



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

Sacred Heart University

Master of Science in Nursing
(MSN) and Post - MSN Certificate
Online Programs
Student Guide

2025-2026 Edition

Table of Contents

Welcome to the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing	7
Notices	8
Section I: Mission & Philosophy	8
1.1 Accreditation	8
1.2 Mission, Vision & Philosophy	8
Mission of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing	8
Vision of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing	8
Philosophy of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing	8
1.3 Organizational Framework of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing	10
1.4 Programs of Study	10
1.5 Safety as a Priority	10
1.6 Vaccination Policy	11
Section II: Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing General Information	11
2.1 Communication Practices	11
2.2 Student Services	11
Academic Advising & Faculty Mentorship.....	11
University Support Offices.....	12
Academic Accommodations & The Office of Student Accessibility	12
2.3 Complaint & Grievance Procedure	13
The Policy and Procedure for Formal Student Complaints	13
Complaints Against the Program Falling Outside Due Process	13
Potential complaints against the program regarding CCNE accreditation:	14
Public comments or complaints against the program regarding regional NEASC accreditation:.....	15
Public comments or complaints against the program regarding Connecticut Office of Higher Education Accreditation:	15
2.4 Grade Grievance Policy.....	15
2.5 Writing Policy.....	15
2.6 Confidentiality Policy.....	16
2.7 Videotaping & Audio Recording Policy	16
2.8 Social Media Policy	16
2.9 Felony Conviction	17
2.10 Unusual Occurrence	17
Procedure	17
2.11 Global Learning Programs	18

2.12 Student Advisory Representation.....	18
2.13 University Policies.....	19
Section III: Master of Science in Nursing – Clinical Nurse Leader, Nursing Education, Nursing Management and Executive Leadership, Family Nurse Practitioner (FNP) and PM FNP Certificate, and Psychiatric Mental Health Nurse Practitioner (PMHNP) and PM PMHNP Certificate Online Program	
Specific Policies for the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON)	19
3.1 Programmatic Student Learning Outcomes	19
3.2 Academic Advisement	20
Academic Advisement Procedure	20
SHU Online Course Access.....	21
Plan of Study Approval Process.....	21
3.3 Registration Policy	21
Registration Procedure.....	22
Number of Courses Permitted to Enroll in per Module	22
3.4 Grading Policy.....	23
Policy	23
3.5 Sacred Heart University Grading System.....	24
Student Inquiries Regarding Grades.....	24
Rounding of Grade Policy	25
3.6 Adherence to Professional Standards	25
Policy:	25
Communication “Netiquette”	26
Specific Standards for Clinical/Lab/Simulation	27
3.7 Just Culture Policy.....	27
Just Culture Policy	27
Definitions	28
Behaviors not included in this policy.....	28
Just Culture Procedure	29
Categories of Practice Events and Outcomes	29
Systems Issues.....	30
3.8 Academic Performance Course Progression	30
3.9 Academic Standards	31
Program Warnings.....	31
Academic Program Probation	32
Dismissal from the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON).....	32

Academic Standards Committee Procedure	33
Appeal Process for Dismissal	33
Dismissal Appeal Procedure	33
3.10 Chain of Command	34
3.11 Program Leave of Absence	35
Policy	35
3.12 Administrative Withdrawal	36
Policy and Procedure.....	36
3.13 Course Withdrawal	37
Nursing Course Withdrawal Policy	37
3.14 Incomplete.....	37
3.15 Change in Curriculum and Continuous Enrollment/Inactive.....	38
Matriculation	38
Procedure	39
3.16 Transfer Credits	39
Procedure	39
3.17 Student Fees	40
3.18 Impaired Student Policy Involving Substance Misuse in the Practice Setting.....	40
Identification and documentation of impaired student procedure.....	40
Procedure	41
3.19 Test Taking Policy	42
Missed Test Policy	42
3.20 Essential Attributes & Functional Abilities	42
Policy	42
3.21 Late Assignment Policy	43
3.22 SHU Student ID Policy.....	43
3.23 Student Health Compliance Policy & Class/Clinical Attendance	43
3.24 Clinical Placement Process and Procedure.....	44
3.25 Student Practice Requirements.....	48
Health Requirements Documentation, Criminal Background Check & Drug Testing	48
Health Account.....	49
The Health Account includes:.....	50
Connecticut Hospital Association (CHA) Health & Safety Test.....	50
CPR Certification.....	50
PHMNP & MSN/FNP Online:	50

MSN Online Programs:	50
License Requirements	50
New York	51
Liability Insurance.....	51
Protecting Youth Training Course	51
Drug Screening & Criminal Background Check Policy	51
Complete Background Check (CBC).....	52
Drug Screen	52
3. 26 E*Value	52
3.27 Latex/Allergy Policy	53
Latex Allergy & Other Health Care Product(s) Allergy Policy	53
Latex/Allergy Procedure.....	54
3.28 Cell Phone Policy	54
3.29 Dress Code Policy	55
3.30 Capstone Requirement.....	55
3.31 Graduation Application	56
Apply.....	56
3.32 Honors Distinction (MSN).....	57
3.33 Graduate Student Advisery Committee	57
3.34 Certification Exams	57
Clinical Nurse Leader Certification (CNL)	57
Certification for Nurse Educators (CNE).....	58
Certification Exams for Family Nurse Practitioners (FNP).....	58
Certification Exam for Psychiatric Mental Health Nurse Practitioners (PMHNP)	58
3.35 Recommended Websites.....	58
Appendix A: Unusual Occurrence Report	60
Appendix B: Global Learning Application Rubric	62
Appendix C: Essential Attributes & Functional Abilities for Davis & Henley College of Nursing Students Graduate Direct Patient Care Programs: Family Nurse Practitioner (MSN-FNP, Post-MSN FNP Certificate, & BSN- DNP), Psychiatric Mental Health Nurse Practitioner (MSN-PMHNP, Post MSN PMHNP Certificate) Clinical Nurse Leader, and Nurse Educator.....	63
Appendix D: Essential Attributes & Functional Abilities for Davis & Henley College of Nursing Students Post-Master's DNP and MSN Nurse Management & Executive Leadership.....	70
Appendix E: Student Success Plan	77
Appendix F: Personal Leave of Absence Request Form (Completed online).....	78

Appendix G: Online Programs Warning Form	80
Appendix H: Request for Letter of Recommendation	83
Appendix I: Student Test Item Protest Form	84
Appendix J: Allergy or Sensitivity Acknowledgement.....	85
Appendix K: Return to Clinical Practice	86
Appendix L: Critical Incident Form	87
Appendix M: Student Practice Event Evaluation Tool (SPEET)	90
Appendix N: Nursing Simulation & Skills Laboratories Code of Conduct	94

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.

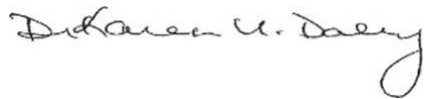
The DHCON is committed to the success of each student. Your academic adviser, course and clinical faculty will be partners in your academic journey, so please always ask for the guidance and support you need.

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

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

Cordially,



Karen Daley, PhD RN

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

Dr. Sue Penque

Dr. Sue Penque, PhD, ANP-BC, NE-BC, NC-C, TOC
Chair, Graduate Programs

Dr. Mary Beth Kaylor

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

Section I: Mission & Philosophy

1.1 Accreditation

The 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, RN, and Richard J. Henley College of Nursing endeavors to prepare Nursing graduates who are knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to the ever-changing world.

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

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

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

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

The faculty and staff of the DHCON believe the philosophy of nursing is expressed in the definition that nursing is caring with compassion, empathy, and 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 2025, the following options are available:

- Associate of Science in Nursing
- Baccalaureate of Science in Nursing-First Professional Degree
- Baccalaureate of Science in Nursing – Second Degree Accelerated
- Baccalaureate of Science in Nursing – RN to BSN Completion*
- RN to Master of Science in Nursing (MSN) – (NMEL, Nursing Education and CNL)*
- MSN Nursing Management & Executive Leadership (NMEL)*
- MSN Clinical Nurse Leader (CNL)*
- MSN Nursing Education (NE)*
- MSN Family Nurse Practitioner (FNP)*
- MSN Psychiatric Mental Health Nurse Practitioner*
- Post-Baccalaureate Family Nurse Practitioner DNP**
- Post-Master's Doctor of Nursing Practice (DNP)**
- Home Health Care Management for RNs Certificate*
- Post-Master's Certificate in Family Nurse Practitioner*
- Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner*
- Advanced Graduate Certificate in Nursing Education*
- Advanced Graduate Certificate in Nursing Management & Executive Leadership*

*Available for online study (applies to classwork only)

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

1.5 Safety as a Priority

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

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

1.6 Vaccination Policy

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

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

2.1 Communication Practices

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

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

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

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 graduate student is paired with a faculty 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, this faculty adviser will offer professional insight, career advice, and encouragement based on firsthand experience in the nursing field. Students can view their faculty academic adviser assignments in Student Planning & Advising. Overseeing and enhancing these support systems is the Assistant Dean for Student Success, Dr. Molly Paguaga, who works closely with students and staff to create a

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

University Support Offices

Information regarding all student services is located on the Sacred Heart University website as well as in the university catalog. The most updated information is found on the website under the respective 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. There are university resources available to support you.

There are multiple support offices eager to support your learning and success at SHU:

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

Academic Accommodations & The Office of Student Accessibility

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the Office of Student Accessibility (OSA). Students must be registered with the Office of Student Accessibility and

submit appropriate documentation to be granted accommodations. For further information, please contact Kathy Radziunas, Director of OSA, radziunask@sacredheart.edu.

2.3 Complaint & Grievance Procedure

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

If the topic of concern is a broader program or personal issue, students should first meet with their faculty 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 a complaint for which no formal grievance process exists. The complaint should be written, signed, and include details about the complaint as well as documented evidence and mailed to:

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 to resolve the complaint.

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

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

Potential complaints against the program regarding 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.

2.8 Social Media Policy

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

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

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

2.9 Felony 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 program will take place during the semester while classes are in session at the university. Students participating in these experiences will be required to complete classes in an alternate format for the portion of the classes held during the week(s) of the immersion. It is recommended that students who are accepted to participate in the clinical immersion program discuss the impact of their participation on their academic success with their academic 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 Advisery 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 Advisery 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: Master of Science in Nursing – Clinical Nurse Leader, Nursing Education, Nursing Management and Executive Leadership, Family Nurse Practitioner (FNP) and PM FNP Certificate, and Psychiatric Mental Health Nurse Practitioner (PMHNP) and PM PMHNP Certificate Online Program Specific Policies for the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON)

3.1 Programmatic Student Learning Outcomes

The student learning outcomes are derived from the American Association of Colleges of Nursing Essential ten domains designed to reflect the discipline of professional nursing (AACN, 2021, pp. 10-11).

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

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

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

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

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

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

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

3.2 Academic Advisement

All students admitted into an online DHCON program are assigned an academic adviser for purposes of course planning, consultation, and academic advisement throughout the program of study. Consistent contact with an academic adviser allows the student to address curricular and career concerns and review progress towards graduation.

Effective advising contributes to student satisfaction with their academic program and the university, as well as student retention. At a minimum, students are required to meet with their academic adviser upon admission into a program and prior to **each** course registration term.

Authorization to register for courses is contingent upon academic advisement.

Authorization to register for clinical courses is contingent upon academic advisement and approval of site and preceptor within the clinical courses.

Academic Advisement Procedure

Upon Admission into Program:

The Enrollment Coordinator (EC) will:

- Register the student for the first course(s)

The Student Services Coordinator (SSC) will:

- Meet with the student within two weeks of beginning the first course, to complete, in eSTAR, the initial academic Plan of Study (POS), based on the specific program and track requirements and will review the academic transcript(s) for transfer of credit completed by the program admission committee
- Orient the student to Student Planning and Advising (SPA)
- Inform the student that they must meet with their academic adviser within the first five weeks of the first enrolled course(s) as well as prior to the next registration term to obtain permission to register
- Provide the name of the academic adviser to the student

- Notify the assigned academic adviser that the initial plan of study has been developed and is ready for review with the student

The Academic Adviser will:

- Once contacted by the student meet with the student during the first enrolled course(s) to review and approve the initial POS
- Review preparation and expectations for practicum courses
- Clarify program requirements, policies, and procedures
- Review registration process utilizing SPA
- Review policy and procedure for requesting a leave of absence (LOA)
- Document in eSTAR that the POS has been approved
- Document in eSTAR a summary of the advising appointment
- Remind the student to contact the academic adviser (e.g., email/phone) prior to the start of the next registration term to confirm their plan to register for the next two modules/semester and to verify the next course(s) for which they will be registering

SHU Online Course Access

To access courses and coursework, students must log into their MySHU account. This site is a main portal to access important university icons such as Blackboard, email, and SPA. Students may access their email through this link or [Microsoft Outlook](#). If students forget their password to this portal at any time, they must [reset their password](#).

Plan of Study Approval Process

The Plan of Study is a document that guides students regarding the sequencing of courses in the program track. Once enrolled in the program, the SSC will develop the initial plan of study with the student. After the student's plan is created, the student must contact their academic adviser to schedule a meeting to review and approve the plan of study. This meeting between the student and academic adviser must occur within the first enrolled course(s).

3.3 Registration Policy

Enrollment Coordinators register all newly admitted online DHCON students for the first course(s) to make the transition into the online classroom easier. After this initial registration, students must meet with their academic adviser within their first enrolled course(s) as well as prior to the start of each registration term in order to be approved to register for their next two modules/semester.

Student Planning and Advising (SPA), SHU's online course planning and registration system, allows students to review their academic progress, add courses to their plan of study for as many future terms as they desire, and register for specific courses during the registration period for the upcoming registration term.

The academic adviser will provide the student with course recommendations for each registration term (two modules/one semester), based upon the approved POS. Students are encouraged to enter into SPA courses for which they anticipate enrolling in for at least the next two modules/semester, system permitting. An adviser block or hold on registration will be in place and released each registration term once the student has met with the academic adviser in the designated time period to review the POS and verify the next course(s) for which the student intends to register. If a student has any special requests or needs to deviate from the approved POS, they must discuss with the academic adviser, who will determine if the request(s) can be accommodated. The academic adviser has the right to decline registration authorization if the POS has not been discussed per the guidelines of this policy. Online DHCON students are strongly encouraged to register for their next course(s) no later than Monday of the week prior to the module or semester start to ensure that all courses will be available. Low enrolled courses may be cancelled, which may affect the student's graduation date.

Not all courses are offered every module/semester and courses may be cancelled by the Chair of the Graduate Programs for extenuating circumstances, such as under- enrollment.

Registration Procedure

The student will:

- Contact the academic adviser (e.g., email/phone) prior to the start of the next registration term, to confirm the plan to register for the next two modules/semester and to verify the next course(s) for which they will be registering.

The academic adviser or designee will meet with the student (e.g., email/phone) to review the POS and confirm the next course(s) for which the student should register

- Approve registration for the next two modules/semester
- Remove the adviser block on registration after the meeting with the student has occurred

Registration for the clinical courses is allowed only after a clinical site and preceptor have been approved by the academic adviser and preceptor and site documentation completed by the MSN Online NP Program's Clinical Coordinator. Students will not be allowed to register for any clinical courses without a site and preceptor approval. Registration for the fall semester (M1 and M2) opens in April, for the spring semester (M3 and M4) in October, and for the late spring/summer semester (M5 and M6) in February. Additional information on the registration dates can be found on SHU's website by searching Registration Schedule.

Number of Courses Permitted to Enroll in per Module

Students generally enroll in one course per module, based on their individual progression plan within the plan of study. A request to enroll in more than one course per module must be

discussed with the student academic adviser to ensure that courses follow the required curricular progression and that all pre and/or co-requisites are completed as required.

Students on academic probation may not be enrolled in more than one course per module.

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

Students may not enroll in another course while taking NU 619.

The capstone/practicum course combinations of NU 672/673, NU 680/681, or NU 690/691 may not be taken simultaneously. The first course (capstone) must be completed prior to enrollment in the second course (practicum).

3.4 Grading Policy

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

Policy

Graduate students are required to maintain a cumulative GPA of 3.0 throughout their studies and to meet the minimum GPA required for graduation.

The minimum passing course grade at the graduate level is a B-.

Students are required to successfully pass the clinical practicum experience associated with a clinical course. Failure of the clinical practicum will result in failure of the course.

All course syllabi list the evaluative components for that course, with their relative weighting related to the final course grade.

For graduate students in the MSN and Post-MSN Certificate Nurse Practitioner programs, the weighted cumulative average of all examinations within a course must be 75. Those students who achieve an average cumulative examination grade of 75 will have the final grade calculated based on all course evaluation components identified in the syllabus, including quizzes, papers, required lab demonstrations, clinical, and other assignments. If the cumulative average course examination grade is less than 75, the final course grade will be calculated solely on the cumulative examination grade, and the student will fail the course with a grade of C (if score is 73-76) or F (if score is below 73).

Clinical Residency performance is graded as a pass/fail. Passing a clinical residency is required to pass a course and is calculated as a separate grade. Failure to pass a clinical residency will result in failure of any clinical course.

Exam Review: In the Online FNP & PMHNP and post-MSN FNP and PMHNP Certificate programs, proctored exams will not include a traditional exam review. Students will have access to a study guide and exam blueprint to help facilitate exam preparation. To maintain test security, students will not have access to individual exam items after completion (as with board examinations). Instead, faculty will review exam performance and identify the most frequently missed questions. Within 72 hours of the completion of the exam, faculty will complete an item analysis to ensure fairness in grading. Faculty will summarize key concepts related to missed questions on the exam that need review.

3.5 Sacred Heart University Grading System

GRADE	GPA	RANGE
A	4.00	93 & above
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	Not assigned in Graduate courses	
D	Not assigned in Graduate courses	
F	0.00	72 and below
P (Pass)	Pass/Fail courses not assigned in Graduate courses	
W (Withdrawal, no prejudice)	0.00	
WF (Withdrew with expectation of failing)	0.00	
I (Incomplete)	0.00	
NG (No Grade)	0.00	

Student Inquiries Regarding Grades

All student inquiries concerning grades received must take place between faculty and students via written email. The assignment email should professionally state the concern along with an accompanying literature citation that supports your reason for concern to the appropriate faculty member within 7 days (3 days for final grades) of receiving the grade. From there, the

faculty member who graded the assignment will consult the course champion and the student will receive a finalized faculty decision in writing via email.

Rounding of Grade Policy

The rounding of examination and course grades for Sacred Heart University's DHCON is as follows: All examination and assignment grades are to be left to the hundredth place (not rounded up or down). At the end of the module/semester the final course grade will be rounded to the nearest whole number. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, after rounding at the end of the module/semester, a final grade of 76.49 will be rounded down and translate to a final grade of 76 and a final grade of 76.50 will be rounded up and translate to a final grade of 77.

3.6 Adherence to Professional Standards

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

Policy:

Sacred Heart University DHCON students are expected to demonstrate consistently the professional behaviors listed below. Failure to demonstrate one or more professional behaviors may be cause for disciplinary action, including warning, probation, course failure, or recommendation for dismissal from the program.

Students' questions regarding the SHU Nursing Professional Behaviors listed below should be discussed with course faculty and/or academic 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.

Nursing Professional Behaviors: The student must consistently demonstrate the following behaviors online and in clinical settings:

Responsibility

The student:

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

Professionalism

The student:

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

Self-Directiveness

The student:

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

Communication “Netiquette”

It is important to recognize that the online classroom is in fact a classroom, comprised of “real” people and certain behaviors are expected when communicating with peers and instructors.

When communicating online, whether it be through email, discussion board, blogs etc., the following “netiquette” guidelines should always be practiced. The student must:

- Communicate in a respectful and professional manner. Not send/write anything that would not be said to an individual face-to-face.
- Use proper titles or names when addressing all individuals.
- Remember that all communication should have correct spelling and grammar.

- Avoid slang terms and texting abbreviations.
- Avoid using the caps lock feature as it can be interpreted as being angry.
- Be cautious when using humor or sarcasm, as tone is sometimes lost in translation and can be interpreted differently than intended.
- Avoid very short answers/emails which may be interpreted as “abrupt”.
- Avoid endless lengthy emails; be concise in your communication.
- Not send personal or confidential information via email.
- Be sure they want everyone to receive your response before you click “reply all”.
- Be respectful of others’ opinions even if they differ from your own.
- Not make insulting or personal remarks.
- Be aware that not all communications may be appropriate “online”.
- Use other forms of communication such as a personal phone call may be more appropriate in certain situations.

Specific Standards for Clinical/Lab/Simulation

The student:

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

Failure to comply with and demonstrate professionalism throughout the program may result in a professional warning. (See section 3.8a). Graduation awards are granted on merit and professionalism. Program warnings can affect a student’s likelihood of award consideration.

3.7 Just Culture Policy

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

Just Culture Policy

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

Definitions

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

Examples of Human Error Student Practice Events:

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

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

Examples of At-Risk Behavior:

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

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

Examples of Reckless Behavior:

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

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

Examples of Systems Issues:

- Malfunctioning equipment
- Interdepartmental delays
- Inadequate supplies

Behaviors not included in this policy

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

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 K.

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.

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 the appropriate clinical agency management and administrative staff.

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

3.8 Academic Performance Course Progression

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

The minimum final passing grade for all MSN courses is B- or the numerical value of 80.

- Students must pass all the evaluative components of a nursing course in order to receive a grade of B- or better. Evaluative components include clinical/practicum and didactic elements. Failure of either component will result in course failure. In addition, if the student fails any of the clinical practice components of the course, the student will receive a failing grade of “F” and will be dismissed from the program.
- If a student receives a grade between 73-79 (C – C+) in a nursing course, based on didactic assignments criteria, and the course also has a practice component, the student must retake all components of the course.
- If a student receives an incomplete grade in a nursing course, the course must be completed successfully with a minimum grade of B- or higher within the first 6 weeks of the end of the course. Refer to the section on Incomplete.
- A student who receives an incomplete grade in a prerequisite course may not enroll in any courses that require the successful completion of this prerequisite course.
- A student who receives a grade between 73-79 (C – C+) in a nursing course must repeat the course. Successful completion of the course is required in order to progress to the next course. If the student successfully repeats the course with a grade of B or higher, they may remain in the program. If the student received a second grade of C+ or lower, they will be dismissed from the program. A student receiving a grade of C- or F (below 73) will not be allowed to retake the course, and the student will be dismissed from the program.
- A clinical failure in a nursing course results in a course failure.

A student may repeat a nursing course only once during their program of studies.

3.9 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.

Program Warnings

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

- Actions that could have or did result in serious injury to a patient
- Excessive absenteeism such as missing one 8-hour intensive day, or one week of non-participation in an online course
- Unsuccessful achievement in one or more clinical competency categories
- 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 MSN and Post-MSN Certificate Online Programs Nursing Student Guide and the requirements set forth by the Academic Standards Committee in order

to return to good standing. While on nursing programmatic academic probation, if a student incurs another incident that would result in being placed on nursing programmatic academic probation, the student will be dismissed from the program.

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

Academic Program Probation

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

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

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

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

The DHCON reserves the right to dismiss a student who does not maintain a satisfactory level of scholarship, who cannot remain in the Nursing Program without detriment to the health of self or others, or who, in the judgment of the Academic Standards Committee and Dean of the DHCON, fails to live up to University and/or professional standards and regulations. For additional details, refer to policies on Course Progression, Professional Role Behaviors and Warning, Probation, and Failure. Recommendations are forwarded to the Dean for final determination. Specific reasons for dismissal from the MSN and Post-MSN Certificate Program are:

- Failure to maintain a cumulative GPA at or above the required 3.0 for graduate students
- Failure of a clinical portion of the course, which results in a grade of “F” for the final course grade. Passing of the clinical/practicum requires a minimum academic course

grade of “80” for graduate students and meeting/passing all clinical competencies and completing the required number of clinical hours

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

Academic Standards Committee Procedure

There is a defined, progressive, and formalized system of communication and documentation related to student academic, professional, and clinical progression.

The Academic Standards Committee will be notified by course faculty of any academic, professional, or clinical violations. Decisions and recommendations for nursing programmatic academic probation and dismissal will be discussed by the Academic Standards Committee. The entire academic and clinical record of the student will be reviewed during deliberations. Recommendations regarding academic progression are sent to the Dean for final review and decision.

Students will be notified, in writing, of any actions taken by the Academic Standards Committee. Written notifications may include instructions for students related to their status in the program, academic progression and/or conditions of nursing programmatic academic probation.

Appeal Process for Dismissal

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

The student may appeal the dismissal decision in accordance with the procedure outlined below. Such a request for appeal must occur by January 3 for the Fall semester. For all other modules & semesters, the request and statement must be received within 14 business days of the dismissal notification.

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

Dismissal Appeal Procedure

If the student chooses to appeal a decision of dismissal, the student must submit a written statement detailing the grounds for appeal based on the list above. The student is responsible for preparing a written statement and setting forth the facts and circumstances in support of the appeal. With the exception of appeals that are based solely on arithmetic grade calculation or clerical error(s), the appeal should include reflection on the cause of the poor performance,

documentation of any extenuating circumstances, and a plan of action for improving performance if the student is admitted back into the program. The request and statement must be submitted to the Chair of the Academic Standards Committee no later than January 3 for the Fall semester. For all other modules & semesters, the request and statement must be received within 14 business days of the dismissal notification.

- Upon receiving a timely request for an appeal, the Chair will convene the Academic Standards Committee. The hearing is to be held within 14 business days of receipt of a formal written appeal.
- The Academic Standards Committee hearing is a closed hearing attended by Academic Standards Committee members only.
- The hearing is solely based on the question of whether the ground or grounds for appeal as cited influenced the decision for dismissal as alleged in the student's written statement of appeal. The burden is on the student to satisfy the Committee by clear, cogent, and convincing evidence that his or her contentions are true.
- At the beginning of the hearing, the Chair will outline the procedures to be followed in the hearing. The Academic Standards Committee may consider only such evidence that relates to the three possible grounds and need consider only that offered which it considers fair and reliable. The conduct of the hearing is under the control of the Chair.
- Following the hearing, the Committee will deliberate and vote.
- The Chair of the Academic Standards Committee will notify the Dean of the recommendation of the decision of the appeal. The Dean of the DHCON will either accept or deny the decision. The Dean's office will notify the student, Chair of the Program's Academic Standards Committee, and the Program Director in writing of the decision.
- If the decision so indicates, the Dean's office will contact the university's registrar to initiate a change in the decision of dismissal.
- Note: Incidences where the Dean of the DHCON is named, a designee from the Office of the Dean may be substituted, i.e., Associate Dean.
- If an appeal of dismissal is overturned, the student will be placed on Nursing Programmatic Academic Probation. Please see the Academic Probation section of this guide.

3.10 Chain of Command

Plan of Study: Students who have concerns related to their plan of study should first contact their academic adviser. If further assistance is needed, students should contact their Assistant Program Director/Program Director.

Courses: Students who have any issues related to coursework should first discuss them with the course instructor. If further assistance is required, the student and/or course instructor should contact the academic adviser and Assistant Program Director/Program Director.

Clinical/Practice: Clinical issues of an urgent nature should be addressed immediately by the preceptor, clinical faculty, or adviser. Any non-urgent issues related to clinical should be

addressed first to the preceptor, and to the assigned faculty for the course. If further assistance is needed, the student, preceptor, and/or course faculty should contact the student's Assistant Program Director/Program Director. For any issues that are unresolved, or in the event the student needs immediate assistance and is unable to reach the course instructor, the student should contact the Program Director.

If in any of the above cases the Program Director is unable to resolve the issue(s), the program director will contact the Chair, Graduate Programs. If the issue is still not resolved, the Associate Dean of Academic Affairs and then finally the Dean of the DHCON will be contacted.

3.11 Program Leave of Absence

Policy

Students in good standing who need to delay progression to degree completion may request a program leave of absence (LOA). A program LOA is defined as a temporary stop out from a program with the intention to resume course work within a designated period of time. A LOA period is for a minimum of three consecutive modules or one semester and a maximum of one year.

All students requesting a LOA must complete a Leave of Absence Request form. Notifying course instructors or no longer attending classes does not constitute an official LOA. All LOA requests must be approved by the student's assigned academic adviser or designee (e.g., APD/Program Director).

The SSC will notify the appropriate academic adviser or designee should they have knowledge of a student who has not registered for more than two consecutive modules (or one semester). The academic adviser will contact the student (email and/or telephone call) to determine the student's plan for course enrollment. If a student does not respond to the academic adviser's email and/or telephone call within seven days of the original attempt, the academic adviser

will request the SSC to contact the student. If the SSC is unable to reach the student, the academic adviser will inform the Program Director of MSN Online Programs, who will administratively withdraw the student from their program. Should the student wish to continue their program of studies, they will be required to apply for readmission to the program. Students in a cohort program who return from a LOA will be placed in the appropriate cohort according to their current standing and prior progression in the program. Students returning from an LOA must contact their academic adviser to review and revise their plan of study prior to registering for course work.

Procedure: Request for LOA

The student will:

- Email the academic adviser or designee (e.g., Assistant Program Director/Program Director) of intent to request an LOA

- Complete the online LOA form at least two weeks prior to the start of the next course with the following information:
 - Statement requesting an LOA
 - Reason for LOA request
 - Module/Semester/Year of start of LOA
 - Module/Semester/Year of end of LOA
 - Personal contact information
- Meet with academic adviser to review LOA request.

The academic adviser or designee will:

- Review the data populated in the LOA survey Excel spreadsheet and add their name and date of approval
- Review and revise the student's Plan of Study

Procedure: Return from LOA

The student will:

- Meet with their academic adviser or designee at least four weeks prior to end of LOA

The academic adviser or designee will:

- Review the Plan of Study to ensure accuracy
- Approve registration for next module/semester
- Notify the SSC of student's return from LOA

The students who do not return from an approved LOA at the designated time without notifying the academic adviser will be administratively withdrawn from their program and required to apply for readmission should they wish to continue their program of study. Students will be notified in writing of the effective date of the administrative withdrawal.

3.12 Administrative Withdrawal

Policy and Procedure

An enrolled student who has not registered for more than two consecutive modules/one semester and submitted an LOA request form or returned from an approved LOA will be subject to administrative withdrawal from the program. Refer to policy on Program Leave of Absence for administrative withdrawal procedure. Students who have been administratively withdrawn and wish to continue their program of study will be required to apply for readmission and meet the admission and curriculum requirements in effect at the time.

3.13 Course Withdrawal

Nursing Course Withdrawal Policy

A student who is currently enrolled in a course has the option to withdraw prior to the designated “date to withdraw,” posted online in the SHU Online 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 contact the Student Services Coordinator (SSC) to obtain a withdrawal form. The student must complete the form and submit back to the SSC 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.

3.14 Incomplete

The course instructor has the ability to grant an incomplete grade to a student in good academic standing, with the approval of the Program Director, when illness or other extenuating circumstances beyond the student’s control prevent completion of the course. The student must be passing the course at the time they request an incomplete grade and the last day to withdraw from the course, according to the published SHU online academic calendar, must have passed. If the Program Director approves the assigning of an incomplete grade, the course faculty will inform the student that all unfinished course work would need to be submitted for grading within six weeks from the end of that course. Once course work is graded, the course faculty will change the incomplete grade to the numerical grade earned. If the unfinished coursework is not completed within the six-week period, the incomplete grade will revert to a failing grade. In unusual circumstances and at the discretion of the Program Director/Chair of Graduate Programs, the six-week period to complete unfinished coursework can be extended.

If the course in which the incomplete grade was granted is a prerequisite course, then the course must be completed before progressing in the program. Students on probation must complete and pass the course in which an incomplete grade is assigned before progressing in the program.

The course faculty who assigns the incomplete grade informs the Chair of the Academic Standards Committee. The course faculty also completes the Incomplete Grade Agreement form and sends it to the student for review and signature.

3.15 Change in Curriculum and Continuous Enrollment/Inactive

Matriculation

Matriculation begins once a student is accepted into the online MSN or Post-MSN Certificate Program and enrolls in the initial course(s).

Students must complete all the requirements for the degree within six (6) years of the date of completion of the first course in the program of study.

An extension of the time limit for completion of the degree may be granted by the Dean, DHCON, upon the recommendation of the Program Director.

Students must maintain **continuous enrollment** throughout their program of study. A degree candidate has the right to graduate under the requirements that existed at the time of his or her matriculation as long as continuous enrollment has been maintained. Continuous enrollment as defined by University policy requires a student to complete two courses within a 12-month period unless the student is on an approved LOA. Students should refer to the University policy.

A matriculated student who wishes to be inactive in the CNL, NE or NMEL programs (not registered for courses) may do so for one or two modules. Students must contact their academic adviser for guidance.

While inactive, the matriculated student remains enrolled in their program, although not in courses.

A student must request a leave of absence if not enrolled in a course after the second consecutive module off. A leave of absence can be granted for up to one year from the end date of the last course taken or the second consecutive module off. Students who do not return from an approved LOA at the designated time and do not notify their academic adviser will be administratively withdrawn from their program and required to apply for readmission.

Inactive modules will extend the student's time period for completion of the degree program.

Procedure

- Students contemplating time off from their studies or a LOA should first discuss this with their academic adviser.
- If the student's decision is to take time off or request a LOA, they should follow the Program Leave of Absence Policy in this guide, which describes the procedure for requesting and returning from a LOA.
- Students returning from time off or a LOA are not guaranteed a place in a specific module/course; however, reasonable attempts will be made to honor their request.
- Returning students may be asked to demonstrate competency and skills obtained in their prior DHCON nursing courses. At the discretion of the track program director, verification of competence and skills may occur as a lab practicum or content mastery examination.

If a returning student is unable to demonstrate competencies and skills obtained in prior DHCON nursing courses, the program director, in collaboration with program faculty, will determine the next steps for progression.

Time Limit for Degree Completion

Students accepted into the online MSN or Post-MSN Certificate program must complete all the requirements for the degree within six years of the date of completion of the first course in the program. An extension of the time limit for completion of the degree may be granted only by the Dean of the DHCON.

3.16 Transfer Credits

Graduate course credits may be transferred to the University graduate degree program provided that these credits were taken within the past six years at the graduate level from a regionally accredited college or university. A minimum grade of a B is required for the courses to be transferred. Students must identify at the time of application to the program the courses for which transfer credit is sought. All course syllabi will be reviewed by the faculty member of the Admissions Committee prior to rendering a transfer decision. Up to nine credits of core courses can be applied toward the CNL, NE and NMEL programs. At the discretion of the Program Director/Chair, a maximum of 12 credits may be applied toward the CNL, NE and NMEL programs. A maximum of 6 credits can be applied toward a graduate degree for the online nurse practitioner programs. The remaining credits must be taken at the DHCON.

Procedure

- Prospective students must arrange for official transcripts for which transfer credit is sought to be sent to SHU.
- Upon review of the appropriate documents, the faculty member of the Admissions Committee (who may consult course champions) will decide as to transfer credit allocation, if any, and document the decision in the student's admission file.

- Students will be notified of any transfer credit allocation by the Recruitment Program Manager
- The faculty member of the Admissions Committee gives final approval for any transfer credit allocation.
- Matriculated students may not take courses at other colleges or universities to satisfy MSN or Post-MSN Certificate Program requirements.

3.17 Student Fees

The online MSN and Post-MSN Certificate Programs require additional student fees related to the expenses associated with clinical placement and clinical oversight in the clinical courses. In the nurse practitioner programs additional fees are associated with clinical and simulation/skills laboratory education. These fees are associated with specific nursing courses and are billed the module/semester the course is taken. Additional fees associated with online nursing courses include but may not be limited to the technology components of the course as well as the library resources.

Fees are non-refundable. Additional information can be found on SHU's website by searching Tuition and Fees.

3.18 Impaired Student Policy Involving Substance Misuse in the Practice Setting

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

Substance misuse can compromise the learning environment and cause the affected student to have impaired judgment and skills. Therefore, appropriate identification, intervention, and management of misuse and addiction is critical for nursing education and practice (NCSBN, 2011). The National Council of State Boards of Nursing (NCSBN) has published a video on this significant nursing issue, Substance Use Disorder in Nursing, which is recommended to review (NCSBN, 2013). According to the American Association of Colleges of Nursing (AACN), substance misuse is a universal health problem affecting all segments of society, including the profession of Nursing. College students may be at risk for substance use and misuse problems (AACN, 1998). Nursing students' use and misuse of substances compromises their education and their ability to provide safe and effective patient care.

Identification and documentation of impaired student procedure

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

- Alcohol on the breath/odor of alcohol

- Cognitive impairment
- Slurred speech
- Motor incapacity
- Patterns of absenteeism
- Patterns of tardiness
- Inconsistent performance
- Violation of professional behaviors

Procedure

Observation of behaviors demonstrating possible impaired practice will result in the following:

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

DHCON is committed to the education of students who will be responsible, professional, knowledgeable nurses that provide quality health care. Students with impaired practice due to substance misuse are incapable of providing this care. Therefore, identification of 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 accommodation(s) as specified in the official notification from the Office of Student Accessibility.

3.19 Test Taking Policy

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

- All tests will have a time limit, determined by the length of the test and the content.
- If a student misses a test, they will receive a zero for that test unless extenuating circumstances were discussed with the faculty prior to test.
- All tests will be available to the student during the specific times listed in the course syllabus.
- Each specific test will be offered one time only during the course.
- Any evidence of cheating or not following test-taking directions as outlined in the course syllabus is considered a violation of academic integrity. Dismissal from the program may result.

Missed Test Policy

- If a student misses an examination due to an emergency, the student must notify the course faculty prior to the start of the examination. The student must take the test within 5 business days following the original scheduled test date, based on the instructor's availability.
- If a student does not correctly report their absence from the test as stated above, a zero will be given for that test.
- Only 1 examination is allowed to be missed per course.
- If a student misses more than 1 test regardless of reason, the student will be awarded a zero for the 2nd missed test.
- If the final test is missed for an approved reason and communicated in advance to the course faculty, an incomplete grade may be awarded after discussion and approval of the course faculty and Program Director. If a student receives an incomplete grade, the student will have the opportunity to make up the final test at the discretion of the course faculty in conjunction with the Program Director.

3.20 Essential Attributes & Functional Abilities

Policy

Students in the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) are expected to demonstrate skills in a variety of clinical and simulation settings in a manner that promotes overall patient safety and welfare. The *Essential Attributes and Functional Abilities for Davis & Henley College of Nursing Students* document details the cognitive, affective, and psychomotor skills determined to be essential for full participation in teaching/learning activities of the DHCON programs and critical to providing safe and competent care to patients/clients in a clinical and simulated learning environment. [See Appendix C and D.](#)

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

All reasonable efforts will be made to assist the student to obtain the necessary and reasonable accommodations per the official notification from the Office of Student Accessibility.

3.21 Late Assignment Policy

Each assignment listed on the course syllabus or in a learning contract is due at the time specified by the course instructor. Any assignments turned into the instructor after the due date and time are considered late. All assignments must be submitted through Blackboard Assignment Manager unless otherwise specified by the course instructor.

Unless the student has made an advance request in writing to the course faculty and received approval for a late submission, or, in the event of an emergency, all late assignments will receive a reduction of 5 points for each day late. After 5 days past the due date, assignments will receive a grade of zero.

3.22 SHU Student ID Policy

SHU Student ID cards if requested are available. Please see the link below for additional information on how to obtain one or contact the Student Union Office directly at 203-371-7913. A nominal fee does apply for part-time students.

All MSN and Post-MSN Certificate students are required to display their [SHU Student ID](#) when in the clinical setting.

3.23 Student Health Compliance Policy & Class/Clinical Attendance

Online MSN FNP, MSN PMHNP and PM FNP and PM PMHNP Certificate Programs

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

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

Disregarding this policy is unacceptable, & in rare instances where a noncompliant student (including those that have an unapproved preceptor &/or clinical site) attends a clinical rotation(s) those specific clinical hours will be deleted from the student's E*Value portal. The student will receive a program warning. Once fully compliant, the student may incur additional monetary charges to redo those hours at their clinical site.

3.24 Clinical Placement Process and Procedure

Program	Process	Procedure
MSN Online Clinical Nurse Leader (CNL), Nursing Management & Executive Leadership (NMEL), and Nursing Education (NE),	<p>Students in the MSN Online programs (MSN CNL, NMEL, and NE) identify potential preceptors & sites/organizations for their clinical practicum experience(s).</p> <p>Since it can take up to nine (9) months for a new clinical site affiliation agreement to be approved, students should start the process of identifying a preceptor, selecting a site/organization, completing health requirements, CBC, & CPR certification as early as possible.</p> <p>Courses that include clinical hours/practicum experiences are listed below. All courses with clinical hours are the same duration in length as courses without clinical hours (eight weeks). Clinical experiences are in person on site.</p> <p><u>Clinical Nurse Leader (CNL):</u></p> <p><u>NU 611</u> – Care Management and Resources across the continuum (24 Clinical Hours) (Students admitted on or after January 1, 2024 – 60 Clinical Hours) *AACN Requirement to sit for the CNL Certification Exam</p> <p><u>NU 612</u> – Disease Management and Outcomes Assessment (24 Clinical Hours) (Students admitted on or after January 1, 2024 – 60 Clinical Hours) *AACN Requirement to sit for the CNL Certification Exam</p>	<p>By the published Deadline created by the Clinical Placement Team you must:</p> <p>Identify potential preceptors & sites/organizations for the clinical practicum experience(s). Once the preceptor is selected, the student must send a copy of the potential preceptor's CV & RN License(s) to the Academic Adviser for approval</p> <p>Upon Academic Adviser approval complete & submit a Contract Request Form (CRF) located on the SHU website & on the Graduate Nursing Clinical Requirements BB Organization. Once completed, the CRF will be emailed automatically to the Clinical Contract & Compliance Coordinator who will review and confirm whether there is a currently established affiliation agreement in place with your clinical site.</p> <p>The Clinical Contract & Compliance Coordinator will initiate all contracts regarding requests for student placements once a CRF has been received. It can take up to nine (9) months for a new clinical site affiliation agreement to be approved.</p> <p>Utilize your Health Account & submit your required compliance documents.</p> <p>Refer to policies on Licensure, Liability Insurance, Health Requirements, CPR certification, Criminal Background Check to ensure necessary compliance.</p> <p>Resources to assist with this process include the Clinical Placement Coordinator, Clinical Placement Compliance Coordinator, Clinical Contract & Compliance Coordinator, & the student's assigned Academic Adviser.</p> <p>In addition, the Graduate Nursing Clinical</p>

	<p><u>NU 680</u> – Clinical Nurse Leader Role Immersion Practicum (150 Clinical Hours)</p> <p><u>NU 681</u> – Clinical Nurse Leader Capstone (150 Clinical Hours)</p> <p><u>Nursing Education (NE):</u></p> <p><u>NU 619</u> – Patient and Staff Education (60 Clinical Hours)</p> <p><u>NU 690</u> – Nursing Education Practicum (60 Clinical Hours)</p> <p><u>NU 691</u> – Nursing Education Capstone (60 Clinical Hours)</p> <p><u>Nursing Management & Executive Leadership (NMEL):</u></p> <p><u>NU 672</u> – Nursing Management & Executive Leadership Practicum (60 Hours)</p> <p><u>NU 673</u> - Nursing Management & Executive Leadership Capstone (60 Hours)</p>	<p>Requirements BB Organization reviews the process in detail & contains all appropriate forms.</p>
<p>MSN PMHNP & PM PMHNP Certificate</p>	<p>All students in the PMHNP Programs identify their clinical practicum sites to meet the clinical specialty & required number of clinical practicum hours for the courses listed below. Students may not use preceptors who are immediate relatives or spouses or any preceptors for which a conflict of interest may be evident.</p> <p><u>NU 571</u> – PMHNP I Role Development of the Psychiatric Mental Health Nurse Practitioner (180 Clinical Hours)</p> <p><u>NU 572</u> – PMHNP II The Psychiatric Nurse Practitioner's Role with Children and their Families (180 Clinical Hours)</p> <p><u>NU 573</u> – PMHNP III Advanced Role development of the Psychiatric Mental Health Nurse Practitioner in Complex Systems (180 Clinical Hours)</p>	<p>By the published deadline created by the Clinical Placement Team you must:</p> <p>Identify an appropriate clinical practicum site & preceptor to meet the course objectives & student learning outcomes.</p> <p>Receive approval of the proposed clinical practicum site & preceptor from your academic adviser.</p> <p>Submit the preceptor's current resume, license (MD, DO, APRN) & board certification (if appropriate) to MSN Online NP Programs Clinical Coordinator for final approval. Email address NPapprovalrequest@sacredheart.edu.</p> <p>NOTE: While the preceptor may be approved for the course, if the preceptor is from a partnering healthcare organization, the placement also needs to be approved via the health system. In these situations, preceptor approval will not be granted until the healthcare organization first approves the clinical placement at their end.</p> <p>After receipt of email approval of your</p>

	<p>No student may enroll in a clinical course practicum without meeting all clinical compliance requirements & having an affiliation agreement with a clinical site and an approved preceptor in place.</p> <p>All independent placements & preceptors documentation must be completed by MSN Online NP Programs Clinical Coordinator. Email address NPapprovalrequest@sacredheart.edu.</p> <p>Students are required to complete a minimum of 540 clinical hours to be eligible for graduation within the clinical courses specific to the MSN PMHNP Nurse Practitioner and PM PMHNP Certificate programs.</p>	<p>clinical site and preceptor from MSN Online NP Programs Clinical Coordinator, submit a contract request form located on the SHU website.</p> <p>Once completed, the CRF will be automatically emailed to the Clinical Contract & Compliance Coordinator. The Clinical Contract & Compliance Coordinator will reach out to students via their SHU email account only if there is a problem with solidifying the clinical site's affiliation agreement. Should a student receive a notice from the Clinical Contract & Compliance Coordinator, it is the student's responsibility to immediately contact their academic adviser to discuss.</p> <p>Utilize your Health Account and submit your required compliance documents.</p> <p>Refer to policies on Licensure, Liability Insurance, Health Requirements, CPR certification, and Criminal Background Check to ensure compliance.</p> <p>Final clearance for attending a clinical experience will only be given to a student if they are completely clinically complaint with all "Student Practice Requirements", have an approved preceptor and confirmed affiliation agreement in place. The student will receive "Cleared for Clinical/Observation" email to their SHU email account from the Clinical Placement Compliance Coordinator. Student must receive this clearance email in order to attend the clinical experience. If you do not receive this email, you cannot attend the clinical experience.</p> <p>If there are any changes to a student's clinical site or preceptor, the student must notify CP immediately, submit a new CRF and wait for an updated clearance letter.</p> <p>Resources to assist with this process include the Clinical Placement Coordinator, Clinical Placement Compliance Coordinator, Clinical Contract & Compliance Coordinator, & the student's assigned Academic Adviser.</p>
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		In addition, the Grad Cert: Psych Mental Hlth Nurse Prac Clinical Reqs BB Organization reviews the process in detail & contains all appropriate forms.
MSN/FNP & PM FNP Certificate	<p>All students in the MSN Nurse Practitioner Programs and PM FNP Certificate identify their clinical practicum sites to meet the clinical specialty & required number of clinical practicum hours for the courses listed below.</p> <p><u>NU 561</u> – Primary Care I: Comprehensive Primary Care of the Adult (180 Clinical Hours)</p> <p><u>NU 606</u> - Primary Care of Children (90 Clinical Hours)</p> <p><u>NU 607</u> – Primary Care of Women (90 Clinical Hours)</p> <p><u>NU 621</u> – Primary care II (180 Clinical Hours)</p> <p>No student may enroll in a clinical course practicum without meeting all clinical compliance requirements & having an affiliation agreement with a clinical site and an approved preceptor in place.</p> <p>All independent placements & preceptor documentation must be completed by MSN Online NP Programs Clinical Coordinator. Email address NPapprovalrequest@sacredheart.edu.</p> <p>Students are required to complete a minimum of 540 clinical hours and 15 lab hours to be eligible for graduation within the clinical courses specific to the MSN Family Nurse Practitioner and PM FNP Certificate programs.</p>	<p>By the end of Week 10 of NU 552 & in week 10 of all clinical courses the below must be completed:</p> <p>Identify an appropriate clinical practicum site & preceptor to meet the course objectives & student learning outcomes.</p> <p>Receive approval of the proposed clinical practicum site & preceptor from your academic adviser.</p> <p>Submit the preceptor's current resume, license (MD, DO, APRN, PA) & board certification (if appropriate) to</p> <p>MSN Online NP Programs Clinical Coordinator for final approval. Email address NPapprovalrequest@sacredheart.edu.</p> <p>Note: While the preceptor may be approved for the course, if the preceptor is from a partnering healthcare organization, the placement also needs to be approved via the health system. In these situations, preceptor approval will not be granted until the healthcare organization first approves the clinical placement at their end.</p> <p>After receipt of email approval of your clinical site and preceptor from MSN Online NP Programs Clinical Coordinator, submit a contract request form located on the SHU website.</p> <p>Once completed the CRF will be automatically emailed to the Clinical Contract & Compliance Coordinator. The Clinical Contract & Compliance Coordinator will reach out to students via their SHU email account only if there is a problem with solidifying the clinical site's affiliation agreement. Should a student receive a notice from the Clinical Contract & Compliance Coordinator, it is the student's responsibility to immediately contact their academic adviser to discuss.</p>

		<p>Utilize your Health Account & submit your required compliance documents.</p> <p>Refer to policies on Licensure, Liability Insurance, Health Requirements, CPR certification, and Criminal Background Check to ensure compliance.</p> <p>Final clearance for attending a clinical experience will only be given to a student if they are completely clinically complaint with all “Student Practice Requirements”, have an approved preceptor and confirmed affiliation agreement in place. The student will receive “Cleared for Clinical/Observation” email to their SHU email account from the Clinical Placement Compliance Coordinator. Student must receive this clearance email in order to attend the clinical experience. If you do not receive this email, you cannot attend the clinical experience.</p> <p>If there are any changes to a student’s clinical site or preceptor, the student must notify CP immediately, submit a new CRF and wait for an updated clearance letter.</p> <p>Resources to assist with this process include the Clinical Placement Coordinator, Clinical Placement Compliance Coordinator, Clinical Contract & Compliance Coordinator, & the student’s assigned Academic Adviser.</p> <p>In addition, the FNP Clinical Requirements BB Organization reviews the process in detail & contains all appropriate forms.</p>
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If the student accepts a clinical site and then turns it down, the student will be responsible for reimbursing the DHCON for the placement fee of \$250.

3.25 Student Practice Requirements

Health Requirements Documentation, Criminal Background Check & Drug Testing

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

Students are responsible for monitoring their Sacred Heart University (SHU) email accounts and are required to read and respond as necessary to any emails regarding clinical or health compliance within 48-72 hours.

All DHCON students must utilize a Health Account with DHCON's current compliance document tracking service. Required health forms are located in your program's Blackboard (BB) Organization.

Program	Blackboard Organization Name
MSN FNP & PM FNP Certificate	FNP Online Clinical Requirements
MSN PMHNP & PM PMHNP Certificate	Grad Cert: Psych Mental Hlth Nurse Prac Clinical Requirements
MSN Online (NE, NMEL, CNL)	Graduate Nursing Requirements

[Health Account](#)

All matriculated students must submit completed & approved Annual Health Clearance & Illness/Immunization documentation to their Health Account prior to starting a course with a clinical component.

Students must be fully clinically compliant with all "Student Practice Requirements" for:

- MSN FNP and MSN PMHNP: Students must be fully clinically compliant with all Student Practice Requirements by Week 10 of NU552 & throughout the remainder of the program regardless of when they finish their clinical hours.
- PM FNP and PM PMHNP Certificate: Students must be fully compliant with all Student Practice Requirements by week 10 in the course taken before starting their first clinical course (NU 550 for PM FNP Certificate and NU 509 for PM PMHNP Certificate).
- MSN Online (NE, NMEL, CNL): Students must be fully compliant with all Student Practice Requirements 2 weeks before the clinical course begins. Students must be fully compliant with all Student Practice Requirements for the duration of each clinical course. DHCON will not accept copies of medical information. Utilizing and completing the required health forms ensures students meet agency requirements for clinical/field practice. Students are responsible for submitting documentation directly to their Health Account. Students are responsible for all costs of clinical compliance. Clinical sites can change their requirements at any time. It is the student's responsibility to meet these requirements.

It is recommended students keep copies of all health documents. The 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 cleared in the Health Account by the due date.

Just because you upload an item to your Health Account does not mean it will be accepted for the compliance requirement. You must monitor your Health account to ensure all items are cleared. If compliance items are rejected, you must contact the CP team before the due date.

The Health Account includes:

- Provider Approved Physical Exam
- TB Test (some sites require Two-Step PPD or Blood Test)
- Statement of Responsibility
- Allergy Form
- CPR verification
- RN Licensure of the state where you are completing clinical
- Liability Insurance (RN Professional Liability Insurance (CNL, NE, NMEL students). APRN Student Liability Insurance for NP programs and NP certificates.
- All students must have a seasonal Influenza vaccination for the current flu season no later than November 1st, or earlier if required by assigned clinical site.

Connecticut Hospital Association (CHA) Health & Safety Test

- Students completing clinical in Connecticut (CT) must complete the CT Hospital Association (CHA) Health & Safety Test prior to beginning clinical rotation. CHA Health & Safety course is posted in your Blackboard Organization (see Blackboard chart above). A passing score of 85 or better must be achieved & evidence of a passing grade be uploaded to the student's Health Account.

CPR Certification

- All students must upload a current & valid CPR Certification to their Health Account; **only** the following are accepted:

PHMNP & MSN/FNP Online:

- American Heart Association (AHA) BLS for Healthcare Providers
- American Heart Association (AHA) BLS RQI Healthcare Providers
- American Red Cross (ARC) BLS for Healthcare Providers
- ACLS from AHA or ARC
- HeartCode BLS from AHA

MSN Online Programs:

- American Heart Association (AHA) BLS for Healthcare Providers
- American Heart Association (AHA) BLS RQI Healthcare Providers
- American Red Cross (ARC) BLS for Healthcare Providers
- ACLS from AHA or ARC
- HeartCode BLS from AHA

License Requirements

All nursing students must have a current active unencumbered nursing license in the state(s) in which they are doing a clinical practice.

New York

Due to the New York Office of the Professions' requirements, SHU DHCON is restricted from offering clinical placements for APRN (MSN/FNP & PMHNP) licensure programs in New York. Students from the state of New York may not complete any clinical hours in New York state.

Liability Insurance

Students are required to secure professional liability insurance coverage that meets current state requirements. CNL, NE and NMEL students must provide proof of RN Liability Insurance prior to their first clinical course and maintain this insurance throughout all clinical courses. Nurse Practitioner (MSN/FNP & PMHNP) students are required to provide proof of Nurse Practitioner Student Liability Insurance prior to their first clinical course and maintain NP Student Liability Insurance throughout all clinical courses.

Protecting Youth Training Course

Per SHU policy all faculty, staff, & students are required to complete the Protecting Youth Training Course. Training is offered online & instructions are posted in your Blackboard Organization (see Blackboard chart above). Upon completion of training, students will receive a certificate of completion. Students must upload their certificate of completion to their Health Account.

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) upon admission and again along with a Drug Screen (DS), if drug screen required by the site, 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:

- The student meets with the Graduate Chair (or designee) to discuss the impact of the positive result on placement and progression in the program.
- If recommended by the Graduate Chair, the student may be allowed to retake the DS at the student's own expense.

Students will not be allowed to participate in clinical under the influence of any drug that may impair their judgment or affect their ability to safely perform nursing care. A repeat 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.

Complete Background Check (CBC)

- All applicants to a SHU DHCON online program must have ordered & received a cleared CBC report as part of the initial application process.
- An annual CBC re-check is required until students complete their program. Students residing in New York, currently or in the past, 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.
- Depending on the state(s) where your CBC is being run, you may acquire additional charges due to state laws.
- Clinical sites may require a clean report of a CBC within three to twelve months of the clinical placement rotation. Repeated or additional CBCs prior to the start of a clinical placement may be required. Some sites will mandate additional requirements including but not limited to:
 - Drug screening
 - Colorblindness testing
 - Finger printing
 - Facility-mandated & administered background check

Drug Screen

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

3. 26 E*Value

E*Value is a healthcare education data management software application DHCON has adopted & is utilizing to track & manage various college of nursing clinical & site compliance requirements.

As a student, it is expected all the following tasks will be completed in E*Value:

- Site & Preceptor Evaluations
- Student-Preceptor Agreement

- Clinical/Practicum Logs
- Preceptor Letter of Agreements
- Case Logs (MSN/FNP & PM/MSN Cert)
- HRSA Demographic Survey (MSN/FNP & PM/MSN Certificate, if applicable)
- Clinical Evaluations
- Exit and Alumni Surveys

Failure to submit all completed required E*Value documents on time, as outlined above and in the course content/syllabus, will result in a failure (F) in clinical. A failure in clinical results in a failure (F) in the course.

Once fully registered for a clinical nursing course, the designated nursing program Clinical Placement Coordinator (CPC) will send a detailed email coupled with an instructional E*Value student Power Point presentation to student's SHU email accounts. Access to student's personalized E*Value accounts will only be granted by using the student's own SHU username & password to log in.

All correspondence & communication regarding E*Value & clinical compliance will solely 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 student's clinical placement coordinator or the faculty member teaching the specific course.

3.27 Latex/Allergy Policy

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

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

Nursing students who suspect or have a confirmed latex allergy must have an evaluation of their allergy by an allergist or immunologist, resulting in a classification of irritant contact dermatitis, allergic contact dermatitis or IgE histamine mediated allergy. A note from this medical provider must be sent to the Program Director before clinical assignments are given.

Students with latex allergies will be required to sign a waiver, acknowledging their risk and responsibility for avoiding latex or other products whenever possible.

Students who decide to continue in the Nursing Program acknowledge the above notice and agree to assume the risk and continue at their own risk.

The DHCON will make reasonable efforts to establish and maintain a clinical laboratory as free from latex as possible.

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

Students with a latex allergy must access the latex policy of the affiliating clinical agency to which they are assigned and follow said policy while in the clinical setting.

Students with latex allergy are not excused from meeting requirements of the MSN or Post-MSN Certificate programs.

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

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

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

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

[Latex/Allergy Procedure](#)

Students with concerns regarding a possible latex allergy should bring this to the attention of the clinical coordinator, course faculty, course coordinator, and Program Director as soon as possible.

The Program Director will advise students of how to proceed with testing,

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

Practicum course faculty will interview the student to determine a plan for avoidance of allergen and for emergency management of exposure. This document will be updated with each new clinical placement and placed in the student's record.

[3.28 Cell Phone Policy](#)

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

3.29 Dress Code Policy

Nursing students are expected to follow the established dress code policy detailed below as part of their demonstration of professional role behaviors (see policy under this name).

Students who fail to abide by the dress code guidelines may be asked to leave clinical, and report back when they are appropriately dressed. Questions or concerns regarding these guidelines should be addressed with the course instructor prior to attending the clinical or professional activity.

Appropriate and consistent professional attire serve to identify Sacred Heart University Online MSN and Post-MSN Certificate students and represent the image of the University and DHCON as well as to protect the students and client from injury and infections.

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

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

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

Nail Guidelines: For infection control purposes nails must be short and filed. Clear or neutral nail polish is acceptable absent of chipping. Artificial nails or nail tips are strictly prohibited.

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

Miscellaneous: Hair should be clean and neat, and secured with a hair band or tie if it is long. Lab coats should be clean and free from wrinkles.

Offensive body odor and/or strong perfume/cologne or scented body products may cause discomfort to others and should not be present.

Gum is not allowed.

3.30 Capstone Requirement

All master's students will complete an evidence-based capstone project to fulfill requirements for the MSN degree or Post-MSN Certificate.

CNL, NE and NMEL Students will work on completing this project during their final two capstone courses under the guidance of the course faculty. Preceptors can assist in providing guidance, suggestions for the project and/or resources. Final requirements for the graduate capstone are found in the course syllabus.

As part of the MSN FNP or Post-MSN FNP Certificate online program students are required to complete an evidence-based capstone project. The purpose of the Evidence Based Practice (EBP) Project is to integrate the principles and context of EBP to clinical practice through demonstration of core competencies in advanced practice nursing and disease management of patients within the health care system. This project is based upon the National Organization for Nurse Practitioner Faculties (NONPF) Family Nurse Practitioner Competencies.

As part of the MSN PMHNP or Post-MSN PMHNP Certificate online program students are required to complete an evidence-based capstone project. The purpose of the Evidence Based Practice (EBP) Project is to integrate the principles and context of EBP to clinical practice through demonstration of core competencies in advanced practice nursing and psychotherapeutic interventions for patients across the lifespan within the health care system. This project is based upon the National Organization for Nurse Practitioner Faculties (NONPF) Psychiatric Mental Health Nurse Practitioner Competencies.

3.31 Graduation Application

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

Deadlines are as follows:

May Graduation Date: Application due the prior October

August Graduation Date: Application due the prior February

December Graduation Date: Application due the prior June

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

[Apply](#)

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

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

3.32 Honors Distinction (MSN)

Latin Honors are not awarded to graduate students; however, honors designation may be awarded at the time of graduation based on the criteria listed below. If a student receives academic honors, it will be announced at graduation and noted on the student's transcript and diploma.

The criteria for honor designation include:

Top 20% of the graduating group within the degree program. Students must have obtained at minimum a 3.7 GPA.

Significant work (e.g., capstone, course project, etc.) that is or has the potential to be a recognized and documented contribution to the field of discipline.

Faculty recommendation for an honor's designation.

The Program Director should concur with the faculty member's recommendation prior to sending the final recommendation for the award to the Dean of the DHCON.

3.33 Graduate Student Advisory Committee

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

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

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

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

3.34 Certification Exams

Clinical Nurse Leader Certification (CNL)

Students in the Clinical Nurse Leader (CNL) track are eligible to take the Clinical Nurse Leader Certification Examination at the completion of all program course work. Please visit the AACN website and follow the process.

Certification for Nurse Educators (CNE)

Students in the Nursing Education track are eligible to take the NLN Certification for Nurse Educators Examination at the completion of all program course work. Please visit the NLN website and follow the process.

Certification Exams for Family Nurse Practitioners (FNP)

The [American Nurses Credentialing Center](#) (ANCC) and the [American Association of Nurse Practitioners](#) (AANP) are the governing boards that administer tests to examinees seeking to become certified as a nurse practitioner.

Certification Exam for Psychiatric Mental Health Nurse Practitioners (PMHNP)

The [American Nurses Credentialing Center](#) (ANCC) administers the certification exam to become certified as a psychiatric mental health nurse practitioner.

3.35 Recommended Websites

Visit the [Sacred Heart University website](#) to access other University information.

[Sacred Heart University DHCON](#) 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, scholarships; and other student resources.

[Registrar](#) - information is available on the University website.

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

[Ryan Matura Library and Learning Resources](#)

[Center for Teaching & Learning \(CTL\)](#) Offers individual tutoring and online math and writing labs.

[Office of Student Accessibility](#)

The [Office of Research & Sponsored Programs](#) drafts institutional policies and procedures regarding sponsored research programs and federal regulatory requirements and maintains records and reports regarding extramural funding. Their website contains resources and links that may be helpful to doctoral students as you develop your proposals.

[AACN Essentials](#)

[American Association of Colleges of Nursing](#)

The [American Nurses Association](#) is a general resource as well as source for standards of nursing practice.

[American Nurses Credentialing Center](#)

[American Organization for Nursing Leadership](#)

[Clinical Nurse Leader Association](#)

[Commission of Collegiate Nursing Education](#)

[Connecticut Advanced Practice Registered Nurse Society](#)

[ANCC FNP Certification Examination](#)

[FNP, AGNP, & PMHNP Certification Candidate Handbook](#)

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

[National League for Nursing](#)

[National League for Nursing: Competencies for Nursing Education](#)

[NONPF Population-Focused Nurse Practitioner Competencies](#)

[National Organization of Nurse Practitioner Faculties \(NONPF\)](#)

[National Student Nurses' Association](#)

[Quality and Safety Education for Nurses](#)

Appendix A: Unusual Occurrence Report

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

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

Student(s) Involved: _____

Clinical Instructor: _____

Course: _____ **Clinical Site:** _____

Specific Unit and Area incident occurred: _____

Type of Occurrence:

☐ Medication Error

☐ Needle Stick/Exposure

☐ Incorrect Medication Count

☐ Student Event

☐ Treatment Error

☐ Near Miss

☐ Confidentiality Violation

☐ Other: _____

Please Explain:

Student report – complete each question thoroughly

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

If patient(s) involved: _____

Patient age: _____

Patient Gender: _____

Diagnosis: _____

What harm did/or could have occurred as a result of this situation?

Medical Treatment necessary? (student) ☐ Yes ☐ No

If yes, give nature of treatment: _____

Follow up treatment if necessary: _____

How could this event have been prevented?

Instructor/Faculty Comments

Course Coordinator Notified: ☐ Yes ☐ No

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

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

Required Remediation or Follow-up Action:

Student Signature: _____ **Date:** _____

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

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



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Sacred Heart University

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:** _____



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Appendix C: Essential Attributes & Functional Abilities for Davis & Henley College of Nursing Students Graduate Direct Patient Care Programs: Family Nurse Practitioner (MSN-FNP, Post-MSN FNP Certificate, & BSN- DNP), Psychiatric Mental Health Nurse Practitioner (MSN-PMHNP, Post MSN PMHNP Certificate) Clinical Nurse Leader, and Nurse Educator

Students are expected to demonstrate skills in a variety of clinical and simulation settings in a manner that promotes overall patient safety and welfare. The list below outlines cognitive, affective, and psychomotor skills deemed essential in providing care and to allowing full participation in the Davis & Henley College of Nursing programs.

Students who believe they cannot meet the essential attributes and functional abilities listed below without accommodations are required to contact the Office of Student Accessibility. Along with demonstrated academic ability, the Essential Attributes and Functional Abilities must be demonstrated throughout the program until graduation.

Table 1: Essential Attributes & Functional Abilities

Functional Ability	Standard	Examples of Required Activities
Motor Abilities	Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength, to provide patient care.	Mobility to allow movement throughout the classroom/clinical site and stand for prolonged periods of time to carry out patient care procedures such as assisting with ambulation of clients, administering CPR without assistance, assisting with turning and lifting patients, and providing care in confined spaces such as treatment room or operating suite.
Manual Dexterity	Demonstrate fine motor skills sufficient for providing safe nursing care.	Motor skills sufficient to handle small equipment such as insulin syringe, administer medications by all routes, perform tracheostomy

Functional Ability	Standard	Examples of Required Activities
		<p>suctioning, and insert urinary catheter.</p> <p>Ability to use electronic health records or handwrite legible charting notes.</p>
Perceptual/ Sensory Ability	<p>Sensory/perceptual ability to monitor and assess clients.</p>	<p>Sensory abilities sufficient to hear alarms, auscultatory sounds, cries for help, etc.</p> <p>Hears and differentiates tonal variances or do so with the assistance of technology such as an amplified stethoscope.</p> <p>Visual acuity to read calibrations on syringe and differentiate and assess color (cyanosis, pallor, blue versus green)</p> <p>Sees and accurately reads print, computer screens and 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>
Affective Skills and Behavioral/Interpersonal/Emotional	<p>Ability to relate to colleagues, staff and patients with honesty, civility, integrity and nondiscrimination.</p> <p>Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.</p>	<p>Establishes professional rapport with patients/clients and colleagues.</p> <p>Works with teams and workgroups.</p> <p>Emotional skills sufficient to remain calm in an emergency situation.</p>

Functional Ability	Standard	Examples of Required Activities
	<p>Capacity for development of mature, sensitive and effective therapeutic relationships.</p> <p>Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds.</p> <p>Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.</p> <p>Negotiate interpersonal conflict effectively.</p> <p>Ability to demonstrate cultural sensitivity and awareness.</p>	<p>Behavioral skills sufficient to demonstrate good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of patients.</p> <p>Adapts rapidly to environmental changes and multiple task demands.</p> <p>Self-regulates their own behaviors and attitudes, to ensure professional practice, and delivery of care.</p> <p>Maintains sufficient mental/emotional stability to tolerate stressful situations, adapt to changes, respond to the unexpected, and maintain objectivity consistent with safe clinical practice.</p> <p>Sustains safe nursing practice without demonstrated behavior of addiction to, abuse of or dependence on alcohol or other drugs that may impair behavior or judgment.</p> <p>Continuously exhibits a functional state of alert, self-aware, and respectful behavior during classroom and clinical experiences.</p> <p>Tolerates the mental demands of differing shifts, body rhythm changes, increasingly difficult patient workloads, and fatigue.</p> <p>Demonstrates respect for individual differences such as cultural, ethnic, religious,</p>

Functional Ability	Standard	Examples of Required Activities
		gender, age and sexual orientation.
Safe environment for patients, families and co-workers	<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>Ability to recognize and minimize hazards that could increase healthcare associated infections.</p> <p>Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.</p>	<p>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>
Communication	<p>Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communication, such as interpretation of facial expressions, affect and body language).</p> <p>Ability to communicate accurately with non-English speaking patients and their</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</p>

Functional Ability	Standard	Examples of Required Activities
	<p>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>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>
Cognitive/Conceptual/Quantitative Abilities	<p>Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis.</p> <p>Ability to gather data, to develop a plan of action, establish priorities and monitor and evaluate treatment plans and modalities.</p> <p>Ability to comprehend three-dimensional and spatial relationships.</p> <p>Ability to react effectively in an emergency situation.</p>	<p>Calculates appropriate medication dosage given specific patient parameters, includes applying ratio/proportion concepts, use of conversion tables, and calculation of drug doses and solutions.</p> <p>Analyzes and synthesizes data and develops an appropriate plan of care.</p> <p>Collects data, prioritize needs and anticipate reactions.</p> <p>Comprehends spatial relationships adequate to properly administer injections, start intravenous lines or assess wounds of varying depths.</p>

Functional Ability	Standard	Examples of Required Activities
	Exhibit sufficient knowledge and clarity of thinking to process the information and apply it appropriately to situations in the classroom and clinical experiences.	<p>Recognizes an emergency situation and responds effectively to safeguard the patient.</p> <p>Ability to use a computer for long periods of time, including testing for 3-hour time blocks.</p> <p>Learns effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussion, group assignments, individual study materials, preparation and presentation of written and oral reports, and use of computer-based technology.</p>
Punctuality/work habits	<p>Ability to adhere to Sacred Heart University College of Nursing policies, procedures and requirements as described in the Student Nurse Handbook, college catalog and student handbook and course syllabus.</p> <p>Ability to complete classroom and clinical assignments and submit assignments at the required time.</p> <p>Ability to adhere to classroom and clinical schedules.</p>	<p>Attends class and clinical/lab on time.</p> <p>Reads, understands and adheres to all policies related to classroom and clinical experiences.</p> <p>Contacts instructor in advance of any absence or late arrival.</p> <p>Understands and completes classroom and clinical assignments by due date and time.</p>
Environment	<p>Recognize the personal risk for exposure to health hazards.</p> <p>Appropriately use equipment in laboratory or clinical settings needed to provide patient care.</p>	Takes appropriate precautions for possible exposures such as communicable disease, blood borne pathogens, and latex.

Functional Ability	Standard	Examples of Required Activities
	<p>Tolerate exposure to allergens (latex, chemical, etc.)</p> <p>Tolerate wearing protective equipment (e.g. mask, gown, gloves).</p>	<p>Uses personal protective equipment (PPE) appropriately.</p>



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Appendix D: Essential Attributes & Functional Abilities for Davis & Henley College of Nursing Students Post-Master's DNP and MSN Nurse Management & Executive Leadership

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 Director of their Nursing Program to determine if individual, reasonable accommodations can be made and that all accommodations are in agreement with our clinical partners. Along with demonstrated academic ability, the Essential Attributes and Functional Abilities must be demonstrated throughout the program until graduation.

Table 2: Essential Attributes & Functional Abilities

Functional Ability	Standard	Examples of Required Activities
Motor Abilities	Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength to provide safe patient care.	Mobility to allow movement throughout the classroom/clinical site and stand for periods of time to carry out patient care procedures such as assisting with ambulation of clients, administering CPR without assistance, assisting with turning and lifting patients, and providing care in confined spaces such as treatment room or operating suite. Ability to manipulate devices used in providing patient care.
Manual Dexterity	Demonstrate fine motor skills sufficient for providing safe nursing care.	Motor skills sufficient to handle small equipment.

Functional Ability	Standard	Examples of Required Activities
		Ability to use electronic health records or handwrite required documentation of patient care.
Perceptual/ Sensory Ability	Sensory/perceptual ability to monitor and assess clients.	<p>Sensory abilities sufficient to hear alarms, auscultatory sounds, cries for help, etc.</p> <p>Hears and differentiates tonal variances or does 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>
Affective Skills and Behavioral/Interpersonal/Emotional	<p>Ability to interact with patients, staff, and colleagues 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 a variety of 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 safe patient 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>Continuously exhibits a functional state of alert, self-aware, and respectful behavior during classroom and clinical experiences.</p> <p>Tolerates the mental demands of differing shifts, body rhythm changes, increasingly difficult patient workloads, and fatigue.</p> <p>Demonstrates respect for individual differences such as cultural, ethnic, religious,</p>

Functional Ability	Standard	Examples of Required Activities
		gender, age and sexual orientation.
Safe environment for patients, families and co-workers	<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>Ability to recognize and minimize hazards that could increase healthcare associated infections.</p> <p>Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.</p>	<p>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>
Communication	<p>Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communication, such as interpretation of facial expressions, affect and body language).</p> <p>Possesses required communication abilities, including speech, hearing,</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</p>

Functional Ability	Standard	Examples of Required Activities
	<p>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>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>
<p>Cognitive/Conceptual/Quantitative Abilities</p>	<p>Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis.</p> <p>Ability to gather data, to develop a plan of action, establish priorities, monitor, and evaluate treatment plans and modalities.</p> <p>Ability to retain information to apply to situations in the provision of care.</p> <p>Ability to comprehend three-dimensional and spatial relationships.</p>	<p>Calculates appropriate medication dosage given specific patient parameters, includes applying ratio/proportion concepts, use of conversion tables, and calculation of drug doses and solutions.</p> <p>Analyzes and synthesizes data and develops an appropriate plan of care.</p> <p>Collects data, prioritizes needs and anticipates reactions.</p> <p>Comprehends spatial relationships adequate to properly administer injections, start intravenous lines or assess wounds of varying depths.</p>

Functional Ability	Standard	Examples of Required Activities
	<p>Ability to react effectively in an emergency situation.</p> <p>Exhibit sufficient knowledge and clarity of thinking to process the information and apply it appropriately to situations in the classroom and clinical experiences.</p>	<p>Recognizes an emergency situation and responds effectively to safeguard the patient.</p> <p>Ability to use a computer for long periods of time, including testing for 3-hour time blocks.</p> <p>Learns effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussion, group assignments, individual study materials, preparation and presentation of written and oral reports, and use of computer-based technology.</p>
Punctuality/work habits	<p>Ability to adhere to Sacred Heart University College of Nursing policies, procedures and requirements as described in the Student Nurse Handbook, college catalog, 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 on time.</p> <p>Reads, understands and adheres to all policies related to classroom and clinical experiences.</p> <p>Contacts instructor in advance of any absence or late arrival.</p> <p>Understands and completes classroom and clinical assignments by due date and time.</p>
Environment	<p>Recognize the personal risk for exposure to health hazards.</p> <p>Appropriately use equipment in laboratory or clinical settings needed to provide patient care.</p>	<p>Takes appropriate precautions for possible exposures such as communicable disease, blood borne pathogens, and latex.</p>

Functional Ability	Standard	Examples of Required Activities
	<p>Tolerate exposure to allergens (latex, chemical, etc.).</p> <p>Tolerate wearing protective equipment (e.g. mask, gown, gloves).</p>	<p>Uses personal protective equipment (PPE) appropriately.</p>



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Sacred Heart University

APPENDIX E: Student Success Plan

Course: _____ Date: _____

Student Name: _____ Academic Issue: _____

Clinical Issue: _____ Professional Issue: _____

Due Date: _____

Problem/Contributing Factors:

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

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

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

Date: _____

Student Signature: _____ Faculty Signature: _____



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COLLEGE OF NURSING
Sacred Heart University

APPENDIX F: Personal Leave of Absence Request Form (Completed online)

A personal leave of absence allows a student in good standing to take time off for personal reasons. Prior to taking a personal leave, students are required to submit a completed Personal Leave of Absence Request form to their academic adviser or designee (Program Director). Students must meet with their academic adviser at least four (4) weeks prior to the end of a Leave of Absence.

Name: _____ Student ID #: _____

Today's Date: _____

Online Nursing Program/Track: _____

Academic Adviser: _____

Reason for Leave of Absence Request: (Please select one)

- ☐ Family
- ☐ Personal
- ☐ Professional
- ☐ Financial
- ☐ Other

If response to Question 6 was "Other," please explain below:

Leave of Absence Module/Semester: _____

Leave of Absence Effective Date: _____

Anticipated Leave of Absence End Date: _____

Student Permanent Address: _____

Student SHU Email Address: _____

Student Personal Email Address: _____

Phone Number: _____

Comments:



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Sacred Heart University

APPENDIX G: Online Programs Warning Form

Date: _____ Semester/Module: _____

Student Name: _____ Student ID#: _____

Course Number: _____ Course Title: _____

Faculty Name: _____

Program Director Name: _____

Student Advisers Name: _____

- ☐ Failure to meet professional standards/expectations (Refer to appropriate Program Nursing Student Guidebook)
- ☐ Unprepared for clinical
- ☐ Consistently late for clinical.
- ☐ Missed clinical without appropriate notification to preceptor.
- ☐ Left clinical site without notifying preceptor.
- ☐ Failed to report significant change in patient's condition.
- ☐ Failed to follow hospital/agency policy.
- ☐ Engaged in unsafe practice.
- ☐ Displayed lack of professional behaviors, responsibility, professionalism, self-directiveness, and or communication "netiquette" towards professor/preceptors/staff/client/peer.
- ☐ Inappropriate dress in clinical site.
- ☐ Failure to complete clinical site requirements before attending the site.
- ☐ Failure to meet course standards/expectations (Refer to appropriate Program Nursing Student Guidebook)
- ☐ Failed to submit major assignment in class.
- ☐ Excessive absenteeism such as missing one 8-hour intensive day or one week of non-participation in an online course.
- ☐ Consistently tardy in submitting assignments.
- ☐ Failure to submit clinical documents during clinical courses.
- ☐ Failure to notify professor or adviser of inability to continue with approved preceptor or site and need for new preceptor or securing information for approval.
- ☐ Failure to utilize approved preceptor and site for clinical and or practicum experiences.

- ☐ Violated University Academic Integrity Policy (including but not limited to plagiarizing, cheating, colluding, falsifying, or fabricating, using previously prepared materials that have been graded in another course, destroying or altering another's work, or submitting the same paper, report, or assignment in more than one class).
 - ☐ Other:
-

Description of Incident:

Outcome of Incident: Program Warning issued

Faculty Interventions with Student:

Faculty Signature: _____ Date: _____

Date emailed to student: _____

Form Instructions

Faculty: Please complete this report for verbal warning or written program warning. The program warning report is a formalized system of communication and documentation for violations of university, college and program policies. See appropriate Nursing Student Guide.

Steps for completing program warning form:

1. Complete program warning form.
2. Notify the Program Director of the program warning.
3. Email a copy of the program warning form to the chair of the Academic Standards Committee.
4. Email a copy of the program warning form to the Program Assistant. The Program Assistant will notify the student's academic adviser. The Program Assistant will save program warning form to student's file in eSTAR.
5. Email a copy of the program warning form to the student.

Student: Students are required to meet with their course faculty and/or academic adviser to discuss the violation within 7 days of notification.

Course faculty or adviser will document meeting in eSTAR. Failure to comply with this policy may result in a recommendation to the Dean of the Davis and Henley College of Nursing for placement on Academic Probation.



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COLLEGE OF NURSING

Sacred Heart University

Appendix H: 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?

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



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COLLEGE OF NURSING
Sacred Heart University

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:

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



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COLLEGE OF NURSING
Sacred Heart University

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

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

Student Name:

Program:

Student Signature: _____ **Date:**



Appendix K: Return to Clinical Practice

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

Student Instructions:

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

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

Return to Clinical Practice Form

Healthcare Provider Instructions:

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

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

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

Restrictions/Limitations:

Healthcare Provider Name (Print)

Date Signed: _____ Healthcare Provider Signature Stamp:



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Sacred Heart University

Appendix L: Critical Incident Form

Student Name: _____ **Course:** _____

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

- ☐ Failure to meet professional standards/expectations
- ☐ Unprepared for clinical
- ☐ Consistently late for clinical
- ☐ Missed clinical/lab without appropriate notification of instructor
- ☐ Left clinical/lab unit site without notifying instructor/staff
- ☐ Failed to report significant change in patient's condition
- ☐ Failed to follow hospital/agency policy
- ☐ Engaged in unsafe practice
- ☐ Displayed inappropriate/disruptive/disrespectful behavior towards client/staff/instructors/peers
- ☐ Violated uniform dress code/policy
- ☐ Displayed inappropriate/disruptive/disrespectful behavior/communication towards professor/peers
- ☐ Failure to meet course standards/expectations
- ☐ Consistently unprepared for class
- ☐ Unexcused absences from class (>2 per semester)
- ☐ Consistently tardy in submitting assignments
- ☐ Displayed inappropriate/disruptive/disrespectful behavior/communication towards professor/peers

☐ Violated University Academic Honesty Policy (including but not limited to plagiarizing, cheating, colluding, falsifying or fabricating, using previously prepared materials, destroying or altering another's work or submitting the same paper or report in more than one class

☐ Other: _____

Referral

☐ Lab Referral

☐ Referred to Skills Success Lab

☐ Skills review needed

☐ Other: _____

Description of Incident:

☐ SPEET Completed

SPEET Outcome

☐ Human Error

☐ At-Risk-Behavior

☐ Reckless Behavior

Outcome of Incident:

☐ Counsel

☐ Success Plan Written

☐ Verbal Warning

☐ Professional Warning

☐ Recommend Probation

☐ Recommend Dismissal

Plan of Action:

Faculty Signature: _____

Student Signature: _____

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



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Appendix M: 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	
G	<u>General</u> Nursing Practice	No prior counseling for practice related issues	Prior counseling for single non-related practice issue	Prior counseling for single "related" issue	Prior counseling for "same" issue	Prior counseling for multiple related or non-related practice issues	Prior counseling for same or related issue with no or little evidence of improvement	
U	<u>Under-</u> standing expected based on program level, course objectives/ outcomes	Has knowledge, skill and ability - Incident was accidental, inadvertent, or an oversight	Task driven/rote learning or wrong action for this circumstance	Failed to demonstrate appropriate understanding of options/resources or Aware of safety issues but in this instance cut corners	Understands rationale but failed to recognize situations in terms of overall picture or to prioritize actions or in this instance, failed to	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	
					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.	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.	
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 judgment.	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	
E	Ethics/ credibility/ accountability	Identified own error and self-reported. Identifies opportunities for improvement and develops action plan for ensuring	Admitted to error and accepts responsibility . Identifies opportunities for improvement and	Acknowledged role in error but attributes to circumstances and/or blames others to justify action/inaction. Cooperative during investigation. Demonstrates	Denies responsibility until confronted with evidence. Reluctantly accepts responsibility. Made excuses or made light	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.	

		0	1	2	3	4	5	
		incident will not be repeated.	develops action plan for ensuring incident will not be repeated.	desire to improve practice.	of occurrence. Marginally cooperative during investigation.			

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

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

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

Program/Track: _____ Actions Taken: _____

Clinical/Course Faculty Signature: _____

Program Director Signature: _____

Date Signed: _____

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

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

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

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

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

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

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

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

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

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Sacred Heart University

Appendix N: Nursing Simulation & Skills Laboratories Code of Conduct

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

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

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