



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

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Sacred Heart University

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Bachelor of Science in Nursing  
First Professional Degree &  
Second Degree Accelerated  
Student Guide

**2026-2027 Edition**

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

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

Welcome to Sacred Heart University's Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON)! We are delighted you have chosen to join our community of students, faculty and alumni. Together we will create a vibrant community of learners, teachers, and scholars to prepare nurses for all aspects of professional practice in an ever-changing and challenging world of health care.

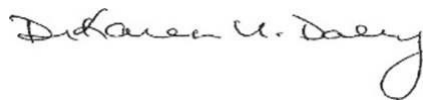
The DHCON is committed to the success of each student. Your academic adviser, course and clinical faculty will be partners in your academic journey, so please always ask for the guidance and support you need.

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

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

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

Cordially,



Karen Daley, Ph.D. RN  
Dean, Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing



Heather Ferrillo, Ph.D., APRN, FNP-BC, CNE  
Chair/Program Director, Undergraduate Nursing Programs

## 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 Sacred Heart University student email.
2. If any provision of the DHCON Nursing Student Guide is held by a legally binding authority to be unenforceable, the remainder of the DHCON Nursing Student Guide shall remain in full force and effect and shall in no way be impaired.
3. While every effort is made to ensure the accuracy of information provided in this Guide, accuracy cannot be guaranteed. Sacred Heart University reserves the right to make changes at any time without prior notice. The University provides this information in this guide solely for the convenience of the reader, who may not rely upon it as a promise or legal obligation. Sacred Heart University expressly disclaims any liability based on the contents.

## Section I: Mission & Philosophy

### 1.1 Accreditation

The 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, Vision & Philosophy

#### Mission 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 endeavors to prepare Nursing graduates who are knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to the ever-changing world.

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

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

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

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

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

## *Nursing*

- Nursing is an evolving professional discipline, based on research and grounded in the liberal arts, sciences, and humanities. These disciplines support the science of nursing, providing the framework for scholarship, practice, and nursing education.
- Nursing practice is an art grounded in the science of nursing whose purpose is to assist the person(s) sick or well, in the performance of those activities contributing to health and healing, recovery from illness, or to a peaceful death.
- Professional values that are representative of nursing include altruism, autonomy, integrity, excellence, empathy, compassion, caring, ethics, respect, communication, social justice, and accountability.

## *Health*

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

## *Nursing Practice*

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

## *Nursing Education*

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

### 1.3 Organizational Framework of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing

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

### 1.4 Programs of Study

Specific information regarding the various degrees awarded at Sacred Heart University can be found on the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) website. As of fall 2026, the following options are available:

- Associate of Science in Nursing
- Baccalaureate of Science in Nursing-First Professional Degree
- Baccalaureate of Science in Nursing – Second Degree Accelerated
- Baccalaureate of Science in Nursing – RN to BSN Completion\*
- RN to Master of Science in Nursing (MSN) – (NMEL, NE, CNL, FNP, and PMHNP)\*
- 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 (PMHNP)\*
- 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., & 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., & Richard J. Henley College of Nursing. (See Dismissal Appeal policy).

## 1.6 Vaccination Policy

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

## Section II: Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing General Information

### 2.1 Communication Practices

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

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

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

### 2.2 Student Services

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

#### Academic Advising & Faculty Mentorship

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

Overseeing and enhancing these support systems is the Assistant Dean for Student Success, Dr. Molly Paguaga, who works closely with students and staff to create a welcoming and responsive learning environment, ensuring that every student has access to the tools and

support needed to thrive. Students looking for additional support are welcome to contact Dr. Paguaga at [paguagam@sacredheart.edu](mailto:paguagam@sacredheart.edu) or 203-396-6578.

### University Support Offices

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

If you are experiencing challenges with accessing food, housing, technology, or other resources that may affect your performance, you are encouraged to contact the Dean of Students, Dr. Denise Tiberio, at [tiberiod@sacredheart.edu](mailto:tiberiod@sacredheart.edu). There are university resources available to support you.

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

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

### 2.3 Complaint & Grievance Procedure

Students are encouraged to raise issues and concerns regarding courses, policies, procedures, or other activities of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON). To achieve the best results and hasten the resolution process, students are asked to use the following guidelines. For course-related issues, students should first approach the course faculty and then the course coordinator if applicable. If the issue cannot be resolved at this level, students should next bring the matter to the attention of the Director of the program. If the issues remain unresolved, the next step would be to address the concern with the Chair, Associate Dean of Academic Affairs, and finally the Dean of the DHCON.

If the topic of concern is a broader program or personal issue, students should first meet with their faculty adviser 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, and include details about the complaint as well as documented evidence and mailed to:

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

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

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

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

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

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

[Public comments or complaints against the program regarding regional NEASC accreditation:](#)

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

[Public comments or complaints against the program regarding Connecticut Office of Higher Education Accreditation:](#)

The Connecticut Office of Higher Education is responsible for quality review of independent colleges located in Connecticut. If you believe that the University or the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) has not fulfilled its promises, you may file a complaint with the Office of Higher Education by visiting their website.

## 2.4 Grade Grievance Policy

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

## 2.5 Writing Policy

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

All nursing courses require the use of APA standards for writing. In most cases, a number of grading points will be allocated to a style category; thus, failure to use APA standards will likely lower a student's grade on written assignments. All assignments must comply with the published University Academic Integrity Policy, including the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) policy regarding resubmission of prior written work.

## 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.

Recording of laboratory practicums is utilized for grading and faculty review processes. The recordings are stored on a secure network and are accessible by faculty only. Students do not have access to recordings of laboratory practicums.

## 2.8 Social Media Policy

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

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

At Sacred Heart University, the Marketing & Communications department has developed policies and guidelines to assist the student body in posting content and managing social media

sites. Refer to the Sacred Heart University 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. Failure to complete a clinical or academic requirement may result in a student being unable to progress in the program.

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

## 2.10 Unusual Occurrence

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

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

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

### Procedure

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

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

### 2.11 Global Learning Programs

The Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) supports global learning for all degree programs. The goals for the global programs are to develop nursing competencies with greater awareness of global health issues, cultural competency, and social justice issues within the context of the nursing profession. Global clinical field experiences and study abroad opportunities are offered in collaboration with community partners at various sites.

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

Specific to the clinical immersion program: The clinical immersion programs usually 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 adviser/instructor. A degree program track may choose to limit the number of clinical hours a student may accrue through global immersion experiences.

### 2.12 Student Advisory Representation

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

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

## 2.13 University Policies

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

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

### 3.1 Programmatic Student Learning Outcomes

The student learning outcomes are derived from the American Association of Colleges of Nursing [Advanced Level Essential Domains](#) are designed to reflect the discipline of professional nursing (AACN, 2021, pp. 10-11).

- I. Apply knowledge that integrates nursing science and the liberal arts to support ethical decision-making and inform clinical judgment. (domain 1)
- II. Contribute as an integral member of the interprofessional team in formulation and implementation of plans of care with evidence-based, person-centered care principles that promote quality and safety outcomes. (domain 2, 5, & 6)
- III. Apply principles and practices of population health across the healthcare delivery continuum while caring and advocating for diverse individuals, families, and communities. (domain 3)
- IV. Integrate best evidence into nursing practice and participate in evaluation of outcomes. (domain 4)
- V. Recognize system policies and processes that impact quality health outcomes considering cost, access, social determinants, and care disparities. (domain 5 & 7)
- VI. Incorporate best practices of informatics and communication technologies in accordance with legal, regulatory, and professional practices to deliver safe nursing care. (domain 8)
- VII. Integrate concepts of professionalism including ethics, compassion, diversity, equity, and inclusion into one's professional nursing identity and demonstrate consistent professional behaviors. (domain 9)
- VIII. Formulate a personal and professional leadership style that embraces self-care, reflection, life-long learning, advocacy, mentoring, and service to others. (domain 10)

Domains = AACN The Essentials: Core Competencies for Professional Nursing Education (2021)

## 3.2 Academic Advisement

Advisement for all students in the FPD and SDA Program is guided by the following policies and procedures. Students must initiate contact with faculty mentors and professional advisers on a regular basis to ensure they have accurate information for course planning as well as access to faculty for consultation and advice. Consistent contact is essential for student satisfaction and adviser accountability.

Nursing professional advisers meet with students each semester to ensure program and university requirements are met and understood by the student, and that coursework is consistent with the program plan of study. Professional advisers also direct students to appropriate resources or persons within the university as needs are identified by faculty or student. Nursing faculty mentors meet with students on an as needed basis to support success in the program, set academic goals and provide professional guidance.

### Academic Advisement Policy

Each student will be assigned a nursing professional academic adviser and a faculty mentor upon entering the nursing program. For the FPD program, students will have a designated freshman faculty mentor beginning the fall of freshmen year. Sophomore students will be re-assigned a faculty mentor for the remainder of the program at the start of their sophomore year. For the SDA program, students will have a designated faculty mentor/adviser upon start of the program until program completion. All matriculated nursing students must take responsibility for contacting their advisers for a review of their progress, academic advisement, and registration preparation at least once per semester or term. Contact may be in person, via phone, virtual platform or email with the assent of the adviser/mentor. The adviser has the right to decline registration authorization and ultimately delay registration if plans of study have not been discussed per the guidelines of this policy.

FPD and SDA nursing students are expected to follow closely the published recommended plan of study. Students may access their academic evaluation under “progress” available on Student Planning and Advising (SPA) system.

### Academic Advisement Procedure

- Students may schedule in-office or virtual advisement appointments as directed by the professional adviser. The method for scheduling advisement appointments is determined by the adviser.
- Students may also email their adviser to schedule an appointment, being sure to allow several days for response time.
- Should an urgent issue arise when the faculty mentor or professional adviser is unavailable, students will be referred to the FPD/SDA program manager or the Director of the FPD/SDA Program.
- Meetings or discussions with parents/guardians will require the student’s consent and presence.

### 3.3 Grading Policy

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

Table 1: Sacred Heart University Undergraduate Grading System

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

#### Policy

- All course syllabi list the evaluative components for that course, with their relative weighting related to the final course grade.
- For FPD/SDA students, the weighted cumulative average of all examinations within an exam-based course (NU 205/206, NU 220/221, NU 310/311, NU 215/215, NU 300/301, NU 330/333, NU 340/341, NU 374/373, NU 360/361) must be 77%. Those students who achieve a weighted cumulative exam average of 77% or above, will have the final course grade calculated based on the remaining course evaluation components identified in the syllabus including tests, papers, required lab demonstrations, clinical, and other assignments. If the weighted cumulative exam average is less than 77%, the final course grade will be calculated solely on the weighted cumulative exam grade, and the student will fail the course with a grade of C, C-, D+, D or F.
- FPD/SDA students taking a non-exam-based nursing course must achieve a weighted cumulative course average of 77% or above. If the weighted cumulative course average is less than 77% the student will fail the course with a grade of C, C-, D+, D or F.

- Failure of a clinical component of a nursing course results in course failure, and a grade of F is awarded.
- Matriculated FPD/SDA students are required to maintain a 2.8 GPA throughout their studies and to meet the minimum required GPA of 2.8 for graduation.
- Exam grades and course assignments are weighted per each course syllabus.

#### Late Assignment Policy

The faculty is under no obligation to accept late assignments. Late submissions will be deducted 5 points for the first 24 hours and 5 points per day thereafter. After 5 days the paper will be assigned a grade of F. Requests for late submission will be considered in advance without penalty for extenuating circumstances. Students habitually late will not be given consideration. Once an assignment has been graded, instructors will not allow a re-submission for additional grading.

### 3.4 Adherence to Professional Behaviors

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

#### Professional Behavior Standards Policy

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

- SHU nursing students are expected to demonstrate consistently the professional behaviors listed within the Responsibility, Accountability, Professionalism, and Specific Standards for Clinical/Lab/Simulation sections listed below.
- Faculty will complete a critical incident form and issue a professional warning to students who fail to demonstrate one or more professional behaviors. Further disciplinary action may be required if serious or subsequent violations occur.
- Students' questions regarding the SHU Nursing Professional Behaviors listed below should be discussed with course faculty or faculty advisers.
- 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](#).

#### Responsibility

##### **The student:**

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

- Presents or discusses one's own views in a way that demonstrates respect for those with opposing viewpoints.

## Accountability

### The student:

- Is prepared for class/clinical sessions and assignments.
- Identifies learning needs and implements a success plan, if necessary, with faculty assistance.
- 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.
- Maintains appropriate body language and non-verbal cues that demonstrate respect for others.

## Professionalism

### The student:

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

**The student:**

- Adheres to clinical practices, principles and standards.
- Reports clinical findings to instructor and registered nurse in a timely manner.
- Engages in safe nursing practice.
- Practices within the scope of the student nurse role.
- Follows chain-of-command appropriately.

Failure to comply and demonstrate professionalism throughout the program may result in a professional warning. (See section 3.6a). Graduation awards are granted on merit and professionalism. Program warnings can affect a student's likelihood of award consideration.

### 3.5 Just Culture Policy

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

#### Just Culture Policy

To create a culture that promotes learning from practice errors while properly assigning accountability for behaviors, consistently evaluating events, and complying with reporting requirements for the DHCON and/or clinical setting.

#### Definitions

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

Examples of Human Error Student Practice Events:

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

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

Examples of At-Risk Behavior:

- Exceeding scope of practice for which the student has been educated

- Fraudulent documentation such as documenting prior to completion of task
- Deviation from established procedure

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

Examples of Reckless Behavior:

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

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

Examples of Systems Issues:

- Malfunctioning equipment
- Interdepartmental delays
- Inadequate supplies

#### Behaviors not included in this policy

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

#### Just Culture Procedure

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

#### Steps

1. Identification of a practice issue or event
2. Complete the Unusual Occurrence Incident Report
3. Complete the Student Practice Event Evaluation Tool (SPEET) to identify the category of the practice event and recommended action
4. Complete the Critical Incident Form to document outcome (if indicated)
5. Develop a Student Success Plan (if indicated)

6. The student may submit an appeal to the Just Culture policy outcome within 14 business days of notification and follow the appeal procedure as outlined in the nursing student guide.

### Categories of Practice Events and Outcomes

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

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

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

### Systems Issues

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

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

## 3.6 Academic Performance Course Progression

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

1. Academic Success
2. Safe, competent practice-based performance in clinical, simulation, and skills laboratories on-ground and in virtual settings
3. Adherence to Professional Role Behaviors

The nursing plan of study begins with introductory coursework that follows a predetermined sequence to encourage constructive thinking. As students progress, the complexity of the concepts increases to foster higher-order critical thinking and clinical judgment. To advance through the program, students must earn a minimum passing grade of a C+ (77%) in each nursing course and all nursing required math/science courses. All FPD/SDA students must pass all of the evaluatory components of a nursing course to receive a passing grade of C+ or higher. Evaluatory components include clinical, simulation, skills laboratory and didactic elements. Failure of one or more evaluatory components will result in course failure. If the student fails any of the practice components (clinical, simulation or skills lab) 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(s), based on didactic criteria, the student must retake all components of the course. Students who need to retake a nursing course due to failure must achieve a minimum weighted cumulative exam average of a B- (80%) and a minimum final course grade of B-.

Students failing to achieve a C+ in a pre-requisite or nursing course may only repeat the course once the next time it is offered based on the matriculation guidelines (Section 3.6). If the repeated pre-requisite non-nursing course is taken at another regionally accredited institution other than SHU, it will be considered transfer credit. Refer to the transfer credit policy (section 3.11).

If a student receives an incomplete grade in a prerequisite or required math or science course, the incomplete course must be successfully completed to progress to the next nursing course.

Note: Repeating a nursing course may affect a student’s ability to continue with their original class cohort and delay their expected graduation date.

### Program Retention Policy

After matriculation into the nursing program, students must remain in good standing to progress in the curriculum. Students must meet the matriculation guidelines to maintain their placement in the Sacred Heart Universities Undergraduate Nursing Program for FPD/SDA students.

### FPD Program Freshman Nursing Matriculation Guidelines

The freshman plan of study includes general education courses that serve as a foundational preparation for nursing coursework. Freshman science and math courses are sequential and referred to as prerequisite nursing courses. To matriculate to the sophomore year, freshman-nursing students must meet the following general requirements:

- Complete the following prerequisite courses for the first time at Sacred Heart University: (Note: FPD students are ineligible to take course sections in the SDA or ADN program)

- Biology 126/127 (freshman fall semester)
- Biology 128/129 (freshman spring semester)
- Chemistry 117/119 (freshman fall or spring semester)
- Math 105 (freshman fall or spring semester)
- Achieve a minimum passing grade of C+ (77%) in all pre-requisite freshman nursing science and math courses.
- Students who do not meet the matriculation requirements, refer to policy 3.7 Academic Standards.
- Any student who earns a grade of C or C- in one or two pre-requisite nursing course will be placed on nursing programmatic academic probation in the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) for two consecutive enrolled semesters starting sophomore year. At the end of the probation period, the student must meet the professional and academic standards outlined in the Student Nursing Guide and the requirements set forth by the Academic Standards Committee in order to return to good standing. The student must successfully retake the pre-requisite course in one attempt and achieve a C+ or higher to progress in the curriculum.

Students who do not demonstrate a satisfactory level of academic progress or fail to follow the plan of study will be dismissed from the DHCON and required to change majors.

Freshman are not permitted to progress into the sophomore year until all freshman matriculation guidelines are met. This may impact the time required to complete the plan of study for some students.

#### [FPD Sophomore, Junior and Senior Nursing Student Matriculation Guidelines](#)

Nursing courses begin in the sophomore year and are intentionally sequenced, beginning with foundational courses in the sophomore year with progression of difficulty and competency levels throughout the junior and senior years. Students must demonstrate proficiency in each course to progress in the plan of study.

Sophomores must:

- Complete the pre-requisite BI 161/162 Microbiology course for the first time at Sacred Heart University by the end of fall semester of sophomore year.
- Alternatively, a student may complete BI 161/162 in the summer prior to the start of the sophomore year at Sacred Heart University, if the course is offered.

All FPD nursing students enrolled in nursing must:

- Achieve a minimum grade of C+ (77%) in all science (including associated labs), math, and nursing courses. The DHCON honors the University policy of accepting a D for non-nursing, and non-science/math courses taken at Sacred Heart University. Withdrawal from a pre-requisite course without authorization of the FPD Program director or designee will result in dismissal from the DHCON.

- Successfully complete all pre-requisite courses.
- Attain a minimum weighted cumulative exam average of 77% and a minimum final course grade of C+ (77%) in all exam-based nursing courses (NU 205/206, NU 220/221, NU 310/311, NU 215/215, NU 300/301, NU 330/333, NU 340/341, NU 374/373, NU 360/361). Achieve a minimum weighted course average of C+ (77%) for non-exam-based nursing course.
- Receive a grade of “pass” on all end-of-semester nursing clinical evaluations, simulation evaluations and lab practica.
- Maintain a university cumulative GPA of 2.8 or higher.
- Demonstrate maturity, integrity, and professionalism in all settings.
- Achieve a medication calculation competency exam score of 90%. (Refer to the medication math exam policy below).
- Meet the cognitive, affective, and physical qualifications of the program. (See 3.14 Essential Attributes and Functional Abilities).
- Maintain compliance with all health and clinical agency requirements.

### *Single Course Failure*

All students with a single, first-time nursing course (NU) failure:

- May repeat the course once the next time it is offered, unless they are presently on probation, or an F was the final course grade.
- Must achieve a minimum cumulative exam average of B- (80%) and a minimum final course grade of B- (80%) in the repeated nursing course.
- Cannot begin or register for additional nursing courses until the repeated course is successfully completed. This may result in an extended plan of study.
- Will be placed on nursing programmatic academic probation by the Dean for two (2) consecutive enrolled semesters.
- Must prepare a well-written Success Plan and meet with their nursing faculty mentor to review/approve the Success Plan and must meet with their professional adviser to adjust their plan of study.
- Courses taken a second time remain on the transcript (the failing grade in the first course will be replaced by the repeated course grade). For the purposes of progression, the failed/remediated nursing course will be considered one course failure throughout the student’s program.

### *Additional Matriculation Guidelines*

- Students are not permitted to take more than two clinical nursing courses or more than three overall nursing courses within the same semester.
- FPD students may not transfer between the FPD and SDA BSN programs, nor take nursing courses under the SDA program. If an FPD student is not successful in a nursing course for the first time and is placed on nursing programmatic academic probation, the student must repeat the course the next time it is offered to FPD students only.

- Withdrawal from a nursing course without permission from the SDA Program Director or designee will result in dismissal from the DHCON.
- Attain a minimum weighted cumulative exam average of 77% and a minimum of C+ (77%) final course grade in all exam-based nursing courses.
- Achieve a minimum weighted course average of C + (77%) for non-exam-based nursing course.
- Receive a grade of “pass” on all end-of-semester nursing clinical evaluations, simulation evaluations and lab practica.
- Maintain a university cumulative GPA of 2.8 or higher.
- Demonstrate maturity, integrity, and professionalism in all settings.
- Achieve a medication calculation competency exam score of 90%. (Refer to the medication math exam policy below).
- Meet the cognitive, affective, and physical qualifications of the program. (See 3.14 Essential Attributes and Functional Abilities).
- Maintain compliance with all health and clinical agency requirements.

#### *Single Course Failure*

All students with a single, first-time nursing course (NU) failure:

- May repeat the course once the next time it is offered, unless they are presently on nursing programmatic academic probation, or an F was the final course grade. Must attain a minimum weighted cumulative exam average of B- (80%) and a minimum of B- (80%) final course grade in the repeated course.
- Cannot begin or register for additional nursing courses until the repeated course is successfully completed. This may result in an extended plan of study.
- Will be placed on nursing programmatic academic probation by the Dean for two (2) consecutive enrolled terms.
- Must prepare a well-written Success Plan and must meet with their adviser to review/approve the Success Plan and adjust their plan of study.
- Courses taken a second time remain on the transcript (the failing grade in the first course will be replaced by the repeated course grade). For the purposes of progression, the failed/remediated nursing course will be considered one course failure throughout the student’s program.

#### *Additional Matriculation Guidelines*

- Students are not permitted to take more than two clinical nursing courses within a term.
- SDA BSN students may not transfer between the FPD and SDA BSN programs, nor take nursing courses under the FPD program. If an SDA BSN student is not successful in a nursing course for the first time and is placed on nursing programmatic academic probation, the student must repeat the course the next time it is offered to SDA BSN students only.

A medication math exam will be administered to all students starting in NU 330/333 and each semester/term the student is enrolled in a clinical-based nursing course. Clinical nursing courses may require students to administer medication. Thus, medication calculation competency must be established before students can participate in medication administration in the clinical setting. The process includes:

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

### Incomplete "I"

The course faculty may grant an incomplete grade to a student in good academic standing, with the approval of the FPD/SDA program director, when illness or other extenuating circumstances beyond the student's control prevent completion of the course. The student must be passing the course at the time they request an incomplete grade, and the last day to withdraw from the course, according to the published SHU academic calendar, must have passed.

If an FPD student receives an incomplete grade in a prerequisite or required math or science course, the incomplete course must be successfully completed before proceeding with the next course to allow progression into subsequent nursing courses. Incomplete grades must be completed within the first week of the following semester/term to begin subsequent nursing courses. If the unfinished coursework is not completed within the designated time frame, the incomplete grade will revert to a failing course grade.

### 3.7 Academic Standards

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

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

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

- Actions that could have or did result in serious injury to a patient.
- Violations of accepted clinical/lab or agency practices, principles, or standards.
- 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 comply with student practice requirements.
- Failure to meet course standards/expectations.
- Violation of the University Academic Integrity Policy
- 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*

Students may receive a warning for violations related to professional and clinical standards as outlined in this section of the DHCON Nursing 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 faculty adviser 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 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 First Professional Degree/Second Degree Accelerated Student Nursing 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.

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

- Freshmen students who receive a C or C- in one or two science/math pre-requisites course(s) must repeat the course(s) prior to matriculating to their sophomore year. If the student successfully repeats the course(s) in one attempt he/she may remain in the program.
  - Course may be retaken at SHU or at a regionally accredited institution, in a fully on-ground format, during the summer session per the SHU transfer request permission policy.
  - Freshmen meeting the criteria above will be placed on nursing programmatic academic probation in the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON), for two consecutive enrolled semesters starting sophomore year. At the end of the probation period, the student must meet the professional and academic standards outlined in the Student Nursing Guide and the requirements set forth by the Academic Standards Committee in order to return to good standing. The student must successfully retake the pre-requisite course and achieve a C+ or higher to progress in the curriculum.
- Failure to achieve a weighted cumulative exam average of 77% or a cumulative course average of 77% in one nursing course while in good standing.
- Students who receive a C, C-, D+ or D in one nursing course must repeat the nursing course. If the student successfully repeats the course, he/she may remain in the program.
- Sophomores, juniors and seniors whose cumulative Grade Point Average (GPA) falls below the stated standard of 2.8.
- If the cumulative GPA remains below 2.8 at the end of the probationary period, the student will be dismissed from the program.
- Any serious professional or clinical written warning.
- After two consecutive (defined as within the same semester/terms or sequential semesters/terms) or three non-consecutive written warnings.

Students who are placed on nursing programmatic academic probation must meet with their respective course instructor, professional adviser, and faculty mentor 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

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 First Professional Degree/Second Degree Accelerated Program are:

- Earning a final course grade of D+, D, F, or W in any freshmen science/math prerequisite course. The DHCON honors the University policy of accepting a D for non-nursing, and non-science/math courses taken at Sacred Heart University except for the first-year seminar (FYWS-125). Freshman students are required to repeat FYWS- 125 at Sacred Heart University, if a grade of C- or below is earned.
- Withdrawal from a prerequisite course without authorization from the FPD Chair or designee.
- Earning a grade of C or C- in three or more freshmen science/math pre-requisite nursing courses.
- Earning an overall GPA of less than 2.8 by the completion of freshman science/math prerequisite courses.
- Failure of clinical portion, including practicum and lab components of the course, which results in an F for the final course grade. Passing of the clinical aspect of the course requires an overall average of 80% of the clinical objectives rated at a 3 (4-point scale) or above, and meeting/passing all clinical competencies and completing the required number of clinical hours.
- Failure to achieve a weighted cumulative exam average of 77% in two or more nursing courses or a cumulative course average of 77% in two or more nursing courses throughout the program.
- Failure to achieve a weighted cumulative exam average of 77% or a cumulative course average of 77% in one nursing course while on probation.
- A cumulative exam average of F or a final grade of F in a single nursing course.
- Failure to achieve an 80% (B-) or better for weighted cumulative exam average and a B- or better for the final course grade in the repeated nursing course.
- Failure to demonstrate medication math calculation competency at a level of 90% after three (3) attempts in the same course.
- Failure to achieve a 2.8 cumulative GPA at the end of freshman year or after two consecutive semesters/terms on nursing programmatic academic probation.
- Failure to demonstrate professional behavior standards.
- Failure to meet the Essential Attributes and Functional Abilities for nursing students despite reasonable accommodations.
- Failure to meet criteria set out in program emails.
- Failure to meet criteria in official letters of warning and nursing programmatic academic probation.
- Incur an incident that would result in nursing programmatic academic probation while on nursing programmatic academic probation.

## Clinical Course Failure

A student will fail a clinical course and be dismissed from the FPD/SDA program under the following conditions.

- Practicing outside the scope of the pre-licensure student nurse role that may result in potential or actual harm of a patient/client.
- Providing patient care including but not limited to treatments and/or medication administration without the supervision of a DHCON faculty member or designated DHCON preceptor present.
- Engaging in unprofessional behavior that results in the student being barred from the clinical rotation by the clinical agency/institution.

## 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. A student's academic and clinical record 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 and semesters, the request and statement must be received within 14 business days of the dismissal notification.

The program does not offer the opportunity to appeal to continue with the original class. Students need ample time to prepare to return to the program to succeed, if successful in their appeal.

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

If the student chooses to appeal a decision of dismissal, related to academic standards, the student must submit a written statement detailing the grounds for appeal based on the list above. The student is responsible for preparing a written statement and setting forth the facts and circumstances 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 via the [Appeal of DHCON Dismissal Form](#) no later than January 3 for the fall semester. For all other modules and 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, the Program Director, the student's professional adviser and faculty mentor in writing of the decision.
- If the decision so indicates, the Dean's office will contact the university's registrar to initiate a change in the decision of dismissal.
- Note: Incidences where the Dean of the DHCON is named, a designee from the Office of the Dean may be substituted, i.e., Associate Dean.
- If an appeal of dismissal is overturned, the student will be placed on Nursing Programmatic Academic Probation. Please see the Academic Probation section of this Guide.

Freshman students who are dismissed for receiving one D or D+ in a math or science course in the first semester of freshman year, may reapply for re-admittance to the program after 2 semesters (spring of freshman year and fall of sophomore year) matriculated in a major other than nursing. Students can reapply at the end of their second semester (fall) in a new major, for readmission to the program in the spring semester. Students will be evaluated for readmission to the First Professional Degree by a committee of undergraduate faculty. Students will not be allowed to take further nursing science/math prerequisites or repeat failed course prior to readmission. Only freshmen dismissed AY25 forward are eligible for reapplication. Previous student dismissals are not eligible.

### Process:

1. Upon dismissal the student will be required to matriculate into a new major at Sacred Heart University. An academic adviser can assist with completion of the change of major form.
2. The student will be required to submit a letter of intent for reapplication to the Director of the First Professional Degree via email by November 1<sup>st</sup> of the year following dismissal.
3. The letter must include a thoughtful reflective statement on the factors that contributed to an unsuccessful outcome as well as a solid plan for success upon readmission.
4. The undergraduate committee will evaluate the application including the reflective statement, final grades from spring semester, current grades from fall semester and professional standings.
5. The student will be notified of a decision by the committee by December 15<sup>th</sup>
6. If the student is readmitted, the student will be able to re-enter as a second semester Freshman and continue with their nursing plan of study.
7. The student will be able to repeat the failed course the summer following readmission.
8. The readmitted student will be placed on probation for two semesters following readmission.

**Example:** Student is dismissed in fall of 2026 for a D or D+, the student will change majors for spring of 2027 and be matriculated in that major as a full-time student for spring and fall of 2027. The student is eligible to reapply for readmission prior to November 1, 2027, and will be notified by December 30, 2027 of a decision for readmission. If readmitted the student can take Anatomy and Physiology II and chemistry (if needed) in the spring of 2028 and will be able to retake the failed course (if Anatomy and Physiology I) in the summer of 2028 at Sacred Heart University.

## 3.8 Chain of Command

### Plan of Study

Students who have concerns related to their plan of study or courses should contact their Professional Adviser. If further assistance is needed, the student and/or professional adviser

will work with the faculty mentor to resolve the concern. If further assistance is needed, the student and/or Adviser will contact the Program Director/Assistant Program Director

### Courses

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

### Clinical

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

## 3.9 Leave of Absence

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

### Leave of Absence Policy

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

During the semester/term prior to reentering the program, the student who has taken the leave of absence must contact the Program Director to secure a space in the program. Students are not guaranteed a place in a specific semester/term; however, reasonable attempts will be made to honor their request. Returning students may be asked to demonstrate competency in prior nursing courses. This may occur as a lab practicum or a content mastery examination. If the leave of absence was in response to a medical condition, a medical provider note, specific to the condition, must be provided to medically clear the student to return to clinical.

Students who take a leave of absence will be expected to comply with any curricular or policy changes occurring within the degree program during their absence. Extensions to the requested

leave of absence timeframe will be considered on a case-by-case basis by the Program Director and the Dean of the DHCON.

#### Leave of Absence Procedure

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

#### 3.10 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 SHU Undergraduate 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 adviser 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.

### 3.11 Administrative Withdrawal

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

#### Administrative Withdrawal Policy

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

#### Administrative Withdrawal Procedure

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

### 3.12 Attendance Policy

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

Students are required to be present and available for all days during the academic calendar (including university exam week). Students should not schedule vacations or events on a day for which university is open for classes/exams. Changes to class/clinical/lab schedules are subject to change at any time during the academic calendar and students are required to be available.

#### Attendance-Classroom Policy

- Students are expected to attend all scheduled classes, lab and clinical sessions, and related academic activities. *This includes regular participation in course discussions/activities for courses that are online format.*
- Students should dress in appropriate attire as directed by the learning environment and dress code (see section 3.19). Appropriate attire should be worn during face to face and online virtual teaching environments. During virtual instruction cameras must be on and the environment must be appropriate for learning.
- Per Sacred Heart University policy, class attendance will be taken each session that the class meets or weekly for online/hybrid classes.
- Faculty may evaluate student participation. Refer to the course syllabus for evaluating processes (if applicable).

- Students who will be absent from any class or related activities must notify the course instructor prior to the class start time. Failure to do so could result in a professional warning.
- Student absences from class, lab or clinical for personal reasons (vacation, personal time, etc.) are not sanctioned and no accommodation can be made for a student with an unsanctioned personal absence.
- Students are responsible for all material presented during their approved absence and for meeting all course requirements (e.g., quizzes or presentations) that occurred during their absence. Please see missed exam policy for students missing an exam.
- Student-athletes who anticipate missing class or clinical must present a written request for travel to the course faculty at the beginning of the semester or when identified to the student (see University Policy re: Class Attendance Policy for Student Athletes).
- In cases where the absence was not previously approved or extenuating circumstances exist, opportunities to make up activities will be at the discretion of the faculty.
- Prolonged or frequent absences may make it impossible for students to achieve program and class objectives, which may result in a course failure.
- Failure to comply with course standards/expectations may result in completion of a critical incident form and may result in being issued a professional warning. Refer to the Critical Incident Report (Appendix E) for a list of course expectations.

#### Attendance Procedure

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

#### Clinical and Simulation Laboratory Attendance

- Students are expected to attend all clinical and simulated activities. Some clinical rotations/laboratory sessions may include weekends and “off shift” scheduling.
- Each missed experience places the student at risk for not being successful in meeting the clinical outcomes and course objectives, resulting in a possible course failure.
- Simulation is considered a form of clinical experience and will be counted as such for clinical hours/clinical miss.
- The first missed clinical experience (excused or unexcused) must be made-up and will be arranged at the discretion of the clinical course coordinator. Make-up may be accomplished through a variety of experiences/assignments commensurate with the missed clinical.
- A second missed clinical/simulation experience (excused or unexcused) for the same course will result in required fee of \$100 to be paid by the student to facilitate a mandatory make-up day.
- Payment of \$100 is due to the Nursing Program within 7 days of the second absence. If no payment is made within 7 days, a professional warning will be issued.
- Greater than 25% of missed clinical hours (excused or unexcused) for a specific course will result in a failure for the clinical portion of the course. Specific hours for each course are noted below:
  - NU 300/301, NU330/333, NU373/374 - greater than 11 clinical hours

- NU340/341 - greater than 21 clinical hours
- NU360/361 - greater than 32 clinical hours
- For students participating in a preceptor based clinical experience (NU 380/381 or NU 394/395), make ups will be at the discretion of the clinical coordinator/adviser.
- Students who will be absent from any clinical or simulation must notify the agency/preceptor/clinical instructor by phone and the clinical coordinator at least one hour prior to start time (or if impossible, as much before start time as possible). Messages of absence should not be relayed through peers or electronic communication.
- Student athletes must follow the student athlete missed class policy. (See University Policy). Missed clinical days must be made up.
- Specific guidelines related to reporting absences from clinical or simulation lab assignments may be introduced by course or clinical faculty, in which case, students are expected to meet these standards.
- Failure to comply with professional standards/expectations will result in completion of a critical incident form. Refer to the Critical Incident Report (Appendix E) for a list of clinical and lab expectations.
- Excused clinical absences include illness, injury and bereavement. Excused absences must be approved by the course coordinator/Assistant Program Director prior to the missed clinical experience. Any unexcused clinical absence will result in a professional warning.

Students are responsible for their own transportation and associated expenses to and from clinical/lab experiences. Students with financial hardship may qualify for iFun monies to subsidize costs. For further information on iFun, call the FPD/SDA program assistant 203-396-6783. The iFun application is online on the Sacred Heart Website.

### Laboratory Attendance

- Students are expected to attend all scheduled laboratory activities on the registered day and time. Some laboratory sessions may include weekends and “off shift” scheduling.
- Each missed experience places the student at risk for not being successful in meeting the course objectives, resulting in a possible course failure.
- The first missed lab experience must be made-up and will be arranged at the discretion of the course coordinator. Students must attend the scheduled make-up time that is arranged.
- A second missed laboratory experience in the same semester will result in required fee of \$100 to be paid by the student to facilitate a mandatory make-up experience.
- Payment of \$100 is due to the Nursing Program within 7 days of the second absence. If no payment is made within 7 days, a professional warning will be issued.
- Students who will be absent from any laboratory experience must notify the clinical coordinator at least one hour prior to start time (or if impossible, as much before start time as possible). Messages of absence should not be relayed through peers.
- Student athletes must follow the student athlete missed class policy. (See University Policy). Missed lab days must be made up.

- Specific guidelines related to reporting absences from lab assignments may be introduced by course faculty, in which case, students are expected to meet these standards.
- Failure to comply with professional standards/expectations will result in completion of a critical incident form. Refer to the Critical Incident Report (Appendix E) for a list of clinical and lab expectations.

### 3.13 Transfer Credit

All matriculated students are expected to fulfill course requirements for their degree at Sacred Heart University. No nursing course may be transferred from another college or university.

Under special circumstances, a FPD student may appeal to take a non-nursing course at another regionally accredited institution during the winter or summer sessions only.

#### Transfer Credit Policy

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

#### Transfer Credit Procedure

- FPD matriculated students seeking to take **non-nursing courses** at other colleges must download and complete a transfer request permission form available on the registrar's website. Nursing science and math courses must be taken for the first time at Sacred Heart University.
- Forms must be completed and submitted for signature at least 2 weeks prior to the end of a semester.
- Final approval must be given by the student's academic adviser and the Dean of the DHCON or designee. Credit will not be awarded without prior final approval by the Dean. Requests must be processed and approved in advance of course offerings.
- It is the student's responsibility to have an official transcript sent to the Registrar's Office to receive credit for the course. Refer to the course progression policy in this nursing student guide. (Section 3.5 – Academic Performance Course Progression).

SDA students transfer credits are confirmed upon acceptance to the program. No additional transfer credits are permitted.

### 3.14 Student Fees

#### Differential Tuition

Sacred Heart University has implemented a differential tuition for the nursing program. The cost of nursing education is increased relative to other majors due to intensive clinical laboratory courses and clinical supervision required to maintain the professional standards of nursing education in addition to the associated expenses of clinical education. This charge will be reflected as a program fee each semester in addition to undergraduate tuition and fees. The fee will be initiated for nursing students beginning with the first enrolled nursing course. Fees are non-refundable.

#### Lab Fees

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

#### Nursing Assessment Fee

A one-time assessment fee is levied in NU 215, Health Assessment, for individualized testing and evaluation that occurs throughout the nursing major courses. Students receive supplemental and remedial study materials in addition to individual feedback on tests and recommendations for improvement. Students in NU 390, Senior Synthesis, will be required to participate in an NCLEX review course toward the end of the final semester. The fee is independent of the nursing assessment fee and is the responsibility of the nursing student. Questions about these fees and activities should be directed to the program director.

#### Nursing Verification/Health Requirements Documentation Fee

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

### 3.15 Exam Taking Policy

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

- The following items may not be accessed at all during the exam/exam review and until leaving the testing room at the conclusion of the exam/exam review. Students must keep the following items stored away and inaccessible until the faculty member/proctor instructs the students the exam/exam review session is over.
  - Educational, test preparation, or study materials (including textbooks, notebooks, classroom notes, etc.)
  - All bags, purses, wallets, and smart watches.
  - All electronic devices (cell/mobile/smart phones, tablets, smart watches, MP3 players, fitness bands, jump drives, cameras, or any other electronic devices. All electronics must be in the off mode.
  - Coats, jackets, hats, scarves, gloves, and hoodies.
  - Food, drink or chewing gum.
- Faculty will authorize the use of an approved, clean 8 1/2" x 11" white board for use during an exam as needed. A student may not write notes on the white board until exam officially begins and has successfully logged in to the testing platform. The white board must be clearly erased after completion of the exam.
- Students who prefer to wear earplugs for testing must discuss that request with their course instructor before using.
- Students may not leave the testing room without faculty permission. Students needing to use the bathroom emergently during an exam will be escorted to the lavatory by a test proctor.
- The exam clock will not stop during any break in testing.
- Students must show their SHU ID or government issued ID prior to testing.
- Students may not take the exam for somebody else.
- Each exam can only be taken once. (Unless otherwise authorized by the program director, if extenuating circumstances are presented).
- If students experience hardware or software problems during the exam, they must notify the exam proctor immediately by raising their hand.
- Students who opt out of a test or exam due to illness must obtain a note from a Health Care Provider such as an MD, APRN, or PA; the absence from the exam must be communicated with course faculty prior to the start of the test or exam.
- Students who opt out due to an emergency must contact course faculty prior to the start of the test or exam.
- If a student opts out of an examination due to illness or emergency, the final exam score will be substituted for the missed unit exam score.
- If a student is absent from an exam that is not related to an emergency or illness, and/or has incorrectly reported an absence as described above, a zero will be given for the

missed exam. A student may take an exam only during the scheduled course exam time. If the student misses the scheduled exam time, a zero will be given for the missed exam.

- If two (2) unit exams are missed regardless if the reason provided for the missed exam follows above policies, an incomplete will be awarded.
- If a student arrives after the start of the exam but before students are released, time allotted for the exam is from the original class start of the exam- no additional time is given.
- Any student who has three (3) or more final exams scheduled on the same day may petition in writing to the course faculty to take an exam at an alternate day/time. The student must provide documentation of scheduled exam times identifying the conflict with faculty signatures. Any change to the student's final exam schedule must be approved by the program director in advance of the scheduled exam times.
- If the final exam is missed for an approved reason as stated above and communicated in advance to the course faculty, an incomplete may be awarded after discussion with course faculty and program director. If a student receives an incomplete grade, the student will have the opportunity to make up the final exam at the discretion of the course faculty in conjunction with the program director no earlier than 14 days post the Academic Standings end-of-the-semester/term meeting.
- Incomplete grades must be completed within the first week of the following semester/term in order to begin subsequent nursing courses.

### *Remote Proctoring*

Students taking exams online will be proctored virtually by SHU Nursing faculty/proctors or using proctoring software designed to maintain the integrity of the exams. Students are expected to adhere to all DHCON testing policies. This is an individual exam and students are not allowed to use study aids. Online exams are only utilized in specific extenuating circumstances (when SHU flex is in place) and must be approved by the Program Director.

Students must comply with the exam taking policy and requirements outlined below for testing.

### *Technical Requirements*

- Fully charged desktop or laptop computer with a working webcam and microphone (no iPads, tablets, or phones are to be used.) for testing.
- Fully charged smart phone or tablet to be used for remote proctoring with sound options disabled prior to the start of the exam.
- Reliable internet service
- Download and maintain a virtual platform (Zoom) on a smart phone prior to testing.

### *Setting Requirements*

- Testing space (desk/table) must be free of clutter in a well-lit space.
- One approved white board that must be erased following the exam.

### *Prior to Testing*

- Students are expected to provide their cell phone number to the proctor. Students may receive a call from the proctor/faculty if there are any concerns during the exam delivery, including concerns related to violation of the DHCON exam taking policy.
- Sign on to Zoom at least 15 minutes prior to the start of exam.
- Show SHU or government issued ID card when directed.
- Perform a visual room scan (using a smart phone) of the testing environment when directed.

### *During the Exam*

- Proctoring platform must be maintained and the student must be visible throughout the entire exam.
- If the student experiences any technological issues, they should notify the exam proctor.
- If the proctor is unable to visualize the student and/or the testing environment, the student will be contacted by the exam proctor.
- Turning off camera (or Zoom) at any time during the exam testing session will be considered a violation of academic integrity and sanctioned as such.
- If the proctor questions an action, the proctor will contact the student by phone to inquire.

### *Following the Exam*

- Upload the exam and show the proctor the screen indicating that the upload was successful (green check).
- Destroy the scrap paper or erase the white board as directed by the exam proctor.
- Close the computer and remain on the virtual proctoring platform until the exam session has been completed and students are released.
- Students may not use any electronic devices or unapproved educational resources.

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

Any student who engages in unprofessional and improper behavior and/or does not follow and adhere to faculty's warning to discontinue this disruptive behavior or does not adhere the exam testing policy will have the exam nulled and will not be allowed to retest. The exam will be graded as a **zero (0)**. The behaviors listed below are considered to be improper and unprofessional behavior and in violation of the exam.

- Giving or receiving assistance of any kind.
- Using any prohibited aids such as handheld calculators, conversion tables, electronic devices, etc.
- Accessing or attempting to access any study materials (textbooks, notebooks, classroom notes, websites, blackboard, etc.) at any time after the start of the examination administration (including break times) until exam completion.
- Failing to follow the exam taking policy or the instructions of the faculty/proctor.

- Offering assistance of any kind to another student without the instruction of the faculty.
- Seeking assistance from any other party in answering items (in person, by phone, text or by email) during your examination (including breaks).
- Creating a disturbance of any kind.
- Copying, reconstructing, or removing examination items and/or responses (in any format) or taking notes about the examination from the testing environment or attempting to do the same.
- Tampering with or disruption of the operation of the computer, proctoring platform or attempting to use the computer for any function other than taking the examination/virtual proctoring. All unapproved computer applications must be closed prior to testing.
- Attempting to leave the testing room anytime during or after the exam before the exam session is completed and students are released.
- Using the computer for non-testing/proctoring purposes during the testing period.

If a student accesses any software program other than the exam and proctoring platforms (including but not limited to email, social media, web browser, Word, Excel, etc.) there will be a presumption that the student is engaged in cheating and subject to the same penalties as unprofessional and improper behavior noted above.

#### Test Confidentiality

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

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

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

#### Test Analysis

Course faculty will perform a thorough test analysis and post exam grades within 7 days of the exam. The faculty will review concepts requiring reinforcement during the next scheduled class.

Students who are absent for the exam review may make an appointment to meet with the course instructor prior to the next scheduled exam. Once another exam has been administered, students will not be allowed to review previous course exams. All test taking policies are in effect for exam review sessions. If there is a violation to academic/test integrity noted during or after the exam review session, a zero will be given for the associated exam.

Test items, responses, and rationales are the property of Sacred Heart University and cannot be copied for any reason. A student who feels a test item answer is incorrect should schedule an appointment with the course faculty or may complete/submit a test item protest form (See [Appendix I](#)) within 7 days of exam review to their course faculty for consideration. Course faculty will review the protest form and render a decision within one week of receipt.

### 3.16 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 Dr. Susan L. Davis, R.N., & Richard J. Henley College Students* document details the cognitive, affective, and psychomotor skills determined to be essential for full participation in teaching/learning activities of the DHCON programs and critical to providing safe and competent care to patients/clients in a clinical and simulated learning environment. See Appendix C.

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

All reasonable efforts will be made to assist the students to obtain the necessary and reasonable accommodation(s) as specified in the official notification from the Office of Student Accessibility.

### 3.17 Impaired Student Policy Involving Substance Misuse in the Practice Setting

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

Substance misuse can compromise the learning environment and cause the affected student to have impaired judgment and skills. Therefore, appropriate identification, intervention, and management of misuse and addiction is critical for nursing education and practice (NCSBN, 2011). The National Council of State Boards of Nursing (NCSBN) has published a video on this

significant nursing issue, Substance Use Disorder in Nursing, which is recommended to review (NCSBN, 2013). According to the American Association of Colleges of Nursing (AACN), substance misuse is a universal health problem affecting all segments of society, including the profession of Nursing. College students may be at risk for substance use and misuse problems (AACN, 1998). Nursing students' use and misuse of substances compromises their education and their ability to provide safe and effective patient care.

#### Identification and documentation of impaired student procedure

Faculty, mentors, or preceptors in the 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

The Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (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 efforts will be made to assist students to obtain necessary and reasonable accommodations per as specified in the official notification from the Office of Student Accessibility.

### 3.18 Student Practice Requirements

#### Health Requirements Documentation, Criminal Background Check & Drug Testing

Health requirements documentation, criminal background checks (CBC) & drug testing are required. Health care agency placement agreements & patient safety needs require strict compliance with health screening, vaccinations, CBCs, & drug screening requirements (“Student Practice Requirements”).

Students are required to maintain full clinical compliance with their “Student Practice Requirements” for FPD starting sophomore year until successful completion of the nursing program and for SDA students starting June of their year of entrance into the program until successful completion of the program. Students who miss clinical due to non-compliance with requirements are at risk for not meeting course/clinical objectives which may result in course failure, probation, and/or recommendation for dismissal from the program (refer to missed clinical policy).

Students must comply with external regulations with regard to COVID-19 vaccines, COVID-19 boosters, immunizations & health requirements.

#### Health Accounts: First Professional Degree (FPD) & Second Degree Accelerated (SDA)

Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) is required to provide all student practice requirement information to clinical sites two (2) weeks to one (1) month prior to start of-semester/term. Students who fail to meet any deadlines set for “Student Practice Requirements” by clinical placement will receive a warning.

All DHCON students must enroll in & activate an account with the vendor providing compliance document management services. (“Health Account”). Instructions & health forms will be provided by Clinical Placement & are located on your Accelerated BSN Clinical Requirements, or First Professional Degree Clinical Requirements Blackboard (BB) organization.

- DHCON will not accept copies of medical information. Utilizing & completing required health forms ensure students meet agency requirements for clinical practice. Students are responsible for submitting documentation directly to their Health Account and verifying that they were accepted.
- It is recommended students keep copies of all health documents. DHCON will not make copies. Students can download copies of their health documents from their Health Account. Health Account is the only repository for health clearance information.
- It is the student's responsibility to check their Health Account for any items expiring soon. Any items expiring will need to be uploaded and accepted by the compliance platform in the health account by the due date. Students should upload items prior to the due date to ensure that items are approved by the platform before the due date.
- Students are responsible for all health compliance requirement costs, including the cost of the Health Account.
- All FPD & SDA students must complete the CHA test prior to beginning clinical (July 15<sup>th</sup> prior to sophomore year for FPD students and June 15<sup>th</sup> for SDA students). CHA test is located in your Blackboard organization. A passing score of 85% or better must be achieved and evidence of a passing grade must be uploaded to the student's health account.
- All matriculated FPD & SDA students must have a seasonal Influenza vaccination for the current flu season no later than October 15<sup>th</sup>, or earlier if required by assigned clinical site for that academic year.

#### *FPD Students*

All matriculated sophomore, junior & senior FPD students must complete & upload to their Health Account on or before July 15<sup>th</sup> for that academic year the following:

- Provider approved Physical Exam
- OSHA Respirator Medical Evaluation Questionnaire
- TB Test (some sites require Two-Step PPD or Blood Test)
- Statement of Responsibility Form
- Allergy form

#### *SDA Students*

All matriculated SDA students must complete & upload to their Health Account on or before June 15 for that academic year the following:

- Provider approved Annual Physical Exam
- OSHA Respirator Medical Evaluation Questionnaire
- TB Test (some sites require Two-Step PPD or Blood Test)
- Statement of Responsibility Form
- Allergy form

## CPR Certification

All junior, senior & SDA nursing students must provide evidence of certification in cardiopulmonary resuscitation (CPR). CPR certification is a clinical agency requirement. Sophomore students will be required to have CPR certification if placed at a clinical agency that requires it. Documentation of CPR certification is to be submitted directly to the student's Health Account.

Only the following types of CPR certification are acceptable:

- American Heart Association (AHA) BLS for Healthcare Providers
- American Heart Association (AHA) BLS RQI HealthCare Providers
- American Red Cross (ARC) BLS for Healthcare Providers

\*CPR/AED for Professional Rescuers is **not** acceptable.

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

### *CPR Certification Procedure*

Nursing students must provide evidence of current CPR certification to their Health Account. FPD students should upload their certification to their Health Account by July 15th prior to the start of their junior year. It is recommended that FPD students complete their CPR requirement during late April/early May of sophomore year. SDA students will complete CPR during their scheduled orientation week, if not previously completed.

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

### *Drug Screening & Criminal Background Check Policy*

Per regulations external to the University, students must comply with the DHCON policy to complete a Criminal Background Check (CBC) & Drug Screen (DS) prior to attending clinical. Certain CBC & DS results may limit a student's ability to be placed in a clinical & 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 Chair (or designee) to discuss the impact of the positive results on placement & progression in the program.

2. If recommended by the Program Director, 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 drug screen 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 drug screen. 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.

#### *Drug Screening Procedure*

##### *FPD Students*

- Two drug screens are required for all junior & senior FPD students:
  - The first is to be completed prior to the fall semester. The second is to be completed prior to the spring semester.

##### *SDA Students*

- Three drug screens will be completed throughout the course of the program. Exact timelines will be provided by the Clinical Placement Compliance Coordinator.

##### *Both FPD & SDA Students*

- Drug test & results must be completed by the date provided by CPC for each semester(s)/term(s) or course with a clinical component. If a student's clinical site requires additional testing, students must comply with the clinical site's requirements.
- If drug test comes back negative dilute the student is responsible for retaking the drug screen at the student's expense.

#### *Criminal Background Checks*

##### *FPD Students*

- All FPD students must satisfactorily complete a criminal background check (CBC) prior to the start of the spring semester of sophomore, junior & senior year. Exact timeline will be provided by the Clinical Placement Compliance Coordinator.

## SDA Students

- Three criminal background checks (CBC) will be completed throughout the course of the program. Exact timelines will be provided by the Clinical Placement Compliance Coordinator.

FPD & SDA students that have 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 vary with time requirements, from one month to twelve months prior to start of clinical rotation. Therefore, CBCs are necessary prior to the start of spring semester annually until completion of program for FPD students, & as needed for SDA students.

### *Protecting Youth Training Course*

Per Sacred Heart University (SHU) policy all faculty, staff, & students are required to complete the Protecting Youth Training Course. Training is offered online & instructions are provided in the Accelerated BSN Clinical Requirements & First Professional Degree Clinical Requirements BB organizations. Upon completion of training, students will receive a certificate of completion. Students must upload their certificate of completion to their health account.

## FPD Students

Protecting Youth Training may be completed any time prior to the start of a student's sophomore year. The compliance due date is July 15.

## SDA Students

Protecting Youth Training compliance due date is June 15.

### 3.19 Student Health Compliance Policy & Class/Clinical Attendance – Sophomores, Juniors, Seniors & SDA Students

Noncompliant junior, senior & SDA students who fail to meet the published clinical placement compliance due dates within 72 hours of the clinical/lab course official start date will be removed from the clinical/lab course & clinical rotation(s). Clinical Placement (CP) will notify students of course removal via an email to their SHU email address within 72 hours of the clinical/lab official course start date.

Any student found to be out of compliance will not be able to register for further classes until fully clinically compliant.

Students are to remain fully clinically compliant with all requirements for the duration of each clinical/lab course. Students that fail to remain fully clinically compliant will be removed from the clinical/lab course & their clinical rotation. Assistant Program Director will notify the student and course faculty of course removal via an email sent to their SHU email address.

Missed clinical days due to non-compliance will be considered an unexcused absence and fall under the missed clinical policy.

Official compliance clearance will not be given outside of the normal University work week Monday through Friday 8:30 AM – 4:30 PM EST.

### 3.20 Clinical Placement Process

Students are scheduled for clinical placements by the Clinical Faculty Coordinator/Clinical Placement Coordinators based on availability of clinical sites. Clinical experiences may be scheduled any day of the week including weekends and during off-shifts (evenings or nights). Students will be notified prior to the start of the semester/term of clinical sites and schedules. Students may not arrange their own clinical experiences. Clinical Placement cannot accommodate a student's personal schedules (including employment). The only acceptable reasons for clinical conflict accommodations are **nursing courses** and **D1 athletics**. Accommodations for work schedules, non-D1 athletics, club sports or other university activities are not guaranteed. Student athletes should inform their course faculty and Clinical Coordinator of in-season practice and tournament schedules prior to the start of the semester. Additionally, athletes must complete the conflict form provided by the Assistant Program Director.

The DHCON is committed to providing students with clinical rotations of various complexities and specialties. Students may be placed in a clinical setting up to 1 hour and 15 minute drive from SHU to ensure appropriate clinical placements. Students are responsible for their own transportation to and from clinical experiences.

Students are not permitted to have a family member or close friend serve as their preceptor, as it constitutes a conflict of interest that can compromise objectivity, professional boundaries, and the integrity of the evaluation process.

### 3.21 E\*Value

E\*Value is a healthcare education data management software application SHU DHCON has adopted & is utilizing to track & manage clinical & site compliance requirements. Students in FPD/SDA programs are expected to complete the following tasks in E\*Value: Clinical (hours) Logs, Clinical Evaluations, & Student Evaluation of Instructor/Preceptor/Lab Instructor, site and exit and alumni surveys.

Once the student is fully registered for a clinical nursing course, the student is responsible for reviewing and following the instructional E\*Value student Power Point presentation. The PowerPoint is located on the E\*Value 'Homepage' when a student logs in and is also in the designated program Blackboard Organization folder. Access to student's personalized E\*Value accounts will only be granted by using the student's SHU username & password to log in.

All correspondence and communication regarding E\*Value & clinical compliance will be through student's SHU email accounts. It is the responsibility of the student to thoroughly read & follow

all instructions in the student E\*Value Power Point presentation. Questions regarding E\*Value can be directed to the Clinical Placement Coordinator or the course coordinator of the specific course.

### 3.22 Latex Allergy Policy

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

- Nursing students who suspect or have a confirmed latex allergy must have an evaluation by an allergist or immunologist, resulting in a classification of irritant contact dermatitis, allergic contact dermatitis or IgE histamine mediated allergy. A note from this medical provider must be sent to the program director before clinical assignments are given.
- Students with latex allergies will be required to sign a waiver, acknowledging their risk and responsibility for avoiding latex or other products whenever possible.
- Students who decide to continue in the nursing program acknowledge the above notice and agree to assume the risk and continue at their own risk.
- The 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 clinical agency to which they are assigned and follow said policy while in the clinical setting.
- Students with latex allergy are not excused from meeting requirements of the nursing program.
- The 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 use the aforementioned process for notification, risk acknowledgement, and acceptance of possible risk in the clinical setting.

#### Latex/Allergy Procedure

- Students with concerns regarding a possible latex allergy must bring this to the attention of the clinical coordinator, course faculty, course coordinator, and program

director as soon as possible upon entry into the program, registration for each new course and/or upon diagnosis.

- The program director will advise students of how to proceed with testing, documentation, and waiver processes.
- Students must notify each clinical coordinator of the latex allergy prior to the start of the semester.
- Students are responsible for notifying the clinical/lab faculty of their allergy at the beginning of each clinical experience.
- Clinical faculty will meet with the student to determine a plan for avoidance of allergen and for emergency management of exposure. This document must be updated with each new clinical placement and placed in the student's record.

### 3.23 Mobile Electronics

#### Clinical

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

#### Classroom/Lab

Cellular devices may not be used during class unless it is part of an engaged learning activity. Faculty reserve the right to ask students to silence or shut off the device. If allowed to use during course meetings, all cell phones and other electronic devices (including but not limited to tablets and smart watches) must be in the non-audio mode during class. Texting during class is prohibited.

### 3.24 Dress Code Policy

Nursing students are ambassadors for Sacred Heart University's nursing programs in a variety of clinical settings. Appropriate clinical attire aids in proper identification of SHU nursing students by agency staff and patients and distinguishes the function of the caregiver. Nursing students are expected to follow the established dress code and uniform policy detailed below as part of their demonstration of Professional Role Behaviors (see policy).

The DHCON uniform and badge are to be worn only by students in structured clinical, simulation, lab, volunteer experiences, or special events determined and approved by the DHCON. Students are allowed at their assigned agency only during approved clinical hours or DHCON sanctioned events when representing SHU DHCON. Students are responsible for laundering their scrubs after each clinical experience/use and must change out of scrubs prior

to attending any other campus activity, including class. Students may consider purchasing an additional pair of scrubs.

Clinical/simulation faculty have the responsibility to inspect and approve uniforms. Students who fail to abide by the uniform guidelines will be asked to leave clinical and return appropriately dressed. Upon return, a critical incident form must be submitted by the student to the assigned course instructor for failing to meet this required professional expectation. Questions or concerns regarding these guidelines should be addressed with the clinical course faculty prior to attending the clinical, simulation, or professional activity. Note: These policy statements are superseded by agency policy if it is more stringent.

#### [Sophomores/Juniors/Seniors and SDA Basic Uniform](#)

Students are responsible for purchase and maintenance of the DHCON approved uniform. DHCON approved uniforms should be purchased at the University's bookstore. The basic uniform consists of a red scrub set (unisex pants and V-neck shirt). A solid, neutral colored long sleeved cotton shirt may be worn under the red scrub top. See the general uniform guidelines section below for additional information. A stethoscope, black ink pen, and small notebook are required. Additional equipment (bandage scissors, forceps, penlight) are recommended for upperclassmen.

#### [Juniors/Seniors and SDA Lab Coat](#)

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

#### [Business Casual Clothing](#)

*Adapted from NSNA professional meeting attire guidelines.*

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

#### [Public Health Nursing Dress Code](#)

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

may vary by home health agency. Proper identification is required (see below.) Note: Some clinical sites and public health activities (ex. flu clinics) may warrant changes to the attire worn.

### *Proper Identification*

Name pins and/or Photo ID badges are required for any activities where students are participating and representing DHCON Nursing Program.

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

Students may be asked to leave the clinical area if students are not in compliance with the dress policy or if identification is not displayed.

For clinical experiences not requiring the approved DHCON uniforms, students must identify themselves and wear approved identification,

### *General Uniform Guidelines*

#### *Footwear*

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

#### *Jewelry*

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

#### *Tattoos*

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

#### *Nails*

Consistent with our affiliated clinical sites safety and applicable health standards, the fingernails of all students are to be clean and trimmed.

- Fingernails may not exceed ¼ inch beyond the fingertip.
- Nail polish, if worn, should be clear or sheer neutral color and is to be maintained and free of chips and cracks and able to be removed by polish remover. If the polish chips or cracks while in the clinical setting, the polish should be removed.
- Artificial applications such as but not limited to gels (e.g., UV cured, dips) extenders, powders/dips, tips, wraps, acrylics, appliques, sparkles and jewelry are prohibited.

## *Makeup*

Makeup application should be subtle using natural tones. False/fake eyelashes are not allowed to be worn in the clinical/lab setting.

## *Personal Hygiene and Habits*

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

Gum chewing, eating, and drinking are not allowed in patient care areas.

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

### **3.25 Student Athlete Missed Class Policy**

#### *Policy for Regular Season Competition*

- Student-athletes may not miss any regularly scheduled classes or clinical for any practice activities except when a team is traveling to an away-from-home contest and the practice is in conjunction with the contest.
- For home competition, student-athletes may not miss any classes or clinical prior to two hours before the scheduled competition time.
- For away competition with same day travel, student-athletes may not miss any classes or clinical prior to 30 minutes before the scheduled time of departure.
- Student-athletes will continue to present individual, written notifications, provided by the Athletics Department, to their faculty during the official add/drop period.
- Missed class/clinical /lab time by student-athletes for competitions may not be excessive. For purposes of this policy, excessive is defined as:
  - For a class that meets once per week, more than one absence
  - For a class that meets two or more times per week, more than three absences
- It is expected that student-athletes will be responsible for submitting all assignments on time.
- It is expected that faculty members will not penalize student-athletes for missing classes due to conflicts with contractually scheduled athletic contests and related travel.
- All missed clinical days will require clinical make-up as directed by the course coordinator.

#### *Policy for Post-Season/Tournament Play*

Student athletes should contact faculty regarding post-season and tournament play travel schedules at the earliest opportunity. Student-athletes are required to complete all academic requirements.

### 3.26 Clinical Simulation and Laboratory

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

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

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

The course coordinator will review the clinical evaluation for completeness and will assign the pass/fail grade. If a student's clinical performance for any nursing course is deemed unsatisfactory and awarded a Fail in the Pass/Fail system, the grade for that course will be an F regardless of any grades earned in other components of the course. A clinical failure in a course will result in recommendation for program dismissal. Students who fail to achieve a passing grade on any simulated laboratory (including but not limited to: skills demonstration, formative practical scenarios, objectivity plus) will be required to remediate any identified deficiencies. The student may be required to meet with the grading instructor to review the deficiencies prior to remediation if necessary. Students have three attempts to be successful on a laboratory practicum, after which the student will fail the practicum and thus the course.

All re-demonstrations/remediation of skills must be completed by date determined by course or clinical faculty for successful completion of the course. If remediation has not been demonstrated prior to the end of the semester an incomplete will be issued for the course. Refer to the Incomplete policy if an Incomplete is awarded.

### 3.27 Medication Administration Policy

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

#### Policy

- Students must have passed the course medication math exam per the FPD/SDA Nursing Student Guide policy prior to administering medications in the clinical setting.
- Clinical faculty supervision is required for the administration of all medications regardless of the route prescribed. Supervision means that clinical faculty will verify and/or observe each step in the Medication administration process, including order verification, preparation, administration, assessment, and documentation. Students must follow agency policies and procedures related to medication Administration.
- Correct medication dosage must be verified at all levels in all settings.

The following additional conditions must be upheld:

- Students may not accept verbal orders.
- Students may not serve as the second check for high-alert medications or blood products which require an independent double check prior to administration.
- Students may not be supervised by staff nurses unless on-site faculty approves.
- Students must be aware of the parameter on specific units/sites for what is defined as a late medication.
- Medication administration documentation must be verified by the clinical faculty immediately following medication administration.
- Clinical faculty must observe controlled (e.g., Narcotics) medication preparation and counter sign the appropriate documentation.

The specifics listed below apply in NU 394/395 preceptorship or NU 380/381 Public Health Nursing experiences:

- Students may not administer enteral or parenteral medications in the home setting.
- Students may not pre-fill medications for patients within the home setting.
- Students may not administer medication in schools, industries, day care or clinics without supervision of clinical faculty.
- Students may administer medications if supervised by clinical faculty or clinical preceptor **only** and if the agency policy allows for this practice.

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

A Critical Incident is defined as any potential or actual violation of the six rights of medication administration and will be factored into the student's clinical performance evaluation.

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

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

#### Procedure

- Clinical faculty will orient all students to the Medication Administration Policy and related policies and standards each semester prior to permitting medication administration. Students and clinical faculty are required to review the FPD/SDA medication administration guidelines prior to each clinical experience.
- Students will be held responsible for compliance with this policy and procedure.

### 3.28 Malpractice Insurance

Individual malpractice liability insurance is a general nursing standard.

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

### 3.29 Technology Policy

A laptop computer is needed for all nursing exams. Nursing students should purchase a laptop as all nursing exams are computerized. PCs and Mac computers are compatible with the testing platform used by the FPD and SDA nursing programs. To date, Chrome books are incompatible with some applications. Technology must meet standards and capabilities for required platforms utilized for purposes of testing and completion of course requirements, including but not limited to functional camera and microphone. Use of technology tools in the classroom may include YouTube, iTunes, Exam Soft, ATI, Simulation, Case Studies, Zoom, Flipgrid, and podcasts. All technology must be used appropriately. Students are prohibited from transferring course materials to electronic or social media websites without specific approval from the course faculty. Exemplify, ATI proctored testing, and Simulation platforms may be accessed only at times specified by the faculty in the classroom.

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

### 3.30 Outcome Assessment Testing

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

#### Policy

- Nursing students participate in a comprehensive, internet based, standardized outcomes assessment program provided by a faculty-selected vendor. Note: Students with documented learning disabilities are eligible to test according to accommodations provided by the Director of Student Accessibility.

- Students who score below parameters established by the faculty are required to take part in a non-proctored focused review. (See ATI Accountability and Benchmarking in the Appendix).
- Scores achieved will be included in course grade calculation as per course policy.

### 3.31 Special Health Circumstances

The University has obligations to the student, the university, and the clinical site that require certain standards of care are met in placing students in clinical agencies. If a student has experienced an event that requires medical treatment, it is necessary for the student to provide a letter from the treating provider stating they are fit to return to classes and fit to return to the clinical site and perform the nursing assignments as expected.

Matriculated students who experience a significant illness, injury, hospitalization, or surgery must be cleared to return to class and clinical activities by their health care provider. The essential skills and functional abilities for nursing students' policy (Appendix C) should be reviewed by the health care provider. Students who are temporarily unable to perform the essentials skills or functional abilities (Appendix C) must notify the course faculty in writing at the earliest possible date. A written medical release from a health care provider outlining any specific classroom or clinical limitations must be submitted for review by the course faculty in advance of the scheduled return. Special circumstances may include but are not limited to pregnancy, a condition causing immunosuppression, mental health issues, and traumatic brain injury. In some circumstances, students may be prohibited from attending class or clinical activities due to environmental risks (ex. radiation, communicable diseases). The student is responsible for communicating any injury/illness to faculty and to provide the necessary documentation in order to return. If a student needs temporary learning accommodations, including modifications for exam taking, the student must meet with the Office of Student Accessibility. Faculty are under no obligation to create alternate learning/testing environments without proper documentation requested through the Office of Student Accessibility (see Section 2.13 b).

Prolonged or frequent absences may prohibit academic and/or clinical success (See attendance policy, 3.12). Failure to meet all course and clinical requirements and objectives may result in course failure. Students with prolonged absence may need to request a leave of absence. Refer to policy 3.8 to review the procedure for requesting a leave of absence.

### 3.32 Professional Organizations for Students

#### Student Nurses Association

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

- All sophomore, junior, senior FPD and SDA nursing students are expected to join the Student Nurses Association and participate in activities.
- FPD freshman nursing students may join the SNA without cost and are also encouraged to participate in SNA meetings and activities.
- SNA Code of Conduct documents are available to students in the program. An electronic link to the Nursing Student Guide with supporting documentation can be found in Appendix J of this Guide.

#### *Procedure*

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

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

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

### **3.33 Recommended Websites**

Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing students are encouraged to access this website for specific information on degree program requirements; certificates; nursing organizations (including the Student Nurses Association (SNA) and the Mu Delta Chapter of Sigma Theta Tau International (STTI), the honor society of nursing; financial aid and scholarships; and other student resources.

[Registrar](#)

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

[Sacred Heart University](#)

Visit the main SHU website to access other University information.

[American Nurses Association](#)

General plus standards of nursing practice and code for nurses

[American Nurses Credentialing Center](#)

[American Association of Critical-Care Nurses](#)

[American Association of Colleges of Nursing](#)

[Castlebranch](#)

[CDC Centers for Disease Control and Prevention](#)

[National League for Nursing](#)

[National League for Nursing Accrediting Commission](#)

[National Student Nurses' Association](#)

[National Student Nurses' Association Code of Conduct Professional Conduct](#)

[Precheck](#)

## 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:**

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**Student report – complete each question thoroughly.**

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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?**

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**Medical Treatment necessary? (student)** ☐ Yes ☐ No

**If yes, give nature of treatment:** \_\_\_\_\_

**Follow up treatment if necessary:** \_\_\_\_\_

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

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**Instructor/Faculty Comments**

**Course Coordinator Notified:** ☐ Yes ☐ No

**Date Notified:** \_\_\_\_\_ **Time Notified (AM/PM):** \_\_\_\_\_

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

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

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**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Course Coordinator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Program Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



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## Appendix B: Global Learning Application Rubric

**Applicant Name:** \_\_\_\_\_ **Applicant Number:** \_\_\_\_\_

**Program:** \_\_\_\_\_

- ☐ Essay double spaced, 12-point font, 3 pages or less.
  - 1 point
- ☐ Questions answered (2 – program specific underscored with AACN Essentials)
  - 3 points if both questions are addressed in-depth and well connected with experiences
  - 2 points if both questions are addressed with insight
  - 1 point if both questions are addressed with limited insight or if only one is answered
- ☐ Prior academic/clinical/professional warnings/probation indicated and how rectified addressed.
  - 3 points no prior warning/probations
  - 1 point if explains academic/clinical/professional infraction and resolution is attained
  - 0 point if not described/unresolved
- ☐ Identify 3 goals for participation related professional nursing practice
  - 3 points if goals are relevant, applicable, and have depth
  - 2 points if goals demonstrate minimal depth
  - 1 point if goals identified do not connect with specific experience
- ☐ Overall GPA
  - 1 point GPA >3.5

### For Clinical Immersions Only

- ☐ Example of a clinical experience that shows actions as self-directed and reflective of an engaged, active learner included.
  - 3 points if examples are relevant, applicable
- ☐ Other SHU DHCON global clinical immersion experiences.
  - 1 point for no prior immersion experiences.

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

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

**Final Score:** \_\_\_\_\_ **Accepted:** \_\_\_\_\_ **Declined:** \_\_\_\_\_



## Appendix C: Essential Attributes & Functional Abilities for Davis & Henley College of Nursing Students All Programs

Students are expected to demonstrate skills in a variety of clinical and simulation settings in a manner that promotes overall patient safety and welfare. The list below outlines cognitive, affective, and psychomotor skills deemed essential in providing care and to allowing full participation in the Davis & Henley College of Nursing programs. Students who believe they cannot meet the essential attributes and functional abilities listed below without accommodations are required to contact the Office of Student Accessibility. Along with demonstrated academic ability, the Essential Attributes and Functional Abilities must be demonstrated throughout the program until graduation.

*Table 2: Essential Attributes & Functional Abilities*

| Functional Ability      | Standard                                                                                                                             | Examples of Required Activities                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Motor Abilities</b>  | 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.<br><br>Ability to manipulate devices used in providing care. |
| <b>Manual Dexterity</b> | 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Perceptual/<br/>Sensory Ability</b>                         | <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 handwriting.</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> |
| <b>Affective Skills and Behavioral/Interpersonal/Emotional</b> | <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> <p>Behavioral skills sufficient to demonstrate good judgment</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>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><b>Safe environment for patients, families and co-workers</b></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>Ability to recognize and minimize threats to patient safety.</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 from patients, and orders in a rapid and effective manner.</p>                                                                                                                                                                                                                                                                                               |

| Functional Ability   | Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Examples of Required Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Communication</b> | <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> <p>Ability to process non- verbal communication (i.e., body language/facial expressions) and how it pertains to current situation</p> |

| Functional Ability             | Standard                                                                                                                                                                                                                                                                                                                                                                                                       | Examples of Required Activities                                                                                                                                                                                                                                                                                     |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Punctuality/work habits</b> | <p>Ability to adhere to Sacred Heart University Davis &amp; 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> |
| <b>Environment</b>             | <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

Download the [Student Success Plan](#) to open and complete it in Microsoft Word.



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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:**

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☐ SPEET Completed

**SPEET Outcome**

☐ Human Error

☐ At-Risk-Behavior

☐ Reckless Behavior

**Outcome of Incident:**

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☐ Consul

☐ Counsel

☐ Success Plan Written

☐ Verbal Warning

☐ Professional Warning

☐ Recommend Probation

☐ Recommend Dismissal

**Plan of Action:**

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**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 |
|----------|-------------|------------------|-------------------|-------|
|----------|-------------|------------------|-------------------|-------|

|          |                                                                                    | 0                                                                                        | 1                                                               | 2                                                                                                                               | 3                                                                                                                         | 4                                                                                                                                               | 5                                                                                                                                                                          |  |
|----------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>G</b> | General 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                                                                                       |  |
| <b>U</b> | <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/<br>credibility/<br>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)                                                                     |                                                                 |
| <b>Total # of mitigating factors identified</b>                                      | <b>Total # of aggravating factors identified</b>                |

|                                                                                                                                 |       |
|---------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Criteria Score (from page 1)</b>                                                                                             | __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 |
| <b>Total Overall Score</b>                                                                                                      |       |

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

**Program/Track:** \_\_\_\_\_ **Actions Taken:** \_\_\_\_\_

**Clinical/Course Faculty Signature:** \_\_\_\_\_

**Program Director Signature:** \_\_\_\_\_

**Date Signed:** \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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## Appendix 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 Adviser:** \_\_\_\_\_

**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?**

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



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## Appendix H: ATI Accountability and Benchmarking Plan

Table 3: ATI Accountability and Benchmarking

| Practice Assessments                                                                      | Proficiency on Proctored Assessment | Points Awarded for Achievement on Proctor Exams | Focused Review time on Proctored exam and Completion of Three Critical Points Template (must complete both to receive points) | Total Points Awarded out of 100 if all parts completed |
|-------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <b>*Take Practice Assessment to obtain 20 points</b>                                      | Proficiency Level 3                 | 80                                              | None required                                                                                                                 | 100                                                    |
|                                                                                           | Proficiency Level 2                 | 50                                              | 1 hour and three critical points template = 20 point                                                                          | 90                                                     |
| <b>Required to receive 55% or above in order to achieve practice assessment 20 points</b> | Proficiency Level 1                 | 40                                              | 2 hours and three critical points template = 20 points                                                                        | 80                                                     |
|                                                                                           | Proficiency Below Level 1           | 37                                              | 2.5 hour and three critical points template = 20 points                                                                       | 77                                                     |

1. By testing, students acknowledge SHU and the FPD Program's Academic Integrity Policy and agree to uphold it.
2. ATI Help line is 1-800-667-7531

3. \*Grading Guidelines are as follows: Students who take the Practice ATI test will earn 20 points towards their ATI Total Score. Students are required to complete the practice test and receive a 55% or better by the deadline as indicated by the course syllabus. Re-take as needed to achieve the required proficiency level noted. Doing so allows the student to review missed concepts.
4. Remediation is suggested and rewarded. This involves:
  - a. Spend time completing the **Focused Review Outline** that can be accessed after completion of an assessment.
  - b. Completion of the required amount of remediation time and three critical points templates **for all sections under 75%**
  - c. Template must be handwritten and uploaded to BB by the final exam.
  - d. Students must upload the transcript with valid time in focused review and the three critical points templates to BB by the due date to get credit for remediation.
  - e. It is the responsibility of the student to ensure the correct amount of time is logged in on ATI.
  - f. Both the time and template must be completed to receive the points.

Focused review must be completed on the proctored exam results before the final exam is administered or no additional points will be awarded.

5. ATI Content Books are distributed in the Spring of Sophomore year, and it is the student's responsibility to retain these materials through their Senior year. ATI Subject Content is also available electronically through the ATI website.
6. ATI grades will be calculated in the weighted exam average for courses with exams. Weighting will be noted in the syllabus for each course.

### Proficiency Level Definitions

#### **Below Proficiency Level One**

*Not currently meeting* NCLEX standards in this content area.

#### **Proficiency Level One**

*Likely to just meet* NCLEX standards in this content area.

#### **Proficiency Level Two**

*Fairly certain* to meet NCLEX standards in this content area.

#### **Proficiency Level Three**

*Very likely* to exceed NCLEX standards in this content area.

Only Content Mastery Series® tests (Medical-Surgical, Pharmacology, etc.) have proficiency levels assigned to them. The RN Comprehensive Predictor® will assign an "expected probability of passing NCLEX-RN®".

Students can see their Focused Review time (total composite time spent) on their Transcript.

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

### 3 Critical Points Topics to Review

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

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



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## Appendix I: 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:**

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

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## Appendix J: 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, it is **my responsibility** to inform the clinical instructor/adviser, 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 nursing program at my own risk. Furthermore, I understand that it is **my responsibility** to be aware of the risks involved and avoid the stated allergen.

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

**Student Name:** \_\_\_\_\_

**Program:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



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## Appendix K: Nursing Simulation & Skills Laboratories Code of Conduct

As a member of the Sacred Heart DHCON, it is expected that all students will exhibit professional conduct and respectful communication in the simulation and skills laboratories at all times. Situations simulated in the lab are to be used as a learning tool and not to be used for the humiliation of fellow learners.

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