



Sacred Heart UNIVERSITY

ST. VINCENT'S COLLEGE

Student Guide

2021 -2022 Edition

WELCOME TO THE ST. VINCENT'S COLLEGE

Dear Students:

WELCOME to St. Vincent's College! We are delighted you have chosen to join our community of students and faculty. Together we will create a vibrant community of learners, teachers, and scholars to prepare students for all aspects of professional practice in an ever-changing and challenging world of health care.

St. Vincent's College 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 support you need.

The Student Guide is the official student handbook and provides essential St. Vincent's College policies and procedures for academic progression and graduation. This guide is intended to supplement the University Catalog and provide information specific to our programs. All students are expected to review and abide by the current Student Guide accessed at: <https://www.sacredheart.edu/media/shu-media/st-vincents/SVC-Student-Guide-2021-2022.pdf>

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 St. Vincent's College website and sent via student Sacred Heart University email.

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

Cordially,

Maryanne Davidson, DNSc, APRN, CPNP
Dean, St. Vincent's College

Notices:

- 1. This guide is subject to change with written electronic notification. Any policy changes will be posted on the St. Vincent's College website: www.sacredheart.edu/academics/stvincentscollegeatsacredheartuniversity**
- 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.**

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SECTION I MISSION AND PHILOSOPHY

1.1 ACCREDITATION

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

The Associate of Science in Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The program's current length of accreditation is the maximum eight (8) years. JRCERT contact information is: 20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182, (312) 704-5300, mail@jrcert.org www.jrcert.org.

1.2 MISSION, VISION & VALUES

a. Mission of St. Vincent's College

Rooted in the Catholic intellectual tradition, SVC honors the commitments to service and social justice that have characterized the College throughout history and are the cornerstones of the Sacred Heart University community.

Hallmarks:

- Provides access to clinical experiences through affiliation with major medical teaching centers.
- Exhibits special concern for the underserved and those with a variety of life experiences and varying religious backgrounds.
- Provides a curriculum in which caring, and compassion are integral to the development of technical and educational competencies and encourages social awareness among faculty and students.
- Provides an education which is responsive to the current and future needs of the local healthcare environment and the greater community.
- Serves as the foundation for lifelong learning, professional development, and spiritual and personal enrichment.

SVC derives its mission from the historic commitment of the Daughters of Charity of St. Vincent de Paul to care for the sick and poor and educate others for the healthcare ministry.

b. Vision Statement

SVC is a comprehensive Associate Degree and Certificate College in the Catholic tradition, offering programs in a diverse learning environment. The utilization of an interdisciplinary approach to teaching and learning will be facilitated through increasingly advanced technology. Our focus on the holistic development of students culminates in a knowledge of self, a root in

one's faith, an educated mind, a healthy body, compassionate hearts, and knowledge of what it means to be a community and world citizen.

c. Core Values

We share a common vision and are called to act upon the following ideas and beliefs:

- Service of the Poor - Generosity of spirit, especially for persons most in need
- Reverence – Respect and compassion for the dignity and diversity of life
- Integrity – Inspiring trust through personal leadership
- Wisdom – Integrating excellence and stewardship
- Creativity – Courage innovation
- Dedication – Affirming the hope and joy of our ministry

1.3 ORGANIZATIONAL FRAMEWORK OF ST. VINCENT'S COLLEGE

The organizational framework for each program is grounded in program outcomes. Please refer to the SVC website for specific program outcomes.

www.sacredheart.edu/academics/stvincentscollegeatsacredheartuniversity

1.4 PROGRAMS OF STUDY

Specific information regarding the various degrees awarded at Sacred Heart University will be found on the website for SVC,

www.sacredheart.edu/academics/stvincentscollegeatsacredheartuniversity or brochures available from SVC. As of fall 2020, the following options are available:

Associate of Science Nursing
Associate of Science Radiography

Certificate Programs:

- Brewing Science
- Computed Tomography
- Diagnostic Medical Sonography
- Mammography
- Magnetic Resonance Imaging
- Central Sterile Processing Technician
- CPR

SECTION II

ST. VINCENT'S COLLEGE 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.

SVC uses several communication strategies to promote information exchange and involvement. The College website at <https://www.sacredheart.edu/academics/stvincentscollegeatsacredheartuniversity/> and SHU emails are the official means of communication as are Blackboard sites where direct email messages to individuals and groups are frequently employed.

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

a. Ryan Matura Library

Library services are an integral part of learning, and many services can be accessed to support and enhance learning. Local students can utilize the Ryan Matura Library on campus. Students can go to: www.sacredheart.edu/offices--departments-directory/library to access resources and obtain research assistance.

Sacred Heart University has a designated Health Sciences Librarian, who can be reached at (203) 365-4873. Students may email a Reference Librarian at reference@sacredheart.edu or call the Reference Desk at 203-371-7726.

b. 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, such as emails, Blackboard, etc. IT can be reached at 1-866-365-7575/203-365-7575 or by emailing techsupport@sacredheart.edu. Office hours may vary.

In addition, students may initiate an online trouble ticket at <https://www.sacredheart.edu/officeservices/informationtechnology/technicalsupport>. If the trouble ticket cannot be resolved over the phone, it can be escalated either to on-site support or to Level 2 IT support where a staff member responsible will address the issue directly. The trouble tickets are added to a queue and are resolved on a first come first serve basis unless it is deemed an emergency.

c. Maureen Hamilton Wellness Center

The Wellness Center is located at The Park Avenue House, 4980 Park Avenue, Fairfield, CT 06825-1000. The Wellness can be reached by phone at (203) 371-7838 or by visiting their website at <https://www.sacredheart.edu/offices--departments-directory/health-services/> for more information and office hours.

d. Jandrisevits Learning Center (JLC)

The JLC is located in the Shelia Hamilton Student Success Center at 5060 Park Avenue, Fairfield, CT 06825-1000. The JLC can be reached by email at studentsuccess@sacredheart.edu or by phone at (203) 371-7820. The JLC provides academic support for all SHU students.

JLC 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. JLC staff recognizes that every student is a unique learner and strives to offer learning strategies that respond to each student’s needs.

The JLC 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 for particular courses by Classroom Learning Assistants (CLAs); monthly workshops on specific academic and life skills; specialized Learning Labs in math, critical reading and writing, and online writing support (OWL).

Special Learning Services provides instructional accommodations and services for students with documented disabilities in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. These services include testing accommodations and assistive technology tools.

Students who have a disability or special learning need requiring reasonable accommodations should contact the JLC at (203) 371-7820, <https://www.sacredheart.edu/offices--departments-directory/student-success-center/office-of-student-accessibility/accommodations-process/>. Students with diagnosed learning disabilities, which require course, laboratory, and/or examination modifications, are required to meet with the JLC at the start of each course. Documentation of any modifications must be provided to the course instructor 96 hours prior to the first exam, and no later than one month after a course begins. It is the responsibility of the student to coordinate testing arrangements (if necessary) with the JLC, and to confirm such accommodations with the course instructor at least three (3) days prior to the first exam.

SVC student success coordinator Aharon Singleton can be reached by email at singletona@sacredheart.edu or by phone, 203-396-6208.

2.3 COMPLAINT AND GRIEVANCE PROCEDURES

Students are encouraged to raise issues and concerns regarding courses, policies, procedures, or other activities of SVC. 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 Chair of the program. If the issues remain unresolved, the next step would be to address the concern with the Associate Dean of the College.

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 Chair of the program or with the Associate Dean of the College.

Policy and Procedure for Formal Student Complaints

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 or College process exists for remedy. The following complaints with formal resolutions are covered by formal processes available through the University or College and take precedence over this policy including:

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

Complaints Against the Program Falling Outside Due Process

The faculty and staff of SVC 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 emailed to:

Program Chair, Department of Nursing
Sacred Heart University
St. Vincent's College
dickersont@sacredheart.edu

Program Chair, Department of Radiography
Sacred Heart University
St. Vincent's College
hicksg2@sacredheart.edu

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

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

- When possible, the Program Chair will discuss the complaint directly with the party involved within 14 business days. The expectation is that the complaint can be satisfactorily resolved by this discussion. The Program Chair will provide a written description of the resolution to the complainant.
- If dissatisfied with the outcome of the discussion with the Program Chair, or if the complaint is against the Program Chair, the complainant may submit a written complaint to the Dean, SVC. The Program Chair will provide the Dean with a written summary of previous discussions if applicable.
- The Dean will discuss the matter with the Program Chair and complainant separately and may schedule a joint appointment or conference call with the Program Chair and complainant in attempt to reach a solution.
- The Dean will provide the complainant and the Program Chair with a written letter outlining the solution reached through this step.
- If the complainant remains dissatisfied with the resolution provided, the last line of complaint is to the provost, who serves as the chief academic officer of Sacred Heart University.

- Any letters or documentation associated with the complaint from the complainant, the Program Chair, Dean, or Provost will be kept in a confidential folder for a period of five years”.

Potential Complaints Against Programs Regarding Accreditation

Public comments or complaints against the program regarding ACEN accreditation:

All programs within nursing are accredited by the Accreditation Committee for Education in Nursing (ACEN). A complaint against an accredited program may be submitted by anyone, including students, faculty, staff, administrators, nurses, patients, employees, or the public. The ACEN Board considers formal requests for implementation of the complaint process provided that the complainant can provide the following criteria for the complaint a) illustration of the full nature of the complaint in writing, describing how ACEN standards or procedures have been violated, and b) willingness of the complainant to allow ACEN to notify the program and the parent institution of the exact nature of the complaint, including the identity of the originator of the complaint. The Board may take whatever action it deems appropriate regarding verbal complaints, complaints that are submitted anonymously, or complaints in which the complainant has not given consent to be identified. Complaints may be directed to:

Accrediting Commission for Education in Nursing (ACEN)
3343 Peachtree Road, NE
Atlanta, GA 30326 404-974-5000
acenursing.org

Public comments or complaints against the program regarding JRCERT accreditation:

The JRCERT is required to be responsive to allegations of non-compliance with any of its Standards. Please be advised the JRCERT cannot advocate on behalf of any one student. An investigation into allegations of non-compliance addresses only the program’s compliance with accreditation standards and will not affect the status of any individual student. The JRCERT takes seriously and follows up appropriately any allegation that an accredited program is not maintaining compliance with its accreditation standards. Before the JRCERT will take action to investigate the program, however, it must be assured that the complainant has addressed the matter internally. Did you follow the program’s/institution’s due process through to its final appeal? If you have addressed the matter internally and wish to make a formal complaint, please complete an allegation reporting form, [click here](#) for more information about reporting allegations. The allegations must reference the specific accreditation standards/objectives with which you believe the program to be in non-compliance. The Standards for an Accredited Program in Radiography can be found under the Accreditation Information tab at www.jrcert.org.

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

New England Association of Schools and Colleges' (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 here: <https://www.neche.org/for-the-public/comments-complaints>

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 SVC 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
<http://www.ctohe.org/studentcomplaints.shtml>

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, <http://sacredheart.smartcatalogiq.com/2021-2022/2021-2022-Undergraduate-Catalog/St-Vincent-College>

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 professional literature.

All courses require use of APA standards for writing. In most cases, a number of grading points will be allocated to a style category; thus, failure to use APA standards will likely lower a student's grade on written assignments. All assignments must comply with the published University Academic Integrity Policy, including the SVC 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 AND AUDIO RECORDING POLICY

Videotaping and audio recording of students for the purposes of simulation may be a required component of courses. 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

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. As students and leaders, it is imperative to maintain the awareness that you are contributing to the global image of SVC, and you are representing the College through intended or unintended outcomes of social media usage both in personal and professional settings of the College, the University, and clinical affiliating agencies. It is in this context that the student 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. 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 sanctions.

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 CONVICTION

Criminal background checks must be completed at the student's expense and 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. A conviction may affect a student's ability to be placed in a clinical setting.

Students should note that a conviction may affect a graduate's ability to sit for certification examinations and/or attain employment. Any concerns should be communicated to the Chair of the program or the CT Department of Public Health or American Registry of Radiologic Technologists (ARRT) for advisement.

2.10 UNUSUAL OCCURRENCE

Prompt reporting of unusual occurrences in clinical/laboratory settings is necessary to ensure 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 e.g., though curricular revisions and/or 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)
- Radiographing the wrong patient, anatomical side, or procedure
- Exposing a classmate, clinical instructor, and/or staff technologist to primary beam radiation
- 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 is at high risk for serious consequences. The faculty will contact the Program Chair immediately in cases of student or patient injury. The Program Chair will notify the Dean immediately if warranted by the seriousness of the incident. In any incident(s) that the 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.

Unusual occurrence reports must be completed, signed by the student and the faculty, and submitted within 24 hours to the Program Chair. The final report after the Program Chair's review should be delivered to the Office of the Dean within two (2) weeks of the incident.

Any student who fails to report an unusual occurrence is subject to sanctions as defined in policy 3.7 ACADEMIC STANDARDS.

2.11 SELECTED UNIVERSITY POLICIES

The following policies are located on the SHU website as well as in the University Student Catalogs. The most updated information is found on the website. The following policies are highlighted below.

a. Academic Integrity

Sacred Heart University defines academic integrity as a commitment to the fundamental values of honesty, trust, fairness, respect, and responsibility on the parts of all University constituents, including students, faculty, administrators, and staff. The published policy statement defines in detail standards and penalties for violations, noting that appropriate disciplinary action will be taken for violations of academic integrity, including plagiarism, cheating, any use of materials for an assignment or an examination that is not permitted by the instructor, and theft or mutilation of intellectual materials or other University equipment. The University Academic Integrity Policy is found in the University undergraduate and graduate student catalogs.

<http://sacredheart.smartcatalogiq.com/2021-2022/2021-2022-Undergraduate-Catalog/Academic-Standards-Policies-and-Procedures/Academic-Integrity>

In addition, students are not permitted to re-submit partial or entire work which has been assigned a grade value in a previous course. Doing so constitutes self-plagiarism and violation of the Academic Integrity principle.

SVC academic integrity violations brought forth by a faculty member will be reviewed by the Office of the Provost. Notification of findings and appeal process will be communicated to the student after the review.

b. Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that he/she has a disability requiring accommodation please contact the Jandrisevits Learning Center, Student Success Center, 5060 Park Avenue, Fairfield, CT 06825-1000, 203-371-7820 or visit their

website at: <https://www.sacredheart.edu/offices--departments-directory/student-success-center/office-of-student-accessibility/accommodations-process/>

c. Sexual Assault Policy

Sacred Heart University is committed to maintaining a learning, living, and working environment for the University community free of sexual assault. The Sexual Assault Policy describes the University's policy toward sexual assault and zero tolerance policy towards rape. It also provides guidance for those who have been sexually assaulted, outlines the University's disciplinary response to alleged incidents of sexual assault, and identifies the relevant organizations within the University responsible for managing the policy and programs associated with it. Sacred Heart University's policy is intended to comply with relevant state and federal statutes, and it applies to faculty, staff, and students. The University's Sexual Assault Policy can be accessed at:

<http://sacredheart.smartcatalogiq.com/2021-2022/2021-2022-Undergraduate-Catalog/The-University/Discrimination>

d. Procedures for Individuals Claiming Unlawful Discrimination/Harassment

A complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination including harassment, under Title VI, Title IX, Section 504 of the Rehabilitation Act, and the Age Discrimination Act. Please refer to the following link for specific procedures:

<https://www.sacredheart.edu/sacred-heart-life/life-on-campus/student-conduct--communitystandards/procedure-for-individuals-claiming-unlawful-discrimination-or-harassment/>

SECTION III

PROGRAM SPECIFIC GOALS, OUTCOMES, AND POLICIES

3.1 PROGRAMMATIC STUDENT LEARNING OUTCOMES

Nursing End of Program Student Learning Outcomes

- I. Apply knowledge of the current standards of safe and competent nursing care and evidence-based practice.
- II. Communicate respectfully with members of the multidisciplinary team, clients, and family members.
- III. Incorporate course concepts while providing holistic care across the lifespan to clients with varied cultural and spiritual backgrounds and demonstrating respect for client rights to participate in care decisions.
- IV. Demonstrate professional responsibility by maintaining competence and practicing within the legal and ethical frameworks of the nursing profession.
- V. Utilize clinical judgement, critical thinking and decision-making skills using the nursing process to guide nursing practice.
- VI. Use information technology to provide and manage error-free client care, communicate with clients and health team members, educate, and make critical decisions that optimize client outcomes.
- VII. Apply sound leadership and management skills when prioritizing, delegating, and supervising nursing care.

SVC Nursing Programmatic Outcomes

- I. 80% of graduates will be successful in their first attempt taking the NCLEX-RN.
- II. 70% of students will complete core program courses in 150% of the program length.
- III. 85% of respondents seeking employment will be employed as nurses six (6) months post-graduation.

Radiography Program Student Learning Outcomes

- I. Students will be prepared to function as entry-level professional in the healthcare delivery system.
 - Students will apply entry-level positioning skills
 - Students will select appropriate exposure factors for quality imaging.
 - Students will practice appropriate radiation protection.
- II. Students will demonstrate appropriate communications skills.

- Students will use appropriate vocabulary and language to orally convey information, concepts, and ideas.
 - Students will use a systematic approach to locate and use information to plan and write professional papers.
- III. Students/graduates will develop and practice effective problem-solving skills and critical thinking skills.
- Students will manipulate technical factors for non-routine examinations.
 - Students will adapt positioning for trauma patients.
 - Students will produce solutions to real-world clinical situations.
 - Students will critique radiographic images for diagnostic quality.
- IV. Students/graduates will understand the importance of professional growth and development.
- Graduates will participate in professional activities with state or national societies.
 - Graduates will demonstrate charity and respect for the human dignity and rights of all individuals.
 - Students will demonstrate good interpersonal relationships with patients, clinical staff, and clinical instructors.
 - Graduates will utilize professional judgement in delivering patient care.
 - Graduates will contribute to society through involvement in community and service activities.
- V. The program will continuously monitor program satisfaction and ARRT exam pass rates, job placement and student completion rates in compliance with JRCERT accreditation.
- Eighty-five percent or greater ($\geq 85\%$) of graduates will pass the ARRT national certification on 1st attempt within 6 months post-graduation.
 - Seventy-five percent or greater ($\geq 75\%$) of graduates pursuing employment will be gainfully employed within 12 months post-graduation.
 - Eighty percent or greater ($\geq 80\%$) of students will complete the program within 24 months.
 - Graduates will be satisfied with their education.
 - Employers will be satisfied with the graduate's performance.

3.2 ACADEMIC ADVISEMENT

Academic advising for all SVC students is guided by the following policies and procedures. Students must initiate contact with faculty advisors on a regular basis to ensure they have

accurate information for course planning as well as access to faculty for consultation and advice. Consistent contact is essential for student satisfaction and advisor accountability.

Faculty advisors assist students with setting academic goals, ensuring program and university requirements are met and understood by the student, and that coursework is consistent with the program plan of study. Academic advisors also direct students to appropriate offices or persons within the university when a faculty member recognizes that a student needs professional assistance with problems of a personal nature or resulting from academic skill deficiencies.

Academic Advisement Policy:

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

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

3.3 GRADING POLICY

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

Sacred Heart University Undergraduate and SVC Grading System

GRADE	QP	GRADE RANGE
A	4.00	93-100
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-	1.67	70-72

D+	1.33	67-69
D	1.00	60-66
F	0.00	0-59
P (Pass)	0.00 (for courses elected as pass/fail)	
NP (No Pass)	0.00 (for courses elected as pass/fail)	
W (Withdrawal)	0.00	
I (Incomplete)	0.00	
NG (No Grade)	0.00	

a. Rounding of Grades

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

- Scores on each quiz/examination, assignment or clinical assessment tool will be recorded as received with no rounding (i.e., 86.75 will be recorded as 86.75 and not rounded up to an 87).
- Final course grades will be rounded once.
- To determine final course grades, weighted assignment grades will only be calculated to one decimal place.
- 0.5 and above will round to the next higher number (84.6 becomes 85).
- 0.4 and below will be rounded by dropping the tenth and leaving the whole number (84.3 becomes 84).
- A minimum grade of 80% is needed to pass each radiography course. A weighted exam average and the cumulative course average of 77% is required to pass each nursing course.

b. Policy for Matriculated Nursing and Radiography Students

Radiography Students

- All course syllabi list the evaluative components for that course, with their relative weighting related to the final course grade.
- Any radiography student who achieves a grade of C+, C, or C- in a course in the major or having a grade of C+, C or C- in a course in the major at the time of withdrawal will have the course counted as a failure in the program.

- The weighted cumulative average of all assignments within a radiography course must be, at a minimum, 80%. If the weighted course average, consistent with the rounding of grades, is less than 80% the student will fail the course.
- Any radiography student with a D+, D, or F in a course in the major or having a grade of D+, D, or F in a course in the major at the time of withdrawal from a course in the major will be dismissed from the program and unable to reapply.
- Failure of a clinical component of a course, results in course failure, and a grade of F is awarded.
- A final grade in RAD 101 of C+, C, C-, D+, D, or F will result in dismissal from the radiography program and the student will not be allowed to reapply.
- If a student fails to attain a grade of B- (80%) or better in more than one radiography course within the total program of studies, that student will be dismissed from the program.
- If a student has failed to attain a grade of B- (80) or better in the same radiography course twice, that student will be dismissed from the program.
- If a student is readmitted to a program after appeal of two course failures, a subsequent course failure will result in dismissal from the program.
- Any student on probation for a previous failure in a general education course, who then has a failing grade in a course in the major, will be dismissed from the major. No student may be placed on double probation.

Nursing Students

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

- If a student has failed to attain a final weighted cumulative exam average of 77% or a cumulative course average of 77% in the same nursing course twice, that student will be dismissed from the program.
- If a student is readmitted to a program after appeal of two course failures, a subsequent course failure will result in dismissal from the program.
- Any student on probation for a previous failure in a general education course, who then has a failing grade in a course in the major, will be dismissed from the major. No student may be placed on double probation.

c. Policy for General Education Courses

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

3.4 ADHERENCE TO PROFESSIONAL BEHAVIORS

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

Professional Behavior Standards Policy:

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

- SVC students are expected to demonstrate consistently the professional behaviors listed within the Responsibility, Accountability, Professionalism, and Specific Standards for Clinical/Lab/Simulation sections listed below.
- Faculty will complete a critical incident form and issue a professional warning to students who fail to demonstrate one or more professional behaviors. Further disciplinary action may be required if serious or subsequent violations occur.

- Students' questions regarding the SVC Professional Behaviors listed below should be discussed with course faculty or faculty advisors.

Responsibility

The student:

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

Accountability

The student:

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

Professionalism

The student:

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

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

Specific Standards for Clinical/Lab/Simulation

The student:

- Adheres to clinical practices, principles, and standards.
- Reports clinical findings to instructor and registered nurse or radiographer/preceptor in a timely manner.
- Engages in safe clinical practice.
- Adheres to the policies of the clinical facility.
- Practices within the scope of the profession.
- Follows chain-of-command appropriately.

Failure to comply and demonstrate professionalism throughout the program may result in a professional warning. (See section 3.7a).

3.5 ACADEMIC PERFORMANCE COURSE PROGRESSION

Students failing to achieve the three items listed below will not matriculate into the major:

- A grade less than a C in a non-math or science general education course
- A grade less than a C+ in English, Math, or Science courses
- Less than 66% on Nursing TEAS.

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

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

Program Retention Policy:

After matriculation into nursing or radiography, students must remain in good standing in order to progress in the curriculum. Students must achieve the following to maintain their placement in SVC professional programs.

a. SVC Matriculation Guidelines – (Nursing and Radiography)

To matriculate into Nursing 101 or Radiography 101, students must meet the following general requirements:

- Complete the following pre-requisite courses:
 - Biology 207/209 (Radiography) –Biology 126/127 (Nursing) ○
 - Biology 206/208 (Radiography) – Biology 128/129 (Nursing) ○
 - English 101 or equivalent (Radiography and Nursing) ○ Math
 - 105 (Nursing) – Math 106 (Radiography) ○ Intro to Psych -
 - (Nursing)

Note: As of Spring 2020 admissions, all nursing students will be required to take MA105 at SHU.
- Achieve a C in Intro to Psych and C+ or better in all remaining courses listed above.

b. Progression Guidelines

- All students with a single, first-time general education, nursing or radiography course failure will be permitted to continue, repeating the course the next time it is offered and if space is available, except for a failure in Nursing 101 or Radiography 101. The student will not be allowed to continue taking additional nursing or radiography courses until the repeated course is successfully passed.
- Any second course failure in general education, nursing or radiography will result in program dismissal. ******Any student on probation for a previous failure in a general education course, who then has a failing grade in a course in the major, will be dismissed from the major. No student may be placed on double probation.*
- University probation may result with a GPA of 2.0 or below. Refer to the following: <https://www.sacredheart.edu/media/shu-media/st-vincent/SVC-Student-Guide-2021-2022.pdf>
- All students with a first time, single course failure, will be placed on Program Academic Probation by the Dean, except those students with a failing grade in Nursing 101 or Radiography 101, who will be dismissed from the program.
- Any nursing or radiography student with a D+, D, F, or failing a nursing or radiography course with a D+, D or an F at the time of withdrawal, will be dismissed from the program.
- Students must prepare a well written Success Plan after a single course failure and must meet with their advisor to review/approve the Success Plan and adjust their plan of study.
- **Courses taken a second time remain on the transcript (the failing grade in the first course will be replaced by the repeated course grade). For the purposes of progression, the failed/remediated course will be considered one course failure throughout the student's program.**

c. Medication Mathematics Examination Nursing Policy

A medication math exam will be administered to all nursing students in all nursing courses and each semester the student is enrolled in a clinically based nursing course. Clinical nursing courses may require students to administer medication. Therefore, competency must be ensured prior to that experience each semester. The process includes:

- A score of 90% is required to pass the exam.
- In NUR 101 students will have medical math practice during selected nursing skills lab sessions throughout the semester.
- Each NUR 101 test will have medical math calculations included.
- NUR 101 students will not be administered a math quiz that affects their standing in the program in and of itself. They will have a math quiz included as a percentage of their NUR 101 grade within the second half of the course.
- NUR 101 students will not administer medications during their clinical rotations.
- A medication math calculation exam will be given the first week of the semester for 2nd, 3rd, and 4th semesters.
- Students are expected to pass the exam the first time; however, students have three (3) attempts to pass the exam. *
- Students will not be permitted to administer medication to patients until the exam has been successfully passed with a 90% grade.
- If a passing grade is not achieved after a total of three (3) attempts, the student will fail the course at that time.

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

3.6 ATI CONTENT MASTERY SERIES POLICY

The *ATI Content Mastery Series*, based on NCLEX-RN blueprint, includes books, Nurse Logic, Learning Systems, online practice, and proctored testing over the major content areas in nursing. The ATI books are to supplement the course content and enhance student learning. Topic areas included:

- Nursing fundamentals
- Medical/surgical nursing
- Maternal/newborn nursing
- Nursing care of children
- Mental health nursing
- Pharmacology
- Community health nursing
- Nursing leadership and management
- Nutrition
- Nursing skills videos

Used as a comprehensive program, ATI tools can help students prepare more efficiently, as well as increase confidence and familiarity with content. It also includes testing of critical thinking and other indicators of academic success in nursing school and provides a comprehensive statistically proven prediction of how well a student will perform on the NCLEX-RN.

Policy – (Appendix G attached):

- ATI Content Mastery Exams (proctored exam) will be utilized in each nursing course and account for 10% of the total course grade.
- Faculty will give students access to practice exam A prior to the scheduled proctored exam. Students will be allowed to access the exam and to remediate. Students must achieve 55% on the practice exam to earn two points prior to taking the scheduled proctored exam.
- ATI practice exams and evidence of completed remediation are the students “ticket in the door” to the proctored exams.
- Students must take the proctored ATI Content Mastery Exams at the scheduled time. Students failing to take the exam at the scheduled time will receive a grade of zero (0) for the exam.
- Students repeating a course will take the ATI Content Mastery Exam again when they repeat the course.
- The ATI Content Mastery Exam may be taken only once per course. Students are expected to achieve a score that equates to a level 2 or higher on all **proctored** ATI Content Mastery exams. Students whose scores fall at or below level 2 are required to participate in additional individualized remediation efforts as identified by the instructor.
- It is the student’s responsibility to complete the required remediation. Faculty will be able to access remediation activity for each student online within the ATI program.
- The cost of the **ATI Content Mastery Series is the responsibility of the student** and will be a per course fee billed to the student’s account on a semester- to- semester basis.

Proficiency and Grading:

The grade assignment for each proctored exam is found on the course syllabus.

3.7 ACADEMIC STANDARDS

Professional behavior and academic standards are designed to uphold important values and requirements of the 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:

Professional Warning:

Students will receive a professional warning for:

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

Clinical Warning:

Students will receive a clinical warning for:

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

Students may receive a warning for violations related to professional and clinical standards as outlined in this section of the Student Guide. The warning will be part of the student’s academic file. Students may receive a verbal warning which will be issued at the time of infraction or violation of accepted practices, principles, or standards. The warning will be documented in the student’s record. A verbal warning does not need to be issued prior to a written warning or probation.

Students are required to meet with their course faculty and/or faculty advisor to discuss the violation within 7 days if appropriate. Failure to comply with this policy may result in a recommendation to the Dean of the College for placement on Academic Probation.

b. Academic Program Probation

The following behaviors or actions will generally result in recommendation for placement on academic probation.

- Students whose cumulative Grade Point Average (GPA) falls below the stated university standard. <https://www.sacredheart.edu/media/shu-media/st-vincent/SVC-Student-Guide-2021-2022.pdf>
- Failure to achieve a passing grade in any course.
- If the cumulative GPA remains below the stated standards at the end of the probationary period, the student will be dismissed from the program.
- Any serious professional or clinical written warning.
- A student may be placed on academic probation after any professional or clinical written warning. After two consecutive (defined as within the same semester or sequential semesters) written warnings, the student will be recommended to the Dean of the College for placement on Academic Probation. Two non-consecutive written warnings will be reviewed by the academic standards committee for recommendation.
- Students with recurrence of behaviors that yielded warning(s) or Program Academic Probation and/or the first incidence of a serious violation may result in recommendation for dismissal.

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

Probation status is for the duration of the student's program. twelve (12) credits. At the end of the probation period, the student must meet the professional and academic standards outlined in the SVC Student Guide and the requirements set forth by the Academic Standards Committee in order to return to good standing. **While on probation, if a student incurs another incident that would result in being placed on academic probation, such as a course failure or another warning, the student will be recommended for dismissal.**

c. Dismissal from a Major Program

The College reserves the right to dismiss a student who does not maintain a satisfactory level of scholarship, who cannot remain in the major program without detriment to the health of self or others, or who, in the judgment of the Academic Standards Committee and the Dean of the College, fails to live up to College/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 recommending dismissal are:

- Failure to achieve a final course grade $\geq 80\%$ in two major courses in radiography or failure in a general education course that results in probation and failure of a course in radiography.
- Failure to achieve a final weighted cumulative exam average \geq to 77% or a cumulative course average \geq to 77% in two major courses in nursing or failure in a general education course that results in probation and failure of a course in nursing.
- Final grade of D+, D or F in a single nursing or radiography course.
- Failure to satisfactorily meet clinical and course objectives as outlined in the course syllabus and associated clinical course materials. Note: A clinical failure results in failure of the entire course and a final grade of F.
- Failure to demonstrate medication math calculation competency in a nursing course at a level of 90% after three (3) attempts in the same course will result in a single course failure. Two course failures will result in dismissal from the program.
- Failure to meet professional standards/expectations.
- Failure to meet the Essential Attributes and Functional Abilities for students despite reasonable accommodations. (Refer to Appendix B or C)
- Failure to report an unusual occurrence that has caused actual or potential harm.
- Failure to meet the criteria stated in official emails/letters of warning and probation.
- Incur an incident that would result in Academic Probation while on Program Academic Probation.

d. 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 Program Academic Probation and Dismissal will be deliberated by the Academic Standards Committee. The academic and clinical record of the student will be reviewed during deliberations.

If necessary, students will be notified by the Dean, 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. ***Students are solely responsible for adhering to SVC policies and procedures set forth in the Student Guide and to all conditions identified in any communication from SVC. Failure to comply may result in probation or dismissal.***

e. Appeal Process for Probation and Dismissal

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

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

For information regarding discrimination or harassment, please refer to the University's Policy on Prohibited Harassment and Discrimination)

<https://www.sacredheart.edu/sacred-heart-life/life-on-campus/student-conduct--communitystandards/procedure-for-individuals-claiming-unlawful-discrimination-or-harassment/>

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 upon which the student relies in support of the appeal. 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.
- The Academic Standards Committee hearing is a closed hearing attended by Academic Standards Committee members.

- 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 with a vote.
- The Chair of the Academic Standards Committee will notify the Dean of the recommendation of the decision of the appeal. The Dean will either accept or deny the decision. The Dean's office will notify the student, Chair of the Program Chair 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 probation or dismissal.
- Note: Incidences where the Dean is named, a designee from the Office of the Dean may be substituted.

3.8 CHAIN OF COMMAND

Plan of Study:

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

Courses:

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

Clinical:

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

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

3.9 LEAVE OF ABSENCE

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

Leave of Absence Policy:

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

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

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

Leave of Absence Procedure:

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

3.10 ADMINISTRATIVE WITHDRAWAL

If certain conditions warrant, a course faculty, faculty advisor, or program chair may recommend or require a student to withdraw from a course and/or request a leave of absence. These

conditions may include but are not limited to the student's health or personal circumstances that may impede or prevent academic success.

Administrative Withdrawal Policy:

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

Administrative Withdrawal Procedure:

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

3.11 ATTENDANCE POLICY

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

Attendance-Classroom Policy:

- Students are expected to attend all scheduled classroom and related activities. *This includes regular participation in course discussions/activities for online learning.*
- Per Sacred Heart University policy, class attendance will be taken each session that the class meets or weekly for online/hybrid classes.
- Faculty may evaluate student participation. Refer to the course syllabus for evaluating processes (if applicable).
- Students are responsible for all material presented in their absence and for meeting all course requirements (e.g., quizzes or presentations) that occurred in their absence. Students who will be absent from any class or related activities must notify the course instructor **prior** to the class start time. Failure to do so could result in a professional warning.
- In cases where the absence was not previously approved or extenuating circumstances exist, opportunities to make up activities will be at the discretion of the faculty.
- Prolonged or frequent absences may make it impossible for students to achieve program and class objectives, which may result in a course failure.
- Failure to comply with course standards/expectations may result in a completion of a critical incident form and may result in being issued a professional warning. Refer to the Critical Incident Report (Appendix D) for a list of course expectations.

Attendance Procedure:

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

Clinical and Simulation Laboratory attendance

- Students are expected to attend all scheduled laboratory, clinical, and simulated activities. Some clinical rotations may include weekends and “off shift” scheduling.
- Each missed experience places the student at risk for not being successful in meeting the clinical outcomes, resulting in a possible course failure.
- Students who miss a clinical experience may be given a makeup assignment to be completed per the clinical instructor’s directions.
- Greater than 2 missed clinical days for a specific course result in a failure for the clinical portion of the class.
- Students who will be absent from any clinical or lab experience must notify the agency/instructor at least one hour prior to start time (or if impossible, as much before start time as possible). Messages of absence should not be relayed through peers.
- Specific guidelines related to reporting absences from clinical or simulation lab assignments may be introduced by course or clinical faculty, in which case, students are expected to meet these standards.
- Failure to comply with professional standards/expectations will result in a completion of a critical incident form and placement on professional warning. Refer to the Critical Incident Report (Appendix D) for a list of clinical and lab expectations.

Students are responsible for their own transportation and associated expenses to and from clinical/lab experiences.

3.12 TRANSFER CREDIT

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

Transfer Credit Policy:

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

Transfer Credit Procedure:

- Matriculated students seeking to take general education courses at other colleges must download and complete a transfer request permission form, https://www.sacredheart.edu/media/shu-media/registrar/Transfer_Request_Permission_Rev2020_fillable.pdf
- No nursing or radiography course may be transferred from another college or university.
- Forms must be completed and submitted for signature at least 2 weeks prior to the end of a semester.
- Final approval must be given by the student's academic advisor and the Dean of the College or designee. Credit will not be awarded without prior final approval by the Dean. Requests must be processed and approved in advance of course offerings.
- It is the student's responsibility to have an official transcript sent to the Registrar's Office to receive credit for the course. Refer to the course progression policy in this student guide.

3.13 STUDENT FEES

Lab Fees

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

Assessment Fee

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

Verification/Health Requirements Documentation Fee

All clinical educational sites require the University to verify that each student placed in a clinical setting has met the necessary health requirements as designated by the clinical site. The University uses an outside vendor to collect and verify this information. There is a one-time fee associated with this process. On or before matriculation into the major students must submit

completed and approved Health Documentation to the vendor for verification. Annual health documents are required before the start of each fall term, due dates are outlined in email communications. A listing of these requirements is available through the vendor or the Contract Coordinator. Students should keep copies of all health documents for their files. Students may not attend clinical or lab activities without health clearance provided in the correct format. Students who miss clinical due to non-compliance are at risk for not meeting clinical objectives which may result in professional warning, probation, course failure, and/ or recommendation for dismissal from the program. Health care agency placement agreements and patient safety needs require strict compliance with health screening requirements.

3.14 TEST TAKING POLICY

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

- No study aides (textbooks, notebooks, classroom notes, etc.) are allowed in the vicinity of the student.
- No papers, beverages, food, purses, wallets, cell phones or any other electronic or internet-based device are allowed on your person or in the vicinity of the student. This includes Apple Watches and any FitBit or similar monitoring device. All phones should be turned off. Phones may be collected prior to test as deemed by instructor.
- No hats, hoodies, scarves, or coats may be worn in the testing room and must be placed on the perimeter of the room upon entry.
- Faculty will distribute authorized scrap paper as needed. Upon receipt students should promptly write their name on the scrap paper. A student may not write notes on paper until exam officially begins and has successfully logged in to the testing platform. Scrap paper must be handed in before leaving the testing room even if scrap paper was not used.
- Students may not leave the testing room without faculty permission.
- Students are not to leave their seats during an exam except to exit the room.
- Students who have left the testing room may not re-enter until testing has been completed.
- Upon completion of the exam students must remain quietly in their seats, with laptop closed, until all students have completed testing.
- Each exam can only be taken once. (Unless otherwise authorized by course faculty and Department Chair if extenuating circumstances are presented).
- Students who opt out of a test or exam due to illness must obtain a note from a Health Care Provider such as an MD, APRN, or PA; the absence from the exam must be communicated with course faculty prior to the start of the test or exam.
- Students who opt out due to an emergency must contact course faculty prior to the start of the test or exam.

- If a student opts out of an exam due to illness or emergency and provides documentation, a comparable makeup exam in essay format may be administered within one week of the student's return to class/clinical. Only one makeup exam will be allowed per course.
- If a student is absent from an exam that is not related to an emergency or illness, and/or has incorrectly reported an absence as described above, a zero will be given for the missed exam.
- A student may take an exam only during the scheduled course exam time.
- Any student who has three (3) or more final exams scheduled on the same day may petition in writing to the course faculty to take an exam at an alternate day/time. The student must provide documentation of scheduled exam times identifying the conflict with faculty signatures. Any change to the student's final exam schedule must be approved by the program chair/director in advance of the scheduled exam times.
- If the final exam is missed for an approved reason as stated above and communicated in advance to the course faculty, an incomplete may be awarded after discussion with course faculty and the program chair/director. If a student receives an incomplete grade, the student will have the opportunity to make up the final exam at the discretion of the course faculty in conjunction with the program chair/director. The final exam will not be administered until after the close of academic standards at the end of the semester.
- Incomplete grades must be completed within the 14 calendar days of the start of the next semester.

Behaviors Subject to Dismissal from the Exam:

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

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

- Using the computer for non-testing purposes during the testing period.

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

Test Analysis

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

3.15 ESSENTIAL ATTRIBUTES AND FUNCTIONAL ABILITIES

Policy:

Students in SVC 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 SVC Students* document details the cognitive, affective, and psychomotor skills determined to be essential for full participation in teaching/learning activities of the nursing and radiography programs and critical to providing safe and competent care to patients/clients in a clinical and simulated learning environment. See Appendix B for nursing and Appendix C for Radiography.

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 Chair, and Director for Student Success as appropriate. Students must make their request for academic accommodations known to SHU. 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, he/she must address the issue(s) in writing to the appropriate Program Chair.

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 Chair will review the request and consult with the appropriate members of SVC, Student Success department, and clinical institutions to present the request and determine if the requested accommodations can be made.
4. The student will be notified of the decision in writing.

3.16 STUDENT PRACTICE REQUIREMENTS

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

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

a. Health Requirements Documentation

All nursing, radiography, central sterile and radiography modality students must enroll in and activate a CastleBranch account. Required health forms may be found on the CastleBranch website within individual accounts. [Health forms are also located on Blackboard under the Clinical Placement organization.]

SVC will not accept copies of medical information. Utilizing and completing the required health forms will ensure that students meet agency requirements for clinical practice. Students are responsible for submitting documentation directly to CastleBranch. The procedure includes the following steps:

- All newly admitted nursing and radiography students must submit completed and approved Annual Health Clearance and Illness/Immunization documentation to the CastleBranch documentation service on or before July 15th for the fall semester and January 4th for the spring semester.
- All central sterile and radiography modality students must complete requirements prior to enrollment in their programs.
- All matriculated second year nursing and radiography students must provide a completed and approved Annual Health Assessment, PPD Form, and current Statement of Responsibility to CastleBranch on or before July 15th for that academic year.
- For students who are returning after a leave of absence all requirements must be completed prior to the start of the semester.
- All matriculated first- and second-year nursing students must complete the Connecticut Hospital Association (CHA) Health and Safety Test prior to beginning clinical. The CHA Health & Safety course is posted on Blackboard under the Nursing Clinical Placement organization. A passing score of 85 or better must be achieved.
- All matriculated nursing and radiography students, enrolled in a course in the major, must have a seasonal Influenza vaccination for the current flu season no later than October 15th, or earlier if required by the assigned clinical site for that academic year.
- Students should keep copies of all health documents in their personal files. SVC will not provide copies of health documents.

b. CPR Certification

All nursing, radiography and radiography modality students must provide evidence of certification in cardiopulmonary resuscitation (CPR) prior to matriculation into NUR 101, RAD 101 or radiography modality. CPR certification is a clinical agency requirement. Documentation of CPR certification is to be submitted directly to the student's CastleBranch account.

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

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

CPR Certification Procedure

All returning nursing and radiography students must provide evidence of current CPR certification to CastleBranch by July 15th along with other clinical requirements.

- If CPR certification will expire during the time when students have clinical experiences, it is the student's responsibility to plan for timely recertification.

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

c. Drug Screening Policy

The majority of the clinical agencies require students to undergo drug screening prior to participating in clinical rotations. To be in compliance with the requirements as outlined in the affiliation agreements with these clinical agencies, nursing, radiography, central sterile and radiography modality students are required to complete a drug screen.

Drug Screening Procedure

- A drug screen is required for the start of the fall semester for all matriculated nursing and radiography students.
- All central sterile and radiography modality students must complete a drug screen prior to the onset of their program.
- A second drug screen is required for all returning nursing and radiography students prior to the start of the fall semester.
- All drug tests and results must be completed within 30 (thirty) days prior to the start of the semester. If the student's clinical site requires additional testing, students must comply with the clinical site requirements.
- The drug test will be completed at the student's expense and the University and program will have no obligation to refund tuition or otherwise accommodate students in the event that a drug test renders the student ineligible for clinical placement.
- Students who refuse to be tested or with a test result indicating the use of an illegal drug or controlled substance without a legal prescription will be referred to the Program Chair or designee and are subject to disciplinary action and/or dismissal from the program.
- Students who are taking prescription medication may provide a copy of the prescription or a doctor's verification, which will be considered in determining whether a "positive" test has been satisfactorily explained by the specific agencies policy. The drug tests should be completed using the CastleBranch protocol for compliance with documented health requirements.
- If a clinical instructor or preceptor suspects a student exhibits impaired behavior or judgment in the clinical setting, the instructor/preceptor reserves the right to dismiss the student from the clinical agency and follow the agency policy. The instructor/preceptor should then contact the clinical course coordinator, who will subsequently continue with the follow-up with the Program Chair.

d. Criminal Background Check

All nursing, radiography, central sterile and radiography modality students must satisfactorily complete an initial criminal background check 30 days prior to the start of enrollment in the

college. Additional checks may be required in order to be compliant with certain clinical agencies and students are expected to repeat, as necessary.

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

e. Sexual Misconduct Prevention Training

All nursing, radiography and radiography modality students are required to complete sexual misconduct prevention training.

Only two types of sexual misconduct prevention training are acceptable:

- **SHU online SEXUAL MISCONDUCT PREVENTION TRAINING** is an online, one-time training for Sexual Misconduct Prevention. Students are responsible for signing and uploading the certificate of completion to their CastleBranch account. The training module is located at:
<https://learn.ue.org/P5533891292/SacredHeartProtectingChildren>
- **VIRTUS Training** through the Diocese can fulfill this specific requirement if verified by the Title IX Coordinator prior to attendance. Visit www.virtus.org for a schedule of the Diocese VIRTUS trainings being offered. Once verified, the certificate must be uploaded to the student's CastleBranch account.

Sexual misconduct prevention training must be completed prior to starting NUR 101 or RAD 101.

3.17 MALPRACTICE INSURANCE

Individual malpractice liability insurance is a general healthcare standard.

Malpractice Insurance Policy:

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

3.18 LATEX/ALLERGY POLICY

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

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

Latex/Allergy Procedure:

- Students with concerns regarding a possible latex allergy should bring this to the attention of the clinical coordinator, course faculty, course coordinator, and Chair of the nursing/radiography program as soon as possible.
- The program chair will advise students of how to proceed with testing, documentation, and waiver processes.
- Students must notify each clinical coordinator of the latex allergy prior to the start of the semester.
- Students are responsible for notifying the clinical instructor at the beginning of each clinical experience.
- Clinical faculty will meet with the student to determine a plan for avoidance of allergen and for emergency management of exposure. This document will be updated with each new clinical placement and placed in the student's record.

3.19 BLOOD BORNE PATHOGENS POLICY

The increasing prevalence of blood borne pathogens increases the risk that health-care workers will be exposed to blood/body fluids from clients infected with blood borne pathogens, especially when blood and body fluid precautions are not followed for all clients. Thus, this document emphasizes the need for health-care workers to consider ALL clients as potentially infected with blood-borne pathogens to adhere rigorously to infection-control precautions for minimizing the risk of exposure to blood and body fluids of all clients.

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

- Body substances of all clients are to be considered infectious.
- Hand washing is the major preventive technique. It should be used:
 - Prior to and following any client contact.
 - Immediately, if contact with anybody substance onto the skin or mucous membranes occurs.
 - After removing contaminated gloves, gowns, or equipment.
- Needles should not be recapped or broken; deposit in a puncture-resistant container.
- Gloves should be worn if contact with body substances is anticipated. These include:
 - Handling of blood, urine, feces, vaginal drainage, saliva, tears, amniotic fluid, and breast milk or wound drainage, including wet dressings and laundry.
- When potential contact with body substances is anticipated (IV's, irrigations).
- When carrying body substances in containers (bedpans, urinals, specimen containers).
- Added precautions should be taken if splashing of body substances is anticipated, or if contact with eyes or mouth is expected (masks, goggles and gown).

- Students should be knowledgeable of the nature and risks of body substance transmitted diseases, the mode of transmission and the appropriate preventive techniques.
- Students with cuts, sores or other broken skin areas on their hands should not be in direct contact with clients. Clinical instructor must be notified immediately to determine if clinical practice can be carried out by wearing gloves or by applying an occlusive dressing.
- Any needle-stick injuries with contaminated needles, cuts with contaminated sharp objects, body substance splashes or contact with mucous membranes should be managed following CDC guidelines:
 - a) Immediately wash area, report to agency, and seek medical attention.
 - b) Clinical instructor must be notified immediately.
- Spills of body substances should be immediately cleaned from the surface using soap and water then follow agency procedure. Gloves should be worn during cleaning and hands washed when gloves removed. The agencies' recommended bactericidal cleaning procedure should be followed.

The following principles should also be recognized:

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

3.20 CELL PHONE POLICY

Clinical

- Use of cellular devices will vary by clinical agency. If the clinical coordinator confirms that such devices are permitted, **the student may use the device, if approved by the clinical faculty, for accessing resources related to the clinical experience.**
- Photos/videos of any patient(s) or protected health information (PHI) are prohibited at all times consistent with HIPPA.

- Use of text/email/MMS/web access for non-related or personal purposes is a violation of Professional Role Behaviors that will result in a Professional Warning and may be subject to further consequences.
- Faculty may carry phones and are expected to abide by agency regulations.

Classroom/Lab

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

3.21 DRESS CODE POLICY

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

Students are expected to follow the established dress code and uniform policy detailed below as part of their demonstration of Professional Role Behaviors (see policy under this name). The SVC uniform and badge are only to be worn by students in structured clinical, lab, volunteer experiences, or special events determined and approved by SVC. Students are only allowed at their assigned agency during approved clinical hours or SVC sanctioned events when representing SVC.

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

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

Basic Uniform:

Students are responsible for purchase and maintenance of the SVC approved uniform. Approved uniforms should be purchased at the University's bookstore. The basic uniform consists of a scrub set (unisex pant and V-neck shirt).

A solid white long sleeved cotton shirt or turtleneck may be worn under the approved scrub top. See the general uniform guidelines section below for additional information. A stethoscope (nursing students only), black ink pen, and small notebook are also required. Additional equipment (bandage scissors, forceps, penlight) is recommended for nursing students.

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

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

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

Community and Agency Nursing Dress Code:

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

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

Proper Identification:

Name pins and/or ID badges are required for any activities where students are participating and representing SVC Nursing/Radiography programs.

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

Students may be asked to leave the clinical area if proper identification is not displayed.

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

General Uniform Guidelines:

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

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

Tattoos: Any tattoo or body art must be covered or concealed with clothing in adherence to uniform guidelines.

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

Makeup: Makeup application should be subtle using natural tones.

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

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

Gum chewing is not allowed.

Smokers should not smell like smoke upon arrival to or during clinical.
Vaping is not allowed.

3.22 CLINICAL AND SIMULATION LABORATORY PRACTICUM PERFORMANCE

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

Students will be subject to additional consequences for any repeated minor infractions or a major infraction or violations of accepted clinical practices, principles, or standards. Refer to the Student Guide section 3.6 for further information regarding program warnings and academic probation.

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

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

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

3.23 NURSING PROGRAM - MEDICATION ADMINISTRATION POLICY

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

Policy:

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

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

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

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

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

Procedure:

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

3.24 TECHNOLOGY POLICY

A lap top computer is needed for all nursing and radiography exams. Students should purchase a laptop as all nursing and radiography exams are computerized. PCs and Mac computers are compatible with the testing platform used by the programs.

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

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

3.25 OUTCOME ASSESSMENT TESTING

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

Policy:

- Students will participate in a comprehensive, internet based, standardized outcomes assessment program provided by a faculty-selected vendor.

Note: Students with documented learning disabilities will be eligible to test according to accommodations provided by the Director of Learning Services.

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

3.26 FACULTY COMMITTEES WITH STUDENT REPRESENTATION

Student participation on faculty committees is encouraged. Having students involved and participating in these committees enriches the process and offers opportunities for valuable student feedback. Students are not required to attend each meeting. Although several students may be participants on a given committee, only one student vote is counted on committee actions. A list of the committees and the times of their meetings will be posted on the College website each semester. Students interested in participating on one or more of these committees should email the Chair of Nursing or Chair of Radiography to apply.

3.27 PROFESSIONAL ORGANIZATIONS

FOR NURSING STUDENTS

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

Student Nurses Association (SNA) Membership Policy:

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

Procedure:

- SNA officers and class representatives will communicate with all nursing students to provide information about the SNA and solicit input and involvement in the annual goals and activities.
- SNA officers and class representatives are encouraged to become members of the National Student Nurse Association (NSNA). A minimum of ten (10) NSNA members grants SVC, SNA constituency status which entitles SVC one voting delegate and one alternate at the annual convention.
- SNA dues are a one-time payment.
- Monies will be used to support SNA initiatives and community service projects.

FOR RADIOGRAPHY STUDENTS

RAD Club

The purpose of the Rad Club is to provide students who are interested in radiography with information, resources, and contacts in order to grow in their personal and professional career path. This club encourages the discussion of thoughts, experiences, and ideas for the enrichment of student life as well as important experience in leadership and professional development.

Club Officers:

- President
- Vice President
- Secretary
- Treasurer

Scheduled meetings: Held at least quarterly, all radiography students are invited.

Lambda Nu National Honor Society for Radiologic and Imaging Sciences Connecticut Alpha Chi Chapter

The purpose of this chapter is to foster academic scholarship at the highest academic levels, promote research, and investigation in the radiologic and imaging sciences, and to recognize exemplary scholarship. Radiologic and imaging students, alumni, and faculty may qualify for membership based on appropriate standards. Additional membership criteria and benefits is found in the Radiography Program Handbook.

3.28 RECOMMENDED WEBSITES

<https://www.sacredheart.edu/academics/stvincentscollegeatsacredheartuniversity>

Students are encouraged to access this website for specific information on degree program requirements; certificates; professional organizations and PTK, the Honor Society of Associate Degree Programs; financial aid and scholarships and other student resources.

<http://www.sacredheart.edu/officesservices/registrar/>

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

www.sacredheart.edu

Visit the main SHU website to access other University information.

Castlebranch

<https://www.castlebranch.com/>

CDC Centers for Disease Control and Prevention

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

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

<http://nursingworld.org/>

American Nurses Credentialing Center

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

American Association of Critical-Care Nurses

www.aacn.org

American Association of Colleges of Nursing

www.aacn.nursing.org

National League for Nursing

www.nln.org

National Student Nurses' Association

www.nsna.org

National Student Nurses' Association Code of Conduct Professional Conduct

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

American Society of Radiologic Technology

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

[American Registry of Radiologic Technology www.arrt.org](http://www.arrt.org)

Connecticut Society of Radiologic Technologists: Publication

– CSRT Newsletter – *Newsline*

<https://member.csrt.us/>

Lambda Nu National Honor Society for Radiologic and Imaging Sciences

lambdanu.org

APPENDIX A



Sacred Heart UNIVERSITY

ST. VINCENT'S COLLEGE

Unusual Occurrence Report

Type of Occurrence

- Medication Error [] Incorrect Medication Count []
Treatment Error [] Confidentiality Violation []
Needle stick/Exposure [] Student Injury []
Near Miss [] Other: []
Radiation Error []

Date/Time of Report: Date/Time of Incident am/pm

Student (s) Involved

Clinical Instructor Course

Clinical Site

Specific Unit and Area incident occurred

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

Patient age Patient Gender Diagnosis

What harm 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?

Student Signature Date

Instructor/Faculty Comments

Course Coordinator Notified Please check if yes.

Date Notified Time Notified am/pm Method (i.e., ph., email, text etc.)

Required Remediation or Follow-up Action

Course Coordinator Signature Date
Program Director Signature Date

APPENDIX B



Essential Attributes and Functional Abilities for St. Vincent’s College Nursing Students

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 College nursing and radiography programs. Students who believe they cannot meet the essential attributes and functional abilities listed below without accommodations are required to contact the Chair of their 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.

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.	<p>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, providing care in confined spaces such as treatment room or operating suite, and lift up to 50 pounds.</p> <p>Ability to manipulate devices used in providing care.</p>
Manual Dexterity	Demonstrate fine motor skills sufficient for providing safe patient care.	<p>Motor skills sufficient to handle small equipment such as insulin syringe, administer medications by all routes, perform tracheostomy suctioning, and inserting urinary catheter.</p> <p>Ability to use electronic health records or handwrite legible charting notes.</p>

<p>Perceptual/ Sensory Ability</p>	<p>Sensory/perceptual ability to monitor and assess clients.</p>	<p>Sensory abilities sufficient to hear alarms, auscultatory sounds, calls for assistance, etc.</p> <p>Hear and differentiate tonal variances or does so with the assistance of technology such as an amplified stethoscope.</p> <p>Visual acuity to read calibrations on syringe and differentiate and assess color (cyanosis, pallor, blue versus green)</p> <p>Sees and accurately reads print, computer screens and handwriting.</p> <p>Tactile ability to feel pulses, temperature, palpate veins, texture, and moisture, with or without gloves.</p> <p>Olfactory ability to detect smoke, odor, and bodily fluids.</p>
<p>Affective Skills</p> <p>And</p> <p>Behavioral/ Interpersonal/ Emotional</p>	<p>Ability to relate to patients, staff and colleagues with honesty, civility, integrity, and nondiscrimination.</p> <p>Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.</p> <p>Capacity for development of mature, sensitive, and effective therapeutic relationships.</p> <p>Interpersonal abilities sufficient for interaction with individuals, families, and groups from various social, emotional, cultural, and intellectual backgrounds.</p>	<p>Establishes professional rapport with patients/clients and colleagues.</p> <p>Works with teams and workgroups.</p> <p>Emotional skills sufficient to remain calm in an emergency situation.</p> <p>Behavioral skills sufficient to demonstrate good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of patients.</p>

	<p>Interpersonal abilities sufficient for interaction with individuals and families with emotional and intellectual needs.</p> <p>Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.</p> <p>Negotiate interpersonal conflict effectively.</p> <p>Ability to demonstrate cultural sensitivity and awareness.</p>	<p>Adapts rapidly to environmental changes and multiple task demands.</p> <p>Self-regulates their own behaviors and attitudes to ensure professional practice and delivery of care.</p> <p>Maintains sufficient mental/emotional stability to tolerate stressful situations, adapt to changes, respond to the unexpected, and maintain objectivity consistent with safe clinical practice.</p> <p>Sustains safe nursing practice without demonstrated behavior of addiction to, abuse of or dependence on alcohol or other drugs that may impair behavior or judgment.</p> <p>Continuously exhibits a functional state of alert, self-aware, and respectful behavior during classroom and clinical experiences.</p> <p>Tolerates the mental demands of differing shifts, body rhythm changes, increasingly difficult patient workloads, and fatigue.</p> <p>Demonstrates respect for individual differences such as cultural, ethnic, religious, gender, age, and sexual orientation.</p>
<p>Safe environment for patients, families and co-workers</p>	<p>Ability to accurately identify patients.</p> <p>Ability to effectively communicate with other caregivers.</p> <p>Ability to administer medications safely and accurately.</p>	<p>Prioritizes tasks to ensure patient safety and standard of care.</p> <p>Maintains adequate concentration and attention in patient care settings.</p>

	<p>Ability to operate equipment safely in the clinical area.</p> <p>Ability to recognize and minimize threats to patient safety.</p> <p>Ability to recognize and minimize hazards that could increase healthcare associated infections.</p> <p>Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.</p>	<p>Seeks assistance when clinical situation requires a higher level or expertise/experience.</p> <p>Responds to monitor alarms, emergency signals, call bells from patients, and orders in a rapid and effective manner.</p> <p>Participate in organizational safety initiatives; example fall reduction programs, IV access, etc.</p> <p>Implement safe provisions of care following agency procedures and policies, chain of command.</p>
Communication	<p>Ability to communicate in English with accuracy, clarity and efficiency with patients, their families, and other members of the health care team (including spoken and non-verbal communication, such as interpretation of facial expressions, affect and body language).</p> <p>Ability to communicate accurately with non-English speaking patients and/or those with impairments and their families using interpreters or appropriate technology.</p> <p>Communicate professionally and civilly to the healthcare team including peers, instructors, and preceptors.</p> <p>Ability to listen attentively to individuals and groups.</p> <p>Ability to communicate using, speech, hearing, reading, writing, language skills and computer literacy.</p>	<p>Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in healthcare team discussions of patient care.</p> <p>Elicits and records information about health history, current health state and responses to treatment from patients or family members.</p> <p>Conveys information to patients and others to educate, direct and support individuals in an accurate, effective, and timely manner.</p> <p>Establishes and maintain effective working relations with patients and co-workers.</p> <p>Recognizes and reports critical patient information to other caregivers.</p> <p>Ability to process non-verbal communication (i.e., body language/facial expressions) and how it pertains to current situation.</p>

		<p>Ability to process, comprehend and utilize various methods of communication; example understand written word, spoken word, translation of word, etc.</p>
<p>Cognitive/ Conceptual/ Quantitative Abilities</p>	<p>Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis.</p> <p>Ability to gather data, to develop a plan of action, establish priorities and monitor and evaluate treatment plans and modalities.</p> <p>Ability to retain information to apply to situations in the provision of care.</p> <p>Ability to comprehend three-dimensional and spatial relationships.</p> <p>Ability to react effectively in an emergency situation.</p> <p>Exhibit sufficient knowledge and clarity of thinking to process the information and apply it appropriately to situations in the classroom and clinical experiences.</p>	<p>Calculates appropriate medication dosage given specific patient parameters, includes applying ratio/proportion concepts, use of conversion tables, and calculation of drug doses and solutions.</p> <p>Analyzes and synthesizes data and develops an appropriate plan of care.</p> <p>Collects data, prioritizes needs and anticipate reactions.</p> <p>Comprehends spatial relationships adequate to properly administer injections, start intravenous lines, or assess wounds of varying depths.</p> <p>Recognizes an emergency situation and responds effectively to safeguard the patient.</p> <p>Ability to use a computer for long periods of time, including testing for 3-hour time blocks.</p> <p>Learns effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussion, group assignments, individual study materials, preparation, and presentation of written and oral reports, and use of computer-based technology.</p>

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

APPENDIX C

Essential Functions of a Radiologic Technologist

Sacred Heart University's Department of Radiography is committed to graduating high quality radiologic technologists who are safe and proficient in the practice of medical imaging. The training of students for the complexities of clinical radiography practice requires a variety of skills and aptitudes; cognitive, physical, and social emotional.

Essential Functions are the academic, clinical, and interpersonal aptitudes and abilities that allow medical imaging students to complete the professional curriculum. These essential functions are necessary to perform the clinical skills consistent with radiography practice as outlined by the ASRT's Practice Standards and Scopes of Practice. Essential Functions apply in the classroom, tutorial, laboratory, and clinical settings. Students may meet the requirements of Essential Functions with or without reasonable accommodations. Sacred Heart University Department of Radiography uses independent clinical education settings that may or may not be able to offer the same reasonable accommodations that are made available by Sacred Heart University.

The program curriculum requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential radiologic technologist skills and functions. Learning these skills and functions are necessary to ensure the health and safety of patients, fellow students, faculty, and other healthcare providers. Additionally, there are functions of academic performance that are critical for success in the healthcare environment.

The functions are necessary to acquire or demonstrate competence in a discipline as complex as medical imaging. In addition to the standards of student conduct set forth in the **SHU Student Conduct & Community Standards**, students will adhere to the following functions which will be evaluated in the program as academic performance standards.

Motor Skills, Strength, and Mobility Skills

Students shall have sufficient motor function so that they are able to execute movements required to provide general care to patients in all health care settings. Students should be able to:

- Manipulate equipment (locks, push buttons, knobs, and switches) using fine motor skills.
- Safely push a wheelchair, stretcher, or other transport equipment from a patient waiting area or patient room to the medical imaging department.
- Safely transfer a patient from a wheelchair or stretcher to the radiographic exam table.
- Safely assist a patient in dressing for a procedure.
- Raise arms above head and in all directions to manipulate radiographic equipment.
- Stand and walk for extended periods of time (6-7 hours).
- Lift ten (10) pounds of weight above head.
- Perform all aspects of CPR and Basic Life Support

Sensory/Observation Skills

Students must be able to acquire information presented through demonstrations and experiences in the classroom and clinical environments. Students must be able to observe a patient accurately, at a distance and close at hand, and observe and appreciate nonverbal communications when performing an assessment and performing radiologic exams and duties. Students must be capable of perceiving signs of disease and infection as manifested through physical examination. Such

information is derived from visual inspection and auditory information (patient voice). Students should be able to:

- Hear sufficiently to interact with patients and medical staff when background noise is present.
- Detect audible sounds within the hospital, such as equipment alarms, fire alarms, telephones ringing, and overhead pages.
- Visually monitor patients in low levels of light.
- Distinguish between different shades of gray on radiographic images.

Communication Skills

Students must communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. The appropriate communication may also rely on the student's ability to make a correct judgment in seeking supervision and consultation in a timely manner. Students should be able to:

- Communicate in English (verbally and written) with patients, family members, physicians, and all members of the health care team.
- Convey or exchange information at a level allowing development of a health history.
- Read and comprehend written instructions to deliver appropriate patient care.
- Communicate effectively in oral and written forms.
- Be able to process and communicate information on the patient's status with accuracy in a timely manner to members of the healthcare team.

Cognitive Skills

Students must be able to measure, calculate, reason, analyze, integrate, and synthesize in the context of undergraduate radiologic sciences. Students should be able to:

- Make a correct judgment in seeking supervision and consultation in a timely manner.
- Quickly read and comprehend extensive written material.
- Evaluate and apply information and engage in critical thinking in the classroom and clinical setting.

Behavioral/Emotional Skills

Students must possess the emotional health required for the full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of patients and families. In addition, students must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, and other professionals under all circumstances including highly stressful situations. Students should be able to:

- Have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.
- Make a correct judgment in seeking supervision and consultation in a timely manner.
- Experience empathy for the situations and circumstances of others and effectively communicate that empathy.
- Understand that their values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others.

- Be able and willing examine and change their behavior when it interferes with productive individual or team relationships.
- Possess skills and experience necessary for effective and harmonious relationships in diverse academic and clinical environments.

Professional Conduct

Students must possess the ability to reason morally and practice in an ethical manner. Students must be able to engage in patient care delivery in all settings and be able to deliver care to all patient populations including, but not limited to, children adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults. Students should be able to:

- Learn and abide by professional standards of practice.
- Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance.
- Function effectively under stress.
- Respond appropriately to constructive criticism.
- Maintain professional behavior at all times, which includes, but is not limited to, being on-time, effective communication with peers and other members of the healthcare environment, etc.

Implementation of the Essential Functions of a Radiologic Technologist

Potential students will be advised of the Essential Functions of a Radiologic Technologist on the program's website. Incoming students will be alerted to the Essential Functions expectations during program orientation and apprised of the location of Essential Functions in the SHU Radiography Program Student Handbook.

Regular, On-going Evaluation

Clinical faculty will evaluate students Essential Functions of a Radiologic Technologist for the Department regularly. The clinical faculty, in conjunction with the Clinical Coordinator, shall do so by the following actions:

- Direct interaction and supervision of the students in the clinical setting related to clinical activities, including clinical participation.
- Attendance at clinical evaluations, addressing any concerns regarding performance and/or non-cognitive factors of academic performance in clinical courses.
- Completion of an evaluation of the Factors of Academic Performance for the Radiologic Science Program on each student in the clinical setting at the midpoint of each clinical semester, and at any point when the student is not meeting the academic performance standards.

If a student repeatedly violates Essential Functions of a Radiologic Technologist, the student will be placed on probation or dismissed from the Department.

APPENDIX D



**Sacred Heart
UNIVERSITY**

ST. VINCENT'S COLLEGE

STUDENT SUCCESS PLAN

Course: _____ Date: _____ Academic Issue: _____

Student Name: _____ Clinical Issue: _____

Due Date: _____ Professional Issue: _____

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: _____

August 2020

APPENDIX E



Critical Incident Form

Student Name _____ Course _____
Faculty Name _____ Course Coordinator _____

Form with sections: Failure to meet professional standards/expectations, Failure to meet course standards/expectations, Lab Referral, Description of incident, Plan of Action, Date, Student Signature, Faculty Signature, Course Coordinator Signature.

April 2019

APPENDIX F

Today's Date: _____

Please allow 14 days to process your request.

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



Request for Letter of Recommendation

Your name: _____ Email Address: _____

Faculty member you are requesting a letter from: _____

What courses have you taken with this faculty member? _____

Advisor: _____

Date Letter of Recommendation is needed: _____

Letter addressed to (or note if generic): _____

Title or position in organization: _____

Complete street address and/or email address: _____

Reason for Letter: _____

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

Anything else we need to know? _____

August 2020

APPENDIX G



ATI ASSESSMENTS Accountability and Benchmarking

Practice Assessments	Proficiency on Proctored Assessment	Points Awarded for Achievement on Proctored Exams	Time in Focused Review	Total Points Awarded out of 10
Take Practice Assessment to obtain 2 points	Proficiency Level 3	8	None required	10
	Proficiency Level 2	5	1 hour = 2 points	9
55% or above required to achieve practice 2 points	Proficiency Level 1	4	2 hours = 2 points	8
	Proficiency Level Below 1	3.7	4 hours = 2 points	7.7

1. By taking the assessment, students acknowledge SHU and the SVC academic Integrity Policy and agree to uphold it.
2. ATI Helpline is 1-800-667-7531
3. Grading guidelines are as follows:
 - a. Students taking the ATI Practice Exam A will earn two points toward their ATI Total Score. Students are required to complete the practice test and receive 55% or better by the deadline indicated in the syllabus. Retake as need to achieve the required proficiency level noted.
4. Remediation following Proctored Test is required as noted above to receive full points.
 - a. Spend time completing the Focused Review Outline that can be accessed after completion of the Proctored Assessment.
 - b. Students may be required to hand in their Remediation “transcript”, which shows the total composite time spent reviewing as proof.

APPENDIX H



**Sacred Heart
UNIVERSITY**

ST. VINCENT'S COLLEGE

STUDENT TEST ITEM PROTEST FORM

Name: _____ Class: _____

I am protesting the test item:

Reason for protest: (Explain why you believe the test item is incorrect)

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

1.

2.

3.

APPENDIX I



ALLERGY WAIVER

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

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

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

I agree to allow disclosure of my allergy status to appropriate clinical agencies by St. Vincent's College to facilitate placement and planning.

I acknowledge the above notice and agree to continue in the Nursing or Radiography Program at my own risk. Furthermore, I understand that it is MY RESPONSIBILITY to be aware of the risks involved and avoid the stated allergen.

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

STUDENT'S NAME (PRINT) _____

PROGRAM _____

STUDENT SIGNATURE _____

DATE _____

APPENDIX J



Sacred Heart
UNIVERSITY

ST. VINCENT'S COLLEGE

Nursing Simulation & Skills Laboratories Code of Conduct

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

Please leave the labs as you found them. Before leaving the lab, students must return all equipment to its appropriate location and identify damaged or missing equipment immediately to the faculty member present.

August 2020