

**GRADUATE NURSING
HANDBOOK ADDENDA
2024-25**



2024-2025

Graduate Nursing Handbook Addenda

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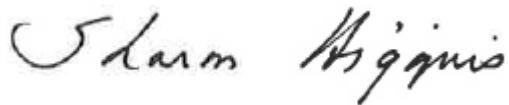
Message from the Dean

Welcome to The Richard and Sheila Young School of Nursing! I want to commend you on your decision to advance your education in nursing, and for choosing Regis as your pathway to do it. Engaging in graduate study is a serious commitment, and the faculty and staff are here to help you achieve your goals. We strive for excellence, tempered with gentleness, and expect you to do the same.

This Graduate Nursing Handbook Addendum was developed specifically for graduate nursing students as a supplement to the Regis College Academic Catalog (“Academic Catalog”) and is a resource for almost any question you might have, and any situation you might encounter. As a graduate student, you are subject to the requirements stated in both documents, however, the Graduate Nursing Handbook will supersede the Academic Catalog regarding the specific subject matter contained herein. All students, graduate or otherwise, are also subject to the requirements of the Regis College Student Handbook. The Regis College Young School of Nursing updates the Graduate Nursing Handbook on an annual basis but reserves the right to make changes at any time on an as needed basis and will notify the students accordingly. I encourage you to familiarize yourself with its content.

Revised copies will be posted on the Regis College Nursing website and circulated to all matriculated nursing students.

The Faculty and Staff in the Young School of Nursing wish you success in your journey and look forward to seeing you at commencement.

A handwritten signature in black ink that reads "Sharon Higgins". The signature is written in a cursive, flowing style.

Dr. Sharon Higgins, DNP, NP-C, ONC, WCC
Interim Carol A. Donovan Endowed Dean of Nursing

Regis College Mission Statement

Rooted in the Catholic intellectual tradition and inspired by the social justice values of our founders, the Sisters of St. Joseph of Boston, Regis College is a welcoming and inclusive community. We are called to provide access to an academically rigorous education through innovative learning opportunities and collaborative engagement at all degree levels. We educate the whole person, preparing our students to pursue excellence, to become change agents in their own communities, and to serve and lead as advocates for a more just and compassionate global society.

Regis espouses the following ideals: inclusive excellence; academic excellence; access; formation of the whole person; and responsiveness to the common good.

Regis College Nursing Program Philosophy

The Young School of Nursing is an integral component of Regis College. Founded upon the ideals expressed in the Gospel of Jesus Christ and dedicated to the exploration of religious traditions, Regis College is committed to excellence in scholarship and service. In concurrence with the mission of the College, the nursing faculty accepts the responsibility of providing an environment in which the learner can gain a breadth of knowledge in the humanities, natural sciences, and social sciences, as well as an in-depth understanding of one sector of learning. The faculty believes that by fostering professional growth, they encourage the student to become a positive influence on the nursing profession and society.

The Young School of Nursing is committed to the education of nurses from the Undergraduate through the Doctoral level. The faculty believes that multiple levels of nursing practice exist. The nursing education program at Regis College provides the structure for multiple entry and exit points along the continuum of the nursing profession, beginning with the associate degree and continuing through the doctoral degree. The program builds a solid foundation for future endeavors in professional development and educational mobility.

The nursing faculty believes the central concepts of the discipline of nursing are person, environment, health, and nursing. These four concepts are viewed generically: The concept of **person** may refer to individuals, families, groups, communities, organizations, or society as a whole. Every person has inherent dignity, worth, and individuality and a right to comprehensive, compassionate health care. The person is a unique biopsychosocial, cultural, and spiritual being who continuously interacts with the environment throughout the lifespan. **Environment** refers to all the conditions, circumstances, and influences surrounding and affecting the development of the person. It refers to all possible internal and external stimuli that may influence behavior and adaptation. It may be considered past, present, and future but is always seen in the context of the present. **Health** is a dynamic state of being and becoming integrated and whole in which the individual adapts to changes in the environment. **Nursing**, as an art and science, is a developing system of knowledge about persons, health, and their environment. Further, nursing is unique in the way it synthesizes the liberal arts and the physical, biological, and social sciences through the use of nursing process in the design and delivery of therapeutic nursing interventions for individuals, families, groups, the community, and society.

Purpose

This Handbook presents policies specific to the duties and responsibilities of students enrolled in the Graduate nursing program. The Regis College Young School of Nursing updates the Handbook on an annual basis but reserves the right to make changes at any time on an as needed basis and will notify the students when changes are made. Students are subject to the most recent version of the Handbook.

Students are also responsible for complying with the Regis College Student Handbook and the Regis College Academic Catalog. The Graduate Handbook Addenda applies to nursing students specifically and will supersede the Academic Catalog regarding the specific subject matter contained herein.

Student Program Definitions

Doctor of Nursing Practice (DNP) Students:

Practice-focused scholars who are prepared to generate new knowledge through innovation of practice change, translation of evidence, and the implementation of quality improvement processes in specific practice settings, systems, or with specific populations to improve health or health outcomes (Moran et al., 2020).

Post-Licensure Students:

Students who have a license to practice nursing as a Registered Nurse (RN).

Post-Master's Certificate Students:

MSN-prepared registered nurses looking to become nurse practitioners (NP) or MSN-prepared NPs looking to expand their area of practice by adding an additional NP specialization.

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I. General Information for All Nursing Students

In general, with the exception of Good Moral Character, students who fail to abide by the requirements described in this section may be found in breach of the Classroom Code of Conduct as outlined in the Regis College Academic Handbook.

Professional Behavior Standards: *American Nurses Association Code of Conduct*

In addition to the Regis College Student Handbook and Regis College Academic Catalog, students must comply with the standards and codes developed by the American Nurses Association. The Young School of Nursing may withdraw a student from the nursing program who does not maintain an acceptable level of behavior as defined in the [American Nurses Association Code of Ethics](#) (2015).

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community, or population
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Communication

Consistent with the Regis College Student Handbook, the nursing program administrators, faculty, and staff use the Regis College email as the official method of communication with students. Students are required to communicate electronically with program administrators, faculty, and staff exclusively through Regis email. Emails that are received from an external email address may not be received by the intended recipient as emails may go to a spam or trash folder. If an email is received from an external email address the faculty will require students to resubmit the email through Regis email. It is the responsibility of the students to check their Regis College emails daily during the academic year and intermittently during extended school breaks.

Faculty may share alternate communication methods (phone calls, text messaging, voicemail) at the beginning of each course.

Communication Chain of Command

The following table outlines the official communication chain of command that students are required to follow. To have student questions or concerns addressed in a timely manner, please start with the appropriate contact listed in Step 1 and proceed stepwise as needed through Step 6.

Note: Weston campus and Online campus have different Program Directors, Assistant Deans, and Associate Deans. There is only one Dean of Nursing for both programs. When you see Online and Weston in parenthesis the steps may be different between Weston campus and Online campus based on the infrastructure.

Steps	<i>Contact in Clinical Placement Matters</i>	<i>Contact in General Clinical Matters</i>	<i>Contact in Academic Matters</i>	<i>Contact in Curriculum Planning, Progression, and Retention Matters</i>
Step 1	Clinical Placement Coordinator	Clinical Faculty	Class Faculty	-Student Support Specialist (Online) -Graduate Advisor (Weston)
Step 2	Program Director	-Assistant Program Director (Online) -Program Director (Weston)	-Course Coordinator (Online) -Program Director (Weston)	Program Director
Step 3	-Assistant Dean, Graduate Nursing (Online) - Dean of Nursing (Weston)	-Program Director (Online) - Dean of Nursing (Weston)	-Program Director (Online) - Dean of Nursing (Weston)	-Assistant Dean, Graduate Nursing (Online) - Dean of Nursing (Weston)
Step 4	-Associate Dean, Graduate Nursing (Online)	-Assistant Dean, Graduate Nursing (Online)	-Assistant Dean, Graduate Nursing (Online)	-Associate Dean, Graduate Nursing (Online) -
Step 5	Dean of Nursing (Online)	Associate Dean, Graduate Nursing (Online)	Associate Dean, Graduate Nursing (Online)	Dean of Nursing (Online)
Step 6		Dean of Nursing (Online)	Dean of Nursing (Online)	

Social Media Use

Professional values, ethical standards, and adherence to privacy requirements, including those enacted by the Health Insurance Portability and Accountability Act (HIPAA) extend to all forms of social media. Subject to the

Classroom Code of Conduct, violations in relation to these professional standards and behaviors may result in dismissal from the nursing program. Students should be aware of and consider and comply with the [Massachusetts Board of Registration in Nursing](#) regulations, as well as the state Board of Registration of Nursing regulations in which they are practicing, whenever using social and electronic media. These regulations may be updated and change during the tenure of a student's training. Additionally, the American Nurses Association (ANA) has identified guidelines that nurses, and nursing students must adhere to, which can be accessed at <https://www.nursingworld.org/social/>. Students are expected to follow any and all clinical agency social media policies.

Behavioral Expectations

Nursing students at all levels must display specific professional behaviors and always conduct themselves in a professional manner. Specific professional behaviors include, but are not limited to:

1. Attending each class, lab, and clinical experience on time and for the duration of the experience, regardless of the delivery format.
2. Respectful communication, including electronic communication, when interacting with faculty, staff, peers, patients, families, and members of the health care team.
3. Timely response to communication with faculty, staff, etc.
4. Maintaining professional boundaries with faculty, patients, families, and members of the health care team.
5. Refraining from using cell phones and electronic devices while engaged in learning activities unless otherwise directed.
6. Observing the Regis College Classroom Code of Conduct as stated in the Regis College [Academic Catalog](#)

Failure to adhere to the expectations listed above will result in a Classroom Code of Conduct Violation as outlined in the Academic Catalog. Students not adhering to the proper communication chain of command will be re-directed to the appropriate step.

Good Moral Character

Students must be aware of the Commonwealth of Massachusetts Board of Registration in Nursing Licensure Policy 00-01 Determination of Good Moral Character (links below)

[Policy 00-01: Determination of Good Moral Character Compliance](#)

[Good Moral Character requirements for nursing licensure](#)

In general, this policy identifies specific criminal convictions which may exclude an individual from being eligible for licensure and/or practicing as a nurse. During the first semester of your program, you must complete a background check, fingerprints, and urine drug screen. Failure to complete this will result in inability to access your courses in semester two.

II. The Master's/Post-Master's Certificate Nursing Program

General Information

There are several entry-level options in the master's program that includes the BSN-MS, RN to MS, MS Track for Non-Nurses, MS Track for Nurses with a BS/BA in another field, and Post-Master's Certificate (PMC)

Academic Information

The Master's Degree Nursing Program at Regis College has as its foundation a baccalaureate-level nursing education and is designed using principles of adult education. The faculty believes adult learners are motivated to learn and accept the responsibility for their learning. The faculty facilitates and supports the learning process. The program affords flexibility for the adult learner but ensures the fulfillment of the nursing curriculum requirements. The purpose of the Master's Degree Program at Regis College is to prepare professional nurses as specialists with advanced knowledge in nursing administration and advanced nursing practice. The master's program further seeks to provide a foundation for doctoral study in nursing.

Program Learning Outcomes

The following are the end of program learning outcomes for the master's and post-master's certificate programs:

- Synthesize nursing and related theories as they apply to nursing leadership, advanced practice, or nursing education to promote adaptation and culturally competent therapeutic nursing interventions for individuals, families, groups, the community, and society.
- Integrate research, adaptation and related theories, and critical thinking skills in nursing leadership, advanced practice, or nursing education in all settings.
- Facilitate effective therapeutic communication with individuals, families, groups, the community, and members of the health care team to promote optimal wellness and adaptation.
- Synthesize knowledge gained by research utilization and evidence-based practice to advance the nursing profession.
- Integrate ethical, legal, and professional standards of practice from the perspective of a nurse leader or advanced practice nurse.
- Synthesize the leadership and management roles of the nurse leader, advanced practice nurse or nurse educator in meeting health needs and nursing goals in all settings.
- Maximize responsibility for continued learning and professional development.
- Evaluate the dynamic forces and issues within the health care delivery system in order to initiate changes that affect the quality of nursing in a practice setting.
- Evaluate the influence of an effective nurse educator, nurse leader, or advanced practice nurse as educator in the care of individuals, families, groups, and communities across the health care system.

III. The Doctor of Nursing Practice (DNP) Program

General Information

There are several entry level options in the DNP program that include the BSN to DNP, and MSN to DNP.

Academic Information

The DNP Nursing Program at Regis College has as its foundation a baccalaureate-level nursing education and is designed using principles of adult education. The faculty believes adult learners are motivated to learn and accept the responsibility for their learning. The faculty facilitates and supports the learning process. The program affords flexibility for the adult learner but ensures the fulfillment of the nursing curriculum requirements.

The purpose of the DNP Nursing Program at Regis College is to prepare professional nurses in advanced nursing practice through the lens of global perspectives, social justice, and evidence-based practice.

Program Learning Outcomes

The following are the end of program learning outcomes for the DNP and post-doctorate certificate programs:

- Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for health care delivery.
- Synthesize evidence from research and theory to enhance delivery of quality health care.
- Develop systems supportive of effective communication at the organizational and interdisciplinary level.
- Generate knowledge through research and/or evidence-based practice to advance the nursing profession.
- Evaluate ethical, legal, and professional standards of practice.
- Evaluate the leadership and management roles of the doctoral prepared nurse in creating a quality health care delivery system.
- Create an environment that maximizes continued learning and development for professional practice.
- Evaluate the dynamic forces and issues influencing health care delivery to initiate interdisciplinary and multidisciplinary change that affects the quality of the health care system.
- Evaluate the effectiveness of leadership and educational strategies in influencing health care practitioners toward the design and implementation of effective health care delivery.

IV. Admission Policies

Admission

Admission policies related to the Master's Degree, Post-Master's Certificate, and DNP Nursing Program are outlined in the Academic Catalog (link below).

[Academic Catalog](#)

Transfer Credit

A maximum of nine credits may be transferred from a graduate program of another accredited college or university if the grade is B minus (80-82, 2.7) or higher, approved by the director of the program the student is applying to, and Regis residency is met. Transfer credit should have been earned no more than five years prior to enrollment at Regis College.

Transfer credit is evaluated at the time of admission and cannot be reassessed at a later date.

For Nurse Practitioner students, consideration for acceptance of transfer of credits for NU 641-Advanced Clinical Pharmacology or NU 650- Advanced Health Assessment will be evaluated using the following parameter:

- Transfer credits within 1 year of completing the course or similar as approved by the program director on a case-by-case basis.

For Post-Master's Certificate students, who are practicing NPs, inquire on admission whether previous clinical hours may be transferred. This is only available for certain specializations, requires program director approval, and is limited to a maximum of 100 clinical hours.

For MSN to DNP students in the nurse educator and leadership tracks only one of the 3 required elective courses may be transferred in. The other two must be obtained at Regis.

Science Requirement for Practicing Nurses

The RN to MS student currently practicing will be able to transfer all science courses taken as prerequisites without regard to the length of time passed since the student completed the courses. Those who have not been in practice for 5 years prior to admission must repeat the prerequisite science courses or take the appropriate review courses

Deferral Policy

If a student is accepted to any of the graduate nursing programs and does not attend Regis College in the term admitted, the student can defer admission for three semesters, including the semester for which the student was admitted. After that time, the student must reapply to the Nursing Program as a new student.

Conditional Status

If a student's application has been accepted with a conditional status and the student does not meet the conditional requirements by the outlined date, admission to the program will not be granted.

Provisional Admission Status

A student may be admitted on a provisional status when deemed appropriate by the program director. Official acceptance status will be conferred when all the admission requirements to the graduate program are completed. If a student is provisionally accepted, the student must obtain a B- (80- 82) or above in the first two nursing courses, or full admission to the nursing program will be revoked

Application for Readmission after Dismissal from a Graduate Nursing Program

- A student may reapply to the Graduate Nursing Program no sooner than 1 semester after the start of the term in which the student's performance led to dismissal.
- Application for readmission will be accepted or denied based on current admission criteria and previous Regis College performance.

A. Credit for Courses and Duration of Graduate Program:

1. Readmitted Nursing students are subject to the relevant validation policy. They will be allowed to validate 650, 606, and 641 outside of the transfer parameters as long as the courses were completed at Regis. They will be subject to the same validation policy as current LOA students.
2. If readmitted, the student will receive credit for Regis College SON graduate courses passed before the dismissal, according to the Transfer Credit Policy.. The student may receive transfer credit for graduate courses taken at other universities after the dismissal, subject to the Regis College Graduate Transfer Credit Policy. No more than three external courses in total may be transferred, whether taken before or after the dismissal.
3. The duration of the graduate program is subject to the General Graduate Policy in the Academic Catalog for the year the readmission occurs.

[Academic Catalog](#)

B. Process for application for readmission to the Graduate Nursing Program:

The applicant will:

1. Complete and submit a new application to graduate admissions.
2. Submit two new letters of reference.
3. Submit a written personal statement that addresses:
 - ✓ Factors/issues that interfered with the student's previous effort to succeed in SON graduate program.
 - ✓ Steps the applicant has taken to ensure future success in the SON graduate program.
 - ✓ Reengagement process
 - Do you have a plan for guaranteeing preceptors? If so, please indicate who the preceptors are.
 - What impacted your performance in the program? What steps have you taken to ensure you will be successful if readmitted?
 - Explain your interest in X program, goals, and how you will represent Regis after graduation.

V. Sigma Theta Tau International Pi Epsilon Chapter-At-Large

Sigma Theta Tau International, the Honor Society of Nursing, is committed to fostering excellence, scholarship, and leadership in nursing to improve health care worldwide. The Society promotes the use of nursing research in health care delivery and makes its resources available to all people and institutions interested in the latest knowledge in nursing care.

Pi Epsilon-at-Large inducts new members bi-annually, including eligible graduate level nursing students, and community members; eligibility is different for each level of induction. Specific information and application may be obtained and submitted by emailing sigmapp@regiscollege.edu.

VI. Academic Policies

Pre-Requisite Courses

Courses requiring a pre-requisite cannot be taken until the pre-requisite is completed with the minimum passing grade (B-, 80-82%) or above.

In the case that student fails a pre-requisite they are required to meet with an advisor to update the course plan. They cannot progress to the next course until the pre-requisite has been completed as indicated above.

Academic Advising

Students are responsible for reviewing their degree audit and contacting their graduate advisor or student support specialist for questions regarding their curriculum plan to monitor their progress toward degree completion. Faculty or students may request the involvement of a graduate advisor at any time.

A. Responsibilities of the Graduate Advisor (Weston Campus)

Graduate Advisors are available by appointment, in person, phone or online, during office hours for consultation with students in the following areas:

- Appropriate course selection for timely degree completion.
- Enrollment status changes such as, dropping and/or adding courses, leave of absence and return from leave of absence.
- Degree audit review confirming correct recording of degree program/ track curriculum, placement of transfer credits and course waivers.
- Transfer credit and waivers are approved by the Dean, Young School of Nursing or designee.
- Referral to available college services and support such as counseling, accessibility and library services

B. Responsibilities of the Academic Student Advisor (Online)

The role of the academic student advisor is to provide the student with educational and professional support throughout their experience at Regis College.

- Academic and/or career goal planning.
- Advise students in choosing elective course (s).
- Advise students considering course withdrawal.
- Advise students on taking a leave of absence.
- Advise students considering a program or specialization change.

- Respond to student referrals from faculty and staff.
- Advise students on available academic and counseling resources.

C. Responsibilities of the Student Support Specialist (Online)

Each online student will have a Student Support Specialist from the Student Support Services team assigned to them. Their goal is to assist the students in being successful within the program. The Student Support Specialist's role will include:

- Administrative issues and functions such as course registration.
- Provide study and time management skills.
- Assist with other student concerns or queries.

D. Responsibilities of the Student

All Graduate Nursing students (Online and Weston) are expected to adhere to the following policies regarding communication with advisors/support specialists:

- Communicate with the advisor/support specialist any changes or deviations from their curriculum plan before registering, and any change in status.
- Discuss all situations affecting the schedule with the advisor/support specialist.
- Plan with advisor/support specialist on registering for courses in major and selecting electives.
- Responsible for checking and responding to Regis email every 24 hours Monday through Friday.

Program Progression

Students must take courses in sequence as designated on the curriculum plan for their program. If they are not successful in a course, it must be repeated as outlined in the curriculum plan.

Students are expected and accountable to know the progression of their program and need to monitor that they are meeting all program requirements. A student should monitor their progress in real-time via Regis Hub.

Progression and Retention Policies

A. Time Limit

The duration of the graduate program is subject to the General Graduate Policy in the Academic Catalog. A student may extend completion of their degree beyond the time limit in cases of hardship, leave of absence, or readmission after dismissal in a written petition to the Dean, Young School of Nursing, and their Associate Dean for Graduate Nursing. Because of changes in course content and external requirements, the Dean, Young School of Nursing and the Associate Dean or Program Director may choose not to accept credit for courses. Upon return, an updated curriculum plan will be developed based on current program graduation requirements.

Request for Change in Specialization or Modality

A student who wishes to transfer from one graduate specialization or modality must submit the Request to Change Specialty or Modality Electronic Form obtained from the link below. The applicant will be notified by email of the decision. The deadline for submissions for changes is April 1st, August 1st, and December 1st. Students must have their completed request form submitted prior to these dates.

To be considered for a change in specialization/modality a student must be currently enrolled in the program or on an approved leave of absence from the graduate nursing programs with a passing status.

Students requesting a change of modality to the online campus must have an active, unencumbered RN license.

Academic Forms

Request for Change in Degree Program

Students that wish to change their program of study (i.e., MS to DNP) must complete an admission application for their desired program. There may be additional requirements (i.e., essay or interview). Students should work with their admission counselors.

[Academic Forms](#)

Progression in the Graduate Program

- Students must achieve a minimum GPA of 2.7 in all courses required in their nursing curriculum. If a graduate student falls below a B minus (80-82) any course in the curriculum, the course may be repeated once with the requirement that a grade of B minus (80-82) or better be achieved. Students in the RN to MS Upward Mobility Track must earn a B minus (80-82) or better in all nursing courses and no less than a C (73-76) in undergraduate non-nursing courses.

Dismissal

A student who has failed two (2) courses required in their nursing curriculum will be dismissed from the Nursing program. A withdrawal from a course when failing (“WF”) is considered a failing grade attempt. A failed nursing course is C+ (77-79) or lower. A student who fails the same course twice cannot be readmitted to the same nursing program of study.

Leave of Absence (LOA)

Students who wish to take a leave of absence from Regis must follow the procedures set forth in the Regis College Academic Catalog. The Academic Catalog does not require a formal LOA application for only one semester. However, the Young School of Nursing requires a formal LOA to be requested whenever a student wishes to take time away from their graduate program.

[Academic Forms \(sharepoint.com\)](#)

A leave of absence is intended to recognize situations in which a student, for sufficient reason, is temporarily unable to progress in the graduate program for one semester or more. All courses a student is enrolled in must receive a grade before a LOA begins. Therefore, any incompletes at the time of a requested leave of absence must be completed prior to the leave of absence.

During such a leave, a student has no access to Regis facilities or resources and should not expect to have regular contact with advisors or committee members. A leave, however, does not extend the overall time limitation on degree programs (see time limit requirements).

Leaves of absence are granted for a maximum of four consecutive terms/one calendar year by submitting the [Graduate Leave of Absence](#) electronic form. Students who are not on an approved Leave of Absence for three consecutive semesters may be removed from the list of active students in good standing (i.e., “administratively withdrawn” from the College.) Any student removed must reapply for admission to return to active status and may be subject to validation requirements.

Students pursuing a leave of absence should follow the processes below:

A. Before beginning your leave of absence:

1. Notify your Graduate Advisor (Weston) and Student Support specialist (Online) you intend to take a Leave of Absence.
2. Complete and submit the “Graduate Leave of Absence Electronic Form”.
3. Once approved, the student will be alerted via email.
4. Students planning a leave from the institution should check with Student Accounts and Office of Student Financial Aid regarding all financial policies and procedures.
5. Students are responsible for withdrawing from any registered courses.

Students must resolve any current incompletes in prior courses if a leave of absence is requested.

[Academic Forms \(sharepoint.com\)](#)

B. Before returning from your leave of absence:

1. Speak to your Graduate Advisor (Weston) and Student Support Service (Online) to ensure that you will be able to satisfactorily complete your degree.
2. Complete and submit the “Graduate Return from Leave of Absence” electronic form.
3. You may not register for classes before receiving approval to return .
4. Time limitations and/or extensions may be enforced or permitted for the purposes of program accreditation and licensure requirements.
5. Students planning to return from a leave should check with Student Accounts and Office of Student Financial Aid regarding all financial policies and procedures.
6. Prior to return from LOA, students are subject to Validation testing the semester before the desired return.

[Academic Forms \(sharepoint.com\)](#)

Withdrawal from a Course

A student who wishes to withdraw from a course at Regis College must follow the procedures outlined in the Regis College Academic Catalog.

Online Course Administrative Withdrawal Policy

Students who are considered consistently inactive for more than a full week during the term without prior approval will be contacted by faculty and/or advisor to discuss potential withdrawal from the course.

During the first week of class students who fail to login to or participate in the course by the end of the drop/add period will be administratively withdrawn from the course.

Validation Testing- Post-Licensure

The purpose of validation testing is to verify that post-licensure nursing students have sufficient knowledge and clinical competency to continue in their program progression. Validation testing may be required for students who have interrupted their nursing studies by withdrawing from or failing a nursing course or by taking a leave of absence from the nursing program.

Validation Procedure

Regis College proctors the validation examination, but the examination itself is from a third-party vendor.

Testing dates:

- This test will be offered twice per semester. All exams and exam reviews will be completed in the Zoom room with your proctor. Failure to complete the exam and review with the proctor will result in disqualification for validation.

Unsuccessful validation scores:

- If a student does not pass the first attempt, a remediation plan will be reviewed with the student by the proctor and a second attempt at the test will be offered once per semester before the planned return.
- All exams and exam reviews will be completed in the Zoom room with your proctor. Failure to complete the exam with the proctor will result in disqualification for validation.

Additional unsuccessful validation score with 2nd attempt:

- If a student fails the second attempt, the student will be required to retake the appropriate course.

Medical Clearance

Regis College Health and Counseling Services reserves the right to require any student who has a declared illness or condition, be it physical or emotional/mental, to provide from a licensed healthcare practitioner, medical clearance to participate in all class and clinical experiences.

Individual clinical sites have the discretion to require that returning students provide medical documentation prior to returning to clinical coursework within their facilities. (Please refer to the Graduate Nursing Manual).

[SPIKE- Graduate Nursing Manual](#)

Starfish

Starfish is a platform used by faculty, graduate advisors, and the administrative team to notify students of various areas of concern or accomplishments. Please note the Starfish flag may require action on behalf of the student as communicated by the individual who raised the flag.

Attestation of Program Completion Form for Certification

Refer to the Credentialing NP site (link below)

[Credentialing Information](#)

VII. Academic and Disciplinary Sanctions

Disciplinary Process

A. The Professional Behavior Standards for Nursing

Professional Behavioral Standards (see Section I) are subject to the same guidelines outlined in the Academic Catalog for the Classroom Code of Conduct. Professional behavior standards in the clinical setting and management are outlined below.

[Academic Catalog](#)

These guidelines apply to any setting or learning environment in which a student is representing Regis College. In cases of serious misconduct, the Dean of Nursing may immediately suspend a student from the Nursing program, and/or any clinical placement, pending further investigation or further notice.

B. Academic Integrity Violation

All students enrolled in graduate nursing classes at Regis College must maintain integrity in all academic pursuits. Please refer to the Academic Catalog for examples and Academic Violation Procedures.

[Academic Catalog](#)

C. Clinical Warning – Professional Behavior

Clinical Warnings:

Clinical warnings are a School of Nursing-specific disciplinary action. Throughout the SON clinical warnings are used to address concerns within the clinical setting.

Clinical Warnings are issued to document specific concerns about a student's performance in any component of a clinical course.

Regis may issue Clinical Warnings in circumstances including, but not limited to:

1. Breaches of professional Nursing standards
2. Patient safety concerns
3. Breaches of patient confidentiality
4. Failure to follow valid directions of the clinical site, supervisor, or preceptor

Note: If a clinical instructor deems a student's behavior has placed a client or others in danger of harm, they may dismiss the student from clinical immediately. After review of the incident, the student can be removed

from the clinical setting permanently and may receive a clinical failure for the semester without issuance of a warning or remediation. If a clinical agency requests that a student be removed from the clinical setting, they will be removed from it. Upon review, the student may receive a clinical failure for the semester.

Clinical Warnings will be issued by the clinical course faculty after consultation with the program director, assistant dean or associate dean.

Upon issuing a clinical warning the student may be asked to not attend the clinical site until a remediation plan is in place.

Clinical Warnings in the Graduate Program will be handled in the following manner:

1. Any single Clinical Warning may result in removing the student from an individual clinical site and/or immediate failure.
 - a. This may depend on factors including, but not limited to:
 - Significant patient safety concerns that require immediate correction
 - Egregious and/or repeated breaches of patient confidentiality
 - A clinical site's unwillingness to continue supervising the student
 - Prior Clinical Warnings
2. The 1st clinical warning will be issued to the student with a specific remediation plan in place that should guide the student on necessary actions to not receive future warnings and to progress successfully in the course.
 - a. The student and faculty will meet regarding the remediation plan and the student and faculty will both sign the clinical warning paperwork.
 - A remediation plan will be developed by the clinical instructor in consultation with the program director and deans and clearly outlined on the paperwork.
 - Remediation plans will be different and specific to the violation.
 - b. A starfish flag indicating a clinical warning will be raised in addition to the paperwork being completed.
3. Two Clinical Warnings in the same course will result in a failing grade in the course.
4. If a 2nd clinical warning is issued in a subsequent course, it should be managed in the same manner as the 1st clinical warning.
5. Three Clinical Warnings across the entire program will result in dismissal from the academic program. No remediation plan will be provided.

The Regis College Classroom Code of Conduct in the Context of the Nursing Program

The Regis College Classroom Code of Conduct generally applies to the Nursing Program. Violations of Professional Behavior Standards contained in this Handbook, specific to the Nursing Program, will be considered violations of the Classroom Code of Conduct and may result in dismissal from a course or a failing grade in a course.

Other Regis College Student Conduct Processes

In addition to the Professional Behavioral Standards and related processes included in this Handbook, all students remain subject to the Regis College Student Code Conduct as described in the Regis College Student Handbook and applicable sections within the Regis College Academic Catalog. Depending on the circumstances, a student may be simultaneously subject to the Professional Behavioral Standards and processes and those contained in the Student Handbook for the same conduct.

[Academic Catalog](#)

[Regis College Student Handbook](#)

Academic Appeal

The Academic Appeal Process and Procedure is delineated in the Regis College Academic Catalog. For an academic appeal, the student must have followed each of the steps in the process.

Academic Appeals cannot be requested when the grade is a penalty issued through the Academic Integrity Violation Procedure. These appeals must follow the Academic Integrity Violation appeal process.

[Academic Catalog](#)

Policy Appeal

Students may petition the Admissions, Retention, and Progression Committee (ARPC) of the Young School of Nursing to appeal any policy statement in this Handbook according to the following process:

1. Students must first meet with their Assistant/Associate Dean(online) Program Director (on campus) regarding appeal.
2. Students must submit their petition using the ARPC petition form within 10 business days of meeting with the Assistant/Associate Dean of Graduate Nursing. The formal paperwork which accompanies each step is available in the SPIKE (students) and SHARP (faculty/staff) portals.
3. Completed petitions should be submitted per instructions provided on the Appeal form. Failure to follow the instructions on the form may result in a delay of your appeal or denial of your appeal.
4. The Dean's office will notify the student of the committee's decision in writing.

[Academic Catalog](#)

VIII. Nursing Clinical and Scholarly Practice Project Policies

Refer to the Graduate Nursing Manual for policies and procedures related to clinical experiences and Scholarly Practice Project (SPP).

[SPIKE- Graduate Nursing Manual](#)

Transportation Policy

Students are expected to make their own arrangements for transportation to and from all clinical experiences. Students are also responsible for any fees that may be incurred.

Dress Code

Students will adhere to any specific requirements for each agency and clinical experience related to clothing/uniform, grooming, jewelry/tattoos, ID badge, personal electronic devices.

Faculty will inform the students as to any additional or specific requirements for each agency and clinical experience.

Use of Personal Electronic Devices

Do not use healthcare organization telephones for personal calls. Absolutely no use of electronic devices for personal reasons is acceptable in the clinical setting. Only professional use is permitted. Clinical experiences should not be shared on social media for any reason.

Prohibited Conduct

Activities prohibited by healthcare organizations include, but are not limited to, the following:

- Reporting to clinical experience intoxicated or under the influence of alcohol or drugs.
- Use or consumption of alcohol or other intoxicating substances on healthcare organization premises.
- Selling or distributing illegal substances while on health care organization premises.
- Stealing from patients/residents, the health care organization, or employees.
- Any form of dishonesty.
- Falsifying any patient/resident record or any other document prepared or used in the course of, or in conjunction with, patient/resident care.
- Signing into an EHR with someone else's ID and password
- Falsifying clinical hours and/or client encounters
- Disorderly conduct, including fighting; acting obscenely or using obscene, abusive, or threatening language; or horseplay.
- Possession or use of firearms, fireworks, or any other weapon on health care organization's property.

- Insubordination.
- Failure to observe health care organization regulations and/or policies.
- Removing or photographing any protected patient records/information in any format.
- Failure to maintain the confidentiality of health care organization matters, including matters relating to patients/residents.
- Any action that destroys good relations between the health care organization and its employees or between the health care organization and any of its suppliers or patients/residents.
- Defacing or damaging the health care organization's property.
- Violation of HIPAA
- Violation of ANA Code of Ethics

Students found to be engaging in prohibited conduct are subject to a code of conduct violation and depending on severity of incident may be removed from the site and/or dismissed from the program as deemed necessary by the Dean of the Young School of Nursing.

Confidentiality Standards

It is the legal and ethical responsibility of every nursing faculty member and every nursing student to maintain confidentiality and abide by laws relative to privacy including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) guidelines. Such confidentiality requirements apply in both the classroom and clinical contexts. Patient information may be relayed only to those individuals who have authority to have that information. All information pertaining to patients is confidential, regardless of form (verbal, hard copy, film, or electronic form). Unauthorized access, use, or disclosure is illegal.

As part of the CastleBranch requirements, students are required to sign a statement that includes confidentiality and privacy policy attesting that they have read and understood and will follow HIPAA guidelines as well as the policies outlined by that clinical agency.

Patient Information and the Health Insurance Portability and Accountability Act Of 1996

The following information is a description of the HIPAA guidelines as they apply to students and faculty.

A. Purpose:

HIPAA creates a national standard to protect individuals' health information, gives the patient more control over their information and establishes safeguards the health care providers must abide by.

B. Protected Health Information (PHI)

PHI is any information created or received by a health care provider and relates to present, past or future physical or medical conditions. This includes, but is not limited to, medical records, billing information, labels on IV bags, telephone notes, test results, patient menus, and information on a smart phone, X-rays, and clinical lists.

C. Caregiver Responsibilities:

Caregivers (students and faculty) must be careful with PHI to which they have access and should be aware of the environment in which they are discussing patients. The following guidelines are required for students and faculty in both classroom and clinical settings:

1. Patient issues should only be discussed in a confidential area on the unit, and in a post-conference held in a private room. There should be discussion of patient issues with as little information identifying the patient as possible. Case study presentation should be used in which the patient is described by age and diagnosis but not identified by name, initial or room number.
2. Information (report sheet, notes, lab/scut sheets) should be disposed of properly at the facility before leaving the unit. No records or PHI are to be removed from the facility.
3. PHI should only be shared with individuals who are directly caring for the patient or have permission to have PHI regarding the patient.
4. Computer security should be ensured by not sharing passwords and by logging off the computer properly. DO NOT USE EMAIL TO RELAY PHI OF PATIENTS.
5. PHI related to patients or student assignments should never be faxed.
6. Passwords for access to any health records must not be shared at any time. Students should not be using any other individual's passwords/log in.

[HHS Government HIPAA Information](#)

Critical Exposure, Injuries, and Incidents

Students and the Nursing department must collaborate to minimize and/or control the risks of needle sticks and other injuries through health counseling, health record maintenance and management of exposures, injuries, and incidents. Students are responsible for all diagnostic and treatment costs associated with critical exposures, injuries, and incidents, not covered by their insurance. Students must complete the Exposure, Injury, and Incident Report (Appendix A).

A. Definitions

1. BLOOD/BODY FLUID EXPOSURE

- A cut or needle stick with a blood-contaminated instrument or blood contact on broken skin (including rash or chapped skin).
- Aspiration into the mouth of blood or body fluids.
- Mouth-to-mouth resuscitation.
- Splashing of blood or body fluids into the conjunctiva or mouth.

NOTE: The mode of transmission of the specific pathogen determines the significance of the exposure. For example, in diseases with airborne spread (Rubella) even casual exposure may represent a significant risk.

2. LOW-RISK EXPOSURE

- A puncture, cut, or scratch with an instrument not contaminated with blood.
- Splash of body fluids other than blood.
- Puncture or cut with a clean or sterile instrument.
- Puncture from needle used to prepare medications.

NOTE: Refer to the agency's Operations Manual for guidelines covering all critical exposures.

B. Guidelines Following an Exposure, Injury, or Incident

- ✓ For puncture or blood or body fluid exposure immediately wash affected area with soap and water.
- ✓ Identify the object that caused the incident.
- ✓ Report all critical exposures, injuries, or incidents to your faculty or preceptor, and the clinical placement department immediately and to health services as soon as possible.
- ✓ See Appendix A for the policy for Exposure, Injury, or Incident.
- ✓ The faculty member will direct the student to appropriate resources for immediate (evaluation) risk assessment, counseling, and possible treatment.
- ✓ On campus, when health services are not available or the situation deems necessary, seek emergency care per school guidelines at Newton Wellesley Hospital emergency room.
- ✓ In an institution/agency use the emergency room or Employee Health per agency guidelines.
- ✓ In community/settings without formal health services seek emergency care at Newton Wellesley Hospital emergency room or other emergency facility.
- ✓ Follow-up with faculty member to review occurrence in relation to prevention.
- ✓ Always use universal precautions. Always be careful.

Clinical Attendance

Attendance at clinical and clinical seminars is required. Students that plan to be absent due to illness should notify the preceptor or clinical site through a telephone call when the office opens or direct contact with the preceptor. In addition, the student should notify their clinical faculty. Three missed clinical seminars will result in failure of the course.

Please refer to the Graduate Nursing Manual for more details.

[SPIKE- Graduate Nursing Manual](#)

Class Attendance

Attendance for each graduate class meeting regardless of whether the course is offered in person, online, or hybrid will be recorded using Starfish. Attendance is mandatory for your didactic courses and any clinical courses. Course faculty should be made aware of any absences. Failure to alert course faculty may result in warning or other consequences such as grade reduction or course failure.

For online students during the first week of class, students who fail to log in to or participate in the course by the end of the drop/add period will be administratively withdrawn from the course.

IX. Curriculum Policies

Incomplete Work for Clinical Courses and Scholarly Practice Projects

Students should refer to the Academic Catalog and course syllabus for information regarding incomplete coursework.

NP Students should refer to the Progression Plan outlined in the Graduate Nursing Manual on whether an incomplete is an option. A failure to clear an incomplete due to lack of clinical hours will result in a grade of NP for all clinical incompletes and a grade of a C+ (77-79) for all didactic incompletes. A student cannot take a leave of absence (LOA) if an incomplete is in place. All incomplete grades must be converted to a letter grade (A-F) or (P/NP) prior to the LOA.

[Academic Catalog](#)

Examinations

For the purposes of this section the words “exam”, “quiz”, or “test” will be considered as “examinations”.

Five percent of the total possible score will be deducted if any examination including final examination is not taken during the scheduled time. If an extension is granted by the faculty, students will have an opportunity to take the examination on a date scheduled by the faculty at the earliest opportunity within one week of the original test date. If a student fails to take the scheduled examination on the designated date, they will earn a grade of zero (0) on that examination.

A. Technical Difficulties

- If a student taking an exam using a computer experiences technical difficulties and a reset of the exam is required, the student must contact 24/7 Technical Support and notify faculty. Students should not resume the exam until after they have contacted 24/7 Technical Support, <http://regiscollege.echelp.org/> and have been instructed by faculty as to how to proceed.
- A student will be granted one (1) reset per exam due to technical difficulties.
- Once the test is reset, faculty will reach out to the student regarding exam completion. The student will complete the exam during the designated timeframe for that exam. Students will resume the exam at the point at which the technical difficulty occurred and must not complete previously answered questions. Faculty will combine scores as necessary.
- Students who do not follow this technical difficulty procedure will not have an opportunity to retake the exam or will not receive the remaining allotted time to complete the exam.

B. Exam Software

The Regis College Nursing Department utilizes the Respondus LockDown Browser and Video Monitor to ensure testing integrity.

The Respondus LockDown Browser disables all access to the Internet and computer files to ensure students are not accessing prohibited material for the exam. For Regis purposes, all materials are prohibited, with the exception of a whiteboard and marker/eraser combo unless otherwise specified by course instructor.

Video Monitor records students and students' screens from the pre-testing period through the completion of the exam to ensure the student does not access any prohibited material or help from any other individuals. If the Video Monitor detects any concerning conduct, it will raise a flag that the faculty member will review.

When taking an online exam that requires LockDown Browser and Video Monitor via a webcam, students must adhere to the policies listed below. **Failure to comply with any of the following requirements may be considered an Academic Integrity violation.**

- ✓ Students must be in a location where they will not be interrupted.
- ✓ There must not be any other individuals in the room during the exam time.
- ✓ Students must turn off all other devices (e.g., tablets, phones, second computers).
- ✓ the desk/area must be clear of all external materials. Students may have one (1) physical dry-erase board (must be under 12" x 16") and one dry-erase marker with an attached eraser. Students must show the dry-erase board as blank before exam during pre-test scan and must show it as erased at the end of the exam.
- ✓ The pre-test scan must include a 360-degree scan of the entire area of the test-taking environment (such as above and below and behind the computer, right, and left and in front of the student, behind the student, and on the floor below where the student is sitting). Failure to complete the 360-degree pre-test scan will result in an Academic Integrity violation.
- ✓ Students must remain at the computer for the duration of the test. Students may not get up and walk around. Students may not lean out of the picture frame or reach for any items.
- ✓ The camera is not to be covered during any portion of the exam.
- ✓ Students should maintain visual contact with the computer screen and maintain a full-face frame at all times.
- ✓ Repeat the Webcam and System checks prior to starting the test.
- ✓ To produce a good webcam video, students should do the following:
 - Dress appropriately for taking the test as if you were at a proctored location.
 - Leave head uncovered. Do not wear baseball caps or hats with brims.
 - Not use headphones or earbuds. Use of headphones or earbuds is prohibited.
 - Ensure their computer or tablet is on a firm surface (a desk or table) — not on their lap, a bed, or other surface that might move.
 - If using a built-in webcam, avoid tilting the screen after the webcam setup is complete. If unable to complete your 360-degree scan with a built-in webcam, the student is responsible for obtaining an external webcam.

- Take the exam in a well-lit room and avoid backlighting, such as sitting with back to a window.
- Make sure that their camera is pointing towards their face and that the student can be seen on the screen for the duration of the examination.
- Remember that LockDown Browser will prevent the student from accessing other websites or applications; students will be unable to exit the test until all questions are completed and submitted.

C. Final Examinations

The final examination period is specified in each year's academic calendar. The official schedule for final examinations is also posted and distributed by the Registrar.

Courses at Other Institutions

Matriculated students within the graduate nursing program cannot take required courses at another institution with the following exceptions: Students may enroll in courses during summer school or regular sessions at an approved and accredited college or university for personal enrichment, to remove deficiencies, to strengthen an area needing improvement, or to take courses unavailable at Regis because of scheduling conflicts.

Courses are only available for transfer credit as indicated in the transfer section in this handbook.

Graduate Nursing Student Organization

All graduate students can participate in the Graduate Nursing Student Organization. Graduate students will select class officers for this organization who will collaborate with the faculty liaison to create a nurturing environment and provide a support system for graduate students. Open communication among all students is encouraged. The officers act as a liaison between students and nursing administration and report on issues and events of the Graduate Nursing Student Organization at nursing faculty meetings.

As a student organization, the Graduate Nursing Student Organization promotes leadership and encourages growth. In addition, the officers and the faculty liaison organize service projects, networking opportunities, and provide informational programs for the graduate nursing students. The Dean of Students appropriates funds for student groups, organizations, and events.

Graduate Conferral Dates

The College offers three conferral dates: May, August, and December.

Ceremonies of recognition are held in May. Students may participate in the ceremonies of recognition in May of each year if they have graduated the December before or have an anticipated graduation date of May or August.

Use of Doctor of Nursing Practice Credential: DNP/DNP(c)

Doctor of Nursing Practice students who successfully complete their proposal hearing are then allowed to use the DNP credential with a (c) after the credential to indicate they are in candidacy for the degree. The DNP credential can only be used after the student has successfully defended their completed doctoral scholarly project and all other DNP program requirements are met.

Publications/Presentations of Academic Endeavors outside the Graduate Nursing Program: College and Faculty Recognition

Students in the Graduate Nursing program may have the opportunity to communicate the substance or results of papers or projects that were developed while enrolled in course work. Certainly, this is encouraged and appropriate for students enrolled in advanced study. These outside communications may take such forms as oral or poster presentations, and/or publications (electronic/print) in any professional or lay print media.

It is expected that these publications, oral, or poster presentations be reviewed by faculty who have overseen the project or, in their absence, the Director of the DNP program, prior to the presentation or publication. Any scholarly presentations or publication of work completed in any DNP course must include the student's acknowledgement that the work was completed as a partial fulfillment of the DNP program at Regis College. In addition, any scholarly work presented or published because of completing the Doctoral Scholarly DNP Project must also include acknowledgement of the DNP Scholarly Project team members that have significant contribution to the project.

If a faculty member works with the student in the authorship of any manuscript related to any DNP course, the faculty should be listed as co-author.

The student will sign an agreement titled "Doctoral Scholarly Work Acknowledgement Agreement" upon acceptance into the DNP program (Online students) or during NU 740, Scholarly DNP Project I (Weston students).

References

<https://stacks.cdc.gov/view/cdc/20711>
file:///C:/Users/vp103548/Downloads/cdc_20711_DS1.pdf