or if contact with eyes or mouth is expected (masks, goggles and gown).
- Students should be knowledgeable of the nature and risks of body substance transmitted diseases, the mode of transmission and the appropriate preventive techniques.
- Students with cuts, sores or other broken skin areas on their hands should not be in direct contact with clients. Clinical instructors must be notified immediately to determine if clinical practice can be carried out by wearing gloves or by applying an occlusive dressing.
- Any needle-stick injuries with contaminated needles, cuts with contaminated sharp objects, body substance splashes or contact with mucous membranes should be managed following CDC guidelines:
 - a) Immediately wash area, report to agency, and seek medical attention.
 - b) Clinical instructor must be notified immediately.
- Spills of body substances should be immediately cleaned from the surface using soap and water then follow agency procedure. Gloves should be worn during cleaning and hands washed when gloves are removed. The agencies' recommended bactericidal cleaning procedure should be followed.

The following principles should also be recognized:

- 1) Body substance transmitted diseases are not transmitted by ordinary contact with clients (bathing, feeding, or touching). They are not transmitted through the air.
- 2) Body substance guidelines are for the protection of clients as well as the health care worker.
- 3) Gloves shall be worn when it can be reasonably anticipated that the student may have hand contact with blood, other potentially infectious materials, mucous membranes, and non-intact skin, when performing vascular access procedures and when handling or touching contaminated items or surfaces.
- 4) When equipment or supplies are not available in the clinical area, the instructor should use his/her judgment as to how the student should proceed.
- 5) After caring for a client, students should not put hands to face, especially eyes or mouth, prior to washing hands.
- 6) Students are accountable for the correct implementation of the above procedures.
- 7) Students are responsible for reviewing agency procedure/policy manual.

3.24 Clinical, Simulation, and Laboratory Expectations

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

Students will be subject to additional consequences for any repeated minor infractions or a major infraction or violations of accepted clinical practices, principles, or standards.

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

Students committing HIPPA violations will be dismissed from the program.

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

Students who fail to achieve a passing grade on any simulated laboratory (including but not limited to skills demonstration, formative practical scenarios, objectivity plus) will be required to remediate any identified deficiencies. The student may be required to meet with the grading instructor to review the deficiencies prior to remediation if necessary. All redemonstrations/remediation of skills must be completed by date determined by course or clinical faculty for successful completion of the course. If remediation has not been demonstrated prior to the end of the semester an incomplete will be issued for the course.

3.25 Nursing Program - Medication Administration Policy

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

Policy

- Students must have passed the course medication dosage calculation test prior to administering medications in the clinical setting. Total supervision is required for the administration of all medications regardless of the route prescribed. Total supervision means that clinical faculty will verify and/or observe each step in the medication administration process, from order verification through administration and documentation. Students must follow agency policies and procedures related to medication administration.
- Correct medication dosage must be verified at all levels in all settings.
- The following additional conditions must be upheld:
 - Students may not accept verbal orders.
 - Students may not be supervised by staff nurses.
 - Students must be aware of the parameter on specific units/sites for what is defined as a late medication.
- Medication administration documentation must be verified by the clinical faculty immediately following medication administration.
- Clinical faculty must observe controlled (e.g., narcotics) medication preparation and counter sign the appropriate documentation.

The above policy statements are superseded by agency policy if it is more stringent.

A Critical Incident is defined as any *potential or actual violation* of the five rights of medication administration and will be factored into clinical performance evaluations.

Refer to the Unusual Occurrence Report policy for other reporting requirements should a medication related error or critical incident occur. Any actual or potential medication error will require completion of both an unusual occurrence report and critical incident report.

Medication errors also require completion of the appropriate clinical facility documentation.

Medication errors in simulation should be reported to the clinical coordinator for investigation and success plan.

Procedure

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

3.26 Technology Policy

A laptop computer is needed for all nursing exams. PCs and Mac computers are compatible with the testing platform used by the programs. Testing platforms (ATI, Exemplify) are not supported on tablets or Chromebook. ATI and Exemplify are best navigated in Google Chrome.

Use of technology tools in the classroom may include YouTube, iTunes, Exemplify, ATI, Simulation, Case Studies, and podcasts. All technology must be used appropriately. Students are prohibited from transferring course materials to iTunes or Social Media websites without specific approval from the course instructor. Exemplify, ATI, and Simulation may be accessed only at times specified by the instructor in the classroom.

The university uses social media to inform students about student related events, general related information, scholarships, and job postings. Any comments should be appropriate and professional in nature. Violations of the technology policy will result as follows: The first violation will result in an emailed warning. The second violation will result in a ban from the site. Students may incur a professional warning if behavior/comments are unprofessional in nature.

3.27 Outcome Assessment – ATI Mastery Testing

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

Policy

- Students will participate in a comprehensive, internet based, standardized outcomes assessment program provided by a faculty-selected vendor.
Note: Students with documented learning disabilities will be eligible to test according to accommodation provided by the Director of Learning Services.
- Nursing students who score below parameters established by the faculty are required to take part in a non-proctored focused review. (See ATI Accountability and Benchmarking in the Appendix).
- Scores achieved will be included in course grade evaluation as per course policy.

3.28 Faculty Committees with Student Representation

Student participation on faculty committees is encouraged. Having students involved and participating in these committees enriches the process and offers opportunities for valuable student feedback. Students are not required to attend each meeting. Although several students may be participants on a given committee, only one student vote is counted on committee actions. A list of the committees and the times of their meetings will be made

available each semester. Students interested in participating on one or more of these committees should email the Chair of Nursing to apply.

3.29 Professional Organizations

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

Student Nurses Association (SNA) Membership Policy

- All nursing students are invited to join the Student Nurses Association and participate in activities and meetings.

Procedure

- SNA officers and class representatives will communicate with all nursing students to provide information about the SNA and solicit input and involvement in the annual goals and activities.
- SNA officers and class representatives are encouraged to become members of the National Student Nurse Association (NSNA).
- SNA dues are a one-time payment.
- Monies will be used to support SNA initiatives and community service projects.

OADN

The ASN program has a chartered chapter, Theta Eta, of the organization for associate degree nursing (OADN), Alpha Delta Nu Honor Society.

To be considered for your chapter:

- Students qualify for conditional membership following completion of Nursing 101.
- Students must maintain a B or better in all nursing courses.
- Students must have demonstrated conduct on campus and in clinical that reflects professionalism.

3.30 Recommended Websites

The [Registrar's site](#) includes access to undergraduate and graduate catalogs, academic policies, course listings, and multi-year academic calendars.

Visit the [main SHU website](#) to access other University information.

CDC Centers for Disease Control and Prevention

<http://www.cdc.gov/vaccines/hcp/index.html>

American Nurses Association (General plus standards of nursing practice and code for nurses)

<http://nursingworld.org/>

Accrediting Commission for Education in Nursing (ACEN)

<https://www.acenursing.org/>

American Nurses Credentialing Center

<http://www.nursingworld.org/ancc/>

American Association of Critical-Care Nurses

www.aacn.org

American Association of Colleges of Nursing

www.aacn.nursing.org

National League for Nursing

www.nln.org

National Student Nurses' Association

www.nsna.org

National Student Nurses' Association Code of Conduct Professional Conduct

<http://www.nsna.org/nsna-code-of-ethics.html>

Appendix A: Unusual Occurrence Report

Date of Report: _____ **Time of Report:** _____

Date of Incident: _____ **Time of Incident (AM/PM):** _____

Student(s) Involved: _____

Clinical Instructor: _____

Course: _____ **Clinical Site:** _____

Specific Unit and Area incident occurred: _____

Type of Occurrence:

☐ Medication Error

☐ Needle Stick/Exposure

☐ Incorrect Medication Count

☐ Student Event

☐ Treatment Error

☐ Near Miss

☐ Confidentiality Violation

☐ Other: _____

Please Explain:

Student report – complete each question thoroughly

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

If patient(s) involved: _____

Patient age: _____

Patient Gender: _____

Diagnosis: _____

What harm did/or 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?

Instructor/Faculty Comments

Course Coordinator Notified: ☐ Yes ☐ No

Date Notified: _____ **Time Notified (AM/PM):** _____

Method (i.e., phone, email, text, etc):

Required Remediation or Follow-up Action:

Student Signature: _____ **Date:** _____

Course Coordinator Signature: _____ **Date:** _____

Program Director Signature: _____ **Date:** _____



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Appendix B: Global Learning Application Rubric

Applicant Name: _____ **Applicant 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 point 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.
 - 3 points if examples are relevant, applicable
- ☐ Other SHU DHCON global clinical immersion experiences.
 - 1 point for no prior immersion experiences.

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

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

Final Score: _____ **Accepted:** _____ **Declined:** _____



Appendix C: Essential Attributes & Functional Abilities for Davis & Henley College of Nursing Students All 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 Davis & Henley 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 Office of Student Accessibility. Along with demonstrated academic ability, the Essential Attributes and Functional Abilities must be demonstrated throughout the program until graduation.

Table 1: Essential Attributes & Functional Abilities

Functional Ability	Standard	Examples of Required Activities
Motor Abilities	Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength, to provide patient care.	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, and providing care in confined spaces such as treatment room or operating suite. Ability to manipulate devices used in providing care.
Manual Dexterity	Demonstrate fine motor skills sufficient for providing safe nursing care.	Motor skills sufficient to handle small equipment such as insulin syringe, administer medications by all routes, perform tracheostomy

Functional Ability	Standard	Examples of Required Activities
		suctioning, and insert urinary catheter. Ability to use electronic health records or handwrite legible charting notes.
Perceptual/ Sensory Ability	Sensory/perceptual ability to monitor and assess clients.	Sensory abilities sufficient to hear alarms, auscultatory sounds, cries for help, etc. Hears and differentiates tonal variances or do so with the assistance of technology such as an amplified stethoscope. Visual acuity to read calibrations on syringe and differentiate and assess color (cyanosis, pallor, blue versus green) Sees and accurately reads print, computer screens and hand writing. Tactile ability to feel pulses, temperature, palpate veins, texture, moisture, with or without gloves. Olfactory ability to detect smoke, odor, and bodily fluids.
Affective Skills and Behavioral/Interpersonal/Emotional	Ability to relate to colleagues, staff and patients with honesty, civility, integrity and nondiscrimination. Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.	Establishes professional rapport with patients/clients and colleagues. Works with teams and workgroups. Emotional skills sufficient to remain calm in an emergency situation.

Functional Ability	Standard	Examples of Required Activities
	Capacity for development of mature, sensitive and effective therapeutic relationships. Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds. 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.	Behavioral skills sufficient to demonstrate good judgment and prompt completion of all 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.
Safe environment for patients, families and co-workers	Ability to accurately identify patients. Ability to effectively communicate with other caregivers. Ability to administer medications safely and accurately. Ability to operate equipment safely in the clinical area.	Prioritizes tasks to ensure patient safety and standard of care. 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

Functional Ability	Standard	Examples of Required Activities
	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.	from patients, and orders in a rapid and effective manner.
Communication	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 their families using interpreters or appropriate technology. Possesses 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. Ability to listen attentively to individuals and groups.	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 clients and others to teach, direct and counsel individuals in an accurate, effective and timely manner. Establishes and maintains effective working relations with patients and co-workers. Recognizes and reports critical patient information to other caregivers.

Functional Ability	Standard	Examples of Required Activities
		Ability to process non- verbal communication (i.e. body language/facial expressions) and how it pertains to current situation
Punctuality/work habits	Ability to adhere to Sacred Heart University Davis & Henley 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.	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.
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 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.



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Appendix D: Critical Incident Form

Student Name: _____ **Course:** _____

Faculty Name: _____ **Course Coordinator:** _____

- ☐ Failure to meet professional standards/expectations
- ☐ Unprepared for clinical
- ☐ Consistently late for clinical
- ☐ Missed clinical/lab without appropriate notification of instructor
- ☐ Left clinical/lab unit site without notifying instructor/staff
- ☐ Failed to report significant change in patient's condition
- ☐ Failed to follow hospital/agency policy
- ☐ Engaged in unsafe practice
- ☐ Displayed inappropriate/disruptive/disrespectful behavior towards client/staff/instructors/peers
- ☐ Violated uniform dress code/policy
- ☐ Displayed inappropriate/disruptive/disrespectful behavior/communication towards professor/peers
- ☐ Failure to meet course standards/expectations
- ☐ Consistently unprepared for class
- ☐ Unexcused absences from class (>2 per semester)
- ☐ Consistently tardy in submitting assignments
- ☐ Displayed inappropriate/disruptive/disrespectful behavior/communication towards professor/peers
- ☐ Violated University Academic Honesty Policy (including but not limited to plagiarizing, cheating, colluding, falsifying or fabricating, using previously prepared materials, destroying or altering another's work or submitting the same paper or report in more than one class)

☐ Other: _____

Referral

☐ Lab Referral

☐ Referred to Skills Success Lab

☐ Skills review needed

☐ Other: _____

Description of Incident:

☐ SPEET Completed

SPEET Outcome

☐ Human Error

☐ At-Risk-Behavior

☐ Reckless Behavior

Outcome of Incident:

☐ Counsel

☐ Success Plan Written

☐ Verbal Warning

☐ Professional Warning

☐ Recommend Probation

☐ Recommend Dismissal

Plan of Action:

Faculty Signature: _____

Student Signature: _____

Course Coordinator Signature: _____ **Date:** _____



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Appendix E: Student Practice Event Evaluation Tool (SPEET)

Practice Event(s): _____

Date of Event: _____

Criteria	Human Error	At Risk Behavior	Reckless Behavior	Score
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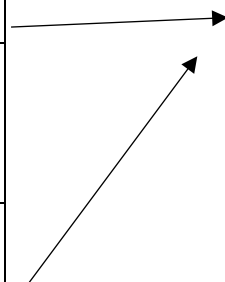
		0	1	2	3	4	5	
G	<u>General</u> Nursing Practice	No prior counseling for practice related issues	Prior counseling for single non-related practice issue	Prior counseling for single "related" issue	Prior counseling for "same" issue	Prior counseling for multiple related or non- related practice issues	Prior counseling for same or related issue with no or little evidence of improvement	
U	<u>Under-</u> standing expected based on program level, course objectives/ outcomes	Has knowledge, skill and ability - Incident was accidental, inadvertent, or an oversight	Task driven/rote learning or wrong action for this circumstance	Failed to demonstrate appropriate understanding of options/resources or Aware of safety issues but in this instance cut corners	Understand s rationale but failed to recognize situations in terms of overall picture or to prioritize actions or in this	Able to recognize potential problems. In this instance "negligent" or failed to act according to standards. Risk to client outweighed benefits.	Knows or should have known correct action, role and limitations. In this instance action was "gross negligence/ unsafe act" and demonstrated no regard for patient safety.	

		0	1	2	3	4	5	
					instance, failed to obtain sufficient info or consult before acting			
I	Internal Program or Agency Policies/ standards/ inter-disciplinary orders	Unintentional breach or no policy/standard/ order available	Policy not enforced or cultural norm or common deviation of staff or policy/order misinterpreted	Student cut corners or deviated in this instance from policy/standard/order as time saver. No evidence or suggestion of a pattern of behavior.	Aware of policy/ standard/ order but ignored or disregarded to achieve perceived expectations of faculty, staff, patient or others. May indicate pattern or single event.	Disregarded policy/standard/order for own personal gain	Maliciously disregarded policy/standard/order	
D	Decision/ choice	Accidental/ mistake/ inadvertent error	Advantages to patient outweighed risk	Emergent situation - quick response required	Non-emergent situation. Chose to act/not to act without weighing options or utilizing resources. Used poor	Clearly a prudent student would not have done. Unacceptable risk to patient/agency /public. Disregard for patient safety.	Conscious choice. Put own interest above that of patient/agency/public. Egregious choice. Neglected red flags	

		0	1	2	3	4	5	
					judgment.			
E	Ethics/ credibility/ accountability	Identified own error and self-reported. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Admitted to error and accepts responsibility. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Acknowledged role in error but attributes to circumstances and/or blames others to justify action/inaction. Cooperative during investigation. Demonstrates desire to improve practice.	Denies responsibility until confronted with evidence. Reluctantly accepts responsibility. Made excuses or made light of occurrence. Marginally cooperative during investigation.	Denied responsibility despite evidence. Indifferent to situation. Uncooperative and/or dishonest during investigation.	Took active steps to conceal error or failed to disclose known error.	

Mitigating Factors – Check all identified	Aggravating Factors – Check all identified
Unavailable resources (inadequate supplies/equipment)	Especially heinous, cruel, and/or violent act
Interruptions/chaotic environment/emergencies – frequent interruptions/ distractions	Knowingly created risk for more than one client
Inadequate supervision by faculty or preceptor	Threatening/bullying behaviors
Inappropriate assignment by faculty or preceptor	Prior formal student disciplinary record for practice issue (s)
Non-supportive environment – interdepartmental/staff/student conflicts	Other:
Lack of response by other departments/providers	
Other (identify)	
Total # of mitigating factors identified	Total # of aggravating factors identified

Criteria Score (from page 1)	__pts
Mitigating factors (<u>subtract</u> 1 point for 1 – 3 factors; 2 points for 4 – 6 factors; and 3 points for 7 or more factors)	__pts
Aggravating factors (<u>add</u> 1 point for each identified factor)	__pts
Total Overall Score	



Human Error	At-Risk Behavior	Reckless Behavior
# criteria in green = ____ IF 3 of more criteria in green Address event by consoling student and/or developing a student success plan.	# criteria in yellow = ____ IF 3 of more criteria in yellow Address event by coaching, counseling, and/or developing a student success plan.	# criteria in red = ____ IF 3 of more criteria in red Consider disciplinary action and/or remedial action with student.

Program/Track: _____ **Actions Taken:** _____

Clinical/Course Faculty Signature: _____

Program Director Signature: _____

Date Signed: _____

NOTE: This SPEET is NOT used if event involves misconduct such as: academic cheating, confidentiality, fraud, theft, drug abuse, diversion, boundary issues, sexual misconduct, mental/physical impairment. Instead, these are managed through established mechanisms outside of this clinical framework.

Human Error = Inadvertently doing other than what should have been done; a slip lapse, mistake.

At-Risk Behavior = Behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified.

Reckless Behavior = Behavioral choice to consciously disregard a substantial and unjustifiable risk.

Consoling = Comforting, calming; supporting student while examining event.

Coaching = Supportive discussion with the student on the need to engage in safe behavioral choices.

Remedial Action = Actions taken to aid student including education, training assignment to program level-appropriate tasks.

Counseling = A first step disciplinary action; putting the student on notice that performance is unacceptable.

Disciplinary Action = Punitive deterrent to cause student to refrain from undesired behavioral choices.

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Appendix F: Request for Letter of Recommendation

Date: _____

- ☐ Attach CV
- ☐ Per agency request, mail letter electronically
- ☐ Per agency request, mail hardcopy directly to health care agency
- ☐ Print hardcopy for student pickup
- ☐ Email PDF copy to student

Name: _____ **Email Address:** _____

Faculty member you are requesting a letter from: _____

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

Nursing Advisor: _____

If you participated in a Global Program, which one and when: _____

Date Letter of Recommendation is needed: _____

Letter addressed to (or note if generic): _____

Title or position in organization: _____

Complete street address and/or email address:

Reason for letter: _____

What about you would you like in this letter? (Accomplishments, extracurricular activities, short and long term goals, what do you hope to glean from this position?):

Anything else we need to know?

Please allow fourteen (14) days to process your request.



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Appendix G: Student Test Item Protest Form

Name: _____ **Class:** _____

I am protesting the test item: _____

Reason for protest: _____

Explain why you believe the test item is incorrect:

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



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Appendix H: Allergy or Sensitivity Acknowledgement

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

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

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

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

I acknowledge the above notice and agree to continue in the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) at my own risk. Furthermore, I understand that it is **my responsibility** to be aware of the risks involved and avoid the stated allergen.

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

Student Name: _____

Program: _____

Student Signature: _____ **Date:** _____



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Appendix I: Nursing Simulation & Skills Laboratories Code of Conduct

As a member of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON), it is expected that all students will exhibit professional conduct and respectful communication in the simulation and skills laboratories at all times. Situations simulated in the lab are to be used as a learning tool and not to be used for the humiliation of fellow learners.

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

Please leave the labs as you found them. Before leaving the lab, students must return all equipment to its appropriate location and identify damaged or missing equipment immediately to the faculty member present. No lab equipment or supplies may be removed from the lab or simulation settings without permission from the lab coordinator.

Appendix J: ASN - ATI Practice/Proctored/Focused Review Points

Focused Review & Remediation are required to receive full points.

Remediation includes the following:

- **Step 1 Practice Assessments**
 - **Practice A: Assessment +**
Focused review and remediation = 10 points
 - **Practice B: Assessment +**
Focused review and remediation = 10 points
- **Step 2 Take Proctored Assessment**
- **Step 3 Complete Focused Review**
- **Step 4 Grad Achieved**

Proficiency Level Achieved on Proctored Assessment	Points Awarded Proctored Assessment	Focused Review Time and Completion of Critical Points Template (must complete both to receive points)	Total Points Awarded Out If All Parts Completed
Level 3	80	None required	100
Level 2	50	1 hour and critical points template = 20 points	90
Level 1	40	2 hours and critical points template = 20 points	80
Below Level 1	37	3 hours and critical points template = 20 points	77

Focused Review Outline for Practice Test A & B

- Complete 1 hour of focused review time **and**
- Complete the critical points templates **for sections/topics under 75%**
- **Templates must be handwritten**
- **Students must submit to Professor by (due date):**
 - The **ATI transcript** with valid time in focused review and
 - The **critical points templates**.

Both the time and templates must be completed to receive the points.

3 Critical Points Topics to Review

***Must complete one for each section under 75%**

Client Care Need Category
Sub Concept
Content
3 Critical Points
1.
2.
3.