



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

Sacred Heart University

FNP/DNP Hybrid Nursing Program Student Guide

2024-2025 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.

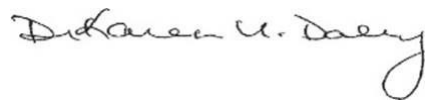
The DHCON is committed to the success of each student. Your academic advisor, course and clinical faculty will be partners in your academic journey, so please always ask for the guidance and support you need.

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 be sure to read this document and use it as a reference during the school year. If policies and/or procedures change during the academic year, they will be posted on the 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,

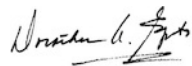


Karen Daley, PhD RN

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



Dr. Linda L. Cook, DNP, MPH, APRN, NNP-BC, CNL
Chair, Graduate Programs



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Program Director, *Family Nurse Practitioner/Doctor of Nursing Hybrid Program*

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, Vision & Philosophy

1.1 Accreditation

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

1.2 Mission & Philosophy

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

The mission of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) at Sacred Heart University is consistent with the mission of the University and as such seeks to integrate the Catholic Intellectual Tradition in the philosophy, curricula, teaching activities, and scholarship of the DHCON. This tradition aims to assist in the development of graduates who are knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to the ever-changing world.

The faculty of the DHCON work together as a community of educators to cultivate the personal and professional development of students. Faculty create formal and informal learning environments that engage students in the synthesis of their unique gifts, talents, and skills with

the beliefs, values, and methods of professional nursing. They are engaged in practice and in service to the community which is reflected in innovative learning environments and curricula.

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

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 endeavor 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. DHCON 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.

- 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 each program is grounded in the AACN *Nursing Essentials: Core Competencies for Professional Nursing Education* (2021), Advanced Level Competencies and Sub-Competencies and identified as the program Student Learning Outcomes. Please see Section III 3.1 for the specifics.

1.4 Programs of Study

Specific information regarding the various degrees awarded at Sacred Heart University can be found on the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) website. As of fall 2024, the following options are available:

- 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, R.N., and Richard J. Henley College of Nursing. (See Dismissal Appeal policy).

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

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

Ryan Matura Library

Library services are an integral part of learning, and many services can be accessed to support and enhance learning. Students can utilize the Ryan Matura Library on campus or via the website.

IT Support

“The Factory” houses the Help Desk as well as the Information Technology (IT) Call Center. They provide support for all IT related services and questions regarding general technical support. Please see Mobile Computing & Technical Support on the university website.

Maureen Hamilton Wellness Center

The Maureen Hamilton Wellness Center is located at 4980 Park Avenue, Bridgeport, CT. and houses several services including counseling. Please see the Maureen Hamilton Wellness Center website for further information.

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

The Center for Teaching and Learning

The Center for Teaching and Learning (CTL) provides support for all SHU students. CTL staff work with faculty to support course objectives and enhance students’ skills and knowledge with the goal that each student evolves as a lifelong learner. Academic support can play an instrumental role in student success by building self-confidence and self-awareness and promoting self-directed learning. CTL staff recognizes that every student is a unique learner and strives to offer learning strategies that respond to each student’s needs.

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

Academic Support Services include 1-on-1 tutoring with professional and peer tutors; group study sessions and office hours by Classroom Learning Assistants (CLAs); specialized Learning Labs in math, biology and genetics; writing support through the Writing Center and online writing lab (OWL). The Center for Teaching and Learning is located on West Campus in suite W-223B, with tutoring locations available at many campus locations. For more information, please see the Center for Teaching & Learning website.

The Office of Student Accessibility (OSA) provides instructional accommodations and services for students with documented disabilities in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. These services include testing accommodations and assistive technology tools.

Students who have a disability requiring reasonable accommodations should contact the Office of Student Accessibility (OSA). Notification of approved testing accommodations must be provided to the course instructor 96 hours prior to the first exam. It is the responsibility of the student to coordinate testing arrangements (if necessary) with the OSA, and to confirm such accommodations with the course instructor at least three (3) days prior to the first exam. Please note: The OSA requires 7 days' notice if you are taking your exam at the testing center.

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 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 academic 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 complaint for which no formal grievance process exists. The complaint should be written, signed, include details about the complaint as well as documented evidence and mailed to:

Program Director, 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 Program Director can reach you in order to resolve the complaint.

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

- When possible, the Program Director will discuss the complaint directly with the party involved within 14 business days. The expectation is that the complaint can be satisfactorily resolved by this discussion. The Program Director will provide a written description of the resolution to the complainant.
- If dissatisfied with the outcome of the discussion with the Program Director, or if the complaint is against the Program Director, the complainant may submit a written complaint to the Dean of the DHCON. The Program Director will provide the Dean with a written summary of previous discussions if applicable.
- The Dean will discuss the matter with the Program Director and complainant separately and may schedule a joint appointment or conference call with the Program Director and complainant in attempt to reach a solution.
- The Dean will provide the complainant and the Program Director with a written letter outlining the solution reached through this step.
- If the complainant remains dissatisfied with the resolution provided, the last line of complaint is to the Provost, who serves as the chief academic officer of Sacred Heart University.
- Any letters or documentation associated with the complaint from the complainant, the Program Director, Dean, or Provost will be kept in a confidential folder marked "Complaints against Programs" in the DHCON program's file for a period of five years.

Potential complaints against the program regarding CCNE accreditation:

All programs within the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) are accredited by the Commission on Collegiate Nursing Education (CCNE). A complaint against an accredited program may be submitted by anyone, including students, faculty, staff,

administrators, nurses, patients, employee, or the public. The CCNE Board considers formal requests for implementation of the complaint process provided that the complainant. Criteria for the complaint are: a) illustration of the full nature of the complaint in writing, describing how CCNE standards or procedures have been violated, and b) willingness of the complainant to allow CCNE to notify the program and the parent institution of the exact nature of the complaint, including the identity of the originator of the complaint. The Board may take whatever action it deems appropriate regarding verbal complaints, complaints that are submitted anonymously, or complaints in which the complainant has not given consent to being identified. Complaints may be directed to:

CCNE Complaints Administrator
655 K Street, NW
Suite 750
Washington, DC 20001
202-887-6791

[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 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.

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, video, and any other digital media should demonstrate individual professionalism and be consistent with Sacred Heart University's mission and values. Inadvertently or intentionally breaching patient confidentiality/privacy may occur through a variety of situations and circumstances. Nursing students must be concerned with HIPAA guidelines and maintaining confidentiality and a professional image. Any breach of confidentiality, privacy, or posting of inappropriate or inflammatory information may result in a professional warning sanction, 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 Conviction

A felony 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.

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

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 Program Director immediately in cases of student or patient injury. The Program Director 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 that student or patient did not incur injury or high risk for serious consequences, the student must inform the clinical faculty by end of clinical day.

Occurrence reports must be completed, signed by student and faculty within one (1) week of incident and submitted to the Program Director. The final report after the Program Director's review should be delivered to the Office of the Dean of the 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 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 from undergraduate and graduate nursing programs will be provided a mechanism to participate in the DHCON to stimulate sharing of ideas with the overall goal of promoting program excellence.

2.13 Selected University Policies

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

The following policies are highlighted below:

Academic Integrity

Americans with Disabilities Act (ADA)

Statement on Diversity, Equity, and Inclusion

Sexual Assault Policy

Procedures for Individuals Claiming Unlawful Discrimination/Harassment

Accessibility Statement

Section III: Program Specific Policies for the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON)

3.1 Programmatic Student Learning Outcomes

The student learning outcomes are derived from the American Association of Colleges of Nursing *Essentials: Core Competencies for Professional Nursing Education* (2021), Advanced Level Competencies and Sub-Competencies, designed to reflect the discipline of professional nursing (AACN, 2021, pp. 10-11). The Essential Domains with descriptors can be located at the following link <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

SLO 1: Translate into action knowledge from the philosophical and theoretical traditions of nursing science and other disciplinary perspectives to facilitate the ethical integration of evidence-based practice to advance nursing scholarship. (AACN Domains 1 & 4)

SLO 2: Lead collaboratively within the interprofessional team to develop and evaluate plans of care with evidence-based, person-centered care principles promoting quality and safety outcomes. (AACN Domains 2, 5, & 6)

SLO 3: Collaborate with strategic partners to implement health policy while advocating for equitable and sustainable population health care. (Domain 3)

SLO 4: Integrate complex systems-based practice to develop innovative and evidence supported equitable solutions to improve health outcomes across the lifespan of diverse populations. (Domain 7)

SLO 5: Apply best practices of informatics and communication technologies in diverse care settings to collect, analyze, and synthesize data to promote quality and safe health care outcomes. (Domain 8)

SLO 6: Demonstrate professional behaviors reflecting current regulations, policies, and practice integrating professional concepts including ethics, compassion, diversity, equity, and inclusion. (Domain 9)

SLO 7: Model leadership within the nursing profession that embraces self-care, a spirit of inquiry, advocacy, change, mentorship, and service to others. (Domain 10)

3.2 Academic Advisement

Academic advisement for all students in the FNP/DNP Program is guided by the following policies and procedures.

Academic Advisement Policy

- Each student will be assigned an academic advisor.
- All matriculated nursing students must take responsibility for being in contact with their academic advisor for review of their progress, academic advisement, and registration preparation, at least once per semester. Contact may be in person or via telephone, email, or virtual platform with the assent of the academic advisor. Please be aware that registration may be delayed if plans have not been discussed with the academic advisor, who may decline to authorize the registration without a meeting.
- The plan of study will be completed for each FNP/DNP student following the sequence for the cohort and placed in the student file, with a copy provided for the student's use. Changes to the plan of study must be approved by the Program Director.
- FNP/DNP students are expected to follow the published recommended plan of study along with the cohort at the time of admission.
- FNP/DNP students are encouraged to register early for **all** nursing courses to prevent course cancellation due to insufficient enrollment. Once a class is canceled, it may not be rescheduled.

Academic Advisement Procedure

- Students may schedule an in office or telephone appointment with their academic advisor via email, being sure to allow 48 hours for response time.
- Students may also call the Program Assistant, Carrie Sauer at 203-371-7835 to schedule faculty appointments or email her at sauerc2@sacredheart.edu

- Should an urgent issue arise when the academic advisor is unavailable, students will be referred to the Program Director.

3.3 Grading Policy

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

- The grading system listed in the table below is used for all graduate nursing courses.
- Graduate students are required to maintain a 3.0 GPA throughout their studies and to meet the minimum GPA required for graduation.
- All course syllabi will list the evaluative components for that course, with their relative weighting related to the final course grade.
- For students in the FNP/DNP program, the weighted cumulative average of all examinations within a course must be a 75. Those students who achieve an average cumulative examination grade of 75 will have the final grade calculated based on course evaluation components identified in the syllabus including tests, papers, required lab demonstrations, clinical, and other assignments. If the average course examination grade is less than 75, the final grade will be calculated solely on the cumulative exam grade, and the student will fail the course with a grade of C or F (See sections 3.6 & 3.7 Academic Performance and Course Progression & Academic Standards).

Table 1: Sacred Heart University Graduate Grading System

Grade	GPA	Range
A	4.0	93 & above
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	Not assigned in Graduate courses	Not assigned in Graduate courses
D	Not assigned in Graduate courses	Not assigned in Graduate courses
F	0.00	No numerical range
P (Pass)	Not assigned in Graduate courses	Not assigned in Graduate courses
W (Withdrawal)	0.00	No numerical range
I (Incomplete)	0.00	No numerical range
NG (No Grade)	0.00	No numerical range

Student Inquiries Regarding Grades:

All student inquiries concerning grades received must take place between faculty and student via written email. The assignment email should professionally state the concern along with an accompanying literature citation that supports your reason for concern to the appropriate faculty member within 7 days (3 days for final grades) of receiving the grade. From there, the faculty member who graded the assignment will consult the course champion and the student will receive a finalized faculty decision in writing via email.

Rounding of Grade Policy

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

Incompletes

I (Incomplete) grades may be changed by completing the deficient coursework no later than six weeks after the beginning of the following major semester (fall or spring.) All Incomplete grades not changed within the six-week period will revert to Fs. In unusual circumstances, the six-week period can be extended. (See IX)

(IX) (Incomplete Extension) grade will be in effect until the next conversion date which is six weeks into the following major semester. After that date, the Incomplete Extension grade will convert to an F. An extension for incomplete work may be given only once with the approval of the course instructor and the department chair. Incomplete grade extensions must be filed in writing with the Registrar's Office by the instructor prior to the incomplete conversion date.

Incomplete in NU823: DNP Project Proposal Presentation

Students with an incomplete in course NU823: DNP Project Proposal Presentation must enroll and pay for a one credit continuation course (NU900) each semester until all NU823 coursework is completed.

3.4 Adherence to Professional Behaviors

Professional behavior of students is required in the classroom, virtual classroom, and in all practicum settings. Students enrolled in the program represent the Dr. Susan L. Davis, R.N. & Richard J. Henley College of Nursing (DHCON) and Sacred Heart University.

Policy

- SHU nursing students are expected to demonstrate consistently the professional behaviors listed below.
- Failure to demonstrate one or more professional behaviors may be cause for disciplinary action, including warning, probation, failure, or recommendation for dismissal from the program.

- Students' questions regarding the SHU Nursing Professional Behaviors listed below should be discussed with course faculty or academic advisors.
- Students are expected to uphold the ethical standards of the nursing profession. A copy of the Code of Ethics for Nurses can be found on the [American Nurse Association website](#).

Nursing Professional Behaviors

The student consistently demonstrates the following behaviors in classroom and clinical settings.

Responsibility

The student:

- Is punctual and dependable.
- Completes responsibilities in a timely manner including following through with assigned or accepted responsibilities.
- Knows and abides by relevant policies and procedures.
- Knows and abides by relevant agency policies and procedures in the clinical setting.

Professionalism

The student:

- Is honest and demonstrates integrity in all situations.
- Maintains personal boundaries that are appropriate for the situation.
- Voices criticism and negative perspectives in an appropriate way and at appropriate times.
- Respects those with opposing opinions.
- Uses the established protocol as described in the Student Handbook for resolving academic questions/issues.
- Respects confidentiality.
- Engages in self-assessment and reflection on a regular basis to promote professional growth and development.
- Respects and responds appropriately to criticism. Uses critiques from faculty in a positive way by developing a plan of action for improvement.
- Demonstrates sensitivity for interpersonal differences, including cultural, racial, religious, gender, age, sexual orientation, and ability.
- Dresses and presents an appearance appropriate to the situation. (Refer to Dress Code policy for details of clinical requirements)

Self-Directedness

The student:

- Is prepared for class/clinical sessions and assignments.

- Identifies learning needs and implements a study plan with faculty assistance if necessary.
- Asks relevant questions indicating interest as well as preparation for learning.

- Pursues learning independently without being consistently dependent upon others or over utilizing any one set of resources in a way that might limit access to others.
- Documents all clinical hours accurately.

Communication

The student:

- Uses a volume and clarity of speech that is understandable to the listener or audience.
- Uses an appropriate level and type of language for the person, group and/or situation.
- Uses a tone and attitude that demonstrates respect for others and their roles.
- Presents or discusses one's own views in a way that demonstrates respect for those with opposing viewpoints.
- Maintains appropriate body language and non-verbal cues that demonstrate respect for others.
- Attentive and respectful when others are speaking.

"Netiquette" Communication

When communicating online, whether it be through email, discussion board, blogs etc., the following "netiquette" guidelines should always be practiced.

The student:

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

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.

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: Student inadvertently did something other than 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: 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: 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 medication error, realized it, told no one, and falsified the medical record to conceal 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 Dr. Susan L. Davis, R.N. & Richard J. Henley College of Nursing (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 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 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 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 learning opportunity.

3.6 Academic Performance Course Progression

To remain a student in good standing, all FNP/DNP students must earn a passing grade of B- or better for the individual program requirements in all required nursing courses, maintain a cumulative grade point average (GPA) of at least 3.0 throughout the entire course of study, and have no professional or clinical warnings.

Students who receive an incomplete in a prerequisite course, may not enroll in any courses that require the successful completion of this prerequisite course. Final work for an incomplete course submission must be completed within six weeks of the following semester according to University policy.

Students who earn a grade of C+ or C in a nursing course may repeat the course. If the student successfully repeats the course, he/she may remain in the program. If the student receives a second grade lower than B- in a nursing course, he/she will be recommended for dismissal.

Students must pass all the evaluatory components of a nursing course in order to receive a B- or better. Evaluatory components include clinical/practicum, lab/simulation, and didactic elements. Failure of any component will result in course failure. If the student fails any of the practice components of the course, the student will receive a failing grade of “F” and will be dismissed from the nursing program. If a student fails a nursing course containing a practice component, based on didactic criteria, the student must retake all components of the course.

Certification Examination Policy

Once students have taken the Certification Examination Review Course, the Program Director will complete the necessary paperwork for one of the two certification examinations (American Nurses’ Credentialing Center or American Association of Nurse Practitioners) upon student request. If a student fails the certification examination, the student must remediate with a faculty member prior to re-taking the certification examination (ANCC or AANP). Students are encouraged to wait the recommended 60-day period rather than testing for a different certification exam. If a student requests to take a different certification examination, the student will still need to wait the 60-day period unless the faculty with whom the student is remediating states that the student is ready to re-take the certification examination.

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 safe, quality practice, and protection of clients. Warnings, probation, and dismissal are applied to violations of professional behaviors and academic standards as follows.

Program Warnings

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

- Actions that could have or did result in serious injury to a patient
- Excessive absenteeism such as missing two or more 3 hour on-campus classes, one 8 hour intensive day, or one week of non-participation in an online course
- Unsuccessful achievement in one or more clinical competency categories
- Failure to adhere to one or more of the Professional Behaviors outlined in the Professional Behavior Standards Policy or the Student Nurse *Code of Conduct*
- Failure to complete 50% of all clinical hours by the mid-term and 50% of all SOAP notes by the mid-term. SOAP notes should be completed one per week and clinical days should be completed one per week.

Students may receive a warning for violations related to professional and clinical standards as outlined in this section of the DHCON FNP/DNP Hybrid Program Student Guide. The warning will be part of the student's academic record. 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 academic advisor to discuss the violation within 7 days if appropriate. Failure to comply with this policy may result in nursing programmatic 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 enrolled academic semesters or four enrolled modules. At the end of the probation period, the student must meet the professional

and academic standards outlined in the FNP/DNP Hybrid Program Nursing Student Guide and the requirements set forth by the Academic Standards Committee in order 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.

Academic Program Probation

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 or four enrolled modules.

- Students whose cumulative Grade Point Average (GPA) falls below the stated standard of 3.0 for graduate students / 2.8 for undergraduate students will be placed on nursing programmatic academic probation for the next two semesters.
- Graduate students who receive a C+ or lower in a nursing course must repeat the nursing course. If the student successfully repeats the course, he/she may remain in the program. If the student receives a second C+ or lower, he/she will be dismissed from the program.
- If the cumulative GPA remains below the stated standards at the end of the probationary period, the student will be dismissed from the program.

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

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 FNP/DNP Hybrid Program are:

- Failure to maintain a cumulative GPA at or above the required 3.0 for graduate students and 2.8 for undergraduate students
- Failure of a clinical portion of the course, which results in a F for the final course grade. Passing of the clinical/practicum requires a minimum academic course grade of “80” for graduate students and 77 for undergraduate students and meeting/passing all clinical competencies and completing the required number of clinical hours

- Failure (F) in one nursing course
- Failure to receive a B- or better when repeating a nursing course (graduate)
- Failure to demonstrate professional behavior standards including academic integrity (refer to policies on academic integrity)

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, a 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 for courses should contact the Academic Advisor for the cohort. If further assistance is needed, the student and/or Academic Advisor will contact the Program Director.

Courses

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

Clinical/Practice

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

If in any of the above cases the Program Director is unable to resolve the issue(s), the Program Director will notify the Program Chair, Associate Dean of Academic Affairs and then finally the Dean of the DHCON.

3.9 Course Withdrawal

Nursing Course Withdrawal Policy

A student who is currently enrolled in a course has the option to withdraw prior to the designated “date to withdraw,” posted online in the Sacred Heart University Graduate Academic Calendar.

A student may withdraw from up to two nursing courses during the program. The Program Director, at their discretion, may allow an additional withdrawal from a nursing course for extenuating circumstances. If the student needs to take a medical leave of absence for the semester, refer to Leave of Absence Policy.

The student should complete the following steps:

- The student should contact the course faculty and their academic advisor to discuss options.

- If the decision is to withdraw from the course, the student must complete the course withdrawal form found on the registrar website. The student must submit the completed form by the deadline published in the academic calendar.
- If the course withdrawal form is not submitted, the student will receive a final grade earned, which may lead to a recommendation of probation or dismissal from the program.
- Dropping a course may have a severe impact on a student's academic progress, financial obligations, and financial aid, including any loan refunds students may have received.
- *Please review the Student Accounts [Withdrawal Refund Policy](#) and the Student [Financial Assistance Withdrawal Policy](#) on the Sacred Heart University website.
- Note: Approval to withdraw from a course is granted only for the course in which the student is currently enrolled.

3.10 Leave of Absence

Students may request a leave of absence for up to six months. If students require a leave of absence beyond six months, a new request will need to be placed and approval will be at the discretion of the Graduate Affairs office.

LOA Policy

- Students contemplating a leave of absence must first discuss this with their academic advisor, if possible.
- A matriculated student who wishes to temporarily withdraw from a Nursing Program may request a leave of absence from the Program Director for up to six months.
- While on leave, the student remains enrolled in the Dr. Susan L. Davis, RN, & Richard J. Henley College of Nursing (DHCON), 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.
- A leave of absence will extend the time period for completion of the degree program.
- Students who take a leave of absence will be expected to comply with any curricular changes occurring within the degree program during their absence.
- Students who take a leave of absence must contact the Program Director the semester prior to their planned reentry, to secure a space in the program.
- Students are not guaranteed a place in a specific semester; however, reasonable attempts will be made to honor their request.
- Returning students may be asked to demonstrate competency in prior nursing courses. This may be a lab practicum or a content mastery examination. FNP/DNP students must follow the plan of study developed by the Program Director to ensure timely progression. If a student needs to withdraw from a course during their plan of study, he/she will lose the seat in the original admitted cohort group. If space is available, the student may re-enter the program in the next academic year's cohort at the discretion of the Program Director. Students will be administratively withdrawn if the student does not return at the end of an approved LOA. The Program Director and/or Associate Dean will need to approve any extenuating circumstance.

3.11 Administrative Withdrawal

An enrolled student who has not registered for two consecutive semesters and who has not formally notified the Program Director of the intention to do so will be administratively

withdrawn from the program. Students who have been administratively withdrawn from the program must apply for re-admission.

3.12 Change in Curriculum and Continuous Enrollment/Inactive

Matriculation begins once a student is accepted in the FNP/ DNP program and enrolls in initial courses. All courses must be completed at Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON).

Policy

- Students must complete all the requirements for the degree within (6) years of the date of completion of the first course in the program of study.
- An extension of the time limit for completion of the degree may be granted by the Dean of the DHCON upon the recommendation of the Program Director.
- Students must maintain continuous enrollment throughout their program of study. A degree candidate has the right to graduate under the requirements that existed at the time of his/her matriculation as long as continuous enrollment has been maintained. Refer to [university policy on continuous enrollment](#) for definition.
- Students who fail to enroll for two consecutive terms without an approved LOA must apply for readmission. Students who are readmitted must adhere to guidelines and curriculum in effect at the date of readmission.
- FNP/DNP graduates who do not take the certification examination within (12) months of completing the coursework must meet with the Program Director to identify a plan of action to successfully pass the certification examination in order for the Program Director to sign the Board Certification agency forms.
- Students are responsible for maintaining awareness of the degree completion time requirements, in consultation with their academic advisor.
- Students are responsible for assuring they are continuously enrolled in appropriate DHCON graduate study to meet the continuous enrollment policy.
- Returning students may be asked to demonstrate competency and skills obtained in prior nursing courses. Verification of competence and skills occur as a lab practicum or content mastery examination.
- If a returning student is unable to demonstrate competencies and skills obtained in prior nursing courses, the Program Director, in collaboration with program faculty, will determine the next steps for progression.

3.13 Transfer Credit

Graduate course credits may be transferred to the University graduate degree program provided that these credits were taken within the past six years at the graduate level from a regionally and CCNE accredited college or university. Exception: Advanced Health Assessment, Advanced Pharmacology, and Pathophysiology must be taken within the past three years at the graduate level from a regionally and CCNE accredited college or university. A minimum grade of a B is required for the courses to be transferred. All courses syllabi must be reviewed by the Program Director or faculty member of the Admission's Committee. A maximum of 6 credits can be applied toward a graduate degree for the FNP/DNP program. The remaining credits must be taken at Sacred Heart University.

- Prospective students must arrange for official transcripts to be sent to SHU from all institutions from which transfer credit is sought.

- After the Program Director or designated faculty reviews the appropriate documents, a decision will be made and documented in the student file. The student will be notified by mail of the transfer credit allocation if any.
- Matriculated students may not take courses at other colleges or universities to satisfy DNP program requirements.

3.14 Student Fees

Nursing education for students requires additional fees to cover the costs of required clinical and laboratory education. Fees associated with nursing courses cover the clinical laboratory supplies and activities on campus. For clinical courses, the fee pays for review and finalization of contracts with clinical placements, in addition to verification that all paperwork is in place for each student. Fees are non-refundable. Please refer to the student accounts link on the SHU website for current tuition and fees.

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 DHCON 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](#) for document.

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

All reasonable efforts will be made to assist the student to obtain the necessary and reasonable accommodations as indicated by official documentation from the Office of Student Accessibility.

Procedure

If a student believes they are unable to meet the requirements of the Essential Attributes and Functional Abilities, he/she must meet with a representative of Office of Student Accessibility.

3.16 Impaired Student Policy Involving Substance Misuse in Practice Setting

Policy

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 are one of the segments of the population at highest 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 impaired students is imperative in order 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 effort will be made to assist the student to obtain the necessary and reasonable accommodation per the official notification from the Office of Student Accessibility

3.17 Student Health Compliance Policy and Class/Clinical Attendance

Students who fail to meet the published clinical placement compliance due dates will be removed from the clinical/practicum course and their clinical/practicum rotation. Clinical Placement (CP) will notify the student of course removal via an email sent to their SHU email address.

In addition, students are to remain **fully** clinically compliant with all requirements for the duration of each clinical/practicum course, or until all clinical/practice requirements have been fully completed. Students who fail to remain fully clinically compliant will be removed from the clinical/practicum course and their clinical/practicum rotation. Clinical Placement (CP) will notify the student of course removal via an email sent to their SHU email address.

Disregarding this policy is unacceptable, and in rare instances where a noncompliant student attends a clinical/practicum rotation(s) those specific clinical/practicum hours will be deleted

from the student's E*Value portal. Once fully compliant, the student may incur additional monetary charges to redo those hours at their clinical/practicum site.

3.18 Student Practice Requirements

Health Requirements Documentation, Criminal Background Check and Drug Testing

Health care agency placement agreements and patient safety needs require strict compliance with health screening, criminal background checks (CBC), and drug screening (DS) requirements (“Student Practice Requirements”).

Student must comply with external regulations in regard to COVID-19 vaccines, COVID-19 boosters, immunizations, and health requirements.

Health Account

All students in the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) students must enroll in and activate a Health Account with DHCON’s current document tracking service. Required health forms can be located in your FNP DNP Clinical Blackboard (BB) Organization.

The DHCON will not accept copies of medical information. Utilizing and completing the required health forms ensure students meet agency requirements for clinical practice. **Students are responsible for submitting documentation directly to their Health Account.**

- All matriculated students must submit completed and approved Annual Health Clearance and Illness/Immunization documentation to their Health Account 30 days prior to first day of NU 552 and annually thereafter.
- The Health Account includes:
 - Provider Approved Physical Exam
 - TB test
 - CPR verification
 - RN license of the state in which completing clinical hours and DNP project hours
 - NP student liability insurance verification needs to be fully compliant no later than two weeks prior to start of course with any clinical coursework. Students will be given a firm deadline date from the clinical placement compliance coordinator.
 - Statement of Responsibility
 - Allergy Form
- Health documents will need to be updated annually prior to any expiration dates.
- Students are responsible for monitoring their Health Account for any due dates and addressing items by that date.
- All students must have a seasonal Influenza vaccination for the current influenza season no later than November 1st, or earlier if required by assigned clinical site.
- It is recommended that students keep copies of all health documents. The DHCON will not provide copies. Students can download copies of their health documents from their Health Account. Health Account is only repository for health clearance information.
- Students must be fully clinical compliant with all “Student Practice Requirements” starting in NU 552 and throughout the remainder of the program regardless of when they finish their clinical hours.
- Students are responsible for monitoring their Sacred Heart University (SHU) email accounts and are required to read and respond as necessary to any emails regarding

clinical or health compliance within 48-72 hours.

- **Connecticut Hospital Association (CHA) Health and Safety Test:** Students must complete the CT Hospital Association (CHA) Health and Safety Test **prior** to beginning their first course in the program. The CHA Health and Safety course is posted in the FNP DNP Clinical Requirements Blackboard (BB) Organization. A passing score of 85% or better must be achieved and evidence of a passing grade be uploaded to the student's Health Account.

CPR Certification

- All students must upload a current and valid CPR Certification to their Health Account; Only the following will be accepted:
 - American Heart Association (AHA) for the BLS Provider
 - American Red Cross (ARC) BLS for Healthcare Providers
 - American Heart Association (AHA) BLS RQI HealthCare Provider
 - ACLS
 - HeartCode BLS

Drug Screening and Criminal Background Check Policy

Per regulations external to the University, student must comply with the DHCON policy to complete a Criminal Background Check (CBC) and Drug Screen (DS) prior to attending clinical. Certain CBC and DS results may limit a student's ability to be placed in a clinical and therefore may affect a student's ability to progress in the program.

If a positive result comes back on a CBC or DS, the student will not be allowed to participate in clinical until:

1. The student meets with the Graduate Chair to discuss the impact of the positive results on placement and progression in the program
2. If recommended by the Graduate Chair, the student may be allowed to retake the DS at the student's own expense.

Students will not be allowed to participate in clinical under the influence of any drug that may impair their judgment or affect their ability to safely perform nursing care. A repeat DS must be negative prior to beginning clinical. If a student is unable to show a negative drug screen, the student must give consent to the program to share the positive results with the clinical site. If placement at that site is rejected due to the positive results of the DS, reasonable efforts will be made to place the student at another site if one can be identified that will accept the positive DS. Due to strict regulations external to the university, if no site is identified, the student may not be able to progress in the program.

Similarly, if a positive result is identified in the CBC, this result may prohibit placement in clinical. The student must give consent to the program to share the positive results with the clinical site. If placement at that site is rejected due to the positive results of the CBC, reasonable efforts will be made to place the student at another site if one can be identified that

will accept the positive CBC. Due to strict regulations external to the University, if no site is identified, the student may not be able to progress in the program.

CBC

- An annual CBC re-check is required until students officially graduate and are fully done with the program.

- Students who have previously resided or currently reside in NY will need to pay for an additional New York Statewide Criminal History Record Search as not all NY counties are reflected in a standard criminal background check.
- Clinical sites may require a clean report of a CBC within three to twelve months of the clinical placement rotation. Repeated or additional background checks prior to the start of a clinical placement may be required. Some sites will mandate additional requirements including but not limited to:
 - Drug screening
 - Colorblindness testing
 - Finger printing
 - Facility-mandated and administered CBC
- The CBC will be completed at the student's expense and the University and program will have no obligation to refund tuition or otherwise accommodate students in the event a CBC renders the student ineligible for clinical placement.

Drug Screen

- Only required if your clinical site requires it
- If drug test comes back negative dilute the student is responsible for retaking the drug screen at the student's own expense

Protecting Youth Training Course

Per SHU policy all faculty, staff, and students are required to complete the Protecting Youth Training Course. Training is offered online, and instructions are provided in the FNP DNP Clinical Requirements Blackboard (BB) Organization. Upon completion of training student will receive certificate of completion. Student's must upload their certificate of completion with their full name on it to their Health Account.

3.19 Clinical Placement Process

The clinical placement process for the FNP/DNP Program starts with NU 552: Advanced Health Assessment. One of the requirements for this course includes an observational experience with a nurse practitioner, physician, or physician's assistant related to physical assessment. Eight to ten observation hours need to be arranged by the student. The Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) must have an active affiliation agreement on file for the site.

All independent placements (practicum/clinical) will need to be approved by the program director and course faculty and a contract executed prior to placement. First step is for student to identify if there is a current affiliation agreement in place with the identified clinical/practicum site by completing a Contract Request Form (CRF). Once student has completed the CRF, it will be automatically emailed to the clinical contract coordinator who will review and confirm whether

there is a currently established affiliation agreement in place with the identified clinical/practicum site. If there is not a current affiliation agreement in place, the clinical contract coordinator will work with the clinical/practicum site to initiate a new affiliation agreement. The Clinical Contract Coordinator will reach out to the student via their SHU email account to update the student on the status of the affiliation agreement.

The remaining clinical courses require students to work with the FNP/DNP Clinical Placement Coordinator (CPC) to arrange clinical sites with an approved preceptor, per the Program Director, prior to the start of the course.

- NU552 Advanced Health Assessment (8-10 hour observation)
- NU562 Primary Care I (120 clinical hours)
- NU622 Primary Care II (180 clinical hours)
- NU632 Primary Care III (180 Clinical hours)
- NU831 Immersions I (60 clinical hours)
- NU832 Immersions II (60 clinical hours)

New York

Due to the requirements of the New York Office of the Professions, SHU DHCON is restricted from offering clinical placements for APRN licensure programs in the state of New York. Students from the state of New York **may not** complete any clinical hours in New York state.

FNP/DNP students are expected to actively partake in their clinical placement search and collaborate with the CPC about their current and future placement and rotation opportunities. Students should network and reach out to current or former personal and/or professional colleagues, friends, family, and co-workers while remaining mindful of refraining from reaching out to any designated healthcare facilities and/or preceptors affiliated with facilities that have specific placement stipulations.

If utilizing the help and placement resources of the CPC, students will be matched with an available, accessible, and appropriate clinical site. Students may be placed in any part of Connecticut, New Jersey, or other neighboring states relevant to the student's residence or licensure, excluding New York. Students are expected to travel to placements that are assigned, although efforts are made to have the travel distance be reasonable whenever possible. Reasonable is defined as based on the availability of placements and providers.

Requesting help from the CPC means the student is expected to fully accept and commit to the given placement as is. This is a binding placement commitment. Further pursuit of any alternative placement after being assigned to a designated spot will not be accepted.

Should there be an extensive and legitimate reason for declining the arranged rotation provided by the CPC, the student will then be required to arrange their own clinical site pending the approval from the program director. The replacement rotation arranged by the student needs to adhere to the semester's specific placement deadlines.

If placement deadlines are missed by any student, a student's tentative clinical placement is subject to be terminated. If a placement is terminated, a student's progression in the program is subject to change.

Student must submit a CRF and make sure their mandatory Health

Account and CBC are cleared through the remainder of the clinical coursework and program. Students may not attend clinical if the required items are not up to date. Clinical hours cannot be completed before the semester start date & must be finished by the semester end date. Clinical hours per course are found in the list above.

FINAL CLEARANCE for attending a clinical/observation experience will ONLY be given to a student if they are completely clinically compliant with ALL “Student Practice Requirements”, have an approved preceptor AND confirmed affiliation agreement in place. The student will receive a “Cleared for Clinical/Observation” email to their SHU email account from the clinical placement compliance coordinator. Student MUST receive this clearance email in order to attend the clinical/observation experience. If they do not receive this email, the student cannot attend the clinical/observation experience.

3.20 E*Value

E*Value is a healthcare education data management software application, adopted by the Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) is utilized to track and manage various college of nursing clinical and site compliance requirements.

As a student, it is expected that all of the following tasks will be completed in E*Value: Student Preceptor Agreement, Site and Preceptor Evaluations, Clinical/Practicum Logs, Practice Hour Logs, Clinical Advisor Site Visit/SOAP Note Feedback Evaluation, Description of Clinical Site/Clinical Site Visit, Clinical Evaluations, Case Logs, SOAP Notes, and HRSA Demographic Survey.

Once fully registered for a clinical nursing course, the student will find an E*Value folder in their FNP DNP Clinical Requirements Blackboard (BB) Organization that will contain an E*Value Instructional Student PowerPoint for reference. Access to student’s personalized E*Value accounts will only be granted by using the student’s own SHU username and password to log in. All correspondence and communication regarding E*Value and clinical compliance will solely be through student’s SHU email accounts. It is the responsibility of the student to thoroughly read and follow all instructions in the student E*Value Power Point presentation. Questions regarding E*Value can be directed to the student’s clinical placement coordinator or the faculty member teaching the specific course.

3.21 Liability Insurance Requirement

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

- Students are required to secure and maintain individual professional liability insurance coverage. Documentation of this coverage is required at the time of admission and immediately prior to any course that contains a clinical component.
- FNP/DNP students must obtain “Nurse Practitioner Student Malpractice Insurance”.

3.22 DNP Practice Hours

Policy

The *Essentials: Core Competencies for Professional Nursing Education* (2021), Advanced Level Competencies and Sub-Competencies specify that practice hours must be part of the DNP program in order to achieve the Graduate student outcomes (AACN, 2021). All FNP/DNP students must complete a minimum of 500 clinical hours and 500 practice hours as part of a supervised academic program. Additional practice hours may be required if the student needs additional time to achieve the program objectives and meet the Advanced Level Nursing Education Competencies and Sub-competencies and Student Learning Outcomes requirements.

Practice hours awarded through coursework

The majority of the FNP/DNP courses have assignments with imbedded practice hours that engage students in learning activities that will enhance leadership skills and influence change in health care systems. Students accrue the designated practice hours by completing course assignments and meeting course objectives.

Each course syllabus will contain the verification process for the practice hours accrued and the related Advanced Level Education Competencies and Sub-competencies and Student Learning Outcomes.

Table 2: Practice or Clinical Hours Assigned Per Course

Course*	Practice Hours	Clinical
NU 549 Family and Community Context for Health Care	15	
NU 552 Advanced Health Assessment		15
NU 562 Primary Care I: Comprehensive Primary Care of the Adult		120
NU 622 Primary Care II: Advanced Primary Care of Families in Complex Systems		180
NU 632 Primary Care III: Advanced Primary Care and Health Promotion of Special Populations		180
NU 700 Theoretical Components of Nursing Science	15	
NU 710 Healthcare Policy, Advocacy, & Ethics	60	
NU 720 Leading Quality Initiatives & Information Systems in Healthcare	30	
NU 821 DNP Project Topic Development	30	
NU 822 DNP Project: Evidence Review, Recommendations, Proposal Development	30	
NU 823 DNP Project Proposal Presentation	30	
NU 824 DNP Final Project Presentation	30	
NU 743 Epidemiology & Population Health	30	
NU 760 Strategic Leadership & Collaboration in Healthcare Organizations	30	

Course*	Practice Hours	Clinical
NU 783 Leadership in Chronic Disease Management and Palliative Care	30	
NU 810 DNP Scholarship & Advanced Practice I	60	
NU 820 DNP Scholarship & Advanced Practice II	60	
NU 831 Clinical Immersion		60
NU 832 Clinical Immersion		60
Total Course Practice & Clinical Hours	450	615

Practice hours awarded through immersion experiences

In addition to the practice hours accrued from completion of certain FNP/DNP courses, students have a way to complete individualized practice experiences. Practice experiences afford the student the opportunity to apply, integrate, and synthesize the Advanced Level Nursing Education Competencies and Sub-competencies necessary to demonstrate achievement of desired student learning outcomes in an area of advanced nursing practice. Students may integrate brief or episodic practice experiences throughout the curriculum.

Immersion experiences enhance synthesis of the Advanced Level Nursing Education Competencies and Sub-competencies into a focused area of practice. In collaboration with their academic advisors, students develop learning objectives for the practice experience(s), select a preceptor/practice mentor, and assume accountability for learning and achievement of student learning outcomes.

- Students must document a minimum of 1000 clinical and practice hours post baccalaureate degree to be eligible for graduation.
- Practice hours must be accrued in the assigned courses and course faculty will monitor the students' accrual of these hours by successful completion of course assignments. In NU 810 DNP Scholarship & Advanced Practice I and NU 820 DNP Scholarship & Advanced Practice II students are responsible for developing a practice immersion plan with the course faculty and practice mentor a keeping a log of practice hours. The course faculty reviews the completion of the log and progress toward achieving the practice hours. The practice hours logs become part of the student file prior to graduation.
- Clinical hours must be accrued in the clinical courses and course faculty as well as clinical advisors will monitor the students' accrual of direct patient care hours.

Process for Immersion Experiences with Academic Advisor

While the majority of practice hours will be completed via course work associated with the FNP/DNP curriculum, students must design immersion experiences with their academic advisor in order to master the Advanced Level Nursing Education Competencies and Sub-competencies, program objectives and student learning outcomes.

- At the beginning of the program, students will conduct a competency self-assessment to determine the gaps related to the Graduate Student Learning Outcomes and plan their immersion experiences to meet their own specific needs and objectives.
- DNP program practice experiences are designed to provide:
 - Systematic opportunities for feedback and reflection.
 - In-depth work/mentorship with experts in nursing, as well as other disciplines.
 - Opportunities for meaningful student engagement within practice environments.
 - Opportunities for building and assimilating knowledge for advanced nursing practice at a high level of complexity.
 - Opportunities for further application, synthesis, and expansion of learning.
 - Experience in the context of advanced nursing practice within which the final DNP Project is completed.
 - Opportunities for integrating and synthesizing all of the Advanced Level Nursing Education Competencies and Sub-competencies and role requirements necessary to demonstrate achievement of defined outcomes in an area of advanced nursing practice (AACN, 2015).
- Students must identify an external practice mentor during NU821: DNP Project Topic Development, who will be a member of the DNP Project Team. This individual should be at the practice setting where the project will be conducted and should be available to the student during the project period. The practice mentor will also assist the student with arranging the immersion experiences that provide the opportunities to practice the skills needed to meet the Advanced Level Nursing Education Competencies and Sub-competencies and Student Learning Outcomes. Students may have more than one practice mentor as appropriate to the practice setting(s), practice immersion objectives, activities, and outcomes.
- Each FNP/DNP student, with the input of their academic advisor and DNP Project Leader will select their practice mentor. Together as a team with the student they will develop practice experiences including the DNP project. The mentor must be an expert in the area in which the FNP/DNP student wishes to develop expertise. The practice mentor will not necessarily be a DNP-prepared advanced practice nurse. Examples of persons who may fill the position of practice mentor include an advanced practice nurse or other professional with a doctoral degree; an advanced practice nurse with considerable experience and recognition as an expert in a particular practice field; a MD with specialized training and experience; a nurse with a high level administrative position as the Director, Vice President, President, or CEO within a health care organization; a doctorally-prepared nurse educator; a nurse with an advanced business or other degree, etc. The practice mentor must hold a position in the organization where he/she can facilitate the DNP student's access to practice services, organizational information, decision makers, and other personnel in order to meet the DNP student's practice experience objectives and implement the DNP project (if applicable) during the practicum within the organization.
- There must be a clear distinction between current employment and practice hours and project that is made clear to the organization, the practice mentor, the nursing faculty, the DNP Project Team, and the DNP student.

- The practice mentor for the DNP project will evaluate the student's progress midway through the program (at time of proposal presentation) and at the end of the program (time of final presentation). He/she will complete the proposal rubric and journal article presentation rubric with the DNP project lead and both will review with the student. (See DNP Student Project Handbook.
- For the practice immersion experiences in NU 810 and NU 820 the student will send the practice mentor the [Practice Mentor Evaluation Form](#) to complete and the student will review with practice mentor and submit via course.

Process for arranging practice immersion experiences include the following steps

- The student must submit a contract request form using this link <https://www.sacredheart.edu/academics/colleges--schools/college-of-nursing/student-resources/forms/fnpdnp-hybrid-pmdnp-hybrid--pmdnp-online-contract-request-form-crf/> prior to the end of NU823: DNP Project Proposal Presentation to establish a formal relationship with the clinical agency. This will require arrangement of clinical contracts and/or letters of agreement to the clinical agency and mentors. No student may start a practicum rotation or experience without a clinical contract in place.
- Students are expected to meet with their academic advisor each semester to discuss practice requirements and focus hours.
- NU823 students must email Practice Site & Implementation form to their advisor & CP through the DNP email address (practicesiteprojimplement@sacredheart.edu)
- Students must be in compliance with policies related to current RN licensure, liability insurance, CPR certification and agency health requirements to begin practice courses. Failure to do so will prevent students from starting NU823: DNP Project Proposal Presentation.
- Students must be cleared to attend their DNP project implementation site in NU810 & NU820.
- Affiliation Agreements (Contracts) for Practice Sites: The Davis & Henley College of Nursing has existing clinical contracts across Connecticut and other states. Students are welcome to develop their own practice sites from their own communities. However, it may take 6-8 months to establish new contractual arrangements, so students should begin to work early (during NU821: DNP Project Topic) with the academic advisor to make those arrangements. Students may not participate in practicum in any agency where there is not a current affiliation agreement.

FINAL CLEARANCE for attending a DNP project implementation will ONLY be given to a student during NU810 & NU820 if they have met the following criteria:

- Submitted a Contract Request Form (CRF) in NU823
- The Practice site and project implementation form is complete with signatures & emailed to both your DNP project advisor & clinical placement (practicesiteprojimplement@sacredheart.edu)
- Site-specific requirements are completed
- Obtained SHU IRB approval & emailed proof to practicesiteprojimplement@sacredheart.edu
- Compliant with all DHCON clinical requirements
- Submitted a CRF in NU810

The student will receive a "Cleared for DNP project" email to their SHU email account from the Clinical Placement Compliance Coordinator. Students MUST receive a clearance email in order to

attend a DNP project implementation site. If they do not receive this email, the student cannot attend the DNP project implementation site.

References

American Association of Colleges of Nursing. (2021). *The Essentials: Core competencies for professional nursing education*. Accessible online at <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

3.23 DNP Scholarly Project

The FNP/DNP graduate must fulfill the current need in the health care system of applying and translating evidence into practice to improve quality, clinical and financial outcomes. The DNP project is the mechanism for students to develop or refine the skill set needed to fulfil this important role. All FNP/DNP students must complete a DNP project that demonstrates practice scholarship.

The goal of the DNP final scholarly project is to develop or refine the DNP skill set outlined in the Advanced Level Nursing Education Competencies and Sub-competencies.

Steps and Timeline for DNP Scholarly Project Completion and Work with Committee

Each semester students are expected to reach certain milestones in completing their DNP scholarly project in order to graduate on time. The milestones for full-time FNP/DNP students are as follows:

Year 1

- First Trimester
 - Complete DNP Competency Assessment for Practicum Design
- Second Trimester
 - Complete organizational assessment of the practice setting

Year 2

- Fifth Trimester
 - Identify a project topic based on organizational assessment from second trimester
 - Submit Project Topic Proposal Summary
 - Have project topic approved
 - Selection of DNP Project Leader
 - Selection of DNP Project Team members
- Sixth Trimester
 - Complete evidence review
 - Develop project design and implementation plan
 - Give oral presentation of Scholarly Project Proposal

Year 3

- Seventh Trimester
 - Prepare IRB application if applicable
 - Implement DNP Project
- Eighth Trimester
 - Evaluate DNP Project
 - Submit written Scholarly Project in journal article format
 - Give oral presentation of Scholarly Project

Complete Steps for Completion of the DNP Project

1. DNP Competency Assessment for Practicum Design. Students must complete the DNP Competency Assessment for Practicum Design in NU710: Health Policy. Completing this self-assessment based on the Advanced Level Nursing Education Competencies and Sub-competencies helps the student to develop project related activities and practice immersion experiences that strengthens core competencies. Students must update this assessment periodically throughout the

program as a tracking mechanism for student achievement of core competencies. See DNP Competency Assessment for Practicum Design form.

2. Complete organizational assessment of the practice setting. In NU720: Leading Quality Initiatives & Information Systems, students must complete an organizational assessment of the practice setting where the practice problem resides. As part of this assessment, students will identify the organization's strengths, weaknesses, resources, and other attributes that can help in planning and implementing a project smoothly and successfully.
3. Project topic identification. Students must complete assignments in NU 821, and NU 745: Evidence Based Practice for the Doctoral APRN that facilitate the identification of a practice problem that meets the Quadruple Aim criteria.
4. Submit Project Topic Summary. Students must complete and submit the Project Topic Summary by the end of NU821: DNP Project Topic Development and submit to the DNP committee via the course professor for NU821. This step formally identifies the project topic, relevance, practice setting, practice mentor and project goal. Students also confirm that the project topic is an organizational priority for the practice setting.
5. Receive Project Topic Approval. The DNP Committee will review student Project Topic Summaries in a formal meeting that will take place at the end of NU 821: DNP Project Development. The summary will be returned to the student and newly assigned DNP Project Lead with the committee members' comments and status of 'accepted' OR 'needs revision'. The student will work with DNP Project Leader on DNP Committee identified revisions.
6. Select DNP Project Leader. The DNP Committee will review the student's submitted Project Topic Summary and assign a doctorally prepared Dr. Susan L. Davis & Richard J. Henley College of Nursing (DHCON) faculty member to serve as Chair of the Project Team.
7. Select DNP Project Team Members. The DNP Project Team will consist, at minimum of the student, the DHCON faculty chair and practice mentor. For some projects, additional experts, mentors, partners, or facilitators may be formal or informal collaborators that provide support as needed throughout the project stages. The DNP Project Lead and student will work together to select the team members.
8. Complete evidence review. Students must complete assignments in, NU822: DNP Project Evidence Review, Recommendations and Proposal Development that support the search and critical appraisal of relevant evidence to inform the practice change recommendation. Based on the evidence students will draft a project plan for implementing the recommendations. Students are expected to continue working on their evidence review with their DNP Leader throughout the program.
9. Develop Project Plan. Students must complete and submit a draft of the project plan for course assignments in NU822: DNP Project Evidence Review, Recommendations and Proposal Development. Students are expected to use feedback from peers, course professors and DNP Project Lead and Project Team Members to refine and revise

project plan and methods. The student will submit these revisions to their DNP Project Leader for review and feedback.

Complete Steps for Completion of the DNP Project

10. Submit Project Proposal. The first six trimesters of coursework support and guide the student through the development of their project proposal. Students must submit a written proposal to their DNP Project Team at least two weeks in advance of an oral presentation after obtaining approval from the Project Lead. The [DNP Project Proposal Rubric](#) will be used to evaluate the written proposal. Students must follow these guidelines when writing the proposal.
11. Give an Oral Presentation of Project Proposal. Students make a formal presentation to their scholarly project proposal to the DNP Project Team. Course assignments in NU823: DNP Project Proposal Presentation support the development of the oral presentation. Students are responsible for coordinating the date and time with the Project Team, reserving the room, and obtaining information technology resources. The DNP Project Proposal Rubric are used to evaluate the oral presentation. Students will be allowed a second attempt to present their proposal to the DNP Project Team if they are unsuccessful the first time. Failing the proposal on the second attempt will result in an Academic Standings Committee meeting to review student academic progress.
12. Prepare and Submit DNP Project Proposal to IRB. Students must work with their DNP Project Leader to secure IRB approval, if appropriate, or other types of setting specific approvals. Typically, IRB approval or other approvals will occur at the setting where the project will occur followed by Sacred Heart University if required.
13. Implement and Evaluate the DNP Project. Students' implement and evaluate their project during the sixth, seventh and final semesters. During this time, they must work closely with the Project Lead and DNP Project Team members.
14. Present the Final DNP Project. Students must submit their written project to their DNP Project Team at least two weeks in advance of an oral presentation with approval from DNP Project Lead. Students are expected to make a formal public presentation to their DNP Project Team and invited guests of their scholarly project. Students are responsible for coordinating the date and time with the Project Team and guests, reserving the room, and obtaining information technology resources. The journal article rubric is used to evaluate the final written and oral project presentation. All forms are located on the DNP website.
15. Submit the Final DNP Project. Students' written final DNP project must be in manuscript format that is submitted to the DNP Project Lead after successful oral presentation, completion of any revisions before graduation. Students are expected to follow the Manuscript Guidelines found on the [DHCON Forms webpage](#).
16. Submit an Executive Summary. Students must provide a written executive summary to the organization or practice setting where the project was implemented. A copy will also be submitted to the DNP Project Lead. Students are expected to follow the Executive Summary Guidelines found in the DNP Project Handbook.

3.24 Missed Intensive On-Campus Class(es) and/or Clinical Experience Absence(s)

Students are required to be present at all intensive on-campus days and clinical experiences. Arranging work and vacation schedules accordingly is the responsibility of the student. Students should consider withdrawal from the course before the cut-off date if absences have or are likely to occur. Attendance and punctuality are expected of nurse practitioners in clinical

practice as part of their professional responsibilities. As in professional practice, tardiness and unexcused absences are not acceptable in an academic setting.

The intensive day is a composite of 8 hours of direct classroom education, therefore, missing one intensive day for any non-emergent reason may result in the need to repeat the course. The majority of the student's time in the classroom is spent in active learning formats, where participation is not only essential to learning but also the learning of others. Learning activities, specific resources and/or the services of others (guest speakers) have been scheduled during class time. Students are responsible for the material covered during the missed class, and must discuss any make-up of required assignments with the course faculty.

Attendance at clinical assignments is directly related to achieving course objectives, therefore, clinical absences may result in failure to achieve those objectives.

Absences that may be excused by the course faculty and Program Director include illness of student, significant other or immediate family member, wedding of student or family member,

funeral of a family member, jury duty, and other unanticipated, serious, and compelling issues. Written documentation may be requested. Examples of absences that are not acceptable include employment conflict, vacation or being “out of town”.

After 2 missed intensive days, the student may receive a failing grade in the course and will be dismissed from the program. Absences from any intensive on-campus day will be reviewed by the Academic Standards Committee which may be reported to the Associate Dean, and/or Dean of the Dr. Susan L. Davis & Richard J. Henley College of Nursing or final decision.

The course instructor will evaluate if the student has successfully met the clinical/course objectives. Clinical failures are reviewed by the Academic Standards Committee.

3.25 Test Taking Policy

The test taking policy ensures that all students’ examination results are earned under comparable conditions and represent fair and accurate measurement.

Policy

The following regulations are designed to help ensure a standardized testing environment and are used by all faculty in the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON):

- No study aides (textbooks, notebooks, classroom notes, etc.) are allowed in the classroom.
- No papers, books, food, pens, purses, wallets, beepers, cell phones or any other electronic devices are allowed in the classroom.
- No hats, scarves or coats may be worn and must be placed in the back of the room upon entry.
- Eating and drinking are not allowed.
- Unauthorized scrap paper may not be taken into the testing room. Faculty will distribute authorized scrap paper as needed. Scrap paper must be handed in before leaving the testing room.
- Students may not leave the testing room without faculty permission.
- Any evidence of cheating or not following test-taking directions as outlined in the below policies, course syllabus, or university academic integrity policy are considered academic dishonesty. Dismissal from the program may result.

Behaviors Subject to Dismissal from the Exam

Any student who engages in inappropriate behavior and/or does not heed the faculty’s warning to discontinue inappropriate behavior may be dismissed from the exam and will not be allowed to retest. The exam will be graded as zero. All of the following behaviors are considered to be inappropriate:

- Giving or receiving assistance of any kind.
- Using any prohibited aids such as handheld calculators, conversion tables, dictionaries, etc.

- Taking any study materials (textbooks, notebooks, classroom notes, etc.) into the testing room or accessing or attempting to access such study materials at any time after the start of the examination administration, including, but not limited to, break times.
- Failing to follow testing policies or the instructions 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.
- If taking a computer-based examination any tampering with the operation of the computer or attempting to use it for any function other than taking the examination.
- If a student opens any software program other than the test (including but not limited to e-mail, Internet Explorer, Word, Excel, etc.) there will be a presumption that the student is engaged in cheating. Policies related to Academic Integrity will apply.

Online Exams

- All exams have a time limit, determined by the length of the exam and the content.
- If a student misses an exam, he/she will receive a zero for that exam unless extenuating circumstances are discussed with the faculty **prior** to exam.
- All exams will be available to the student during the specific times listed on the course syllabus.
- Each specific exam will be offered one time only during the course.

Missed Exam Policy

- If a student misses an examination due to an emergency, the student must notify the course faculty prior to the start of the examination. The student must take the exam within 5 business days following the original scheduled exam date based on the instructor's availability.
- If a student does not correctly report an absence from the exam as stated above, a zero will be awarded for that exam.
- Only 1 examination is allowed to be missed per course.
- If a student misses more than 1 exam regardless of reason, the student will be awarded a zero for the 2nd missed exam.
- If the final exam is missed for an approved reason and communicated in advance to the course faculty, an incomplete **may be** awarded after discussion and approval of the course faculty and Program Director. If a student receives an incomplete grade, the student must make up the final exam at the discretion of the course faculty in conjunction with the Program Director at no earlier than 14 days post the Academic Standings end-of-the-semester meeting.
- Incomplete grades due to a missed final exam must be completed within the first week of the following semester in order to begin subsequent nursing courses.

3.26 Latex/Allergy Policy

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

- Nursing students who suspect or have a confirmed latex allergy must have an evaluation of their allergy by an allergist or immunologist, resulting in a classification of irritant contact dermatitis, allergic contact dermatitis or IgE histamine mediated allergy. A note from this medical provider must be sent to the Program Director before clinical assignments are given.
- Students with latex allergies will be required to sign a waiver, acknowledging their risk and responsibility for avoiding latex or other products whenever possible. (See Appendix G)
- 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 Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) will make reasonable efforts to establish and maintain a clinical laboratory as free from latex as possible.
- Efforts will be made to assign allergic students to clinical placements that limit latex exposure, if this information is reasonably available and can be determined.
- Students with a latex allergy must access the latex policy of the affiliating clinical agency to which they are assigned and follow said policy while in the clinical setting.
- Students with latex allergy are not excused from meeting requirements of the FNP/DNP Nursing Program.
- The DHCON reserves the right to exclude the student from participation in optional experiences, including but not limited to, observations, international field experiences, and community service learning experiences in which a latex free environment cannot be assured.
- Students agree to allow communication of their latex allergy status to appropriate clinical agencies and clinical personnel by the DHCON to facilitate placement and planning.
- It is the student's responsibility to ensure that all emergency medications prescribed are carried to the clinical/lab setting and that a medic alert bracelet is worn at all times while in these settings.
- Students with other health care product(s) allergies should utilize the aforementioned process for notification, risk acknowledgement acceptance of possible risk in the clinical setting.

- Students with concerns regarding a possible latex allergy should bring this to the attention of the clinical coordinator, course faculty, course coordinator, and the Program Director as soon as possible.
- The Program Director will advise students of how to proceed with testing, documentation, and waiver processes.
- Students must notify each practicum course faculty of the latex allergy prior to the beginning of each clinical experience.
- Practicum course faculty will interview the student to determine a plan for avoidance of allergen and for emergency management of exposure. This document will be updated with each new clinical placement and placed in the student's record.

3.27 Cell Phone Policy

Clinical

Use of smart-phone devices will vary by clinical agency. If the clinical supervisor confirms that such devices are permitted, the student may use the device for patient care purposes only.

Patient photos are prohibited at all times. Use of text/email/MMS for non-patient care purposes is a violation of Professional Behaviors and may result in Clinical Warning/Probation or Dismissal. Faculty may carry phones and are expected to abide by agency regulations.

Classroom

Smart phone devices may not be used during class unless it is part of an engaged learning activity. Faculty reserve the right to ask students to silence or shut off phones.

3.28 Dress Code Policy

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

General Attire

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

Lab Coats

Lab coats and name pins or badges must be worn at all times, including pre-clinical visits when students visit an agency to attend agency orientation programs or observation experiences. In addition, name pins and lab coats are required for any activities where students are participating and representing Sacred Heart University's Dr. Susan L. Davis, R.N. & Richard J. Henley College of Nursing.

Equipment

Students should attend clinical with a Littman Cardiology III stethoscope or one of equivalent quality, reflex hammer, pen, small notebook and point of care reference guidelines and/or class textbook.

Jewelry

Jewelry is limited to a small plain finger ring without sharp, protruding edges and one pair of post-earrings. All facial or visible body piercings are prohibited.

Nail Guidelines

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 including gel polish), nail piercings, and nail jewelry are strictly prohibited.

Miscellaneous

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

3.29 Graduation Application

Students eligible for a degree must apply for graduation through the Office of the University Registrar. Degrees are conferred three times a year in May, August and December. Graduate students should apply at least two semesters in advance. Deadlines are as follows:

- **May Graduation Date:** Application due the prior October
- **August Graduation Date:** Application due the prior February
- **December Graduation Date:** Application due the prior June

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

Apply

To apply online for graduation: log on to Student Planning & Advising (SPA) and click on "Graduation Overview".

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

3.30 Honors Distinction

Latin Honors are not awarded to graduate students. The following represents the criteria for awarding the honor's designation for graduate students at the time of their graduation:

- Students must be in top 20% of the graduating group within the degree program.
- Students must have obtained at least a 3.7 GPA.
- Students must have engaged in significant work (e.g., thesis, major project, course paper, etc.) that makes a recognized and documented contribution to the field of discipline.
- A recommendation that an honor's designation be granted must be sent to the Program Director or Associate Dean by a faculty member concerning the student's work.
- Endorsement by the Program Director of the faculty member's recommendation and a recommendation for the award to the dean of the college.
- If a student receives academic honors, it will be announced at graduation and noted on the student's transcript and diploma.

3.31 Graduate Student Advisory Committee

The Graduate Student Advisory Committee serves as a voice to the University administration on behalf of the graduate student community. Its membership includes representatives from each graduate area of study and meets regularly with members of the faculty and administration.

The committee sponsors programs to improve the quality of the graduate student experience.

Policy

All graduate students are encouraged to attend the meetings of the committee of graduate students. Two graduate students will be requested to represent the nursing student body on an annual basis.

Procedure

GSAC representatives will communicate with all graduate nursing students to provide information about the committee and solicit input and involvement in the annual goals and activities. GSAC representatives will communicate with the Program Directors or GSAC faculty liaison to recommend student events, speakers, and programs.

3.32 Sacred Heart University Student ID

SHU Student ID cards if requested are available. Visit the [SHU card website](#) for additional information on how to obtain one, or contact the Student Union Office directly at 203-371-7913. A nominal fee does apply for part-time students.

3.33 Recommended Websites

[Sacred Heart University](#)

Visit the main SHU website to access other University information.

[Inclusive Excellence | Sacred Heart University](#)

[Office of Sponsored Programs](#)

The Office of Sponsored Programs drafts institutional policies and procedures regarding sponsored research programs and federal regulatory requirements and maintains records and reports regarding extramural funding.

[American Association of Nurse Practitioners](#)

[American Nurses Association](#)

The American Nurses Association is a general resource as well as source for standards of nursing practice.

[American Nurses Credentialing Center](#)

[American Association of Critical Care Nursing](#)

[American Association of Colleges of Nursing](#)

AACN Essentials

Free downloadable copy at: <https://www.aacnnursing.org/essentials>

[American Organization of Nurse Executives](#)

[ANCC FNP Certification Examination](#)

[FNP & AGNP Certification Candidate Handbook March 2018](#)

[The Connecticut Distance Learning Consortium](#)

[Commission of Collegiate Nursing Education](#)

[Connecticut Advanced Practice Registered Nurse Society](#)

[National Coalition of Ethnic Minority Nurses Associations](#)

[National League for Nursing](#)

NLN Commission for Nursing Education Accreditation

[CNEA \(nlcn.org\)](#)

[Accreditation Commission for Education in Nursing](#)

[National Student Nurses' Association](#)

[Nursing World](#)

[Quality and Safety Education for Nurses](#)



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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 Advanced Level Nursing Education Competencies and Sub-competencies)
 - 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 FPD, SDA & RN-BSN-MSN Programs

Students are expected to demonstrate skills in a variety of clinical and simulation settings in a manner that promotes overall patient safety and welfare. The list below outlines cognitive, affective, and psychomotor skills deemed essential in providing care and to allowing full participation in the 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
		<p>suctioning, and insert urinary catheter.</p> <p>Ability to use electronic health records or handwrite legible charting notes.</p>
Perceptual/ Sensory Ability	<p>Sensory/perceptual ability to monitor and assess clients.</p>	<p>Sensory abilities sufficient to hear alarms, auscultatory sounds, cries for help, etc.</p> <p>Hears and differentiates tonal variances or do so with the assistance of technology such as an amplified stethoscope.</p> <p>Visual acuity to read calibrations on syringe and differentiate and assess color (cyanosis, pallor, blue versus green)</p> <p>Sees and accurately reads print, computer screens and hand writing.</p> <p>Tactile ability to feel pulses, temperature, palpate veins, texture, moisture, with or without gloves.</p> <p>Olfactory ability to detect smoke, odor, and bodily fluids.</p>
Affective Skills and Behavioral/Interpersonal/Emotional	<p>Ability to relate to colleagues, staff and patients with honesty, civility, integrity and nondiscrimination.</p> <p>Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.</p>	<p>Establishes professional rapport with patients/clients and colleagues.</p> <p>Works with teams and workgroups.</p> <p>Emotional skills sufficient to remain calm in an emergency situation.</p>

Functional Ability	Standard	Examples of Required Activities
	<p>Capacity for development of mature, sensitive and effective therapeutic relationships.</p> <p>Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds.</p> <p>Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.</p> <p>Negotiate interpersonal conflict effectively.</p> <p>Ability to demonstrate cultural sensitivity and awareness.</p>	<p>Behavioral skills sufficient to demonstrate good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of patients.</p> <p>Adapts rapidly to environmental changes and multiple task demands.</p> <p>Self-regulates their own behaviors and attitudes, to ensure professional practice, and delivery of care.</p> <p>Maintains sufficient mental/emotional stability to tolerate stressful situations, adapt to changes, respond to the unexpected, and maintain objectivity consistent with safe clinical practice.</p> <p>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.</p>
<p>Safe environment for patients, families and co-workers</p>	<p>Ability to accurately identify patients.</p> <p>Ability to effectively communicate with other caregivers.</p> <p>Ability to administer medications safely and accurately.</p> <p>Ability to operate equipment safely in the clinical area.</p>	<p>Prioritizes tasks to ensure patient safety and standard of care.</p> <p>Maintains adequate concentration and attention in patient care settings.</p> <p>Seeks assistance when clinical situation requires a higher level or expertise/experience.</p> <p>Responds to monitor alarms, emergency signals, call bells</p>

Functional Ability	Standard	Examples of Required Activities
	<p>Ability to recognize and minimize threats to patient safety.</p> <p>Ability to recognize and minimize hazards that could increase healthcare associated infections.</p> <p>Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.</p>	<p>from patients, and orders in a rapid and effective manner.</p>
Communication	<p>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).</p> <p>Ability to communicate accurately with non-English speaking patients and their families using interpreters or appropriate technology.</p> <p>Possesses required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy.</p> <p>Communicate professionally and civilly to the healthcare team including peers, instructors, and preceptors.</p> <p>Ability to listen attentively to individuals and groups.</p>	<p>Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in healthcare team discussions of patient care.</p> <p>Elicits and records information about health history, current health state and responses to treatment from patients or family members.</p> <p>Conveys information to clients and others to teach, direct and counsel individuals in an accurate, effective and timely manner.</p> <p>Establishes and maintains effective working relations with patients and co-workers.</p> <p>Recognizes and reports critical patient information to other caregivers.</p>

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	<p>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.</p> <p>Ability to complete classroom and clinical assignments and submit assignments at the required time.</p> <p>Ability to adhere to classroom and clinical schedules.</p>	<p>Attends class and clinical/lab on time.</p> <p>Reads, understands and adheres to all policies related to classroom and clinical experiences.</p> <p>Contacts instructor in advance of any absence or late arrival.</p> <p>Understands and completes classroom and clinical assignments by due date and time.</p>
Environment	<p>Recognize the personal risk for exposure to health hazards.</p> <p>Appropriately use equipment in laboratory or clinical settings needed to provide patient care.</p> <p>Tolerate exposure to allergens (latex, chemical, etc.)</p> <p>Tolerate wearing protective equipment (e.g. mask, gown, gloves)</p>	<p>Takes appropriate precautions for possible exposures such as communicable disease, blood borne pathogens, and latex.</p> <p>Uses person protective equipment (PPE) appropriately.</p>



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Appendix D: Student Success Plan

Course: _____ **Date:** _____

Student Name: _____ **Academic Issue:** _____

Clinical Issue: _____ **Professional Issue:** _____

Due Date: _____

Problem/Contributing Factors:

Behavioral or Learning Specific Activities (in order to achieve objectives)

Outcome Measurement/Date (what student & faculty will see, hear, or feel to verify accomplishment)

A smart objective is: Realistic, Understandable, Measurable, Behavioral, Achievable

Date: _____

Student Signature:_____ **Faculty Signature:** _____



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Appendix E: 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:

☐ Consul

☐ 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 F: 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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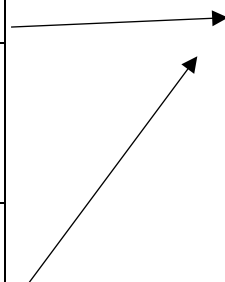
		0	1	2	3	4	5	
G	<u>General</u> Nursing Practice	No prior counseling for practice related issues	Prior counseling for single non-related practice issue	Prior counseling for single "related" issue	Prior counseling for "same" issue	Prior counseling for multiple related or non- related practice issues	Prior 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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COLLEGE OF NURSING
Sacred Heart University

Appendix G: 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 H: 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 I: 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 J: 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 time. Situations simulated in the lab are to be used as a learning tool and not to be used for the humiliation of fellow learners.

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 or audio/video-taping by students is not permitted without faculty permission.

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



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Appendix K: Return to Clinical Practice Form

Return to Clinical Practice

A nursing student who has been suspended from clinical practice due to substance use that resulted in observed behavior(s) and evaluation results that were indicative of impairment are required to have medical clearance from a healthcare provider prior to returning to the healthcare setting.

Student Instructions:

A student who has been suspended from clinical practice due to substance use must:

- Provide the designated healthcare provider with the Essential Attributes & Functional Abilities for the student's program. The Essential Attributes & Functional Abilities can be found at the end of our program's Nursing Student Guide.
- Have the healthcare provider complete the Return to Clinical Practice Form below.
- Submit the completed form to the Program Director.

Return to Clinical Practice Form

Healthcare Provider Instructions:

After reviewing the Essential Attributes & Functional Abilities for the Davis & Henley College of Nursing specific to the nursing student's program, please complete the following attestation.

On the basis of my health assessment and physical examination, the student, _____, is clear to participate in all clinical nursing activities in a healthcare setting as outlined in the DHCON Essential Attributes & Functional Abilities as appropriate for the student's program with or without restrictions.

(Please Check) ☐ YES ☐ NO ****Please note restrictions/limitations below:**

Restrictions/Limitations:

Healthcare Provider Name (Print) _____

Healthcare Provider Signature/Stamp: _____ Date Signed: _____