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

Sacred Heart University

Post Masters Doctor of Nursing Practice Online Program Nursing Student Guide

2022-2023 Edition

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

Dear Nursing Student,

Welcome to Sacred Heart University's Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON)! We are delighted you have chosen to join our community of students, faculty and alumni. Together we will create a vibrant community of learners, teachers, and scholars to prepare nurses for all aspects of professional practice in an ever-changing and challenging world of health care.
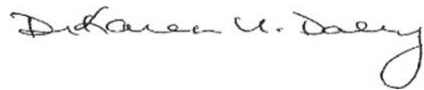
The DHCON is committed to the success of each student. Your academic advisor, course and clinical faculty will be partners in your academic journey, so please always ask for the guidance and support you need.

The 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 the nursing programs. All students are expected to review and abide by the current 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 via student Sacred Heart University email.

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

Cordially,

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

Dr. Linda Cook
Linda Cook, DNP, APRN, NNP-BC, CNL
Graduate Chair, Davis & Henley College of Nursing

Dr. LuAnn Etcher
LuAnn Etcher PhD, GNP-BC, CPG
Program Director, Post Masters DNP Program, Davis & Henley College of Nursing

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

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 & Philosophy

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

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

The faculty of the DHCON work together as a community of educators to cultivate the personal and professional development of students. Faculty create formal and informal learning environments that engage students in the synthesis of their unique gifts, talents, and skills with the beliefs, values, and methods of professional nursing. They are engaged in practice and in service to the community which is reflected in innovative learning environments and curricula.

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

and doctoral nursing programs prepare students for advanced roles in leadership and clinical practice and clinical education.

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

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

Nursing

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

Health

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

Nursing Practice

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

Nursing Education

- Nursing education fosters the students' understanding of the relationship between nursing science and nursing practice, while building on prior knowledge.

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

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

The organizational framework for 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 will be found on the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) website or available brochures. As of fall 2022, the following options are available:

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

*Available for online study (applies to classwork only)
**Approximately 50% or more of program available online.

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.

The Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) uses several communication strategies to promote information exchange and involvement.

SHU email is the official means of communication. Course-specific Blackboard sites where direct email messages to individuals and groups are frequently used to communicate important information to students.

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

Students may request letters of reference from faculty by emailing the individual faculty member.

2.2 Student Services

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

Ryan Matura Library

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

IT Support

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

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

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

The Center for Teaching and Learning

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

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

Academic Support Services include 1-on-1 tutoring with professional and peer tutors; group study sessions and office hours by Classroom Learning Assistants (CLAs); specialized Learning Labs in math, biology and genetics; writing support through the Writing Center and online writing lab (OWL). The Center for Teaching and Learning is located on West Campus in suite W-223B, with tutoring locations available at many campus locations. For more information, please contact Lisa Henderson, Coordinator of Learning Support Services, hendersonl3@sacredheart.edu.

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

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

2.3 Complaint & Grievance Procedure

Students are encouraged to raise issues and concerns regarding courses, policies, procedures, or other activities of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON). To achieve best results and hasten the resolution process, students are asked to use

the following guidelines. For course related issues, students should first approach the course faculty and then the course coordinator if applicable. If the issue cannot be resolved at this level, students should next bring the matter to the attention of the Director of the program. If the issues remain unresolved, the next step would be to address the concern with the Chair, Associate Dean of Academic Affairs of the DHCON, and finally the Dean of the DHCON.

If the topic of concern is a broader program or personal issue, students should first meet with their faculty advisor who will assist in resolving the issue and/or deciding upon appropriate next steps, including meeting with the Director of the program, Chair, Associate Dean of Academic Affairs, or with the Dean of the DHCON.

The Policy and Procedure for Formal Student Complaints

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

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

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

Complaints Against the Program Falling Outside Due Process

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

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

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

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

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

Potential complaints against the program regarding CCNE accreditation:

All programs within the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) are accredited by the Commission on Collegiate Nursing Education (CCNE). A complaint against an accredited program may be submitted by anyone, including students, faculty, staff, administrators, nurses, patients, employee, or the public. The CCNE Board considers formal requests for implementation of the complaint process provided that the complainant. Criteria for the complaint are a) illustration of the full nature of the complaint in writing, describing how CCNE standards or procedures have been violated, and b) willingness of the 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

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:

Office of Higher Education
450 Columbus Boulevard, Suite 510
Hartford, CT 06103-1841
800-842-0229

2.4 Grade Grievance Policy

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

2.5 Writing Policy

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

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

2.6 Confidentiality Policy

Students must be aware and understand that the verbal or electronic disclosure of any examination materials or simulation scenarios including the nature or content of examination items, before, during, or after the examination is prohibited. Copying of examination items and related rationales during test review is also prohibited. Students who are aware of or have observed an attempt to compromise examination materials or processes should report the incident to the faculty. The student who has violated the confidentiality policy may face potentially serious consequences, up to and including dismissal from the program.

2.7 Videotaping & Audio Recording Policy

Videotaping and audio recording of students of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) may be a required component for successful completion of courses offered in the nursing programs. The videotaping and audio recording occur in the laboratory settings or other places where learning occurs. The recordings may be viewed by course faculty and peers as appropriate.

2.8 Social Media Policy

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

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

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

2.9 Felony Conviction

A felony conviction may affect a student's ability to be placed in a clinical agency or institution. Criminal background checks must be completed at the student's expense. The university and program will have no obligation to refund tuition or otherwise accommodate student in the event that a criminal background check, fingerprinting or drug screening render the student ineligible to complete required courses or clinical field experiences.

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

2.10 Unusual Occurrence

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

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

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

Procedure

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

Occurrence reports must be completed, signed by student and faculty within one (1) week of incident and submitted to the Program Director. The final report after the Program Director's

review should be delivered to the Office of the Dean of the DHCON within two (2) weeks of the incident.

2.11 Global Learning Programs

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

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

Specific to the clinical immersion program: The clinical immersion program will take place during the semester while classes are in session at the university. Students participating in these experiences will be required to complete classes in an alternate format for the portion of the classes held during the week(s) of the immersion. It is recommended that students who are accepted to participate in the clinical immersion program discuss the impact of their participation on their academic success with their academic advisor/instructor. A degree program track may choose to limit the number of clinical hours a student may accrue through global immersion experiences.

2.12 Student Advisory Representation

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

Students from undergraduate and graduate nursing programs are invited to participate in the DHCON Faculty Assembly meetings to stimulate sharing of ideas with the overall goal of promoting program excellence.

Inquiries regarding individual course and instructor issues should be submitted through a different venue, private email with the Program Director or through end of course evaluations.

2.13 Selected University Policies

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

 The following policies are highlighted below:

Academic Integrity

Americans with Disabilities Act (ADA)

Statement on Diversity, Equity, and Inclusion

Sexual Assault Policy

Procedures for Individuals Claiming Unlawful Discrimination/Harassment

Accessibility Statement

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

3.1 Programmatic Student Learning Outcomes

The student learning outcomes are derived from the American Association of Colleges of Nursing Essentials for the Doctor of Nursing Practice.

Essential I: Scientific Underpinnings for Practice

Apply Scientific Underpinnings for Practice to integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

Understand Organizational and Systems Leadership for Quality Improvement and Systems Thinking in order to be skilled in working within organizational and policy arenas and in the actual provision of patient care by themselves and/or others.

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

Practice Clinical Scholarship and Analytical Methods for Evidence-Based Practice to expand the realm of knowledge beyond mere discovery and direct discovery toward humane ends.

Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

Competently practice Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care in order to apply new knowledge, design, select, and use information systems/technology to evaluate programs of care, outcomes of care, and care systems.

Essential V: Health Care Policy for Advocacy in Health Care

Engage in Health Care Policy for Advocacy in Health Care towards creating a health care system that meets the needs of its constituents.

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

Facilitate Interprofessional Collaboration for Improving Patient and Population Health Outcomes as members of the health care team with advanced preparation in the interprofessional dimension of health care that enable them to facilitate collaborative team functioning and overcome impediments to interprofessional practice.

Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health

Implement Clinical Prevention and Population Health Strategies for Improving the Nation's Health as a central activity to achieving the national goal of improving the health status of the population of the United States.

Essential VIII: Advanced Nursing Practice

Engage in Advanced Nursing Practice by demonstrating refined assessment skills and base practice on the application of biophysical, psychosocial, behavioral, sociopolitical, cultural, and nursing science as appropriate in their areas of specialization.

3.2 Academic Advisement

All students admitted into an online DHCON program are assigned an academic advisor for purposes of course planning, consultation, and academic advisement throughout the program of study. Consistent contact with an academic advisor 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 advisor upon admission into a program and prior to each course registration term. **Authorization to register for the fall, summer, and spring courses is contingent upon academic advisement.**

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 the review of the academic transcript(s) for possible transfer of credit completed by the program admission committee
- Orient the student to eStar
- Orient the student to the Student Planning and Advising (SPA) web page
- Inform the student that they must meet with their academic advisor 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
- Notify the assigned academic advisor that the initial POS has been developed and is ready for review with the student.

The Academic Advisor will:

- Meet with the student within the first five weeks of 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
- 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 advisor (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
- Notify the SSC of approval of POS

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. If MySHU is unavailable and students are unable to access courses and coursework, an alternate link is available. Students may access their email through 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 meet with the academic advisor who will review and approve the plan of study. This meeting between the student and academic advisor must occur within the first five weeks of 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 advisor within the first five weeks of 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 advisor 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 four modules, system permitting. An advisor block or hold on registration will be in place and released **each** registration term once the student has met with the academic advisor 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 advisor, who will determine if the request(s) can be accommodated. The academic advisor 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 in order 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 Associate Dean, Online Nursing Programs for extenuating circumstances, such as under-enrollment.

Registration Procedure
The student will:

- Contact the academic advisor (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 faculty 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 advisor block on registration after the meeting with the student has occurred

3.4 Grading Policy

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

- Students are required to maintain a 3.0 GPA throughout their studies and to meet the minimum required GPA for graduation.
- The minimum passing course grade at the graduate level is a B- (80).
- All course syllabi list the evaluative components for that course, with their relative weighting related to the final course grade.

Table 1: Sacred Heart University Graduate Grading System

Grade	GPA	Range
A	4.0	93 & above
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	Not assigned in Graduate courses	Not assigned in Graduate courses
D	Not assigned in Graduate courses	Not assigned in Graduate courses
F	0.00	72 and below
P (Pass)	Grades of P/F are available only to specially designated courses.	Grades of P/F are available only to specially designated courses.
W (Withdrawal)	0.00	No numerical range
I (Incomplete)	0.00	No numerical range
NG (No Grade)	0.00	No numerical range

Rounding of Grade Policy

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 hundredths place (not rounded up or down). At the end of the module the final course grade will be rounded to the nearest whole number. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, after rounding at the end of the module, a final grade of 76.49 will be rounded down and translate to a final grade of 76 and a final grade of 76.50 will be rounded up and translate to a final grade of 77.

3.5 Adherence to Professional Standards

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

Policy

SHU 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, failure, or recommendation for dismissal from the program.

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

Nursing Professional Behaviors

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

Responsibility

The student:

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

Professionalism

The student:

- Is honest and demonstrates integrity in all situations.
- Maintains personal boundaries that are appropriate for the situation.
- Voices criticism and negative perspectives in an appropriate way and at appropriate times.
- Respects those with opposing opinions.
- Uses the established protocol as described in the Student Handbook for resolving academic questions/issues
- Respects confidentiality.
- Engages in self-assessment and reflection on a regular basis to promote professional growth and development.
- Respects and responds appropriately to criticism. Uses critiques from faculty in a positive way by developing a plan of action for improvement.

- Demonstrates sensitivity for interpersonal differences, including cultural, racial, religious, gender, age, sexual orientation & ability.
- Dresses and presents an appearance appropriate to the situation. (Refer to Dress Code policy for details of clinical requirements).

Self-directedness

The student:

- Is prepared for class/clinical sessions and assignments.
- Identifies learning needs and implements a study plan with faculty assistance if necessary.
- Asks relevant questions indicating interest as well as preparation for learning.
- Pursues learning independently without being consistently dependent upon others or over utilizing any one set of resources in a way that might limit access to others.

Communication

The student:

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

"Netiquette" Communication

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

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

- Uses alternative forms of communication such as a personal phone call that 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 in a timely manner.
- Engages in safe nursing practice.
- Practices within the scope of the student nurse practitioner role.
- Follows chain-of-command appropriately.

3.6 Just Culture

"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 Davis and Henley College of Nursing and/or clinical setting.

Definitions

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

Examples of Human Error Student Practice Events:

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

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

Examples of At-Risk Behavior:

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

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

Examples of Reckless Behavior:

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

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

Examples of Systems Issues:

- Malfunctioning equipment
- Interdepartmental delays
- Inadequate supplies

Behaviors not included in this policy

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

Just Culture Procedure

The Davis and Henley College of Nursing 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).

Steps

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

Categories of Practice Events and Outcomes

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

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

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

Systems Issues

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

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

3.7 Academic Performance Course Progression

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

The minimum final passing grade for all PM/DNP courses is B- or the numerical value of eighty (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 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.
- 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.
- Students who earn a grade of C+ or C in a nursing course must repeat the course. If the student successfully repeats the course with a grade of B- or higher, they may remain in the program. If the student receives a second grade of C+ or lower in a nursing course, 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 recommended for dismissal from the program. Failure (F) in one nursing course will result in a recommendation for dismissal from the program.
- A student may repeat a nursing course only once during their program of studies.
- A clinical failure in a nursing course results in a course failure and a recommendation for dismissal form the program.

3.8 Academic Standards

Students are solely responsible for adhering to the 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 probation or dismissal.

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

a. **Program Warnings**

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

- Actions that could have or did result in serious injury to a patient.
- Excessive absenteeism such as missing two or more three hour on-campus classes, one eight-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 will receive a counseling session or written program warning for violations related to professional and clinical standards as outlined in this section of the program Student Guide. All warnings will be documented in and become part of the student's academic record. At the discretion of the course faculty, students may be counseled for a first infraction or violation of accepted practices, principles, or standards, rather than receive a written program warning. The counseling session will be documented in the student's record. A counseling session does not need to take place prior to a student receiving a written warning or being placed on probation. Students are required to meet with their course faculty and/or academic advisor to discuss the violation within seven (7 days). 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 Master of Science in Nursing

Clinical Nurse Leader, Nursing Education, and Nursing Management & Executive Leadership Online Programs Student Nursing Guide and the requirements set forth by the Academic Standards Committee in order to return to good standing. While on nursing programmatic academic probation, if a student incurs another incident that would result in being placed on nursing programmatic academic probation, the student will be dismissed from the program. Students with recurrence of behaviors that yielded warning(s) or nursing programmatic academic probation and/or the first incidence of a serious violation may result in dismissal from the program.

b. **Academic Program Probation**

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

- Students whose cumulative Grade Point Average (GPA) falls below the stated standard of 3.0

- Students who receive a grade between 73 – 79 (C – C+) in a nursing course must be repeat the course. If the student successfully repeats the course with a grade of B- or higher, they may remain in the program.
- A student may repeat a nursing course only once during their program of studies.
- Students who receive any serious professional or clinical written warning.
- After two consecutive (defined as within the same semester/terms or sequential semesters/terms) or three non-consecutive written warnings.

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

c. **Dismissal from the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing**

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 CNL, NE, and NMEL tracks are:
- Failure to maintain a cumulative GPA at or above the required 3.0.
- Failure of 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 course grade of "80" (B-) and meeting/passing all clinical competencies and completing the required number of clinical hours

- Failure, with a final course grade of F (F) in one nursing course

- Failure to receive a grade of B- or higher when repeating a nursing course.
- Failure to demonstrate professional behavior standards including academic integrity (refer to policies on academic integrity).

- Failure to meet the Essential Attributes and Functional Abilities for nursing students despite reasonable accommodations
- Failure of more than one nursing course, with a final course grade of C+, C or F during the program

- Meeting criteria for nursing programmatic academic probation while on probation.

d. Clinical Course Failure

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

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

e. 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 probation.

f. Appeal Process for Dismissal

For a student's appeal of a probation or dismissal to be considered, the appeal must be based upon one or more of the following grounds and allegation that the grounds cited influenced 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. If a student claim includes discrimination, the appeal process will be paused until an investigation can be completed.

The student may appeal the dismissal decision in accordance with the procedure outlined below. Such a request for appeal must occur within 14 business days of the dismissal notification.

For information regarding discrimination or harassment, please refer to the university policy on the university website and catalog.

Dismissal Appeal Procedure

If the student chooses to appeal a decision related to academic standards, the student must submit a written statement detailing the grounds for appeal based on the list above. The student is responsible for preparing a written statement and setting forth the facts and circumstances in support of the appeal. With the exception of appeals that are based solely on arithmetic 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 Academic Standards Committee no later than 14 business days from notification of the dismissal.

- Upon receiving a timely request for an appeal, the Chair will convene the Academic Standards Committee. The hearing is to be held within 14 business days of receipt of a formal written appeal. If a discrimination or harassment claim is made, the appeal process will be paused until the investigation is complete.
- 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.

3.9 Chain of Command

Plan of Study

Students who have concerns related to their plan of study for courses should contact their academic advisor. If further assistance is needed, the student and/or academic advisor will contact the PM/DNP 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 will contact the PM/DNP Program Director.

Clinical/Practice

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

If in any of the above cases the PM/DNP Program Director is unable to resolve the issue(s) contact the Associate Dean of Academic Affairs and then finally the Dean of the DHCON.

3.10 Program Leave of Absence

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 six consecutive modules or three consecutive semesters. **Note: for MSN/FNP and PM/DNP Programs, a LOA period is a minimum of one semester.**

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 advisor or designee (e.g., Program Director).

The SSC will notify the appropriate academic advisor or designee *should* they have knowledge of a student who has not registered for more than two consecutive modules (or one semester). The academic advisor 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 advisor's email and/or telephone call within seven days of the original attempt, the academic advisor will request the SSC to contact the student. If the SSC is unable to reach the student, the academic advisor will inform the Associate Dean of 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 cohort programs 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 a LOA must contact their academic advisor to review and revise their plan of study prior to registering for course work.

Procedure: Request for LOA

The student will:

- Email the academic advisor or designee (e.g., Program Director) of intent to request a LOA
- Complete the online LOA form at least two weeks prior to the start of the next course with the following information:
    - Statement requesting a 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 advisor to review LOA request

The academic advisor 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
- Notify the student and SSC of approval of LOA

The program assistant will:

- Notify the Registrar when the student goes out on a LOA

Procedure: Return from LOA

The student will:

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

The academic advisor 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 program assistant will:

- Notify the Registrar when the student returns from a LOA

Students who do not return from an approved LOA at the designated time without notifying the academic advisor 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.

3.11 Administrative Withdrawal

Policy and Procedure

An enrolled student who has not registered for two consecutive modules (one semester), 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. If accepted, students must meet the admission and curriculum requirements in effect at the time.

3.12 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 advisor 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.

3.13 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 **pre-requisite** course, then the course must be completed before progressing in the program. Students on **probation** must complete and pass the course in which an incomplete grade is assigned before progressing in the program.

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 to the student for review and signature.

3.13 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. 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.

3.14 Change in Curriculum & Continuous Enrollment

Matriculation begins once a student is accepted into the Online PM/DNP Program and enrolls in the initial course(s).

Policy

- Students must complete all the program requirements for the DNP 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 PM/DNP 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 their 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](#).

- Students who are not on an approved LOA and fail to maintain continuous enrollment as per the University's policy will be administratively withdrawn from the program and must apply for readmission. Students who are readmitted must adhere to guidelines and curriculum in effect at the date of readmission.

Procedure

- Students are responsible for maintaining awareness of their degree completion time requirements, in consultation with their academic advisor.
- Students are also responsible for ensuring they are continuously enrolled in appropriate graduate study to meet the continuous enrollment policy.
- Students contemplating time off from their studies or a LOA should first discuss this with their academic advisor.
- If the student's decision is to take time off or request a LOA, they should follow the 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 prior DHCON nursing courses. At the discretion of the PM/DNP 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 PM/DNP Program Director, in collaboration with program faculty, will determine the next steps for progression.

3.15 Transfer Credits

The PM/DNP program does not accept transfer credits for application towards the DNP degree. At the discretion of the program director, a nonmatriculated visiting student who has taken PM/DNP courses at Sacred Heart University and is admitted to the PM/DNP program may receive course credit towards the DNP degree. A minimum grade of B is required for a course to be accepted. Matriculated students may not take courses at other colleges or university to satisfy PM/DNP Program requirements.

3.16 Student Fees

Nursing education for students includes additional fees related to the expenses associated with project immersion courses and scholarly project requirements. For practicum courses, the fee pays for review and finalization of contracts with those placements, in addition to verification that all paperwork is in place for each student. 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. These fees are associated with specific nursing courses and are billed the

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

3.17 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.
- Detailed information regarding test instructions for online students will be provided in the course syllabi.
- 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 **may be** awarded after discussion and approval of the course faculty and PM/DNP 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 and PM/DNP Program Director no earlier than 14 days post the Academic Standings end-of-the-semester meeting.

3.18 Essential Attributes & Functional Abilities

Policy

Students in the 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 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 for document.

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

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

Procedure

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

1. The student must submit in writing a detailed description of the inability to meet one or more of the elements listed in the Essential Attributes and Functional Abilities.
2. The student must submit supporting documentation from appropriate medical personnel indicating the need for reasonable accommodations for meeting the requirements and successfully completing course and/or program requirements.
3. The Program Director will review the request and consult with the appropriate members of the DHCON, Student Success department, and clinical institutions to present the request and determine if the requested accommodations can be made.
4. The Program Director will notify the student of the decision in writing.

3.19 Late Assignment Policy

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

3.20 SHU Student ID Policy

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

3.21 Student Practice Requirements

Health Requirements Documentation, Criminal Background Check & Drug Testing
Health care agency placement agreements & patient safety needs require strict compliance with health screening, criminal background checks (CBCs), & drug screening (DS) requirements ("Student Practice Requirements").

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

Health Account
All Davis & Henley College of Nursing (DHCON) students must enroll in & activate a Health Account with DHCON's current document tracking service. Health forms are also located on the DNP Online Project Placement Blackboard (BB) Organization.

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

- 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 or project immersion component.

- The Health Account includes:

    - Annual Health Assessment
    - PPD Form
    - CPR verification
    - RN Licensure
    - Malpractice verification needs to be fully compliant no later than two weeks prior to the start of the course with any clinical coursework or prior to project implementation. Students will be given a firm deadline date from the clinical placement compliance coordinator.

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

- Recommended students keep copies of all health documents. DHCON will not make copies. Students can download copies of their health documents from their Health Account. Health Account is only repository for health clearance information.

- Students must be fully clinical compliant with all "Student Practice Requirements" for duration of each clinical or project immersion courses.

- Students who are not fully compliant with all their "Student Practice Requirements" by the deadline set by clinical placement or who fail to remain fully compliant during clinical or project immersion courses will be removed from the course & rescheduled to

the next available time the course is offered. This will affect the student's Plan of Study & graduation date.

- **Connecticut Hospital Association (CHA) Health & Safety Test:** Students completing clinical in Connecticut (CT) must complete the Connecticut Hospital Association (CHA) Health & Safety Test **prior** to beginning clinical rotation. CHA Health & Safety course is posted in the DNP Online Project Placement BB Organization. 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 three types are accepted:

    o American Heart Association (AHA) BLS for the Healthcare Provider

    o American Red Cross (ARC) CPR/AED for the Professional Rescuer

    o American Heart Association (AHA) BLS RQI HealthCare Provider

Drug Screening & Criminal Background Check Policy

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

If a positive result comes back on a CBC or DS, the student will not be allowed to participate in clinical until:
1. The student meets with the Program Director (or designee) to discuss the impact of the positive results on placement and progression in the program
2. If recommended by the Program Director, the student may be allowed to retake the DS at the student's own expense.

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

Similarly, if a positive result is identified in the CBC, this result may prohibit placement in clinical. The student must give consent to the program to share the positive results with the clinical site. If placement at that site is rejected due to the positive results of the CBC, reasonable efforts will be made to place the student at another site if one can be identified that will accept the positive CBC. Due to strict regulations external to the University, if no site is identified, the student may not be able to progress in the program.

- All applicants to a SHU DHCON online program must have ordered & received a cleared criminal background check (CBC) report as part of the initial application process.

- An annual CBC re-check is required until students complete their program.

- Students that have or do reside in NY will need to pay for an additional New York Statewide Criminal History Record Search as not all NY counties are reflected in a standard criminal background check.

- Clinical & project immersion sites may require a clean report of a CBC within three to twelve months of the clinical placement or project immersion rotation. Therefore, Repeated or additional background checks prior to the start of a clinical placement or project immersion may be required. Some sites will mandate additional requirements including but not limited to:
  - Drug screening
  - Colorblindness testing
  - Finger printing
  - Facility-mandated & administered CBC

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.

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 provided in the FNP Online Clinical BB Organization. Upon completion of training student will receive certificate of completion. Students must upload a screenshot of the completed training with their name on it to their Health Account.

Contract Request Forms (CRF)

All practicums will need to be approved by the program director & course faculty & a contract executed prior to practicum experience. First step is for the student to identify if there is a current affiliation agreement in place with the identified practicum site by completing a Contract Request Form (CRF). Once student has completed the CRF, it will be automatically emailed to the clinical contract coordinator who will review & confirm whether there is a currently established affiliation agreement in place with the identified practicum site. If there is not a current affiliation agreement in place, the clinical contract coordinator will work with the practicum site to initiate a new affiliation agreement. The clinical contract coordinator will reach out to the student via their SHU email account only if there is a problem with finalizing the practicum site's affiliation agreement.

FINAL CLEARANCE for attending a practicum site will ONLY be given to a student if they are completely clinical compliant with ALL "Student Practice Requirements", have an approved mentor AND confirmed affiliation agreement in place. The student will receive a "Final

Cleared Practicum Compliance" email to their SHU email account from the clinical placement compliance coordinator. Student MUST receive this clearance email in order to attend the practicum site. If they do not receive this email, the student cannot attend the practicum site.

3.22 Student Health Compliance Policy & Class/Clinical Attendance

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

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

Disregarding this policy is unacceptable, & in rare instances where a noncompliant student (including those that have an unapproved preceptor/mentor &/or clinical/practicum site) attends a clinical/practicum rotation(s) those specific clinical/practicum 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/practicum site.

3.23 E*Value

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

As a student, depending on the specific nursing program & its requirements it is expected that all or some of the following tasks will be completed in E*Value: Site & Preceptor Evaluations, Clinical/Practicum Logs, Preceptor Letter of Agreements, Clinical Evaluations, Case Logs, SOAP Notes, HRSA Demographic Survey, & more.

Once fully registered for a clinical nursing course, the student will find an E*Value folder in their DNP Online Project Placement BB Organization that will contain an E*Value Instructional Student PowerPoint for reference. Access to student's personalized E*Value accounts will only by granted by using the student's own SHU username & password to log in. Any log in issues can be directed to the SHU Factory.

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.

3.24 Malpractice Liability Insurance Requirement

Students are required to secure and maintain professional liability insurance coverage that meets current state requirements. Documentation of this coverage will be required at the time of admission and immediately prior to any course that contains a clinical or project immersion component and be uploaded to the DHCON's current document tracking service.

3.25 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 Online PM/DNP program.
- The DHCON reserves the right to exclude the student from participation in optional experiences, including but not limited to, observations, international field experiences, and community service-learning experiences in which a latex free environment cannot be assured.
- Students agree to allow communication of their latex allergy status to appropriate clinical agencies and clinical personnel by the Davis & Henley College of Nursing to facilitate placement and planning.
- It is the student's responsibility to ensure that all emergency medications prescribed are carried to the clinical/lab setting and that a medic alert bracelet is worn at all times while in these settings.
- Students with other health care product(s) allergies should utilize the aforementioned process for notification, risk acknowledgement acceptance of possible risk in the clinical setting.

Latex/Allergy Procedure

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

3.26 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.

3.27 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 PM/DNP nursing students and represent the image of the University and Davis & Henley College of Nursing as well as to protect the students and client from injury.

General Attire

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

Lab Coats

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

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

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

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

3.28 Graduation Application (DNP)
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.

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

- Students must be in top 20% of the graduating group within the degree program.
- Students must have obtained at minimum of a 3.7 GPA.
- Students must have engaged in significant work (e.g., thesis, major project, course paper, etc.) that makes a recognized and documented contribution to the field of discipline.
- Faculty recommendation for an honor's designation.

- Endorsement by the online Program Director/Associate Dean of the faculty member's recommendation should be received prior to sending a final recommendation for the award to the DHCON Dean.
- If a student receives academic honors, it will be announced at graduation and noted on the student's transcript and diploma.

3.30 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.

3.31 DNP Practice Hours

The *DNP Essentials* specifies that practice hours must be part of the DNP program in order to achieve the DNP student outcomes (AACN, 2015). All Online PM/DNP students must complete a minimum of 1,000 postbaccalaureate practice hours as part of a supervised academic program. Additional practice hours may be required if the student needs additional hours to achieve the program objectives and meet the *DNP Essentials* Student Learning Outcomes requirements (SLO).

Practice hours awarded through coursework

The majority of the PM/DNP courses have assignments with embedded practice hours that engage students in learning activities that will enhance leadership skills and influence change in health care systems. Students accrue the designated practice hours by completing course assignments and meeting course objectives.   Each course syllabus will contain the verification process for the practice hours accrued and related DNP Essentials and Student Learning Outcomes.

Practice hours awarded through immersion experiences

In addition to the practice hours accrued from completion of certain PM/DNP courses, students may complete individualized practice experiences. Practice experiences afford the student the opportunity to apply, integrate, and synthesize the *DNP Essentials* necessary to demonstrate achievement of desired student learning outcomes in an area of advanced nursing practice. Students may integrate brief or episodic practice experiences throughout the curriculum.

Immersion experiences enhance synthesis of the *DNP Essentials* into a focused area of practice (AACN, 2015). In collaboration with their faculty advisors, students develop learning objectives for the practice experience(s), select a preceptor/practice mentor, and assume accountability for learning and achievement of outcomes.

The number of practice hours required is dependent on the number of hours the student has achieved prior to entry into the online PM/DNP program. In addition to hours awarded in the student's master's program, practice hours may be waived for national certification in an area of advanced nursing practice, such as national certification in one of the four APRN roles. Some practice hours may be waived for other national advanced nursing practice certifications, for example, Clinical Nurse Leader certification.

Process for verification of practice hours includes the following steps

- Students need to document a total of 1000 practice hours postbaccalaureate degree to be eligible for graduation.
- Verification of practice hours in master's nursing programs may be completed in various ways, including forms sent from the student's master's degree program, transcript review, and documentation of national certification requiring academically supervised practicum hours. It is the responsibility of the student to provide official documentation of the practice hours completed in their master's program. See Documentation of Post BSN Clinical Experience Form.
- Students will be advised of the number of practice hours waived no later than the end of the first semester.
- Students are responsible for keeping a practice hours log beginning with the first semester of study. Students will meet each semester with their academic advisor to review completion of the log and progress toward achieving their practice hours. The practice hours logs will become part of the student file prior to graduation.

Process for determining practice immersion objectives, activities and student learning outcomes and selection of practice mentors.

- While the majority of practice hours will be completed via course work associated with the online PM/DNP curriculum, students must design immersion experiences with their academic advisor and/or project leader in order to master the DNP essentials, program objectives, and Student Learning Outcomes (SLOs).
- At the beginning of the online PM/DNP program, students will conduct a competency self-assessment to determine the gaps related to the DNP Student Learning Outcomes and plan their immersion experiences to meet their own specific needs and objectives.

DNP program practice experiences are designed to provide: Systematic opportunities for feedback and reflection.

- In-depth work/mentorship with experts in nursing, as well as other disciplines.
- Opportunities for meaningful student engagement within practice environments.
- Opportunities for building and assimilating knowledge for advanced nursing practice at a high level of complexity.
- Opportunities for further application, synthesis, and expansion of learning.

- Experience in the context of advanced nursing practice within which the final DNP Project is completed.
- Opportunities for integrating and synthesizing all of the DNP Essentials and role requirements necessary to demonstrate achievement of defined Student Learning Outcomes (SLOs) in an area of advanced nursing practice (AACN, 2015).

Use of the SHU DHCON Practice Hours Tracking Form

The Practice Hours Tracking form (completed manually using the form in Appendix H, or in eValue beginning Fall2022) is designed for use by each student to document and track practicum hours completed by course and cumulatively across the program. The design purposefully incorporates elements that support students to create solid documentation of their cumulative practice hours, as well as a record of their program achievements around each DNP Essential and learning objective across the program.

References

Task Force on the Implementation of the DNP. (2015) The Doctor of Nursing Practice: Current issues and clarifying recommendations.

3.32 DNP Project

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

The goal of the DNP final project is to develop or refine the DNP skill set outlined in the DNP Essentials. Specifically, students will generate new practice knowledge by "innovation of practice change, translation of evidence and the implementation of quality improvement processes in specific practice settings, systems or with specific populations to improve health or health outcomes" (Task Force on the Implementation of the DNP, 2015, p. 2).

The DNP Project Guidelines packet is a resource for DNP students for the DNP Project. The packet is provided at orientation and project guidelines are also included in each course.

3.33 Recommended Websites

AACN Task Force

Task Force on the Implementation of the DNP. (2015) The Doctor of Nursing Practice: Current issues and clarifying recommendations.

Sacred Heart University Davis & Henley College of Nursing

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

[Registrar](#)

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

[Ryan Matura Library and Learning Resources](#)

[Jandrisevits Learning Center](#)

Offers individual tutoring and online math and writing labs.

[Office of Sponsored Programs](#)

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

[American Association Colleges of Nursing](#)

[American Association of Nurse Practitioners](#)

[American Nurses Association](#)

[American Nurses Credentialing Center](#)

[American Psychological Association](#)

[American Association of Critical Care Nursing](#)

[American Organization of Nursing Leadership](#)

[Commission of Collegiate Nursing Education](#)

[Connecticut Advanced Practice Registered Nurse Society](#)

[Doctors of Nursing Practice LLC](#)

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

[National Organization of Nurse Practitioner Faculties](#)

[National League for Nursing](#)

[National League for Nursing Accrediting Commission](#)

[PCORI Patient-Centered Outcomes Research Institute](#)

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:** _____

Appendix B: Global Learning Application Rubric

Applicant Name: _____ **Applicant Number:** _____

Program: _____

☐ Essay double spaced, 12-point font, 3 pages or less.
- 1 point

☐ Questions answered (2 – program specific underscored with AACN Essentials)
- 3 points if both questions are addressed in-depth and well connected with experiences
- 2 points if both questions are addressed with insight
- 1 point if both questions are addressed with limited insight or if only one is answered

☐ Prior academic/clinical/professional warnings/probation indicated and how rectified addressed.
- 3 points no prior warning/probations
- 1 point if explains academic/clinical/professional infraction and resolution is attained
- 0 point if not described/unresolved

☐ Identify 3 goals for participation related professional nursing practice
- 3 points if goals are relevant, applicable, and have depth
- 2 points if goals demonstrate minimal depth
- 1 point if goals identified do not connect with specific experience

☐ Overall GPA
- 1 point GPA >3.5

For Clinical Immersions Only

☐ Example of a clinical experience that shows actions as self-directed and reflective of an engaged, active learner included.
- 3 points if examples are relevant, applicable

☐ Other SHU DHCON global clinical immersion experiences.
- 1 point for no prior immersion experiences.

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

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

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

Appendix C: Essential Attributes & Functional Abilities for Davis & Henley College of Nursing Students 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 patient care.	Mobility to allow movement throughout the classroom/clinical site and stand for prolonged periods of time to carry out patient care procedures such as assisting with ambulation of clients, administering CPR without assistance, assisting with turning and lifting patients, and providing care in confined spaces such as treatment room or operating suite. Ability to manipulate devices used in providing care.

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

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

Functional Ability	Standard	Examples of Required Activities
		gender, age and sexual orientation.
Safe environment for patients, families and co-workers	Ability to accurately identify patients. Ability to effectively communicate with other caregivers. Ability to administer medications safely and accurately. Ability to operate equipment safely in the clinical area. Ability to recognize and minimize threats to patient safety. Ability to recognize and minimize hazards that could increase healthcare associated infections. Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.	Prioritizes tasks to ensure patient safety and standard of care. Maintains adequate concentration and attention in patient care settings. Seeks assistance when clinical situation requires a higher level or expertise/experience. Responds to monitor alarms, emergency signals, call bells from patients, and orders in a rapid and effective manner.
Communication	Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communication, such as interpretation of facial expressions, affect and body language). Possesses required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy. Communicate professionally and civilly to the healthcare team	Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in healthcare team discussions of patient care. Elicits and records information about health history, current health state and responses to treatment from patients or family members. Conveys information to clients and others to teach, direct and counsel individuals in an

Functional Ability	Standard	Examples of Required Activities
	including peers, instructors, and preceptors. Ability to listen attentively to individuals and groups.	accurate, effective and timely manner. Establishes and maintains effective working relations with patients and co-workers. Recognizes and reports critical patient information to other caregivers. Ability to process non-verbal communication (i.e., body language/facial expressions) and how it pertains to current situation.
Cognitive/Conceptual/ Quantitative Abilities	Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis. Ability to gather data, to develop a plan of action, establish priorities, monitor, and evaluate treatment plans and modalities. Ability to retain information to apply to situations in the provision of care. Ability to comprehend three-dimensional and spatial relationships. Ability to react effectively in an emergency situation. Exhibit sufficient knowledge and clarity of thinking to process the information and apply it appropriately to situations in the classroom and clinical experiences.	Calculates appropriate medication dosage given specific patient parameters, includes applying ratio/proportion concepts, use of conversion tables, and calculation of drug doses and solutions. Analyzes and synthesizes data and develops an appropriate plan of care. Collects data, prioritizes needs and anticipates reactions. Comprehends spatial relationships adequate to properly administer injections, start intravenous lines or assess wounds of varying depths. Recognizes an emergency situation and responds effectively to safeguard the patient.

Functional Ability	Standard	Examples of Required Activities
		Ability to use a computer for long periods of time, including testing for 3-hour time blocks. 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.
Punctuality/work habits	Ability to adhere to Sacred Heart University Davis & Henley College of Nursing policies, procedures and requirements as described in the Student Nurse Handbook, college catalog and student handbook and course syllabus. Ability to complete classroom and clinical assignments and submit assignments at the required time. Ability to adhere to classroom and clinical schedules.	Attends class on time. Reads, understands and adheres to all policies related to classroom and clinical experiences. Contacts instructor in advance of any absence or late arrival. Understands and completes classroom and clinical assignments by due date and time.
Environment	Recognize the personal risk for exposure to health hazards. Appropriately use equipment in laboratory or clinical settings needed to provide patient care. Tolerate exposure to allergens (latex, chemical, etc.) Tolerate wearing protective equipment (e.g., mask, gown, gloves)	Takes appropriate precautions for possible exposures such as communicable disease, blood borne pathogens, and latex. Uses person protective equipment (PPE) appropriately.

Appendix D: Student Success Plan

Course: _____ **Date:**_____

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

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

Due Date: _____

Problem/Contributing Factors:

_____

_____

_____

Behavioral or Learning Specific Activities (in order to achieve objectives

_____

_____

_____

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

_____

_____

_____

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

Date: _____

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

Appendix E: Personal Leave of Absence Request Form

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 advisor or designee (Program Director). Students must meet with their academic advisor 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 Advisor: _____

Select One Reason for Leave of Absence:

☐ Family   ☐ Personal

☐ Professional   ☐ Financial

☐ Other: _____

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:

_____

_____

_____

Appendix F: Online Programs Warning Form

Date: _____ **Semester/Module:** _____

Student Name: _____ **Student ID #:** _____

Course Number: _____ **Course Title:** _____

Faculty Name: _____ **Program Director Name:** _____

Student Academic Advisors 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 advisor 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:** _____

Student Personal Email Address: _____

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 advisor. 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 advisor to discuss the violation within 7 days of notification. **Course faculty or advisor 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.

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

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

Mitigating Factors – Check all identified	Aggravating Factors – Check all identified
Unavailable resources (inadequate supplies/equipment)	Especially heinous, cruel, and/or violent act
Interruptions/chaotic environment/emergencies – frequent interruptions/ distractions	Knowingly created risk for more than one client
Inadequate supervision by faculty or preceptor	Threatening/bullying behaviors

Inappropriate assignment by faculty or preceptor	Prior formal student disciplinary record for practice issue (s)
Non-supportive environment – interdepartmental/staff/student conflicts	Other:
Lack of response by other departments/providers	
Other (identify)	
Total # of mitigating factors identified	**Total # of aggravating factors identified**

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

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

Program/Track:

_____

Actions Taken: _____

Clinical/Course Faculty Signature: _____

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

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

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

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

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

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

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

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

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

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

2020 – Version 2.0 Adapted with Permission from the North Carolina Board of Nursing

Appendix H: The Practice Hours Tracking Form

Purpose: students are required to demonstrate that they have completed 1000 program approved practice hours in order to meet the requirements for graduation. The Practice Hours Tracking form (completed manually or in eValue beginning Fall2022) is designed for use by each student to document and track practicum hours completed by course and cumulatively across the program. The design purposefully incorporates elements that support students to create solid documentation of their cumulative practice hours, as well as a record of their program achievements around each DNP Essential and learning objective across the program.

Directions: The Practice Hours Tracking form should be a running total (completed manually, or in eValue beginning Fall2022 with pdf of running log uploaded to courses that require it) and include each course where practice hours are completed. Students should complete the form in a way that each course is allocated a separate row within the table on the form. For each course, moving from left to right include the by-column information: the course number and name, the number of practice hours required for the course, a description of the practice activity being documented, the related course objectives (from the course syllabus), the activity related DNP essentials (from the course syllabus), the dates work was conducted on the activity, the number of hours spent on the activity on each date, and finally the running total of hours completed.

Students should also include a row in the table for hours from their master's program that were reviewed and approved by the Program Director for use toward the 1000-hour DNP Program Practice hour requirement.

Course Number: Name	Required Practice Hours	Practice Activity	Course Objectives	DNP Essentials being Targeted / Addressed	Date of Activity	Hours Spent/ Activity	Running Total of Hours
Example: NU700 Theoretical Components of Nursing Science	E.g.: 15	Example: Planned interview with doctoral prepared nurse. Conducted the interview. Wrote summary of interview. Posted interview summary in discussion board. Discussed interviews on discussion board Read professor's feedback.	Example: Comprehend the major conceptualizations of nursing and their implications.	Example: I: Scientific Underpinnings for Practice VIII: Advanced Nursing Practice	Example: 05/20/22 06/01/22 06/02/22 06/04/22 06/07/22 06/10/22	E.g.: 3 2 4 0.5 5.0 0.5	E.g.: 3 5 9 9.5 14.5 15

NU700: Theoretical Components of Nursing Science	15						
NU710: Healthcare Policy, Advocacy, & Ethics	60						
NU720: Leading Quality Initiatives and Information Systems	30						
NU721: DNP Project: Topic Development	30						
NU 722: DNP Project: Methodology Development	30						
NU 723: DNP Project: Proposal Presentation	30						
NU724: DNP Project: Responsible Conduct of Research	30						
NU725: DNP Project: Responsible Conduct of Research	30						
NU 726: DNP Project: Presentation, Dissemination, and Evaluation	30						
NU735: Clinical Scholarship & Analytical Methods for Evidence-Based Practice I	0						
NU740: Epidemiology and Population Health	30						
NU755: Clinical Scholarship & Analytical Methods for Evidence-Based Practice II	0						

Course	Hours						
NU760: Strategic Leadership and Collaboration in Healthcare Organizations	30						
NU770: Advance Care of Special Populations	30						
NU782: Executive Leadership	30						
NU784: DNP Project Foundations	30						
NU810: DNP Scholarship and Advanced Practice I	60						
NU820: DNP Scholarship and Advanced Practice II	60						
Approved MSN Transfer Hours	___	___	___	___			
TOTAL							

For administrative use only. Students do not complete this section.

Program Director verification of prior hours. Refer to *Documentation of Post BSN Clinical Practicum Experience Form* completed at beginning of program.

Hours:

Program Director Name:

Program Director Signature:

Date:

References

Task Force on the Implementation of the DNP. (2015) The Doctor of Nursing Practice: Current issues and clarifying recommendations.