

REGIS UNIVERSITY

2023-2024



Continuing the Tradition...

Developing Inquisitive Minds,
Compassionate Hearts,
And Healing Hands



LORETTO HEIGHTS SCHOOL OF NURSING

Undergraduate Student Handbook

Table of Contents

WELCOME.....	4
INTRODUCTION	5
Student Accountability	5
LHSON Order of Contact for Issues and Concerns	6
Student Accountability Form.....	7
Student Responsibilities.....	8
Essential Functions	9
Essential Functions Requirements Form	12
Rueckert-Hartman College for Health Professions – Mission	13
Loretto Heights School of Nursing – Mission and Values.....	13
Ignatian Pedagogy:	16
Loretto Heights School of Nursing Program Information.....	18
Accreditation Information	18
UNDERGRADUATE NURSING PROGRAMS (Bachelor of Science in Nursing).....	18
Traditional Nursing Program	18
Accelerated Nursing Program.....	18
C.H.O.I.C.E (Connecting Healthcare Occupations with Innovative Curriculum and Experiences)	18
Honors Program.....	19
CURRICULUM.....	19
PROGRAM OUTCOMES.....	20
DEGREE REQUIREMENTS.....	22
PROGRAM STUDENT SUCCESS COACH.....	22
SERVICE LEARNING.....	22
LHSON STUDENT POLICIES/GUIDELINES, PROCEDURES and REQUIREMENTS	23
ACADEMIC INTEGRITY POLICY/HONOR CODE	24
ASSIGNMENT GUIDELINES.....	26
TESTING GUIDELINES.....	27
Make-Up Test Guidelines	27
PROFESSIONAL BEHAVIORS.....	28
ATTENDANCE AND COURSE PARTICIPATION GUIDELINES.....	31
PROFESSIONAL LIABILITY INSURANCE.....	32
CLINICAL/PRACTICUM, SIMULATION, AND SKILLS LAB APPEARANCE REQUIREMENTS	33
CLINICAL PRACTICE GUIDELINES	36
Statement of Understanding and Compliance Form for Undergraduate Clinical Practice	41
CLINICAL MAKE-UP GUIDELINES	42
Undergraduate Nursing Student Account	44
Clinical Make-Up Form	44
SKILLS/SIMULATION LAB MAKE-UP POLICY	45
Account Simulation/Lab Skills Make-Up Form	46
CLINICAL PLACEMENT COMPLIANCE REQUIREMENTS.....	47
Immunization Exemption Process Information	48
INFECTIOUS OR COMMUNICABLE DISEASES AND PATIENT CARE GUIDELINES	48
WORKERS’ COMPENSATION: INJURY AT AN OFF-CAMPUS LEARNING SITE.....	48
STUDENT INJURY IN CLASSROOM, SIMULATION/SKILLS LABORATORY AND ON CAMPUS GUIDELINES:	49
CONCURRENT ENROLLMENT GUIDELINES	50
ALCOHOL AND SUBSTANCE ABUSE/MISUSE GUIDELINES.....	51

ELECTRONIC COMMUNICATIONS: STUDENT RESPONSIBILITIES.....	54
EMPLOYMENT	55
EVALUATION INPUT FROM STUDENTS OF TEACHING/LEARNING RESOURCES.....	55
GRADES POLICY.....	55
WITHDRAWAL FROM A NURSING PROGRAM.....	57
COURSE FAILURE GUIDELINES	58
Course Failure Form	60
Student Name: _____ Student ID #: _____	61
PROGRESSION GUIDELINES	61
OFF-TRACK STUDENT PROGRESSION PROCESS.....	61
GRADUATION AND NCLEX APPLICATIONS	68
Regis University Admissions.....	71
Office of Counseling and Personal Development.....	71
The Learning Commons	71
Equal Opportunity and Title IX	72
Student Health Services	72
Student Housing.....	72
Regis Food Cupboard.....	72
Regis University Student Affairs	72
RHCHP Center for Service Learning.....	72
Blessing of the Hands.....	73
Clinical Learning Unit - Nursing Skills and Simulation Labs	73
Clinical Support Unit	73
Kaplan	73
Learning Technologies.....	74
Student Portal.....	74
Plagiarism Prevention Software (Turnitin®).....	74
LHSON STUDENT GOVERNANCE	74
Regis Student Nurses' Association (RSNA).....	75
HONOR SOCIETIES WITH AFFILIATION TO THE LHSON	76
Sigma Theta Tau International	76
Alpha Sigma Nu.....	76
GRADUATION ACTIVITIES	76
LHSON Pinning and Recognition Ceremony.....	76
Baccalaureate Mass	76
Regis University Graduation and Commencement	76
Regis University Alumni Office	77
LHSON Alumni Association.....	77
LHSON Alumni and Employer Surveys	77
Regis University Career Services	77
CAMPUS SAFETY AND SECURITY.....	78
Campus Safety Information Activities	78
Campus Facilities.....	78
Parking	79
LHSON TELEPHONE AND EMAIL LIST.....	79
HONORS PROGRAM RESOURCE GUIDE	82
Purpose and Goals.....	83

Admission Criteria for the Honors Program 83
The Honors Curriculum 84
 The Honors Curriculum Coursework: Four Honors Seminars..... 84
 Traditional Nursing Associated Courses taken at the Honors Level..... 84
Honors Projects..... 85
Withdrawal from the Honors Program 85
Honors Progression..... 86
Loretto Heights School of Nursing Honors Program Application Guidelines 86
 Nursing Honors Program Application Form..... 87
 Nursing Honors Program Recommendation Form 88

WELCOME

Welcome to the Loretto Heights School of Nursing (LHSON) at Regis University in Denver, Colorado. We are so happy you have chosen to join us! You are entering a nursing school that has a rich legacy. Our nursing program began at Denver's Loretto Heights College in 1948 and moved to Regis University in 1988. We have been continuously accredited since 1952, first by the National League of Nursing (NLN) and, now, by the Commission on Collegiate Nursing Education (CCNE). We are among the eighteen nursing programs in Jesuit colleges and universities across the United States that educate nurses in the Jesuit tradition through both bachelor's degree and graduate degree programs.

The mission of LHSON is *ensuring a legacy of exceptional nurses, creating healthy communities, and building an inclusive world through education, inspiration, and service in the Jesuit tradition.* We challenge students to search for better solutions, greater truth, and a more just existence for all in order to improve the health and well-being of society. Our staff, faculty and administrators are committed to providing a quality nursing education in a supportive learning environment. Our graduates are highly respected by employers and recognized for their knowledge, competence, compassion, ethics and leadership abilities.

Nursing is an exciting, challenging, and dynamic profession with limitless opportunities. Nurses are, and will continue to be, in high demand and are essential to the delivery of quality health care. Nursing education at Regis University provides students with the knowledge, skills, and values needed to excel in their nursing practice. I know that you will be transformed both personally and professionally. You will contribute to the nursing profession and be ready to serve as leaders in healthcare and to make a positive difference in our society and our world.

A handwritten signature in cursive script that reads "Catherine Witt".

Catherine Witt, PhD, APRN, NNP-BC
Dean, Loretto Heights School of Nursing

INTRODUCTION

Student Accountability

All Loretto Heights School of Nursing (LHSON) students are responsible for all information in the *Regis University Catalog*, the *Regis University Student Handbook* and the *Loretto Heights School of Nursing Student Handbook* including, but not limited to the Standards of Conduct and general University policies and regulations and Academic Integrity in the *LHSON Undergraduate Student Handbook*. Failure to read and understand the policies/guidelines and procedures contained in the *Regis University Catalog*, the *Regis University Student Handbook*, the *LHSON Undergraduate Student Handbook* and other appropriate documents **does not relieve the student of this responsibility**.

A Student Success Coach will be available to clarify policies/guidelines and procedures, and to assist you in planning your academic progress toward the completion of your nursing program. Failure to contact a Student Success Coach when indicated in these documents **does not relieve the student of this responsibility**.

The Family Educational Rights and Privacy Act of 1974 (FERPA) prohibits faculty or advisors from giving the following information about students in person to anyone other than the student, or over the telephone to anyone including the student: grade point average (GPA), grades, student schedules, information on probationary status, financial information and number of transfer hours.

LHSON Order of Contact for Issues and Concerns

LHSON Order of Contact for Issues and Concerns

Student
Success
Coach
01 +

Your Student Success Coach is always a great place to start when addressing general concerns and problem solving. They are here as a resource to discuss your concerns and figure out the best plan of action to ensure your feedback is heard and to know the next steps of addressing any issue.

Course
Faculty
02 +

Whether your concern is course or faculty related, it is always recommended to speak to your course faculty about your concerns. Communication is key to ensure your course experience is the best it can be!

Program
Coordin-
ator
03 +

If your concern is program/curriculum related, after addressing it directly with your course faculty, you may escalate any unresolved issues with your Program Coordinator. Program Coordinators manage feedback about how courses are designed and how the program is run.

Program
Director
04 +

Your Program Director is here to help with all things to do with program concerns but is the person you will contact after speaking directly to faculty regarding unresolved faculty concerns.

Assistant
Dean
05 +

If after following the above process, you still feel that your concerns have not been resolved, the next person to contact is your program's Assistant Dean. Reach out to your Student Success Coach for his or her contact information and any advice on how to escalate your concern to this level.

Dean,
LHSON
06 +

If after meeting with the Assistant Dean, you still feel that your concerns have not been resolved, the final person in LHSON to contact is your Dean of the school. Reach out to your Student Success Coach for his or her contact information and any advice on how to escalate your concern to this level.

Academic
Dean,
RHCHP
07 +

Rarely will students ever need to reach this final escalation step, however, if after discussing issues with those listed above, you still feel that your concerns have not been resolved, the final person to contact is the Academic Dean of Rueckert-Hartman College for Health Professions. Reach out to your Student Success Coach for his or her contact information and any advice on how to escalate your concern to this level.



**RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS
LORETTO HEIGHTS SCHOOL OF NURSING**

Student Accountability Form

My signature below acknowledges that I am responsible for:

The **Regis University Catalog** may be obtained online at:

[2023-2024 Regis University Catalog 08042022](#)

The **Regis University Student Handbook** may be obtained online at:

[regis-student-handbook.pdf](#)

The **LHSON Undergraduate Student Handbook** has been emailed to your Regis account and is located online at:

[undergrad-school-of-nursing-handbook.pdf \(regis.edu\)](#)

I will review and reference this information.

Print Name: _____

Signature: _____ **Date:** _____

Student Responsibilities

It is the responsibility of each student enrolled in the LHSO to ensure that records are complete with special attention to the following:

- Computer Requirements:
 - All students are **required to have laptops** for in classroom assignments and testing.
 - World Class (D2L): The link for the LMS requirement is:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

All students in the Nursing Programs are required to have Laptops with the following technical specifications:

Hardware

- Recommended screen size: 13 inches or greater
- Screen covers for test security
- Required Wi-Fi compatible
- Required Operating system: Windows: 10 or 11, Mac: Big Sur, Monterey, Ventura, or higher
- Required memory: minimum 4GB
- Required hard disk space: minimum 60GB
- Required battery: minimum life recommended 4 hours or higher
- Webcam is required

Software

- Word, Excel, PowerPoint (recommend MS Office)
- Browser: most recent version of, Edge, Firefox, Safari, or Chrome
- Current version of Exemplify
- Current version of Adobe Reader
- Most recent operating system, microphone and built in camera (Webcam) or the ability to add one. Students will be required to take exams via Exemplify. Students must have a computer that meets the following minimum requirements found at:
<https://examsoft.com/resources/exemplify-minimum-system-requirements>
- **PLEASE NOTE: Chrome Books are not compatible with Exemplify which is used for testing.**
- **Also, students must have a camera available for ZOOM classes/meetings and to have a camera available on a separate device for proctoring exams if needed. Most students use a cell phone for the second device. Students must have the camera turned on when in the classroom.**
- **All courses identified as degree requirements in the *Regis University Catalog* are completed prior to graduation;**
- All demographic and biographic data **requested by the school** are current and complete;
- Official transcripts **from all schools from which you are seeking transfer credit** are requested by the student **using the appropriate forms and format so that they can be received and recorded by the University;**

- Concurrent enrollment is requested prior to taking any course or challenge examination outside the LHSO after matriculation (including core, school, and elective requirements);
- All regulatory requirements (**background check, substance screening, immunizations, physical examination, tuberculosis screening, CPR certification, HIPAA/OSHA/BBP testing, etc.**) are to be kept current as directed by the student's, Student Success Coach, Administrative Assistant, Assistant Dean Undergraduate Programs, Director, and/or Coordinator.
- **Students who find themselves in academic difficulty** are strongly advised to consult the *Regis University Catalog*, the *Regis University Student Handbook* and the *LHSO Student Handbook* for policy/guideline information, to seek out their Student Success Coach for guidance, and to do so promptly;
- Students are expected to be on time to all clinical and clinically related activities such as lab and simulation experiences. Any tardiness is considered unprofessional behavior. Tardiness is defined as late to clinical.

Essential Functions

Students enrolled in the Regis University, Loretto Heights School of Nursing Programs must be able to perform certain essential functions in order to participate in and complete the Loretto Heights School of Nursing Programs requirements. All individuals admitted and prior to matriculation to the Loretto Heights School of Nursing Programs who have confirmed their seat to start, are asked to verify that they can meet the following essential functions with or without accommodation(s). Students who believe themselves unable to meet these standards must notify their contact in the Office of Admissions who will put them in contact with the Assistant Dean or Director of the School of Nursing. Students who wish to request accommodations to meet the required standards must request accommodations through Student Disability Services.

GUIDELINES:

1. Students will sign the Essential Functions form after reviewing the Essential Functions and Safety Standards listed below.
2. The student's signature acknowledges having read the essential functions and safety standards.
 - **Essential Functions and Safety Standards**
Nursing School students must demonstrate the ability to perform, or learn to perform, the essential functions/skills as described below, of observational skills, communication skills, psychomotor skills, cognitive skills, and behavioral and social attributes; cumulatively "essential functions." Regis University must ensure that patients/clients are not placed in jeopardy by students with impaired intellectual, physical or emotional functions. The essential skills listed in this document can be accomplished through direct student response, the use of prosthetic or orthotic devices, or through personal assistance (e.g., readers, signers, note-takers). After admission, a student who discloses a properly certified disability will receive reasonable accommodation, but must be able to perform the essential functions of the program and meet the standards described. Reasonable accommodations must be arranged through Student Disability Services, as noted in the Course Syllabus "Equal Access to Classes and Learning Accommodations".

- Observational Skills**
Nursing School students require the functional use of vision, hearing and somatic sensations. A student must be able to observe lectures, lecture and laboratory demonstrations, and observe microscopic studies of tissues. The student must be able to observe a patient accurately, observe digital and waveform readings, and other graphic images to determine a patient's condition. Integral to the observation process is the functional uses of the senses and adequate motor capability to conduct assessment activities. Examples in which these observational skills are required include, but are not limited to: palpation of peripheral pulses, auscultation (listening with a stethoscope), percussion (tapping of the chest or abdomen to elicit a sound indicating the relative density of the body part), palpation (feeling various body parts such as the breast or abdomen with the ability to discern the size, shape and consistency of masses), and visual observation sufficient to note such changes as skin and eye color, and body positioning as well as to use such instruments as an otoscope (magnifying instrument for examining the ear) and ophthalmoscope (magnifying instrument used for eye examinations).
- Communication Skills**
Nursing School students must be able to communicate in many forms; these include: speech, language, reading, writing and computer literacy (including keyboarding skills). Students must be able to communicate in English (oral and written forms) with faculty and peers in classroom and laboratory settings. Students must be able to communicate effectively and sensitively with patients, maintain written records, elicit information regarding mood and activities, as well as perceive non-verbal communications. Students must also be able to communicate effectively and efficiently with other members of the health care community to convey information for safe and effective care.
- Psychomotor Skills**
Nursing School students, in the classroom and clinical setting (modified according to the schedule of the specific facility to which a student is assigned), must have the ability to sit, stand, and/or walk, for up to 8 hours daily. Students must possess sufficient motor function to elicit information from the patient examination, by palpation, auscultation, percussing, and other examination maneuvers. Students must be able to perform or assist with technical procedures, treatments, administration of medications, and emergency interventions. These skills require coordination of both gross and fine muscular movement, equilibrium, physical strength and stamina, and the integrated use of touch, hearing and vision.
- Cognitive Skills**
Nursing School students must demonstrate the ability to receive, interpret, remember, measure, calculate, reproduce and use; to reason, analyze, integrate and synthesize information across the cognitive, psychomotor and affective domains in order to solve problems, evaluate work, and generate new ways of processing or categorizing similar information in a timely fashion as listed in course objectives. In addition, students must be able to comprehend the three-dimensional relationships and to understand spatial relationships of structures. Examples in which cognitive skills are essential include: performance of a physical evaluations, including extracting and analyzing physiological, biomechanical, behavioral, and environmental factors in a timely manner; use of examination data to formulate and execute a treatment plan in a timely manner, appropriate to the problems identified; and the reassessment and revision of plans as needed for effective and efficient management of health care problems in a timely manner. All of these must be consistent within the acceptable norms of clinical settings.

- **Behavioral and Social Attributes**

Nursing School students must possess the psychological ability required for the utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of responsibilities inherent to the diagnosis and care of patients/clients, and for the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to tolerate and adapt to a changing, unfamiliar (and perhaps, uncomfortable) environment, display flexibility, respect individual differences, and learn to function in the face of ambiguities inherent in the clinical problems of patients. As a component of their education, students must demonstrate ethical behavior. Examples include recognizing and appropriately reacting to one's own immediate emotional responses to situations while maintaining a professional demeanor.

Regis University
Rueckert-Hartman College for Health Professions
Loretto Heights School of Nursing

Essential Functions Requirements Form

I acknowledge that I have received, reviewed, and agree to the Loretto Heights School of Nursing Essential Functions outlined above. In the case that I am unable to meet any of the above essential functions I have contacted the Assistant Dean of Undergraduate Nursing Programs. In the case I wish to request appropriate accommodations, I have contacted Student Disability Services. By signing below, I signify I am able to meet the essential functions of the program with or without accommodations.

In the event I am no longer able to perform these Essential Functions Requirements, I will reach out to the Assistant Dean of Undergraduate Nursing Programs.

Student Signature: _____ Date: _____

Printed Name: _____

Rueckert-Hartman College for Health Professions – Mission

Within the Jesuit, Catholic tradition of Regis University, the Rueckert-Hartman College for Health Professions is an interprofessional college embracing the following mission and values.

MISSION

Our mission is to advance the ideals of social justice and the health of our global community through innovative teaching and learning, as well as exceptional practice and scholarship.

VALUES

We Commit Ourselves to:

- Prioritize student-centered learning, emphasizing the care and education of the whole person.
- Nurture respect for human diversity and inclusion.
- Use evidence as the basis for education and practice.
- Demonstrate ethical behavior, environmental sustainability and values-based practice in healthcare.
- Provide practice and service opportunities that are transformative.
- Develop leaders who are mindful of the social determinants of health, promoting health equity and increased access to healthcare, with the intention of transforming the future of health delivery systems to advance the welfare of our global community.

Loretto Heights School of Nursing – Mission and Values

The LHSON has over half a century tradition of providing excellence in nursing education. The nursing program was established in 1948 as a Department of Nursing at Loretto Heights College, a college established by the Sisters of Loretto in 1916 as a college for women.

Mission

Ensuring a legacy of exceptional nurses, creating healthy communities, and building an inclusive world through education, inspiration, and service in the Jesuit tradition.

We further encourage the application of knowledge and Judeo-Christian principles to search for better solutions, greater truth, and a more just existence for the health and well-being of society. We seek to provide opportunities to identify personal values, to be socially responsible, and to develop competence in nursing practice and leadership in the provision and transformation of health care for the betterment of society.

Values

Inspired by the Regis University vision of leadership in the service of others, the goals of the LHSON are to:

- Provide a learning environment that is individualized, innovative, supportive, and motivating to a culturally diverse student population;
- Foster a holistic, values-centered approach to learning that integrates liberal arts and professional nursing education;
- Encourage meaningful interaction between faculty and students that enhances intellectual growth and professional development;

- Promote intellectual curiosity, creativity, critical thinking, cultural sensitivity, and a commitment to lifelong learning;
- Develop professional nursing competency based upon respect and caring for all individuals;
- Foster the development of written and verbal communication skills that are fundamental to the mission; and
- Support opportunities for faculty and students to contribute to the profession, and the community.

Loretto Heights School of Nursing – Philosophy

The Loretto Heights School of Nursing (LHSON) is housed within the Rueckert-Hartman College for Health Professions (RHCHP) of Regis University, Denver, CO. Regis University is an institution of higher education that embraces Jesuit principles including Ignatian Pedagogy, responds to the changing needs of a global society, and values a team spirit and other-centeredness in striving for excellence in a values-centered education. The LHSON philosophy supports the vision, mission, and values of the University and RHCHP, and is derived from the nursing metaparadigm and professional directives (AACN BSN, MS, and DNP Essentials, professional and regulatory standards, and competencies). This philosophy serves as the underlying platform for the LHSON goals, curricula, and program outcomes.

We, the Faculty, believe in....

- Providing students with opportunities to develop as leaders in health care with the knowledge, skills, attitudes, values, and relationships needed for entry into and advancement within the nursing profession.
- Supporting career development that enables interprofessional collaboration and patient centered, evidence based and culturally sensitive care.
- Facilitating the community of learners to answer the question at the heart of the Regis University mission: “How ought we to live?”
- Being responsive to the needs of student populations seeking beginning and advanced nursing education by providing programs for nursing students that fit diverse learning needs and lifestyles.

Our philosophy centers on shared faculty beliefs about preparing a Regis University Nurse through definition and application of the following concepts:

Education/Learning:

- Is a collaborative life-long process within a community of scholarly inquiry.
- Incorporates formal and informal processes and builds upon a broad base of life experiences.
- Requires context, experience, reflection, action, and evaluation consistent with Ignatian Pedagogy (Traub, 2008).
- Is a dynamic process that embodies the continual search for truth, values, and justice as the means to achieve professional excellence.

- Is enhanced through practical and experiential learning activities that focus on application of theory to practice.
- Promotes personal growth through the regular practice of reflection.
- Uses diverse methods, technologies, and innovations designed to facilitate learning that fosters student progress toward desired competencies and outcomes.
- Flourishes in a supportive, respectful, responsible, and motivating educational environment in collaboration with the Regis University community.

Person:

- Is the recipient of care, the client/patient, and includes individuals, families, groups, communities, and populations.
- Is an autonomous and unique entity with intrinsic worth valued throughout the lifespan.
- Has common needs as well as differences influenced by values, experiences, and knowledge.
- Has the capacity to grow, change and make individualized choices.
- Possesses diverse values and beliefs that are at the core of life choices.
- Shares responsibility for becoming knowledgeable in the maintenance of personal health.

Health:

- Is a multidimensional and evolving concept existing along a continuum with illness resulting from disequilibrium in the person.
- Is defined in part by the person and consists of objective and subjective indicators.
- Includes the concepts of holism and well-being that reflect the person's ability to maximize quality of life.

Environment:

- Is a dynamic milieu in which the person interacts.
- Influences the health of the person in both positive and negative ways.
- Is impacted by the person and other internal and external forces.
- Can be positively influenced by nurses.

Nursing:

- Is an evidence-based, theory-driven profession, characterized by both art and science.
- Is grounded in clinical reasoning, reflection, compassion, spirituality, caring, ethics, and social responsibility.
- Involves professional engagement including stewardship, citizenship, and advocacy.
- Functions as a unique discipline on interprofessional health care teams by using the nursing process to support and promote the person's optimal health and well-being during all health and illness states across the continuum of care.
- Is a multidimensional practice that has an interactive nature as reflected in its communication and collaboration with the person/recipient of care and all members of the health care team.

- Integrates leadership within a variety of roles in nursing practice, health care delivery, and health education.

Social Justice:

- Is working together to meet world challenges for the common good (Traub, 2008).
- Enhances leadership abilities through service to others.
- Is understood through involvement in service learning that addresses human and community needs while transforming people through serving others.

Ignatian Pedagogy:

- Answers the Regis University question, “How ought we to live?”
- Is based on The Spiritual Exercises of St Ignatius of Loyola, and is an educational strategy for developing the whole person using reflection with the purpose being the formation of “men and women of competence, conscience, and compassion” (Traub, 2008, p 403).
- Is embedded with guided reflection questions that contain five key elements: context, experience, reflection, action and evaluation.
- Examines personal values and beliefs grounded in the concept of Cura Personalis or care of the whole person.
- Provides for self-examination and leads toward doing more; the Magis.

References

Traub, G. W. (2008). A Jesuit education reader: Contemporary writings on the Jesuit mission in education, principles, the issues of catholic identity, practical applications of the Ignatian way and more. Chicago: Loyola Press.

CONTINUING THE TRADITION...

DEVELOPING INQUISITIVE MINDS,

COMPASSIONATE HEARTS,

AND HEALING HANDS.

Ignatian Pedagogy Conceptual Model

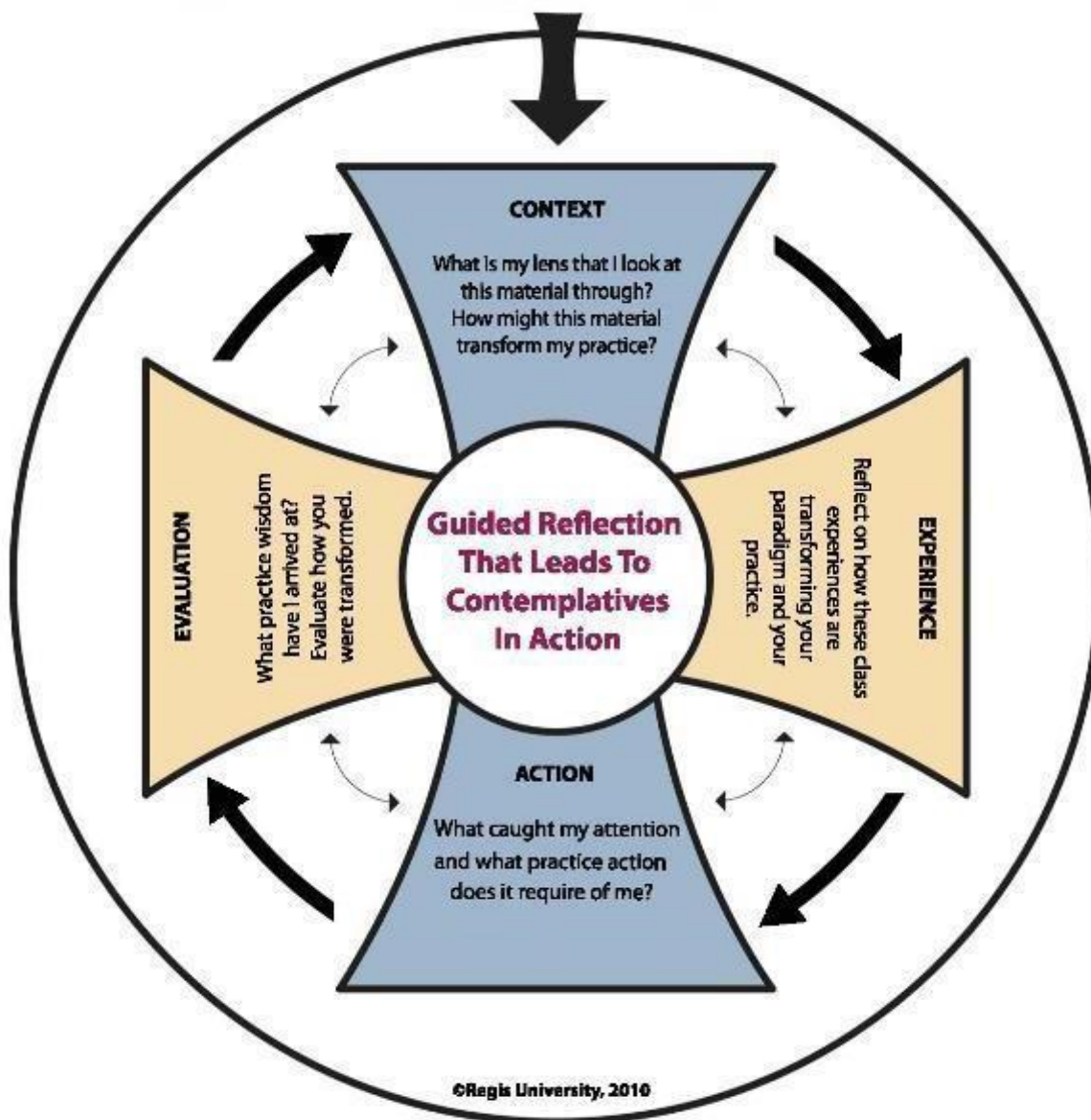


Figure 1 - LHSO Ignatian Pedagogy Conceptual Model

Ignatian Pedagogy

The LHSO combines reflective process with Jesuit traditions in Ignatian Pedagogy in the implementation of its programs. The reflective process is a journey to move beyond knowing to undertake action by first studying experiences and their implications for self and others. Ignatian Pedagogy focuses on *cura personalis*, a term used in the Jesuit tradition to describe care of the whole person. Ignatian Pedagogy is guided by self-reflection. The fit of *cura personalis* with the reflective conceptual model support instruction throughout the nursing curriculum. The outcome of this approach is the development of *contemplatives in action*.

Loretto Heights School of Nursing Program Information

The Loretto Heights School of Nursing (LHSON) offers three, degree programs. An undergraduate **Bachelor of Science in Nursing (BSN)**, a **Master of Science (MS)** in Nursing, and a **Doctor of Nursing Practice (DNP)**. These programs are offered in multiple formats in order to provide individualized and supportive learning environments for students with diverse backgrounds.

Accreditation Information

LHSON is accredited by the American Academy of Colleges of Nursing-Commission on Collegiate Nursing Education (AACN-CCNE).

The baccalaureate degree in nursing/master's degree in nursing/ post-graduate APRN certificate/doctor of nursing practice at Regis University-LHSON is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, (202)-887-6791

<https://www.aacnnursing.org/CCNE>

UNDERGRADUATE NURSING PROGRAMS (Bachelor of Science in Nursing)

The undergraduate nursing programs serve traditional-aged and adult students in daytime and evening/weekend programs. All nursing students in the Bachelor of Science in Nursing, complete course requirements in core studies for the University, in the sciences and liberal arts, in the nursing major, and elective courses. The service learning component of the curriculum promotes principles of ethics and social justice that are designed to help develop leaders in service to others.

The BSN curriculum has three programs of study that provide individualized and supportive learning environment for students with diverse backgrounds. The following programs are offered for earning the Bachelor of Science in Nursing degree:

Traditional Nursing Program

The Traditional Nursing Program is designed for students who wish to complete a Bachelor of Science in Nursing within a traditional academic school year. The scheduling format is designed over four years that includes two years of pre-requisites and two years of nursing courses. This program begins each summer with subsequent classes scheduled in academic semesters.

Accelerated Nursing Program

The Accelerated Nursing Program is designed to educate students who have completed a Bachelor's degree in another discipline who wish to earn a Bachelor of Science in Nursing. The students must complete nursing pre-requisites prior to admission into this program. The program is designed for students to complete the nursing major in one calendar year.

C.H.O.I.C.E (Connecting Healthcare Occupations with Innovative Curriculum and Experiences)

The C.H.O.I.C.E. Nursing Program is designed for students who are employed by a healthcare organization. Students complete a Bachelor of Science in Nursing. The program is structured around coursework and clinical experiences being offered in the evening and on weekends.

Honors Program

The LHSON Honors Program at Regis University provides learning opportunities for students in the Traditional Nursing Program who demonstrate exceptional academic and leadership ability to enhance their undergraduate educational experience. The purpose of the Nursing Honors Program is to provide additional opportunities to develop leadership and scholarship in collaboration with future colleagues in the nursing profession and other health related disciplines.

The Nursing Honors Program centers on a series of seminars and projects in tandem with all other requirements in the BSN program. To be eligible to apply for the Nursing Honors Program, students must be matriculated with junior year standing in the Traditional Nursing Program; be enrolled full time; and have a cumulative grade point average of full-time 3.50 on a 4.0 scale. Students who successfully complete all BSN Nursing Honors Program courses and maintain the specified grades in Traditional Nursing Program courses, graduate with the designation of Bachelor of Science in Nursing, Honors on their diploma.

CURRICULUM

The LHSON's curriculum builds upon the Art and the Science of Nursing within the Jesuit Tradition as reflected in the mission, goals, and values of Regis University and RHCHP. The Art of Nursing encompasses the caring and relational aspects of practice. The Science of Nursing includes those aspects of the discipline and practice grounded in professional standards and research evidence. The Jesuit Tradition guides education that is values oriented. The undergraduate curriculum is designed to educate nurses to provide professional nursing services to the community of interest. The undergraduate curriculum is in alignment with the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (2008):

- I. Liberal Education for Baccalaureate Generalist Nursing Practice;
- II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety;
- III. Scholarship for Evidence-Based Practice;
- IV. Information Management and Application of Patient Care Technology;
- V. Healthcare Policy, Finance, and Regulatory Environments;
- VI. Interprofessional Communication and Collaboration for Improving Patient Outcomes;
- VII. Clinical Prevention and Population Health;
- VIII. Professionalism and Professional Values;
- IX. Baccalaureate Generalist Nursing Practice.

Callahan, JJ (1997). *Foundations: The Jesuit tradition at Regis University*, Regis University press. p.2 & 22. Pope Pius XI, *Quadragesimo Anno*.

PROGRAM OUTCOMES

The Undergraduate Nursing Program Outcomes for the Bachelor of Science in Nursing reflect the beliefs stated in the Regis University mission as well as the LHSO mission and philosophy. In addition, educational experiences described in the University's Core Philosophy Statement and knowledge, values, competencies, and professional roles identified in the Curriculum Framework for the Undergraduate Nursing Program are operationalized. In order to emphasize the synergy between University and nursing outcomes, the LHSO intertwines its program outcomes with **University Outcomes**. These outcomes provide direction for students, faculty and administrators engaged with the Bachelor of Science in Nursing curriculum.

➤ **In-depth knowledge of a discipline or content area.**

- Engage in the professional roles of the nurse as care provider, care manager/coordinator, life-long learner and member of the profession.
- Relate the past, present and emerging roles of the professional nurse to the changing health care needs of society.
- Utilize the nursing process in meeting the needs of individuals, families, groups and communities to promote, maintain, and restore health.
- Demonstrate possession of the academic preparation necessary for pursuit of graduate nursing education.
- Utilize the standards of professional nursing practice in carrying out a variety of the nursing roles including care provider and care designer / manager / coordinator roles in a multiplicity of health care environments.

➤ **Knowledge of diverse cultures, perspectives and belief systems.**

- Respond to individuals' health care needs considering the complexities of growth and developmental, environmental, socio-cultural, spiritual, economic and health status factors as they are reflected in the nature of nursing practice.

➤ **Knowledge of arts, sciences, and humanities.**

- Apply theories, models, and concepts from the physical, natural, behavioral, medical and nursing sciences, and humanities in nursing practice.

➤ **Ability to think critically.**

- Utilize methods of critical thinking and scientific inquiry to improve health care and to advance nursing practice.

➤ **Ability to communicate effectively.**

- Collaborate with, and coordinate with other health care team members in the delivery of comprehensive health care in a multiplicity of settings.

➤ **Ability to use contemporary technology.**

- Use current technology in a variety of nursing roles in providing nursing care including the care provider and care designer/manager/coordinator roles as well as a member of the profession and a life-long learner.

➤ **Commitment to ethical and social responsibility.**

- Respect the intrinsic worth of each individual and her/his right to participate in decisions affecting health status and health care delivery.
- Demonstrate responsibility and accountability for the outcomes of nursing practice.

➤ **Commitment to leadership and service to others.**

- Contribute to the improvement of the community through personal and professional service activities that demonstrate commitment to leadership in the service of others.

➤ **Commitment to learning as a life-long endeavor.**

- Assume responsibility for ongoing personal and professional growth.

DEGREE REQUIREMENTS

Requirements for all BSN degree programs are identified in the Regis University Catalog. Course descriptions for all required nursing courses can also be found there. The student and the Student Success Coach discuss the requirements for earning the degree. The Undergraduate Nursing Program allows students five (5) years to complete these program requirements from the date of matriculation.

Progression in the BSN program is based upon course grades with a grade of C or better. In all BSN programs, a course grade of C- or below is a failing grade for the course. BSN students may not progress in the program if they fail (with a C- or below) two upper division nursing courses.

PROGRAM STUDENT SUCCESS COACH

Freshman and sophomore students are assigned a pre-professional advisor from Regis University Admissions upon declaring nursing their proposed field of study. Upon admission to the Undergraduate Nursing Program, students are assigned a Student Success Coach.

The role of a Student Success Coach is to advise students regarding their academic plans for course of study, specify course requirements for program completion, and serve as a student advocate. Student Success Coach's initially review the student degree requirements with their advisees and maintain systematic and frequent communication with advisees to help ensure progression in their selected program. Student Success Coaches also document outcomes of all advising sessions. In the event of progression issues, students are to seek out their Student Success Coach for advice on current policy and procedures and possible options that may be sought. Student Success Coaches assist with final graduation requirement checks. Student Success Coaches are available by appointment and drop in. Students may also contact their Student Success Coach by e-mail or voice mail.

SERVICE LEARNING

Service Learning has been an integral part of the nursing curriculum since it was introduced at the RHCHP in 1995. In keeping with the Jesuit tradition, Service Learning cultivates in students an understanding of their personal responsibilities related to social justice and an appreciation for the diversity of our global community. Service Learning provides an educational experience for students while instilling the belief that service to one's community is a life-long pursuit.

The goal of Service Learning is to help students gain an understanding of their ability to impact their community and make a recognizable difference. Students are encouraged to reflect on their responses to the needs of others, the impact those responses have on thought, and the subsequent action needed to change existing conditions. Additional guidelines for Service Learning can be found in the Service Learning Resource Guide at: <https://www.regis.edu/academics/colleges-and-schools/rueckert-hartman/service-learning>

LHSON STUDENT POLICIES/GUIDELINES, PROCEDURES and REQUIREMENTS

All LHSON students are responsible for knowing and complying with all student policies/guidelines, procedures, and requirements found in the **Regis University Catalog**, **Regis University Student Handbook** and the **LHSON Undergraduate Student Handbook**. Policies, Procedures and Handbooks can be accessed at <https://www.regis.edu/policies/#handbooks>

The **Regis University Catalog** may be obtained online at:

<https://www.regis.edu/academics/catalogs-and-calendars>

The **Regis University Student Handbook** may be obtained online at:

<https://www.regis.edu/documents/policies-and-procedures/regis-student-handbook.pdf>

The **LHSON Undergraduate Student Handbook** has been emailed to student email address and is located online at:

<https://www.regis.edu/documents/student-life/loretto-heights-school-of-nursing-handbook.pdf>

Title IX information can be located online at:

<https://www.regis.edu/life-at-regis/student-resources/campus-safety/equal-opportunity-and-title-ix-compliance>

**RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS
Loretto Heights School of Nursing**

ACADEMIC INTEGRITY POLICY/HONOR CODE

VIOLATIONS OF ACADEMIC INTEGRITY

Violations of academic integrity are taken very seriously and include cheating, plagiarism, fabrication, collusion, and other forms of academic misconduct. All violations will be reported with appropriate sanctions applied. Consequences can include, but are not limited to failure of an assignment, failure of a course, removal of academic honors, or review of the Academic Integrity Modules. For more serious violations, dismissal or expulsion may be warranted. Refer to the Regis University Academic Integrity Policy for further information at:

<https://www.regis.edu/policies/academic-integrity>

The Academic Honor Code of the Loretto Heights School of Nursing applies to any nursing student enrolled in a course at Regis University or one of its university partners. It is the responsibility of each student to review all aspects of the course syllabus and pledge to the Honor Code below. In doing so, the student acknowledges that the work represented in all examinations and other assignments is his or her own and that he or she has neither given nor received unauthorized information. Furthermore, the student agrees not to divulge the contents of any examination or assignment to another student in this or ensuing semesters.

It is expected that all nursing students will support the Academic Integrity Policy and the Honor Code of the Loretto Heights School of Nursing in all activities related to their studies and **will refrain from any form of academic and professional dishonesty or deception in the classroom, clinical agencies, skills and simulation labs, online, and other learning settings. These behaviors include cheating, plagiarism, violation of client confidentiality, falsification of data, falsification of records, and/or aiding and abetting dishonesty.** The professional nurse is also responsible and accountable to maintain a safe and respectful environment in the practice arena.

Therefore, the Regis University-RHCHP/LHSON student is expected to adhere to and model the professional values of the **American Nurses' Association Scope and Standards of Practice and the Code of Ethics for Nurses. Students will abide by the Regis University Academic Integrity Policy.**

<https://www.regis.edu/policies/academic-integrity>

Academic Integrity/Honor Code Pledge Form

I _____pledge to support the Academic Integrity Policy and the Honor Code in
Student's Name

the Loretto Heights School of Nursing. I will refrain from any form of academic and professional dishonesty or deception in the classroom, clinical agencies, skills and simulation labs, online, and other learning strategies. These behaviors include cheating, plagiarism, violation of client confidentiality, falsification of data, falsification of records, and/or aiding and abetting dishonesty as well as sharing, posting or attempting to distribute course material otherwise not permitted. I will adhere to and model the professional values of the **American Nurses' Association Scope and Standards of Practice and the Code of Ethics for Nurses**.

Print Name: _____

Signature: _____ **Date:** _____

Note: Failure to sign this form **does not exempt** the student from compliance with the Academic Integrity/Honor Code of the Regis University, Rueckert-Hartman College for Health Professions, Loretto Heights School of Nursing.

This signed document will be placed in student advising file.

ASSIGNMENT GUIDELINES

The content of assignments and due dates are described in the syllabus, student guidelines and schedule for each course.

Guide to Formal Papers

The Loretto Heights School of Nursing has adopted the American Psychological Association (APA) guidelines as the format for all formal papers submitted in partial fulfillment of requirements in the School of Nursing. It is mandatory that all students in all nursing programs learn to use correct APA guidelines for format and style. Copies of the manual are available from the bookstore.

Plagiarism Detection Software

Course faculty may require the use of plagiarism detection software in conjunction with assignment submission.

Late Submissions

All assignments are to be submitted on or before the due date, unless prior arrangements have been made with the course faculty. **Late assignments may be penalized** up to five percentage points (5%) of the assignment per day for five (5) days and ten percentage points (10%) per day for each day thereafter.

Extensions

In the event of special circumstances, faculty may grant a student an **extension** of time for completing course assignments. A grade of incomplete may be submitted if the faculty deems it appropriate to grant an extension beyond the date that the course ends. Students must have completed 50% of course requirements to be eligible to receive an incomplete grade. Faculty may not delay grades for other students as it can disadvantage financial aid for other students. A grade of "I/F" denotes that required work for the course is incomplete due to extraordinary circumstances.

Faculty should consult with the appropriate Department Director as the LHSON grades policy (located in this Student Handbook) states that a student on a remediation learning contract or probationary status **may not receive an incomplete** (I/F) without the written permission of the appropriate Department Director.

The student must submit a written request by email to the instructor **prior to the date the assignment is due**. This request must **detail the process and timeframe** by which each outstanding assignment will be completed. This request must outline the work outstanding and plan (including the length of time) for completing the outstanding portion of the course and the faculty granting the request must **be willing** to evaluate and grade the negotiated late assignments.

The length of time to complete the work is guided by University policy but must be completed by the end of the semester following the one in which the incomplete is taken.

A Success Plan is a written agreement between the student and LHSON that details the specific activities, behaviors, and timeframes for remediation of identified course and/or clinical withdraws or failures to support a student's success in the nursing program. Students may also receive a Success Plan for behavioral issues in the classroom, labs, clinical, or other academic issues.

Any student on a Success Plan or a graduate student admitted on probationary status may not receive an

"I" without the written permission of the Dean of the School of Nursing. A detailed plan may be developed by the faculty to track the outstanding work plan and timetable.

A Grade Change form will be made available to the faculty for changing the I/F to the appropriate letter grade once the work has been completed. A copy of the student's request / learning contract for the extension and the faculty's response to it outlining the parameters for satisfactorily completing the I/F must be submitted to the course faculty prior to the end of the course / time grades are normally due.

TESTING GUIDELINES

Students are expected to be prepared and present prior to scheduled exam times. It is considered unprofessional and disruptive to faculty and other students if a student arrives late to an exam. If a student arrives to the classroom after the exam has started, the student may not be permitted to enter the classroom or begin the exam. The student will need to contact the course faculty and arrange a time to complete a make-up exam. An Alert will be filed due to rescheduling an exam. An Alert is a summary of the area of concern (i.e. when a student receives a failing exam or assignment grade, does not turn in assignments, or exhibits unprofessional behaviors) entered into EAB by faculty, Success Coaches, or academic leaders. An Alert notice is to be taken as a serious warning that the student is in jeopardy of not successfully completing the clinical objectives and/or passing the course unless the student takes significant remedial action. If this occurs more than two times in one course, or is considered to be a pattern of unprofessional behavior, then the Program Coordinator reserves the right to place the student on a Success Plan. A Success Plan is a written agreement between the student and LHSON that details the specific activities, behaviors, and timeframes for remediation of identified course and/or clinical withdraws or failures to support a student's success in the nursing program. Students may also receive a Success Plan for behavioral issues in the classroom, labs, clinical, or other academic issues.

Make-Up Test Guidelines

PURPOSE: To provide a structured guideline regarding make-up of missed exams.

PROCEDURE:

Student Responsibilities:

- When students are aware they will be missing an exam ahead of time, due to preplanned scheduling conflicts, they must take the exam before being absent.
- Students must personally notify faculty via email or phone at least two hours prior to the scheduled exam.
- Students need to schedule and take the make-up exam within 72 hours of missing the exam.
- If the exam is not scheduled within 72 hours of the missed exam, the maximum potential grade will be reduced by 5% per day beginning on the 4th day after the missed exam.

Faculty Responsibilities:

- Faculty may choose to provide an alternate exam to administer for the make-up exam. (This does not need to be 100% different, recommend 25-50% different).
- If the exam is not scheduled within 72 hours of the missed exam, the maximum potential grade will be reduced by 5% per day beginning on the 4th day.

- **Exams Where Students Are Missing:** Faculty will need to withhold the review password and cannot allow either immediate or delayed exam review. The faculty will only be able to review the exam individually with students.

PROFESSIONAL BEHAVIORS

A breach of confidentiality in the clinical site, the lab, or the classroom setting is considered to be both unprofessional and unsafe behavior and may be grounds for immediate dismissal from the **LHSON (see HIPAA: Confidentiality and the Health Information Portability and Portability and Accountability Act Policy in this Student Handbook)**.

Professional Communication:

Professional communication is a component of a professional behavior. Students are expected to practice professional communication throughout the entirety of their program in lecture, lab, and the clinical setting. Professional communication should be considered in any written, oral, visual, and digital communication. If a student shows a lack of professionalism when interacting with faculty, staff, students, or anyone else in the Regis community, they will receive an Alert, may be referred to community standards for further action, and may receive a Success Plan. An Alert is a summary of the area of concern (i.e. when a student receives a failing exam or assignment grade, does not turn in assignments, or exhibits unprofessional behaviors) entered into EAB by faculty, Success Coaches, or academic leaders. An Alert notice is to be taken as a serious warning that the student is in jeopardy of not successfully completing the clinical objectives and/or passing the course unless the student takes significant remedial action. A Success Plan is a written agreement between the student and LHSON that details the specific activities, behaviors, and timeframes for remediation of identified course and/or clinical withdraws or failures to support a student's success in the nursing program. Students may also receive a Success Plan for behavioral issues in the classroom, labs, clinical, or other academic issues.

Professional Clinical / Practicum Behaviors

During the period of clinical/practicum assignment to any health care agency, each student in all programs is expected to understand and to follow all policies and procedures of the clinical agency to which they are assigned. All nursing students are to wear their Regis University LHSON name tag, when in the clinical area preparing for and/or attending clinical or practicum experiences.

Patients cared for by LHSON students have a right to expect confidentiality. **(See HIPAA: Confidentiality and the Health Information Portability and Portability and Accountability Act Policy in this Student Handbook)**. All students are expected to maintain patient confidentiality and practice according to sound ethical and professional principles.

This means:

- Students must guard against the inadvertent or purposeful sharing of information regarding any aspect of a patient's treatment in any setting, except as required by the necessities of professional education, treatment, or management.
- Confidential information includes the patient's name or any identifying diagnoses.
- All correspondence related to a patient must be carefully safeguarded.

As the purpose of clinical experience is one of providing authentic learning for students with the help of our professional colleagues in health care settings, the following are a few examples of inappropriate clinical

behavior that can compromise clinical learning, quality nursing care, and healthy relationships with our clinical partners:

- Making personal phone calls or texting either from a cell phone or from an agency phone during clinical time.
- Conducting personal business on agency or personal computers or smart devices.
- Displaying disruptive behavior during change of shift report; and
- Photocopying or taking pictures of a patient's chart.

Faculty and clinical affiliate faculty often have a need to communicate with students outside of clinical hours and away from the clinical site. **Students are expected to check their RegisNet email regularly and respond to faculty/clinical affiliate faculty requests within 48 hours. All communication with faculty and campus partners should be kept professional. Students should demonstrate integrity and courtesy in all communication (i.e., phone calls and emails).**

Professional Classroom Behaviors

Faculty and students will establish a positive learning environment. To meet this expectation, students should respect the rights of their fellow students and faculty to have a class free of personal criticism, distracting noise, disruptive and inappropriate behaviors, and laptop distractions. Students are reminded that they represent the Regis community and its mission to our colleagues with all they say (verbally and non-verbally) and do. Use of racist or sexist language or language that is derogatory of another minority or marginalized group is grounds for disciplinary actions.

Students at Regis University, whether engaged in campus-based or online “virtual” classrooms are expected to behave with academic integrity as addressed in the previous section. Students are expected to be prepared to participate actively in course-related activities. Students and faculty have the right to an environment conducive to learning. Nursing students are expected to conduct themselves in a respectful and professional manner in the academic setting at all times. To meet this expectation, students should respect the rights of fellow students to have a class free of personal criticism, distracting noise, and disruptive and inappropriate behaviors.

All behaviors that are disruptive to classroom activities and/or learning processes are considered to be unprofessional and inappropriate classroom behaviors. If the faculty considers the behavior of a student to be disruptive to the class, the student may be asked to leave. Any behavior noted in the classroom which is actual, or a perceived threat of hostility, bullying or incivility is a violation of the student code of conduct. The behavior will result in a documented Alert and may be referred to community standards or receive a Success Plan. Consequences for missing class activities will depend on the expectations of individual courses.

The following are examples of other, but not all inappropriate, unprofessional campus-based classroom behaviors:

- Using a cell phone in class or keeping a cell phone or personal pager on. (If a student has an emergency circumstance that may require that they be contacted, the faculty is to be approached for permission to have the cell phone/pager on silent or vibrate mode. If a silent page is received, it is to be answered outside of the classroom);

- Using a computer in a way that is disruptive to classroom processes and/or teaching and learning;
- Talking with other students during faculty or student discussion;
- Sleeping in class; or
- Going in and out of class repeatedly.

Professional “Virtual Classroom” Behaviors

Students are expected to be prepared to participate actively in all ZOOM and online course-related activities. ZOOM and online etiquette, “netiquette,” is to be practiced in written communications in the discussion forum for online and the chat option on ZOOM. Communication with ZOOM and online faculty about special needs is essential to assisting with fair management of unique student issues and concerns. Use of racist or sexist language or language that is derogatory of another minority or marginalized group is grounds for disciplinary actions.

When on ZOOM:

- **Sign in with your first and last name.** If the name you use to log in to ZOOM is not your name on your academic record, please communicate with your course faculty so your attendance is noted, and breakout groups are facilitated.
- **Stay focused.** Please stay engaged in class activities. Close any apps on your device that are not relevant and turn off notifications. Shopping, cooking, walking on the treadmill and driving are examples of activities which are not appropriate to carry on in the background while attending a ZOOM class session.
- **Treat the virtual classroom as you would the face-to-face classroom.**
- **Proper attire.** If you would not wear it to class, do not wear it on camera.
- **Appropriate location.** Choose a location that you would select for a job interview or a professional meeting. Windy mountain tops, noisy public places, lying in bed or cooking in the kitchen are examples of locations which may not be appropriate areas to engage in a virtual classroom.
- **Video. Your video should be on during class.** It is helpful to be able to see each other, just as in an in-person class.
 - **Exceptions**
 - Students must notify faculty when utilizing exceptions.
 - Just as you would in a face-to-face classroom, there may be times that you need to step away for an urgent call or to attend to a personal need. Please turn off your video and mute yourself while you step away.
 - If you have limited internet bandwidth or no webcam, it is ok to not use video
 - If you're unable to find an environment without a lot of visual distractions, it is also ok to turn off your video.
 - It is also appropriate to use a ZOOM virtual background.
 - **Keep it classroom appropriate.** Don't share anything you wouldn't put up on the projector in class!
- **Audio**
 - **Mute your microphone when you are not talking.** This helps eliminate background noise.
 - **Use a headset when possible.** If you own headphones with a microphone, please use them. This improves audio quality.
 - **Be in a quiet place when possible.** Find a quiet, distraction-free spot to log in. Turn off any music, videos, games, applications, etc. in the background.
- **Chat**

- **Stay on topic.** Use the chat window for questions and comments that are relevant to class. The chat window is not a place for socializing or posting comments that distract from the course activities. If you fill it up with random comments, faculty will be unable to sort through the information quickly to address students' real questions/concerns about the course.
- **Respectful Behavior is expected.** Consider ZOOM a professional environment, and act like you're at a job interview, even when you're typing in the chat. Any conduct that may violate the Non-Discrimination, Sexual Misconduct and Retaliation Policy or the Speech and Expression Policy may be referred for community standards action under the associated policies.
- **Privacy in the learning environment**
 - **Consider HIPAA.** ZOOM encryption fully complies with HIPAA Security Standards to ensure the security and privacy of patient data. The company employs industry standard end-to-end Advanced Encryption Standard (AES) encryption using 256bit keys to help protect meetings. However, while ZOOM is configured for HIPAA compliance, you should use thoughtfulness in the type of data shared and how the data is shared (same university HIPAA policies and procedures apply).
 - **If your ZOOM presentation contains protected health information data, please adhere to HIPAA rules and use the following guidance:**
 - **Never include a patient name or other direct identifiers.**
 - Make sure to use proper handling of links and do not share using unsecure means.
 - All patient information is considered highly confidential and only the information needed for the intended purpose should be used by, and disclosed to, covered members who have a “need to know” (minimum necessary). **This is also another reason to limit recording in health care classroom settings.**

Cheating, plagiarism, fabrication, collusion, or any form of academic dishonesty may be grounds for dismissal (please refer to RHCHP Academic Integrity and LHSON Honor Code policy/guideline in this Student Handbook). Prior to the start of a proctored exam, all smart devices, including but not limited to watches, phones and tablets are to be removed from the exam area.

Professional behaviors related to social media

LHSON students and faculty are **not allowed to post anything on a social media site that is in violation of any health care regulatory body policy.** Students and faculty are encouraged to review information about and expectations for use of social media found in the Electronic Communication policy in this Student Handbook.

ATTENDANCE AND COURSE PARTICIPATION GUIDELINES

Campus-based students must attend classes for which they are enrolled. Campus-based students who wish to drop a course during the drop/add period (first week of the course) need to contact their Student Success Coach or Program Coordinator about this decision in order to not jeopardize uninterrupted progression in the program. With the Student Success Coach's guidance, the drop process may be executed by the student completing the appropriate form online through Ranger Portal or through Enrollment Services.

Campus-based students who decide not to continue with a course after the drop/add date but before the end of the withdrawal period must contact their Student Success Coach to initiate this process. Students may be eligible for pro-rated rather than full fees for course withdrawals within the withdrawal period.

Clinical Schedule Request

At the beginning of the program or as soon as possible, students should notify their Success Coach of any known planned event that may conflict with clinical dates. The Success Coach will provide a Clinical Schedule Request document. This document is used when scheduling clinicals when possible. The ability to accommodate the request is not guaranteed.

Guidelines for late arrivals: Clinical and/or skills lab and simulation experiences

Purpose: The purpose of the punctuality guideline is to ensure professional behavior related to being on time for clinical and lab/simulation experiences.

- Students are expected to be on time to all clinical and clinically related activities such as lab and simulation experiences.
- Tardiness or late arrival is defined as arriving to the clinical experience or clinically related activities (e.g. lab and/or simulation) past the time the student is expected.
- Any tardiness is considered unprofessional behavior.

Guideline/Procedure: In the event, circumstances prevent a student from arriving on time to the clinical and/or lab experience, the student is expected to do the following:

- Notify the Clinical Faculty/Preceptor AND Course Faculty via email or phone. This communication must be directly from the student to the Faculty.
- Upon arrival to the clinical/lab setting, report immediately to the Faculty.
- Students must make-up missed clinical experiences prior to the end of the course if possible, and incur the published charges associated with clinical make-up experiences.
- The Faculty/Preceptor in collaboration with Course Faculty will determine whether the student is able to participate in the clinical experience or will be dismissed from the assigned experience.
- The student will receive an Alert for all late arrivals. An Alert is a summary of the area of concern (i.e. when a student receives a failing exam or assignment grade, does not turn in assignments, or exhibits unprofessional behaviors) entered into EAB by faculty, Success Coaches, or academic leaders. An Alert notice is to be taken as a serious warning that the student is in jeopardy of not successfully completing the clinical objectives and/or passing the course unless the student takes significant remedial action.
- Two Alerts for arriving late will result in a clinical and course failure which may impact the student's progression.
- Students will be dismissed from the clinical experience at the time of the second tardy in all cases.

PROFESSIONAL LIABILITY INSURANCE

Professional liability insurance coverage is provided by the University for nursing students for their clinical, practicum, field activities, and service-learning experiences. Regis University professional liability insurance provides liability and malpractice coverage for student-related activities during clinical, practicum, field activities, and service-learning experiences.

CLINICAL/PRACTICUM, SIMULATION, AND SKILLS LAB APPEARANCE REQUIREMENTS

All nursing students enrolled in the Undergraduate Nursing Program are required to wear the prescribed LHSO uniform when present in a clinical agency, during simulation, and skills lab. Students are required to conform to personal grooming requirements of the clinical agencies and have supplies with them as indicated in this policy.

Undergraduate Nursing Student Uniform

All Undergraduate nursing students' uniforms consist of navy scrub pants (cargo pockets or jogger) and a matching navy V-neck scrub top. The shirt includes an embroidered LHSO student designation in the upper left chest area. These scrubs must be purchased through the designated vendor. Student uniforms must be clean, pressed (wrinkle-free), in good repair, and of proper fit to permit freedom of movement and maintain modesty.

All students must wear appropriate undergarments which may not be visible when sitting, standing, or reaching. A long or short sleeved white or solid blue crew neck tee shirt may be worn under the V-neck top. Students may select a skirt which is to be worn knee-length or longer approved by LHSO. Maternity uniforms must be made from the same fabric and of similar style as the LHSO student uniform.

- All undergraduate students must have the designated LHSO uniform no later than the first scheduled skills lab and/or clinical day of a clinical course.
- When a uniform is not required per course direction, Regis LHSO designated logo jacket, vest, or polo shirts worn with khaki/black pants or khaki/black skirt are required for community-based experiences (i.e., service learning and obtaining clinical preparatory information).
- Occasionally there are times when other attire may be required based on clinical assignment and patient population. However, at all times, students are to appear professional in attire. Any change in required uniform must be approved by LHSO.
- The Regis University ID badge and nametags must be worn at all times while in clinical facilities. In addition, some agencies may require their temporary ID instead of a Regis University ID. If the agency issues a temporary ID to a student, it is the student's responsibility to return it to the agency at the completion of the rotation. Plastic pockets to insert Regis student picture ID are available in the LHSO office. Students are required to wear both forms of identification at all times when in a clinical facility or providing care to patients/clients/residents.
- When required, surgical scrub clothes are provided by the clinical facility. On units where scrub clothes are required, an outer covering must be worn when leaving the unit for any reason. The faculty member should approve appropriateness of dress before the student leaves the clinical unit.

Undergraduate Nursing Student Personal Grooming

In addition to wearing scrubs uniform to skills lab, simulation, and clinical, undergraduate nursing students are required to follow the personal grooming standards and dress code implemented by Alliance for Clinical Education (ACE) during these experiences.

Dress Code for Students in the Clinical Setting

Alliance for Clinical Education Recommendations

(Revised October 2022)

A standard of personal grooming, dress, and hygiene is important to ensure a safe environment conducive to the delivery of health care services. The appearance of students can affect the confidence that patients have about the care students provide. If unacceptable by the agency, student may lose this clinical site and will wait for another site when available.

ACE recommends the following guidelines for students in the clinical setting:

Clothing

- Students are required to wear their school scrubs/uniforms in accordance with agency/school guidelines at all times.
- Clothing must be professional in appearance at all times.
- Clothing should be neat, clean, pressed, and in good repair.
- All students and instructors must wear picture school ID badges, which are clearly visible at all times.

Footwear

- Socks or hosiery must be worn.
- Shoes should be clean, polished and in good condition.
- Good quality, comfortable, supporting, quiet and professional shoes must be worn.
- The following shoes are not permitted: open toe, open heel, sandals, hiking boots, crocs, flip flops, cowboy boots or shoes with a back strap.
- Soles should be non-marking and should provide sure footing.

Hair

- Clean, well-groomed, and controlled so as not to compromise patient care.
- Beards, mustaches, and sideburns must be short, neat, well-trimmed, and follow the contours of the face for sanitary and safety purposes.
- Hairstyles should be neat and styled appropriately for a professional setting. Shoulder length and longer hair must be worn secured to the back of the head and may not obstruct the student's vision.
- Bells and other jewelry in the hair are not acceptable.
- Hair color must be a natural color. Hair cannot be an unnatural color or pattern (e.g., split colored hair)

Jewelry

- Jewelry should be professional in appearance.
- No jewelry should be worn on cheek, eyelid, eyebrow, lips, tongue or chin.
- Modest nose studs are permitted; nose rings/hoops are not allowed.
- Earrings can be worn in ears only and cannot exceed two earrings per ear. No hoops or dangling earrings.
- Gages in ears must be plugged, flesh-colored only.
- Jewelry such as chains and necklaces should not come into contact with patients, the work

area, or be such that it may cause a safety issue.

- Accessories such as scarves, bandanas, hats, buttons and pins should not be worn. Clinical Placement Coordinators should contact the clinical sites directly regarding exemptions for religious or cultural reasons.

*Please Note: Medic alerts and wristwatches are not considered jewelry.

Cosmetics and Fragrances

- Makeup should be appropriate for a professional setting.
- Heavy scented lotions, perfumes, colognes, essential oils and after shaves is not permitted.
- The heavy scent of tobacco, food, and other products is not permitted.

Smoking/Gum Chewing

- Most clinical agencies are tobacco free, including cigarettes, electronic cigarettes and chewing tobacco.
- Agency policy regarding tobacco use must be followed at all times.
- Chewing gum is not permissible when interacting with patients.

Tattoos

- Visible tattoos must be covered to the extent possible.

Nails

- Artificial nails, gels, shellac or overlays are not allowed in patient care areas for infection control purposes.
- Nails must be kept short and clean.
- Nail color, if worn, should not be an extreme color. Nail art is not permitted.

Personal Communication and Entertainment Equipment

- Personal electronic devices, including but not limited to, cell phones, wearable tech such as smart watches headphones and tablets/laptops, are not permitted unless used as a part of patient care. Students must follow the policies of the agency at all times.
- Clinical sites are not liable for any personal items, including electronic devices, that are lost, misplaced, stolen or damaged in the clinical setting.

Any specific questions regarding appropriate dress code, standards of conduct and identification practices should be directed to the agency and school.

Religious Exemption

- Exceptions to the dress and grooming practices may be approved for students with sincerely held religious beliefs. Religious grooming practices may relate to shaving or hair length and religious clothing such as; habits, veils, head or face coverings, jewelry, or other items.
- For an exemption, students must submit a written request to the Program Coordinator/ LHSON Director of Experiential Learning, who will work with clinical partners to determine if the request for exemption is approved.

Undergraduate Nursing Student Supplies

- Agency policy regarding cell phones must be adhered to at all times. Students are not allowed to use

cell phones for personal use in the clinical area.

- Fanny packs may be used only in accordance with agency policy and with faculty approval. Cleanliness and safety must guide their use.
- A watch with a second hand, a pair of bandage scissors, and a stethoscope are required at the start of nursing-specific courses.
- Additional items/supplies may be required depending on course focus and learning objectives.
- Information on items that may need to be purchased can be found at:

<https://create.piktochart.com/output/56931229-my-visual>

TRANSPORTATION AND OFF-CAMPUS LEARNING ACTIVITIES

- Students are responsible for transportation and parking fees at all agencies assigned for student experiences. A car is essential for many clinical experiences with a community focus.
- Students are **prohibited from transporting patients** and/or patients' family members at any time.
- Students are also prohibited from riding in land, sea, or air ambulances during any clinical, practicum, simulation, field activity, or service-learning experience.

CLINICAL PRACTICE GUIDELINES

Hours worked in the clinical setting as an employee of the agency do not meet course requirements for clinical and or practicum.

Any student injury, no matter how minor, must be reported immediately to the course faculty or clinical **Workers Compensation Policy. See Injury at a Clinical Site in this Student Handbook.**

Undergraduate Nursing Students

Expectations of LHSON students regarding Clinical Practice Guidelines Policy vary according to their level of nursing practical experience.

Undergraduate students work closely with course faculty, clinical affiliate faculty, clinical scholars and preceptors for carefully monitored skills and simulation laboratory and clinical learning and practice experiences. In order to facilitate achievement of program outcomes, the LHSON has implemented the following expectations for undergraduate nursing students.

1. Policies related to clinical experiences also apply to learning experiences scheduled in the skills and simulation laboratories.
2. Students should NOT reach out to clinical agencies to arrange clinical experiences or makeup opportunities.
3. Attendance is required for all clinical, simulation, and laboratory learning experiences.
4. When in any clinical agency, the student is accountable directly to the LHSON Clinical Faculty.
5. When in simulation and skills labs, the student is accountable directly to the LHSON Faculty and may not leave the area while lab is in session without permission of Faculty.
6. Students are expected to arrive on time at the clinical agency and be prepared for nursing care activities (e.g., clinical prep work, clinical care plans, and the Clinical Competency Tool). Students who

are unprepared are considered unsafe and therefore may be dismissed from the clinical unit until appropriate preparation is demonstrated. **Clinical, simulation, and lab skills time missed due to lack of preparation is subject to the LHSO make-up requirements.**

7. Students who are concerned about their ability to manage a clinical assignment due to illness or injury should consult with Course Faculty. Students are responsible for notifying Course and Clinical Faculty as well as the clinical agency prior to any clinical absence. Students are to notify lab faculty regarding any absence.
8. Faculty members may alter clinical activities whenever appropriate to promote student learning experiences and facilitate appropriate patient care within agency requirements.
9. Any student who is unable to complete clinical course objectives will receive a failing grade for the course and may be unable to progress in the Program.
10. Any student who has earned an unsatisfactory clinical performance evaluation will receive a failing grade in the course, even if the theory component grade has been above the 75% required for progression. Any student who has earned a grade average below 75% in the theory component of a course will receive a failing grade in the course regardless of clinical performance.
11. Students who show evidence of potential difficulty in successfully meeting clinical objectives may receive notification in the form of an **“Alert”**. An Alert is a summary of the area of concern (i.e. when a student receives a failing exam or assignment grade, does not turn in assignments, or exhibits unprofessional behaviors) entered into EAB by faculty, Success Coaches, or academic leaders. An Alert notice is to be taken as a serious warning that the student is in jeopardy of not successfully completing the clinical objectives and/or passing the course unless the student takes significant remedial action.
12. Students are required to report any errors of omission or commission involving a patient. If an error occurs, the student must complete an **incident report** with faculty assistance. The incident report must be filed with the agency according to agency policy. The LHSO Dean, the Clinical Placement Coordinator, and the appropriate Director should be notified immediately of the incident and documented in the student's file.
13. Any student injury, no matter how minor, must be reported immediately to the Course Faculty or Clinical Faculty/Scholar and the LHSO Program Assistant according to the Regis University **Workers Compensation policy. (See Injury at an Off-Campus Learning Site policy in this Student Handbook).**
14. Students are responsible for the care and security of all LHSO equipment and supplies used in lab or clinical.
15. Students should not use cell phones or personal electronic devices in patient care areas.
16. Faculty and Clinical Affiliate Faculty often have a need to communicate with students outside of clinical hours and away from the clinical site. **Students are expected to check their RegisNet email regularly and respond to Faculty/ Clinical Affiliate Faculty requests within 48 hours.**
17. Students are required to understand and adhere to the Clinical Practice Guidelines for each clinical course (see the next two pages)

- **Regis CLINICAL PRACTICE GUIDELINES** (updated 3/22/2022)

*****All skills performed must be in compliance with the agency's policies*****

Skills That Cannot be Performed

Please refer to the Clinical guidelines in LHSO Student Handbook.

Pre-licensure nursing students may not perform any nursing skill or procedure that they have not been instructed and evaluated as competent by the school or agency. It is **the nursing student's responsibility** to inform faculty/clinical teaching associate (CTA) /designated preceptor/staff of their ability to perform any given skill or procedure.

Pre-Licensure students **MAY NOT** perform the skills and procedures listed below **UNDER ANY CIRCUMSTANCES**. Further limitations may be imposed at the discretion of the Agency or School of Nursing and/or assigned clinical affiliate faculty/scholar/clinical teaching associate.

- Take verbal or telephone orders
- Witness or sign any consent form
- Initiate administration of medications or treatments prescribed by standing orders that require diagnosis (as defined by the Professional Nurse Practice Act) without consultation with clinical faculty or assigned preceptor (for example, insulin, fractional dosages, calculate dopamine drip rates, etc.)
- Change setting for a patient with a Patient Controlled Analgesia (PCA) pump
- Recommend over-the-counter drugs, treatments or alternative therapies not prescribed or ordered by a person with prescriptive authority
- Package or label medication supplies for any individual
- High alert medications, narcotic counts, and other nursing actions requiring cross checking by two registered nurses, students are not to be considered one of these individuals under any circumstances
- Administer chemotherapeutic or neuro-muscular blocking agents or any other medications that require certification
- Administer intrathecal medications or withdraw cerebral spinal fluid from a drain
- Administer experimental medications
- Initiate administration or sign out blood or blood products
- Be assigned as a Patient "Sitter" or relief of a sitter caring for a patient
- Transportation of clients in any type of vehicles
- For reasons of personal safety and liability, students are not permitted to ride in land, sea, or air ambulances while functioning as a Regis student
- Perform endotracheal intubation
- Independently manipulate settings on a monitoring device needing RN expert reading and interpretation
- Perform ACLS or PALS interventions during a cardiopulmonary arrest situation. (Note: nursing students are only required to be BLS certified)
- Perform cardioversion or defibrillation with monophasic or biphasic defibrillator. (Note: nursing students may use AED in an emergency)
- Discontinue central lines (e.g. PICC, pulmonary, arterial, femoral, etc.)
- Perform arterial blood gas (ABG) puncture
- Assist a physician / provider during a surgical procedure
- Perform any invasive procedure or skill (outside patient care settings) on any individual or animal including but not limited to another student, faculty, staff RN, clinical instructor, and personal pets
- Provide care for patients with known or suspected tuberculosis (TB) /COVID 19 without appropriate PPE and fit testing at the current agency
- Participate in de-escalation ("take downs") of patients whose behavior is out of control
- Insertion of IV Catheter on neonate/newborn

Course Name and Description	Skills That Can be Performed
<p>NR 451 Introductory Nursing Practicum (Elective)</p>	<p>Pre-licensure students may perform the following skills and procedures under the supervision of the assigned clinical faculty / clinical teaching associate (CTA) or designated agency RN/preceptor for each assigned patient if and only if it is in compliance with the agency's policy.</p> <p>Same guidelines as NR 463</p>
<p>NR 462: Introduction to Managing Health Care of the Adult and Older Adult</p> <p>Traditional students complete NR 462 after their foundations course and health assessment course. They are currently enrolled in pathophysiology and pharmacology.</p> <p>Accelerated students complete NR 462 after their foundations course and health assessment course. They are currently enrolled in pathophysiology and pharmacology and have completed 5 out of 15 weeks.</p> <p>CHOICE students complete NR 462 after their foundations course, pathophysiology course and health assessment course. They are currently enrolled in pharmacology and have completed 8 out of 15 weeks.</p>	<p>Pre-licensure students may perform the following skills and procedures under the supervision of the assigned clinical faculty / clinical teaching associate (CTA) or designated agency RN/preceptor for each assigned patient if and only if it is in compliance with the agency's policy.</p> <ul style="list-style-type: none"> • Patient identification using two identifiers • Use of Personal Protective Equipment (PPE) • Restraint use • Hygienic patient care: bathing, oral care, toileting, perineal care • Patient transfers and positioning • Application of TED hose • Bed making • Measure vital signs • Assistance with feedings (following aspiration precautions) • Assisting patients with ambulation aids • Oxygen therapy and CPAP/BIPAP/Chest PT • Bladder scan • Enemas • Dressing changes • Perform point of care blood glucose testing • Patient/family teaching • Wound care • Documentation • Discharge planning and teaching <p>Medication Administration: Medication administration must be passed under the direct visual supervision of the Clinical Faculty ONLY.</p> <ul style="list-style-type: none"> • Students can prepare and administer the following medications: <ul style="list-style-type: none"> ○ Oral medications, topical skin preparations, eye, ear, and nose drops, vaginal instillations; rectal suppositories; and inhalants ○ Medications by IM, SQ, and ID routes ○ NO IV Medication Administration <p>After completion of IV Lab #2 in the NR 462 course students may:</p> <ul style="list-style-type: none"> ○ PIV catheter insertion and monitoring ○ Perform IV buff cap flushes for peripheral lines ○ Change tubing or buff caps on peripheral ○ IV's/calculating/regulating/monitoring IV maintenance fluid flow rates
<p>NR 463: Managing Comprehensive Health Care of the Adult and Older Adult I</p> <p>Traditional students complete NR 463 the 2nd semester of their Junior year. They have completed NR462 and Pharmacology.</p>	<p>Pre-licensure students may perform the following skills and procedures under the supervision of the assigned clinical faculty / clinical teaching associate (CTA) or designated agency RN/preceptor for each assigned patient if and only if it is in compliance with the agency's policy</p> <ul style="list-style-type: none"> • All Skills learned by the end of NR462 <ul style="list-style-type: none"> ○ Urinary catheterization and management ○ Continuous bladder irrigation ○ Nasogastric and enteral feedings

<p>Accelerated students complete NR 463 after NR 462. They may be concurrently enrolled in the last 5 weeks of Pathophysiology and Pharmacology. Some sections have completed Pathophysiology and Pharmacology</p> <p>CHOICE students complete NR 463 after NR 462. They have completed Pathophysiology and Pharmacology</p>	<ul style="list-style-type: none"> ○ Nasogastric intubation for decompression ○ Ostomy care ○ Central venous line care, management and blood draws ○ TPN/Lipid therapy/maintenance ○ Airway maintenance (suctioning) ○ Tracheostomy Care ○ Blood draws ○ Transport discharged patient ● Medication Administration: Medication administration must be passed under the direct visual supervision of the Clinical Faculty or RN preceptor. ● Students can prepare and administer the following medications: <ul style="list-style-type: none"> ○ Oral medications, topical skin preparations, eye, ear, and nose drops, vaginal instillations; rectal suppositories; and inhalants ○ Medications by IM, SQ, and ID routes ○ Routine intravenous (IV) fluids ○ Continuous medication infusions ○ IV push medications, except No IV Vasoactive medications-push or titration ○ IV piggyback medications or ○ Controlled substances per agency policy/procedure under direct RN supervision
<p>NR 464: Complex Health Care of the Adult and Older Adult II</p> <p>All students complete NR464 during Senior level standing.</p>	<p>Pre-licensure students may perform the following skills and procedures under the supervision of the assigned clinical faculty / clinical teaching associate (CTA) or designated agency RN/preceptor for each assigned patient if and only if it is in compliance with the agency's policy.</p> <p>All of the skills listed in NR 462 and NR 463</p> <ul style="list-style-type: none"> ● Chest tube management (Taught in NR 463) <p>Monitoring ONLY of patients during blood transfusion (CANNOT sign for, prepare, or initiate)</p>
<p>NR 465: Childbearing Families and Reproductive Health</p>	<p>NO Insertion of IV Catheter on neonate/newborn</p> <ul style="list-style-type: none"> ● No administering or managing of pumps for Magnesium Sulfate or Pitocin ● No independent transportation of newborn
<p>NR 470: Nursing Care of Children and Families</p>	<p>NO Insertion of IV Catheter on neonate/newborn/infant</p>
<p>NR 472: Community Health</p>	<p>Same guidelines as NR 463</p>
<p>NR 473: Mental Health Nursing</p>	<p>NO medication administration</p>
<p>NR 483: Clinical Capstone: Professional Nursing Practicum</p>	<p>Same guidelines as NR 464</p>
<p>NR 488H: Introduction to Critical Care Nursing</p>	<p>Observation only, No skills or medication administration</p>
<p>NR 488I: Introduction to Emergency Nursing (Elective)</p>	<p>Observation only, No skills or medication administration</p>

Notes: Revised curriculum updates. Approved by Undergraduate Curriculum Committee (UCC) 6/10/2021; UCC revision 3/22/2022

**RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS
LORETTO HEIGHTS SCHOOL OF NURSING**

Nursing Clinical Practice Guidelines

Statement of Understanding and Compliance Form for Undergraduate Clinical Practice

I _____ have read (will read), understand and agree to
(Student's Name printed in block letters)

comply with the LHSON Clinical Practice Guidelines in each of my clinical rotations.

Print Name: _____

Signature: _____ **Date:** _____

CLINICAL MAKE-UP GUIDELINES

Undergraduate Nursing Students

Full attendance (100%) of the assigned clinical rotation is an expectation for each undergraduate nursing student in the LHSON. In the event of an illness or other circumstance leading to a clinical absence, **the student is responsible for notifying the Clinical Affiliate Nursing Faculty and Course Faculty before the start of the clinical day rotation.** A clinical rotation is defined as a shift assignment, depending on the pre-set calendar of the specific clinical rotation. **Students are required to make-up missed clinical hours. Students will be charged accordingly for clinical make-up day(s) missed (See Undergraduate Nursing Student Account Make-Up Form).**

Arrangements for clinical make-up are made through a formal Clinical Make-Up Process involving the student, the appropriate Program Coordinator, the Course Faculty and staff of the Clinical Support Unit (CSU). **Arrangements for make-up opportunities are not to be made directly with the agency, Clinical Affiliate Nursing Faculty, or Preceptor.**

NOTE: The Clinical Make-Up Guidelines do not apply to students enrolled in the Senior Capstone Course.

The Clinical Make-Up process is as follows:

1. The student who missed clinical hour(s) must complete an “Undergraduate Nursing Student Account Clinical Make-Up Form”. Students should NOT reach out to clinical agencies to arrange makeup opportunities. The make-up clinical hours must be equivalent to the hours missed, not observational hours or other assigned projects if the missed clinical hours were direct patient care hours. The student is responsible for providing a signed and dated copy of the form to the Course Faculty at the first opportunity. Failure to submit this form may result in withholding the student’s final course grade.
2. The Course Faculty will sign and date the Undergraduate Nursing Student Account Clinical Make-Up Form, notify the Director of Experiential Learning of the absence, and provide a recommendation for the appropriate clinical make-up option (in-person clinical or simulation). The Course Faculty, Director of Experiential Learning, and Program Coordinator will determine the appropriate make-up option.
3. The Director of Experiential Learning will work with the Course Faculty, CSU, and Simulation Coordinator to arrange the determined clinical make-up.
 - a. If in-person clinical is required, the Director of Experiential Learning in coordination with the CSU will work with the student and Clinical Affiliate Nursing Faculty to identify several possible dates for clinical make up. The Clinical Placement Coordinator will approach the agency for approval of date(s). Once approval is granted, the Clinical Placement Coordinator will convey this information within the CSU and to the appropriate Program Coordinator, Course Faculty, Clinical Affiliate Nursing Faculty, and student.
 - b. If simulation is required for make-up, the Director of Experiential Learning will notify the appropriate Simulation Coordinator that the student will be added to the pre-scheduled

make-up simulation date(s). The Course Faculty will notify the student of the scheduled time and confirm completion of required assignments.

4. The Director of Experiential Learning will calculate the clinical make-up fee and sign the fee exemption if applicable (for illness or additional policy exempt reasons). The Director of Experiential Learning will sign and date the Undergraduate Nursing Student Account Clinical Make-Up Form.
5. The Director of Experiential Learning will provide the signed and dated Undergraduate Nursing Student Account Clinical Make-Up Form to the Clinical Placement Assistant in the CSU. Upon approval and receipt of the signed and dated Undergraduate Nursing Student Account Clinical Make-Up Form, the Clinical Placement Assistant will add the student's name to the Clinical Make-Up List. The form will be forwarded to the Student Accounts Office.
6. The student can expect to be notified within 14 days if their account has been billed.
7. The student is expected to pay the bill as soon as possible. The student's financial record will be flagged to disallow any change in registration (including graduation) until the bill is reconciled.
8. Prior to submitting the course grade, the Course Faculty will check with the Clinical Affiliate Nursing Faculty that the appropriate in-person clinical make-up has been successfully completed, if applicable. Course Faculty will work with the appropriate Simulation Coordinator on all simulation make-ups. The student must successfully complete simulation prior to the faculty submitting the student's final course grade.
9. Students should be aware that the Student Accounts Office is unable to respond to student petitions for variation or dismissal of fees.

**Undergraduate Nursing Student Account
Clinical Make-Up Form**

PLEASE PRINT CLEARLY

Student Name: _____		Regis ID: _____	
Check Course Option:	Semester:	Course:	
<input type="checkbox"/> Accelerated <input type="checkbox"/> CHOICE <input type="checkbox"/> Traditional	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	<input type="checkbox"/> NR 462 <input type="checkbox"/> NR 463 <input type="checkbox"/> NR 464 <input type="checkbox"/> NR 465	<input type="checkbox"/> NR 470 <input type="checkbox"/> NR 472 <input type="checkbox"/> NR 473
Agency Name: _____			
Date of Absence: _____			
<input type="checkbox"/> 8-hour shift <input type="checkbox"/> 12-hour shift <input type="checkbox"/> Other (specify) _____			
Reason for Absence:			

<input type="checkbox"/> \$500 per clinical shift make-up fee assessed. Fee may be pro-rated based on fewer hours. <div style="text-align: center;"> $\frac{\text{_____}}{\\$500/\text{day}} \times \frac{\text{_____}}{\# \text{ of days}} = \frac{\text{_____}}{\text{Total}}$ </div> <input type="checkbox"/> Fee Exemption approval _____ <div style="text-align: right; margin-right: 100px;">Director of Experiential Learning Signature</div>			
Date: _____		Student Signature: _____	
Print Faculty Name: _____		Faculty Signature: _____	
Director of Experiential Learning Name: _____			
Director of Experiential Learning Signature: _____		Date: _____	
Office Use Only:			
<input type="checkbox"/> Student <input type="checkbox"/> Student Advising File <input type="checkbox"/> Student Accounts			

SKILLS/SIMULATION LAB MAKE-UP POLICY

Undergraduate Nursing Students

Full attendance (100%) of the assigned hours in the Skills Lab or Simulation is an expectation for each undergraduate nursing student in the LHSON. In the event of an illness or other circumstance leading to a lab absence, **the student is responsible for notifying the Course Faculty.** Students will be charged accordingly for Skills and Simulation Lab make-up (see Undergraduate Nursing Student Account Simulation/Lab Skills Make-Up Form)

Arrangements for lab make-up are made through a formal process involving the student, the Course Faculty and the Lab Coordinator.

The Lab Make-Up process is as follows:

1. The student who misses any number of assigned lab hours must complete an Undergraduate Nursing Student Account Simulation/Lab Skills Make-up Form. The student is responsible for providing a signed and dated copy of the form to the Course Faculty at the first opportunity. Failure to submit this form may result in withholding of the student's final course grade.
2. The Course Faculty will notify the Lab Coordinator that the absence has occurred. The Lab Coordinator will provide the CSU with the signed and dated Undergraduate Nursing Student Account for Simulation/Lab Skills Make-Up Form.
3. The student, Course Faculty and Lab Coordinator will identify possible dates for the make-up.
4. Upon receipt of the signed and dated Undergraduate Nursing Student Account Simulation/Lab Skills Make-Up Form, the Director of Experiential Learning will assign the appropriate make-up fee. The form will be forwarded to the Student Accounts Office.
5. The student can expect to be notified within 14 days that their account has or has not been billed.
6. The student is expected to pay the bill as soon as possible. The student's financial record will be flagged to disallow any change in registration (including graduation) until the bill is reconciled.
7. Prior to submitting the course grade, the Course Faculty will check with the Lab Coordinator that the appropriate lab day make-up has been successfully completed. The student must successfully complete the lab make-up prior to the faculty submitting the student's final course grade.
8. Students should be aware that the Student Accounts Office is unable to respond to student petitions for variation or dismissal of fees.

**Undergraduate Nursing Student
Account Simulation/Lab Skills Make-Up Form**

PLEASE PRINT CLEARLY

Student Name: _____		Regis ID: _____	
Check Course Option:	Semester:	Course:	
<input type="checkbox"/> Accelerated <input type="checkbox"/> CHOICE <input type="checkbox"/> Traditional	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	<input type="checkbox"/> NR 414 <input type="checkbox"/> NR 416 <input type="checkbox"/> NR 462 <input type="checkbox"/> NR 463 <input type="checkbox"/> NR 464	<input type="checkbox"/> NR 465 <input type="checkbox"/> NR 470 <input type="checkbox"/> NR 472 <input type="checkbox"/> NR 473
Date(s) of Absence: _____			
Reason for Absence: _____			
<input type="checkbox"/> Lab \$150/1 hour*			
$\frac{\text{_____}}{\$150/\text{Hr.} \times \text{Number Hrs.}} = \frac{\text{_____}}{\text{Total Lab Fee}}$			
Date: _____		Student Signature: _____	
Print Faculty Name: _____		Faculty Signature: _____	
Director of Experiential Learning Name: _____			
Director of Experiential Learning Signature: _____		Date: _____	
Office Use Only:			
<input type="checkbox"/> Student <input type="checkbox"/> Student Accounts <input type="checkbox"/> Student Advising File			

CLINICAL PLACEMENT COMPLIANCE REQUIREMENTS

All LHSO students must be compliant with immunization and other requirements and have the appropriate documentation on file with the RHCHP Office of Compliance prior to commencement and through completion of their program. Students are responsible for completing pre-clinical paperwork and all compliance requirements including any requirements scheduled to expire during the course no later than one week before a clinical course begins. Students may be removed from the course if they do not meet the compliance requirements and may be off-track for progression.

- The following require annual renewal:
 - Seasonal influenza completed by October 15th as per the Centers for Disease Control
 - Successfully completed background check and drug screen
 - Negative tuberculosis screening prior to admission and annually – one of the following is required:
 - Negative 2 step PPD unless previously negative within 1 year, then a negative 1 step PPD is acceptable (a clinical agency requirement may change during your program in which case the student will be notified).
 - Positive serum assay.
 - Negative chest X-ray after follow-up of a positive PPD followed annually by a negative TB screening questionnaire verified by a health care provider who need not be a physician, but who is not a co-worker of the student.
 - Successfully completed training and assessments regarding:
 - Health Insurance Privacy and Portability Act (HIPAA)
 - Occupational Safety and Health Administration (OSHA)
 - Blood Borne Pathogens / Universal Precautions (BBP)
- In addition, the following are required to remain current:
 - **American Heart Association** Basic Life Support Cardio-Pulmonary Resuscitation for Healthcare Providers certification.
- Other agency-specific requirements that exceed the above parameters must be met.

From time to time, regulations and recommendations of the Center for Disease Control and Prevention (CDC), Colorado Department of Health, The Joint Commission, clinical agencies, and other regulatory bodies are added and/or changed and the LHSO must respond to these by having students comply with new regulations (e.g., the H1N1 pandemic of 2010; the COVID-19 pandemic). In such instances, students would receive notification of the compliance requirements, due dates, and restrictions should compliance not be met. As with all immunizations, students may seek a medical or religious exemption by completing the Statement of Exemption to Immunization form. Exemption from immunization may limit the availability of clinical placements which in turn, can possibly delay graduation.

Immunization Exemption Process Information

1. Students must complete the following steps:
 - Must read and sign waiver provided by Compliance Office.
 - Obtain and submit a letter from their clinical site that explicitly outlines what immunization(s) are waived.
 - Must have a LHSO approving authority sign off on the waiver form.
2. Student will need to submit Clinical (Practicum) Immunization Exemption Form and supporting documentation to Compliance Office.
3. Compliance Office will code Practicum Immunization Exemptions in Colleague as “Personal” exemptions, making the student compliant.

INFECTIOUS OR COMMUNICABLE DISEASES AND PATIENT CARE GUIDELINES

Nursing professionals have a fundamental responsibility to provide care to all patients regardless of disease. **Refusal to care for any patient based on disease is unethical.** The possible exception to this professional policy is a student's pregnancy or immuno-compromised status in which exposure to a particular disease would pose serious risk of harm or threaten the student's life/health and/or that of the unborn child.

Communicable Diseases: Students exhibiting signs or symptoms of any communicable disease, such as COVID-19, flu, etc., must notify their Course Faculty as soon as possible. Students will follow the process in effect for the Regis University community. All students are accountable for compliance with the Health Requirement and Communicable Disease Policy found in the *Regis University Student Handbook* located at: <https://www.regis.edu/life-at-regis/student-affairs/index>

WORKERS' COMPENSATION: INJURY AT AN OFF-CAMPUS LEARNING SITE

The LHSO policy regarding the injury of a Regis University student, faculty, or staff member at a clinical or other off-campus learning site is designed to ensure that emergent and urgent care is provided and supervised and to assist in the provision of Workers' Compensation for Regis students and employees. Financial benefits (i.e., payment of any related medical bills) through the Regis University Workers' Compensation program requires prompt notification of the University Department of Human Resources. An individual who is injured at an off-campus learning site must call 303-964-5201 within 24 hours of the injury.

Regis University approved facilities provide designated physicians for clinical and other off-campus learning site injuries for LHSO students in Colorado.

Locations for approved facilities can be found at:

<https://regis365.sharepoint.com/sites/HRInfo/SitePages/Home.aspx?RootFolder=%2Fsites%2FHRInfo%2FShared%20Documents%2FWorker%27s%20Comp%2Dguide%2Dforms&FolderCTID=0x0120006AFE7E29C9CED94381CD303CC66E0FD1&View=%7B1FD7A31A%2D004B%2D4281%2DA0C9%2DA694BF755F32%7D>

Clinical Faculty/Faculty/Preceptors are responsible for overseeing the process for clinical/work-related injuries that may occur with students they supervise. If the Faculty/Preceptor believes the student injury is a medical emergency, the first priority is the student's well-being, and the student should be seen by the nearest emergency provider. Once the student is stabilized, the Workers' Compensation notification

process still must be followed, and the Regis University Department of Human Resources notified within 24 hours of the injury.

To ensure proper treatment, notification, and documentation of student injury or exposure incurred at a clinical facility, the student must report any injury (no matter how minor) to their **Clinical Faculty/Faculty/Preceptor**.

As Appropriate

The student is seen at a facility identified by Regis University Department of Human Resources within their geographic area.

Failure to adhere to these guidelines may result in the student being responsible for payment.

STUDENT INJURY IN CLASSROOM, SIMULATION/SKILLS LABORATORY AND ON CAMPUS GUIDELINES:

If a student receives an injury in the classroom, simulation or skills laboratory, or anywhere on campus, the faculty will do the following:

1. See to the student's safety and provide emergency care if necessary. If the injury is severe or life threatening, call 911.
2. Call Campus Safety at 303-458-4122 for all injuries/incidents of any type. (Campus Safety may also assist with directing the emergency assistance to the proper location).
3. Student's personal health insurance covers the cost associated with the incident and is not covered by Workers Compensation.
4. Faculty or staff who witness the incident should complete an incident report. This can be done by following the steps below. The incident report online will be submitted to Campus Safety for risk management assessment.
 - Go to: <https://www.regis.edu/life-at-regis/student-resources/campus-safety/>
 - Submit the appropriate report (i.e., Illness and Injury Report).
 - The student's ID number will be required for the incident report.
 - It is not necessary to fill out the address, driver's license etc. for a minor incident in the lab/classroom.
5. Campus Safety will forward the report to the to the Associate Vice President of Human Resources and the Associate Vice President of Financial Affairs.
6. **Beyond emergency care, faculty do not treat the student's injury.**
7. **Faculty do not offer an opinion or diagnosis.**

CONCURRENT ENROLLMENT GUIDELINES

To ensure the transferability of a course or challenge examination in meeting a program requirement equivalency, a concurrent enrollment form is to be completed and submitted to the student's Faculty Advisor for approval by the Transfer Credit Evaluator prior to commencement of the course/exam.

Concurrent enrollment is defined as either enrolling for a course or seeking credit for coursework through challenge examination from an organization other than the LHSO please speak to your Student Success Coach.

Concurrent enrollment approval indicates that the requested course/exam is equivalent to a particular Regis course but does not confirm that it is a needed course for completion of the student's degree. Students should be familiar with their degree requirements and discuss any questions with their assigned Student Success Coach.

Concurrent enrollment forms may be obtained electronically via Ranger Portal under student forms.

ALCOHOL AND SUBSTANCE ABUSE/MISUSE GUIDELINES

Consistent with its obligations under the Drug Free Schools and Communities Act of 1989 and its Alcohol & Substance Abuse Policies, Regis University is committed to providing a safe learning, living, and work environment which is drug free and does not tolerate alcohol or drug abuse on campus by its students. To fulfil this purpose, Regis University Loretto Heights School of Nursing uses the following types of screening:

- Pre-admission alcohol and/or drug screens
- Annual drug screens
- Reasonable cause alcohol and drug screens
- Follow-up alcohol and/or drug screens

Regis University prohibits the possession and/or use of marijuana by its students and employees on any of the University's campus properties or at any other location during a university-sanctioned activity, regardless of the marijuana's form or method of consumption, and regardless of whether it's for recreational or medical use. Despite its legal status and permitted uses under Colorado state law, marijuana is still an illegal substance under federal law. Under federal law, any college or university that receives federal funds must have a program to prohibit the unlawful possession and use of illegal drugs, including marijuana. Failure to comply jeopardizes continued federal funding. As a recipient of federal funding that benefits many of its students and employees, Regis University's policies conform to the marijuana prohibition in federal law. For a more detailed description of the University's policies on this subject, please refer to the following: *Regis University Student Handbook*, Community Standards Prohibited Conduct, Unauthorized Possession or Use of Controlled Substances and/or Illegal Drugs, located on the following website:

<https://www.regis.edu/life-at-regis/student-affairs/student-handbook>

Pre-Admission Drug Screens:

All Loretto Heights School of Nursing (LHSON) prospective students must have a negative alcohol and/or drug screen in compliance with LHSON admission policy. Any prospective student who tests positive for alcohol, illegal drugs, or controlled drugs that have not been prescribed by the prospective student's health care provider will not be admitted. Marijuana is still an illegal drug on the federal level and even if prescribed by health care provider will not be accepted.

Annual Drug Screens:

All students are required to have an annual drug screen. The results must be a negative drug screen in compliance with LHSON policy. Any student who tests positive for illegal drugs or controlled drugs (that has not been prescribed by the potential student's health care provider) will be subject to a follow-up drug screen.

Reasonable Cause Alcohol and Drug Screens:

Any student may be tested for cause when the observed behavior of a student suggests impairment related to alcohol and/or drug use.

Any student who is suspected of being impaired by alcohol or drugs will be removed from a clinical agency, service-learning site, field experience venue, or classroom experience. A student will be discouraged from operating a motor vehicle and encouraged to take alternate transportation to a designated testing site. All test results will be in writing and will be sent to the LHSO Dean's office. The LHSO Dean will work in consultation with the appropriate LHSO Department/Program Director and Regis University's Dean of Students. Test results will be placed in the student's advising folder. All LHSO students enrolled in the program agree to such testing, and failure to comply when requested may result in referral to community standards for further review, and the student being ineligible to continue in classes until the testing has been completed.

Follow-Up Alcohol and Drug Screens:

To establish that the student can safely and effectively perform the functions and complete the expectations required by clinical education and is not a direct threat to himself/herself they must maintain negative alcohol and/or drug screens. When a student tests positive on an alcohol or drug screen, they will be referred for an alcohol and/or drug evaluation. Based upon the recommendations of the evaluation, the student may be subject to periodic drug screening until completion of the program.

Students may be referred to Life Directions Center, Office of Counseling and Personal Development (OCPD) for mandated substance abuse evaluation.

NOTE: Any student in violation of the Unauthorized Possession or Use of Alcohol, Unauthorized Possession or Use of Controlled Substances and/or Illegal Drugs, or the University Standards of Conduct as outlined in the *Regis University Student Handbook* will be reported to the Regis University Dean of Students.

See: <https://www.regis.edu/life-at-regis/student-affairs/index>

PROCEDURE:

Reasonable Cause Alcohol and Drug Screens:

1. On Regis University Campuses, any Faculty with reason to believe a student displays symptoms of being impaired and/or under the influence of alcohol or any drug is authorized to initiate the Drug Screening For Cause Policy. If the blood test result is positive, the student is removed from the learning environment and referred to the Regis University Dean of Students or designee.
2. At any off-campus site, any Faculty with reason to believe a student displays symptom of being impaired and/or under the influence of alcohol and/or drugs, is authorized to initiate the alcohol and/or drug screening for cause policy.
3. The student may be sent to the emergency department or other designated facility for testing. If test results are positive, the student is removed from the learning environment and referred to the Regis University Dean of Students for Community Standards action.
4. If For Cause screening is requested for a student, the "For Cause Directions Form Letter" is given to the student from the LHSO Dean with directions for the student to follow, include when and where to have the screening completed. The student signs the form letter. A copy is given to the student and the original is scanned into the student's advising folder.

5. If it is determined a drug screen is to be performed for a student currently in a classroom or laboratory setting, two Regis representatives will remove the student from public areas and speak with the student in a private setting. The Regis representatives can be the Dean, Assistant Dean, a School Director, Course Faculty, Affiliate Faculty, Administrative Assistant, or Security Officer. Any combination of these representatives is acceptable as long as one of the representatives is LHSON Faculty.
6. If the student is in a campus-based classroom or laboratory setting, the student will be issued the "For Cause Urine Screening" letter, providing directions for the student to go to the designated facility to provide a urine sample. The student has 30 minutes to comply with these instructions.
7. If the student is in a clinical setting, only one Faculty member is needed to remove the student from the clinical environment. The Faculty or Affiliate Faculty will notify the Course Faculty to determine the location to perform a urine drug screen. This may be performed at, but not limited to, the Emergency Department of the clinical facility or a designated facility.
8. Once the letter has been issued to the student, the Faculty will notify the designated facility to anticipate the student arrival for drug screening.
9. The student will be transported via a taxi cab. A taxi cab voucher will be provided to cover the taxi expense.
10. Once the drug screening results are finalized, the Dean or Director will notify the student of the results.
11. A copy of this letter and the official results of the drug screen as reported by the testing agency will be placed in the student's file.
12. The student's Director will hold a follow-up meeting with the student as deemed necessary, with guidance to include availability of on campus counseling or Peer Assistance.

Follow-Up Alcohol and/or Drug Screens:

1. When a student has tested positive on the annual drug screen or has tested positive on a reasonable cause alcohol and/or drug screens, a follow up screen will be done periodically.
2. This follow up screen will be done at the discretion of the LHSON Dean working in conjunction with the Assistant Dean of Undergraduate Programs and Director.

ELECTRONIC COMMUNICATIONS: STUDENT RESPONSIBILITIES

Electronic communication is an efficient and effective way to communicate between students, faculty, staff, and administrators. Students are required to have a laptop and basic computer literacy skills.

Students are also accountable for compliance with the Responsible Use of University Technology Resources policy found in the *Regis University Student Handbook* located at:

<https://www.regis.edu/documents/policies-and-procedures/RegisStudentHandbook-2020-21.pdf>

Computer Literacy and Access

Students are required to understand computers. Students are expected to be literate in using e-mail, internet, and database services. Undergraduate nursing students may be expected to access clinical information online.

Dayton Memorial Library - Online Access

A RegisNet account also provides access to Dayton Memorial Library online services. Tutorials about the various online databases and search strategies are offered by the library on a regular basis. The Library Research Help hours can be reached at 303-458-4031, 1-800-388-2366 ext. 4031, or library@regis.edu.

<https://libguides.regis.edu/library>

Email – RegisNet

All students are required to have a RegisNet account by the first week of classes. The account is set up by IT.

E-mail is an efficient way for regular communications between students, faculty, staff, and administration.

Students, faculty, staff, and administration are expected to check their RegisNet

E-mail daily for general communication, updates, and class information.

Social Media

Social media includes **Facebook®**, **Instagram**, **TikTok** and **other public access internet sites**. Nursing students are advised against posting on social media any personal or professional information that may have negative implications. LHSON students are not allowed to post anything on any social media site that is in violation of **Health Insurance Portability and Accountability Act (HIPAA) – See HIPAA Policy**.

Nursing students are strongly advised to read the National Council of State Boards of Nursing (NCSBN)

A Nurse's Guide to the Use of Social Media: <https://www.ncsbn.org/brochures-and-posters/nurses-guide-to-the-use-of-social-media> and/or **view the NCSBN video, *Social Media Guidelines for Nurses***:

<https://youtu.be/i9FBEiZRnmo>

Ranger Portal

RegisNet provides access to Ranger Portal for Regis University registration and grade reporting systems.

Students can register for courses, check schedules, and see grade reports using Ranger Portal.

EMPLOYMENT

Hours worked in the clinical setting as an employee of the agency do not meet course requirements for clinical and/or practicum.

Nursing programs are academically demanding. **Academic and clinical schedules** for LHSON students **take priority** over other activities or scheduling needs. For these reasons, nursing students are strongly encouraged to limit their work hours.

EVALUATION INPUT FROM STUDENTS OF TEACHING/LEARNING RESOURCES

Assisting providers of education with feedback about programs is a critical component of the professional nursing role. Therefore, the LHSON strongly encourages students to provide input on courses, learning environments, and faculty content expertise, teaching from the student perspective by completing all end-of-course evaluations. This feedback is critical to quality management of LHSON programs.

- Evaluations are used to flag exceptionally effective teaching and/or potential and actual concerns and to help faculty improve course content and presentation.
- Course evaluations provide students an opportunity to address course content and learning environments.
- Clinical site, lab, and service learning evaluations are used to help the LHSON maintain and improve the effectiveness of these teaching environments, and to identify the need for improving these specific learning environments.
- Students complete evaluations online through CourseEval® software.

All evaluations are anonymous.

LEARNING NEEDS AND ANY MEDICAL ISSUES

Students may have a variety of learning needs for various reasons. Refer to Student Disability Services and University Testing under the student resources section.

GRADES POLICY

All courses and assignments in the LHSON are graded either on a letter grade (A through F) or a Pass/No Pass basis. See Course Syllabi and Student Guides for details about grading. Final course grades use the system for letter grades, grade points, and numerical point range below.

- **Individual exams and/or assignments will not be rounded.**
- Students must achieve a 75% weighted cumulative average on in-class proctored examinations to pass the course.
- Failure to achieve a weighted cumulative average of 75% on in-class proctored examinations will result in a course failure.
- Only the end of course grades may be rounded.
- Examination cumulative grades are not eligible for rounding.
- Pre-requisite and co-requisite courses must be passed before students can progress in the program.
- Students must receive a final cumulative course grade of a “C “(75%) or better to pass the course.

- Final course grades are subject to mathematical rounding (i.e., decimal fractions of 0.49 or lower are rounded down and 0.50 or greater are rounded up).
- After 2 course failures, students are dismissed from the program.

Requests of Grade Reports

Students may request official grades in writing from the Academic Records and Registration Office.

Students may request unofficial grades from their faculty by email. Unofficial grades may be sent only by RegisNet email to students. Grades will not be disclosed by telephone.

System for Letter Grades, Grade Points, and Numerical Point Range

Letter grades and grade points for courses in all Nursing Programs at Regis University are assigned as follows:

Grade	Grade Point	Numerical Point Range
A	4.00	93-100
A-	3.67	91-92
B+	3.33	89-90
B	3.00	85-88
B-	2.67	83-84
C+	2.33	80-82
C	2.00	75-79
C-	1.67	73-74
D+	1.33	71-72
D	1.00	67-70
D-	0.67	65-66
F	0.00	64 and below

Grade Requirements for Program Progression

See information the sub-section for each degree in the *Regis University Catalog* for more detail on program progression and grade requirements.

Grades of Incomplete

A grade of "I/F" denotes that required work for the course is incomplete due to extraordinary circumstances. Undergraduate Nursing students must have approval from their Program Coordinator and the Course Faculty in order to be awarded an I/F. An I/F may affect the ability of the student to progress in the program due to the availability (or lack of availability) of clinical placements.

A student on a Success Plan and/or probationary status may not receive an incomplete (I/F) without the written permission of the Program Coordinator. A Success Plan is a written agreement between the student and LHSON that details the specific activities, behaviors, and timeframes for remediation of identified course and/or clinical withdraws or failures to support a student's success in the nursing program. Students may also receive a Success Plan for behavioral issues in the classroom, labs, clinical, or other academic issues.

Students with extenuating circumstances may submit a written request for a course grade of “incomplete” (I/F) **prior to the last day of class**. The length of time to complete the work is guided by University policy but must be completed by the end of the semester following the one in which the incomplete is taken. A grade of “F” will be recorded if the student fails to satisfy the required work within this time frame.

Appeal of Disputed Course Grade

See the RHCHP policy and procedure for “appeals of disputed course grade” **located in the *Regis University Catalog***.

WITHDRAWAL FROM A NURSING COURSE

Students in the undergraduate program must withdraw from a course no later than the university course withdraw date that is dependent on the course offering dates. Students should contact their Success Coach for the correct date.

Students must have their Student Success Coach and/or Program Coordinator’s approval prior to withdrawing from a course since withdrawal may significantly affect a student’s progression in the program.

POLICY:

1. A student may only withdraw from a course a maximum of 1 time per course.
2. A student may only withdraw from 2 courses during the nursing program.
3. A withdrawal from a course may result in the student being placed on a Success Plan for the duration of the nursing program. A Success Plan is a written agreement between the student and LHSON that details the specific activities, behaviors, and timeframes for remediation of identified course and/or clinical withdraws or failures to support a student’s success in the nursing program. Students may also receive a Success Plan for behavioral issues in the classroom, labs, clinical, or other academic issues.
4. The assigned Student Success Coach will notify the following individuals of the student’s course withdrawal:
 - a. Program Coordinator
 - b. Course Faculty for the withdrawn course
 - c. Clinical Coordinator
 - d. Administrative Coordinator for Undergraduate Programs
5. The Program Coordinator will meet with the student to develop a progression plan and review the Success Plan, if warranted. Progression and course enrollment is based on clinical and class space availability.
6. Students who request registration status appeals are not subject to this policy.

WITHDRAWAL FROM A NURSING PROGRAM

A student who chooses to withdraw from a Nursing Program should give written notice of this decision to the appropriate Program Coordinator. The choice to withdraw from the Program is not the same as “Course Withdrawal” or “Withdrawal from the University.” A form must be completed and signed.

A student who withdraws from the Program **may** be allowed re-admission without re-application and review

through Regis University Admissions if the following conditions are met:

- The student was in good academic standing before withdrawal.
- The student returns to the Program within one calendar year of withdrawal.
- There is space available in the Program.
- Initial acceptance into the Program does not guarantee re-admission.

COURSE FAILURE GUIDELINES

All students must **comply with the current *Regis University Catalog* progression policies and processes (see current *Regis University Catalog*)**. Undergraduate **nursing students** are also subject to the following requirements for passing all nursing courses:

1. Maintaining a 75% cumulative passing grade in all examinations given in a specific course and in the nursing program overall.
2. Students must submit all required assignments for both theory and clinical courses in order to pass the course.
3. Successfully passing all clinical and laboratory objectives for the course.
4. Completing all program testing requirements (e.g., KAPLAN exams) as specified in the course syllabi.

Compliance with the current ***Regis University Catalog*** regarding progression policies is required. The ***Regis University Catalog*** contains information regarding RHCHP policies and procedures in the RHCHP section for:

- Academic Dishonesty
- Academic Warning
- Academic Probation
- Academic Suspension
- Academic Dismissal
- Appeals of Disputed Grades
- Disciplinary Expulsion

These policies articulate with the University's Academic Dishonesty Policy (found in the ***Regis University Student Handbook***) and the RHCHP Academic Integrity and LHSON Honor Code (found in this LHSON Student Handbook).

The ***Regis University Catalog*** contains information in the LHSON section regarding:

- Program Succession
- Grade requirements, and
- Failure of an undergraduate nursing course.

Procedures

When a student fails a course, a Course Failure Form will be completed and shared with the student at a counseling session as soon as possible to discuss reasons for the failing grade and anticipated subsequent actions. The grade appeal process shall be discussed during this session. In addition to the student and Course Faculty, the counseling session may include the Student Success Coach and Program Coordinator.

The faculty will sign the form and the student will be asked to do likewise. The student's signature indicates only that the student has seen the form and understands its contents. It does not signify agreement with the decision.

Copies of the form are distributed in a timely manner as indicated at the bottom of the form.

If a gap of greater than one semester occurs or a student fails to demonstrate competency in the clinical setting, the student may be required to complete skills, course content review and/or retake pre-requisite nursing courses. Specific guidelines for improvement will be developed and written by the Program Coordinator, Director of Undergraduate Programs, and Director of Experiential Learning in consultation with the student and Course Faculty. Students may be required to enroll in an Independent Study Course.

***A student who receives a course failure will sign a Success Plan. A Success Plan is a written agreement between the student and LHSON that details the specific activities, behaviors, and timeframes for remediation of identified course and/or clinical withdraws or failures to support a student's success in the nursing program. Students may also receive a Success Plan for behavioral issues in the classroom, labs, clinical, or other academic issues.



**Rueckert-Hartman College for Health Professions
Loretto Heights School of Nursing
Course Failure Form**

Student Name: _____ Student ID #: _____

Course # and Title: _____ Program: _____

The student has demonstrated weakness in the following areas (Check all that apply):

- Knowledge of course content
- Verbal communication skills
- Ability to follow directions
- Unsafe practice
- Failure to progress in any clinical expectation
- Violations of the Honor Code
- Cheating, plagiarism, fabrication, and/or collusion
- Academic dishonesty (defined in the *Regis University Catalog*)
- Inappropriate or unprofessional behaviors during classroom, lab, and/or online class sessions
- Inappropriate or unprofessional behaviors during clinical including but not limited to inappropriate dress
- Tardiness, poor interactions with patients and/or clinical agency staff
- Other (see comments below)
- Written communication skills
- Application of theory to practice
- Attendance issues
- Deficiencies in clinical preparations
- Failure to meet clinical objectives

Comments:

Additional pages may be added to the Course Failure Form. These may include clinical evaluation tools (CCT) and logs, and anecdotal notes

Recommendations:

Additional pages may be added to the Course Failure Form. These may include clinical evaluation tools (CCT) and logs, and anecdotal notes

Program Coordinator Signature:

Date:

Faculty Signature:

Date:

Student Signature:

Date:

Copies of this document are to be distributed to the following:

- Student
- Student Academic File/EAB
- Program Coordinator
- Student Success Coach
- Course Faculty
- Director
- Director
- Assistant Dean

Revised UAPR 06/97; SAC 7/06; 2/08; 8/08; lc 9/09; SAC 6/11; Deans & Directors 8/11; 4/23 Deans & Directors

PROGRESSION GUIDELINES

Progression in the BSN program requires course grades with the grade of C or better. Any program required course taken at Regis University will be subject to LHSOON course failure guidelines.

- A faculty will enter an **Alert** in EAB. An Academic Alert is a summary of the area of concern (i.e., when a student receives a failing exam or assignment grade, does not turn in assignments, or exhibits unprofessional behaviors) entered into EAB by faculty, Success Coaches, or academic leaders. An Alert notice is to be taken as a serious warning that the student is in jeopardy of not successfully completing the clinical objectives and/or passing the course unless the student takes significant remedial action
- A course grade of C- or below is a failing grade for the course.
- Students will receive a Success Plan after failing or withdrawing from a course or displaying continued unprofessional behaviors. A Success Plan is a written agreement between the student and LHSOON that details the specific activities, behaviors, and timeframes for remediation of identified course and/or clinical withdraws or failures to support a student's success in the nursing program. Students may also receive a Success Plan for behavioral issues in the classroom, labs, clinical, or other academic issues.
- BSN students may not progress in the program if they fail (with a C- or below) two nursing courses.

PURPOSE:

To provide guidelines to promote student success and patient safety when a student is off track due to course failure or medical leave. Students need to be aware there is no guarantee that a student will be able to retake the failed or missed course within the same term or will be able to be readmitted.

OFF-TRACK STUDENT PROGRESSION PROCESS

- Students who are not progressing in their original cohort are considered **off-track** students.
- Enrollment is not guaranteed for **off-track** students, and this may influence financial aid and/or scholarship awards.
- Although LHSOON is committed to assisting students in completing the nursing curriculum, many variables influence progression.
- It is highly **unlikely** students will progress with their initial cohort.
- Students are not able to join a different cohort unless there is an available space.
- Tuition costs are assessed based upon the program the student started. If a student is moved to a different program permanently, the associated program is changed at the university level.
- When off-track, a student's graduation will be **delayed** until all course and clinical requirements are met.

Progression Plans:

- Program Coordinators will initiate a Progression Plan for students who fail or withdraw from a class.
- The Program Coordinator will meet with the student to review the Progression Plan and answer any questions. This meeting may include the Success Coach.
- Once agreeing to the plan, the student will sign the Progression Plan.
- The Program Coordinator will share the signed Progression Plan to facilitate course enrollment.

Progression Reflection Letter:

Only applicable to students required to go off-track due to course failure or grade-related academic withdrawal.

- Program Coordinator discusses progression options with the Clinical Support Unit
- Student must submit a Progression Reflection letter outlining what contributed to the student being off-track and identify strategies the student will take to support their own success in future courses (SDS, counseling, TLC, work schedule, childcare, etc.).
 - **The student does not include detailed health information, when applicable.**
 - The letter is due within one week of withdrawing or failing a course or agreed upon date.
 - The student will meet with the Program Coordinator and Success Coach to review the letter prior to accepting the Progression Plan.
- The letter should be sent to the Program Coordinator and Success Coach to review, approve, and file.
- The letter is used as a point of reference for the off-track student if the student continues to show signs of academic struggle throughout the courses in the off-track progression plan.

Success Plan

A Success Plan is a written agreement between the student and LHSON that details the specific activities, behaviors, and timeframes for remediation of identified course and/or clinical withdraws or failures to support a student's success in the nursing program. Students may also receive a Success Plan for behavioral issues in the classroom, labs, clinical, or other academic issues.

A Success Plan:

- Is initiated by a Program Coordinator in consultation with the course, clinical and oversight faculty at any time;
- Is the result of the identification of unacceptable academic and/or clinical performance and/or unprofessional behavior(s);
- Outlines the areas of concern and a plan for remediation to support success; and
- Remains in effect for the duration of the program and becomes part of the student's file.

The Success Plan is overseen by the Program Coordinator. Students are required to sign the Success Plan and participate in its implementation in order to continue in the program. The student's signature indicates that the student has been presented with the Success Plan, acknowledges the severity of the situation, and understands the expectations outlined for success.

Failure to abide by all aspects of the Success Plan will be considered grounds for failure in the course in which the student is enrolled at the time. The severity of the actions may be grounds for removal from the program. The program Director and Assistant Dean will determine if the student is removed from the program. This decision is final. A student is not able to appeal this decision.

Clinical courses:

- Placement in clinical courses will be considered based upon the pre- and co-requisite course requirements.
- Students may take only one clinical course at a time.

- Clinical courses in all three undergraduate BSN programs may be considered when placing **off-track** students.
 - Therefore, a student may need to be available for classes, labs and clinical any day of the week, including evening class sessions or night clinicals.
- The first priority is to fill clinical courses with students who are **on-track** based upon their normal progression schedule.
- Off-track students are prioritized based on their needed courses and time on the off-track list.
- Clinical partners may not confirm placements until 4 to 8 weeks or less before a course starts.
- Once clinical agencies confirm placements, it will be determined if there are additional placements available for off-track students.
- Students will not be registered for clinical courses unless there is a clinical placement available.
- Off-track students will be offered a clinical course placement and informed of the course schedule as soon as one becomes available.
- Students must review and accept the offer by a provided deadline or the placement may be offered to the next off-track student on the list.

Non-clinical courses:

- Placement in non-clinical courses will be considered based upon the pre- and co-requisite course requirements.
- Non-clinical courses in all three undergraduate BSN programs may be considered when placing **off-track** students.
 - Therefore, students may need to be available for classes during any day of the week, including evening class sessions.

If a non-clinical course interferes with a future clinical placement, the student may need to drop the non-clinical course if a clinical course becomes available. To accommodate progression, clinical courses are prioritized over non-clinical courses.

Approved in Undergraduate Leadership 11/20/21: LZ, PGD, SA, AH, CC, CN, AB; 4/19/23: LZ, SA, AH, JJ, AG

**PRE-LICENSURE PRE-REQUISITES OR CO-REQUISITES
COURSES FOR THE NURSING MAJOR REVISED CURRICULUM**

Course #	Course Name (Credit Hours)	Pre-requisites/Co-requisites
NR 400	Concepts for the Professional Nursing Role (1)	Nursing major; Traditional or CHOICE
NR 412	Pathophysiology (3)	Nursing major
NR 413	Pharmacology (3)	Nursing major
NR 414	Health Assessment across the Lifespan (3)	Nursing major
NR 416	Foundations for Professional Nursing Practice	Nursing major
NR 420/ NR 420H	Evidence-Based Practice and Health Care Informatics (3)	NR 462 pre-requisite or co-requisite; Traditional or CHOICE
NR 421	Clinical Reasoning in Professional Nursing (3)	NR 464 pre-requisite or co-requisite
NR 422/ NR 422H	Clinical Leadership in Professional Nursing (3)	NR 463 pre-requisite or co-requisite; Traditional or CHOICE
NR 455	Health Promotion, Disease Prevention, and Health Policy (3)	NR 462 pre-requisite or co-requisite
NR 462	Introduction to Managing Health Care of the Adult and Older Adult (4)	NR 416 and NR 414 pre-requisites NR 412, NR 413, and NR 400 pre-requisite or co-requisites
NR 463	Comprehensive Health Care Management of the Adult and Older Adult I (5)	NR 412 and NR 413 pre-requisite or co-requisites NR 414 and NR 462 pre-requisites
NR 464	Complex Health Care Management of the Adult and Older Adult II (5)	NR 412, NR 413, NR 463 and NR 470 pre-requisites
NR 465	Childbearing Families and Reproductive Health (5)	NR 412 and NR 413 pre-requisites or co-requisites NR 414 and NR 462 pre-requisites
NR 470	Nursing Care of Children & their Families (4)	NR 412, NR 413, NR 414, NR 462, and NR 463 pre-requisites
NR 472/NR 472H	Community and Population Focused Nursing (4)	NR 412, NR 413, and NR 463 pre-requisites NR 455 pre-requisite or co-requisite
NR 473	Mental Health Nursing (4)	NR 412, NR 413, NR 414, NR 416, and 462 pre-requisites
NR 483	Clinical Capstone: Professional Nursing Practicum (5)	NR 464 pre-requisite Associated clinical courses must be completed for specialty placement
NR 600A	Leadership and Theoretical Frameworks (3)	NR 462 pre-requisite; Accelerated Program
NR 620A	Healthcare Organizations and Systems Leadership (3)	NR 463 and NR 600A pre-requisite; Accelerated Program

Course #	Course Name (Credit Hours)	Pre-requisites/Co-requisites
NR 602A	Advanced Applications of Research for Evidence Based Practice (3)	NR 463 and NR 620A pre-requisite; Accelerated Program
NR 401	Nursing Honors Seminar I (1)	NR 416 pre-requisite
NR 402	Nursing Honors Seminar II (1)	NR 401 pre-requisite NR 420 H co-requisite
NR 403	Nursing Honors Seminar III (1)	NR 402 pre-requisite NR 422H co-requisite
NR 404	Nursing Honors Seminar IV (1)	NR 402 pre-requisite NR 472H co-requisite
NR 451	Introductory Nursing Practicum (3)	NR 412, NR 413, and NR 463 pre-requisites; Traditional
NR 488I	Emergency Nursing (3)	NR 463 pre-requisite
NR 488H	Critical Care (3)	NR 463 pre-requisite and per director approval
NR 488J	Synthesis of Pharmacologic Concepts (3)	NR 412 and NR 413 pre-requisites
NR 488K*	Creating Resilience for Nurses (1)	None
NR 488M*	Transformational Learning Skills for Health Professions (1)	None
<p>Students may only take one clinical course at a time. Nursing courses designated with an “H” are for Traditional Honors students only. All 400-level NR courses are for Nursing Majors only (*except NR 488K and NR 488 M electives).</p>		

Pre-LCC Pre- and Co-requisites; ksw/jc; 1-20-14; 1-21-14; jc/ksw 2-7-14; 2-12-14 Pre-LCC; 2-25-14 ksw; 3-12-14, ksw; 3-27-14 Pre-LCC Chairs/Directors; Approved by PRE-LCC & Assistant Dean 4-15-14; Reviewed and Polished by Pre-LCC 1-14-16; Reviewed, Revised and Approved by Pre-LCC: 3-8-18, sd; Reviewed, Revised and Approved by Pre-LCC: 5-9-19, sd.; Reviewed, Revised, and Approved by UCC: 4/9/20, kw; Reviewed; Revision Curriculum Task Force 2021: 1.16.2020LZ; Revised and Approved by UCC: 6.10.21; UCC updated 9/9/2021; Updated 5/1/23

ALERT

An Alert is a summary of the area of concern (i.e. when a student receives a failing exam or assignment grade, does not turn in assignments, or exhibits unprofessional behaviors) entered into EAB by faculty, Success Coaches, or academic leaders. An **Alert** notice is to be taken as a serious warning that the student is in jeopardy of not successfully completing the clinical objectives and/or passing the course unless the student takes significant remedial action.

SUCCESS PLAN

A Success Plan is a written agreement between the student and LHSON that details the specific activities, behaviors, and timeframes for remediation of identified course and/or clinical withdraws or failures to support a student’s success in the nursing program. Students may also receive a Success Plan for behavioral issues in the classroom, labs, clinical, or other academic issues.



**RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS
LORETTO HEIGHTS SCHOOL OF NURSING
Success Plan Document**

Student Name:
Program:

Semester/term initiated:
Option:

This Success Plan is being initiated to respond to:

Issue(s)/Concern(s) i.e. Behavioral Issues or Course Failure, etc.

It identifies specific learning needs that will remain in place for the remainder of:

(Student's Name) _____ educational experience in the
(Program/Option) _____ at Regis University.

This Success Plan is based upon recommendations from _____ *(Program Coordinator)* and the LHSO Program objectives. It may be developed with other university officials as determined by the concerns needing to be addressed. For example, behavior-related issues may be addressed with Student Affairs in conjunction with Academic Faculty. These goals are specific to the concerns identified in previous evaluations and in no way substitute for demonstrating competency of course and/or clinical objectives for the remaining nursing courses. This Success Plan has been constructed to facilitate and provide the student with assistance in successfully completing all course and/or clinical objectives and following professional behavior expectations for the remainder of the nursing curriculum.

In order to successfully complete the remaining program and courses at Regis University, the expectations of the following Success Plan must be fulfilled, as well as, meet all course and/or clinical objectives for any course for which this student is enrolled. In all classroom and clinical situations, the student will:

(Use additional pages as needed and add header title with page numbers)

Failure to abide by all aspects of this Success Plan will be considered grounds for failure in the course in which the student is enrolled at the time and possible removal from the program.

I have reviewed and understand, the content(s) of this Success Plan:

Student Signature:

Date:

Course Faculty Signature:

Date:

Program Coordinator Signature:

Date:

Care for the Student

Students may face many challenges while attending Regis. It is the goal of Regis University and the LHSON faculty to work with a student who may be experiencing difficulty in successfully completing their program requirements. A student who may have significant life events occurring, or personal medical diagnosis is encouraged to speak with the Director of Community Standards and Care to determine what support resources are available for them.

Possible Barriers:

- New health diagnosis
- Recent hospitalization
- Transportation issues
- Mental Health Crisis
- Death of a spouse/child/ immediate family
- Loss of job/income

Examples of support:

- Leniency letter
- Absence Notification (for a student who plans or anticipates missing several classes due to medical emergencies).
- Accommodations (support through Student Disability Services)
- Leave of Absence
- Medical Leave of Absence (MLOA)

A student who wishes to seek additional support services may speak to their LHSON faculty to have a Care form submitted, or student may reach out to the Director of Community Standards and Care directly to schedule a meeting.

FERPA and HIPAA

Family Educational Rights and Privacy Act (FERPA)

Regis University, as an educational institution, is like all Universities, subject to and governed by the FERPA. This act provides protection of student's education records. For detailed information regarding FERPA go to link below:

<https://www.regis.edu/policies/ferpa>

Health Portability and Accountability Act (HIPAA)

Some areas of the University include non-student information that requires the University faculty, students and staff to address the laws that govern privacy and security of non-student records and information. This non-student information may include all clinical agencies and research projects involving patient/participant specific demographics. This law is HIPAA 1996 (45SCFR Part 160, 162, and 164 and the subsequent security rules in the HITECH Act of 2009.

For detailed information regarding HIPAA go to link below:

<https://regis.edu/policies/hipaa>

Independent Study Contract

Students and faculty collaborate on the study objectives and independent study contract. Independent study courses follow the guidelines of:

- The student will work with the Program Coordinator for progression and coordination of the Independent Study
- Coordination with the appropriate Program Coordinator regarding study supervision and with a total of no more than four (4) independent study students per faculty per semester;
- Completion of signed independent study contract/registration form is to be submitted to the program assistant prior to commencement of the independent study;
- Regular meetings with the faculty and student to direct, teach, evaluate and/or supervise the independent study according to the agreed upon proposal (described on the independent study registration form);
- Evaluation of independent study outcomes and grading submitted within the specified academic timeframes.

Undergraduate students may enroll in up to 6 credit hours of independent study as defined in the **Regis University Catalog**.

GRADUATION AND NCLEX APPLICATIONS

Graduation Application Forms and Deadlines

Graduation applications are submitted at the start of the semester of graduation. Graduation applications are available on the Regis University website at: <http://www.regis.edu/graduation>

Prior to submitting the graduation application, each student should meet with his or her Student Success

Coach to determine readiness for graduation. A transcript analysis is completed by the Student Success Coach during the beginning of the final semester to ascertain the completion status of all courses. To be eligible for graduation, official transcripts for all transfer credit(s) must be received and recorded on the student's official degree audit in the Academic Records and Registration Office. Missing application deadlines may delay graduation and receipt of the degree diploma.

NCLEX Application

Undergraduate Nursing students are provided with detailed information about the process and procedures for applying for the NCLEX examination for licensure as a Registered Nurse. Students may locate additional information at the Colorado State Department of Regulatory Agencies at:

<https://www.colorado.gov/pacific/dora/Nursing>

STUDENT RESOURCES

Regis University Admissions

Regis University Admissions provides a number of services to prospective students, applicants, and current students. With more than 18 academic programs currently offered in the areas of nursing, physical therapy, health services administration and pharmacy, the staff members are experts in the details about all health care programs at Regis University. As the initial contact, and many times the face of the University, the office provides excellent customer service, helping to advance the perception within the local community and nationally, of the quality education provided at Regis University.

Office of Counseling and Personal Development

The office of Counseling and Personal Development located in the Life Directions Center, aids students in the areas of psychological counseling, educational programming and consultative services. The primary focus of the department is to facilitate healthy emotional development. Counseling offers a safe and accepting environment to effectively develop awareness and strategies to handle crisis situations, persisting problems and to grow in self-knowledge and understanding. A professional staff of licensed and qualified psychologists and counselors provide individual and group services which include short-term and long-term counseling, referral to a consulting psychiatrist when appropriate, and assessment of other psychological concerns.

Additional information can be found at:

<https://www.regis.edu/life-at-regis/wellness-and-recreation/office-of-counseling-and-personal-development/index>

The Learning Commons

The Learning Commons at Regis University houses the Writing Center, Tutoring Services, and Academic Success Workshops. These services provide support in writing and a range of subjects through one-to-one and group sessions to promote student confidence and success. The Learning Commons team (TLC) comprises a staff of professionals, administrators, writing coaches, subject tutors, and office assistants, who are here to help guide and support students in their learning process, so they can succeed in their academic journey. Collaboration, flexibility, and empathy are the hallmarks of TLC. For more information, view our offerings to the right under Academic Resources. Additional information can be found at:

<https://www.regis.edu/academics/student-success/learning-commons/index>

Student Disability Services and University Testing

Student Disability Services/University Testing is committed to ensuring equal access to University programs, events and activities qualified students with disabilities and chronic medical conditions. To be eligible for disability accommodations, qualified students with documented disabilities must register with the SDS/UT office by completing an application, providing documentation of a disability and participating in an intake meeting to determine reasonable and appropriate accommodations. Students may disclose a disability and request accommodations at any time during the term; however, it is suggested that students disclose at the beginning of their academic career since accommodations are not retroactive. Reasonable and appropriate accommodations are considered on an individual basis, through an interactive process and are determined based upon the disability, documentation, and course format. Programs in LSHON have essential requirements that students must meet with or without an accommodation. Those requirements can be found here: [RHCHP Disqualifying Offenses and Essential Functions | Regis University](#) Accommodations can only be approved through Student Disability Services/University Testing and not through the professor. Student Disability Services is located in David Clarke Hall, 241. To schedule an appointment, students may call 303-458-4941 or email disability@regis.edu. For more information, and to apply for accommodations visit www.regis.edu/disability

Equal Opportunity and Title IX

The site accessed through the link below includes information from within the Nondiscrimination and Sexual Misconduct Policy, including reporting information, investigation procedures and resources for complainants and respondents.

<https://www.regis.edu/life-at-regis/student-resources/campus-safety/equal-opportunity-and-title-ix-compliance>

Student Health Services

Regis University's Student Health Services is here to take care of the diverse medical needs of the student community. In keeping with the Jesuit tradition, we believe that the mind, the body and the spirit are interconnected. We practice traditional medicine but emphasize the whole person in our medical approach. More information about cost and eligibility, immunizations, insurance, hours of service, location, services, and staff can be found at:

<https://www.regis.edu/life-at-regis/wellness-and-recreation/student-health-services/index>

Student Housing

Regis University provides information and assistance with matters related to on-campus student housing. More information can be found at:

<https://www.regis.edu/life-at-regis/campus-life/student-housing/index>

For information on off-campus housing, please contact the Regis University Dean of Students Office.

Regis Food Cupboard

Hunger and food insecurity are realities everywhere, even on college campuses. Regis offers a student food pantry on the Northwest Denver Campus called the Cupboard. Initially funded by a grant from The Denver Post Community Foundation, The Cupboard will not only provide free meals and snacks for students and their families who are facing food insecurities, it will highlight an issue that often is ignored – college hunger. Located in the Dayton Memorial Library, Room 114, on the 1st floor all one must do is enter the library from the North doors and we are downstairs on the first level, down the hall on the right side. You may also access the pantry using the elevator. <https://www.regis.edu/life-at-regis/student-resources/regis-cupboard>

Regis University Student Affairs

Student Affairs encompasses a wide variety of resources and programs that will enhance your student experience outside of the classroom. Student Affairs is home to cocurricular programs and services that promote student learning, health and wellness, safety, leadership development, and engagement.

<https://www.regis.edu/life-at-regis/student-affairs/index>

RHCHP Center for Service Learning

Service Learning provides hands-on experience through community-based learning and offers you the opportunity to apply what you are learning in the classroom. You will gain insight into the responsibility that each one of us has in caring and advocating for others who find themselves in challenging or vulnerable circumstances. More information about the Center can be found at:

<https://www.regis.edu/academics/colleges-and-schools/rueckert-hartman/service-learning>

New Student Orientation

Prior to each cohort start, there is a mandatory two-day intensive orientation where information is shared regarding the specific program. The orientation activities prepare students for their program as well as identify their needs for resources on an individual basis. Included is information about structures, processes, and expected outcomes for the program. This helps increase the likelihood of student success through the clear expectations of the program and the understanding of how to be successful.

Blessing of the Hands

The LHSON celebrates students' experiences at Regis University with a **Blessing of the Hands** ceremony, symbolic of Loretto Heights Nursing philosophy of **"Continuing the Tradition ... Developing Inquisitive Minds, and Healing Hands."**

Clinical Learning Unit - Nursing Skills and Simulation Labs

The LHSON Clinical Learning Unit (CLU) Skills Lab Coordinator provides scheduling and oversight of the skills learning. The CLU skills lab contains a broad range of equipment and supplies designed to provide quality learning experiences for psycho-motor, communications, and critical thinking skill development. The lab is located on the Thornton campus which is located at 500 E 84th Ave Suite B-12; D-1, Thornton, CO 80229.

The LHSON Clinical Learning Unit (CLU) Simulation Lab Coordinator provides scheduling and oversight of simulation learning. The CLU simulation lab contains a broad range of equipment and supplies with high and low fidelity simulators designed to provide quality learning experiences for psycho-motor, communications, and critical thinking skill development. This lab is located in Peter Claver Hall on the main campus.

Clinical Support Unit

The LHSON Clinical Support Unit (CSU) coordinators and staff provide planning and implementation of integrated high-quality clinical placements and instruction for the undergraduate nursing program options. The CSU provides students with information essential to being eligible to attend course clinical components at collaborating health care facilities. Students are responsible for checking for instructions related to clinical placements frequently on their RegisNet email. It is essential that deadlines for all required LHSON documentation be met (e.g. annual PPD, American Heart Association BLS-CPR, regulatory testing, etc.). Loss of placement is a likely consequence for students if deadlines are not met; progression in the program may also be jeopardized.

Kaplan

The LHSON subscribes to an NCLEX® preparation system to assist undergraduate students in their preparation for passing the National State Boards of Nursing professional licensure examination. In order to promote success on the licensing exam and entry into the profession for undergraduate students, LHSON has implemented the Kaplan Integrated Testing NCLEX-RN® preparatory program. It includes Kaplan decision tree, case studies, books, and proctored and non-proctored tests.

There are a number of important benefits to be realized from the incorporation of this program within the LHSON nursing courses including:

1. Increased opportunities for students to practice NCLEX-RN® type questions because of a larger pool of available questions.

2. Opportunities for students to tailor their studies to their individualized needs by building tests on focused content areas.
3. Improved student outcomes on NCLEX-RN® exams due to greater simulation of the NCLEX-RN® testing environment.
4. The ability to use Kaplan data for quality improvement.

All students must either successfully pass the proctored Kaplan at 60% assigned to specific courses or must re-take and provide proof of this to the course faculty. If students do not pass the Kaplan test and fail to complete within the designated time frame, the student will earn 0 out of 5 percentage points for Kaplan testing in the final course grade.

Learning Technologies

Regis University has a Distance Learning Department that provides a full range of support services for the online programs in the School. Technical support for online students and faculty related to online courses is available via the ITS Helpdesk at 303-458-4050 and via email at: its@regis.edu

Student Portal

The Student Portal allows easy access to common resources for current students across all colleges and schools. It is located online at: <https://www.regis.edu/life-at-regis/student-resources/student-portal>

The Ranger Portal is our online self-service tool for all student account and financial aid transactions. It is located online at: <https://rangerportal.regis.edu/student?hideProxyDialog=false>

WorldClass

WorldClass is the Learning Management System (LMS) that Regis University uses for delivering electronic course content.

Plagiarism Prevention Software (Turnitin®)

Faculty in the LHSON often require the use of the Turnitin® plagiarism prevention program as a tool to assist students with writing. Students submit their papers to Turnitin® which are then compared against millions of internet documents, an archived copy of the internet, local databases of submitted student papers, and a database of periodicals, journals, and publications. Any matching text that is found between the paper and documents in the Turnitin® database is detailed in an Originality Report that students can view. After reviewing the report, and until the day before the assignment is due, students can revise the paper until they have an acceptable similarity index percentage (24% or below). More information about Turnitin® can be found at www.turnitin.com Access to Turnitin® will be identified by the course faculty.

LHSON STUDENT GOVERNANCE

Purpose:

To gather feedback during their program from the nursing student body regarding Loretto Heights School of Nursing (LHSON) allowing students to have input and contribute to decision-making impacting student life, facilitation of learning, nursing school procedures, and structuring educational programs. Student Governance provides the appropriate venues to present opportunities, challenges, and solutions while promoting professionalism, collaboration, communication, and leadership.

Guidelines:

- The Student Governance Representative will determine how best to distribute and collect the survey. You may choose an online survey platform, paper, or a class discussion.
- **All students must be given an opportunity to participate.**
- Students will have two weeks to complete the survey.
- Please solicit and provide feedback in each of the areas listed below.
- Each concern should have a possible solution. Please provide ideas for possible solutions.
- The cohort representative will compile the areas of concern and subsequent solutions in the Student Governance Communication Form.
- **This is not the avenue for feedback about faculty**, this is done in each course's eval.

Categories for Student Feedback:

- Class delivery methods
- Course progression and scheduling (length of class days, sequence of courses, etc.)
- Lab (facilities, schedule, equipment, organization, etc.)
- Clinical
- Communication (Clinicals, schedules, etc.)
- Program Needs (Kaplan, nursing student support, etc.)
- Learning Environment/Climate/Culture
- University Services (Student Disability Services, The Learning Commons, Library, the Career and Professional Development Center, IT, Student Health, Counseling Services, etc.)
- Other (remember, this is not the avenue to provide faculty feedback)

Student Input into LHSO Faculty Governance

The LHSO's faculty governance structure includes a committee of the whole called the Nursing Faculty Organization (NFO) and five Standing Committees. The charge of each of these committees is detailed in the NFO By-Laws. The Standing Committees include an Undergraduate and a Graduate Curriculum Committee, Faculty Development Committee, Quality, Assessment, and Evaluation Committee, Student Affairs Committee, and the Diversity Equity and Inclusion Committee. Standing Committees welcome student input.

The student governance system addresses processes for a student voice in LHSO faculty governance. Students' input is always welcome through direct contact with Program Directors or Faculty Governance Standing Committee Chairs.

PROFESSIONAL ORGANIZATIONS WITH AFFILIATION TO THE LHSO

Students and faculty are proud to be participants in the following professional organizations:

Regis Student Nurses' Association (RSNA)

Undergraduate Nursing students at Regis University operate an Association affiliated with the National and Colorado Student Nurses' Association under the guidance of elected student officers and an LHSO faculty advisors. The RSNA Website is:

<https://www.regis.edu/life-at-regis/student-activities/clubs-and-organizations>

HONOR SOCIETIES WITH AFFILIATION TO THE LHSON

Students and Faculty are invited to join the following professional honor societies:

Sigma Theta Tau International

Sigma Theta Tau International (STTI) is the international honor society for the profession of nursing. STTI was founded in 1922 by six nursing students at the Indiana University Training School for Nurses (now the Indiana University School of Nursing). The LHSON in partnership with the University of Colorado Denver, College of Nursing form the Alpha Kappa Chapter-at-Large of Sigma Theta Tau. Students who qualify for membership are invited to apply for membership as they near completion of their program. Faculty in the LHSON is available to support students in their application process. The faculty advisor for STTI is available for assistance in this process. The website is:

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

Alpha Sigma Nu

Alpha Sigma Nu is the national honor society for Jesuit colleges and universities. Founded in 1915 at Marquette University, Alpha Sigma Nu recognizes outstanding women and men who have attained a high degree of excellence in their fields and demonstrate scholarship and academic achievement, “leadership in service to others,” and loyalty to the Jesuit educational tradition. Students who qualify for membership are invited to apply as they near completion of their program. LHSON Faculty are available to support students in their application process. The website is:

<https://www.regis.edu/life-at-regis/student-activities/clubs-and-organizations/alpha-sigma-nu>

Alpha Sigma Nu faculty advisors are available for assistance in this process.

GRADUATION ACTIVITIES

Students and guests are invited to a number of celebrations marking the beginning and completion of their nursing studies at Regis University and their careers as professional registered nurses.

LHSON Pinning and Recognition Ceremony

The Pinning and Recognition Ceremony, steeped in nursing tradition, symbolizes the culmination of the academic preparation required to become a professional nurse. All graduating students are strongly urged to participate in this meaningful ceremony. The ceremony is coordinated by LHSON and is held twice each year, in December and May, and in conjunction with commencement. The ceremony signals a “rite of passage” into the nursing profession for new nurses and serves as a celebratory and closure activity for all LHSON graduates, families, friends, and Faculty.

Baccalaureate Mass

A Baccalaureate Mass is held in conjunction with other Regis University Commencement activities. During the weeks preceding commencement, notification of the Baccalaureate Mass can be found at:

<https://www.regis.edu/about/offices-services/academic-records-registration/graduation-commencement/>

Regis University Graduation and Commencement

Graduation is the receipt of the Regis University diploma verifying the student’s completion of a given degree. The Academic Records and Registration Office is notified through the “Application for Graduation” of the student’s intent to participate in commencement. This ceremony is held in May.

Students must apply online at:

<https://www.regis.edu/about/offices-services/academic-records-registration/graduation-commencement/> to initiate the graduation application process. All students should confer with their faculty advisor at least one semester before the semester they intend to graduate. The date students complete all degree requirements determines the date the student graduates. Attendance at the Regis University Commencement ceremony is very much encouraged. The **Regis University Catalog** identifies the number of credits that must be completed for the student to be eligible to participate in Commencement.

RESOURCES AFTER GRADUATION

Regis University Alumni Office

Regis University has an active Alumni Office. Activities for alumni are organized through this office. As part of supporting their *alma mater*, the LHSO and Regis University, **graduates are strongly encouraged to keep the Alumni Office up to date with their current contact details (address, telephone(s), email(s), and employer).**

LHSO Alumni Association

The LHSO in collaboration with the Regis University Alumni Office organizes alumni activities for nursing alumni during Regis University Alumni Weekend. Students are encouraged to contact the Alumni Office at: <https://www.regis.edu/alumni/alumni-events> or the Chair of the LHSO Student Affairs Committee for further information.

LHSO Alumni and Employer Surveys

Information about LHSO programs and graduates is sought from alumni and employers and plays an integral role in the quality improvement efforts of the LHSO. The process for collecting this information includes:

A request from students who are about to graduate to provide information about the employer and address they anticipate they will have in nine (9) months.

- Emailed and mailed links to surveys for alumni nine (9) months after graduation.
- Emailed and mailed links to surveys for employers of LHSO graduates nine (9) months after their graduation.
- Identification of quality improvement strategies based on data analysis from these surveys in conjunction with other information from communities-of-interest. Graduating students are encouraged to participate in this process and to request their employers to participate when contacted by LHSO.

Regis University Career Services

Information about the University's career services includes, but is not limited to, Career and Internship information fairs; assistance developing professional resumes, portfolios, and related letters; interviewing tips, and job search information. More information can be found at:

<https://www.regis.edu/academics/student-success/career-professional-development/index>

CAMPUS SAFETY AND SECURITY

- 24-hour, seven day per week campus patrolling by full-time University campus safety officers. The officers work in teams of two or three on each shift. Both foot and vehicle patrols are used.
- Residence hall desk staff, who monitor afternoon and evening, have access to all campus resident halls. They also monitor evening entry doors and assist the Campus Safety Office with various requests. Each residence hall entry door is also monitored by security cameras 24 hours per day.
- Campus switchboard is on duty from 8 a.m. - 9 p.m. Monday through Friday. Please note there is no switchboard coverage on weekends, but an automated system will answer. Campus phones are also located in entry areas in Main Hall, Carroll Hall, Loyola Hall, Peter Claver Hall, and the Science Building.
- Emergency call boxes are located inside the Boryla Apartments garage at 4923 King Street, the south side of lot #3, on the north exterior wall outside of Dayton Memorial Library, lot 1E on the south side of Clarke Hall, lower lot 4, upper lot 4, on the north and south sides of the fieldhouse in lot 1, the southside of lot 5 near Resident Village building 1. There are 3 call boxes located in lot 6, one on the north side of lot 7, on the SE and SW sides of the baseball field on the walkway to lot 6, the green space on the upper NE corner of campus and at the Press Box at the softball field.

Campus Safety Information Activities

- The Campus Safety Office attempts to keep the community informed of crime and safety issues through the following methods:
- Distribution of safety advice and information on crimes against vehicles;
- Regular information alerts in the update bulletin to employees and the Highlander student newspaper;
- Periodic memos alerting the Regis Community to safety issues.

Campus Facilities

Residence Halls are open to residents and guests. Solicitors are not permitted. Non-Regis/delivery or service staff are only permitted for laundry or vending machine servicing or newspaper or cable T.V. delivery. Hall entry doors are on a 24-hour lock-down. Students must use their keys for entry through the front door only.

Athletic fields are open to the community for their use during the daytime hours, but the University reserves the right to restrict use by groups at its discretion. Alcoholic beverages are also prohibited on the fields, unless the University contracts for its use specifically.

The fieldhouse is open on Monday through Thursday from 8 a.m. to 11 p.m., Friday 8 a.m. to 10 p.m. and weekends from 8 a.m. to 9 p.m. Only University students, staff, faculty and contract groups may use the fieldhouse.

Academic and administrative buildings are open from 6 a.m. to 10 p.m. Solicitors are not permitted in offices on campus.

CAMPUS SAFETY AND SECURITY 303-458-4122

Parking

On campus parking is available for all students for payment on a daily basis or the purchase of an annual or semester permit. Additional information is located online at:

<https://www.regis.edu/life-at-regis/campus-life/transportation-and-parking>

LHSON TELEPHONE AND EMAIL LIST

Telephone numbers and email addresses, for all Faculty within RHCHP, the LHSON, and Regis University are available at:

<https://www.regis.edu/academics/faculty-finder/index>

KEY LOWELL CAMPUS PHONE NUMBERS

Information	303-458-4900
Campus Safety/Security	303-458-4122
Dayton Memorial Library	303-458-4030
Follett/University Bookstore	303-458-4150
Information Technology Services (Help Desk)	303-458-4050
Physical Plant	303-458-4944
Student Disabilities Services	303-458-4941
Student Services (for enrollment, student accounts, and financial aid questions)	303-458-4126
University Ministry	303-458-4153
Compliance Office	303-458-4140

EMERGENCY NOTIFICATION AND INCLEMENT WEATHER PROCEDURES

RU Alert

As part of responsible and professional behavior and work environment safety, the LHSON requires all campus-based and online nursing students living in the Denver metro area to register for RU Alert. Students and faculty may sign up for the RU Alert communication tool at: <http://regis.edu/rualert>. Provider text messaging fees may apply.

General University Inclement Weather Procedures

When classes are cancelled by the University due to inclement weather, the cancellation applies to **ALL** campuses. This information is announced over the local news stations (channels 4, 7, and 9). Make sure the news stations are referring to Regis University and not Regis Jesuit High School.

Information is also posted on the home page of the Regis University Web Site: <https://www.regis.edu/> Staff and Faculty should listen to the above news stations to obtain the latest on the possibility of the University closing during inclement weather. As always, **please exercise appropriate judgment in determining whether it is safe for you to venture out during inclement weather.**

LHSON Undergraduate Inclement Weather Procedures

If Regis University delays or cancels classes due to inclement weather, the following guidelines should be used in decision-making. Please note these guidelines are to be followed to ensure the safety of all faculty and students:

- All campus-based classes will be on ZOOM at the regular scheduled time whether delayed or closed.
- All Simulation/Skills Labs will be cancelled or delayed unless Faculty notify students that the lab will be on ZOOM.
- All clinical experiences are cancelled or delayed with the exception of NR 483 Capstone and NR 472 Community/Population Health.
- Students should not attend clinical once a campus closure or delay has been announced, unless they are already at the clinical site. Please see the bullet point below for more information about guidelines for closure while students are at the clinical site.
- Capstone and Community/Population Health students, Clinical Affiliate Faculty and Course Faculty are to exercise their own judgment in determining whether it is safe to venture out during inclement weather.
- If students reside in and/or attend clinical in a different geographic area deemed to be substantially less affected by the weather at the North West Denver Campus of Regis University, the Course Faculty may decide if it is safe for students to go to clinical and will communicate this decision to the students and their Clinical Affiliate Faculty by pre-arranged means (e.g. phone or email).
- If nursing students are already at a clinical site during a campus closure due to inclement weather, the Course Faculty is to seek out information about road safety and imminent weather forecasts and in collaboration with the Clinical Affiliate Faculty on-site make the “best decision possible” about whether students should stay at the clinical facility or return home.
- If students are already at the clinical site and a “state of emergency” is called by the facility, students, Clinical Affiliate Faculty, and Course Faculty are to follow hospital policy on how to proceed.
- Consultation with the Undergraduate Program Assistant Dean, Director and appropriate Coordinators for clarification when indicated is strongly encouraged.

- Clinical Make-Up:
 - Each clinical rotation is unique with different requirements and clinical objectives.
 - Due to the difference in clinical rotations, clinical make-ups will be determined on a case-by-case basis.
 - There are several factors that will help determine if and/or how the clinical would be made up, including: the total number of clinical hours, the number of clinical hours missed, the percentage of clinical missed and the ability to meet the clinical objectives.
 - A determination of if and how the clinical hours are made up will be shared once all the factors have been considered.

LORETTO HEIGHTS SCHOOL OF NURSING

HONORS PROGRAM RESOURCE GUIDE

2023-2024



Approved by NFO 9/19/05; Syllabi approved by Curriculum Committee 7/09; Alignment with TN Curriculum Revisions 5/7/13; Revision 3/26/18, 4/26/21, 4/19/23

Overview

The LHSON Honors Program at Regis University provides learning opportunities for students showing exceptional academic and leadership ability to enhance their undergraduate educational experience and to graduate with the designation of Bachelor of Science in Nursing, Honors. The Honors Program centers on a series of seminars and projects in tandem with the Bachelor of Science in Nursing (BSN) program.

Purpose and Goals

The purpose of the LHSON Honors Program is to support and mentor students who demonstrate exceptional academic and leadership abilities by providing unique opportunities for them to collaborate with faculty and nursing leaders from the clinical and community settings while exploring the art of nursing in depth and breadth and investigating nursing science in theoretical and pragmatic ways.

The goals of the LHSON Honors Program are to provide Honors Students:

1. The means to develop as knowledgeable, ethically grounded, thinking, feeling, and critically aware professional nurse leaders.
2. A supportive learning environment that increases the quantity and quality of interaction with peers and faculty and stresses the sharing of talents with peers.
3. Saturation in an atmosphere created ultimately to benefit the entire university community through revitalization in learning for its own sake by infusing new ideas and knowledge into the everyday life of the LHSON and enriching the education of all Regis students.
4. Exposure which extends knowledge of research and evidence-based practice in preparation for unique opportunities in clinical practice and for graduate study;
5. Opportunities to develop qualities of leadership in themselves and others, which enhance the local academic and professional communities and prepare graduates to assume nursing leadership roles as informed and involved world citizens.

Admission Criteria for the Honors Program

Students eligible for candidature in the LHSON Honors Program must:

- Be matriculated students with Junior year standing in the Traditional BSN Nursing Program;
- Be enrolled fulltime;
- Have an unencumbered cumulative grade point average of 3.50 or greater on a 4.000 scale;
- Complete the Nursing Honors Program Application on or before the date specified in the letter of invitation and in the Nursing Honors Application Guidelines.

Within two weeks of the specified date, completed applications are reviewed by a panel of faculty from the LHSON. Honors Students are selected for the Honors Program based upon (1) qualification (2) merit of the recommendations, (3) quality of the writing sample, and (4) content of the application essay. The application process is competitive with no more than 10% of the total number of the Junior class selected.

The Honors Curriculum

The Honors Program curriculum enhances the Traditional BSN curriculum. The Honors Program allows students to choose focal points related to the nursing curriculum to pursue in depth, work closely with Honors faculty over two years of coursework in the nursing major and make real contributions to clinical agencies and patient care through networking, formation of partnerships, and collaborative work on agency and Honors projects.

The Honors Curriculum Coursework: Four Honors Seminars

The Nursing Honors curriculum consists of four Nursing Honors Seminars. Nursing Honors Seminars are specifically designed to provide Nursing Honors students the opportunity to explore nursing issues from a variety of perspectives. Nursing Honors Seminars provide unique content as well as direction and support for developing and completing projects. Nursing Honors Seminars require seminar participation and project development. Nursing Honors Seminars are graded Pass/No Pass (P/NP). One credit is awarded for each of the Nursing Honors Seminars (NR401, NR402, NR403, and NR404). These credits may be applied to the upper division elective requirement of the BSN program. Nursing Honors Seminar IV (NR404) also serves as a capstone for the Nursing Honors Program.

Traditional Nursing Associated Courses taken at the Honors Level

The following courses are associated with the Honors Program. (1) NR 420 Evidence-Based Practice in Nursing and Health Care Informatics (concurrently registered in NR420H and NR402); (2) NR 422 Clinical Leadership in Professional Nursing (concurrently registered in NR422H and NR403), and (3) NR 472 Community Health and Population Focused Nursing (concurrently registered in NR472H and NR 404). These courses in the Traditional Nursing curriculum are taken with program classmates, but with an Honors designation for the completion of the Honors component and completion of a collaborative project with a community partner relevant to the course subject matter. An Honors designation for these courses appears on the Honors student's transcripts upon successful completion of the Honors component and completion of the course with an earned grade of B or higher. (Nursing Honors Program Course Descriptions are found at: <https://www.regis.edu/academics/catalogs-and-calendars> Select the Academic Catalog by Year and enter the key word "NURSING (NR)").

Honors Projects

Five honors projects follow a sequence focusing on (1) individual clients and an introduction to the Honors Program; (2) an evidence-based practice in the form of a project with a community partner; (3) a leadership project with a community partner and (4) systems level nursing interventions with the community partner; and (5) a synthesis and reflection project presented to the students' professional and academic mentors, peers, family, and friends. The framework for the Honors curriculum and its projects is depicted in Figure 1, below.

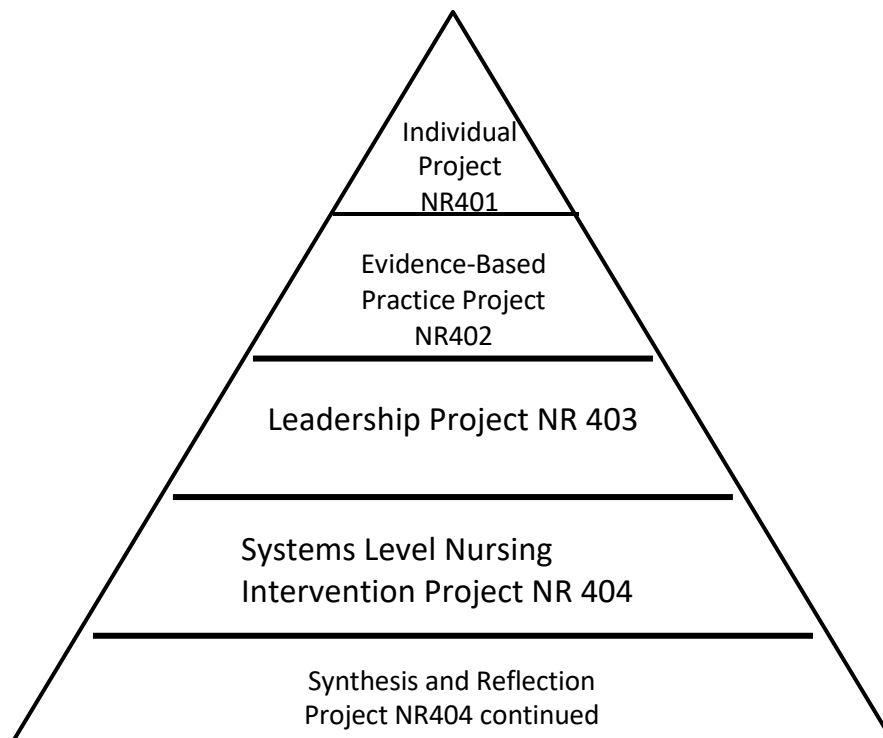


Figure 1. Framework for Nursing Honors Projects

Withdrawal from the Honors Program

Once admitted into the LHSO Honors Program, students enroll in four Nursing Honors Seminars (NR401, NR402, NR403, NR404) and the Honors sections of NR 420H Evidence-Based Practice in Nursing and Health Care Informatics, NR 422H Clinical Leadership in Professional Nursing, and NR 472H Community Health and Population Focused Nursing and the remainder of the prescribed course work in the nursing major for Traditional Nursing Students. To graduate with Nursing Honors, all listed courses must be taken and satisfactorily completed. Students may withdraw from the Honors Program at any point. All courses successfully completed at the Honors level will be identified as such on their transcripts. **The “Bachelor of Science in Nursing, Honors” designation is reserved for those students who successfully complete the entire LHSO Honors Program.**

Honors Progression

To progress in the Honors Program a student must:

- Maintain a grade point average of 3.5
- Demonstrate professional behavior

Loretto Heights School of Nursing Honors Program Application Guidelines

Students eligible for candidacy in the Nursing Honors Program learn more about the Loretto Heights School of Nursing Honors program by attending the NR 401 Nursing Honors Seminar information session held during the second week of the Traditional Nursing Program. Accepted students are expected to attend seminars and may also meet with the Honors Faculty (by appointment, phone or email).

The application process consists of **five (5) documents and a selection interview**. Students eligible for candidacy in the Loretto Heights School of Nursing Honors Program from the junior class of the Bachelor of Science in Nursing, are to submit the following to the Honors Faculty **on or before the designated date and time (announced in the Honors Seminar)**.

- A completed **Nursing Honors Program Application Form**;
- A **writing sample** from the candidate's previously completed academic work. Papers that include comments from an instructor are preferred. The writing sample should reflect the student's written communication ability and academic interests. The paper should be approximately 10 pages in length and may be one ten-page paper or two or three smaller papers.
- **Two (2) letters of recommendation** (and/or a completed recommendation form) from college Faculty with comments on the candidate's academic potential as well as his or her breadth of interests and commitment to academic excellence;
- An **Honors Application Essay** of one to two (1-2) pages describing why you would like to be selected into the Loretto Heights School of Nursing Honors Program. Please include previous leadership activities as well as areas of interest you currently have that might serve as a platform for Honors Program projects.
- A process will be presented to schedule your application interview. Students must be able to consult their emails regularly and keep times for the interviews as open as possible.

Interviews with the Nursing Honors Selection Panel will be scheduled and Honors Students will be selected based on qualifications evident in their transcripts and application papers and the interview. No more than 10% of the junior class can be selected. Students can expect to be notified in writing of the outcome of the selection process within two weeks of the interview. Students will receive further information about the application process at the Honors information session.

LORETTO HEIGHTS SCHOOL OF NURSING
Nursing Honors Program Application Form

Candidate's Name: _____ Date: _____

Regis Student ID#: _____ Cumulative GPA to date: _____

Anticipated Graduation Date: _____

Reference's Name: _____

Reference's Name: _____

Attach the following:

- Writing sample(s),
- Two (2) letters of recommendation,
- The Honors Application Essay, and
- A list of times that you would **NOT BE AVAILABLE** for interview during the timeframe established by the Honors Faculty. Include times you are in class, lab, and/or clinical as well as times you have work and/or personal commitments.

LORETTO HEIGHTS SCHOOL OF NURSING
Nursing Honors Program Recommendation Form

Candidate's Name: _____ **Date:** _____

Faculty Member's Name: _____ **Title:** _____

How do you know this candidate? _____ **For how long?** _____

From your experience, how would you rate this candidate academically?

- Marginal
- Acceptable
- Good
- Excellent
- Truly Outstanding / A must have for the LHSON Nursing Honors Program

From your experience, how would you rate this candidate in terms of leadership potential?

- Marginal
- Acceptable
- Good
- Excellent
- Truly Outstanding / A must have for the LHSON Nursing Honors Program

From your experience, how would you rate this candidate in terms of demonstrated leadership ability?

- Marginal
- Acceptable
- Good
- Excellent
- Truly Outstanding / A must have for the LHSON Nursing Honors Program

Please use the other side of this form for any comments you wish to make to the LHSON Nursing Honors Program Selection Committee. Thank you.