



UNIVERSITY OF MIAMI
School of Nursing and Health Studies

GRADUATE
Clinical Programs Handbook

2026-2027

DEAN'S MESSAGE

Dear Student:

Welcome to the University of Miami School of Nursing and Health Studies (UM SONHS). It is with great enthusiasm and support that we welcome you to the 2026-2027 academic year at the UM SONHS. This promises to be an exciting year of challenging experiences and educational opportunities designed to provide you with the knowledge and skills to become a creative, competent, and compassionate graduate. At the UM SONHS, we share the University's common purpose to transform lives through education, research, innovation, and service. We are glad you are a part of the student body and look forward to meeting you and facilitating your academic journey -- prepare for your life to be transformed!

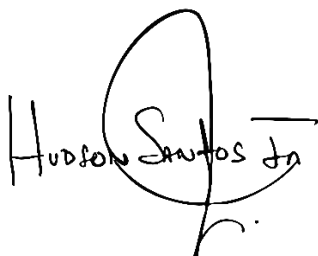
We have prepared this Graduate Clinical Programs Student Handbook to provide you with information about academic and general student matters that can facilitate your learning experiences and interactions here at the UM SONHS.

Other publications that will help you are the [University of Miami Academic Bulletin](#), the [University of Miami Student Rights and Responsibilities Handbook](#), the [University of Miami Graduate School's Graduate Student Handbook](#), and the [University of Miami Graduate Student Honor Code](#).

The faculty and staff are here to help you succeed in your graduate education. Keep in mind your learning is not confined to the classroom but encompasses a variety of experiences in health care institutions and other community health care sites. Learning is life-long, so "learning to learn" is important.

Please feel free to consult with us if you need further information or clarification of any content in this Handbook.

Wishing you a successful school year,

A handwritten signature in black ink, reading "Hudson Santos Jr." with a stylized flourish at the end.

Hudson Santos, RN, PhD, FABMR, FAAN
Dean and Professor
Dolores J. Chambreau Endowed Chair

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Overview of the School of Nursing and Health Studies

The School of Nursing and Health Studies (SONHS) is an integral part of the University of Miami (UM) and shares in the responsibility to facilitate the development of humanistic and intellectual capabilities of individuals to meet the challenges of a world increasingly characterized by science, technology and resource conservation. The ongoing interaction between the SONHS community and the University community serves to complement the functions of each through the exchange of resources, including the collective abilities of faculty and students.

The School serves a multicultural, international community that affords a rich environment for the exchange of ideas necessary for the advancement of nursing knowledge and the promotion of global health. The faculty believes nursing educators have a responsibility to prepare students to act as culture advocates and brokers for clients and health care providers in a diverse community. The School is committed to academic excellence in teaching, practice, and scholarly inquiry for the advancement of nursing as a discipline and service to society through its baccalaureate, graduate and continuing education programs.

Each person is a unique, integrated, holistic human being who is influenced by the complex interaction of biological, psychological, developmental, sociological, economic and cultural variables. Each individual functions in continuous interaction with a constantly changing environment. Each person is an integral part of a family and community in a multicultural society. Changes in the cultural, economic, technological, political, and sociological environment affect the health care delivery system as well as the health care needs and expectations of clients. Access to health care is a basic right. Health and health alterations are dimensions of life that form a continuum within each person, group and community, can be located. Health is defined as the quality of life as measured by an ever-expanding level of well-being. Health results when energy is mobilized for the promotion, maintenance, and/or restoration of well-being. The goal of health promotion and disease prevention is to facilitate the expansion of health regardless of level of functioning by acknowledgment of life-style choices, advocacy and decision-making.

Professional nursing is an integral component of the health care system and is vital to the delivery of health care to individuals, families, groups, and communities. Nursing care includes health promotion, health maintenance, illness prevention and treatment, rehabilitation, and palliation. Professional nursing knowledge rests on a foundation of arts and humanities, and natural and behavioral sciences that are developed outside or within the discipline of nursing. The faculty is committed to the advancement of knowledge. Nursing science is generated by ongoing development and testing of nursing theory.

Nursing science and nursing practice are reciprocal in nature, with each including independent and collaborative functions and actions. The professional nurse assumes a leadership role and is accountable to self, client, and society. Graduates of the School are expected to create innovative nursing roles within the changing health care system to meet emerging health care needs of clients across the life span.

Professional nursing requires a commitment to life-long learning, which results from interaction between the individual and environment. Faculty and students share responsibility to create a learning environment that stimulates intellectual curiosity, critical thinking, decision-making, and self-directed action. Students enter nursing education at various levels based on their personal backgrounds and career goals. Independent learning and flexibility are encouraged in meeting program objectives.

Evaluation, as part of the teaching/learning process, promotes growth and provides direction for improvement of nursing practice, education, and research.

History

Nursing education began at UM in 1948 with registered nurses admitted to the College of Arts and Sciences for the Bachelor of Science in Nursing (BSN). In 1952, the nursing program became a Department of Nursing within the College and began admitting generic nursing students. The BSN program was approved in 1954 by the Florida State Board of Nursing and Registration. The BSN program received initial national accreditation by the National League for Nursing in May 1956. In 1968, Nursing was transferred to the Medical Center and became a school, reporting to the vice-president for Medical Affairs.

In 1976, seventeen students were enrolled in the new Master of Science in Nursing (MSN) program. In 1980, the School of Nursing achieved the status of all other schools on the Coral Gables campus and the Dean of the School began reporting directly to the Provost and Executive Vice President. The MSN program was accredited in 1982 by the National League for Nursing. In 1984 the PhD program in nursing was approved by the Board of Trustees and funded by the Division of Nursing in the Department of Health and Human Services with a one million dollar grant for five years to help develop the doctoral program. It was one of only 25 doctoral programs in nursing at the time of its initiation. The first doctoral students were admitted in 1985, and the first graduate completed her doctorate in December 1987.

The M. Christine Schwartz Center for Nursing Education had its groundbreaking in October 2004. In 2005, the School of Nursing became the School of Nursing and Health Studies (SONHS) to reflect the additional responsibilities assumed for the interdisciplinary Health Sciences Program. In 2009, the first DNP program cohort began their studies. The BSN-

DNP Anesthesia program was re-accredited by the Council on Anesthesia in 2018. In 2021, the Commission on Collegiate Nursing Education (CCNE) granted full 10-year accreditation to the University of Miami School of Nursing and Health Studies master's degree program in nursing, Doctor of Nursing Practice program, and post-master's APRN certificate program. The School celebrated its 75th Anniversary in 2023.

Mission Statement

The School of Nursing and Health Studies is dedicated to transforming lives and health care through education, research, innovation, and service across the hemisphere.

Accreditation

SONHS programs are also accredited by specialized accrediting bodies. These include the following:

The BSN, MSN, DNP, and Post-Master's certificate programs at the University of Miami School of Nursing and Health Studies are accredited by the [Commission on Collegiate Nursing Education](#).

The DNP Anesthesia program at the University of Miami School of Nursing and Health Studies is accredited by the [Council on Accreditation of Nurse Anesthesia Education Programs](#).

The Simulation Hospital Advancing Research & Education (S.H.A.R.E.®) at the University of Miami School of Nursing and Health Studies is accredited by the [Society for Simulation in Healthcare](#) with a focus in the area of Teaching/Education. S.H.A.R.E.® is endorsed by the International Nursing Association for Clinical Simulation and Learning (INACSL) for demonstrating excellence in applying all four of the following simulation standards from the Healthcare Simulation Standards of Best Practice™ in their educational simulation programs: Prebriefing: Preparation and Briefing, Facilitation, Professional Integrity, and Debriefing. S.H.A.R.E.® is endorsed by INACSL from 2026-2031.

The University of Miami is accredited by the Southern Association of Colleges and Schools Commission on Colleges. For more information, [click here](#).

Program Outcomes

The American Association of Colleges of Nursing (AACN) Essentials: Core Competencies for Professional Nursing Education, the National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Core Competencies, and the National Council of State Boards of Nursing (NCSBN) regulatory standards ensure that program outcomes prepare graduates to deliver high-quality, evidence-based, patient-centered care;

demonstrate leadership and systems thinking; engage in interprofessional collaboration; integrate informatics and technology; and meet the professional, educational, and regulatory expectations for advanced nursing practice.

MSN Program Outcomes

The MSN program is designed to prepare graduates for an advanced practice nursing role in primary care or acute care with specialization in acute and critical care, family, gerontology, and psychiatric mental health. The MSN curriculum incorporates core graduate nursing content and specialized content specific to the track and specialty within each track. The expected MSN program outcomes and competencies are interrelated, derived from the program purposes and delineating those purposes in greater detail. The terminal objectives of the MSN program are to prepare students who will be able to:

Outcomes

1. Incorporate professional ethics and social justice in the development of the advanced practice role.
2. Demonstrate proficiency in comprehensive health assessment of individuals and families across the lifespan at an advanced practice nursing level.
3. Adult-Gerontology Acute Care Nurse Practitioner track and post-master's certificate: Synthesize concepts and theories from the basic sciences, humanities, medicine and nursing in learning to deliver care to this population of patients.
4. Adult-Gerontology Primary Care Nurse Practitioner track and post-master's certificate: Identify, describe, analyze and evaluate a topic on issues of aging.
5. Family Nurse Practitioner track and post-master's certificate: Demonstrate ability to integrate information to manage acute and chronic health problems in advanced clinical practice with emphasis on strategies for health maintenance and health promotion.
6. Psychiatric Mental Health post-master's certificate: Appropriately assess, diagnose, treat, and evaluate individuals across the lifespan with mental health disorders.

Competencies

1. Synthesize and apply knowledge from nursing and other disciplines as a basis for culturally competent, evidence-based, and safe person-centered care across diverse populations.
2. Deliver advanced practice evidence-based person-centered care that is holistic, individualized, and compassionate across multiple complicated contexts to improve health outcomes.

3. Manage population health across diverse settings by integrating advanced practice knowledge, skills, and attitudes to promote health equity and improve health outcomes.
4. Critically evaluate and apply advanced nursing knowledge through evidence-based practice to deliver safe person-centered care to transform and improve healthcare and patient outcomes.
5. Advocate for advanced, evidence-based quality care and promote a culture of safety for providers, the work environment, and patients to improve health outcomes.
6. Foster interprofessional collaboration, principles of team dynamics, and leadership skills to promote safety and optimize care.
7. Apply knowledge of systems-based practice to proactively coordinate and lead effective approaches that support the delivery of safe, high-quality, evidence-based advanced practice care to diverse populations.
8. Analyze and apply information and communication technologies to improve healthcare outcomes and optimize the delivery of safe, high-quality, advanced practice nursing.
9. Develop and demonstrate a professional identity to guide advanced nursing practice by advocating for accountability, social justice, and ethical principles that reflect nursing core values.
10. Foster personal health, resilience, and professional growth through self-reflection, and active participation in lifelong learning while building nursing expertise and expanding leadership skills.

DNP Program Outcomes

The DNP program was designed to increase the number of practice-focused, doctoral-prepared nurses in Miami-Dade (County) and eventually, in the nation. The DNP curriculum uses innovative educational methods to create practice-focused experts to envision, design and implement practices and systems of care to assist with resolving health care disparities. In addition, a diverse pool of practice sites provide a comprehensive array of experiences for DNP practice immersion and Scholarly projects that are unique in the region.

The UM DNP program was one of the early programs offered at an Academic Health Center in South Florida, creating a comprehensive interdisciplinary educational environment unavailable at many other universities. There is an urgent need for doctoral-prepared, practice-focused nurses to lend their expertise to the health care systems in the County and assist with resolving health care disparities in the county, state, and nation.

Nurses who desire preparation at the DNP level as scholars and practice experts may enter this doctoral nursing program at the UM after completing a Baccalaureate or Master's degree.

The purpose of the DNP program is to prepare scholars and researchers to contribute to the growth of nursing practice and health care delivery through recognized methods of scholarly inquiry and dissemination of practice innovations. Additionally, graduates of this program will be prepared to collaborate with PhD colleagues to provide innovative leadership to the profession and make the practice of nursing more effective. The program prepares students to achieve the following interrelated outcomes and competencies:

Outcomes

1. Integrate knowledge, theories, and concepts from the biophysical, psychosocial, analytical, and organization sciences to develop ethical health care systems and new frontiers for nursing practice which assist with the resolution of health care disparities.
2. Evaluate research methods and findings to create an evidence base for nursing practice and health care delivery systems that reflect best practices and alleviate health care disparities.
3. Lead meaningful contributions in developing quality, cost effective health care collaborations that address health disparities.

Competencies

1. Translate knowledge from nursing and other disciplines to provide safe, evidence-based, and innovative nursing care.
2. Lead and implement initiatives that deliver comprehensive, compassionate, culturally sensitive, and person-centered care that respects the diversity and needs of individuals, families, and communities across the lifespan.
3. Evaluate research and policy to improve population health by considering social determinants of health, reducing health disparities, and promoting social justice and health equity.
4. Contribute to the advancement of nursing knowledge through the synthesis, appraisal, translation, and dissemination of evidence to advance health care.
5. Lead quality improvement or program evaluation initiatives using principles of safety science to minimize risk of harm, optimize care, and foster a collaborative culture of safety in healthcare environments.

6. Communicate and collaborate with interprofessional team and stakeholders to optimize patient outcomes, enhance care delivery, and lead initiatives that improve health system performance.
7. Employ knowledge of health care policy and economics to lead complex healthcare system change to ensure equitable, safe and high-quality care to diverse populations.
8. Leverage data analytics, informatics and emerging technologies to evaluate healthcare delivery, and enhance healthcare outcomes.
9. Model leadership, respect for diversity, and ethical behavior to demonstrate nursing's core values in the delivery of humanistic, person-centered care.
10. Engage in self-reflection and life-long learning to facilitate professional growth, resilience, well-being, and leadership to advocate for the advancement of the nursing profession.

In addition to the above, the expected competencies in the Nurse Anesthesia program to prepare students are:

1. Provide nurse anesthesia services using evidence-based principles.
2. Apply knowledge, principles and analysis in the delivery and administration of anesthesia care while adhering to patient safety.

University Policies

The University of Miami uses [PolicyStat](#) as a repository for policies.

In addition to this Student Handbook, students must review the following publications: [University of Miami Academic Bulletin](#), [University of Miami Student Rights and Responsibilities Handbook](#), the [University of Miami Graduate School's Graduate Student Handbook](#), and the [University of Miami Graduate Student Honor Code](#). Students are responsible for acting in accordance with the University and the School of Nursing and Health Studies regulations and policies set forth in these publications.

The School of Nursing and the Health Studies Graduate Clinical Programs Student Handbook is reviewed annually and is as accurate and current as possible.

The University of Miami prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at www.miami.edu/titleix.

Academic Honesty Policies

Ethics

Nursing students have special concerns with ethics because of the unique participation in the lives of others that the profession of nursing entails. The SONHS follows the American Nurses Association's (ANA) Code of Ethics. Questions concerning the ethics of particular situations should always be handled in consultation with a faculty member.

Honor Code

The SONHS supports the [University of Miami Graduate Student Honor Code](#). This Honor Code is established for the graduate student body to protect the academic integrity of the UM, to encourage consistent ethical behavior among graduate students, and to foster a climate of fair competition. While a student's commitment to honesty and personal integrity is assumed and expected, this Code is intended to provide an added measure of assurance that, in fulfilling the University's requirements, the student will never engage in falsification, plagiarism, or other deception regarding the materials he/she presents. Each student is responsible for completing the academic requirements of each course in the manner indicated by the faculty.

Accessing the Electronic Health Record

Students may access only the electronic health records (EHRs) of patients assigned to their care and learning activities. Accessing records of non-assigned patients, conducting chart audits, or reviewing information unrelated to assigned clinical responsibilities is prohibited. All EHR use must comply with institutional privacy, confidentiality, and security policies.

Plagiarism

The UM and the SONHS have strict penalties against plagiarism. If a student is suspected of plagiarism, the matter will be reported to the Administration and may be referred to the Honor Council of the University. The following paragraphs explain what constitutes plagiarism:

Plagiarism can be defined essentially as the deliberate act of taking the writings and/or ideas of someone else and representing them as your own. All materials provided for students including computer files and print materials are the intellectual property of the instructor and may not be shared with any individual outside the program or course without the written consent of the instructor. This directive remains in effect after graduation and applies to distribution or use of any and all course materials. When downloading files to

computers in public labs, the student is responsible for deletion of all files of course materials transferred to computer drives and desktop after use. Plagiarism commonly takes three forms.

The most blatant form of plagiarism is the direct lifting of a passage from another book (encyclopedia, reference book, literacy criticism, and/or other printed sources) and including it in your paper as if it were your own work without using any quotation marks and/or without providing a proper citation. In addition, another direct and blatant form of plagiarism is that of obtaining information from electronic sources and submitting it as your own work.

A second form of plagiarism involves paraphrasing. Essentially, when you paraphrase, you take a passage from another book and change some of the words, altering the phrasing but not the meaning. Although some of the writing is now your own, paraphrasing differs only in degree from direct lifting a passage. Anytime you paraphrase material which is not your own, you should indicate it with a reference in which you identify the source used.

A third kind of plagiarism involves taking the major ideas from another resource and incorporating them into your paper as if they were the products of your own thinking. Even though you may not have taken any lines directly from the source material, it is still considered plagiarism to use another's ideas while representing them as your own.

The use of generative artificial intelligence products includes, but is not limited to, ChatGPT, Google Gemini, Claude, and Microsoft Copilot. Misuse of AI that violates the Honor Code will be treated as a violation of academic integrity.

AI should help you think, not think for you. Use AI to generate ideas, explore problems, and support your research, but not to produce work you submit as your own.

Disclose your use of AI. Any use of AI in your work, whether text, images, code, audio, or otherwise, must be declared and explained. Undisclosed use may be treated as a violation of academic integrity.

Evaluate AI critically. AI outputs can be biased, inaccurate, or misleading. You are responsible for assessing what you use and ensuring it meets the standards of the assignment and your discipline.

You own your final product. If AI-generated content contains an error and you use it, the error is yours. Verify claims you cannot confirm independently, and delete what you cannot stand behind.

Keep data private. Do not enter your information, or that of other people (classmates, research participants, patients) into AI tools beyond the ones provided by the University. Sharing patient data on AI may be treated as a violation of academic integrity.

Expectations vary by course. What is acceptable in one class may not be in another. When in doubt, review course policies in the syllabus and ask your instructor before using AI.

Sanctions for Plagiarism

Plagiarism is considered a serious offense in academic settings. In general, when plagiarism is discovered by a faculty member any one or more of the following responses are considered appropriate:

1. Failure on the assignment
2. Failure in the course
3. Referral to the Honor Council
4. Dismissal from the School/University and forfeiture of the degree

If plagiarism is discovered after a course or program has been completed, the following responses may be recommended:

1. Failure of the course, retroactively
2. Failure of the program, retroactively
3. Withdrawal of degree, retroactively

Distance Learning User Verification Policy

It is critical that students in the UM SONHS who are enrolled in distance education courses adhere to University and School policies related to academic integrity. It is vital that students who enroll in distance education courses and programs are the same students who complete work and assignments in those programs or courses. Violation of this policy will be considered a serious breach and will be dealt with according to University and School policies for violation of the academic integrity policies including academic dishonesty, cheating, and plagiarism.

Verification of students in distance education programs and courses will be initially conducted using IDs and passwords. As more sophisticated approaches for verifying the identity of students become available, these approaches will be considered and incorporated into regular program and course procedures. For example, approaches to be considered in the future may include:

- Web video recordings
- Challenge questions

- Face-to-face proctored assignments and exams
- Video proctoring

Technical Standards

Nursing education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behaviors. The nursing degrees awarded by the UM SONHS at the completion of the educational process certifies that the individual has acquired a base of knowledge and skills requisite for the practice of nursing at the respective undergraduate or graduate level. To this end, all courses in the curriculum must be completed successfully. In order to acquire the knowledge and skills to function in a variety of clinical situations and to render a wide spectrum of patient care, students in the undergraduate and graduate degrees in nursing must have abilities and skills in five areas:

- Observation
- Communication
- Motor
- Conceptual-Integrative
- Behavioral-Social

Technological compensation can be made for some disabilities in certain of these areas, but a student should be able to perform in a reasonably independent manner and exercise independent judgment. The use of a trained intermediary means that a student's judgment must be mediated by someone else's power of selection and observation, and as such is unacceptable.

Observation

The student must be able to observe demonstrations and participate in didactic courses and simulated learning opportunities. A student must be able to observe a patient accurately at a distance and close at hand. Observation requires the use of common sense, as well as the functional use of the senses of vision, audition, olfaction, and palpation.

Communication

Students must communicate effectively, using English in clinical and classroom settings. A student must be able to elicit information from patients, describe changes in mood, activity and posture, and perceive nonverbal communications. A student must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but reading and writing. The student must be able to communicate effectively and

efficiently with all members of the health care team in both immediate and recorded modes.

Motor

Students should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other assessment techniques. A student should be able to perform nursing skills requiring the use of gross and fine motor skills (e.g., IV insertion, venous blood draw, urinary catheter insertion). A student should be able to execute motor movements reasonably required to provide nursing care and emergency response to patients. Examples of emergency responses reasonably required of nurses are cardiopulmonary resuscitation, medication administration, and application of pressure to stop bleeding. Students must perform actions which require the use of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. Students should also be able to assist and/or participate in various lifting activities.

Conceptual-Integrative

These abilities include measurement, calculation, reasoning, analysis, synthesis, and retention of complex information. Critical thinking requires all of these intellectual abilities in order to provide optimal nursing care. In addition, the student should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral-Social

Students must possess the emotional health required for the full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of patients, and the development of mature, sensitive and effective relationships with patients. Students must be able to tolerate physically taxing workloads and to function effectively under stress, both didactically and clinically. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical environment. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and educational process.

Professional Behavior

Nursing is a profession which has earned the public's trust. The importance of student integrity, trustworthiness and honesty are serious concerns, in part due to the implications for patients' safety. Students are professional registered nurses preparing to assume leadership and/or advanced practice roles. Students are expected to exhibit professional

behavior in all interactions with UM SONHS faculty members, staff, fellow students, and patients. Violations of the ANA code, SONHS Professional Behavior Standards, or [University of Miami Student Rights and Responsibilities Handbook](#) are grounds for probation or dismissal (see Probation Policy, below). Excerpts from the ANA Code for Nurses defining professional behavior include:

- The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
- The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
- The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
- The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal professional growth.
- The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
- The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

SONHS Standards for Professional Behavior

The SONHS has high expectations and standards for its graduate students. In addition to the University's policies, the SONHS has adopted these guidelines for professional behavior.

1. Respect for others. Examples include:
 - a. Arriving to class and clinicals on time.

- b. No cell phone use in class or in clinical experiences.
 - c. Being accountable for preparation for class and clinical experiences.
 - d. Exhibiting care for others in an empathetic manner.
 - e. Participating in honest, open, and assertive (not aggressive) communication.
 - f. Maintaining the confidentiality of all patient information.
 - g. Respect for the experience of faculty members and preceptor.
 - h. Using the Internet responsibly during class time.
 - i. Respect for fellow students.
- 2. Always exhibit professional appearance and image.
 - a. No jeans at clinical experiences.
 - b. No open toed shoes at clinical experiences.
 - c. Professional white lab coat may be required at clinical experiences.
 - d. Skirts must be knee length.
 - e. No spaghetti straps or revealing tops.
 - f. Personal appearance and grooming must align with clinical site policies (hair, nails, the use of long sleeves, jewelry, etc.).
- 3. Manifest constructive verbal and non-verbal behavior (hostile or confrontational attitudes are not commensurate with professional behavior).
- 4. Demonstrate safe, ethical nursing practice in all clinical experiences.

Course and Classroom Requirements

Syllabi

In each course, a course syllabus is distributed, and the content reviewed. The syllabus stipulates course policies, grading standards, and academic expectations of the course. The syllabi contain class objectives, assignments, and required readings. Students are expected to be self-directed in completing the required readings and coming to class prepared to participate in the class learning experiences. Many courses incorporate student presentations into the teaching-learning process, and students are expected to assume duplication costs when necessary. Copy machines are available in the Richter Library and in the SONHS Lobby in the Student Lounge. Students are encouraged to retain copies of their syllabi indefinitely.

Textbooks

Required and recommended textbooks for each course are listed in the syllabus. Some nursing textbooks are used for more than one designated course and/or serve as reference resources throughout the nursing program.

Attendance

Regular and punctual attendance is required at all classes and related experiences as assigned by faculty. Faculty believe that attendance at scheduled classes, examinations, conferences, and assigned experiences is essential in meeting course and program objectives. Students must achieve all class objectives provided by faculty. It is the student's responsibility to know the professor's policies regarding penalties for absences, missed examinations and late or missed work.

Lecture and clinical attendance is a very important aspect of meeting the objectives of the nursing courses. In nursing courses with clinical experiences, more than one clinical absence during the semester is considered excessive. If two days of clinical are missed, it is grounds for dismissal from the course. Any time missed from the clinical experience is made up at the discretion of the faculty in consultation with the student. Students are required to notify the appropriate faculty member when they are going to be late to or absent from the clinical experience using the notification procedure outlined in class by the professor. Additionally, the SONHS maintains a 24-hour recording device for messages: (305) 284-3666.

Religious Holy Day Policy

The SONHS abides by the University of Miami Religious Holy Day Policy, see [University of Miami Academic Bulletin](#).

Reference Manual for Writing Papers

All written work for courses in the SONHS must be submitted following the guidelines in the latest edition of the *Publication Manual of the American Psychological Association Manual*. Washington DC: American Psychological Association.

Academic Requirements

Plans of Study

The plans of study for the academic programs are available in the [University of Miami Academic Bulletin](#) and on the [SONHS website](#). Program leadership may revise a student's individual plan of study in accordance with progression decisions.

Lock-Step Program Policy

The graduate clinical programs are lock-step and students must successfully complete a semester to progress to the next semester. The tuition is per semester and block tuition rate. If a student withdraws from a course or fails a course, he or she will not receive a

refund of his or her tuition. When the course is repeated, the student must pay the University's published per credit rate.

Transfer of Graduate Credit Hours

Graduate credits earned at other institutions may be offered in partial fulfillment of the requirements for nursing programs, pending approval of the SONHS faculty and Graduate School in accordance with policy.

At the UM SONHS nine credit hours of graduate credit hour may be approved for transfer to a degree program requiring 36 credit hours or more. Courses more than five years old will NOT be accepted. All transfer credit requests must be completed prior to starting the program. Transfer credits will not be considered if the courses were applied for another degree.

The exception to the transfer of graduate credit hours includes the 3P's.

The 3P's must be completed at the University of Miami

1. Physiology/Pathophysiology for Advanced Practice Nursing (NUR 612)
2. Advanced Pharmacology (NUR 601)
3. Advanced Health Assessment and Diagnostic Reasoning (NUR 613)

All work transferred is subject to examination by the program.

Refer to the [UM Graduate School Student Handbook](#) for additional information.

Advisement and Registration

The lead faculty members, program directors, and coordinators serve as advisors to graduate students. These advisors can address issues related to degree and course requirements.

For various reasons such as financial cancellation, failure to submit a local address, and noncompliance with the University of Miami Student Health Service, a student may be unable to register because a "hold" has been placed on the student's record. The Office of Student Services can assist the student in determining the cause of the hold, however, the student needs to exercise initiative in clearing the hold by contacting the appropriate UM office. A list of phone numbers of the various offices at UM is at the end of this Handbook.

Late registration fees go into effect on the second day of the semester. Dropping courses on the second day and thereafter results in a tuition refund or owing tuition which is prorated according to the [University of Miami Academic Bulletin](#). Students should

familiarize themselves with the Academic Bulletin in order to be aware of the University's policies and procedures. Lock-step programs may not be subject to prorated refunds (see Lock-Step Program Policy, above).

Registration for summer and fall semesters typically opens in April. Spring registration typically opens in November. However, students should consult the [University's academic calendar](#) for the exact dates.

Leaves of Absence and Readmission

Graduate students must submit a written request for a Leave of Absence (LOA), if they are unable to enroll for a given semester(s), to the Program Director for their program specific track. This request must include the reason(s) for temporarily leaving UM and/or the SONHS. The student should arrange a meeting with the Program Director and initiate a [dynamic form to request the LOA](#). The application will be reviewed by the relevant faculty and SONHS committee(s) and then the student will be notified of the leave of absence decision.

A leave of absence is normally not longer than two years. After absence of a semester or longer, a former student must apply for readmission to the UM and SONHS by submitting a [dynamic form to apply for readmission](#). Readmission to the graduate program is not automatic or guaranteed. The readmission application and any requested material must be reviewed and approved by the relevant faculty and SONHS committee(s). The current admission/curriculum requirements will be used when processing a student's request for readmission. Students on medical leave must complete the Healthcare Provider Return to School/Clinical Verification form prior to registration (Refer to Appendix B).

If a student was unable to attend classes during a semester due to a serious accident or illness, and this prevented them from notifying the University of their withdrawal in a timely manner, a [Graduate Withdrawal Date Appeal Form](#) can be submitted for consideration by an Appeals Committee. This is for a complete withdrawal from all courses for a semester, not for individual course withdrawals. See the [Graduate School's Forms web page](#) for more information.

The SONHS adheres to the UM policy regarding withdrawal and readmission from the graduate program. See the [University of Miami Academic Bulletin](#).

Grading

Grading Policy

The SONHS adheres to the method of calculating the GPA as discussed in the [University of Miami Academic Bulletin](#). All grades are included in the computation of the UM overall (cumulative) grade point average including those that are failed or repeated.

Grading Scale

Unified grading scale for NUR courses:

Numeric Grade	Letter Grade	Quality Points	
98-100	A+	4.00	
93-97	A	4.00	
90-92	A-	3.70	
87-89	B+	3.30	
83-86	B	3.00	
80-82	B-	2.70	Below Passing
78-79	C+	2.30	
75-77	C	2.00	
70-74	C-	1.70	
67-69	D+	1.30	
64-66	D	1.00	
≤ 63	F	0.00	
I-Incomplete			
IP-In Progress		0.00	
NG			
W			

Depending on the course and/or assignment, the following grades may also be used: "S" = Satisfactory; "U" = Unsatisfactory). The Graduate School considers a grade of "S" to indicate a minimum of a 3.0 GPA in a graduate course if a student has taken no prior coursework on the graduate level. A grade of "S" reflects that a student is in good academic standing.

Incomplete Grade "I": The SONHS adheres to the graduate policy regarding an incomplete grade. See the [University of Miami Graduate School's Graduate Student Handbook](#).

Progression Policy

In order for graduate students to progress through their programs to completion, the academic policy is as follows:

1. Any graduate student who receives a “B-” or lower in a nursing course will be at risk for dismissal from his or her program due to the University cumulative GPA policy for graduate students.
2. A grade of “B-” or lower for a course is below graduate standards, and the student must repeat that course. However, a student may only repeat one course, one time. The student will be dismissed if he/she fails a second course even if he/she retook and passed the previous failed course. Students, including those on stipend, are responsible for paying tuition and fees for repeated courses.
3. Students who are not making satisfactory academic progress may receive an academic alert/notification at mid-semester, mid-course, or at any time.
4. All grades are included in the computation of the UM overall grade point average including those that are failed or repeated.
5. Students who have a cumulative GPA < 3.00 in their program-specific track (i.e., acute care, anesthesia, family, primary care, psychiatric mental health)/plan of study will be placed on academic probation. They can be on academic probation for no more than 1 semester in their program specific/track plan of study.
6. Students must have a cumulative GPA in their program-specific plan of study of 3.00 or above to graduate. The University mandates that cumulative GPAs cannot be rounded.
7. A student may enroll in a required graduate course no more than two (2) times. Withdrawal from a course(s) is counted towards the number of enrollments in the course(s). Withdrawals from a specific course that are associated with an Approved Leave of Absence will not be counted towards the number of enrollments in that course. Repeated course enrollment is based on space availability in the course.
8. To pass a course that has a clinical component (generally listed as a “lab section”), successful completion of that clinical experience(s) is required.
9. A DNP student will not be allowed to progress into Scholarly Project Seminar II if they have not successfully completed Scholarly Project Seminar I.

10. Change of Specialty Policy for master's degrees:

Students may apply to change the specialty under which they are admitted according to the following process:

- a. The student must have a current UM MSN GPA >3.0.
- b. The student cannot be on academic alert or clinical probation.
- c. The Director of both the specialty that the student is in and the specialty to which the student requests must agree to allow the change.
- d. The Change of Specialty Form is completed, signed by the Associate Dean of Graduate Clinical Programs, and processed by the Office of Student Services.
- e. A copy is placed in the student's record.

Probation Policy

Probation is defined as a time-limited opportunity to help a student identify and correct academic, clinical, and/or violations of professional behavior as defined in this Student Handbook.

Ground for Probation

Reasons for placing a student on probation may include (but are not limited to):

- a. Overall program GPA < 3.00 in program specific track/plan of study (i.e., anesthesia, acute care, primary, family nurse practitioner, psych/mental health) at any point in the program. Graduation for students in all graduate programs is contingent upon a minimum 3.00 cumulative GPA. The University mandates that cumulative GPAs are not rounded up.
- b. Failing to meet academic and/or clinical performance objectives.
- c. Repeated difficulty relating/recalling didactic information in clinical experiences.
- d. Preceptor or clinical site coordinator requests the removal of a student from a clinical site.
- e. Preceptor or faculty has concerns regarding clinical judgment or competency.
- f. Student is involved in critical clinical incident.
- g. Repeated errors in clinical judgment.
- h. Inability to select appropriate action in response to a critical clinical event.
- i. Repeated inadequate/unsafe technique or clinical skills.
- j. Actions or inactions that may compromise patient safety.
- k. Persistent tardiness or lateness in the clinical area.
- l. Unexplained absence from clinical.
- m. Leaving clinical area without notifying supervising staff.
- n. An act of insubordination is defined as failure or refusal to follow a directive of a faculty member, preceptor, or other persons of authority.
- o. Violations of SONHS Standards for Professional Behavior (see SONHS Standards for Professional Behavior, above).
- p. Falsification of documents including, but not limited to, the clinical tracking and documentation system (Typhon), medical records, controlled substances

documentation, clinical evaluation forms.

- q. Failure to prepare for or participate in course related assignments, e.g., journal club, seminar, clinical anesthesia conference, professional conferences, self-evaluations, care plans, accurate case record tracking and Typhon record keeping, clinical, didactic, faculty evaluations or other materials assigned by faculty.
- r. Inappropriate use of social media: (see https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf and <https://www.nursingworld.org/social/>).

Terms of Probation

1. While on probation, the student must meet weekly with program faculty to review progress towards correcting deficiencies. The student is responsible for scheduling these meetings.
2. While on probation the student must attend the clinical sites determined by the course coordinator chosen for quality of clinical instruction and/or clinical case availability.
3. Students enrolled in Graduate Clinical Programs may not take elective time off while on probation.
4. Probationary Timeline
 - a. **Students who have an overall GPA < 3.00** in their program-specific track/plan of study will be placed on academic probation. The probation period for students with GPA < 3.00 will be one full semester. Students can be on academic probation for no more than one semester in their program track/specific plan of study. If it is mathematically impossible for a student to come out of probation after one semester, they will be automatically dismissed from the program.
 - b. **For students with overall GPA ≥ 3.00**, the initial probation period will be 30 calendar days. At the end of such 30 calendar day period the student's progress will be evaluated by faculty. If the faculty determines that the conditions in the probation form have been met and/or the deficiencies satisfactorily corrected, then the probation will be terminated.
 - i. If the student has not met the probationary terms but is making significant progress as determined by the faculty, the probationary status may be extended for up to an additional 30 calendar day period. During either the initial or additional probationary period, any serious violation of professional behavior standards or occurrence of behaviors that are listed as grounds for probation can result in recommendation for immediate dismissal of the student from the program or from the SONHS.

- ii. If the student fails to make significant progress at the end of 30 calendar days (as determined by the sole discretion of program faculty) or correct the identified deficiencies or meet requirements by the end of the probationary period, the Course Coordinator and Program Director/Lead Faculty shall forward recommendation of dismissal to the Graduate Academic Standing and Admissions Committee (GASAC). The student has access to appeal through the relevant appeals process.

Resolving Academic Disputes and Solving Problems

A student who wishes to resolve an issue, dispute, or problem related to their academic status or role as a student should first attempt to resolve the matter with the course instructor and program director. If the issue remains unresolved, the student may request a meeting with the Associate Dean of Graduate Clinical Programs.

If the issue cannot be resolved following review by the Associate Dean, the student may pursue the School's appeals process.

Decisions made by the Graduate Honor Council or by Office of Disability Services will not be heard through the SONHS appeal process. The student should appeal through the appeal processes of the Graduate Honor Council or the Office of Disability Services.

In addition, the University of Miami Graduate Student Grievance Procedures provide a process for resolving disputes involving graduate students in a fair and collegial manner. These procedures supplement, but do not replace, the University's published policies governing graduate students, including the [University of Miami Student Rights and Responsibilities](#). The current Graduate Student Grievance Procedures are published in the [University of Miami Academic Bulletin](#).

Dismissal Policy

The Office of Student Services brings to the Graduate Academic Standing and Admissions Committee (GASAC) a request to dismiss a student, based on one or more of the grounds set forth below:

1. Two failed courses or failure of any individual course twice.
2. Withdrawal from two courses (two grades of W) or withdrawal from the same course twice. Withdrawals from a specific course that are associated with an **Approved Leave of Absence** will not be counted towards the number of enrollments in that course and will not be counted towards a dismissal recommendation.
3. Violation of the terms of probation and/or the failure to emerge from probationary status with a cumulative GPA of 3.00 or greater is grounds for dismissal. The University mandates that cumulative GPAs cannot be rounded.
4. Failure to comply with SONHS regulations, policies and/or procedures.

5. Violation of the ANA's Code of Ethics for Nurses.
6. Violation of the University of Miami Honor Code.
7. Refusal to follow instructions of the faculty.
8. Bullying or harassing behavior toward any faculty, staff, student, or patient.
 - a. Repeatedly ignoring a person or subjecting them to unwelcome attention, intimidation, humiliation, ridicule, or offense.
 - b. Physical threats or violence.
 - c. Oral, written, or electronic threatening communications.
 - d. Threatening gestures.
 - e. Use of vile, intemperate, or abusive language.
9. Negligence resulting in damage to or defacement of SONHS property or of property belonging to, or located at, a clinical agency site.
10. Destruction of, falsifying, or omitting information on University or clinical agency records.
11. Illegal or immoral conduct on or off University premises which would bring unfavorable attention to the University.
12. Unauthorized possession, use, access, copying, or reading of University or clinical agency records or unauthorized disclosure of information contained in such records to persons without a direct need to have this information.
13. Unauthorized access or use of University or clinical agency computing and communication equipment.
14. Possession of any weapons, firearms, or explosives while on University or clinical agency premises.
15. Unauthorized use, possession or distribution of intoxicants, illegal drugs, designer drugs, or controlled substances; use of or possession of other drugs which have adversely affected student performance on University or clinical agency premises.
16. Reporting for, or being in the school or clinical site, while under the influence of drugs or alcohol, or the unlawful manufacturing, distribution, dispensation, possession and/or use of a controlled substance in the workplace or clinical agency.
17. Failure to comply with a request for Drug and Alcohol Screening.
18. Restricted or encumbered nursing license.
19. Failure to report any criminal charges or licensure, complaints, and/or investigations to the Program Director and/or Associate Dean within three business days.
20. Unauthorized removal or theft of University property or that of other facilities, students, or staff.
21. Unauthorized use, disclosure, viewing, or accessing of patient information and/or protected health information as defined in applicable state and federal laws, including the Health Insurance Portability and Accountability Act (HIPAA), or as dictated by the University's privacy policies and procedures.
22. Plagiarism.
23. Graduate Students
 - a. Failure of two courses (two grades of "B-" or lower) or any individual course twice.

- b. Withdrawal of two courses (two grades of W) or any individual course twice.
- c. One Withdrawal (W) and one failure (“B-” or lower) in two courses, or any individual course.
- d. Violation of the terms of probation and/or the failure to emerge from probationary status. The decision for dismissal is vested in the Dean of the SONHS.

GASAC will review the request for dismissal. The GASAC committee will forward its recommendation of dismissal to the Program Director who will notify the student of the GASAC recommendation/dismissal decision. With the formal notification, the Program Director will also notify the student of the dismissal appeals process.

Dismissal Appeals Process

Written Formal Appeal

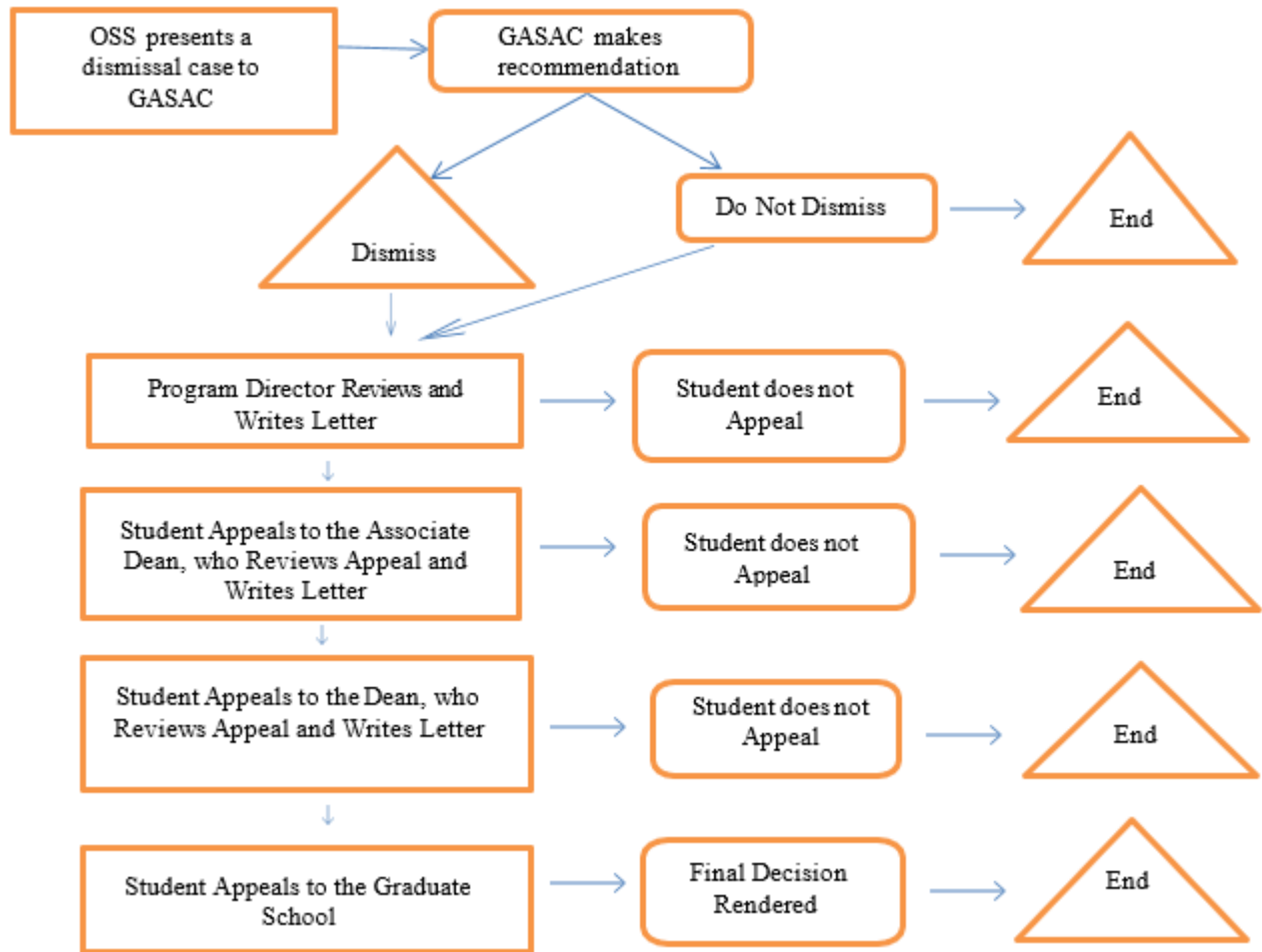
If, and only if, a dispute or problem is not resolved through interactions or discussions as noted above, then the student may file a formal written appeal to the Associate Dean of the SONHS. Written appeals must be filed within 5 business days of the occurrence of the academic action resulting in the appeal, and prior to the completion of all degree requirements or withdrawal from the University. The Associate Dean may, at his/her sole discretion, decide to hear an appeal filed after the preceding time periods have elapsed, and reserves the right to decide whether or not to hear the appeal presented by the student. The decision with respect to the appeal will be made by the Associate Dean and communicated to the student.

After a decision has been made by the Associate Dean of SONHS, if a student still believes his/her case has been handled unfairly, the student has the right to appeal to the Dean of SONHS. Written appeals must be filed within 5 business days of the previous SONHS decision.

University/Graduate School Appeals Process

After decision has been rendered by the SONHS, and if the student still believes that her/his case has been handled unfairly, the student has the right to redress all issues to the University/Graduate School appeals process. See “Dismissal Appeals Process Flowchart.”

DISMISSAL APPEALS PROCESS FLOWCHART



The **Graduate Student Grievance Guidelines** section of the [University of Miami Academic Bulletin](#) outlines procedures for grievances related to dismissals, financial support, and improper treatment. This involves a hearing by a grievance review panel composed of faculty and a graduate student representative. The written grievance review request must be filed with the Dean of the Graduate School within 30 academic days of the final appeal determination at the school. The Graduate School provides an overview of the Graduate Grade Appeal Process and Graduate Grievance Process on their [website](#).

Students may consult with the University [Ombudsperson](#) who may be reached at 305-284-4922 or ombudsperson@miami.edu.

Grade Resolution and Appeal Process

The academic community is unanimous in its position that the grade an instructor assigns to a student is the instructor's responsibility and privilege. Any effort to alter this would be a violation of academic freedom.

Grade Dispute Escalation Path

The student should discuss all grade disputes within 3 business days of receiving the official grade with the course faculty member and program director and make all efforts to resolve the grading issue prior to filing a formal appeal. The student should provide a written statement to GASAC stating they communicated with their course faculty member and program director about the grade dispute.

If a grade dispute is not resolved through interactions with the instructor, then the student should attempt to resolve the grade dispute by discussing the dispute with the following people, in this order, **before filing a formal appeal**:

1. The course faculty (if applicable).
2. The Program Director (if applicable).
3. The Associate Dean of the student's program.

Grounds for Appeal

It is the instructor's responsibility to establish criteria for assigning grades. Grounds for a grade appeal are limited to:

1. administrative or computational error in the calculation of a grade;
2. the application of arbitrary or capricious grading standards that differed from those applied to other students in the course;
3. the assignment of grades based on criteria beyond academic performance, including (but not limited to) violations of the University's Non-Discrimination policy, the University's anti-harassment or anti-retaliation policies, and other policies clearly defined in the Faculty Manual and/or University Bulletin; and
4. substantial and unreasonable deviation from stated course requirements, policies, or grading criteria.

If the appeal is based on or related to a charge made by the student of discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, age or handicap, a representative of the appropriate University office will be contacted and, as appropriate, consulted in the appeal process.

Written Formal Appeal

If, and only if, a dispute or problem is not resolved through interactions or discussions as noted above, then the student may file a formal written appeal to the Associate Dean of the SOHNS. Written appeals must be filed within 5 business days of the occurrence of the academic action resulting in the appeal, and prior to the completion of all degree requirements or withdrawal from the University. The Associate Dean may, at his/her sole discretion, decide to hear an appeal filed after the preceding time periods have elapsed, and reserves the right to decide whether to hear the appeal presented by the student.

Materials for the Appeal

When bringing a matter for appeal, the student must place in writing the issues she/he wishes to have considered with respect to the grounds for appeal stated above. The appeal must include:

1. The conditions as seen by the student, offering a rationale for appeal, and any other supporting documentation relevant to the appeal.
2. Documents of support (e.g., examinations, tests, papers, syllabi, evaluations, provide documentation of illness, or any other documents relevant to the appeal).
3. All written decisions of individual faculty/administrators.
4. If the appeal is based on or related to a disability, the student should provide a copy of the Letter to Professors received from Office of Disability Services and describe any other information pertinent to the question of disability.

If the Associate Dean decides to hear the formal appeal, the documents related to the letter appeal will be sent to the Graduate Academic Standing and Admissions Committee (GASAC) within 5 business days of receiving the written appeal from the student. The GASAC will review the student's written appeal, and confer with the appropriate faculty, administrators, and/or other appropriate individuals as necessary to make a recommendation to the Associate Dean. In the process of making its recommendation, the Committee may request that:

1. The student who filed the appeal provides additional information or access to records.
2. The faculty and/or administrator(s) involved in the appeal provide(s) additional information or access to records or appear(s) before GASAC.

SONHS Appeal Decision

GASAC will communicate its findings and recommendations to the Associate Dean of the SONHS within 3 working days of receiving the appeal from the Associate Dean. The decision with respect to the appeal will be made by the Associate Dean and communicated to the student by the Associate Dean.

University/Graduate School Appeals Process

After decision has been rendered by the SONHS, and if the student still believes that her/his case has been handled unfairly, the student has the right to redress all issues to the University/Graduate School appeals process. This process begins with the student contacting the [University Ombudsperson](#) office at 305-284-4922 or ombudsperson@miami.edu and/or following the UM appeals process for graduate students.

The “**Grade Appeals**” section of the [University of Miami Academic Bulletin](#) specifies that the Faculty Senate’s Student Affairs Committee (FSSAC) hears grade appeals. The Dean of the Graduate School reviews and refers these appeals to FSSAC. Their guidelines indicate that the appeal must be initiated in writing before the completion of the following semester (i.e., Fall or Spring) of the grade assignment. The Graduate School provides an overview of the Graduate Grade Appeal Process and Graduate Grievance Process on their [website](#).

Clinical Experience Guidelines

Requirements Prior to Starting Clinical Courses

The following requirements are necessary for all students involved in clinical courses. The School of Nursing and Health Studies contracts with agencies which may require Health Clearance, ACLS/BLS Certification, Liability Insurance, Background Checks, Drug Screening, etc. **Failure to comply with these requirements will result in exclusion from clinical experiences.** Verification of compliance must be supplied annually to the Office of Student Services.

RN License

All students are required to be registered nurses in the state of Florida or the state/territory of current practice and maintain a valid registration and clear and active license throughout their educational experience in the program. RN license verification must be on file in the student’s folder in the Office of Student Services.

Physical Examination

A complete physical examination is required prior to admission and must be signed by the healthcare provider on the immunization form provided.

Background Check Policy

The UM SONHS has established a background check policy based on consideration of the following factors when determining whether admission to its programs should be precluded:

- the criminal, or the alleged criminal, conduct at issue;
- the danger(s) associated with the criminal, or alleged criminal, conduct;
- the duties, responsibilities, and risks associated with a student enrolled in the SONHS;
- whether the criminal conduct, or alleged criminal conduct, would interfere and/or preclude the student or applicant from completing a required component of the educational program; and
- contractual agreements with clinical partners.

The following searches are required for students attending facilities for clinical rotations through University of Miami: 1) Criminal History Record Search, 2) Nationwide Sex Offender Registry, 3) FBI fingerprint Screening, and 4) Impaired Student Screening Policy.

First Step: Background Check

The SONHS has developed a three-step process with regard to background checks. All SONHS students and applicants must complete the first step of the process which consists of a criminal background check conducted by an outside third-party agency. In utilizing the services of a third-party agency, the SONHS complies with all applicable laws and regulations.

The background check will provide the SONHS and the student or applicant with the following information:

- Details as to any past criminal arrests, convictions or other criminal activity regardless of resolution; and
- Details as to the resolution of the past criminal activity

Second Step: In-Depth Analysis/Individual Assessment

Upon receipt of a background check with past criminal activity of any kind (including arrests and dismissed charges), the SONHS will review the information to determine if it is potentially incompatible with the duties, responsibilities, and risks of a nursing school student and/or if the information would result in the student/applicant being unable to

participate in and/or complete a required component of the educational program. If such a preliminary assessment reveals a possible exclusion from the SONHS, then the affected student/applicant will be notified as such and provided with the opportunity to have the matter reviewed in depth before a final decision is rendered.

As part of the in-depth analysis/individual assessment the affected student/applicant may provide additional information regarding:

- The accuracy/inaccuracy of the facts set forth in the background search;
- The facts and circumstances surrounding the criminal conduct/offense at issue;
- The individual's age at the time of the criminal conduct/offense at issue;
- The individual's efforts at rehabilitation and restitution since the criminal conduct/offense;
- The individual's educational and employment history since the criminal conduct/offense; and
- Any other information the individual believes is relevant to his/her ability to successfully complete the educational program at the SONHS.

Third Step: Ultimate Determination

The SONHS will review the information disclosed by the background search along with any of the information submitted by the student/applicant to make an ultimate determination as to whether the past criminal conduct/activity (regardless of resolution) is incompatible with the duties, responsibilities, and risks associated with a nursing student at the SONHS and/or whether the past criminal conduct/activity (regardless of resolution) would preclude the student from participating in and/or completing any of the required components of the relevant educational program. As a general rule, all individuals with the following prior offenses (regardless of resolution) will be excluded from attending or continuing to be a student at SONHS:

- Any offense regarding violence or a violent act (e.g., assault, battery);
- Offenses involving children and vulnerable populations (e.g., elderly, disabled individuals, and individuals with mental health disorders);
- Offenses involving the possession, sale, or distribution of narcotics and/or controlled substances;
- A felony conviction, regardless of the underlying crime.

The Dean's decision with regard to exclusion as a result of a background check is final.

Healthcare Professional Certifications

All students must have and maintain current CPR certification. The certification required is the Basic Life Support (BLS) for Health Care Providers (adult, child, and infant). A Heart Saver course is not acceptable. Please visit the [American Heart Association website](#) and select the CPR & ECC section to locate an approved course. Please send confirmation of CPR certification to the Office of Student Services.

In addition to CPR certification:

- Acute Care students are required to maintain a current Advanced Cardiovascular Life Support (ACLS) certification.
- Nurse Anesthesia students are required to maintain current Advanced Cardiovascular Life Support (ACLS) and Pediatric Advanced Life Support (PALS) certifications.

A copy of all required certification(s) must be uploaded to Complio.

Immunizations

Students must submit the [immunization forms](#) completed by their physicians to both the SONHS and to the UM Student Health Service Office by uploading the form to MyUHealthChart.com and emailing the form to studenthealth@miami.edu.

- **Tuberculosis - PPD Skin Test**
 - Required annually. If positive, a chest x-ray is required within the last 12 months.
- **Hepatitis B Series**
 - A series of three injections is given over a period of six months. Students may decline the Hepatitis B vaccination series for certain medical reasons; however, a Hepatitis B Virus Vaccination Declination Form must be submitted.
- **Varicella (Chicken Pox)**
 - Titer required if individual was vaccinated, if not, vaccination is required.
- **Measles, Mumps and Rubella**
 - Documentation of vaccination on or after first birthday or laboratory evidence of immunity by antibody titer.
- **Tetanus/Diphtheria**
 - Booster required every 10 years.
- **Influenza Vaccine**
 - Required annually.

Some of these immunizations are available at low cost through the [Student Health Service](#), (305) 284-9100, 5555 Ponce De Leon Blvd., who can also test for and verify existing immunity.

Substance Abuse Policy

Purpose

The UM SONHS prohibits the use or the possession or dissemination of narcotics or other mind-altering drugs, other than those medically prescribed, properly used, and in the original container, by students on University property or while on University business.

The purpose of this substance abuse policy is to provide information related to any unlawful use, manufacture, distribution, or possession of controlled or illegal substances or alcohol, and to ensure that individuals who provide patient care are not under the influence of any substances that can impair their ability or judgment. To that end, the UM SONHS enforces a zero tolerance policy with regards to student impairment from drugs or alcohol at clinical sites or while in class, and thus **any unlawful possession, use, manufacture or distribution of controlled or illegal substances or alcohol by any student while on campus or at a clinical site shall be considered substance abuse or possible dependency and will constitute cause for termination from the program.** UM SONHS students are expected to read and comply with this Student Substance Abuse Policy. A signed copy of the policy is indication that the policy has been read and understood (Refer to Appendix C).

Drug Testing Policy

All students will undergo drug testing as a part of their admission and continuing enrollment in the SONHS. A minimum of two 10 panel drug screens are required through American Data Bank. Due to the length of the program, SRNA students will have three 10 panel drug screens. The first test will be conducted at the time of admission, prior to starting classes, and at least one more test will be done during the students' tenure at the university. The drug screening process involves the collection of urine, blood, or hair sample to detect the presence of substances which may cause impairment.

When a student receives an e-mail from the SONHS directing him/her to be drug tested, the student must submit his/her specimen at a designated American Data Bank collection site or other designated drug screening location within 24 hours of notification. Students failing to submit a sample within this time frame may be withdrawn from clinical courses and subject to further disciplinary action, up to and including dismissal.

Students will be responsible for the cost of the drug screenings which are part of the background check that must be completed prior to admission, as well as for the cost of any future drug tests as requested by the school.

Reasonable Suspicion Testing

Students enrolled in the SONHS must observe the aforementioned policies. A student may be required to undergo drug or alcohol screening if the student is suspected to be impaired from drugs or alcohol, at the discretion of a faculty member, clinical preceptor, clinical instructor, or school administrator.

Faculty and Clinical Preceptors Reporting Substance Use

A faculty member suspecting possible substance use by a student must report the suspicious behavior immediately to the Director or designee verbally and by submission of the **Faculty Report of Suspicion of Drug/Alcohol Use reporting** form.

A student who is suspected of drug or alcohol impairment during didactic or clinical activities will be escorted to a testing center by an assigned representative of the SONHS. If a student becomes argumentative, resistant or violent with school or hospital representatives assigned to escort the student to the testing center, the escort (defined as a clinical coordinator/clinical instructor/preceptor/faculty member) can choose to notify the police department and the student will be dismissed from the grounds where the incident occurs. The Director or Associate Dean of the program in which the student is enrolled has the authority to temporarily suspend the student from clinical participation pending the final results of any tests.

If a student refuses to comply with the request from a faculty member, preceptor, instructor, or school administrator to undergo drug or alcohol screening, or refuses to participate in any of the steps listed below, the student may be dismissed from the UM SONHS immediately.

Random Testing Procedure Steps

- If not already completed, the student will sign the program's consent form. These are distributed when the student enrolls in the program, and the testing site will have them available as well.
- From the time that a student is suspected of being impaired or diverting medications, a clinical coordinator/clinical instructor/preceptor/faculty member at the facility will stay with the student. If the student leaves the facility or goes to the bathroom, the test will be invalid because the chain of custody has been broken and the student may be dismissed from the program.

- If the student in question is an SRNA student, the escort will notify the CRNA faculty member on call. For all other students, the escort will notify the Associate Dean in charge of the student's program. A faculty member or administrator will go to the facility to pick up the student and transport him/her to University of Miami Hospital (UMH). Again, someone must be with the student at all times.
- The student will be tested at UMH. The student may be asked to provide a witnessed sample of urine, hair, blood, or saliva, which may be frozen for further testing. The student will have to provide a photo ID (driver's license or UM ID) and will have to provide his/her social security number. The student and the escort will go to Occupational Health during regular business hours (Monday-Friday, 7 AM-5:30 PM). After regular business hours, the student and the escort will go directly to the lab (305-689-5446).
- The student will sign the chain of custody forms and any other documents provided by the testing laboratory.
- The sample will be screened for controlled substances or any other non-controlled substances suspected of being used or abused by the student.
- The student will disclose any prescribed or over-the-counter medications as well as any dietary habits that could modify testing results at the time of the testing, as requested by laboratory documents.
- The student must fully comply with the testing laboratory's methods and procedures for collecting samples.
- If a **non-negative** result is reported from the testing laboratory, the student may choose to admit to controlled substance misuse, in which case the student will be referred to 28 appropriate treatment options, and be subject to disciplinary action.
- If a student disputes a non-negative test, and requests a retesting of samples by the laboratory, then the student will need to pay for the retest.

Drug Testing Outcomes

All **non-negative** drug tests will be reported to the SONHS by American Data Bank, UMH, or other similar agencies/ institutions partnering with the SONHS.

Tests which are reported as **inconclusive**, **adulterated** or **diluted** may be considered as a **non-negative** test by the SONHS. A **non-negative** drug screen report at the time of admission may result in the student's admission offer being withdrawn and notification of the non-negative result to the Board of Nursing, according to the reporting requirements for registered professional nurses (464.018, Disciplinary actions, Florida Nurse Practice Act). If the student is already a registered professional nurse, they will be referred to the IPN

program. If the student is not a registered professional nurse, they will be provided with a list of local treatment centers. The cost of any treatment will be borne by the student.

Students that have a **non-negative** drug test will be removed from all clinical courses and may be subject to further disciplinary actions, up to and including dismissal.

Students Reporting other Students' Substance Abuse

A UM SONHS student who suspects or has knowledge of possible substance use or policy violation by another student while in the clinical setting has the responsibility to report this information to the Program Director, Associate Dean, or Dean. The identity of the individual making the report will be kept confidential to the extent possible, consistent with the need to investigate the report and subject to legal requirements.

Prescription and Over the Counter Medication Reporting Requirements

There are circumstances in which students may need to take over the counter or prescribed medications that may impair their ability to function safely in the clinical environment and thereby endanger patients and the student. As such, all students are responsible for being aware of the effects these medications may have on their ability to function safely in the clinical practicum. If a clinical preceptor or faculty member establishes that the student is affected by the use of such prescribed medications, thereby creating a potential threat to patient care, the preceptor or faculty member will advise the student to leave the clinical area. Inability to perform all clinical functions safely while under the effects of prescribed medications will result in re-evaluation of student's ability to participate in clinical training and the student will be encouraged to request leave from clinical studies. **Students must notify the director regarding the use of any prescribed medication, other than antibiotics, within 72 hours of prescription**, and any over the counter medication which could impair performance prior to entering the clinical environment. If the student does not comply with this disclosure and has a subsequent non-negative drug screen, the student may be dismissed from the program.

Controlled Substances Handling and Accountability, Suspicion of Drug Diversion

Accurate accounting of controlled substances and adherence to hospital, pharmacy and departmental policies are of utmost importance to all students. Common methods of drug diversion include setting aside drugs for personal use and falsifying the use of these drugs in the patient's record, recording a medication's vial as broken or wasted in the medication dispensing systems, and/or sending a substitute of the drug (placebo) back to the pharmacy as leftover medication. The SONHS nurse anesthesia program faculty members or clinical coordinators will conduct periodic audits of patient documentation, and students' management of typical anesthesia drugs utilized in the clinical area. This audit

may include a chemical analysis of returned and wasted drugs, and or inspection of students' lockers and personal belongings in the clinical area. Frequent incidents of controlled and non-controlled substances mishandling, medication charting errors, or any other behaviors suspicious of drug diversion will be treated as reasonable suspicion for drug diversion and potentially lead to dismissal from the program.

Dismissal and Appeal

Dismissal and appeal policies for the SONHS are contained in this Graduate Clinical Programs Student Handbook. Please refer to the appropriate section for specific details.

Impaired Student Policy

For the safety of our students, patients, clients, and community, nursing students are subject to random drug testing. The following information is presented in response to compliance of regulations of "Drug-Free Schools and Campuses." Regulation: Sec. 1213 "Drug and Alcohol Abuse Prevention."

Section 1213 Subpart B.a.1. requires annual distribution to each student and employee of: "standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities."

All students, faculty, administrators, and support staff are expected to recognize the potential for alcohol and drug abuse whenever illegal drugs or alcohol are sold, given, manufactured, and/or used and that such abuse is in conflict with the University's purpose. To mitigate abuse, the University has established policies and regulations which adhere to applicable federal laws, including the U.S. Federal Drug Free Workplace Act and Florida statutes regarding such abuse. The regulations and policies governing the use of alcoholic beverages apply to all students, guests, and visitors on University property or as part of any University activity. The responsibility for knowing and abiding by the provisions of the University's beverage and drug policies rests with each individual.

Section 1213 Subpart B.a.2. requires: "a description of the applicable legal sanctions under local, state, or federal law for the unlawful possession or distribution of illicit drugs and alcohol." The Florida State Statutes on drug and alcohol abuse are based upon and are consistent with current Federal Statutes, which are found in Titles 21 and 27 of the United States Code. The UM adheres to Florida Statutes, Chapter 562, which detail the Florida Laws on alcoholic beverages and related penalties (misdemeanor, felony). These statutes include selling, giving or serving alcoholic beverages to persons under 21 years of age (562.11) and for possession of alcoholic beverages by persons under 21 years of age (562.111). It is unlawful for any person to misrepresent or misstate his or her age. This

includes the manufacture or use of false identification. Use of altered identification for the purpose of procuring alcoholic beverages is a felony. It is unlawful for any person to consume or possess open containers of alcoholic beverages while in municipal parks, playgrounds, sidewalks or streets. It is unlawful for a person to be found in the state of intoxication on a street or public place while within the city limits. It is unlawful for a person to drive while under the influence of alcohol or other drugs. Penalties include: (a) a mandatory suspension of license for 90 days for the first conviction; (b) fines of up to \$500.00 for the first offense; (c) a minimum of 50 hours community service; (d) imprisonment of not more than six months.

The Florida Statutes, to which the UM adheres with regard to drug abuse, are found in Florida Statutes, chapter 893. This chapter includes definitions of what constitutes illegal drugs, drug paraphernalia, prohibited activities, and related penalties. Conviction for the possession or distribution of illegal drugs or alcohol will result in various penalties according to the nature of the offense. This can include imprisonment, fines, confiscation of property, and other related penalties. A violation of State Law, which results in a conviction, will result in additional disciplinary action by the University.

According to Section 893.13 (1) Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, or deliver, or to possess with the intent to sell, purchase, manufacture, or deliver, a controlled substance in, on, or within 200 feet of the real property comprising a public or private college, university, or other postsecondary educational institution. Individuals who violate this law commit a felony of the first degree, and shall be sentenced to a minimum term of “imprisonment for three calendar years and shall not be eligible for parole or release under the Control Release Authority pursuant to s.947.146 or statutory gain-time under s.994.275 prior to serving such minimum sentence.”

Section 1213 Subpart B.a.3. requires “a description of the health risks associated with the use of illicit drugs and the abuse of alcohol.” The following health risks are related to alcohol and drug abuse:

Alcohol

Alcohol is a psychoactive or mind-altering drug. It can alter moods, cause changes in the body, and become habit forming. Alcohol depresses the central nervous system. Drinking too much causes slowed reactions, slurred speech, and sometimes unconsciousness. Alcohol works first on the part of the brain that controls inhibitions. A person does not have to be an alcoholic to have problems with alcohol. Every year, many individuals lose their lives in alcohol-related automobile accidents, drowning, and suicides. Serious health problems can and do occur before drinkers reach the stage of addiction or chronic use.

Some of the serious diseases associated with chronic alcohol use include alcoholism and cancer of the liver, stomach, colon, larynx, esophagus, and breast. Alcohol abuse also can lead to such serious physical problems as: damage to the brain, pancreas, and kidneys; high blood pressure, heart attacks, and strokes; alcoholic hepatitis and cirrhosis of the liver; stomach and duodenal ulcers, colitis, and irritable colon; impotence and infertility; birth defects and Fetal Alcohol Syndrome, which causes retardation, low birth weight, small head size, and limb abnormalities; premature aging; and a host of other disorders such as diminished immunity to disease, sleep disturbances, muscle cramps, and edema.

Marijuana

The potency of the marijuana now available has increased more than 275% since 1980. For those who currently smoke marijuana, the dangers are much more serious than they were in the 1960's. There are more known cancer-causing agents in marijuana smoke than in cigarette smoke. In fact, because marijuana smokers try to hold the smoke in their lungs as long as possible, one marijuana cigarette can be as damaging to the lungs as four tobacco cigarettes.

Even small doses of marijuana can impair memory function, distort perception, hamper judgment, and diminish motor skills. Chronic marijuana use can cause brain damage and changes in the brain similar to those that occur during aging. Health effects also include accelerated heartbeat and, in some persons, increased blood pressure. These changes pose health risks for anyone, but particularly for people with abnormal heart and circulatory conditions, such as high blood pressure and hardening of the arteries.

Marijuana can also have a serious effect on reproduction. Some studies have shown that women who smoke marijuana during pregnancy may give birth to babies with defects similar to those seen in infants born with Fetal Alcohol Syndrome – for example, low body weight and small head size.

Cocaine

Cocaine is one of the most powerfully addictive of the drugs of abuse, and it is a drug that can lead to death. No individual can predict whether or not he or she will become addicted or whether the next dose of cocaine will prove to be fatal. Cocaine can be snorted through the nose, smoked, or injected. Injecting cocaine, or injecting any drug, carries the added risk of contracting HIV infection if the user shares a hypodermic needle with a person already infected with HIV. Cocaine is a very strong stimulant to the central nervous system, including the brain. This drug produces an accelerated heart rate while at the same time constricting the blood vessels which are trying to handle the additional flow of blood. Pupils dilate and temperature and blood pressure rises. These physical changes may be

accompanied by seizures, cardiac arrest, respiratory arrest, or stroke. Nasal problems, including congestion and a runny nose occur with the use of cocaine, and with prolonged use the mucous membrane of the nose may disintegrate.

Heavy use of cocaine can sufficiently damage the nasal septum to cause it to collapse. Users often report being depressed when they are not using the drug and often resume use to alleviate further depression. In addition, cocaine users frequently find that they need more and more cocaine more often to generate the same level of stimulation. Therefore, any use can lead to addiction. “Freebase” is a form of cocaine that is smoked. Freebase is produced by a chemical process whereby street cocaine (cocaine hydrochloride) is converted to a pure base by removing the hydrochloride salt and some of the cutting agents. The end product is not water soluble, so the only way to get it into the system is to smoke it. The cocaine reaches the brain within seconds, resulting in a sudden and intense high. However, the euphoria quickly disappears, leaving the user with an enormous craving to freebase again and again. The user usually increases the dose and the frequency to satisfy this craving, which results in addiction and physical debilitation. “Crack” is the street name given to one form of freebase cocaine that comes in the form of small lumps or shavings. The term “crack” refers to the crackling sound made when the mixture is smoked (heated).

Heroin

Heroin is an illegal opiate drug. The addictive properties of heroin are manifested by the need for persistent, repeated use of the drug (craving) and by the fact that attempts to stop using the drug leads to significant and painful physical withdrawal symptoms. Use of heroin causes physical and psychological problems such as shallow breathing, nausea, panic, insomnia, and a need for increasingly higher doses of the drug to get the same effect. Heroin exerts its primary addictive effect by activating many regions of the brain; the brain regions affected are responsible for producing both the pleasurable sensation of “reward” and physical dependence. Together, these actions account for the user’s loss of control and the drug’s habit-forming action.

Heroin is a drug that is primarily taken by injection with a needle in the vein. This form of use is called intravenous injection. This means of drug entry can have grave consequences. Uncertain dosage levels (due to differences in purity), the use of unsterile equipment, contamination of heroin with cutting agents, or the use of heroin in combination with such other drugs as alcohol or cocaine can cause serious health problems such as serum hepatitis, skin abscesses, inflammation of veins, and cardiac disease (sub-acute bacterial endocarditis). Of great importance, however, the user never knows whether the next dose will be unusually potent, leading to overdose, coma, and possible death. Heroin is

responsible for many deaths. Needle sharing by IV drug users is one of the causes of HIV infection.

The signs and symptoms of heroin use include euphoria, drowsiness, respiratory depression (which can progress until breathing stops), constricted pupils, and nausea. Withdrawal symptoms include watery eyes, runny nose, yawning, loss of appetite, tremors, panic, chills, sweating, nausea, muscle cramps, and insomnia. Elevations in blood pressure, pulse, respiratory rate, and temperature occur as withdrawal progresses. Symptoms of a heroin overdose include shallow breathing, pinpoint pupils, clammy skin, convulsions, and coma.

PCP

PCP is a hallucinogenic drug; that is, a drug that alters sensation, mood, and consciousness and that may distort hearing, touch, smell, or taste as well as visual sensation. It is legitimately used as an anesthetic for animals. When used by humans, PCP induces a profound departure from reality, which leaves the user capable of bizarre behavior and severe disorientation. These PCP induced effects may lead to serious injuries or death to the user while under the influence of the drug.

PCP produces feelings of mental depression in some individuals. When PCP is used regularly, memory, perception functions, concentration, and judgment are often disturbed. Used chronically, PCP may lead to permanent changes in cognitive ability (thinking), memory, and fine motor function.

Designer Drugs

By modifying the chemical structure of certain drugs, underground chemists are now able to create what are called “designer drugs” – a label that incorrectly glamorizes them. They are, in fact, analogues of illegal substances. Frequently, these drugs can be much more potent than the original substances; therefore, they can produce much more toxic effects. Ecstasy for example, is a drug in the amphetamine family that, according to some users, produces an initial state of disorientation followed by a rush and then a mellow, sociable feeling. We now know however, that it also kills certain kinds of brain cells.

Section 1213 Subpart a.4 requires “a description of any drug or alcohol counseling, treatment, or rehabilitation, or re-entry programs that are available to employees or students.” A list of some drug and alcohol prevention, counseling, treatment and rehabilitation, and re-entry programs are available at the [Center for Alcohol and Other Drug Education](#) located in the Whitten University Center #2250. Additional programs may be listed in the local and other area telephone directories.

Section 1213 Subpart B.a.5 requires “a clear statement that the institution will impose sanctions on students and employees (consistent with local, State and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution for violations of the standards of conduct required by Section 1213 Subpart B.a.1.”

The University will impose sanctions for violation of the standards of conduct consistent with local, state, and federal laws, student and employee handbooks, and University policies. Violations will result in disciplinary action, up to and including termination of employment, expulsion, and referral for prosecution. Sanctions imposed will depend upon the severity and frequency of the violation. In addition to, or in lieu of discipline, violators may be required to complete an appropriate rehabilitation program.

Students enrolled in the SONHS must observe the aforementioned policies. A student may be required to undergo drug or alcohol screening if he/she is suspected to be impaired from drugs or alcohol, at the discretion of a faculty, clinical preceptor, clinical instructor, or school administrators. **If a student refuses to comply with the request from a faculty, clinical preceptor, clinical instructor, or school administrator to undergo drug or alcohol screening, the student may be dismissed from the UM SONHS. A positive drug screen can result in dismissal from the UM and the SONHS.**

Clinical Agency Requirements

Our clinical agencies' contracts require that students practicing in the clinical setting comply with Federal OSHA and JCAHO regulations. Students may not participate in clinical activities until they provide evidence of compliance. Absence from clinical laboratory experiences due to a student's lack of compliance with this requirement will be considered as an unexcused absence and may not be made up.

Clinical Attire

Approved nursing attire must be worn during all clinical experiences. The student represents not only himself/herself, but the SONHS and the UM, as well as the nursing profession. The student is expected to present a clean, well-groomed appearance. For purposes of infection control, hair must be worn off the collar. Nails can be no more than a quarter of an inch in length, and gel, acrylic, or appliques are not allowed. Eyelashes must look natural in appearance. Uniforms should be purchased with comfort and professional appearance in mind. A UM badge must be worn on the uniform or the lab coat at all times.

Accessories

All accessories chosen to be worn or brought to the clinical setting must align with the clinical site's policies. A stethoscope is required if not provided by the clinical site. A blood pressure cuff is strongly recommended if not provided by the clinical site. Jewelry should be chosen with cleanliness, safety, and professionalism in mind. A watch is the only arm jewelry allowed; rings should be limited to one per hand; earrings, if worn, are to be small; neck chains, if worn, must be covered by the uniform. Nose or tongue rings are unacceptable.

Latex Allergy Policy

With the increased use of gloves made from natural rubber latex, allergy to natural rubber latex has become more common and better recognized. During clinical experiences throughout the graduate clinical program exposure to natural rubber latex will be frequent and commonplace. Exposure to latex direct contact as well as indirect contact, such as occurs when an allergic person is in the same room where other staff are putting on and off powdered latex gloves and airborne particles, produce a hazardous exposure. **Any student who has a latex allergy will need to take specific precautions to prevent any allergic reaction that could result from the exposure to the natural rubber latex.**

1. If a student has a known allergy to natural rubber latex, then the student must obtain a signed physician's statement of the diagnosis of the allergy and any recommendations concerning that allergy. The physician's statement must be submitted to the Office of Student Services and will be placed in the student's file.
2. Students are responsible to notify their clinical instructors of their latex allergy and determine the methods that will be necessary for them to avoid exposure to latex. Such methods may include notifying staff on the units where the student is assigned of the student's allergy to latex.
3. Students are responsible to provide and carry with them non-latex gloves for their use in the clinical settings. Students may also need to provide non-latex gloves to staff who are working in the same room with the student.

Medical Center Identification

A UM identification card (with photograph) is required in order to use Calder Medical Library. This identification must be worn by students whenever they are on the Medical campus. Calder Library is located on the medical campus at 1601 NW Tenth Avenue and contains many health-related sources that are not available at the Richter Library. Students must present their UM ID cards when checking out materials.

Transportation to Clinical Sites

Students are responsible for arranging their own transportation between the Coral Gables campus, the Medical campus, and various clinical facilities. Carpools are encouraged when possible. Metrorail passes may be purchased on the Coral Gables campus. Each student is encouraged to plan accordingly for transportation in order to avoid being late for classes and/or clinical experiences.

Health Insurance Portability and Accountability Act (HIPAA)

HIPAA information and policies are located at the [University of Miami's Office of HIPAA Privacy and Security website](#).

Specific Circumstances Requiring Immediate Action

Policy for Safe Practice in Clinical Settings

As registered nurses, students are expected to practice safely and ethically adhering to the [American Nurses Association's \(ANA\) Code of Ethics](#), ANA Scope and Standards of Practice, and the [State of Florida Nurse Practice Act](#).

Exposure Control Policy & Procedures

Precautions to Prevent Transmission of HIV and other Blood-borne Pathogens – CDC Universal Precautions

Since medical history and examination cannot reliably identify all patients infected with HIV or other bloodborne pathogens, blood and body fluid precautions should be consistently used for all patients. This approach, previously recommended by the Center for Disease Control (CDC), and referred to as "universal blood and body-fluid precautions" or "universal precautions" should be used in the care of all patients, especially including those in emergency-care settings in which the risk of blood exposure is increased and the infection status of patient is usually unknown. Detailed information on the CDC's Universal Precautions is found [here](#).

Exposure Control Policy

The UM SONHS is committed to providing a safe and healthy environment for our students. All students at the SONHS having exposure to blood or other potentially infectious materials in a clinical capacity are covered under this policy. Students who are determined to have exposure to blood or other potentially infectious materials (OPIM) must comply with the procedures and work practices outlined in this Exposure Control Policy (ECP).

Exposure Control Plan

Students covered by this policy will receive an explanation of this ECP during their initial training session. It will also be reviewed before each clinical rotation.

Universal Precautions

All students will utilize universal precautions as indicated above.

Engineering Controls and Work Practices

Engineering controls and work practice controls will be used to prevent or minimize exposure to blood borne pathogens. The specific engineering controls and work practice controls used such as use of "Sharps with Engineered Sharps Injury Protections (SESIPs)." These are defined as "a non-needle sharp or a needle device used for withdrawing body fluids, accessing a vein or artery, or administering medications or other fluids, with a built-in safety feature or mechanism that effectively reduces the risk of an exposure incident." This term encompasses a broad array of devices that make injury involving a contaminated sharp less likely. They include, but are not limited to:

- Syringes with guards or sliding sheaths that shield the attached needle after use.
- Needles that retract into a syringe after use; shielded or retracting catheters used to access the bloodstream for intravenous administration of medication or fluids.
- Intravenous medication delivery systems that administer medication or fluids through a catheter port or connector site using a needle that is housed in a protective covering, blunt suture needles.
- Plastic (instead of glass) capillary tubes.
- *Sharps disposal containers* are inspected and maintained or replaced by the Health Care Agency to prevent overfilling. Students should not attempt to dispose of sharps in an overfilled container.
- Students will be instructed in the proper use of safety devices prior to their use.

Personal Protective Equipment (PPE)

Personal Protective Equipment (PPE) is provided to our students at no cost to them.

Training in the use of the appropriate PPE for specific tasks or procedures is provided by the clinical faculty member or preceptor. The types of PPE available to students are as follows:

- Gowns
- Gloves
- Masks
- Aprons
- Face shields

- Goggles
- Shoe covers
- Head covers, etc.

PPE location will be explained by clinical faculty member or preceptor at the Health Care Agency to which the student is assigned.

Infection Control Practices

All students using PPE must observe the following precautions:

1. Wash hands immediately or as soon as feasible after removing gloves or other PPE.
2. Remove PPE after it becomes contaminated and before leaving the work area.
3. Dispose of used PPE in the appropriate receptacle.
4. Wear appropriate gloves when it is reasonably anticipated that there may be hand contact with blood or OPIM, and when handling or touching contaminated items or surfaces; replace gloves if torn, punctured or contaminated, or if their ability to function as a barrier is compromised.
5. Utility gloves may be decontaminated for reuse if their integrity is not compromised; discard utility gloves if they show signs of cracking, peeling, tearing, puncturing, or deterioration.
6. Never wash or decontaminate disposable gloves for reuse.
7. Wear appropriate face and eye protection when splashes, sprays, spatters, or droplets of blood or OPIM pose a hazard to the eye, nose, or mouth.
8. Remove immediately or as soon as feasible any garment contaminated by blood or OPIM, in such a way as to avoid contact with the outer surface.

Housekeeping

Regulated waste is placed in containers which are closable, constructed to contain all contents and prevent leakage, appropriately labeled or color-coded (see the following section “Labels”), and closed prior to removal to prevent spillage or protrusion of contents during handling.

- Contaminated sharps are discarded immediately or as soon as possible in containers that are closable, puncture-resistant, leak proof on sides and bottoms, and appropriately labeled or color-coded (RED or ORANGE-RED).
- Sharps disposal containers are easily accessible and as close as feasible to the immediate area where sharps are used.
- Bins and pails (e.g., wash or emesis basins) are cleaned and decontaminated as soon as feasible after visible contamination.

- Broken glassware that may be contaminated is only picked up using mechanical means, such as a brush and dustpan.

Laundry

The following laundering requirements must be met:

- Handle contaminated laundry as little as possible, with minimal agitation.
- Place wet contaminated laundry in leak-proof, labeled or color-coded containers before transport. Use either red bags or bags marked with the biohazard symbol for this purpose.
- Wear gloves and a gown when handling and/or sorting contaminated laundry.

Labels

Follow the labeling methods used at the Health Care Agency. Students are to notify the clinical faculty member or preceptor if they discover regulated waste containers, refrigerators containing blood or OPIM, contaminated equipment, etc., without proper labels.

Hepatitis B Vaccination

All students having exposure to blood or other potentially infectious materials will be required to provide written proof of the Hepatitis B vaccination series OR complete the Hepatitis B Declination Form prior to initial assignment. Vaccination is encouraged unless:

- Documentation exists that the student has previously received the series.
- Antibody testing reveals that the student is immune.
- Medical evaluation shows that vaccination is contraindicated.

However, if a student declines the vaccination, the student must sign a declination form. Documentation of refusal of the vaccination is kept at the SONHS.

Post-Exposure Evaluation and Follow-Up

Should an exposure incident occur, the student should immediately notify the clinical faculty member or preceptor who is responsible for the learning experience in which the student is engaged.

Again, prompt reporting of all exposures is crucial to ensure that proper medical evaluation and treatment, if applicable, is initiated in a timely manner.

Unless extraordinary circumstances are present, the clinical faculty member or preceptor shall assist the student in shedding contaminated clothing, wiping/washing off visible blood and/or body fluids and disinfecting the area exposed in an acceptable manner (i.e. a skin-approved bactericidal soap, a waterless cleaner, etc.). Care should be taken not to

use abrasives or cleaners that will damage the skin. If blood and/or other body fluids are splashed in the eye or mucous membrane, flush the affected area vigorously with running water.

An immediately available confidential medical evaluation and follow-up will be conducted by the Health Care Agency to which the student is assigned. Contact in the following order to arrange for the student to be evaluated: 1) UHealth Worker's Comp Clinic (305) 689-2667; 2) UM's Employee Health Office (305) 243-3267; 3) Physician's Health Center (305) 279-7722; 4) UMH ER (305) 689-5464; 5) UM On-Call Employee Health Nurse (305) 299-4684. In the event of a life-threatening emergency, call 911. The student should be taken to the nearest Emergency Room. If the Health Care Agency where the exposure incident has occurred is unable or unwilling to perform the medical evaluation, testing and/or treatment, OR if the exposure has occurred after hours or on weekends, the clinical faculty or preceptor should call the "On-Call Employee Health Nurse" at (305) 299-4684 for further instructions. Once initial evaluation and treatment is administered, the student contacts UM Employee Health for the necessary post-exposure follow-up.

UM Employee Health Office Contact Information

Cell: 305-299-4684 (Cell phone for On-Call Employee Health Nurse)

Office: 305-243-3267

Address: 1400 NW 10th Ave, Dominion Tower, Suite 405
Miami, FL 33136

Reporting of Incident

Within 24 hours of the incident, the clinical faculty member or preceptor shall assist the student in completing the [University of Miami-Incident Reporting Form available here](#) and notify the Program Director and Associate Dean of Graduate Clinical Programs.

The Program Director and Associate Dean of Graduate Clinical Programs must review the form before it is submitted. The completed form, signed by either the clinical faculty member or preceptor, should be emailed to the Program Director and Associate Dean, who will then forward the signed form to riskmanagement@miami.edu or fax the signed form to Risk Management at (305) 284-3405. All pertinent information may be added to the form as this will assist in the follow-up management of the incidence.

Additional Resources

There is a 24-hour nationwide Post Exposure Prophylaxis hotline at 1-888-HIV-4911 (1-888-448-4911) if there are any questions or concerns about the exposure incident, evaluation, or treatment.

As part of the medical evaluation, the following activities may be performed:

1. Document the routes of exposure and how the exposure occurred.
2. Identify and document the source individual (unless it can be established that identification is infeasible or prohibited by state or local law).
3. Obtain consent and make arrangements to have the source individual tested as soon as possible to determine HIV, HCV, and HBV infectivity; document that the source individual's test results were conveyed to the student's health care provider.
4. If the source individual is already known to be HIV, HCV and/or HBV positive, new testing need not be performed.
5. Assure that the exposed student is provided with the source individual's test results and with information about applicable disclosure laws and regulations concerning the identity and infectious status of the source individual (e.g., laws protecting confidentiality).
6. After obtaining consent, collect exposed student's blood as soon as feasible after exposure incident, and test blood for HIV, HBV, and HCV serological status.
7. If the student does not give consent for HIV serological testing during collection of blood for baseline testing, preserve the baseline blood sample for at least 90 days; if the exposed student elects to have the baseline sample tested during this waiting period, perform testing as soon as feasible.

Costs of Post Exposure Evaluation

All costs related to the evaluation, testing and standard treatment after an exposure incident shall be covered by the UM through an insurance policy maintained by the SONHS subject to limits and exclusions set forth in such policy. Costs incurred from services rendered by the UM Employee Health Office and/or other healthcare facilities that are not covered under such policy will be the responsibility of the UM SONHS.

Important Nursing Technology and Technical Requirements

All SONHS students must have a laptop and activate their student email before classes begin.

Minimum Laptop Requirements

Windows laptops must meet the following minimum requirements:

- 2.5GHz Intel Core i5 or higher
- Windows 11
- 16 GB RAM or more
- 256 GB hard drive or larger

- 802.11ac Wi-Fi

Integrated camera and microphone **Apple notebooks** must meet the following minimum requirements:

- 2.3 GHz Intel Core i5 or higher
- 3.2 GHz M1 chip or higher
- macOS 12 or later
- 16GB RAM or more
- 256 GB hard drive or larger
- 802.11ac Wi-fi
- Integrated camera and microphone

Unsupported devices: Tablets, including iPads and Android devices, are not compatible with Elsevier HESI exams and cannot be used instead of a laptop. Google Chromebooks are also not compatible with HESI exams.

Before class: Your laptop must be fully functional before you arrive for an exam or quiz. For the best technical support through the Student Technology Help Desk, use a device that meets the models and specifications recommended by the University's Information Technology Department.

Student Technology Help Desk

The Student Technology Help Desk (STHD) is a computer support center for students providing a variety of services like wireless configuration, virus and spyware removal, operating system reinstallation, and data recovery for laptops and desktops.

Contact Information:

Phone: 305-284-8887

Email: sthd@miami.edu

Self-Service Portal: <https://studentsupport.it.miami.edu/sthd>

Hours of Operation:

9:00 am – 5:00 pm

Locations:

<u>MAIN</u>	<u>LAW</u>	<u>MEDICAL</u>
<u>(305) 284-8887</u> Richter Library 3rd Floor, Room 325 1300 Memorial Drive Coral Gables, FL 33146	<u>(305) 284-5297</u> Law School Library Room C-118 1311 Miller Drive Coral Gables, FL 33146	<u>(305) 243-8543</u> Phone & Remote Support Only

Student Email System

Gmail is the official email platform for University of Miami students and serves as the primary method of university communication. Students are expected to log in to their student email accounts regularly and use them to communicate with professors, classmates, and university offices. Checking your account consistently will help ensure that you do not miss important course updates, announcements, or other essential information.

Visit: <https://email-home.miami.edu/>

Student Computer Competency

Students are expected to have a basic level of computer proficiency to support their academic success. The following are essential computer skills that every student should be able to use confidently for coursework, communication, and online learning.

- Use your official miami.edu email account to send and receive messages
- Attach files to an email
- Open, save, and print email attachments
- Download files
- Upload files
- Browse the internet using basic web navigation skills
- Post and respond to discussion threads in Canvas or Blackboard
- Use basic word processing tools
- Save files in different formats

Email Etiquette and Best Practices

Please keep these basic netiquette rules in mind when you send email:

- Follow your instructor's directions for subject lines, attachments, and formatting.
- Use a clear subject line that reflects the purpose of your message.
- Write in complete sentences and keep your message clear and concise.
- Begin with a respectful greeting and end with your name.
- Avoid typing in all capital letters, which can appear unprofessional.
- Review your email for spelling, grammar, and tone before sending.
- Be courteous and professional and avoid offensive or casual language.
- Reply in a timely manner when a response is needed, especially for course-related communication.
- Please be respectful if emailing outside of business hours and during holidays as instructor response time may be impacted.

Available Resources for Students

1. Self Service Portal: <https://www.it.miami.edu/about-umit/resources/online-learning/index.html>
2. Paid Courses: <https://ucontinue.miami.edu/>

Guide to Software Requirements for Online Courses

You may be enrolled on an online course. Although online learning offers flexibility, your computer must meet the required specifications to help prevent technical issues that could interfere with your coursework. It is your responsibility to make sure your computer is ready before orientation and the first day of class. If your computer does not function properly during the course, special arrangements will not be made for delays caused by technical problems. Your faculty members will collect this form during the first week of the term.

Students taking online courses:

The University of Miami provides software free of charge to all currently enrolled full-time students. All nursing students, especially those taking online courses, are encouraged to download and install them from www.miami.edu/software/

Nursing students taking online courses should also have the following software installed on their systems:

- I. Adobe Acrobat Reader (<https://get.adobe.com/reader/>)

II. Chrome Web Browser (<https://www.google.com/chrome/>)

III. FireFox Web Browser (https://www.firefox.com/en-US/?redirect_source=mozilla-org)

IV. Respondus Lockdown Browser

(<https://download.respondus.com/lockdown/canvas.php?ID=527636896>)

For best audio results using Collaborate, a headset with an integrated microphone is highly recommended. A headset is also required now for some questions on the HESI exams.

You will be registered for the University's wireless network, **CaneNet_Wireless**, during onboarding, so it will be ready for you to use on campus.

When you are on campus, you should always connect to **CaneNet_Wireless**. This is especially important in the School of Nursing, where using this network is essential for reliable access to course resources and is imperative during exams.

Graduate Student Organizations

Graduate Student Association (GSA)

The [Graduate Student Association \(GSA\)](#) is the student government organization representing students in the Graduate School, including graduate students in the School of Architecture, College of Arts and Sciences, Miami Herbert Business School, School of Communication, School of Education and Human Development, College of Engineering, Miller School of Medicine, Frost School of Music, School of Nursing and Health Studies, and the Rosenstiel School of Marine, Atmospheric, and Earth Science. Established in 1969, the GSA is one of the oldest graduate student governments in the United States. The primary function of the GSA is to provide the means for responsible and effective graduate student participation in the planning and conduct of University affairs. The GSA serves as liaison between graduate students, individually and collectively, the faculty and the administration. In addition, the GSA exists as a social and intellectual forum to support and improve the quality of the graduate student environment at the UM.

SONHS graduate students are elected to serve on the SONHS Graduate Faculty Committee, which is responsible for developing, implementing, and evaluating the curriculum for the graduate programs of the School of Nursing and Health Studies. The election process is held during the beginning of the Fall semester. Students may also be asked to serve on ad hoc committees as necessary.

Sigma Theta Tau International Honor Society of Nursing (Beta Tau Chapter)

The purposes of Sigma Theta Tau International Honor Society of Nursing (STTI) are to:

1. Recognize superior academic achievement.
2. Recognize the development of leadership qualities.
3. Foster high professional standards.
4. Strengthen commitment to the ideals and purposes of the professions.

Students with a GPA of 3.5 and who have completed a minimum of one-fourth of their required program are eligible for invitation for membership in STTI. Recognized nursing leaders in the community who hold Baccalaureate degrees are also invited to join. Invited applicants are required to submit an intent form and two endorsements. Both endorsements must be members of Sigma Theta Tau and one is to be from a faculty member. Invitations for membership into STTI are emailed to eligible students in October and in March of each year for inductions scheduled in December and May of each year.

Graduation

Applying for Graduation

It is the individual responsibility of each student who is entering the semester of graduation to apply for graduation in [CaneLink](#) according to the deadlines on the [University's academic calendar](#). Please note that students graduating in a summer semester apply for graduation at the same time as students graduating in the spring semester. Students graduating in a summer semester may participate in the spring commencement ceremony.

Graduation Clearance

After the student's final semester of enrollment, provided he or she has applied for graduation, the Graduate School will review the student's file and coursework and confer the degree. This process may take several weeks so students must periodically check [CaneLink](#) to verify when the degree has been posted.

DNP Required Summative Experiences

DNP Scholarly Project

Currently, we adhere to the National Organization of Nurse Practitioner Faculties (NONPF) recommended criteria for NP Scholarly Projects in the Practice Doctorate Program, [available here](#), which are:

1. The project is related to advanced practice in the nursing specialty and benefits a group, population or community rather than an individual patient.

- Often arises from clinical practice.
 - May be done in partnership with another entity: clinical agency, school, health department, church, government, voluntary organization or community group, etc.
2. The project leadership may be solo or collaborative depending on scope of the project and university requirements.
 3. The scholarly project addresses identified needs.
 4. The literature review suggests an evidence base for the project or supports the need for the project.
 5. Description of the innovation is adequate for others to use (essential components for success, cost, etc.).
 6. A systematic approach is used and data are collected using methods and tools that meet accepted standards.
 7. Expected outcomes are defined and measured (quality improvement, cost savings, etc.).
 8. The project is conducted according to ethical principles.
 9. Dissemination modes are professional and public (peer review is included).

Types of Scholarly Projects include but are not limited to:

This list reflects a range of types of scholarly projects. This is a sample list and is not exhaustive.

- Translate research into practice
- Quality improvement (care processes, patient outcomes)
- Implement and evaluate evidence-based practice guidelines
- Analyze policy: Develop, implement, evaluate, or revise policy
- Design and use databases to retrieve information for decision making, planning, and/or evaluation
- Conduct financial analyses to compare care models and potential cost savings, etc.
- Implement and evaluate innovative uses of technology to enhance/evaluate care
- Design and evaluate new models of care
- Design and evaluate programs
- Provide leadership of inter-professional and or intra-professional collaborative projects to implement policy, evaluate care models, transitions, etc.
- Collaborate with researchers to answer clinical questions
- Collaborate on legislative change using evidence

- Work with lay and/or professional coalitions to develop, implement or evaluate health programs (such as health promotion and disease prevention programs for vulnerable patients, groups or communities)

The scope of the scholarly project is designed to benefit a group, population and/or a community rather than an individual patient. Specific examples are included to illustrate how these projects might be applied in different settings, for various populations and by different nurse practitioner specialties. Some projects focus on existing programs while others address the creation of new programs. The scope of the project would be determined by the university's guidelines, feasibility given time devoted to projects in the curriculum, faculty, funding, other resources, etc. In some programs the project may evolve through course work in courses on policy and inquiry, eventually culminating in the final design of the proposed project before it is launched. By providing opportunity over a longer duration in which to explore and develop aspects of the projects, students receive feedback regarding alternatives and strategies before project implementation.

Examples of Projects Undertaken in Practice Doctorate Programs

The following includes a list of general topics and the grouping of projects by category. This is not an exhaustive list of projects or of categories.

- Evaluate interventions, innovations in care techniques
- Obtain baseline data, design an evidence-based intervention, plan and evaluate
- Collaborate with other NPs or other professional colleagues to compare/evaluate group visits
- Capture data on common problems and effectiveness of treatments with recommendations for change
- Evaluate management of psychiatric patients (protocols, meds, metabolic monitoring)
- Evaluate peer-led support groups and their impact
- Evaluate pain control in palliative care
- Promote patient safety by reducing errors in medications
- Evaluate home care comparing satisfaction with physician and NP care

Health Promotion & Community Health: Epidemiology and Continuity of Care

- Compare strategies for health promotion/disease prevention (community, schools, churches, etc.)
- Identify trends in patient visits, outreach programs
- Launch collaborative new health promotion program in vulnerable community population and evaluate it

- Develop and evaluate monitoring tools or screening programs
- Evaluate screening protocols
- Evaluate programs (care, training volunteers, education)
- Evaluate community responses to disasters
- Develop and evaluate the impact of self-care models
- Develop and test transition protocols to promote continuity of care across settings
- Evaluate high-risk patients and develop approaches for risk reduction (child and elder abuse) for policy or care improvement

Policy-Related Scholarly Projects

- Implement new policy collaboratively by designing and evaluating HPV vaccination for 6th grade girls to prevent cancer (partnering with School/Health Dept., etc.)
- Evaluate or compare nursing home policies for treating chronic pain
- Evaluate students at risk (school dropouts, depressed, substance users, pregnant) and recommend policy change, programs
- Evaluate employer policies regarding health and potential cost savings of new policies
- Evaluate the effect of evidence-based policy in NICU
- Evaluate inconsistencies in scope of practice issues and use evidence based knowledge and to recommend changes Integration of Technology in Care and Informatics-Related Projects
- Create a database for monitoring childhood injuries in urgent care and evaluate its impact
- Use technology to improve care (telehealth consultation, interactive “home” visits, etc.) and evaluate results
- Evaluate technology’s impact on care (information transfer to point of care, etc.)
- Establish protocols that integrate use of technology in patient assessment in urgent care and evaluate their impact

Integration of Technology in Care and Informatics-Related Projects

- Create a database for monitoring childhood injuries in urgent care and evaluate its impact
- Use technology to improve care (telehealth consultation, interactive “home” visits, etc.) and evaluate results
- Evaluate technology’s impact on care (information transfer to point of care, etc.)
- Establish protocols that integrate use of technology in patient assessment in urgent care and evaluate their impact

Acknowledgment: *The above examples were developed and generalized from several sources including publications, Web sites, and information shared by deans of various nursing practice doctorate programs. Some examples were common to several schools and others were unique to specific programs. NONPF would like to acknowledge the following schools whose projects are reflected in the list above: Medical College of Georgia; Rush University; Oregon Health and Science University; University of Tennessee, Memphis; University of Arizona; University of Kentucky; and University of Washington. We encourage other programs to share examples of scholarly projects that can be added to the list. We hope that this will be a useful list maintained in the Practice Doctorate Resource Center on the NONPF Website.*

Scholarly Project Requirements

NUR 672 – Scholarly Project I

Students are required to submit a written scholarly project proposal that is reviewed and approved by the DNP faculty advisor. The scholarly project proposal consists of a synthesis of the evidence, project goal and objectives, methods, and evaluation plan. The proposal must include an approved not human subjects research determination letter and a signed letter of support from a designee at the affiliated clinical practice site where the project will be conducted. In addition, students are required to give a scholarly project proposal presentation to a group of DNP faculty that must be approved. In the event that the proposal presentation is not approved, the student will be given feedback for remediation and a second opportunity to provide a successful proposal presentation. The DNP faculty must approve the scholarly project proposal presentation by the conclusion of the NUR 672 course. Project implementation may not begin until all aforementioned requirements are complete.

NUR 673 – Scholarly Project II

Students are required to implement and evaluate their scholarly projects. The final product of the scholarly project will be a manuscript suitable for publication in a peer-reviewed journal. This final paper (the manuscript) must be approved by the DNP faculty advisor. In addition, students are required to give a scholarly project final presentation to a group of DNP faculty that must be approved. In the event that the final presentation is not approved, the student will be given feedback for remediation and a second opportunity to provide a successful final presentation. In order to successfully complete NUR 673, the DNP faculty must approve the scholarly project final presentation, poster presentation, and all additional course requirements.

Important Phone Numbers

SONHS Graduate Clinical Programs Faculty Leadership and Administrative Staff

Dean, Dr. Hudson Santos.....	305-284-2107
Associate Dean of Graduate Clinical Programs, Dr. Nichole Crenshaw.....	305-284-2558
Program Directors	
Acute Director, Dr. Carmen Presti	305-284-4497
Family Director, Dr. Yhovana Gordon	305-284-8655
Primary Director, Dr. Brenda Owusu	305-284-2573
Psychiatric Mental Health Director, Dr. Debbie Salani	305-284-6487
DNP Director, Dr. Tony Umadhay	305-284-2558
Nurse Anesthesia DNP Director, Dr. Greta Mitzova-Vladinov.....	305-284-7393
Nurse Anesthesia DNP Associate Director, Dr. Nicole Gomez.....	305-284-2878
Program Manager (Nurse Anesthesia), Tania Lopez.....	305-284-2645
Sr. Program Coordinator (Graduate Programs), Shannon Farrell.....	305-284-0787
Office of Student Services.....	305-284-4325
Recruitment Team.....	305-284-2508

University Units

Canes Central.....	305-284-4247
Counseling Center.....	305-284-5511
Emergency Preparedness	305-284-8005
Graduate Student Association.....	305-284-6750
Hurricane Hot Line.....	1-800-227-0354
Hurricane (Weather) Announcements.....	WVUM - FM - 90.5
.....	WIAZ - AM - 610
.....	WTAL - FM - 94.6
International Student and Scholar Services.....	305-284-2928
Multicultural Student Affairs.....	305-284-2855
Office of Disability Services.....	305-284-2800
Ombudsperson.....	305-284-4922
Parking and Transportation.....	305-284-3096
Public Safety.....	305-284-6666
Student Accounts and Student Organizations.....	305-284-6430
Student Activities.....	305-284-6399
Student Affairs	305-284-4922
Student Health Service.....	305-284-9100
Toppel Career Center	305-284-5451
University of Miami Libraries.....	305-284-3233
University of Miami Radio Station.....	WVUM - FM - 90.5
Wellness and Recreation.....	305-284-5433
Writing Center	305-284-2956

University Chaplains

Athletes in Action	720-840-3767
Baptist Collegiate Ministry	305-389-6933

Chabad Jewish Student Center	305-206-4013
Christian Science Organization	786-281-9860
Fellowship of Christian Athletes.....	786-269-8273
Hillel Jewish Life at the U	305-284-1840
InterVarsity Graduate and Faculty Ministry	786-262-8896
Muslim Student Ministry.....	954-505-0701
UM Catholic Campus Ministry	305-661-1648
St. Bede Episcopal Church Center	305-284-2333
University Christian Fellowship	305-742-5442
Wesley Methodist Church	305-284-1920

Appendix A.

UNIVERSITY OF MIAMI SCHOOL OF NURSING and HEALTH STUDIES STUDENT ACKNOWLEDGMENT FORM

I have been informed about the 2026-2027 Student Handbook and am aware that I may access it via the official University of Miami School of Nursing and Health Studies website. Go to <https://www.sonhs.miami.edu>, click on Programs, then Student Handbooks, and then Graduate Clinical Programs Student Handbook.

Further, **I am aware** that it is my responsibility to read the Student Handbook and be aware of all School of Nursing and Health Studies policies and procedures included therein.

The graduate clinical nursing programs at the University of Miami includes several clinical rotations. Such clinical sites require that students have a background report without any infractions, regardless of how they were resolved or adjudicated. Accordingly, if my background report contains any infractions, regardless of how they were resolved or adjudicated, I will not be able to successfully clear my background check and my conditional admission will be withdrawn.

I understand that I must have an unrestricted and unencumbered nursing license with no current complaints, pending investigations or discipline. I am aware that I am obligated to report any criminal charges, licensure complaints, pending investigations, and/ or discipline to the Program Director and/or Associate Dean within three business days of learning of the criminal charges, licensure complaint, investigation or discipline. Failure to do so may result in dismissal from the program. I understand that my ability to proceed with clinical placements may be impacted or precluded as a result of any criminal charges, licensure complaint, investigation or discipline.

I also understand that program lectures, and clinicals and labs, are offered on an extended schedule which includes evenings and weekends and that I am responsible for my own transportation. **Students must attend classes, and clinicals and labs, as assigned by the SONHS, without exception.** Accommodations related to personal circumstances, work and transportation cannot be made.

Clearance Documentation Waiver

The University's agreements with our clinical partners require that we complete clinical

clearance for all students placed within their agencies. As part of agency audits, we receive requests for supporting documentation including proof of:

- ☐ Immunizations and physical examination
- ☐ Current CPR
- ☐ Background check
- ☐ Drug screening

I authorize the University of Miami School of Nursing and Health Studies to release documentation submitted in support of the above clinical clearance process.

Student Name (Print): _____

Student Signature: _____

Date: _____

Appendix B.

Healthcare Provider Return to School/Clinical Verification

Date: _____

To: The University of Miami School of Nursing and Health Studies Faculty

I certify that _____ (print student's full name) is free of communicable disease and is able to fulfill all technical standards required by the University of Miami School of Nursing and Health Studies outlined below.

Technical Standards

Nursing education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behaviors. The nursing degrees awarded by the University of Miami School of Nursing and Health Studies at the completion of the educational process certifies that the individual has acquired a base of knowledge and skills requisite for the practice of nursing at the respective undergraduate or graduate level. To this end, all courses in the curriculum must be completed successfully. In order to acquire the knowledge and skills to function in a variety of clinical situations and to render a wide spectrum of patient care, students in the undergraduate and graduate degrees in nursing must have abilities and skills in five areas:

- Observation
- Communication
- Motor
- Conceptual-Integrative
- Behavioral-Social

Technological compensation can be made for some disabilities in certain of these areas, but a student should be able to perform in a reasonably independent manner and exercise independent judgment. The use of a trained intermediary means that a student's judgment

must be mediated by someone else's power of selection and observation, and as such is unacceptable.

Observation

The student must be able to observe demonstrations and participate in didactic courses and simulated learning opportunities. A student must be able to observe a patient accurately at a distance and close at hand. Observation requires the use of common sense, as well as the functional use of the senses of vision, audition, olfaction, and palpation.

Communication

Students must communicate effectively, using English in clinical and classroom settings. A student must be able to elicit information from patients, describe changes in mood, activity and posture, and perceive nonverbal communications. A student must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but reading and writing. The student must be able to communicate effectively and efficiently with all members of the health care team in both immediate and recorded modes.

Motor

Students should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other assessment techniques. A student should be able to perform nursing skills requiring the use of gross and fine motor skills (e.g., IV insertion, venous blood draw, urinary catheter insertion). A student should be able to execute motor movements reasonably required to provide nursing care and emergency response to patients. Examples of emergency responses reasonably required of nurses are cardiopulmonary resuscitation, medication administration, and application of pressure to stop bleeding. Students must perform actions which require the use of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. Students should also be able to assist and/or participate in various lifting activities.

Conceptual-Integrative

These abilities include measurement, calculation, reasoning, analysis, synthesis, and retention of complex information. Critical thinking requires all of these intellectual abilities in order to provide optimal nursing care. In addition, the student should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral-Social

Students must possess the emotional health required for the full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of patients, and the development of mature, sensitive and effective relationships with patients. Students must be able to tolerate physically taxing workloads and to function effectively under stress, both didactically and clinically. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical environment. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and educational process.

Reasonable accommodations will be considered on a case by case basis for individuals who meet eligibility under applicable statutes. Any person expecting to need accommodations should request them prior to beginning the program, as some accommodations may not be considered reasonable and may impact an applicant's ability to complete all components of the program.

This Nursing student may return to school for class and to clinical settings on
_____ **(print month/day/year).**

Healthcare Provider's Name (Print): _____

Healthcare Provider's Signature: _____

Healthcare Provider's Address: _____

Healthcare Provider's Office Number: _____

Healthcare Provider's Fax Number: _____

Healthcare Provider's Email: _____

Appendix C.

Acknowledgment of the University of Miami's School of Nursing and Health Studies Substance Abuse Policy and Drug Testing Consent

I understand that, while enrolled as a student in the University of Miami School of Nursing and Health Studies, I may be subject to alcohol and drug testing in accordance with the School's Substance Abuse Policy. A non-negative or positive drug test or refusal to submit to testing may result in dismissal from the Program. I also understand that I am responsible for the costs associated with alcohol/drug testing.

BY SIGNING THIS DOCUMENT, I INDICATE THAT I HAVE READ, UNDERSTAND, AND AGREE TO THE SCHOOL OF NURSING AND HEALTH STUDIES' SUBSTANCE ABUSE POLICY.

THIS DOCUMENT ALSO CONSTITUTES MY CONSENT FOR DRUG OR ALCOHOL TESTING BY A LABORATORY DESIGNATED BY THE SCHOOL. IT ALSO CONSTITUTES CONSENT FOR THE LABORATORY TO RELEASE THE RESULTS OF MY DRUG/ALCOHOL TEST TO THE PROGRAM DIRECTOR OR DESIGNEE.

Student Name (Print): _____

Student Signature: _____

Date: _____