# REGIS UNIVERSITY

**2023-2024**

LHSON
Loretto Heights School of Nursing

1948 **75** 2023
YEARS
Regis University

Continuing the Tradition...

Developing Inquisitive Minds,

Compassionate Hearts,

And Healing Hands

## LORETTO HEIGHTS SCHOOL OF NURSING

RN-BSN/RN-MS/Graduate Student Handbook

# Table of Contents

# 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 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.

*Catherine T. 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 Resource Guide* including, but not limited to the Standards of Conduct and general University policies and regulations and Academic Integrity in the *LHSON RN-BSN/RN-MS and Graduate Student Resource Guide*. Failure to read and understand the policies/guidelines and procedures contained in the *Regis University Catalog*, the Regis **University Student Handbook**, the LHSON *RN-BSN/RN-MS and Graduate Student Resource Guide* and other appropriate documents **does not relieve the student of this responsibility**.

A Student Success Coach (SSC) or Faculty Advisor 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 or Faculty Advisor 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 Student Success Coaches 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

**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 Coordinator 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.

## Student Responsibilities

**It is the responsibility of each student enrolled in the LHSON 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 or11, 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 Examplify
- • 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 Examplify. Students must have a computer that meets the following minimum requirements found at:
    https://examsoft.com/resources/examplify-minimum-system-requirements

    ***PLEASE NOTE: Chrome Books are not compatible with Examplify which is used for testing.***

- **Students must have a** camera available for ZOOM classes/meetings and 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 LHSON 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, Director, and/or Coordinator, Assistant Dean of Graduate Programs, and Dean of LHSON.

- **Students who find themselves in academic difficulty** are strongly advised to consult the **Regis University Catalog**, the **Regis University Student Handbook**, and the **LHSON 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 for all clinical and clinically related activities such as lab and simulation experiences.  Any tardiness is considered unprofessional behavior.  Tardiness is defined as being late to clinical.

**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**

The mission of the LHSON is based on the mission of Regis University and the mission, goals, and statement of values of the RHCHP. The mission is to provide high quality, values-centered, professional nursing education and to strengthen commitment to community service. In the Jesuit tradition, we challenge students of all cultural backgrounds to seek excellence in academic pursuits, and to think logically, critically, and creatively in formulating a global view of nursing and health care.

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 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 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 inter-professional 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 inter-professional 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
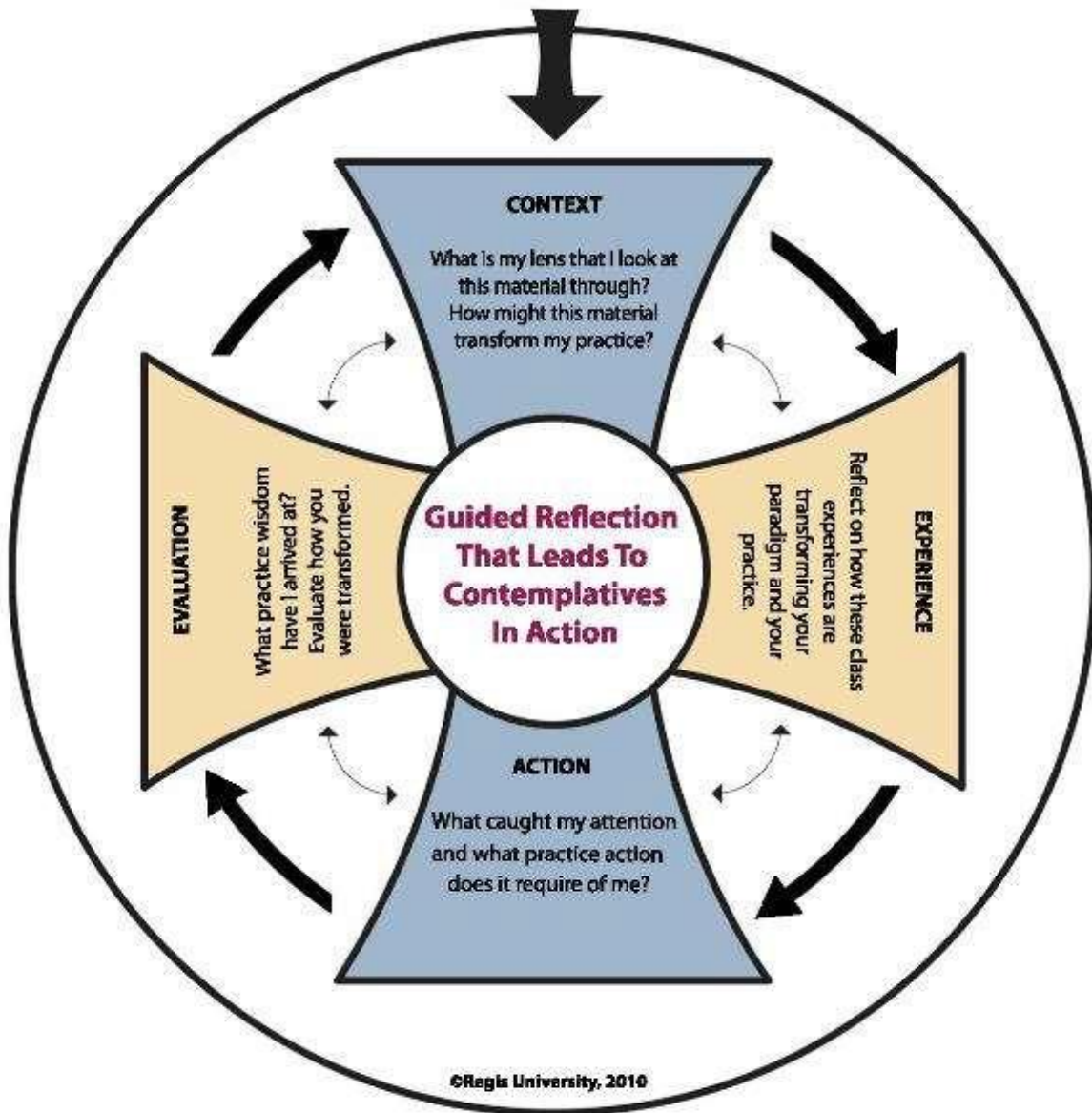


**Figure 1 - LHSON Ignatian Pedagogy Conceptual Model**

## Ignatian Pedagogy

The LHSON 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 supports 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 four degree programs, an undergraduate **Bachelor of Science in Nursing (BSN)**, a **Master of Science (MS)** in Nursing, a **Doctor of Nursing Practice (DNP)**, and a bridge program from the DNP to PhD in Nursing. These programs are offered in multiple formats with different focus areas in order to provide individualized and supportive learning environments for students with diverse backgrounds. The school has an enrollment of over 2,000 undergraduate and graduate nursing students taking courses in campus-based, synchronous ZOOM, or asynchronous online formats.

**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 are all accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. https://www.aacnnursing.org/CCNE

## RN-BSN PROGRAM

Licensed registered nurses who wish to complete a Bachelor of Science in Nursing may complete their degree in a format affording both synchronous and asynchronous class attendance via online technologies.

**RN-BSN Program Curriculum Outcomes**

The RN-BSN Program Outcomes for the Bachelor of Science in Nursing reflect the beliefs stated in the Regis University mission as well as the LHSON mission and philosophy. In addition, educational experiences described in the University's Core Philosophy Statement and knowledge, values, competencies, 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 LHSON intertwines its graduate program outcomes.

**Bachelor of Science Degree in Nursing Program Requirements (RN-BSN)**

Course descriptions and requirements for earning the BSN degree are listed in the *Regis University Catalog*. The student and the assigned Student Success Coach discuss the requirements for earning the degree. The RN-BSN Program allows students five (5) years to complete these program requirements from the date of admission.

**RN-BSN Program Student Success Coaches**

Students are assigned a Student Success Coach for the duration of their program of study. Student Success Coaches are available Monday through Friday during University business hours by phone, email, and office visits. The role of a Student Success Coach is to advise students regarding their academic plans for their course of study, specify course requirements for program completion, and serve as a student advocate. Students are encouraged to contact the Student Success Coach to review their progress in their program of study.

The Student Success Coach maintains systematic and frequent communication with their 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 seek out the RN-BSN Program Director and their Student Success Coach for advice on available options and  current policy and procedures. Finally, Student Success Coaches assist with final graduation requirement checks and assure their advisees are following current policy and procedure for graduation and commencement.

## Service Learning in the RN-BSN Program

Service Learning was introduced into the RHCHP in 1995. In keeping with the **Jesuit Tradition, Service Learning** was formed to cultivate in students an understanding of their personal responsibilities related to social justice and an appreciation for the diversity of our global community.

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 Handbook* at: http://www.regis.edu/rhchpservicelearning


# GRADUATE PROGRAMS

The Master of Science (MS) degree in Nursing at Regis University prepares graduates for roles as Family Nurse Practitioners, Neonatal Nurse Practitioners, Psychiatric Mental Health Nurse Practitioners and Health Care System Leadership.

Courses for the various program options are organized around core and specialization courses. All students in  the  Master of Science degree in Nursing program complete core courses. These courses focus on knowledge, skills, and attitudes about theoretical frameworks, ethics, health care policy, and research.

## RN to MS (Registered Nurse to Master of Science) in Nursing Program

The RN to MS nursing program offers currently licensed registered nurses the opportunity to engage in a single program of study that spans both the Bachelor of Science in Nursing degree and the Master of Science degree in nursing. It is offered in the Leadership in Health Care Systems program option. Nurse Practitioner emphases are not offered in the RN to MS format although core courses in the MS program can be utilized for the BSN degree. Later application for the NP program at LHSON would then accept those 12 credit hours.

## Leadership in Health Care Systems

Students in this emphasis earn a Master of Science degree in nursing. The Leadership in Health Care Systems degree focuses on leadership concepts to prepare for future advancement as a professional nurse. There are additional certifications which can be added to the degree, such as education, management, quality and patient safety and informatics. Courses in these degree and certificate programs are offered in both synchronous (Zoom technology) and asynchronous (online) formats.

### Family Nurse Practitioner (FNP) Specialization

This emphasis prepares nurses to deliver primary health care across the lifespan. The curriculum focuses on health promotion, disease prevention, management of acute and chronic illness and injury and the ability to prescribe medications. Graduates are eligible to take both the American Association of Nurse Practitioners (AANP) Certification Examination and/or the American Nurses Credentialing Center (ANCC) Certification Examination. Courses in these degree and certificate programs are offered in synchronous formats (classroom or Zoom technology).

### Neonatal Nurse Practitioner (NNP) Specialization

Students in this emphasis manage the health care needs of high-risk newborns and infants. The curriculum focuses on assessment, the ability to prescribe medications, management and evaluation of the health care needs of neonates and infants working within the dynamics of the family environment and in collaboration with neonatologists and other health care providers. Graduates are eligible to take the National Certification Corporation (NCC) Certification Examination. Courses in these degree and certificate programs are offered in both synchronous (Zoom technology) and asynchronous (online) formats.

### Psychiatric Mental Health Nurse Practitioner (PMHNP) Specialization

This emphasis will prepare an advanced practice nurse who can assess, diagnose, develop treatment plans, prescribe medications, and provide therapy for patients with acute and chronic psychiatric disorders in various settings. Students are eligible to take the American Nurses Credentialing Center (ANCC) Certification Examination upon graduation. Courses in these degree and certificate programs are offered in both synchronous (Zoom technology) and asynchronous (online) formats.

Post-Master's Certificates/Fellowships

The School offers a Post-Master's Certificate for nurses who have a Master of Science or its equivalent in nursing and wish to become a nurse practitioner pursuing a specialization in a clinical area of advanced practice nursing (FNP, NNP or PMHNP) without earning a second Master's degree in Nursing. The school also offers a Post-Master's Fellowship in Dermatology. The LHSON also offers a Graduate Academic Certificate in Health Care Education. Additionally, LHSON offers two graduate certificate programs with the Division of Health Service Education: Healthcare Quality and Patient Safety and Health Care Business Management. There is also a graduate certificate program with the College of Computer and Information Sciences in Informatics.

### Doctor of Nursing Practice Program (DNP)

The Doctor of Nursing Practice degree can be acquired as a masters prepared nurse or as a baccalaureate prepared nurse. The following two paragraphs illustrate how the DNP can be earned with either degree preparation.

### Post-Master of Science in Nursing to DNP

The DNP program is a nursing post-master's program which prepares students with a theoretical and practical foundation for advanced nursing practice in a variety of settings. It is offered in an online format and includes core courses, specialty focus courses, clinical practicum, service learning, and capstone experiences. The focus of the student experiences is on diverse, underserved, and/or vulnerable populations in urban and rural settings with the goal of improving direct and indirect health care services.
The DNP program is designed around two (2) specialty foci: Advanced Leadership in Health Care (ALHC); and Advanced Practice Registered Nurse (APRN).

## Post-Baccalaureate of Science in Nursing (BSN) to DNP

The Post-BSN to DNP also prepares students with a theoretical and practical foundation for advanced nursing practice in a variety of settings. Prior to enrolling in DNP courses, the BSN prepared student must complete the Master of Science program for advanced practice registered nurses, either family, neonatal, or psychiatric mental health nurse practitioner. When students have successfully completed the Master of Science in Nursing core courses and the courses within their specialization, they will have a seamless progression into the DNP program or they may opt to begin the DNP program at a later date. Students will enroll in the core courses as listed below and their selected area of specialization courses. The course descriptions for these courses are found in the Regis University Catalog.

## Doctor of Nursing Practice Program: Core Courses

The DNP program core incorporates the major advanced practice emphases of the degree including theoretical applications, statistics, epidemiology, strategic planning, outcomes research, informatics, and advanced health policy. The core also promotes principles of ethics and social justice designed to develop advanced nursing leaders in service to others. Application to practice clinical hours are included in the core and individualized by the DNP program focus and the student's academic and clinical background. This experience emphasizes care of vulnerable, underserved, and diverse populations in rural and/or urban settings. Project course work is also core and is used to synthesize doctoral core content, specialty and project knowledge, values, and skills in the production of a product that serves a specific organization and/or population.

Doctor of Nursing Practice Program: Advanced Leadership in Health Care (ALHC) The DNP ALHC specialization educates master's-prepared nurses for a doctoral degree. Graduates will collaborate with inter-professional and community partners to improve health outcomes with vulnerable, underserved, and/or diverse populations. Graduates are prepared to utilize business tools effectively in practice.

## Doctor of Nursing Practice Program: Advanced Practice Registered Nurse Specialization (APRN)

The DNP APRN focus educates master's-prepared NP nurses for a doctoral degree. Graduates will build coalitions, negotiate effectively, and lead workforce planning efforts to create collaborative models of health care and enhance collaborative practice. Graduates are prepared to improve the quality of health care delivery. Development of an effective practice plan or system-wide initiative is used to improve the quality of care locally, nationally and/or globally with vulnerable, underserved, and/or diverse populations.

## Doctor of Nursing Practice (DNP) to Doctor of Philosophy (PhD)
LHSON offers a bridge program from a clinical doctorate (DNP) to attain a research-focused doctoral degree (PhD) with an emphasis in nursing education to prepare them to fulfill roles in academia. The focus of the doctoral program will be on advanced research methods and the generation of knowledge for the discipline. In addition, coursework, or preparation for teaching (e.g., educational pedagogy, curriculum design, innovative teaching strategies, and evaluation) will be included. Students will not be added until HLC approval is obtained.


# GRADUATE PROGRAMS CURRICULUM OUTCOMES

## Master of Science in Nursing Curriculum Program Outcomes

The framework builds upon the art of nursing and science of nursing within the **Spirit of the Jesuit Tradition** as reflected in the mission, goals, and values of Regis University and the 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, theory, and research evidence. Regis

University's Master of Science  program infuses professional education with Jesuit ethos and values, develops the whole person, and fosters  professional competence in response to the needs of **communities of interest**, defined as the external and  internal population with which the organization interacts.

The purpose of Regis University is forming "men and  women, young and old, empowered in mind and heart, who will be leaders in service."

The MS curriculum is designed to educate nurses for advanced roles who are able to provide professional nursing  services to the community of interest, be they individuals, students, families, groups, communities, and/or health  care organizations.

The MS Nursing Program Outcomes for the Master of Science degree in nursing reflect the beliefs stated in the  Regis University mission as well as the Loretto Heights School of Nursing mission and philosophy. In addition,  educational experiences described in the University's MS Philosophy Statement and knowledge, values,  competencies, and professional roles identified in the Curriculum Framework for the MS Nursing Program are  operationalized. In order to emphasize the synergy between University and nursing outcomes,  the LHSON   intertwines its program outcomes with University Outcomes (highlighted in **bold** lettering).

These outcomes provide direction for students, faculty, and administrators engaged with the Master of Science  curriculum in nursing. The program outcomes for the LHSON MS program include:

- **In-depth knowledge of a discipline or content area.**
  - Integrate the standards of professional nursing practice in a variety of leadership roles that include both direct and indirect nursing care components.
  - Intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care at the local, state, and national level.
  - Synthesize an advanced level of nursing knowledge and relevant sciences to influence health care outcomes for individuals, populations, or systems.

- **Knowledge of diverse cultures, perspectives, and belief systems.**
  - Integrate broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

- **Knowledge of arts, sciences, and humanities.**
  - Assimilate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organization sciences for the continual improvement of nursing care across diverse settings.
  - Synthesize concepts from the arts and humanities into various direct and indirect practice environments.

- **Ability to think critically.**
  - Demonstrate critical thinking and diagnostic reasoning skills in practice decision making.
  - Translate scholarship into practice by applying research outcomes within the practice setting, resolving practice problems, working as a change agent, and disseminating results.
  - Critically analyze and utilize existing knowledge to provide high quality health care, initiate change, and improve nursing practice.

- **Ability to communicate effectively.**
  - Initiate collaborative relationships as a member and leader of inter-professional teams, while communicating, collaborating, and consulting with other health professionals to manage and

coordinate care.

  - ➢ Demonstrate ability to professionally present ideas both orally and in written form in an articulate, scholarly, literate, and organized manner.

- ➢ **Ability to use contemporary technology.**
  - ➢ Use patient care and communication technologies to deliver, enhance, and coordinate care.

- ➢ **Commitment to ethical and social responsibility.**
  - ➢ Apply ethical theories and principles to practice in a variety of health care and/or educational settings using an ethical decision-making model.
  - ➢ Exemplify a philosophy of nursing and health care based upon personal and professional standards of values, ethics, social responsibility, and service to others.

- ➢ **Commitment to leadership and service to others.**
  - ➢ Employ quality improvement and safety methods, tools, performance measures, and standards in an organization.
  - ➢ Execute organizational and systems leadership skills within the inter-professional health care team to maximize individual and population health.

- ➢ **Commitment to learning as a life-long endeavor.**
  - ➢ Contribute to professional leadership in nursing and society through continuing research, critical writing, oral presentation, and participation in and leadership of professional organizations.
  - ➢ Demonstrate accountability for continued personal and professional growth.

## Leadership in Healthcare Systems Specialization Outcomes

Graduates are prepared to:

1. Utilize effective communication and relationship-building skills in the management of a diverse work force.
2. Evaluate organizational structures, operational systems, leadership styles, fiscal management and their alignment with the institution's mission, vision, and goals.
3. Provide an example of data extraction from health care information systems and databases for research and evidence-based practice, administrative analysis, patient outcomes management, and clinical decision making.
4. Use analytical frameworks, systematic inquiry, and evidence-based data for strategic planning and designing innovative nursing and health care practices.
5. Critique the impact of ethical, legal, and health care policy decisions on health care outcomes within the practicum environment.
6. Appraise health care environments for cutting edge models of safe clinical systems, policies, and procedures, and quality improvement processes.
7. Develop teaching strategies grounded in educational theory and evidence-based teaching practices.
8. Collaborate with preceptor and other health care providers in the implementation of an appropriate management project.
9. Engage in dialogue about the role of the nurse leader in managing organizational change that uses systems thinking, divergent viewpoints, and shared decision making.
10. Synthesize advanced graduate education knowledge and evidence-based nursing practices to contribute to the re-design of patient care systems that are responsive to changing health care, societal, and nursing needs.

### Nurse Practitioner Specialization Outcomes

Program outcomes for the **Nurse Practitioner** specializations for Family Nurse Practitioners, Neonatal Nurse Practitioners and Psychiatric Mental Health Nurse Practitioners maintain that graduates are prepared to:

1. Integrate a variety of nursing roles into advanced practice roles including health care leader, steward of the nursing profession, and lifelong learner.
2. Integrate the ethical, legal, and health care policy dimensions of clinical issues confronting health care and nursing.
3. Critique the effectiveness of policy decisions on health care outcomes.
4. Demonstrate competence in advanced clinical practice to improve the quality of health care for clients in a variety of health care settings.
5. Synthesize advanced knowledge using theories, research, concepts and principles from nursing, behavioral, social, physiologic, and pharmacologic sciences in the area of advanced clinical practice.
6. Communicate and collaborate with consumers, professionals, and other groups to manage care and enhance the health of clients and families through emphasis on health promotion and disease prevention.
7. Observe, conceptualize, analyze and diagnose complex clinical or non-clinical problems as they relate to health and illness.
8. Utilize theory and research in understanding clinical problems and in determining nursing therapeutics and clinical management options.
9. Incorporate standards of professional nursing practice, personal values and integrity, research, social responsibility and commitment to lifelong learning to ensure high quality practice.
10. Utilize and evaluate appropriate educational technologies for selected clinical decision making and to promote health maintenance and disease prevention.
11. Meet all requirements for certification in specialty area.


### Doctor of Nursing Practice Curriculum Program Outcomes

The Regis University nurse is central to the DNP program curriculum framework of the LHSON. The framework builds upon the art of nursing and science of nursing and **Traditions of Jesuit Education** as reflected in the mission, goals, and values of Regis University and the 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, theory and research evidence.

Regis University's DNP program infuses professional education with Jesuit ethos and values, develops the whole person, and fosters professional competence in response to the needs of **communities of interest**, defined as the vulnerable, underserved, and diverse patient populations as well as organizations which serve them. The purpose of Regis University is forming "men and women, young and old, empowered in mind and heart, who will be leaders in service."

Faculty of the LHSON believe doctoral nursing education requires knowledge, values, and skills reflected in the documents of the profession including, but not limited to the *Essentials for Doctoral Education for Advanced Nursing Practice* (American Association of Colleges of Nursing [AACN], 2006).

The graduate nursing program outcomes for the Doctor of Nursing Practice (DNP) reflect the beliefs stated in the Regis University mission as well as the LHSON mission and philosophy. In addition, educational experiences described in the University's Core Philosophy Statement and knowledge, values, competencies, professional roles identified in the LHSON Curriculum for the graduate Nursing Program are operationalized. In order to emphasize the synergy between University and nursing outcomes, the LHSON

intertwines its program outcomes with University Outcomes (highlighted in bold lettering). These outcomes provide direction for students, faculty and administrators engaged with the DNP curriculum.

- **In-depth knowledge of a discipline or content area.**
  - Integrate the standards of professional nursing practice in a variety of advanced leadership and clinical practice roles.
  - Initiate and implement policy processes that support advocacy strategies that influence health and healthcare at the local, state, and national level.
  - Integrate advanced nursing knowledge and relevant science to improve healthcare outcomes for individuals, populations, and systems.
  - Analyze epidemiologic data and methods to critically appraise current practice, develop practice guidelines, and improve health care outcomes.

- **Knowledge of diverse cultures, perspectives and belief systems.**
  - Develop evidence-based clinical prevention and population care and services to individuals, families, and populations that integrate broad, organizational, patient-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of care.

- **Knowledge of arts, sciences, and humanities.**
  - Synthesize scientific findings from nursing, biological and biopsychosocial fields, public health, quality improvement, and organizational science for the ongoing improvement of population care across diverse settings.
  - Integrate concepts from the arts and humanities into various advanced leadership and clinical practice environments.

- **Ability to think critically.**
  - Emphasize and model in practice critical thinking and diagnostic reasoning skills.
  - Devise solutions to a practice problem based on scholarship employing inter-professional teams.

- **Ability to communicate effectively.**
  - Initiate, lead, and sustain collaborative relationships with inter-professional teams that manage and coordinate care.
  - Demonstrate the ability to consistently present ideas both orally and in written form in an articulate, scholarly, literate, and organized manner.

- **Ability to use contemporary technology.**
  - Integrate the use of contemporary information technology to support clinical decision making for quality patient and population outcomes.
  - Model leadership in the analysis, implementation, and evaluation of accurate, ethical, and legally applicable informatics and technologies.

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

  - Use ethical principles to identify, address, and resolve ethical dilemmas in research and practice.

  - Exemplify a philosophy of nursing and health care based upon personal and professional standards of values, ethics, social responsibility, and service to others.

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

  - Assure quality improvement and safety methods, tools, performance measures, and standards in an organization.

  - Maintain organizational and systems leadership processes within the inter-professional health care team to maximize individual and population health.

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

  - Engage in professional leadership in nursing and society through scholarship and active participation in professional organizations to ensure the preferred future of nursing.

  - Demonstrate accountability for continued personal and professional growth.

## GRADUATE DEGREE REQUIREMENTS

### Master of Science Degree in Nursing Program Requirements

Course descriptions and requirements for all specializations for the MS degree in nursing are located in the *Regis University Catalog*. Students and the assigned Student Success Coach or Faculty Advisor discuss these requirements early in the first semester in which they begin nursing courses. The MS Nursing Program provides students five (5) years to complete degree requirements. RN to MS program allows five (5) years to complete each segment (BSN and MS) of the degree requirements.

Students are admitted into a specific MS program. Students who wish to be considered for an additional certification must contact the assigned Faculty Advisor or Student Success Coach and submit a letter of request to the Program Director. This ensures that required documentation for graduation and awarding of an MS degree and/or Graduate certificate is submitted to the Academic Records Office.

### Doctor of Nursing Practice Program Requirements

Requirements for the two (2) specializations of the DNP program are identified in the *Regis University Catalog*. Course descriptions for all required nursing courses can also be found there. Students and the assigned Faculty Advisor discuss these requirements early in the first semester in which they take nursing courses.

The DNP program allows five (5) years for students to complete degree requirements from the date the student begins his or her first class.

Students are admitted into a specific DNP program specialization. Students who wish to be considered for a change in specialization must contact the assigned Program Coordinator and submit a letter of request to the Program Coordinator.

## GRADUATE PROGRAMS ADVISING

### Master of Science Program Advising

Students are assigned either a Faculty Advisor (FNP, NNP, PMHNP) or a Student Success Coach (RN-BSN, MS Leadership,) for the duration of their program of study. Advising is available based on student needs which includes during University business hours but also off-hours by appointment. The role of a Student Success Coach or Faculty Advisor is to counsel students regarding their academic plans for their course of study, specify course requirements for program completion, and serve as a student advocate. Students are encouraged to contact their Faculty Advisor or Student Success Coach to review their progress in their program of study. The Faculty Advisor or Academic Success Coach maintains systematic and frequent communication with their advisees to help ensure progression in their selected program. They also document outcomes of all advising sessions. In the event of progression issues, students seek out these individuals as well as their specific Program Coordinator for advice on available options and current policy and procedures. Finally, Faculty Advisors and Student Success Coaches assist with final graduation requirement check and assure their advisees are following current policy and procedure for graduation and commencement.

### Doctor of Nursing Practice Program Advising

All incoming DNP students are assigned a Student Success Coach for the duration of their program of study. The Student Success Coach is available Monday through Friday during University business hours by phone or email. 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. Students are encouraged to contact their Student Success Coach to review their progress in their program of study. The Student Success Coach maintains systematic and frequent communication with their advisees to help ensure progression in their selected program. The Student Success Coach also documents outcomes of all advising sessions. In the event of progression issues, students seek out the Student Success Coach for advice on available options and current policy and procedures. Finally, the Student Success Coach assists students with the final graduation requirement checks and assures their advisees are following current policy and procedure for graduation and commencement.


## GRADUATE PROGRAMS SERVICE LEARNING

### Service Learning in the MS in Nursing and the Doctor of Nursing Practice Program

Service Learning was introduced into the RHCHP in 1995. In keeping with the **Jesuit Tradition, Service Learning** was formed to cultivate in students an understanding of their personal responsibilities related to social justice and an appreciation for the diversity of our global community.

At Regis University, Service Learning provides an educational experience for students while instilling the belief that service to one's community is a life-long pursuit. As part of the MS Program in Nursing, Service Learning is integrated into the student's program of study. A set number of service hours are prescribed in designated courses within the program.

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 Handbook* at: http://www.regis.edu/rhchpservicelearning

# 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 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 Graduate Student Handbook* is located online at:
grad-school-of-nursing-handbooks.pdf (regis.edu)

*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**

**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.  Sanctions 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 Tutorial. For more serious violations, program suspension, College dismissal or University expulsion may be imposed. Refer to the Regis University Academic Integrity Policy for further information:

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.

# REGIS ⬥ UNIVERSITY

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

## Academic Integrity/Honor Code Pledge Form

It is expected that all nursing students will support the Academic Integrity/Honor Code of the Rueckert-Hartman College for Health Professions/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, Clinical Learning Unit, 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.**

I_____pledge to support the Honor Code of the Regis University/RHCHP, and
        *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, Clinical Learning Unit, online, and other learning strategies. The behaviors I will not participate in include cheating, plagiarism, violation of client confidentiality, falsification of data, falsification of records, and/or aiding and abetting dishonesty. I will adhere to and model the professional values of the **American Nurses' Association of Nursing Practice, The Nursing Code of Ethics.**

**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 (or software) 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 since the LHSON grades policy (located in this resource guide) states that a student on a 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 at a maximum allowance, 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 to support a student's success in the nursing program.

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 submitted by Faculty for changing the I/F to the appropriate letter grade once the work has been completed. A copy of the student's request/success plan 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.

## ATTENDANCE AND COURSE PARTICIPATION GUIDELINES

### Professional Blended and Online Class 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. Any behavior noted that is unprofessional may result in academic jeopardy. The following are examples, but not all inclusive of inappropriate behaviors:

- Use of racist or sexist language;
- Use of language that is derogatory of another minority or marginalized group;
- Actual or a perceived threat of hostility, bullying or incivility;
- Personal criticism;
- Distracting noises;
- Disruptive and inappropriate behaviors.

Online students will log onto and participate in each online course in which they are registered by Thursday of the first week of the term. Participation includes posting an introduction, posting in a discussion forum, or responding to emails sent by the Faculty. Ongoing participation in online courses requires a minimum of two separate logins (on different days) per week and a specific number of postings in discussion forums. See each course syllabus for specific details of this requirement. Student Success Coaches or Faculty Advisors are available to answer questions and address concerns.

**Drop/Add**

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 Faculty Advisor about this decision in order not to jeopardize uninterrupted progression in the  program. With guidance, the drop process may be executed by the student completing the  appropriate form online through WebAdvisor or through Enrollment Services.  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 Faculty Advisor or 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.

Students are financially responsible for all courses listed on the course list from Academic Records and Registration (via WebAdvisor). Credit will be given only for courses that appear on the schedule.

**Practicum Planning GUIDELINES for RN-BSN, RN-MS, and MS in Leadership Students**

- Students should submit an Affiliation Agreement request **at least 90 days** before the start date of the course.
- Students should have an active (not expired) Complio™ account indicating student's full compliance **at least 4 weeks** before the start date of the course.

**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 and is distinctly different from the  student's own professional malpractice insurance.

While not a requirement, students who are registered nurses are strongly encouraged to carry professional liability insurance for their professional practice in non-student capacities.

# CLINICAL/PRACTICUM APPEARANCE REQUIREMENTS

## Undergraduate Post-Licensure Nursing Students

RN-BSN completion students must wear clothing/uniforms that conform to agency standards for practicum experiences along with the appropriate Regis University student identification.

## Graduate Nursing Students

Graduate nursing students must wear clothing/uniforms that conform to agency standards for practicum experiences along with the appropriate Regis University student identification.

# EXPECTATIONS IN CLINICAL/PRACTICUM EXPERIENCES

## Post-Licensure Nursing Students

Procedures for arranging clinical/practicum placements for post-licensure and graduate students will be discussed in the respective program orientations and clinical courses. 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.

## 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 Supervisor/Preceptor and the LHSON Program Assistant (303-964-5133) according to the Regis University **Workers Compensation Policy. See Injury at a Clinical Site in this Resource Guide.**

## SKILLS/SIMULATION LAB MAKE-UP GUIDELINES

### Nurse Practitioner Students

Full attendance (100% of the assigned clinical and lab hours) is an expectation for each nurse practitioner student in the LHSON. In the event of an illness or other circumstance leading to a clinical absence, the **student is responsible for arranging make-up with their preceptor.**

In the event of an illness or other circumstance leading to an absence from a health assessment lab, students are to notify their Course Faculty about absence in advance if possible. If the illness has a sudden onset, Course Faculty should be notified as soon as possible. Students are required to make-up missed assessment lab hours and may be charged **per day** for Lab & Sim days missed.

In the event of an illness or other circumstance leading to an absence from a nurse practitioner procedures lab, students are to notify their Course Faculty about absence in advance if possible. If the illness has a sudden onset, Course Faculty should be notified as soon as possible. Students are required to make-up missed procedures lab hours and may be charged **per day** for procedure lab days missed.

The student who misses any number of assigned lab hours must complete a Nurse Practitioner Student Account for Lab 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.

# REGIS UNIVERSITY

**NURSE PRACTIONER STUDENT ACCOUNT**
## Skills and Simulation Lab Make-Up Form

**PLEASE PRINT CLEARLY**

| Student Name: | | Regis ID #: |
|---|---|---|

| Check Course Option: | Semester: | Course: |
|---|---|---|
| ☐ FNP | ☐ Fall | ☐ NR 630 (FNP Adv. Health Assessment) |
| ☐ NNP | ☐ Spring | ☐ NR 654 (NNP Procedures) |
| ☐ PMHNP | ☐ Summer | ☐ NR 660/661/662 (PHC I-III) |
| | | ☐ NR 667-668 (FNP Procedures) |
| | | ☐ Other (specify): |
| | | Agency Name: |

| Date(s) of Absence:<br><br>Description of the Absence:<br>(what lab is missed)<br><br>Reason for Absence:<br><br><br><br><br><br><br><br>Faculty | | |
|---|---|---|
| | ☐ Skills Lab $50 / hour   SIM Lab $65.00 / hour<br>☐ Procedures Lab $300<br><br><br>_____ **Faculty Signature:**<br><br>_____ **Director Signature:**<br><br>_____ **Student Signature:** | |

**Office Use Only:**
☐ Student Copy     ☐ Clinical File Copy
☐ Student Accounts

# CLINICAL PLACEMENT COMPLIANCE REQUIREMENTS

All LHSON 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 of their program.

➤ The following require annual renewal:

- Seasonal influenza will be completed by October 15th as per the Centers for Disease Control.
- 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 the 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 background check and drug screen annually.

➤ 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.
  - For Neonatal Nurse Practitioner students, current Neonatal Resuscitation Program by the American Academy of Pediatrics and The American Heart Association.
  - Post-Licensure students must provide evidence of a current, unencumbered Registered Nurse License in Colorado or the state in which the student will complete his or her clinical / practical.

Any 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 LHSON must respond to these by having students comply with new regulations (e.g., the COVID-19 pandemic of 2020). 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 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 acknowledging waiver rules.

   - Must obtain and submit a letter from their clinical site that explicitly outlines what immunization(s) are waived.

   - Must have a LHSON 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.

Part of the Essential Functions and Safety Standards for Admission, Progression, and Completion of Pre-Licensure Programs for Pre-Licensure Students and the Mental and Physical Qualifications for Professional Nursing in the Post-Licensure Program is the inquiry into infectious disease status.

- **Blood Borne Diseases:** Students **with blood borne diseases are required to report positive status for blood borne diseases (e.g., HIV, Hepatitis B, etc.)** and allowed equal access to clinical experiences, medical condition and **agency policy permitting**. However, prior to clinical / practicum experiences, students are **required to demonstrate competency** in the implementation of universal precautions.

- **Tuberculosis (TB):** Students exhibiting the following signs or symptoms of TB must notify their Assistant Dean as soon as possible. The Assistant Dean may require additional evaluation and follow-up. As with all illnesses, a diagnosis of latent or active TB requires written verification of clearance to return to class, lab, and/or clinical must be provided to the Assistant Dean prior to attendance in any of these learning environments.

  - Fever > 101.5º F

  - Night sweats

  - Profound fatigue

  - Chills

  - Loss of appetite

  - Unexplained weight loss

- Coughing for > 2 weeks

- Coughing blood

- Chest pain

- Other changes in health status

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/student-handbook

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

The LHSON 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 LHSON students in Colorado.

- Locations for approved Colorado 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

- LHSON students in other states must contact the clinical preceptor, Course Faculty, and current Faculty Advisor or Student Success Coach for guidance and follow up.

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's 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

Students are seen at facilities 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. A student's personal health insurance covers the cost associated with the incident and <u>is not</u> covered by Workers Compensation. It is considered a Risk Management issue.

4. Always 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.

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. **Always** notify the student's advisor to make notation in the students electronic advising file that an injury/incident occurred and that the student was evaluated.

Go to: https://www.regis.edu/life-at-regis/student-resources/campus-safety/index

- Click on the "Online Reporting System" within the "Report a Crime" box located on the right-hand side of the page.

- The next screen that comes up is an option to "Select a Group". You will be directed to the report writing process.

- On the next page select "Report Type".

- Get the students ID number as it will be required for the incident report.

- It is not necessary to fill out the student's address, driver's license etc. for a minor incident in the lab/classroom.

- In the incident report, when you get to section 3 -Person reporting the incident-select business and write in "Regis University" and your name.

- When the email of the incident report is received, forward a copy to the LHSON Assistant Dean.

If LHSON is notified of a claim or accusation of malpractice or negligence is filed, contact the Associate Vice President of Human Resources at 303-458-4197 and the Associate Vice President of Financial Affairs at 303-964-3640.

7. **Beyond emergency care, do not treat the student's injury.**

8. **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 LHSON (i.e., another School or College at Regis University, another College or University other than Regis University, CLEP, DSST (Dantes), and NLN challenge exams).

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 SharePoint under Forms for campus-based students or for online students under Packs and Resource Guides for online students.

# Regis University
## Concurrent Enrollment Request Form

**INSTRUCTIONS:** Prior to beginning a course at another college or institution, a student must complete this form.
- All parts of this form should be returned to the student's advisor. Incomplete forms cannot be processed.
- An email notification of approval or denial will be sent to the students RegisNET account once evaluated.
- Students are encouraged to retain a copy of the notification email for their personal records.

1. Name:_____ Date: _____

    Regis ID #:_____ Daytime Phone: (_____) _____

2. I am requesting concurrent enrollment for: ☐Fall    ☐Spring    ☐Summer   ☐Semester_____(year)

3. I request permission to take_____semester hours (number of hours) at:

    _____
    *Name of School*

The course/s will fulfill the following Regis University Requirements: _____

_____

| | **TRANSFER  INSTITUTION** | | | **ACADEMIC RECORDS AND REGISTRATION OFFICE USE ONLY** |
|---|---|---|---|---|
| **Transfer Dept. Prefix** | **Transfer Course #** | **Title** | **Semester Hours** | **Regis Equivalent** |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**Note:** If a course is approved, credit will be transferred to Regis University once an official transcript is received from the  transfer institution. A grade of "C-" or better must be earned in each course and the transfer credit must not duplicate  credit which is already on the student's record. **IT IS THE STUDENT'S RESPONSIBILITY TO ENSURE THAT COURSE WORK IS APPLICABLE TO THE DEGREE AND DOES NOT DUPLICATE CREDIT ALREADY AWARDED.** Approval of the course(s) listed above is valid only for the semester indicated since Regis transfer policies are subject to change. A new request should be  submitted if semester or course information changes.

I_____understand the above regulations for transfer credit.
    *Student's Name (please print)*

Student Signature:_____Date:_____

Student Success Coach  Signature:_____Date: _____

Transfer Credit
Evaluator Signature:_____Date: _____

Final official transcript or score reports **must** be sent to the following address in order to be officially added to your record:

**Regis University**
**Academic Records and Registration  3333 Regis Boulevard; A-8**
**Denver, CO 802219-2009**

# 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 prospective students to Loretto Heights School of Nursing (LHSON) must have a negative drug screen in compliance with LHSON admission policy. Any prospective student who tests positive for illegal drugs, or controlled drugs that have not been prescribed by the prospective student's health care provider will not be admitted.

**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 LHSON Dean's office. The LHSON Dean will work in consultation with the appropriate LHSON Department/Program Director and Regis University's Dean of Students. Test results will be placed in the student's advising folder.

**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 t h e y 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/student-handbook

## 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 is 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 LHSON Dean with directions for the student to follow, including 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 Department 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 taxicab. A taxicab voucher will be provided to cover the taxi expense.

10. Once the drug screening results are finalized, the Dean, Assistant 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 Assistant Dean or 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 Graduate 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/life-at-regis/student-affairs/student-handbook

### Computer Literacy and Access

Students are required to have an understanding of computers. Students are expected to be literate in using e-mail, internet, and database services. Graduate 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 Circulation Desk can be of assistance at 303-458-4030.

### 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®, 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) White Paper: *A Nurse's Guide to the Use of Social Media:* 11_NCSBN_Nurses_Guide_Social_Media.pdf and/**or view** the NCSBN video, *Social Media Guidelines for Nurses* https://youtu.be/i9FBEiZRnmo

### WebAdvisor

RegisNet provides access to WebAdvisor for Regis University registration and grade reporting system. Students can register for courses, check schedules, and see grade reports using WebAdvisor.

### 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.

## 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.

RN-BSN and MS in Leadership students must obtain a grade of "C" or higher in all nursing major courses. A grade of "C- "requires that the course be repeated. MS in Leadership students may count only 2 grades of "C" in nursing major courses toward graduation requirements.

FNP/NNP/PMHNP students must achieve a 75% weighted cumulative average for in-class proctored and online exams to pass the above courses. Failure to achieve a weighted cumulative average of 75% on in-class proctored and online exams and quizzes will result in course failure. FNP/NNP/PMHNP students must receive a B- or better (83%) to pass all clinical courses and the 3Ps courses.

**Requests of Grade Reports**
Students may request official grades in writing from the Academic Records and Registration Office or online through WebAdvisor.

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.

Students requiring information about their standing in a course may request verification of student standing by submitting their request to the course faculty. The student must provide the faculty with the written request and a stamped, self-addressed envelope prior to or during the last week of class. The verification **will not project the expected grade but** will speak to the student's standing in the course to date.

**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 |
|-------|-------------|-----------------|
| 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 | Below 64 |

**Grade Requirements for Program Progression**

See information in 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. Students may be allowed an incomplete due to extraordinary circumstances if the Course Faculty receives approval from the Program Director and the Course Faculty is willing to supervise and grade the outstanding work. The student must submit a written request for an incomplete to Course Faculty and to the Program Director by email. This request must outline the required assignments and plan (including the length of time) for completing the outstanding portion of the course.

Doctor of Nursing Practice (DNP) students may, with faculty approval, receive an "In Progress" for DNP Project courses (NR 706A, B, and C) and concurrent Application to Practice courses (NR 725 and NR 715). For these courses ONLY, up to 24 months from the start date of the class may be approved to complete outstanding course requirements.

**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 who, due to extenuating circumstances wish to apply for an extension beyond the normal due date(s) for the course must submit a written request for an incomplete course **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 Grade**

The RHCHP has a policy and procedure for appeal of a disputed grade. **This is detailed in the *Regis University Catalog*.**

## PROGRESSION GUIDELINES

### Academic Probation

Students must have a minimum cumulative grade point average of 3.000 to graduate. If a student's grade point average falls below 3.000 in the program, the student is placed on academic probation. Students placed on academic probation have one semester to raise their grade point average to a 3.000. In the case of academic probation due to violation of the Academic Integrity Policy, refer to the school or department student handbook.

### Academic Suspension and Dismissal: RN-BSN Students

Progression in the RN-BSN program is based upon students earning a course letter grade of "C "or better.  In the RN-BSN program, a course grade of C- or below is considered a failing grade. RN-BSN students who receive **2 course failures (C- or lower) as initial grades in any two upper division nursing courses will be dismissed from the program**.

### Academic Suspension and Dismissal: Master's Students

Students who fail to raise the cumulative grade point average to 3.000 are suspended. In addition, students who receive a grade of "C" in two courses at the 600 level are subject to academic review and may be suspended from the program.

Suspension may be appealed to the Department Director or School Dean.  Students notified of academic suspension for the previous term and currently attending a Regis University class may complete it.  Master's students earning a letter grade of C- or below (course failure) are eligible to repeat the course for a minimum letter grade of "C" to maintain   eligibility to progress in the graduate program pending Program Director approval.

Master's students in Leadership who receive two (2) course failures (C- or lower) as initial grades in any course  will be dismissed from the program.

Nurse practitioner students (NNP, FNP, and PMHNP) who receive two (2) course failures (C- or lower) as initial grades will be dismissed.

### Academic Suspension and Dismissal: Doctor of Nursing Practice Students

Students who fail to raise the cumulative grade point average to 3.000 are suspended. In addition, students who receive a grade of "B- or below" in two courses at the 700 level are subject to academic review and may be suspended or dismissed from the program.  Suspension may be appealed to the Program Coordinator and Assistant Dean. Students notified of academic suspension for the previous term and currently attending a Regis University class may complete it.  Students earning a letter grade  of B- or below are eligible to repeat the course for a minimum letter grade of "B" to maintain eligibility to   progress in the graduate program pending Program Director approval.

## LEARNING REMEDIATION AND COURSE FAILURE

This policy guides LHSON nursing students, Faculty, Program Coordinators , Program Directors , Assistant Deans, and the LHSON Dean in addressing issues surrounding actual and potential student difficulties with progression. The purpose  is to have a consistent and clear process recognizing that each student's situation requires an individual approach.

A process for identifying students who may potentially be at risk for failing a  course occurs in each term. Student Success Coaches send a progress report request to each faculty.  The report identifies any issues and can help to provide  guidance for the student for improving  performance in the course.

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 Resource Guide).

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

- Program progression,
- Grade requirements, and
- Failure of a nursing course.

The *Regis University Catalog* identifies the minimum cumulative grade point average required to graduate for each program. The Course Faculty, Faculty Advisors, Student Success Coaches, Chair of the Student Affairs Committee, Program Directors, Program Coordinators and Assistant Deans are all participants in a consultative process for assisting students to improve performance and continue in the program when progression issues arise. When issues present a conflict of interest, individuals disqualify themselves from the consultative process.

**Guidelines for Student Course Success**

A progress report can denote the identification of astudent's unsatisfactory standing in a course or program. The progress reports are not intended to replace personal interactions between students and faculty. They are intended to support the process of helping students with progression issues.

The following provides examples of conditions faculty believe indicate a student is at risk of failing a nursing course. **The list is not all inclusive**. It is expected that a student identified with difficulties for successful course completion will follow the faculty member's recommendations.

**Guidelines**

The following are examples of reasons a student is at risk for failing a course and may be contacted after a progress report has been issued by course faculty:

- Attendance issues;
- A score 75% or less on an initial evaluation measure for and of the 3Ps course(s);
- A low score (e.g., 'C' or lower) on an any paper;
- Student did not submit all required assignments for both theory and clinical courses in order to pass the course;
- Inappropriate or unprofessional behaviors during classroom, lab, clinical, online and/or seminar class sessions;
- Unsafe practice;
- Failure to progress in any clinical expectation;
- Failure to meet clinical objectives;
- Professional issues during clinical rotation (e.g., inappropriate dress, tardiness, poor interactions with patients and/or clinical agency staff);
- Academic dishonesty (defined in the ***Regis University Catalog***);
- Violations of the Honor Code (described in the Professional Behaviors policy in the ***LHSON Student Resource Guide)***;
- Cheating, plagiarism, fabrication, and/or collusion (defined in the RHCHP Academic Integrity policy in the ***LHSON Student Resource Guide***); and (described in the Professional Behaviors policy in the ***LHSON Student Resource Guide***).

## SUCCESS PLANS

A Success Planis a written agreement between the student and LHSON that details the specific activities, behaviors, and timeframes for remediation of identified course and/or clinical failures. Students may also receive a Success Plan for behavioral issues in the classroom, labs, and/or clinical.

A Success Plan:

- Is initiated by a Program Director or Assistant Dean in consultation with the Program Coordinator and/or course, clinical, and/or clinical oversight Faculty at any time.

- Is the result of a pattern of unacceptable academic and/or clinical performance and/or unprofessional behavior(s).

- Outlines the areas of concerns and a plan for remediation.

- Remains in effect for the program's duration and becomes part of the student's advising 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.

# REGIS UNIVERSITY

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

Student Name:_____Semester/term initiated: _____

Program:_____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 reminder of:

*(Student's Name)* _____ educational
experience in the *(Program/Option)* _____at Regis University.
This Success Plan is based upon recommendations from _____
and the Nursing Program objectives. These goals are specific to the concerns identified in previous evaluations and do not substitute for demonstrating competency of course and/or clinical objectives for the remaining nursing courses.  This plan has been constructed to facilitate and to provide assistance in successfully completing all course and/or clinical objectives 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.

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

**Student Signature:**_____**Date:** _____

**Course  Faculty Signature:**_____**Date:** _____

**Program Coordinator Signature:**_____**Date:** _____

## COURSE FAILURE GUIDELINES

All students must comply with the current *Regis University Catalog* progression policies and processes (see current *Regis University Catalog).*

**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. The Course Failure policy documents the criteria related to a student's course failure. The **Course Failure Form provides guidance for the student in next steps for improving academic performance and/or professional behavior in the program.**

# REGIS ☰ UNIVERSITY

## 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                    ☐Written communication skills
☐Verbal communication skills                     ☐Application of theory to practice
☐Ability to follow directions                       ☐Attendance issues
☐Unsafe practice                                       ☐Deficiencies in clinical preparations
☐Failure to progress in any clinical expectation   ☐Failure to meet clinical objectives
☐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)

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*

**Faculty Signature:** _____ **Date:** _____

**Student Signature:** _____ **Date:** _____

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

☐Student                    ☐Student Academic File              ☐Department/Program Director
☐Student Success Coach      ☐Clinical Faculty (If appropriate)

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

## Returning After Any Medical Issues

Any student who has a medical issue will be referred to Student Disabilities Services (SDS) if the student requests accommodations. Any student with a learning need may request accommodations from SDS. If no accommodations are requested by the student, the student is allowed to return to class, labs and clinicals. For more detailed information please contact SDS in Clarke Hall, Room 225, or call 303-458-4941, or email disability@regis.edu. Individuals may also gather more information at the website: https://www.regis.edu/academics/student-success/disability-testing-services

## Drop/Add a Nursing Course

Students are fully responsible for the Drop/Add of any course. Faculty and staff will not drop a student from any course or add a student to any course. For detailed information contact Enrollment Services at (303)458-4126.

## Withdrawal from a Nursing Course

Students must withdraw from a course before the end of the course as per the LHSON course offerings schedule. Students must have their Faculty Advisor or Student Success Coach and/or Director's approval prior to withdrawing from a course since withdrawal may significantly affect a student's progression in the program.

## Withdrawal from a Nursing Program

A student who chooses to withdraw from the Nursing Program should give written notice of this decision to the appropriate Department Director or 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 by the Dean of the LHSON and the Academic Dean of the RHCHP.

A student who withdraws from the Program **may** be allowed readmission without reapplication 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.

# HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

**Introduction**

Regis University, as an educational institution, is like all universities, subject to and governed by the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student's education records (34CFR Part 99). Some areas of the University include non-students in their services–the Regis Cares Clinic, counseling, and some research projects involving patient/participant specific demographics, requiring the University to address the laws that govern privacy and security of non-student records. These laws are the Health Insurance Portability and Accountability Act of 1996 (45CFR Part 160, 162 and 164), also known as HIPAA, and the subsequent security rules in the HITECH Act of 2009.

While the HIPAA Privacy and Security Laws apply mostly to "covered entities" such as hospitals, clinics, and other health providers outlined as subject to the Law, Regis University self-designated parts of the University to be considered "covered" under this law because of the expansion of services to the other populations mentioned above. In addition, Regis University students and faculty are provided with access to protected health information (PHI) for patients they encounter in clinical settings for which the students are expected to comply with HIPAA. Thus, as of June 1, 2013, Regis University became a covered hybrid entity, and thereby compliant with the law in both areas of privacy and security.

**Responsibility**

The goals for maintaining rigorous adherence to HIPAA compliance requirements within all Regis University-sponsored programs, projects and activities are designed to:

- Ensure the security and confidentiality of PHI and ePHI as covered by HIPAA.

- Protect against any anticipated threats or hazards to the security or integrity of such information.

- Protect against unauthorized access, use or disclosure of such information.

It is the responsibility of each student to review all aspects of the course syllabus including the Regis University HIPAA Privacy & Security Reminders. In doing so, the student acknowledges that he or she agrees to adhere to these practices. Furthermore, the student agrees not to divulge the contents or to provide access of any examination or assignment to another student in this or ensuing semesters.

All violations of the Regis University HIPAA privacy and security policies and practices are taken very seriously. All violations will be reported to the Regis University HIPAA Privacy & Security Committee for review to determine the extent of the violation and the appropriate sanctions to be applied, where necessary.

Sanctions may include notification of the student's advisor with a completed Health Insurance Portability and Accountability Act (HIPAA) INCIDENT REPORT FORM in the student's advising file, reductions in the grade for the course up to and including failure, and remedial action as directed by the Regis University HIPAA Privacy & Security Committee.

For detailed HIPAA Privacy Policy go to link below:

https://www.regis.edu/_documents/policies-and-procedures/hippa-privacy-policy-approved-7518.pdf

**How to De-Identify Individual Health Information**

Health information must be stripped of all of the following elements that identifies the individual, his or her relatives, employers, or other household members:

- Names;

- Social Security numbers;

- Telephone numbers;

- All specific geographic location information such as subdivisions smaller than a state, including street address, city, county, precinct, zip code, and their equivalent geocodes, except for the initial three digits of a zip code, if, according to the current publicly available data from the Bureau of the Census: (1) The geographic unit formed by combining all zip codes with the same three initial digits contains more than 20,000 people; and (2) The initial three digits of a zip code for all such geographic units containing 20,000 or fewer people is changed to 000;

- All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated into a single category of age 90 or older;

- Fax numbers;

- Electronic mail addresses (e-mail);

- Medical record numbers;

- Health plan beneficiary numbers;

- Account numbers;

- Certificate/license numbers;

- Vehicle identifiers and serial numbers, including license plate numbers;

- Device identifiers and serial numbers;

- Web Universal Resource Locators (URLs);

- Internet Protocol (IP) address numbers;

- Biometric identifiers, including finger and voice prints;

- Full face photographic images and any comparable images; and

- Any other unique identifying number, characteristic, or code (note this does not mean the unique code assigned by the investigator to code the research data).

### CONTRACT FOR INDEPENDENT STUDY

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

- Coordination with the appropriate Department Director about study supervision and with no more than four independent study students per faculty per semester.
- Completion of signed independent study contract/registration form submitted to the program assistant before the independent study begins.
- 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.

## NON-DEGREE SEEKING / SPECIAL STUDENTS IN RHCHP

The following RHCHP's policies apply to all LHSON students seeking admission or admitted as non-degree seeking/special students:

- Students seeking admission as a non-degree seeking/special student must submit a completed non-degree seeking/special student application and, for all post-licensure nursing programs, proof of current registered nurse licensure.
- Non-degree seeking/special students may take a maximum of nine (9) semester hours total under this designation. Courses can be taken either on a pass/no pass or graded basis. Additional semester hours may be taken only with prior approval of the appropriate department director. After one year of study, a non-degree seeking student will be de-activated.
- Non-degree seeking/special students who wish to matriculate into a degree seeking program must apply and meet all admission requirements for that degree. Course taken by non-degree seeking/special students will apply to degree requirements if courses are appropriate for the selected degree and taken on a graded basis (not pass/no pass) with a grade that meets or exceeds the minimum specified for the degree program.
- Non-degree seeking/special students are not eligible to take upper division pre-licensure coursework in nursing major.
- Non-degree seeking/special students are not eligible for financial aid or veteran's benefits unless the course taken is required as a prerequisite for admission into an LHSON program.

# GRADUATION APPLICATIONS

**Graduation Application Forms and Deadlines**

Graduation applications are submitted in the semester prior to the semester of graduation, through the LHSON office. Graduation applications are available on the Regis University website at: Graduation and Commencement | Regis University  Prior to submitting the graduation application, each student must meet with his or her Student Success Coach to  determine readiness for graduation. The Student Success Coaches signature is required on the Graduation Application form.

A transcript analysis should be reviewed with the Faculty Advisor during the beginning of the final semester to ascertain the completion status of all courses. The University requires that for graduation, official transcripts  for all transfer credits have been received and recorded on the student's official degree audit in the Academic   Records and Registration Office.

**Post-Licensure Undergraduate Students Graduation Application**

RN-BSN students must contact their Faculty Advisor when they are within 12 credits of graduation in order to ensure timely processing of graduation applications. RN-BSN students must complete and sign the Graduation Application form and obtain the required signatures. The signed form must be submitted to the RHCHP graduation coordinator **the semester prior** to the semester in which the student expects to graduate.

Specific application deadlines are available online at: Graduation and Commencement | Regis University  Failure to apply by the deadline or follow the instructions may delay graduation.

**Graduate Students Graduation Application**

MS and DNP students must contact their Faculty Advisor and Student Success Coach when they are within 12 credits of graduation in  order to ensure timely processing of graduation applications. Graduate students must have a cumulative   grade point average of 3.00 from Regis University in order to apply for graduation.  Graduate students must  complete and sign the Graduation Application form and obtain the signatures designated. The signed form  must be submitted to the RHCHP Graduation Coordinator the semester prior to the semester in which the  student expects to graduate.

Specific application deadlines are available online at: Graduation and Commencement | Regis University Failure to apply by the deadline, failure to follow the instructions, or falling below the required cumulative grade point average may delay graduation.

# STUDENT RESOURCES

## 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 consulting psychiatrist when appropriate, and assessment of other psychological concerns. Additional information can be found  at:

[Counseling Services | Regis University](#)

### 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](mailto:disability@regis.edu).  For more information, and to apply for accommodations visit [www.regis.edu/disability](http://www.regis.edu/disability)

### 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. Additional information can be found at:  https://www.regis.edu/academics/student-success/learning-commons/index

**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:

http://www.regis.edu/rhchpservicelearning

## New Student Orientation

Prior to the beginning of each new intake, an orientation is provided for students during which information is shared about the specific program involved. This includes information about structures, processes, and expected outcomes for the program which helps to increase the likelihood of student success in the program. The format of these orientations is tailored to the specific needs and demands of the options and the participants and may include face-to-face and/or online components.

## Convocation/Blessing of the Hands

The LHSON celebrates the beginning of students' experiences at Regis University with a convocation and **Blessing of the Hands** ceremony, symbolic of Loretto Heights Nursing philosophy of **"Continuing the Tradition … Developing Inquisitive Minds, and Healing Hands."** This ceremony is complemented with celebrating the end of students' experiences at Regis University with the LHSON Pinning and Recognition Ceremony.

## Clinical Learning Unit - Nursing Skills Lab 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. Scheduled lab sessions are a requirement for many graduate nursing courses in the MS FNP, NNP, and PMHNP programs.

## 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 graduate 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 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. The CSU also appreciates any information from graduate students related to potential clinical preceptors they may have.

## 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://webadvisor.regis.edu/WALPortal/WALPortal?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=3449277133

## WorldClass

WorldClass is the Learning Management System (LMS) that Regis University uses for delivering electronic course content. At Regis University electronic delivered content may be fully online courses or may be a blended format. Faculty may use this site for additional lecture material, posting of grades, drop-box for assignment submissions or course discussions.

## Plagiarism Prevention Software (Turnitin®)

Faculty in the LHSON often require the use of the Turnitin® plagiarism prevention program as a tool to assist you 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

Student governance is designed to assure that all nursing students in the Loretto Heights School of Nursing (LHSON) have an opportunity to participate in the governance of their program.

Student governance provides a means for students to give feedback and contribute to decision-making impacting student life, facilitation of learning, nursing school procedures, and structuring educational programs.

### Rationale

Student governance promotes:

- A direct line of communication between faculty and students;
- Student input on nursing school procedures and structuring in the education programs;
- Communication, and professionalism among nursing students;
- Student leadership.

### Student Input into LHSON Faculty Governance

The LHSON'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 includes a Pre-Licensure and a Post-Licensure Curriculum Committee, Faculty Development Committee, Quality and Evaluation Committee, and Student Affairs Committee. Standing Committees welcome student input.

The student governance system addresses processes for student voice in LHSON 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 LHSON**

Students and faculty are proud to be participants in the following professional 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  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 faculty advisors are available for assistance in this  process.

## GRADUATION ACTIVITIES

Student 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.

### Master of Science and RN-BSN Recognition Ceremony

The Recognition Ceremony, steeped in nursing tradition, symbolizes the culmination of academic achievement. 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 in conjunction with commencement. The ceremony serves as a celebratory activity for all LHSON graduates, families, friends, and faculty.

**Doctor of Nursing Practice (DNP) Reception**

The DNP reception celebrates the academic achievements of the LHSON graduates and includes students and their families attending Doctoral Commencement. At this reception the graduates share their individual projects and its impact on clinical practice, as well as receiving their white DNP stole.

**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://search.regis.edu/s/search.html?collection=regis-meta&query=baccalaureate+mass

**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. 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 LHSON 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)**.

**LHSON Alumni Association**

The LHSON, 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 LHSON Student Affairs Committee for further information.

**LHSON Alumni and Employer Surveys**

Information about LHSON programs and graduates is sought from alumni and employers and plays an important role in the quality improvement efforts of LHSON. 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 LHSON 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 LHSON.

### Regis University Career Services

Information about the University's career services includes but is not limited to career and internship information fairs; assistance in 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

### AfterCollege™

AfterCollege™ is a network for college students and recent grads who are looking for entry-level jobs, internships, and other opportunities. This website: https://www.aftercollege.com/search/ provides articles on writing good resumes, finding a job, and contacting recruiters, as well as general career and industry information.

## CAMPUS SAFETY AND SECURITY

- 24-hour, seven day per week campus patrolling by full-time University campus safety officers. Both foot and vehicle patrols are used.
- Residence hall desk staff monitor afternoon and evening and 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. to 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 the 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 and 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 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 and pool.

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 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 | 303-458-4151 |
| 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 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:
https://www.regis.edu/life-at-regis/student-resources/campus-safety/index
Provider text messaging fees may apply.

**General University Inclement Weather Procedures**

When classes are cancelled by the University due to inclement weather, the cancellation is announced over local television stations (channels 4, 7, and 9 and 31). Make sure that they 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: www.regis.edu. Students, staff, and faculty should listen to one of the above TV stations to get 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 Graduate Inclement Weather Procedures**

In order to make the best decision possible to ensure student and faculty safety during inclement weather, the following principles are to guide decision-making by Regis University nursing faculty and administrators:

If Regis University cancels or delays classes and delays or closes 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 will be held as normally scheduled.

- Capstone and Community/Population Health students, clinical affiliate faculty and course faculty are to exercise their own judgement in determining whether it is safe to venture out during the inclement weather based on those contracted organizations.

- 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 the hospital/organizational policy on how to proceed.

- Consultation with the Graduate Program Assistant Dean, Director and appropriated Coordinators for clarification when indicated is strongly encouraged.