Continuing the Tradition...

Developing inquisitive minds,

Compassionate hearts,

And healing hands.
# TABLE OF CONTENTS

A MESSAGE FROM THE DEAN................................................................................................................................. 7

INTRODUCTION......................................................................................................................................................... 8

STUDENT ACCOUNTABILITY ................................................................................................................................. 8

STUDENT RESPONSIBILITIES ............................................................................................................................... 9

RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS - VISION, MISSION, VALUES .................. 10

LORETTO HEIGHTS SCHOOL OF NURSING MISSION, VALUES, PHILOSOPHY ........................................ 12

PHILOSOPHY ......................................................................................................................................................... 13

IGNATIAN PEDAGOGY ........................................................................................................................................ 16

ACCREDITATION INFORMATION ......................................................................................................................... 17

PRE-NURSING/PRE-LICENSURE NURSING PROGRAMS (BACHELOR OF SCIENCE IN NURSING) ............ 19

PROGRAMS ............................................................................................................................................................. 19

  TRADITIONAL NURSING PROGRAM .................................................................................................................... 19

  ACCELERATED NURSING PROGRAM .............................................................................................................. 19

  C.H.O.I.C.E. (CONNECTING HEALTHCARE OCCUPATIONS WITH INNOVATIVE CURRICULUM AND EXPERIENCES) NURSING PROGRAM .............................................................. 19

  HONORS PROGRAM ........................................................................................................................................... 19

CURRICULUM ......................................................................................................................................................... 20

PROGRAM OUTCOMES ......................................................................................................................................... 21

DEGREE REQUIREMENTS .................................................................................................................................... 22

PROGRAM ADVISING ......................................................................................................................................... 22

SERVICE LEARNING ........................................................................................................................................... 23

POST-LICENSURE NURSING PROGRAMS ............................................................................................................... 24

PROGRAMS ........................................................................................................................................................... 24

  UNDERGRADUATE NURSING ACADEMIC CERTIFICATE IN GERONTOLOGY ........................................ 24

  RN-BSN (REGISTERED NURSE TO BACHELOR OF SCIENCE IN NURSING) COMPLETION PROGRAM.. 24

  RN TO MS (REGISTERED NURSE TO MASTER OF SCIENCE) IN NURSING PROGRAM ......................... 24

  MASTER OF SCIENCE IN NURSING PROGRAMS ....................................................................................... 24

  DOCTOR OF NURSING PRACTICE PROGRAM .............................................................................................. 26

POST-LICENSURE PROGRAMS CURRICULUM ..................................................................................................... 27

MASTER OF SCIENCE IN NURSING CURRICULUM PROGRAM OUTCOMES .................................................... 27
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT RESOURCES</td>
<td>122</td>
</tr>
<tr>
<td>REGIS UNIVERSITY</td>
<td>122</td>
</tr>
<tr>
<td>REGIS UNIVERSITY ADMISSIONS</td>
<td>122</td>
</tr>
<tr>
<td>OFFICE OF COUNSELING AND PERSONAL DEVELOPMENT</td>
<td>122</td>
</tr>
<tr>
<td>STUDENT DISABILITY SERVICES</td>
<td>122</td>
</tr>
<tr>
<td>LEARNING TECHNOLOGIES</td>
<td>122</td>
</tr>
<tr>
<td>STUDENT HEALTH SERVICES</td>
<td>123</td>
</tr>
<tr>
<td>STUDENT HOUSING</td>
<td>123</td>
</tr>
<tr>
<td>THE LEARNING COMMONS</td>
<td>123</td>
</tr>
<tr>
<td>RHCHP WEBPAGES</td>
<td>123</td>
</tr>
<tr>
<td>RHCHP CENTER FOR SERVICE LEARNING</td>
<td>124</td>
</tr>
<tr>
<td>LORETTO HEIGHTS SCHOOL OF NURSING</td>
<td>124</td>
</tr>
<tr>
<td>NEW STUDENT ORIENTATION</td>
<td>124</td>
</tr>
<tr>
<td>CONVOCATION / BLESSING OF THE HANDS</td>
<td>124</td>
</tr>
<tr>
<td>CLINICAL LEARNING UNIT - NURSING SKILLS AND SIMULATION LABS</td>
<td>124</td>
</tr>
<tr>
<td>CLINICAL SUPPORT UNIT</td>
<td>125</td>
</tr>
<tr>
<td>KAPLAN</td>
<td>125</td>
</tr>
<tr>
<td>DESIRE TO LEARN (D2L)</td>
<td>126</td>
</tr>
<tr>
<td>PLAGIARISM PREVENTION SOFTWARE (TURNITIN®)</td>
<td>126</td>
</tr>
<tr>
<td>LHSON STUDENT GOVERNANCE</td>
<td>127</td>
</tr>
<tr>
<td>PROFESSIONAL / HONOR SOCIETIES WITH AFFILIATION TO THE LHSON</td>
<td>128</td>
</tr>
<tr>
<td>REGIS STUDENT NURSES’ ASSOCIATION (RSNA)</td>
<td>128</td>
</tr>
<tr>
<td>SIGMA THETA TAU INTERNATIONAL</td>
<td>128</td>
</tr>
<tr>
<td>ALPHA SIGMA NU</td>
<td>129</td>
</tr>
<tr>
<td>NURSES’ CHRISTIAN FELLOWSHIP</td>
<td>129</td>
</tr>
<tr>
<td>GRADUATION ACTIVITIES</td>
<td>129</td>
</tr>
<tr>
<td>RHCHP DOCTORAL CONVOCATION</td>
<td>129</td>
</tr>
<tr>
<td>LHSON PINNING AND RECOGNITION CEREMONY</td>
<td>129</td>
</tr>
<tr>
<td>BACCALAUREATE MASS</td>
<td>130</td>
</tr>
<tr>
<td>REGIS UNIVERSITY COMMENCEMENT</td>
<td>130</td>
</tr>
<tr>
<td>GRADUATION</td>
<td>130</td>
</tr>
</tbody>
</table>
REGIS UNIVERSITY ALUMNI OFFICE ........................................................................................................... 130
REGIS UNIVERSITY CAREER SERVICES ........................................................................................................ 130
LHSON ALUMNI ASSOCIATION ..................................................................................................................... 130
LHSON ALUMNI AND EMPLOYER SURVEYS ............................................................................................... 131
AFTERCOLLEGE™ ....................................................................................................................................... 131
GLOSSARY OF TERMS ................................................................................................................................... 132
CAMPUS MAP ................................................................................................................................................. 133
TELEPHONE AND EMAIL LIST ..................................................................................................................... 134
APPENDICES ............................................................................................................................................... 144
LORETTO HEIGHTS SCHOOL OF NURSING HONORS PROGRAM HANDBOOK ............................................. 146
LEARNING CONTRACTS FOR REMEDIATION ............................................................................................. 150
INDEX ............................................................................................................................................................ 155
A MESSAGE FROM THE DEAN

Welcome to the Loretto Heights School of Nursing (LHSON) at Regis University in Denver, Colorado. I’m happy to share with you a little information about our nursing program. Our nursing program began at Loretto Heights College in 1948 and moved to Regis University in 1988. We have been continuously accredited since 1952 by the National League of Nursing (NLN) and, more recently, by the Commission on Collegiate Nursing Education (CCNE).

The mission of LHSON is to provide high quality, values-centered, professional nursing education and to strengthen commitment to social justice and community service. In the Jesuit tradition, we challenge students to search for better solutions, greater truth and a more just existence for 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 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 health care. Nursing education at Regis University provides you with the knowledge, skills, and values needed to excel in your nursing practice. As a nursing student in the Loretto Heights School of Nursing, I know that you will learn and grow both personally and professionally, and that you will be prepared to take a leadership role and make a positive impact in a changing society.

Rita Axford, PhD, RN
Interim Dean and Professor
INTRODUCTION

STUDENT ACCOUNTABILITY

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

The *Regis University Catalog* may be obtained online at [http://www.regis.edu/Academics/Course%20Catalog.aspx](http://www.regis.edu/Academics/Course%20Catalog.aspx). Students are advised to retain the catalog as it might be called upon to verify details about their studies at Regis University in the future. The *Regis University Student Handbook* may be obtained online at [http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Student-Activities/Judicial-Affairs/Student-Handbook.aspx](http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Student-Activities/Judicial-Affairs/Student-Handbook.aspx).

An Academic Advisor will be available to clarify policies and procedures and to assist you in planning your academic progress toward the completion of your nursing program. Failure to contact and Academic 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 advisors from giving the following information about students in person to anyone other than the student, or over the telephone to anyone including the student: grade point average (GPA), grades, student schedules, information on probationary status, financial information and number of transfer hours.
STUDENT RESPONSIBILITIES

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

- 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 (immunizations, health assessment and physical examination, PPD tests, CPR certification, HIPAA/OSHA/BBP testing, etc.) are to be kept current as directed by the student’s Academic Advisor, Administrative Assistant, Director, Coordinator, and/or Dean;
- Students who find themselves in academic difficulty are strongly advised to consult the *Regis University Catalog* and the *Regis University* and *LHSON Student Handbooks* for policy information, to seek out their Academic Advisor for guidance, and to do so promptly.
The Rueckert-Hartman College for Health Professions (RHCHP), established in 1989, educates men and women as leaders committed to excellence within the health care professions. Fundamental to the health care professions is service and as such, it is an integral component of the college. RHCHP is a college within Regis University. There are six academic units in the college and one service department. The academic units are the Loretto Heights School of Nursing (LHSN), the School of Pharmacy, the School of Physical Therapy, the Division of Health Services Administration, the Division of Family and Marriage Counseling, and the Department of Health Care Ethics. The service unit is the Center for Service Learning.

Within the Jesuit, Catholic tradition of Regis University, the RHCHP embraces the following vision, mission and values:

**VISION**
Our vision is to be nationally recognized for delivering innovative and excellent educational programs that prepare socially responsible, capable leaders for the advancement of health care globally.

**MISSION**
Our mission is to integrate academic excellence with social responsibility in the education of men and women as leaders in service of others within the health professions.

**VALUES**
We hold the following core values:

- Integrity – Honesty, fairness, respect for individual worth
- Quality – Academic rigor, ability, reputation
- Initiative – Purpose, innovation, life-long learning
- Commitment – Justice, engagement, community
- Service – Spirituality, compassion, caring
- Leadership – Vision, collaboration, accomplishment
GOALS
We commit ourselves to:

- Consider the care and education of the whole person.
- Foster a culture that advances the use of evidence as a basis for education and practice.
- Prepare professionals who are able to practice effectively and compassionately in the changing, uncertain health care environment.
- Encourage exploration of ethical issues, spiritual dimensions, and cultural differences within education and health care.
- Provide educational opportunities that facilitate learning, critical reasoning, and effective communication.
- Promote a student-centered learning environment that respects the unique needs of the individual.
- Cultivate the development of leadership skills in service of others.
- Collaborate with the broader community to meet current and anticipated health care needs.
- Nurture respect for human diversity in an environment of mutual respect and the pursuit of justice.
- Engage students in the living text of the community and challenge them to embrace an ethic of social responsibility to create stronger and healthier communities.
LORETTO HEIGHTS SCHOOL OF NURSING MISSION, VALUES, PHILOSOPHY

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.
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 interprofessional collaboration and patient centered, evidence based, and culturally sensitive care.

• Facilitating the community of learners to answer the question at the heart of the Regis University mission: “How ought we to live?”

• Being responsive to the needs of student populations seeking beginning and advanced nursing education by providing programs for nursing students that fit diverse learning needs and lifestyles.

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

EDUCATION/LEARNING:

• Is a collaborative life-long process within a community of scholarly inquiry.

• Incorporates formal and informal processes and builds upon a broad base of life experiences.

• Requires context, experience, reflection, action, and evaluation consistent with Ignatian pedagogy (Traub, 2008).

• Is a dynamic process that embodies the continual search for truth, values, and justice as the means to achieve professional excellence.

• Is enhanced through practical and experiential learning activities that focus on application of theory to practice.

• Promotes personal growth through the regular practice of reflection.
Uses diverse methods, technologies, and innovations designed to facilitate learning that fosters student progress toward desired competencies and outcomes.

Flourishes in a supportive, respectful, responsible, and motivating educational environment in collaboration with the Regis University community.

PERSON:
• Is the recipient of care, the client/patient, and includes individuals, families, groups, communities, and populations.

• Is an autonomous and unique entity with intrinsic worth valued throughout the lifespan.

• Has common needs as well as differences influenced by values, experiences, and knowledge.

• Has the capacity to grow, change and make individualized choices.

• Possesses diverse values and beliefs that are at the core of life choices.

• Shares responsibility for becoming knowledgeable in the maintenance of personal health.

HEALTH:
• Is a multidimensional and evolving concept existing along a continuum with illness resulting from disequilibrium in the person.

• Is defined in part by the person and consists of objective and subjective indicators.

• Includes the concepts of holism and well-being that reflect the person’s ability to maximize quality of life.

ENVIRONMENT:
• Is a dynamic milieu in which the person interacts.

• Influences the health of the person in both positive and negative ways.

• Is impacted by the person and other internal and external forces.

• Can be positively influenced by nurses.

NURSING:
• Is an evidence-based, theory-driven profession characterized by both art and science.

• Is grounded in clinical reasoning, reflection, compassion, spirituality, caring, ethics, and social responsibility.

• Involves professional engagement including stewardship, citizenship, and advocacy.
• Functions as a unique discipline on interprofessional health care teams by using the nursing process to support and promote the person’s optimal health and well-being during all health and illness states across the continuum of care.

• Is a multidimensional practice that has an interactive nature as reflected in its communication and collaboration with the person/recipient of care and all members of the health care team.

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

SOCIAL JUSTICE:
• Is working together to meet world challenges for the common good (Traub, 2008).

• Enhances leadership abilities through service to others.

• Is understood through involvement in service learning that addresses human and community needs while transforming people through serving others.

IGNATIAN PEDAGOGY:
• Answers the Regis University question, “How ought we to live?”

• Is based on The Spiritual Exercises of St Ignatius of Loyola, and is an educational strategy for developing the whole person using reflection with the purpose being the formation of “men and women of competence, conscience, and compassion” (Traub, 2008, p 403).

• Is embedded with guided reflection questions that contain five key elements: context, experience, reflection, action, and evaluation.

• Examines personal values and beliefs grounded in the concept of Cura Personalis or care of the whole person.

• Provides for self-examination and leads toward doing more; the Magis.

References

Approved by NFO, April 24, 2014

CONTINUING THE TRADITION...
DEVELOPING INQUISITIVE MINDS,
COMPASSIONATE HEARTS,
AND HEALING HANDS.
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 support instruction throughout the nursing curriculum. The outcome of this approach is the development of contemplatives in action.
LORETTO HEIGHTS SCHOOL OF NURSING PROGRAM INFORMATION

The Loretto Heights School of Nursing (LHSON) offers three degree programs, an undergraduate Bachelor of Science in Nursing (BSN), a Master of Science (MS) in Nursing, and a Doctor of Nursing Practice (DNP). These programs are offered in multiple formats in order to provide individualized and supportive learning environments for students with diverse backgrounds. The School has an enrollment of over 2,000 undergraduate and graduate nursing students taking courses in campus-based and online formats.

ACCREDITATION INFORMATION

Within four years, the traditional 4-year undergraduate nursing program was accredited by the National League for Nursing (NLN). An RN-BSN program option was added for registered nurses seeking to complete their Bachelor of Science in Nursing.

In 1988, the nursing program was brought to the Regis University Lowell campus. In 1989, an accelerated nursing option was implemented and in 1990, a Master of Science in Nursing program was established.

The Department of Nursing maintained continuous accreditation with the NLN Accrediting Commission (NLN-AC). During a transitional period at the national level between two accrediting bodies for nursing education in the late 1990s, the Department was accredited by both the NLN-AC and the American Academy of Colleges of Nursing - Commission on Collegiate Nursing Education (AACN-CCNE). The Loretto Heights Department of Nursing became the Loretto Height School of Nursing (LHSON) in August, 2007 with full AACN-CCNE accreditation in effect.

The baccalaureate degree in nursing/master's degree in nursing leadership and nurse practitioner/Doctor of Nursing Practice and/or post-graduate APRN certificate at Regis University-LHSON is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. http://www.aacn.nche.edu/ccne-accreditation.
NURSING PROGRAMS OVERVIEW

PRE-NURSING
PRE-LICENSEURE
POST-LICENSEURE
PRE-NURSING/PRE-LICENSURE NURSING PROGRAMS (Bachelor of Science in Nursing)

The undergraduate degree program in the LHSON is comprised of the Bachelor of Science in Nursing (BSN), a degree that is offered to pre-licensure students entering the nursing profession.

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

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

PROGRAMS

**Traditional Nursing Program**
The Traditional Nursing Program is designed for students who are not currently registered nurses and wish to complete a Bachelor of Science in Nursing within traditional academic semesters scheduling format over four years that includes two years of pre-requisites and two years of nursing courses (with a two 16-week semesters per year beginning in the fall).

**Accelerated Nursing Program**
The Accelerated Nursing Program scheduling configuration meets the needs of students who have completed a Bachelor’s degree in another discipline, but are not currently registered nurses. The students must complete nursing pre-requisites and complete the Bachelor of Science in nursing in an accelerated format. The program is designed around three 15-week semesters containing courses offered in 5 through 15 week terms. The program is designed for students to complete the nursing major in one calendar year.

**C.H.O.I.C.E. (Connecting Healthcare Occupations with Innovative Curriculum and Experiences) Nursing Program**
The CHOICE Nursing Program is specially designed for students who are employed by a healthcare organization. While employed in a healthcare agency, students complete a Bachelor of Science in Nursing. The program is implemented in coordination with the student’s employment and is structured around coursework and clinical experiences offered in the evening and on weekends.

**Honors Program**
The LHSON Honors Program at Regis University provides learning opportunities for students in the Traditional Nursing Program who demonstrate exceptional academic and leadership ability to enhance their undergraduate educational experience. The purpose of the Nursing Honors Program is to provide additional opportunities to develop leadership and scholarship in collaboration with future colleagues in the nursing profession and other health related disciplines.
The Nursing Honors Program centers on a series of seminars and projects in tandem with all other requirements in the BSN program. To be eligible to apply for the Nursing Honors Program, students must be matriculated with Junior year standing in the Traditional Nursing Program, be enrolled full time, and have a cumulative grade point average of 3.5 on a 4.0 scale. Students who successfully complete all BSN Nursing Honors Program courses and maintain the specified grades in Traditional Nursing Program courses graduate with the designation of Bachelor of Science in Nursing, Honors on their diploma (see Appendix A in this Handbook).

CURRICULUM

The Regis University Nurse is central to the undergraduate program curriculum of the LHSON. The LHSON’s curriculum builds upon the Art of Nursing and the Science of Nursing within the Jesuit Tradition as reflected in the mission, goals, and values of Regis University and RHCHP. The Art of Nursing encompasses the caring and relational aspects of practice. The Science of Nursing includes those aspects of the discipline and practice grounded in professional standards and research evidence. The Jesuit Tradition guides education that is values oriented. The purpose of Regis University has always been, and will continue to be, forming “men and women, young and old, empowered in mind and heart, who will be leaders in service.” The undergraduate curriculum is designed to produce nurses able to provide generalist professional nursing services to the community of interest, be they individuals, families, groups, communities, and/or health care professionals and organizations. With this aim in mind, the undergraduate curriculum is framed around the following nine central concepts, also called essentials:

- Liberal education for baccalaureate generalist nursing practice;
- Basic organizational and systems leadership for quality care and patient safety;
- Scholarship for evidence-based practice;
- Information management and application of patient care technology;
- Healthcare policy, finance, and regulatory environments;
- Interprofessional communication and collaboration for improving patient outcomes;
- Clinical prevention and population health;
- Professionalism and professional values;
- Baccalaureate generalist nursing practice.

PROGRAM OUTCOMES

The Undergraduate Nursing Program Outcomes for the Bachelor of Science in Nursing reflect the beliefs stated in the Regis University mission as well as the 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 program outcomes with University Outcomes. These outcomes provide direction for students, faculty and administrators engaged with the Bachelor of Science in Nursing curriculum.

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

➢ **Knowledge of diverse cultures, perspectives and belief systems.**
   - Respond to individuals’ health care needs considering the complexities of growth and developmental, environmental, socio-cultural, spiritual, economic and health status factors as they are reflected in the nature of nursing practice.

➢ **Knowledge of arts, sciences, and humanities.**
   - Apply theories, models, and concepts from the physical, natural, behavioral, medical and nursing sciences, and humanities in nursing practice.

➢ **Ability to think critically.**
   - Utilize methods of critical thinking and scientific inquiry to improve health care and to advance nursing practice.

➢ **Ability to communicate effectively.**
   - Collaborate with, and coordinate other health care team members in the delivery of comprehensive health care in a multiplicity of settings.
➢ **Ability to use contemporary technology.**
  o Use current technology in a variety of nursing roles in providing nursing care including the care provider and care designer / manager / coordinator roles as well as a member of the profession and a life-long learner.

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

➢ **Commitment to leadership and service to others.**
  o Contribute to the improvement of the community through personal and professional service activities that demonstrate commitment to leadership in the service of others.

➢ **Commitment to learning as a life-long endeavor.**
  o Assume responsibility for ongoing personal and professional growth.

**DEGREE REQUIREMENTS**

Requirements for all BSN degree programs are identified in the *Regis University Catalog*. Course descriptions for all required nursing courses can also be found there. The student and the Faculty Advisor discuss these requirements early in the first semester in which they enroll at Regis University. The Undergraduate Nursing Program allows students five (5) years to complete these degree requirements from the date the student begins his or her first class. Students in the RN to MS Degree in Nursing Program are allowed six (6) years to complete both segments (BSN and MS) of the degree requirements.

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

**PROGRAM ADVISING**

All incoming undergraduate students are assigned a nursing faculty member as a **Faculty Advisor** who generally serves the student for the duration of their program. Freshman and sophomore students are assigned a pre-professional advisor from Regis University Admissions upon declaring nursing their proposed field of study. Junior transfer students are assigned a Faculty Advisor upon admission to the Undergraduate Nursing Program. Students are assigned to their Faculty Advisor at the beginning of the academic year. Students are to obtain the name of their Faculty Advisor from the appropriate Program Assistant.

The role of a Faculty Advisor is to advise students regarding their academic plans for course of study, specify course requirements for program completion, and serve as a student advocate. Faculty Advisors initially review the student degree requirements with their advisees and maintain systematic and frequent communication with advisees to help ensure progression in their selected program.
Faculty advisors also document outcomes of all advising sessions. In the event of progression issues, students are to seek out their Faculty Advisor for advice on current policy and procedures and possible options that may be sought. Faculty Advisors assist with final graduation requirement checks, assure advisees are following current policies and procedures for graduation and commencement, and assist student to meet requirements for relevant licensing applications.

Faculty Advisors are available during posted office hours and by appointment. Faculty Advisors may post information regarding additional office hours and appointment times available during registration periods. Students may also contact their Faculty Advisor by e-mail or voice mail. Offices for campus-based nursing program administrative personnel and faculty are located on the third and fourth floors of Carroll Hall.

**SERVICE LEARNING**

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

The goal of Service Learning is to help students gain an understanding of their ability to impact their community and make a recognizable difference. Students are encouraged to reflect on their responses to the needs of others, the impact those responses have on thought, and the subsequent action needed to change existing conditions. Additional guidelines for Service Learning can be found in the [Service Learning Handbook](http://www.regis.edu/RHCHP/About-Rueckert-Hartman-College-for-Health-Professions/A-Jesuit-Education-and-Heritage/Jesuit-Education/Service-Learning-RHCHP.aspx)

As part of the Undergraduate Nursing Program, Service Learning is integrated into the student’s course of study in ways that fit each particular program (Traditional, Accelerated, CHOICE, RN-BSN Completion, and RN to MS Degree in Nursing). A set number of service hours are prescribed in designated courses within the program.
POST-LICENSEURE NURSING PROGRAMS

PROGRAMS

Undergraduate Nursing Academic Certificate in Gerontology
This certificate is for licensed registered nurses who wish to build a foundation of understanding of normal changes in aging as well as changes that are not normal. Health promotion and the development of a therapeutic relationship will also be essential. With the increase in chronic disease and illness, this certificate program will place an emphasis on acute and chronic disease management. Emphasis will also be placed on patient advocacy and management across the aging population continuum of care.

RN-BSN (Registered Nurse to Bachelor of Science in Nursing) Completion Program
Licensed registered nurses who wish to complete a Bachelor of Science in Nursing may complete their degree in a campus-based or online format.

RN to MS (Registered Nurse to Master of Science) in Nursing Program
The RN to MS in 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 specialization with a focus either in education or in management. Practitioner emphases are not offered in the RN to MS format.

Master of Science in Nursing Programs
The Master of Science (MS) degree in Nursing at Regis University prepares graduates for roles in Leadership in Health Care Systems as managers or educators, as Family Nurse Practitioners, or Neonatal Nurse Practitioners. MS degree Education for Registered Nurses is also offered with an undergraduate entry point in the RN to MS in Nursing Program in which both a Bachelor of Science in Nursing and a Master of Science degree in Nursing with a specialization in Leadership in Health Care Systems. The two degrees are completed as a single program.

Courses for the various specializations 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.

Leadership in Health Care Systems Specialization
Students in this emphasis earn a Master of Science degree in nursing and choose a focus of either nursing management or education. The Leadership in Health Care Systems specialization is offered in a one evening per week intensive format and online. Graduates are eligible to take national certification examinations in nursing education (National League for Nursing Academic Nurse Educator Certification) and nursing administration (the American Nurses Credentialing Center (ANCC) Examination for nurse administrators), once experience requirements are met.
Family Nurse Practitioner (FNP) Specialization
This emphasis prepares nurses to deliver primary health care to families. The curriculum focuses on health promotion, disease prevention and management of acute and chronic illness and injury. Graduates are eligible to take both the American Academy of Nurse Practitioner Certification Examination and the American Nurses Credentialing Center (ANCC) Examination.

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, 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.

Post-Master’s Certificates
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 or NNP) without earning a second Master’s degree in Nursing. The School offers a Masters Completion for certified nurse practitioners who wish to earn a Master of Science degree without changing clinical specialty. The LHSON also offers a Graduate Academic Certificate in Health Care Education.

Master’s Comprehensive Evaluation
The Comprehensive Evaluation (NR 699) is scheduled near the end of the last semester of course work. This process is designed for to students to demonstrate their overall understanding of the theories, principles and protocols presented in the MS program. Comprehensive Evaluations are graded on a pass/no pass basis. A provisional grade of “incomplete” may be given in cases where the Comprehensive Evaluation Panel deems that a full re-presentation and review is not warranted. A student with an “incomplete” must pass the Comprehensive Evaluation before the end of the following semester or by the date set by the Panel, whichever is sooner. Students must pass the Comprehensive Evaluation in order to graduate.
Doctor of Nursing Practice Program

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 practica, 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 to improve direct and indirect health care services. The DNP program is designed around specialty foci: Advanced Leadership in Health Care (ALHC) and Advanced Practice Registered Nurse (APRN).

Doctor of Nursing Practice Program (DNP)

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 practica, 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 to improve direct and indirect health care services. The DNP program is designed around to 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’s of science program for advanced practice registered nurses, either family nurse practitioner or neonatal 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 description for these courses are located in the section titled “MASTER OF SCIENCE DEGREE IN NURSING COURSE DESCRIPTIONS”.

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, outcomes research, and informatics. 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 population in rural and/or urban settings. Capstone course work is also core and is used to synthesize core, specialty and capstone 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 Focus
The ALHC focus readies doctorally prepared nurses to collaborate with inter-professional and community partners to improve health outcomes with vulnerable, underserved, and/or diverse populations through engagement with authentic issues in the health care environment. Graduates are prepared to utilize business and strategic planning tools effectively in practice.

Doctor of Nursing Practice Program: Advanced Practice Registered Nurse Focus
The APRN focus readies doctorally prepared nurses to 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 through development of an effective practice plan or system-wide initiative to improve the quality of care locally, nationally and/or globally with vulnerable, underserved, and/or diverse populations.

Doctor of Nursing Practice Program: Capstone Project and Defense
DNP candidates will complete and defend a translational research project working with vulnerable, underserved, and/or diverse populations. Projects operationalize: systemic evidence-based practice change; new models of health care delivery; and/or innovative applications of practice quality improvement, informatics, or health care policy advocacy.

POST-LICENSE PROGRAMS CURRICULUM

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.

Master of Science Degree in Nursing Program Outcomes
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 Height 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.
  - Synthesize concepts from the arts and humanities into various direct and indirect practice environments.

- **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 interprofessional 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.**  
o Use patient care and communication technologies to deliver, enhance, and coordinate care.

➢ **Commitment to ethical and social responsibility.**  
o Apply ethical principles to practice in a variety of health care and/or educational settings using an ethical decision making model.

o 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.**  
o Employ quality improvement and safety methods, tools, performance measures, and standards in an organization.

o Execute organizational and systems leadership skills within the interprofessional health care team to maximize individual and population health.

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

o Demonstrate accountability for continued personal and professional growth.

**Master of Science Outcomes for the Specializations**
Because of the specialized nature of MS education, program outcomes for each specialization have been identified by LHSON faculty.

**Leadership in Health Care Systems - Management Focus Outcomes**
Program outcomes for the Leadership in Health Care Systems: Management Focus maintains that 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. Use analytical frameworks, systematic inquiry, and evidence-based data for strategic planning and designing innovative nursing and health care practices.

4. Critique the impact of ethical, legal, and health care policy decision on health care outcomes within the practicum environment.
5. Appraise health care environments for cutting edge models of safe clinical systems, policies, and procedures, and quality improvement processes.

6. Examine health care system uses of metrics, information management, and technology in the provision and evaluation of health care.

7. Collaborate with preceptor and other health care providers in the implementation of an appropriate management project.

8. Engage in dialogue about the role of the nurse leader in managing organizational change that uses systems thinking, divergent viewpoints, and shared decision making.

9. Synthesize advanced graduate education knowledge and evidence-based nursing management practices to contribute to the re-design of patient care systems that are responsive to changing health care, societal, and nursing needs.

**Leadership in Health Care Systems - Education Focus Outcomes**

Program outcomes for the Leadership in Health Care Systems: Education focus maintains that graduates are prepared to:

1. Engage in creating an environment in classroom, virtual, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

2. Critique the impact of ethical, legal, and health care policy decisions on nursing and health care education.

3. Utilize evidence-based assessment of learning needs in designing educational programming based on individual, professional, and organizational requirements specific to the learning environment.

4. Participate in curriculum development or educational design processes that include identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities, and evaluation strategies that are appropriate to the learner and learning goals.

5. Implement a planned educational class/program/strategy that is based on curriculum and educational design principles in academic or clinical settings.

6. Evaluate a planned educational class/program/strategy that is based on teaching/learning principles.

7. Use information technologies and other strategies skillfully to support the teaching-learning process for diverse learners that help meet their individual learning needs.
8. Develop teaching strategies grounded in educational theory and evidence-based teaching practices.

9. Engage in networks, collaborations, and partnerships to develop and achieve educational goals within defined resources.

10. Analyze the educational environment for strategies that promote collegial dialogue and interaction between and among educators, students, and colleagues in nursing and other professions.

11. Participate in effective curriculum/educational design and systematic evaluation of programs that promote continuous quality improvement of all aspects of the educational program.

12. Synthesize advanced graduate education knowledge and evidence-based educational practices to contribute to the re-design of education that is responsive to changing nursing, health care, and societal needs.

**Nurse Practitioner Specialization Outcomes**

Program outcomes for the Nurse Practitioner specializations for Family Nurse Practitioners and Neonatal 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 primary 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 that 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).

**Program Outcomes-DNP**

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.**
  o 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.**
  o 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.

  o Integrate concepts from the arts and humanities into various advanced leadership and clinical practice environments.

➢ **Ability to think critically.**
  o Emphasize and model in practice critical thinking and diagnostic reasoning skills.

  o Devise solutions to a practice problem based on scholarship employing interprofessional teams.

➢ **Ability to communicate effectively.**
  o Initiate, lead and sustain collaborative relationships with interprofessional teams that manage and coordinate care.

  o 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.**
  o Integrate the use of contemporary information technology to support clinical decision making for quality patient and population outcomes.

  o Model leadership in the analysis, implementation, and evaluation of accurate, ethical, and legally applicable informatics and technologies.

➢ **Commitment to ethical and social responsibility.**
  o Use ethical principles to identify, address, and resolve ethical dilemmas in research and practice.

  o 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 interprofessional 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.

DEGREE REQUIREMENTS

MASTER OF SCIENCE DEGREE IN NURSING PROGRAM REQUIREMENTS

Requirements for all specializations for the MS degree in nursing are identified in the Regis University Catalog. Course descriptions for all required nursing courses can also be found there. Students and their Faculty Advisor discuss these requirements early in the first semester in which they take nursing courses. The MS Nursing Program allows six (6) years for students to complete degree requirements from the date the student begins his or her first class with the exception of students in the RN to MS Degree in Nursing Program who are allowed six (6) years to complete both segments (BSN and MS) of the degree requirements.

Students are admitted into a specific MS program specialization. Students who wish to be considered for a change in specialization must submit a letter of request to Department Executive Director, Program Coordinator, and to the Chair of the LHSON Student Affairs Committee (SAC). Approval for change in specialization must be approved by the Executive Director and SAC. MS Leadership students who wish to change focus (from education to management or the reverse), need to discuss this change with their faculty advisor and director or coordinator. This ensures that required documentation for graduation and awarding of an MS diploma and/or Graduate certificate is submitted to Academic Registration.

Progression in the MS program is based upon course grades and the maintenance of a 3.000 (“B”) grade point average (GPA). No grades may be lower than “C”, regardless of grade point average. At the master’s level, there is an expectation of a consistently high level of scholarship and performance. In line with this expectation, the final course grade reflects the following summary statements:

- A grade of “A” represents outstanding performance;
- A grade of “B” represents proficient performance;
- A grade of “C” or below represents marginal performance.
The grade of “C” is a passing grade in the MS program and counts toward graduation. A maximum of two courses with a grade of “C” may count toward graduation. A grade of “C-” or lower is not counted toward graduation, but is included in the student’s cumulative GPA until it is repeated for a higher grade (grade improvement). Master of Science degree in nursing students who receive a grade of “C-” or lower for a 600-level course must repeat the course. A maximum of one 600-level course with a grade of C- or lower may be repeated for grade improvement.

DOCTOR OF NURSING PRACTICE PROGRAM REQUIREMENTS
Requirements for both foci 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 their Faculty Advisor discuss these requirements early in the first semester in which they take nursing courses. The DNP program allows six (6) 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 focus. Students who wish to be considered for a change in focus must submit a letter of request to their faculty advisor, Department Executive Director, Program Coordinator, and to the Chair of the LHSON Student Affairs Committee (SAC). Approval for change in focus must be approved by the Executive Director and SAC.

Progression in the DNP program is based upon course grades and the maintenance of a 3.000 (“B”) grade point average (GPA). At the doctoral level, there is an expectation of a consistently high level of scholarship and performance. In line with this expectation, the final course grade reflects the following summary statements:

- A grade of “A” represents outstanding performance;
- A grade of “B” represents proficient performance;
- A grade of “B-” or below represents unsatisfactory performance and the course must be retaken.

Grades of B- or below are not counted towards graduation, but are included in the student’s cumulative GPA until it is repeated for a higher grade (grade improvement). DNP students who receive a grade of “B-” or lower for a 700-level course must repeat the course. A maximum of two 700-level courses may be repeated for grade improvement.
PROGRAM ADVISING

MASTER OF SCIENCE DEGREE IN NURSING PROGRAM ADVISING
All incoming MS students are assigned a nursing faculty member as a Faculty Advisor who generally serves the student for the duration of their program. The role of a Faculty Advisor is to advise students regarding their academic plans for course of study, specify course requirements for program completion, and serve as a student advocate. Faculty Advisors initially review the student degree requirements with their advisees and maintain systematic and frequent communication with advisees to help ensure progression in their selected program. Faculty advisors also document outcomes of all advising sessions. In the event of progression issues, students are to seek out their Faculty Advisor for advice on current policy and procedures and possible options that may be sought. Faculty Advisors assist with final graduation requirement checks, assure advisees are following current policies and procedures for graduation and commencement, and assist student to meet requirements for relevant certification applications.

Faculty Advisors are available during posted office hours and by appointment. Faculty Advisors may post information regarding additional office hours and appointment times available during registration periods. Students may also contact their Faculty Advisor by e-mail or voice mail. Offices for campus-based nursing program administrative personnel and faculty are located on the third and fourth floors of Carroll Hall.

Online students are provided with Online Faculty Advisors who can be reached by phone or e-mail during normal business hours. In order for course registration and progression to proceed smoothly, students must access their RegisNET e-mail account at least once per week and more frequently during the two weeks prior to the beginning of each 8-week term. Offices for online nursing program administrative personnel and faculty are located on the third and fourth floors of Carroll Hall.

DOCTOR OF NURSING PRACTICE PROGRAM ADVISING
All incoming DNP students are assigned a nursing faculty member as a Faculty Advisor who generally serves the student for the duration of their program. The role of a Faculty Advisor is to advise students regarding their academic plans for course of study, specify course requirements for program completion, and serve as a student advocate. Faculty Advisors initially review the student degree requirements with their advisees and maintain systematic and frequent communication with advisees to help ensure progression in their selected program. Faculty advisors also document outcomes of all advising sessions. In the event of progression issues, students are to seek out their Faculty Advisor for advice on current policy and procedures and possible options that may be sought. Faculty Advisors assist with final graduation requirement checks and assure advisees are following current policies and procedures for graduation and commencement.

Faculty Advisors are available during posted office hours and by appointment. Faculty Advisors may post information regarding additional office hours and appointment times available during registration periods. Students may also contact their Faculty Advisor by e-mail or voice mail. Offices for campus-based nursing program administrative personnel and faculty are located on the third floor of Carroll Hall. In order for course registration and progression to proceed smoothly, students must access their RegisNET e-mail account at least once per week and more frequently during the two weeks prior to the beginning of each 8-week term. Offices for DNP program administrative personnel and faculty are located in Carroll Hall.
SERVICE LEARNING

Service Learning in the MS Degree in Nursing and the Doctor of Nursing Practice Programs

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

LHSON STUDENT POLICIES, PROCEDURES, AND REQUIREMENTS
LHSON STUDENT POLICIES, PROCEDURES, and REQUIREMENTS

This section of the LHSON Student Handbook includes policies, procedures, and requirements for students to follow.

LHSON STUDENT RESPONSIBILITIES

All LHSON students are responsible for knowing and complying with all student policies, procedures, and requirements found in the Regis University Student Handbook and LHSON Student Handbook. The Regis University Student Handbook is located at the following website:


The LHSON Student Handbook can also be located online at the following website:

http://www.regis.edu/~media/Files/RHCHP/Schools/LHSON/LHSON_Handbook13-14.ashx

Directors, coordinators, faculty, faculty advisors, and affiliate faculty are expected to be familiar with these policies, assist students with compliance issues, and take corrective action as appropriate.
RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS (RHCHP) ACADEMIC INTEGRITY POLICY

Contents
Introduction
Academic Honor Code
Definitions
Responsibility
Academic Integrity Board
Academic Integrity Appeals Board
Sanctions for Violations of Academic Integrity
Procedure
Appeals of Sanctions for Violations of Academic Integrity
RHCHP Academic Integrity Board Database

Introduction

The term integrity is derived from the Latin integritas, meaning the quality of being whole, sound and unimpaired or unbroken. Academic integrity is built upon the values and virtues of honesty, loyalty and trustworthiness. A failure to observe these basic values undermines the very foundations and bonds of a learning community and impairs the most basic goals of education. As members of the RHCHP community, our collective academic integrity is a prerequisite for the pursuit of knowledge and excellence in professional practice. In particular, the Jesuit principles that underlie the Regis University mission and core philosophy, with their call to ethical inquiry and care of the whole person, demand students commit to academic integrity in all aspects of their professional education and development. Likewise, faculty and all RHCHP employees must demonstrate and model the same high standards with respect to being responsible for one’s own academic work, participating with good faith in academic discussions, and acknowledging the work of others.

In order to establish and foster a community in which academic dishonesty and misconduct are socially and professionally unacceptable, all students and faculty are expected to adhere to the RHCHP Academic Honor Code. The Honor Code is intended to support the shared responsibility of faculty and students in maintaining an academic environment in which the values of truth and justice prevail in all activities related to learning, teaching, research, scholarship and professional practice.

Academic Honor Code

Students and faculty of RHCHP are committed to the highest standards of academic integrity and assume full personal and professional responsibility for maintaining those standards. All members of the RHCHP community exhibit the qualities of honesty, loyalty and trustworthiness in all academic and clinical activities, holding themselves and each other accountable for the integrity of the learning community.

The RHCHP Academic Honor Code applies to any student in a RHCHP course, regardless of the student’s home college or program, and will be enforced according to the policies and procedures of the RHCHP.
Definitions

Violations of academic integrity are taken very seriously and include, but are not limited to, the following:

**Cheating**
A form of dishonesty by which the person misrepresents his or her mastery of the course content or clinical experience. Cheating applies to examinations, labs, written assignments, clinical experiences, online discussions and any other form of student assessment. Examples of cheating include:
- Copying from the work of another student.
- Having a tutor or other reviewer make extensive content revisions or completing a portion of your assignment.
- Misrepresenting your contribution to a group project.
- Using unauthorized materials such as a textbook, prepared notes, study aids or an electronic device during an examination.
- Unauthorized access to or use of someone else’s computer account or computer files to complete an assignment.
- Possessing or obtaining an examination without the instructor’s authority or prior knowledge.
- Submission of an assignment purchased from a commercial entity (e.g., term papers).
- Unauthorized preprogramming of and/or access to electronic devices.

**Plagiarism**
A form of dishonesty by which the person misrepresents someone else’s words, ideas, phrases, sentences or data as his or her own or otherwise fails to properly acknowledge the source of such material through complete and accurate citations and reference lists. Examples of plagiarism include:
- Directly quoting another person’s words without the use of quotation marks and/or acknowledging the source.
- Paraphrasing, or restating, another person’s ideas, opinions or theories without acknowledging the source.
- Using facts, statistics or other material taken from a source without acknowledging the source.
- Using words or the work of others, including images, taken from the Internet without acknowledging the source.
- Failing to properly cite an original source when using a secondary source.

**Fabrication**
A form of dishonesty by which the person deliberately invents or falsifies information or research findings with the intent to deceive. Examples of fabrication include:
- Citing information not taken from the source indicated.
- Citing a source that does not exist.
- Intentionally distorting the meaning or applicability of data.
- Listing sources in a bibliography or reference list that were not used in the project.
• Inventing or falsifying data or source information in experiments, research projects or other academic assignments.
• Listing hours worked or activities performed during a clinical or service learning experience that did not occur.
• Misrepresenting one’s contribution to scholarly research and/or publication.
• Misrepresenting or falsifying a resume or curriculum vitae

Collusion
A form of dishonesty involving two or more persons acting in a manner intended to misrepresent individual effort, learning and/or contributions to course assignments. Examples of collusion include:
• Allowing another student to copy from your work.
• Completing an assignment for another student.
• Allowing another student to complete an assignment for you.
• Unauthorized sharing of examination questions and/or answers before or after an examination.
• Unauthorized collaboration with another person during an examination or other assignment.
• Allowing one or more members of a group project to accept credit for the assignment if they did not participate or contribute.

Other Examples of Academic Misconduct
• Posting another person’s work on the Internet without that person’s permission.
• Unauthorized or inappropriate access to use of another’s computer account, access codes or electronic file.
• Misrepresentation to avoid academic work by fabricating an otherwise justifiable excuse such as illness, injury, accident, personal emergency, etc. in order to avoid or delay timely submission of academic work or the taking of an examination, or to request an incomplete or administrative drop in the course.
• Submitting the same written work to fulfill the requirements of more than one course without the explicit permission of the instructors.
• Coercing any other person to engage in academic dishonesty or misconduct.
• Aiding any other person engaged in academic dishonesty or misconduct.
• Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any University office, building or accessing a computer for that purpose.
• Denying access to scholarly resources or otherwise deliberately impeding the progress of another student or scholar. Violations include, but are not limited to giving other students false or misleading information; making library materials unavailable through stealing or defacement; deliberately misplacing or destroying reserve materials or altering and/or destroying someone else’s computer files.
Responsibility

Achieving an atmosphere of mutual trust in which all members believe their right to learn is unimpeded by dishonest behavior is a responsibility shared by administration, faculty and students. It is the responsibility of each individual student, faculty and other RHCHP employees to be able to recognize and refrain from any violation of academic integrity and to report observed violations. Numerous web-based resources addressing academic integrity are available.

It is the responsibility of each student to review all aspects of the course syllabus and agree to adhere to the Rueckert-Hartman College for Health Professions Academic Honor Code. 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. Questions regarding academic integrity should be directed to the course instructor.

In addition, it is the responsibility of faculty and administration to foster and encourage honesty and a sense of fairness by creating and enforcing appropriate policies and systems. Administration provides the necessary resources as well as proper support for faculty when confronting violations of academic integrity.

The highest priority is to educate and encourage the development of appropriate academic and professional values and behaviors within individuals while also preserving the integrity of the learning community as a whole. All instances of academic dishonesty or misconduct will be reported and handled according to the Sanctions section of this policy. The Academic Integrity Board provides oversight of the Academic Integrity Policy.

Academic Integrity Board

The purpose of the Academic Integrity Board (AIB) in RHCHP is to implement, support, and monitor the Academic Integrity Policy. The AIB performs the following functions:

- Provides consultation to academic departments, schools and individual faculty to help determine sanctions and maintain consistency in violation levels and sanctions.
- Responds to independent concerns expressed by students and faculty regarding academic integrity.
- Convenes and coordinates the appeals process.
- Reviews all notifications of violations of the Academic Integrity Policy, maintains a database of violations, and audits and reports such violations to the RHCHP Academic Council on an annual basis.
- Recommends revisions to this and related policies and procedures as needed.
- Collaborates on the creation and maintenance of educational resources for students and faculty related to academic integrity.
The AIB is comprised of:

- RHCHP Academic Dean (non-voting member)
- One RHCHP faculty from each academic department/division or school with the minimum rank of assistant professor (voting members). Voting members may serve a two or three year term as needed to ensure continuity. Terms are renewable.
- The Board will elect a chair annually from a slate of candidates identified by the immediate past chair and the Academic Dean. The Chair serves a minimum three year renewable term.

The AIB will meet quarterly and on an as needed basis.

**Sanctions for Violations of Academic Integrity**

The sanction process is intended to ensure compliance with the academic standards of integrity contained in this policy. The level of sanction depends on a number of factors including the severity of the violation, whether it is a first offense and willingness of the student or faculty member to accept responsibility.

**Student Violations**

Sanctions for violations of the RHCHP Academic Integrity Policy by a student may include a reduced or failing grade for the assignment, course failure, academic probation or suspension, removal of Academic Honors, and/or academic dismissal from the program, school and/or College. Receipt of a failing grade in the course, academic probation or academic suspension may be indicated on the transcript with the designated code which will be removed when the student completes all program/degree requirements. Egregious violations may result in a recommendation for academic expulsion from the University. All instances of academic dishonesty will result in notification of the student’s academic advisor, documentation in the student’s advising file, and a report filed with the AIB and entered in the permanent AIB database for RHCHP.

**Level One Violations and Sanctions**

Level One violations of the RHCHP Academic Integrity Policy predominantly include an initial minor violation of plagiarism and/or violations for which there are considered to be mitigating circumstances. Level One sanctions minimally include notification of the student’s advisor with a note in the student’s advising file, and appropriate reduction in the grade for the assignment up to and including failure, and remedial action as directed by the instructor.

**Level Two Violations and Sanctions**

Level Two violations of the RHCHP Academic Integrity Policy include all substantive violations of the policy not listed as a Level One violation and are considered very serious. Level Two sanctions, at a minimum, include failure of the assignment and potentially include failure of the course and/or academic probation. An AIB consultation is strongly recommended for all Level Two violations.
Level Three Violations and Sanctions

Level Three violations of the RHCHP Academic Integrity Policy are considered to be the most serious and will result in the highest level of sanction which may include academic probation, academic suspension, or permanent academic dismissal from the program, school and/or College. All Level Three violations result in a mandatory AIB consultation. Level Three violations may include, but are not limited to:

- Using unauthorized materials such as a textbook, prepared notes, study aids or an electronic device during an examination.
- Possessing or obtaining an examination without the instructor’s authority or prior knowledge.
- Submission of an assignment purchased from a commercial entity (e.g., term papers).
- Inventing or falsifying data or source information in experiments, research projects or other academic assignments.
- Listing hours worked or activities performed during a clinical or service learning experience that did not occur.
- Posting another person’s work on the Internet without that person’s permission.
- Unauthorized or inappropriate access to use of another’s computer account, access codes or electronic file.
- Misrepresentation to avoid academic work by fabricating an otherwise justifiable excuse such as illness, injury, accident, personal emergency, etc. in order to avoid or delay timely submission of academic work or the taking of an examination, or to request an incomplete or administrative drop in the course.
- Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any University office, building or accessing a computer for that purpose.
- Multiple violations of any portion of the policy.

Repeat Violations

A repeat violation may result in a more serious sanction. For example, if two Level One violations have occurred, the faculty may recommend a Level Two sanction such as failure of the assignment or the course which is more severe than a grade reduction. A second Level Two violation requires an automatic consultation with the AIB. Severity of the sanction is the decision of the faculty involved with or without consult from the AIB.

Non-Faculty Employee Violations

Violations of the RHCHP academic integrity policy by a non-faculty employee, e.g., a program assistant or work study providing unauthorized access to exam materials to one or more students, will be handled by the appropriate Dean in consultation with the Department of Human Resources. Sanctions are determined in accordance with human resource policy. Violations are documented, reported and included in the academic integrity database and annual reports by the AIB. An appeal or grievance by a non-faculty employee is handled according to human resource policies and procedures.
Faculty Violations
Violations of the RHCHP academic integrity policy by a faculty member will be handled by the appropriate Dean or Division Director according to the relevant provisions of the RHCHP Faculty Handbook, in consultation with the Academic Integrity Board and the Department of Human Resources as appropriate. Violations are documented, reported, and included in the academic integrity database and annual reports by the AIB. An appeal or grievance by a faculty member is handled according to appropriate policies and procedures of the AIB, the RHCHP Faculty Handbook and the Department of Human Resources as applicable.

Procedures for Student Violations
1. The faculty member identifies an infraction of the Academic Integrity Policy and notifies the appropriate supervisor. The following steps are completed:
   a. The faculty checks with the AIB for any prior violations by that student and prior actions taken.
   b. The level of violation is determined by the faculty and appropriate supervisor.

2. If the violation is Level 1 or Level 2
   a. The faculty and/or supervisor may consult with a member of the AIB regarding the investigation or determination of sanction by notifying the Chair of the AIB. Consultation requests will normally be responded to within one business day. Consultations are strongly recommended for Level Two violations.
   b. The faculty, and student when applicable, follows any specific requirements for investigation and determination of academic sanctions by the academic unit.
   c. The faculty informs the student of the violation and sanction in writing.
   d. The faculty completes and submits the Notification of Academic Integrity Policy Violation form, and supporting documentation, to the AIB within a week of determining the sanction.
   e. A copy of the Notification of Academic Integrity Policy Violation form, student/faculty correspondence and other documentation relevant to the incident and or investigation is scanned into the academic integrity database.

3. If the violation is Level 3 or otherwise egregious in nature
   a. The Chair of the AIB is notified and a consultation is initiated (Level 3 violations are automatically referred to AIB). Consultations are generally initiated within one business day.
   b. The student may be removed from the online or ground-based class pending the investigation. The faculty, and student when applicable, follows any specific requirements for investigation and determination of academic sanctions by the academic unit.
   c. The student is notified, in writing, of the violation and sanction by the faculty and/or the program director/dean.
   d. The faculty completes and submits the Notification of Academic Integrity Policy Violation form, and supporting documentation, to the AIB.
e. A copy of the Notification of Academic Integrity Policy Violation form, student/faculty correspondence and other documentation relevant to the incident and or investigation is scanned into the academic integrity database.

f. If academic expulsion is recommended, the documentation will be referred to the Office of the Provost.

4. In the event of course failure, academic suspension or academic probation in which the transcript code for violation of academic integrity is requested, the University Registrar is notified.

Student Appeals of Academic Integrity Sanctions

Academic Integrity Appeals Board
Because of the consultative function of the AIB, knowledge of the case and surrounding evidence will have previously been reviewed by the AIB. For this reason and to provide fundamental fairness to the student appeal process a separate Appeals Board will be convened.

This Appeal Board will consist of representatives from each college including the Associate Dean of Regis College, a representative of the Academic Integrity Board of the College of Professional Studies, an ad hoc faculty member from the student’s home Division or School in RHCHP, and one member of the RHCHP AIB.

The AIB Appeals Board will meet on an as needed basis. All decisions rendered by the Board will be final. Regis University Legal Counsel may be consulted as necessary.

Student Appeals Process
The student may appeal the level of sanction assigned, and/or the specific sanction applied, to the AIB by submitting a written request to the Chair of the AIB. The written request for appeal must include the student’s reason and rationale for the appeal. The decision of the Appeals Board is final.

NOTE: The AIB appeal process is limited to consideration of the specific violation(s) of academic integrity. Other aspects of student academic performance or related violations of the Student Code of Conduct must be handled according to the normal processes outlined in the University Bulletin and the relevant student handbook.

The Appeals Process
1. The student submits a written request for appeal to the Chair of the AIB within one week of receiving notification of the sanction.
2. All relevant documentation is submitted by the faculty and student to the AIB Chair for consideration.
3. The AIB organizes the Appeals Board representatives which reviews all documentation and conducts further investigation if warranted. The Appeals Board renders a decision to the AIB Chair, generally within five working days. (See composition of AIB Appeals Board)
4. The AIB notifies the student, faculty and dean or director of decision in writing. The possible decisions are as follows:
   a. Student appeal is denied, sanction is upheld
   b. Student appeal is successful, sanction is modified or reversed
5. The Division or School completes any further notification to the Registrar and/or follows any Division or School procedures related to imposition of the sanction, e.g., probation or dismissal.

**Academic Integrity Database**

The AIB is responsible for the creation and maintenance of a database containing all documented instances of a violation of academic integrity. The purpose of the database is to:

- Document a pattern of repeat violations for individuals.
- Provide aggregate data for annual reports that identify trends, assess the level of compliance with the policy, and support modifications to the policy or its associated policies and procedures.
- Identify the need for further education or resources.

The Notification of Academic Integrity Policy Violation for is submitted to the Chair of the AIB within 7 days of completing an investigation following an incident involving a violation of academic integrity. All violations are entered into the database, which is maintained by the Office of the Academic Dean of RHCHP. The Dean’s Assistant and the AIB Chair are the only parties with access to the database.

Addendum

Approved Language for Use in All RHCHP Syllabi

Academic Honor Code
Students and faculty of RHCHP are committed to the highest standards of academic integrity and assume full personal and professional responsibility for maintaining those standards. All members of the RHCHP community exhibit the qualities of honesty, loyalty and trustworthiness in all academic activities, holding themselves and each other accountable for the integrity of the learning community.

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. Refer to the [program specific] Handbook or this link for the RHCHP Academic Integrity Policy. The RHCHP Academic Honor Code applies to any student in a RHCHP course, regardless of the student’s home college or program, and will be enforced according to the policies and procedures of the RHCHP.

It is the responsibility of each student to review all aspects of the course syllabus and agree to adhere to the Rueckert-Hartman College for Health Professions Academic Honor Code. 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.

NOTE: All faculty have access to plagiarism detection software, which can be used with or without the student’s knowledge in any RHCHP course.
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 Standards of Nursing Practice, The Nursing Code of Ethics.

Academic Integrity/Honor Code Pledge

I ____________________________________________________________________________
pledge to support the Honor Code of the Regis University RHCHP, and the Loretto Heights School of Nursing, Regis University. 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 settings. 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 Standards of Nursing Practice, The Nursing Code of Ethics.

Student's Name: ________________________________________________________________

Signature: ______________________________________________________________________

Date: __________________________________________________________________________

NB: 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. The signed document will be placed in student advising file.
ASSIGNMENTS POLICY

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 and extension beyond the date that the course ends. Faculty may not delay grades for other students as it can disadvantage financial aid for other students. A grade of "I/F" denotes that required work for the course is incomplete due to extraordinary circumstances.

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

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

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

Any student on a learning contract for remediation or Academic Jeopardy 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 learning contract may be developed by the faculty to track the outstanding work plan and timetable.
A Grade Change form will be made available to the faculty for changing the I/F to the appropriate letter grade once the work has been completed. A copy of the student’s request / learning contract for the extension and the faculty’s response to it outlining the parameters for satisfactorily completing the I/F must be submitted to the course faculty prior to the end of the course / time grades are normally due.

Notes: Legacy SHB; Approved Asst. Dean 6/11

ATTENDANCE AND COURSE PARTICIPATION POLICY

Online students must 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. Students who do not log on and participate prior to 8:00 a.m. Thursday of the first week of the term will be dropped from the course. Ongoing participation in online courses requires a minimum of two separate log-ins (on different days) per week and a specific number of postings in discussion forums. See each course syllabus for specific details of this requirement. Online Faculty Advisors are available to answer questions or concerns (olnadv@regis.edu).

Campus-based students must attend classes for which they are enrolled. Campus-based students who wish to drop a course during the drop/add period (first week of the course) need to contact their Faculty Advisor about this decision in order not to jeopardize uninterrupted progression in the program. With the Advisor’s guidance, the drop process may be executed by the student completing the appropriate form online through WebAdvisor or through Enrollment Services. Campus-based students who decide not to continue with a course after the drop/add date but before the end of the withdrawal period must contact their Advisor to initiate this process. Students may be eligible for prorated 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.

Notes: Issued 9/07; Approved Asst. Dean 5/12

CLINICAL/PRACTICUM APPEARANCE REQUIREMENTS

Undergraduate Pre-Licensure Students

All pre-nursing students and nursing students enrolled in any Pre-Licensure Program in the Undergraduate Nursing Program are required to wear the prescribed LHSON uniform when present in a clinical agency, conform to personal grooming requirements of the clinical agencies, and have supplies with them as indicated in this policy. In addition, uniform requirements may be required while in the Clinical Learning Unit (skills and/or simulation lab).
Traditional Pre-Nursing Student Uniform

The **pre-nursing student uniform** for Traditional students (who have not yet been admitted into the Nursing Program) consists of straight-leg navy scrub pants with cargo pockets and a light blue V-neck, two pocket scrub top. Student uniforms must be clean, pressed (wrinkle-free), in good repair, and of proper fit to permit freedom of movement and maintain modesty. All students must wear appropriate undergarments and may not be visible when sitting, standing, or reaching. A white crew neck tee shirt is required under the V-neck top for both women and men. Female students may select a skirt which is to be worn knee-length or longer approved by LHSON. Maternity uniforms must be made out of the same fabric and of similar style as the LHSON student uniform.

- All pre-nursing students need a complete uniform no later than the first scheduled clinical day of **NR 410 Introduction to Professional Nursing**.

- Occasionally there are times when other attire may be required based on clinical assignment and patient population. However, at all times, students are to appear professional in attire. Any change in required uniform must be approved by LHSON.

- For safety reasons, all shoes worn in the clinical area must be safe (closed-toe), clean, and professional. Dark tie or clog-type shoes with a rubber or gum sole, worn with socks or hose, are acceptable. Clogs/Crocs with no holes must have either a heel lip or a heel strap. White tennis or ‘sport’ shoes may be worn as uniform shoes if they are clean and in good repair (no bright colors on these shoes). Shoes should specifically be for hospital use, and should not be worn for daily wear. Sandals or flip-flops are not acceptable.

- Extra outer layers of clothing are not permitted. Sweaters may not be worn while providing direct patient care. A plain, solid-colored cardigan sweater may be worn at other times in the clinical setting.

- All students must wear their Regis University photo ID, securely attached to their left scrub top pocket.

Pre-Licensure Nursing Student Uniform

The **pre-licensure student uniform** consists of straight-leg navy scrub pants with cargo pockets and a matching navy V-neck, two-pocket scrub top. The shirt includes an embroidered LHSON student designation in the upper left chest area. Student uniforms must be clean, pressed (wrinkle-free), in good repair, and of proper fit to permit freedom of movement and maintain modesty. All students must wear appropriate undergarments and may not be visible when sitting, standing, or reaching. A white crew neck tee shirt is required under the V-neck top for both women and men. Female students may select a skirt which is to be worn knee-length or longer approved by LHSON. Maternity uniforms must be made out of the same fabric and of similar style as the LHSON student uniform.

- All pre-licensure students need a complete uniform no later than the first scheduled clinical day of a clinical course or **NR 410 Introduction to Professional Nursing**.
• When a uniform is not required per course direction, Regis LHSON polo shirts worn with khaki pants or khaki skirt are required for community-based experiences (ie. service learning, and obtaining clinical preparatory information).

• Occasionally there are times when other attire may be required based on clinical assignment and patient population. However, at all times, students are to appear professional in attire. Any change in required uniform must be approved by LHSON.

• The Regis University nametags must be worn at all times while in clinical facilities. In addition, all clinical agencies now require picture ID’s. Plastic pockets to insert Regis student picture ID are available in the LHSON office. Students are required to wear both forms of identification at all times when in a clinical facility or providing care to patients/clients/residents.

For safety reasons, all shoes worn in the clinical area must be safe (closed-toe), clean, and professional. Dark tie or clog-type shoes with a rubber or gum sole, worn with socks or hose, are acceptable. Black Danskos are also acceptable. Clogs/Crocs with no holes must have either a heel lip or a heel strap. White tennis or ‘sport’ shoes may be worn as uniform shoes if they are clean and in good repair (no bright colors on these shoes). Shoes should specifically be for hospital use, and should not be worn for daily wear. Sandals or flip-flops are not acceptable.

Extra outer layers of clothing are not permitted. Sweaters may not be worn while providing direct patient care. A plain, solid-colored cardigan sweater may be worn at other times in the clinical setting.

When required, surgical scrub clothes are provided by the clinical facility. On units where scrub clothes are required, an outer covering must be worn when leaving the unit for any reason. The faculty member should approve appropriateness of dress before the student leaves the clinical unit.

Pre-Nursing and Pre-Licensure Nursing Student Personal Grooming

Cosmetics and Personal Scents
• Make-up is to be simple.

• Because of the effect of heavy scents on patients, heavy use of cosmetics; lotions, perfumes, colognes, and after-shaves are not acceptable. Heavy scent of tobacco, food, and other products that are found to be offensive are also not acceptable.

Hair
• Hair should appear clean, well-groomed, and cannot be an unnatural color. Shoulder length and longer hair must be worn secured to the back of the head, and not obstruct the student's vision. Hair regulations apply to both male and female students. Mustaches, sideburns, and beards must be clean and neatly trimmed.

Jewelry and Tattoos
• No hoop or dangling earrings, bracelets or necklaces may be worn in clinical facilities. Plain band rings may be worn. All jewelry must be in accordance with agency policy, at the discretion of the faculty member, and appropriate in the particular clinical area.
• With the exception of no more than one stud (no gauges) per ear lobe, no visible facial or body piercing, including tongue piercing are allowed. Tattoos must be covered and in accordance of agency policy.

Nails
• Direct patient caregivers may not wear any form of artificial nails. Natural nails must be kept short (no more than 1/4" past the tip of the finger) and may not be pierced. It is recommended that nails be left unpolished.

Pre-Nursing and Pre-Licensure Nursing Student Supplies
Agency policy regarding cell phones must be adhered to at all times. Students are not allowed to use cell phones for personal use in the clinical area.

Fanny packs may be used only in accordance with agency policy and with faculty approval. Cleanliness and safety must guide their use.

A watch with a second hand, a pair of bandage scissors, and a stethoscope are required at the start of nursing-specific courses. Additional items/supplies may be required depending on course focus and learning objectives.

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.

Notes: Legacy: ACE 1/04; Issued 9/07; Approved Asst. Dean 6/11; Revised mps, trs, pc, cs 7/12
CLINICAL AND SKILLS/SIMULATION LAB MAKE-UP POLICY

Pre-Nursing and Pre-Licensure Students

Full attendance (100% of the assigned clinical and lab hours) is an expectation for each pre-nursing and pre-licensure nursing student in the LHSON. In the event of an illness or other circumstance leading to a clinical absence, the student is responsible for notifying his or her Clinical Affiliate Nursing Faculty and Course Faculty before the start of the clinical day/lab learning experience. A clinical day is defined as a shift of 8 or 12 hours, depending on the pre-set calendar of the specific clinical rotation. Students are required to make-up missed clinical hours and will be charged per day for clinical days missed, regardless of the arrangements for make-up of the clinical day(s) or partial day. Skills/simulation lab hours are pro-rated.

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

NOTE: Students enrolled in the Senior Practicum Course are not eligible for the Clinical Make Up Policy.

The Clinical Make-Up process is as follows:

1. The student who misses any number of assigned clinical hours must complete a Pre-Nursing and Pre-Licensure Student Account for Clinical Make-Up form. The make-up clinical hours must be equivalent to the hours missed – not an observational day if the missed clinical day was a direct patient care day. The student is responsible for providing a signed and dated copy of the form to the Course Faculty at the first opportunity. Failure to submit this form may result in withholding of the student’s final course grade.

2. The Course Faculty will notify the appropriate Director and CSU member (preferably the Clinical Placement Assistant) that the absence has occurred and will provide the CSU with the signed and dated Student Account for Clinical Make-Up form.

3. The student and Clinical Affiliate Nursing Faculty will identify several possible dates for clinical make up (to be proposed to the agency by the CSU) and submit this information to the Course Faculty who will forward it to the CSU.

4. The Clinical Placement Coordinator will approach the agency for approval of date(s). Once approval is granted, the Clinical Placement Coordinator will convey this information within the CSU and to appropriate Department Director, Course Faculty, Clinical Affiliate Nursing Faculty, and student.

5. Upon receipt of the signed and dated Student Account for Clinical Make-Up form, the Clinical Placement Assistant will add the student’s name to the Clinical Make-Up List and assign the appropriate make-up fee. The form will be forwarded to the Student Accounts Office and a copy will be sent to the Course Faculty and Department Director.
6. The Clinical Placement Assistant will compile and maintain a master list of “Grace Days” across all pre-licensure programs and circulate this list to the pre-licensure Directors whenever changes are made to it.

7. The student can expect to be notified within 14 days that their account has or has not been billed.

8. The student is expected to pay the bill as soon as possible. The student’s financial record will be flagged to disallow any change in registration (including graduation) until the bill is reconciled.

9. Prior to submitting the course grade, the Course Faculty will check with the Clinical Affiliate Nursing Faculty that the appropriate clinical or lab day make-up has been successfully completed. Students not successfully completing the clinical make-up will receive a grade of I/F for the course until these matters are completed.

10. Students should be aware that the Student Accounts Office is unable to respond to student petitions for variation or dismissal of fees.

11. Absences may be reviewed by the Director and Course Faculty to determine if the student is eligible for a “Grace Day” (see “Grace Day” below).
“Grace Day”
A pre-licensure student is eligible for ONE “grace day” (up to 12 clinical hours) while enrolled in LHSON. Eligibility for a “grace day” is ONLY for emergency or personal extenuating circumstances. A student who misses or intends to miss a clinical day is to initiate discussion with the Course Faculty as soon as possible. A student must be in good standing in order to be granted a “grace day.” An explanation of the emergency or personal extenuating circumstances must be presented in writing, using the “Clinical Grace Day Form,” to the Course Faculty for collaborative review with the appropriate program Director. The decision of the Program Director about a “grace day” is final.

**Students who are granted a “grace day” WILL NOT be required to make up the missed clinical hours.**

Students who have an emergency or extenuating circumstances assume the responsibility of notifying their clinical faculty and course faculty before the start of the clinical day. Students must provide appropriate documentation of the emergency or extenuating circumstances. If the emergency involves a personal illness, students must provide a written excuse from their healthcare provider stating they may return to class, lab, or clinical.

Examples of emergency or personal extenuating circumstances include:
- A student’s contagious or other serious illness requiring medical attention
- Serious illness of a student’s child requiring parental supervision or hospitalization
- Death in a student’s immediate family (limited to child, spouse, sibling, parent, or grandparent).
- Serious vehicle accident rendering a student unable to proceed to a clinical day.

**NOTE:** Students who are enrolled in the culminating clinical course, NR 483 Clinical Capstone: Professional Nursing Practicum, are not eligible for a “grace day.” They must meet expectations for the minimum number of clinical hours required to achieve course objectives.
# Pre-Nursing and Pre-Licensure Clinical Grace Day Form

**PLEASE PRINT CLEARLY**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Regis ID #:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Check Course Option:</th>
<th>Semester:</th>
<th>Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Pre-Nursing</td>
<td>☐ Fall</td>
<td>☐ NR 410 ☐ NR 470</td>
</tr>
<tr>
<td>☐ Accelerated</td>
<td>☐ Spring</td>
<td>☐ NR 462 ☐ NR 472</td>
</tr>
<tr>
<td>☐ CHOICE</td>
<td>☐ Summer</td>
<td>☐ NR 463 ☐ NR 473</td>
</tr>
<tr>
<td>☐ Traditional</td>
<td></td>
<td>☐ NR 464 ☐ NR 483</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ NR 465</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Other (specify): ____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agency Name: ____________</td>
</tr>
</tbody>
</table>

**Date of Absence:** ____________

- ☐ 8 hour shift
- ☐ 12 hour shift
- ☐ Other (specify): ____________

**Reason for absence:** ____________

**Grace Day Approval:** ____________

**Faculty Name:** ____________ **Faculty Signature:** ____________

**Director Name:** ____________ **Director Signature:** ____________

**Date:** ____________ **Student Signature:** ____________

- ☐ Student Copy
- ☐ Student Advising File
### Pre-Nursing and Pre-Licensure

#### Student Account Clinical & Lab Make-up Form

**PLEASE PRINT CLEARLY**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Regis ID #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check Course Option:</td>
<td>Semester:</td>
</tr>
<tr>
<td>☐ Pre-Nursing</td>
<td>☐ Fall</td>
</tr>
<tr>
<td>☐ Accelerated</td>
<td>☐ Spring</td>
</tr>
<tr>
<td>☐ CHOICE</td>
<td>☐ Summer</td>
</tr>
<tr>
<td>☐ Traditional</td>
<td></td>
</tr>
</tbody>
</table>

☐ Lab
☐ Other (specify):

Agency Name:

<table>
<thead>
<tr>
<th>Date(s) of Absence:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 8 hour shift</td>
<td>☐ 12 hour shift</td>
</tr>
</tbody>
</table>

Reason for absence:

☐ Lab $50 / 1 hour*  ☐ Lab $100 / 3-4 hours*

*Sim Lab may have an additional charge of $15 / hour

☐ $300 per Clinical Shift Make-up Fee Assessed

\[
\text{Total} = \text{\$300/day} \times \text{# of days}
\]

Faculty Name:  Faculty Signature:

Director Name:  Director Signature:

Date:  Student Signature:

**Office Use Only:**

☐ Student Copy  ☐ Clinical File Copy

☐ Student Accounts
Post Licensure Students

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.

History: Issued 7/08: Approved Asst Dean 5/12-forms 2: Revised/Approved Deans and Directors 10/12; Revised/Approved NFO 12/2012
Nurse Practitioner Student Account
Lab Make-up Form

PLEASE PRINT CLEARLY

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Regis ID #:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Check Course Option:</th>
<th>Semester:</th>
<th>Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ FNP</td>
<td>☐ Fall</td>
<td>☐ NR 630 (FNP Adv. Health Assessment)</td>
</tr>
<tr>
<td>☐ NNP</td>
<td>☐ Spring</td>
<td>☐ NR 654 (NNP Procedures)</td>
</tr>
<tr>
<td>☐ Summer</td>
<td></td>
<td>☐ NR 660/661/662 (PHC I-III)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ NR 667-668 (FNP Procedures)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Other (specify):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agency Name:</td>
</tr>
</tbody>
</table>

Date(s) of Absence: ____________________________

Description of the Absence: ____________________________
(what lab is missed)

Reason for Absence: ____________________________

☐ Skills and Sim Lab $65 / hour
☐ Procedures Lab $500

Faculty Name: ____________________________ Faculty Signature: ____________________________

Director Name: ____________________________ Director Signature: ____________________________

Date: ____________________________ 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 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:
    o Negative 2 step PPD unless previously negative within 1 year, then a negative 1 step PPD is acceptable
    o Positive Serum Assay
    o Negative Chest X-ray after follow-up of a positive PPD followed annually by a negative TB screening questionnaire verified by a health care provider who need not be a physician, but who is not a co-worker of the student
  • Successfully completed training and assessments regarding:
    o Health Insurance Privacy and Portability Act (HIPAA)
    o Occupational Safety and Health Administration (OSHA)
    o 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
    o 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

➢ The following are required for specific cohorts:
  • Pre-licensure, FNP, and NNP students:
    o Successfully completed background check and drug screen annually
  • RN-BSN, RN to MS, and MS Leadership students:
    o Successfully completed background check and drug screen prior to practicum

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 H1N1 pandemic of 2010). 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.

Notes: Legacy ACE; Approved Asst. Dean 5/12; Forms 2
VERIFICATION OF INFLUENZA VACCINATION

Student Name: ___________________________ Date of Birth: ________________

Student Signature: ______________________ Date of Vaccination: ____________

FOR CLINIC/HEALTH CARE PROVIDER TO COMPLETE

Name of Clinic or Facility Providing Vaccination: ________________________________

Name of Vaccination: _______________________________________________________

Expiration Date of Vaccine: _________________________________________________

Manufacturer and Lot #: __________________________________________________

Site of Injection: __________________________________________________________

Signature of Person Administering Vaccine: ______________________________________

Date on Vaccination Information Statement (VIS): ______________________________
MEDICAL EXEMPTION: The physical condition of the above named person is such that immunization would endanger life or health or is medically contraindicated due to other medical conditions.

EXENCIÓN POR RAZONES MÉDICAS: El estado de salud de la persona arriba citada es tal que la vacunación significa un riesgo para su salud o incluso su vida; o bien, las vacunas están contraindicadas debido a otros problemas de salud.

Signed (firma) _____________________
Physician Médico
Date (fecha) _____________________
Medical exemption to the above vaccine(s)
Exención por razones médicas aplica a la(s) siguiente(s) vacuna(s)

RELIGIOUS EXEMPTION: Parent or guardian of the above named person or the person himself/herself is an adherent to a religious belief opposed to immunizations.

EXENCIÓN POR MOTIVOS RELIGIOSOS: El padre o tutor de la persona arriba citada, o la persona misma, pertenece a una religión que se opone a la inmunización.

Signed (firma) _____________________
Parent, guardian, emancipated student/consenting minor Padre, tutor, estudiante emancipado o consentimiento del menor
Date (fecha) _____________________
Religious exemption to the above vaccine(s)
Exención por motivos religiosos de la(s) siguiente(s) vacuna(s)

PERSONAL EXEMPTION: Parent or guardian of the above named person or the person himself/herself is an adherent to a personal belief opposed to immunizations.

EXENCIÓN POR CREENCIAS PERSONALES: Las creencias personales del padre o tutor de la persona arriba citada, o la persona misma, se oponen a la inmunización.

Signed (firma) _____________________
Parent, guardian, emancipated student/consenting minor Padre, tutor, estudiante emancipado o consentimiento del menor
Date (fecha) _____________________
Personal exemption to the above vaccine(s)
Exención por creencias personales de la(s) siguiente(s) vacuna(s)

Table 2. TIMETABLE FOR IMPLEMENTATION OF REQUIREMENTS FOR SELECTED IMMUNIZATIONS FOR GRADES K TO 12

Refer to Table 1 for the minimum number of doses required for a particular grade level. Table 2 shows the year of implementation for a requirement from Table 1 and is restricted to varicella vaccine dose 1 (Var1) and dose 2 (Var2) and tetanus, diphtheria, and pertussis vaccine (Tdap). Requirements and effective dates for other vaccines are listed in Table 1. In this table, after a vaccine is required for grades K to 12, it is no longer shown, but the requirements listed in Table 1 continue to apply.

<table>
<thead>
<tr>
<th>School Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007–08</td>
<td>Var2</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Tdap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008–09</td>
<td>Var2</td>
<td>Var2</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Tdap</td>
<td>Tdap</td>
<td></td>
</tr>
<tr>
<td>2009–10</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Var1</td>
<td>Tdap</td>
<td>Tdap</td>
<td></td>
</tr>
<tr>
<td>2010–11 (Tdap required for grades 6 to 12)</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Tdap</td>
</tr>
<tr>
<td>2011–12</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
</tr>
<tr>
<td>2012–13 (Var1 required for grades K to 12)</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
</tr>
<tr>
<td>2013–14</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
</tr>
<tr>
<td>2014–15</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
</tr>
<tr>
<td>2015–16</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
</tr>
<tr>
<td>2016–17</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
</tr>
<tr>
<td>2017–18</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
</tr>
<tr>
<td>2018–19</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
</tr>
<tr>
<td>2019–20 (Var2 required for grades K to 12)</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
<td>Var2</td>
</tr>
</tbody>
</table>
CLINICAL PRACTICE POLICY

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 Handbook.

Expectations of LHSON students regarding Clinical Practice Guidelines Policy vary according to their level of nursing practical experience and if they are licensed to practice as a Registered Nurse. Therefore, the following policy statements identify differences for Pre-Nursing, Pre-Licensure (Traditional, Accelerated, and CHOICE) and Post-Licensure (RN-BSN, RN to MS, MS Nurse Practitioner, MS Leadership and DNP program) nursing students.

Pre-Nursing Students Clinical Practice Guidelines

The following skills may be performed under faculty supervision:

- Patient identification using two identifiers
- Use of Personal Protective Equipment (PPE)
- Assistance of patients receiving oxygen per nasal cannulae
- Hygienic patient care: bathing, oral care, toileting and perineal care
- Patient transfers and positioning
- Application of TED hose
- Bed making
- Measure vital signs
- Assistance with feeding (following aspiration precautions)

Notes: Legacy SHB; Approved Deans and Directors 7/11; revised Asst Dean 7/12;
You must sign this Pre-Nursing Clinical Guideline Form and submit it to course faculty prior to starting clinical. You must be supervised by clinical nursing faculty when performing nursing skills. You will be allowed to perform only the skills that you have been checked off on in lab. Those skills are limited to the following:

The following skills may be performed under faculty supervision:

- Patient identification using two identifiers
- Use of Personal Protective Equipment (PPE)
- Assistance of patients receiving oxygen per nasal cannulae
- Hygienic patient care: bathing, oral care, toileting and perineal care
- Patient transfers and positioning
- Application of TED hose
- Bed making
- Measure vital signs
- Assistance with feeding (following aspiration precautions)

**Pre-Nursing Clinical Practice Guidelines Policy**

**Statement of Understanding and Compliance**

**LHSON Pre-Nursing Students**

I ___________________________________________________________________ have read, understand and agree to comply with the LHSON Clinical Practice Guidelines for Pre-Nursing Students as listed above for my NR 410 Introduction to Professional Nursing clinical rotation.

**Student’s Signature:** _____________________________ **Date:** ____________
# PRE-LICENSED STUDENT CLINICAL PRACTICE GUIDELINES

All skills performed must be in compliance with the agency’s policy.

<table>
<thead>
<tr>
<th>Course Name and Description</th>
<th>Skills that can be performed</th>
<th>Skills that cannot be performed</th>
</tr>
</thead>
</table>
| NR410: Introduction to the Profession of Nursing  
Traditional students complete NR410 in their Sophomore year. They are pre-nursing students.  
Accelerated and CHOICE students complete NR410 as their first nursing course along with Health Assessment | Pre-licensure students may perform the following skills and procedures only under the direct and visual supervision of the assigned clinical faculty / clinical teaching associate (CTA) or designated agency RN/preceptor for each assigned patient if and only if it is in compliance with the agency’s policy.  
- Patient identification using two identifiers  
- Use of Personal Protective Equipment (PPE)  
- Restraint use  
- Hygienic patient care: bathing, oral care, toileting and perineal care  
- Patient transfers and positioning  
- Application of TED hose  
- Bed making  
- Measure vital signs  
- Assistance with feeding (following aspiration precautions)  
- Assisting patients with ambulation aids | Pre-licensure nursing students may not perform any nursing skill or procedure that they have not been instructed and evaluated in doing by the school or agency. It is the nursing student’s responsibility to inform faculty/CTA/designated preceptor of their ability to perform any given skill or procedure.  
Pre-Licensure students MAY NOT perform the skills and procedures listed below UNDER ANY CIRCUMSTANCES. Further limitations may be imposed at the discretion of the School of Nursing and/or assigned clinical affiliate faculty/scholar/clinical teaching associate.  
- Take verbal or telephone orders  
- Change setting for a patient with a Patient Controlled Analgesia (PCA) pump  
- Transport clients in their cars or drive other vehicles to transport clients  
- Ride in land, sea, or air ambulances  
- Witness or sign any consent form  
- Recommend over-the-counter drugs, treatments or alternative therapies not prescribed or ordered by a person with prescriptive authority  
- Package or label drug supplies for any individual  
- Initiate administration of medications or treatments prescribed by standing orders that require diagnosis (as defined by the Professional Nurse Practice Act) without consultation with clinical faculty or assigned preceptor (for example, insulin, fractional dosages, calculate dopamine drip rates, etc.)  
- Administer chemotherapeutic or neuro- muscular blocking agents or any other drugs that require certification |
| NR462: Introduction to Managing Health Care of the Adult and Older Adult  
Traditional students complete NR462 in the first semester of their Junior year. Accelerated and CHOICE students complete NR462 after NR410. They complete health assessment, patho and pharm at the same time. | Pre-licensure students may perform the following skills and procedures under the supervision of the assigned clinical faculty / clinical teaching associate (CTA) or designated agency RN/preceptor for each assigned patient if and only if it is in compliance with the agency’s policy.  
- All of the skills listed in NR410  
- Oxygen therapy and CPAP/BIPAP/Chest PT  
- Nasogastric intubation for decompression  
- Urinary catheterization and management  
- Continuous bladder irrigation  
- Enemas  
- Perform point of care blood glucose testing  
- Patient/family teaching  
- Peri-operative patient care  
- Wound Care  
- Documentation  
- Discharge planning and teaching |
<table>
<thead>
<tr>
<th>Course Name and Description</th>
<th>Skills that can be performed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NR463: Managing Comprehensive Health Care of the Adult and Older Adult II</strong></td>
<td>Pre-licensure students may perform the following skills and procedures under the supervision of the assigned clinical faculty / clinical teaching associate (CTA) or designated agency RN/preceptor for each assigned patient if and only if it is in compliance with the agency’s policy.</td>
</tr>
<tr>
<td>Traditional students complete NR463 the 2nd semester of their Junior year</td>
<td>- All of the skills listed in NR410 &amp; NR462</td>
</tr>
<tr>
<td>Accelerated and CHOICE students complete NR463 after NR462. They complete patho and pharm at the same time.</td>
<td>- Bladder scan</td>
</tr>
<tr>
<td></td>
<td>- Nasogastric and enteral feedings</td>
</tr>
<tr>
<td></td>
<td>- Ostomy care</td>
</tr>
<tr>
<td></td>
<td>Pre-licensure students may perform the following skills and procedures under the supervision of the assigned clinical faculty / clinical teaching associate (CTA) or designated agency RN/preceptor for each assigned patient if and only if it is in compliance with the agency’s policy.</td>
</tr>
<tr>
<td></td>
<td>- All of the skills listed in NR410 &amp; NR462</td>
</tr>
<tr>
<td></td>
<td>- Bladder scan</td>
</tr>
<tr>
<td></td>
<td>- Nasogastric and enteral feedings</td>
</tr>
<tr>
<td></td>
<td>- Ostomy care</td>
</tr>
<tr>
<td></td>
<td>- PIV catheter insertion/maintenance and blood draws</td>
</tr>
<tr>
<td></td>
<td>- Perform IV buff cap flushes for peripheral and central lines</td>
</tr>
<tr>
<td></td>
<td>- Change tubing or buff caps on peripheral and central line</td>
</tr>
<tr>
<td></td>
<td>- Hanging IV’s/calculating/Regulating/Monitoring IV flow rates</td>
</tr>
<tr>
<td></td>
<td>- Central venous line care and management</td>
</tr>
<tr>
<td></td>
<td>- Dressing changes</td>
</tr>
<tr>
<td></td>
<td>- Blood draws</td>
</tr>
<tr>
<td></td>
<td>- TPN/Lipid therapy/maintenance</td>
</tr>
<tr>
<td></td>
<td>- Airway maintenance (suctioning)</td>
</tr>
<tr>
<td></td>
<td>- Tracheostomy Care</td>
</tr>
<tr>
<td></td>
<td>- Chest tube management</td>
</tr>
<tr>
<td></td>
<td>- Monitoring ONLY of patients during blood transfusion (CANNOT sign for, prepare, or initiate)</td>
</tr>
<tr>
<td></td>
<td>- Medication Administration: All medication administration must be passed under the direct visual supervision of the instructor or RN preceptor.</td>
</tr>
<tr>
<td></td>
<td>Administer intrathecal medications or withdraw cerebral spinal fluid from a drain</td>
</tr>
<tr>
<td></td>
<td>Perform endotracheal intubation</td>
</tr>
<tr>
<td></td>
<td>Initiate administration or sign out blood or blood products</td>
</tr>
<tr>
<td></td>
<td>Independently manipulate settings on a monitoring device needing RN expert reading and interpretation</td>
</tr>
<tr>
<td></td>
<td>Perform ACLS or PALS interventions during a cardiopulmonary arrest situation. (Note: nursing students are only required to be BLS certified)</td>
</tr>
<tr>
<td></td>
<td>Perform cardioversion or defibrillation with monophasic or biphasic defibrillator. (Note: nursing students may use AED in an emergency)</td>
</tr>
<tr>
<td></td>
<td>Discontinue central lines (e.g. PICC, pulmonary, arterial, femoral, etc.)</td>
</tr>
<tr>
<td></td>
<td>Perform arterial blood gas (ABG) puncture</td>
</tr>
<tr>
<td></td>
<td>Assist a physician/provider during a surgical procedure</td>
</tr>
<tr>
<td></td>
<td>Perform any invasive procedure or skill (outside patient care settings) on any individual or animal including but not limited to another student, faculty, staff RN, clinical instructor, and personal pets</td>
</tr>
<tr>
<td></td>
<td>Provide care for patients with known or suspected tuberculosis (TB) or other disease process requiring specialized mask fitting</td>
</tr>
<tr>
<td></td>
<td>Administer experimental drugs; or Participate in containment (&quot;take downs&quot;) of patients whose behavior is out of control.</td>
</tr>
<tr>
<td></td>
<td>For reasons of personal safety and liability, students are not permitted to ride in land, sea, or air ambulances while functioning as a Regis University Nursing Student.</td>
</tr>
</tbody>
</table>

Created by J. Sorensen; Approved Curriculum Committee 5/13; Approved NFO with revisions; updated 5/20/13
<table>
<thead>
<tr>
<th>Course Name and Description</th>
<th>Skills that can be performed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Students can prepare and administer the following medications:</td>
</tr>
<tr>
<td></td>
<td>o Oral medications, topical skin preparations, eye, ear, and nose drops, vaginal instillations; rectal suppositories; and inhalants;</td>
</tr>
<tr>
<td></td>
<td>o Medications by IM, SQ, and ID routes;</td>
</tr>
<tr>
<td></td>
<td>o Routine intravenous (IV) fluids;</td>
</tr>
<tr>
<td></td>
<td>o Continuous medication infusions;</td>
</tr>
<tr>
<td></td>
<td>o IV push medications;</td>
</tr>
<tr>
<td></td>
<td>o IV piggyback medications; or</td>
</tr>
<tr>
<td></td>
<td>o Controlled substances.</td>
</tr>
<tr>
<td>High alert medications, narcotic counts, and other nursing actions requiring cross checking by two registered nurses are not to consider the student to be one of these individuals under any circumstances.</td>
<td></td>
</tr>
<tr>
<td>NR464: Complex Health Care of the Adult and Older Adult III</td>
<td>Pre-licensure students may perform the following skills and procedures under the supervision of the assigned clinical faculty / clinical teaching associate (CTA) or designated agency RN/preceptor for each assigned patient if and only if it is in compliance with the agency’s policy.</td>
</tr>
<tr>
<td>All students complete NR464 during Senior level standing</td>
<td>• All of the skills listed in NR410,NR462,and NR463</td>
</tr>
<tr>
<td>NR465 Maternal Newborn Nursing</td>
<td>• Please discuss guidelines with clinical and course faculty</td>
</tr>
<tr>
<td>NR 470 Nursing Care of Children and Families</td>
<td></td>
</tr>
<tr>
<td>NR472 Community Health</td>
<td></td>
</tr>
<tr>
<td>NR473 Mental Health Nursing</td>
<td></td>
</tr>
</tbody>
</table>
Clinical Practice Guidelines Policy
Statement of Understanding and Compliance

LHSON Pre-Licensure Students

I ___________________________________________ have read, understand and agree to comply with the LHSON Clinical Practice Guidelines Policy in each of my clinical rotations.

Student’s Signature: ___________________________________________ Date: ____________

Student’s name printed in block letters
CONCURRENT ENROLLMENT POLICY

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 advisor.

Concurrent enrollment forms may be obtained electronically via SharePoint under Forms for campus-based students or for online students under Packs and Handbooks for online students.

Notes: Legacy SHB; Approved Asst. Dean 6/11; Forms 1
REGIS UNIVERSITY CONCURRENT ENROLLMENT REQUEST

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.
  o 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 (Circle One): Fall Spring Summer for Semester 20_____ (year)

3. I request permission to take _______ semester hours (number of hours) at ____________________________
   (Name of School)

4. The course/s will fulfill the following Regis University Requirements:
   ____________________________________________

<table>
<thead>
<tr>
<th>TRANSFER INSTITUTION</th>
<th>ACADEMIC RECORDS AND REGISTRATION OFFICE USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Dept Prefix</td>
<td>Transfer Course #</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 ____________________________ I understand the above regulations for transfer credit.

Student’s Name (please print) ____________________________ Date: ______________

Advisor 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 80221

9-2009
DRUG SCREENING FOR-CAUSE AND RANDOM POLICY

In concert with Regis University’s drug free community policy and the nursing profession’s obligation to safe and responsible patient care, students currently enrolled in the LHSON may be asked to comply with a For-Cause and/or Random Drug Screen.

Consequences of drug or irresponsible alcohol use may include suspension and/or dismissal from the nursing program as determined by the Department Director in consultation with the LHSON Dean. Students who have a positive drug screen and who are licensed Registered Nurses will be reported to the appropriate State Board of Nursing. Information about a positive drug test may be shared with the LHSON Student Affairs Committee (SAC) and/or Regis University Dean of Students.

For-Cause Drug Screen

A for-cause drug screen may be requested of the student by a representative from a clinical agency, service learning site, field experience venue, or the LHSON.

The individual initiating the For-Cause Drug Screen action:

1. May have the student removed from the learning environment immediately; and

2. Will notify the student’s Department Director immediately thereafter.

In order to continue the learning experience, the student will be expected to complete testing immediately upon the request.

1. Drug screening will occur at a location and by a procedure determined by the LHSON.

2. While Regis University will assist the student in understanding the requirements for testing, the responsibility for providing information requested of them, and for the associated costs of testing and reporting rests with the student and not with Regis University.

3. The student must comply with “chain of custody” procedures for the specimen instituted by the agency obtaining and/or testing the specimen.

4. The student must provide all documentation and signatures requested by the agency obtaining and/or testing the specimen, Department Director and/or LHSON Dean.

5. The student may be excluded from class, lab, and/or clinical while full results are pending.

6. The student may be held responsible for the cost of class, lab, and/or clinical make up.

7. Failure to submit to testing, comply with testing procedures, or provide information required as a condition of a clinical placement, internship, service learning, classroom, field, or other learning experience may result in the student’s dismissal from the agency and/or suspension and/or dismissal from the LHSON.
A random drug screen may be initiated for a student in any Regis University nursing program at any time. The SAC is responsible for overseeing the Random Drug Screening process. The Dean may initiate a Random Drug Screen for any nursing student program at any time. Student(s) will be selected using an accepted randomizing procedure.

The selected student(s):

1. Will be notified by an LHSON faculty or faculty administrator.

2. Will receive explicit written instructions for the testing procedure including timeframe, facility location, and follow-up.

3. May address questions and/or concerns about the process to the LHSON faculty or faculty administrator who may provide clarification or who may defer to the Chair of the SAC.

4. May not request any variation in the testing procedure once the notification has been received by the student; nor may the LHSON faculty or faculty administrator sanction a variation.

5. If a student tests positive, the student may be removed from any and/or all learning environments until confirmatory testing is completed.

6. The cost of the random drug screen and reporting costs rest with the LHSON.

7. Failure to submit to testing, comply with testing procedures, or provide information required may result in the student’s suspension and/or dismissal from the LHSON.

Notes: Legacy Colorado Clinical Placement Project; SAC Chair & Deans & Directors 7/11; Legal Counsel 8/11; revised Asst. Dean 5/12.

REGIS UNIVERSITY INTOXICATION / IMPAIRMENT ASSESSMENT POLICY

Introduction
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 abuse on campus by its students, employees, and guests (“community members”).

Policy
On Regis University’s Lowell Campus, a Campus Safety Officer, who has reason to believe that any community member displays symptoms of being impaired by the influence of drugs or alcohol, is authorized to use a Campus Safety Breathalyzer® (“Breathalyzer”) to test that community member’s blood alcohol concentration (“BAC”). A Breathalyzer® test will be conducted in the presence of a second Campus Safety Officer, when possible, or in the case of a student, in the presence of a Student Life staff member.
This policy describes when a Breathalyzer® test can be used at the Lowell campus. BAC is a measure of the amount of alcohol in a person’s bloodstream, commonly expressed in percentage terms. For example, having a BAC of 0.08 percent means that the person has 8 parts alcohol per 10,000 parts blood. The Breathalyzer® is one tool of evaluation and can be used in conjunction with a series of field sobriety tests and according to Campus Safety’s standard operating procedures. Any failure to take a Breathalyzer® shall be considered insubordination by an Employee and a violation of the Alcohol Policy by a Student. Regis may call medical professionals for consultation if any community member registers a BAC of 0.08 or higher, displays severely intoxicated or impaired behavior, is suspected of ingesting a controlled substance, or refuses to be tested. The cost of medical professionals and any emergency medical transportation will be borne by the community member who is intoxicated or impaired. All sobriety or drug use assessments conducted by Campus Safety will be documented in an incident report. Regis University is not required to monitor or care for any individual who is determined to be under the influence of drugs or alcohol.

Any non-student employee (“employee”) who displays symptoms of either being impaired by the influence of alcohol or using drugs may be removed from the campus. When an employee displays symptoms of being impaired by the influence of alcohol or drug use, a Breathalyzer® test may be conducted. However, regardless of impairment, an on duty employee charged with operation of potentially dangerous equipment or other safety-sensitive or customer related duties may also be subjected to a Breathalyzer® test and if that employee registers any BAC or appears to have used drugs, he/she will be removed from duties. If an on or off duty employee registers a BAC of 0.04 or higher he or she shall be considered impaired by alcohol and he/she may be removed from campus by Campus Safety and shall be discouraged from operating a motor vehicle. The cost of a taxi in such a case will be borne by the employee who is intoxicated or impaired. For any employee removed from campus due to use of drugs or alcohol, Campus Safety shall submit an incident report to Human Resources; however the report will be kept separate from the employee’s personnel file.

Any guest who displays symptoms of either being impaired by the influence of alcohol or using drugs may be removed from the campus. When a guest displays symptoms of being impaired by the influence of alcohol or drug use, a Breathalyzer® test may be conducted. If a guest registers a BAC of 0.04 or higher, he/she shall be considered impaired by alcohol and he/she may be removed from campus by Campus Safety and shall be discouraged from operating a motor vehicle. The cost of a taxi in such a case will be borne by the guest who is intoxicated or impaired.

When a student displays symptoms of using or otherwise being under the influence of drugs or alcohol, a Student Life member and Campus Safety will be called for consultation and the Campus Safety officer may conduct a Breathalyzer® test. If a non-resident student registers a BAC of 0.04 or higher, he/she shall be considered impaired by alcohol and he/she may be removed from campus and shall be discouraged from operating a motor vehicle. Any student in violation of either the Alcohol Policy or the University Standards of Conduct outlined in the Regis University Student Handbook will be referred to the student conduct process for adjudication.

Only a Regis University Breathalyzer® may be used for testing purposes by Regis University employees and may only be used by those individuals who have been trained in its proper use and care. A Breathalyzer® may not be used arbitrarily or without reason to believe that the community member
has used or is displaying symptoms of being under the influence of drugs or alcohol. The Department of Campus Safety will maintain the Breathalyzer's® calibration information.

Campus Safety Officers are not expected to test or stop any individual driving a vehicle on campus who displays symptoms of being under the influence of drugs or alcohol. Any potential DUI or DWAI may be referred to local police departments for assessment.

**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 basic computer literacy skills and to access computer information resources on a regular basis. Students are also accountable for compliance with the Responsible Use of University Technology Resources policy found in the *Regis University Student Handbook* located at


All students are required to have a RegisNET account the first week of classes. Students can apply for this account once you have been issued a student identification card with a student ID number. For most students, the account is set up during orientation; students may also set up their accounts from any computer lab or kiosk on campus.

1. To set up a RegisNET account, go to the Regis “Insite” page at http://insite.regis.edu and click on the “RegisNET Account” link. There is a required agreement of adherence to the Regis' Responsible Use of University Technology Resources policy that must be read and accepted. The remainder of the directions for setting up an account follow.

2. To access RegisNET from a home computer, a modern web browser and an internet service that is compatible with the Regis computer system are required. Help Desk assistance is available at 303-458-4050 (1-800-388-2366 ext. 4050 from out of area).

**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. Pre-licensure and Nurse Practitioner students are expected to access clinical information online (via PDA or other electronic device).

All students in the online RN-BSN Completion, RN to MS in Nursing, MS, or DNP programs must have ready access to a computer system compliant with the RHCHP systems requirements and configuration for Regis University’s learning management system. Students should consult the Regis University website for further information at http://www.regis.edu/RHCHP/Academics/Learning-Formats/RHCHP-System-Requirements.aspx.
Dayton Memorial Library - Online Access
A RegisNET account also provides access 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 (1-800-388-2366 ext. 4030 from out of area).

Email - RegisNet
E-mail is an efficient way for regular communications between student, 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.

Insite
Insite is the access point for RegisNET. The Insite home page contains announcements and other information important to the Regis University community.

Social Media
Social media includes facebook®, and other public access internet sites. Nursing students are advised to consider the professional implication of personal social media postings. LHSON students are not allowed to post anything on a social media site that is in violation of any health care regulatory body policy.


WebAdvisor
RegisNET is also the gateway to the Regis University registration and grade reporting system, WebAdvisor. Students and faculty can register for courses, check schedules, and see and/or make grade reports on WebAdvisor.

Notes:  Legacy SHB; Approved Asst. Dean and Directors 7/11; revised Asst. Dean 5/12

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

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

Notes:  Legacy SHB; Approved Asst. Dean 6/11
ESSENTIAL FUNCTIONS/MENTAL AND PHYSICAL QUALIFICATIONS
The LHSON at Regis University is committed to admitting students without regard to race, color, age, ethnicity, disability, sex, marital status, or religion. The LHSON has identified essential functions critical to the successful preparation of nursing students and to success in their future career as nurses. These essential functions are to establish performance levels that are required to provide safe patient care, with or without reasonable accommodations.

Pre-Licensure, Master of Science - Nurse Practitioner, and DNP - Advanced Practice Registered Nurse (APRN) Students: Essential Functions and Safety Standards for Admission, Progression, and Completion of Pre-Licensure and Nurse Practitioner Programs.

A professional nurse is expected by the employer, consumers, and other health care providers to assume specific role responsibilities in a safe and competent manner. Due to these expectations of a nurse, all skills taught and evaluated in the pre-licensure, MS–Nurse Practitioner, and DNP–APRN programs are required for successful completion of the program. Qualified applicants to LHSON programs are expected to meet all admission criteria, including these essential functions with or without reasonable accommodations.

Any evidence of a possible inability to meet the essential functions may be cause for further evaluation at the LHSON discretion. Such evidence may include additional application materials, letters of recommendation, interviews, visual observations of essential functions, evaluation by a physician or other practitioners (e.g., psychologist, nurse practitioner, etc.) of our choice, or evaluation by Student Disability Services.

To enroll in the pre-licensure nursing major, nurse practitioner, or DNP – APRN courses, a student must meet the essential functions below, with or without reasonable accommodations, and maintain related satisfactory demonstration of these functions for progression through the program. Reasonable accommodations must be arranged through Student Disability Services. The essential functions to meet nursing curriculum performance standards include, but are not necessarily limited to, the following:

• General Abilities: In order to provide safe and effective nursing care, an applicant and/or student in the LHSON nursing program is expected to possess functional use of the senses of vision, touch, hearing, taste, and smell. All information received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. The applicant/student must be able to observe a patient accurately at a distance and close at hand. In addition, the individual is expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium, and movement.
• **Observational Skills:** Students require the functional use of vision, hearing, and somatic sensations. A student must be able to observe lectures, lecture and laboratory demonstrations, and observe microscopic studies of tissues. The student must be able to observe a patient accurately, observe digital and waveform readings, and other graphic images to determine a patient’s/client’s condition. Integral to the observation process is the functional uses of the senses and adequate motor capability to conduct assessment activities.

• **Communication Skills:** Students must be able to communicate in many forms; these include: speech, language, reading, writing, and computer literacy (including keyboarding skills). Students must be able to communicate in English in oral and written form with faculty and peers in classroom and laboratory settings. Students must be able to communicate effectively and sensitively with patients/clients, maintain written records, elicit information regarding mood and activities, as well as perceive non-verbal communications. Students must also be able to communicate effectively and efficiently with other members of the health care community to convey information for safe and effective care.

• **Psychomotor Skills:** Students, in the classroom, must have the ability to sit, stand, and/or walk, for up to 10 hours daily. In the clinical setting, students must have the ability to sit, stand or walk for at least eight hours daily—modified according to the schedule of the specific facility to which a student is assigned. Students must possess sufficient motor function to elicit information from the patient/client examination by palpation, auscultation, percussion, and other examination maneuvers. Students must be able to execute movements (including twist, bend, stoop, and/or squat) required to provide general and therapeutic care, such as positioning, lifting, transferring, exercising, or transporting patients; to perform or assist with technical procedures, treatments, administration of medications, and emergency interventions. These skills require coordination of both gross and fine muscular movement, equilibrium, physical strength and stamina, and the integrated use of touch, hearing, and vision.

• **Cognitive Skills:** Students must demonstrate the ability to receive, interpret, recall, measure, calculate, reproduce and use; to reason, analyze, integrate, and synthesize information across the cognitive, psychomotor, and affective domains in order to solve problems, evaluate work, and generate new ways of processing or categorizing similar information in a timely fashion as listed in course objectives. In addition, students must be able to comprehend the three-dimensional relationships and to understand spatial relationships of structures. Examples in which cognitive skills are essential include: performance of a physical evaluations, including extracting and analyzing physiological, biomechanical, behavioral, and environmental factors in a timely manner; use of examination data to formulate and execute a plan of nursing management in a timely manner, appropriate to the problems identified; and the reassessment and revision of plans as needed for effective and efficient management of nursing/health care problems in a timely manner. All of these must be consistent within the acceptable norms of clinical settings.
• **Behavioral and Social Abilities:** Students must possess the psychological ability required for the utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of responsibilities inherent to the diagnosis and care of patients/clients, and for the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to tolerate and adapt to a changing, unfamiliar (and perhaps, uncomfortable) environment, display flexibility, respect individual differences, and learn to function in the face of ambiguities inherent in the clinical problems of patients/clients. Concern for others, honesty, integrity, accountability, interest, and motivation are necessary personal qualities. As a component of their education and practice, students must demonstrate ethical behavior. Examples include recognizing and appropriately reacting to one’s own immediate emotional responses to situations while maintaining a professional demeanor.

**RN-BSN, Master of Science - Leadership in Health Care Systems, and DNP – Advanced Leadership in Health Care (ALHC) Student: Mental and Physical Qualifications for Professional Nursing**

A professional nurse is expected by the employer, consumers, and other health care providers to assume specific role responsibilities in a safe and competent manner. Due to these expectations of a nurse, all skills taught and evaluated in the LHSON program are required for successful completion of the program. Qualified applicants to LHSON programs are expected to meet all admission criteria, including these essential functions with or without reasonable accommodations.

Any evidence of a possible inability to meet the mental and physical qualification for professional nursing may be cause for further evaluation at the LHSON discretion. Such evidence may include additional application materials, letters of recommendation, interviews, visual observations of mental and physical qualifications, evaluation by a physician or other practitioners (e.g., psychologist, nurse practitioner, etc.) of our choice, or evaluation by our Student Disability Services.

The RN-BSN, MS in Nursing – Leadership in Health Care Systems, and DNP – ALHC programs are designed to prepare registered nurses to plan, implement, and evaluate nursing care for individuals, families, and groups and to assume nursing leadership roles in health care facilities and communities.

The School has identified the observational, cognitive, affective, and psychomotor skills it deems essential to complete each of these programs. If a student cannot demonstrate the essential functions, skills, and abilities, it is the responsibility of the student to request through the University’s Student Disability Services appropriate accommodations. The University will provide reasonable accommodations as long as they do not impose an undue hardship.

*Notes: Legacy SHB; Approved Asst. Dean 6/11*
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 problems and to help faculty improve course content and presentation. Course evaluations are separate from faculty evaluations.
- Course evaluations provide student an opportunity for students to address course content and learning environments.
- Faculty, clinical faculty, and preceptor evaluations provide students the opportunity to address content delivery and other instructor-specific issues.
- Clinical site, lab, and service learning evaluations are used to help the School 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.

Notes: Legacy SHB; Approved Asst. Dean 6/11

EXPECTATIONS IN CLINICAL/PRACTICUM EXPERIENCES

Expectations of Nursing Students in Clinical/Practicum Experiences vary according to their level of nursing practical experience and registration. Policies identify the following differently for Pre-Licensure (Traditional, Accelerated, and CHOICE), Post-Licensure RN-BSN, and Graduate (MS Nurse Practitioner and MS Leadership) Nursing Students:

- Expectations in Clinical and Practicum Experiences,
- Clinical Practice Guidelines, and
- Appearance Requirements

Pre-Nursing and Pre-Licensure Nursing Students

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

1. Policies related to clinical experiences also apply to learning experiences scheduled in the Clinical Learning Unit (CLU) skills and simulation laboratories.

2. Attendance is required for all Clinical and CLU learning experiences. For requirements regarding make-up, see below (numbers 7 and 8).
3. When in any clinical agency, the student is accountable directly to the LHSON clinical faculty / instructor / assistive nursing instruction personnel (ANIP) / scholar. Students may not leave the clinical area or agency without permission of the clinical faculty / instructor / ANIP / scholar and only after notifying agency personnel.

4. When in the CLU, the student is accountable directly to the LHSON faculty and may not leave the area while lab is in session without permission of the faculty.

5. Students are expected to arrive on time at the clinical agency and prepared for nursing care activities. Students who are unprepared are considered unsafe and therefore may be dismissed from the clinical unit until appropriate preparation is demonstrated. Clinical and CLU time missed due to lack of preparation is subject to the same make-up requirements stated below (numbers 7 and 8).

6. Students who are concerned about contagion or their ability to manage a clinical assignment due to illness or injury should consult with course faculty. Students are responsible for notifying course, clinical faculty / instructor / ANIP / scholar as well as the clinical agency prior to any clinical absence. Students are to notify CLU faculty regarding any absence from the CLU prior to lab times assigned.

7. Students are required to make-up missed clinical experiences and will be charged $300 per day for clinical. Arrangements for make-up must be made with approval of the appropriate Department Director and Clinical Placement Coordinator. Neither students nor clinical faculty / instructor / ANIP / scholar may negotiate individual make-up opportunities without the explicit direction of the appropriate Department Director (see LHSON Clinical Make-Up Policy in this Handbook).

8. Students are required to make-up missed CLU lab experiences. Make-up charges are pro-rated for missed skills and simulation laboratory experiences.

9. Faculty members may alter clinical activities whenever appropriate to promote student learning experiences and facilitate appropriate patient care within agency requirements.

10. Any student who is unable to complete clinical course objectives will receive a failing grade for the course and may be unable to progress in the Program.
11. Any student who has earned an unsatisfactory clinical performance evaluation will receive a failing grade in the course, even if the theory component grade has been above the 75% required for progression. Any student who has earned a grade average below 75% in the theory component of a course will receive a failing grade in the course regardless of clinical performance.

12. Students who show evidence of potential difficulty in successfully completing clinical objectives within the specified timeframe for clinical may receive notification in the form of an “Academic Jeopardy”. (An Academic Jeopardy 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. (See LHSON Progression Policies including Academic Jeopardy and Course Failure Policy in this Handbook).

13. Students are required to report immediately any errors of omission or commission involving a patient. Whenever an error occurs, the student must prepare an incident report with faculty assistance. Such incident report must be filed with the agency according to agency policy. The LHSON Dean, the Clinical Placement Coordinator, and the appropriate Director should be notified immediately of the incident and a copy of such notice placed in the student's file.

14. Any student injury, no matter how minor, must be reported immediately to the course faculty or clinical faculty/scholar and the LHSON Program Assistant (303-964-5133) according to the Regis University Workers Compensation policy. (See Injury at an Off-Campus Learning Site policy in this Handbook).

15. Students are responsible for the care and security of all LHSON equipment and supplies. Students are required to replace any equipment that is lost, stolen, or damaged while in their possession.

16. Students are to keep cell phones turned off at all times when in the clinical agency or CLU.

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.

Post-Licensure Nursing Students
Post-licensure nursing students work closely with preceptors for guided practice. In order to facilitate achievement of program outcomes, the LHSON has implemented the following expectations for post-licensure nursing students.
RN-BSN Completion and RN to MS students are to contact potential preceptors to discuss the learning objectives, time parameters, and scope of the experience prior to the beginning of the practicum experience.

Students are to arrange for the preceptor to sign a copy of the Preceptor Agreement and deliver it to the course faculty or program assistant as directed. All preceptors are to have a copy of their professional resume on file at Regis University to assure that only qualified health care providers serve as preceptors.

Procedures for arranging clinical / practicum placements for graduate students will be discussed in the respective program orientations and clinical courses. NP students who miss labs may be charged to cover the expense of lab make-ups (see LHSON Clinical Make-Up Policy in this Handbook).

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.

Notes: Legacy SHB; Approved Asst. Dean and Directors 7/11; revised Asst. Dean 5/12.
GRADES POLICY

All courses and assignments in the LHSON are graded either on a letter grade (A through F) or a Pass / No Pass basis. See Course Syllabi and Student Guides for details about grading. Final course grades use the system for letter grades, grade points, and numerical point range below. Individual exams and/or assignments will not be rounded. Pre-licensure students must achieve a 75% weighted cumulative average on in-class proctored exams and quizzes to pass the course. Failure to achieve a weighted cumulative average of 75% on in-class proctored exams and quizzes will result in course failure. Quiz, Exam or Exam cumulative grades are not eligible for rounding. rounded, but exam or exam cumulative grades are not eligible for rounding. After 2 course failures, pre-licensure students are dismissed from the program.

FNP/NNP 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 students must receive a B- or better (83%) to pass all clinical courses and the 3Ps courses.

Cumulative exam scores less than 75% will constitute a failure in the course. Course grades may be Grades are normally posted within two weeks of the completion of the course on WebAdvisor.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Numerical Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>91-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>89-90</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>85-88</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>83-84</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>75-79</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>73-74</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>71-72</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>67-70</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
<td>65-66</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Below 64</td>
</tr>
</tbody>
</table>

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

Grades of Incomplete
A grade of "I/F" denotes that required work for the course is incomplete due to extraordinary circumstances. Pre-licensure students must have approval from their Director and the course faculty in order to be awarded an I/F. An I/F may affect the ability of the student to progress in the program due to the availability of (or lack of availability) of clinical placements.

Online students may be allowed an incomplete due to extraordinary circumstances if the course faculty receives approval from the Program Director, the course faculty is willing to supervise and grade the outstanding work, and if the student can complete the work without access to the online component of the course itself. The online 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.

A student on a remediation learning contract and/or probationary status may not receive an incomplete (I/F) without the written permission of the Program Director.

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

Notes: Legacy SHB; Approved SAC and Asst. Dean 5/12

GRADUATION AND NCLEX 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 http://www.regis.edu/graduation. Prior to submitting the graduation application, each student must meet with his or her academic advisor to determine readiness for graduation. The advisor’s signature is required on the Graduation Application form.

Pre-Licensure Undergraduate Students Graduation and NCLEX Application
Pre-licensure students are provided with detailed information about the process, procedures, and deadlines for applying for graduation and to take the NCLEX examination for licensure as a Registered Nurse. Pre-licensure students who fail to follow this process and/or miss application deadlines may encounter record processing delays at the time of graduation that may adversely affect their ability to take the licensing examination (NCLEX) or to receive their diploma.

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, University requires that, for graduation, official transcripts for all transfer credit 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 http://www.regis.edu/graduation. 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 when they are within 12 credits of graduation in order to ensure timely processing of graduation applications. Graduate student 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 http://www.regis.edu/graduation. Failure to apply by the deadline, failure to follow the instructions, or falling below the required cumulative grade point average may delay graduation.

Notes: Legacy SHB; Approved Asst. Dean 6/11
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.

HIPAA Compliance
Students and faculty of RHCHP are committed to the highest standards of HIPAA compliance and assume full personal and professional responsibility for maintaining those standards. All members of the RHCHP community exhibit the qualities of honesty, loyalty and trustworthiness in all academic and clinical activities, holding themselves and each other accountable for the integrity of the learning community and compliance with the Health Insurance Portability and Accountability Act (HIPAA). The RHCHP HIPAA privacy policy applies to any student in a RHCHP course, regardless of the student’s home college or program, and will be enforced according to the policies and procedures of the RHCHP.

Definitions

Breach: the acquisition, access, use or disclosure of PHI (protected health information) in a manner not permitted which compromises the security or privacy of the PHI

Covered entity: Under the law, a covered entity is a health care provider or facility, health plans, health care clearing houses or other provider that transmits personal health information in electronic form

Hybrid Covered Entity: Under the law, entities can designate themselves as a hybrid entity when only part or some of their activities are subject to the law. These areas are specified in the declaration of the Hybrid Entity status

PHI: (Protected health information) Information on an individual that contains demographic, physical or mental health, payment information or other identifiers that identifies an individual
Types of Violations: Intentional (Purposeful) versus Unintentional (Negligent)

Responsibility
It is the responsibility of each individual student, faculty and other RHCHP employees to be able to recognize and refrain from any violation of the HIPAA privacy policy and to report observed violations. A reporting form is available on [http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Auxiliary-Business/HIPAA/Privacy-Incident-Report.aspx](http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Auxiliary-Business/HIPAA/Privacy-Incident-Report.aspx)

Numerous web-based resources addressing the HIPAA privacy policy are available. It is the responsibility of each student to review all aspects of the course syllabus or appropriate course documents, including the RHCHP HIPAA Privacy Policy. In doing so, the student acknowledges that he or she agrees to adhere to these practices.

All violations of the Regis University HIPAA privacy and security policies and practices are taken very seriously (45 CFR § 160.103). All violations will be reported to the Regis University HIPAA Privacy & Security Committee for review and to the RHCHP HIPAA Privacy Board to determine the extent of the violation and appropriate sanctions to be applied, where necessary. The investigating faculty is responsible to notify the facility where the incident occurred.

In addition, faculty and administration foster and encourage professional responsibility and accountability for maintaining privacy, confidentiality, and professional accountability by adhering to ethical and legal standards. Administration provides the necessary resources as well as proper support for faculty when confronting violations of the HIPAA privacy policy.

The highest priority is to educate and encourage the development of appropriate academic and professional values and behaviors within individuals, while also preserving the integrity of the learning community and maintaining quality learning experiences as a whole. All instances of privacy violations will be reported and handled according to the Sanctions section of this policy. The RHCHP HIPAA Privacy Board provides oversight of the HIPAA Privacy Policy.

HIPAA Privacy Board (HPB)
The purpose of the HIPAA Privacy Board (HPB) in RHCHP is to implement, support, monitor, and enforce adherence to the HIPAA Privacy Policy. The HPB performs the following functions:

- Provides consultation to academic departments, schools and individual faculty to help determine and enforce sanctions and maintain consistency in violation levels and sanctions.
- Responds and provides consultation to independent concerns expressed by students and faculty regarding the HIPAA Privacy Policy and other privacy concerns.
- Reports all violations of the HIPAA Privacy Policy immediately to the Regis University HIPAA Privacy & Security Oversight Committee.
- Convenes and coordinates the appeals process.
- Reviews all notifications of violations of the HIPAA Privacy Policy, maintains a database of violations, and audits and reports such violations to the Regis University HIPAA Privacy & Security Oversight Committee on a quarterly basis.
- Recommends revisions to the HIPAA Privacy Policy and related policies and procedures as needed.
• Identify training needs of RHCHP faculty and students.
• Collaborates on the creation and maintenance of educational training and resources for RHCHP students and faculty related to the HIPAA Privacy Policy.

The HPB is comprised of:
• Regis University HIPAA Privacy Officer (Sheila Carlon)
• One RHCHP faculty from each school or division. Voting members may serve a two year minimum term as needed to ensure continuity. Terms are renewable.
• A chair is appointed and elected by the board members. The Chair serves a minimum two year renewable term.
• The Regis University HIPAA Security Officer (Chuck Stiegerwalt) will be available on an as needed basis for technical consultation

The HPB will meet quarterly and on an as needed basis.

HPB’s HIPAA Privacy Violation Database

The HPB is responsible for the creation and maintenance of a database containing all documented instances of a violation of the HIPAA Privacy Policy. The purpose of the database is to:

• Document a pattern of repeat violations for individuals
• Provide aggregate data for annual reports that identify trends, assess the level of compliance with the policy, and support modifications to the policy or its associated policies and procedures
• Identify the need for further education or resources

The written documentation of the HIPAA Privacy Policy Violation is submitted to the Chair of the HPB for placement in the database within 14 days of an incident. All violations are entered into the database, which is maintained by the Office of the Academic Dean of RHCHP. The Dean’s Assistant and the HPB Chair are the only parties with access to the database.

Sanctions for Violations of Privacy Policy

The sanction process is intended to ensure compliance with the HIPAA Privacy and Security Law. The level of sanction depends on a number of factors including the severity of the violation, whether it is a first offense, and willingness of the student or faculty member to accept responsibility.

Student Violations

All potential HIPAA Privacy Policy violations require consultation with a RHCHP HPB member. The board member will review the alleged violation with the reporting entity to determine if there is a violation of the RHCHP HIPAA Privacy policy. Ultimately, the reporting entity will determine the level of sanction. All instances of HIPAA privacy violations will result in notification of the student’s academic advisor, documentation in the student’s advising file, and a report filed with the HPB and entered in the permanent HPB database for RHCHP.

The circumstances surrounding each violation will be considered by the HPB and will determine the level of sanction.
Level One Violations and Sanctions

Level One violations of the RHCHP HIPAA Privacy Policy predominantly include an initial minor violation of the policy. Level One sanctions minimally include notification of the student’s advisor with a note in the student’s advising file, and appropriate reduction in the grade for the assignment, and remedial action as directed by the instructor. Examples of remediation include but are not limited to: review of the HIPAA Privacy Policy, review of the HIPAA learning module, and/or a written assignment to reflect on the HIPAA Policy violation. Failure to comply with the initial Level One sanctions may result in course failure. **Level One violations may include, but are not limited to:**

- Taking or making copies of patient records and removing them from the facility
- Use of patient identifiers for scholarly papers and presentations
- Leaving yourself logged onto the computer and walking away
- Faxing information to the incorrect number
- Using radiology scans of patients in class for scholarly papers or presentations without it being de-identified or obtaining appropriate consent from the patient and the HIM department
- Unprotected data on phones, computer, flashdrives, and other media
- Talking about patients within an inappropriate area: elevators, cafeteria, hallway, etc.
- Inappropriate use of staff identification or access to unauthorized areas of a facility
- Improper disposal of PHI
- Failure to provide a private environment to discuss PHI
- Failure to properly safeguard or store PHI
- Careless handling of username or passwords

Level Two Violations and Sanctions

Level Two violations of the RHCHP HIPAA Privacy Policy include all substantive violations of the policy not listed as a Level One violation and are considered very serious. Level Two sanctions may include failure of the assignment and/or course, and/or removal of Academic Honors. Remedial action such as review of the HIPAA Privacy Policy, review of the HIPAA learning module, and/or a written assignment to reflect on the HIPAA Policy violation will be required for all Level Two violations. Failure to comply with the initial Level Two sanctions may result in more severe sanctions. **Level Two violations may include, but are not limited to:**

- Taking or making copies of patient records and removing them from the facility
- Using radiology scans of patients in class for scholarly papers or presentations without it being de-identified or obtaining appropriate consent from the patient and the HIM department
- Unprotected data on phones, computer, flashdrives, and other media
- Allowing another person to access any systems using your password
- Accessing records without need to know (intentional)
- Inappropriate disclosure of confidential information to an unauthorized individual without permission (family, friends, visitors, students and healthcare professionals without need to know, other patients)
• Any disclosures that could invoke harm to a patient
• Connecting unapproved devices to a facility network
• Taking pictures of data or patients
• Texting or sending patient sensitive information via e-mail
• Posting any information about patients or posting pictures of patients on social media sites or blogs or inappropriately responding to a posting
• Talking about patients within an inappropriate area: elevators, cafeteria, hallway, etc.
• Inappropriate use of staff identification or access to unauthorized areas of a facility
• Misuse of confidential patient information for personal use
• Not properly verifying individuals by phone, in person, or in writing before giving sensitive information
• Improper disposal of PHI
• Failure to provide a private environment to discuss PHI
• Leaving detailed PHI on an answering machine without permission
• Failure to properly safeguard or store PHI
• Careless handling of username or passwords
• Forwarding an inappropriate e-mail with patient information

**Level Three Violations and Sanctions**
Level Three violations of the RHCHP HIPAA Privacy Policy are considered to be the most serious and will result in the highest level of sanction which may include course failure, permanent academic dismissal from the program, school and/or College, and/or expulsion from the University. **Level Three violations may include, but are not limited to:**

• Intentional distribution of patient information
• Accessing records without need to know (intentional)
• Sale of PHI
• Any disclosures that could invoke harm to a patient
• Inappropriate and purposeful destruction of PHI
• Taking and sharing pictures of data or patients
• Personal relationships or dating patients/family members which leads to sharing of patient personal information
• Misuse of confidential patient information for personal use
• Deliberately compromising electronic record security measures
• Leaving detailed PHI on an answering machine without permission
• Forwarding an inappropriate e-mail with patient information

**Repeat Violations**
A repeat violation may result in a more serious sanction. For example, if two Level One violations have occurred, the faculty may recommend a Level Two sanction, such as course failure, which is more than remediation of the HIPAA policy. A second Level Two violation requires an immediate consultation with the HPB. Severity of the sanction is the decision of the faculty involved with consult from the HPB.
Procedures

Student Violations

1. The faculty member identifies an infraction of the HIPAA Privacy Policy and notifies the appropriate supervisor and the following steps are completed:
   a. The faculty notifies the HPB of the incident and checks with the HPB for any prior violations by that student and prior actions taken.
   b. The incident should be reported to the Regis University HIPAA Privacy Officer by a HPB member immediately. The HIPAA Privacy Officer will then review the Affiliation Agreement with that facility to determine reporting requirements.
   c. The level of violation is determined by the faculty and appropriate supervisor in consultation with a member of the HPB.

2. If the violation is Level One or Level Two:
   a. The faculty and/or supervisor will consult with a member of the HPB regarding the investigation or determination of sanction by notifying the Chair of the HPB. Consultation requests will normally be responded to within one to two business days.
   b. The student is notified in writing that a potential violation has occurred.
   c. The faculty and student follow any specific requirements for investigation, including specified time frames determined by HPB and the clinical agency.
   d. The faculty informs the student of the violation and sanction in writing.
   e. The faculty completes and submits the Notification of HIPAA Privacy Policy violation to the HPB within a week of determining the sanction.
   f. A copy of the Notification of HIPAA Privacy Policy Violation, student/faculty correspondence and other documentation relevant to the incident and/or investigation is placed in the HIPAA Violation Database.

3. If the violation is Level Three:
   a. The Chair of the HPB is notified and consultation is initiated. Consultations are generally initiated within one business day.
   b. The student is notified in writing that a potential violation has occurred.
   c. The student may be removed from the class and/or clinical placement pending the investigation. The faculty and student follow any specific requirements for investigation, including specified time frames determined by HPB and the clinical agency.
d. The student is notified in writing of the sanction by the faculty and/or the program director/dean with the copy to the student’s advising file.

e. The faculty completes and submits the Notification of HIPAA Privacy Policy Violation to the HPB.

f. A copy of the Notification of HIPAA Privacy Policy Violation, student/faculty correspondence and other documentation relevant to the incident and or investigation is placed in the HIPAA Violation Database.

g. If a student faces expulsion, there is a deadline of 7 days to appeal. If there is no response, the Provost’s office will be notified to proceed with the expulsion process.

Appeals of HIPAA Privacy Policy Sanctions

RHCHP HIPAA Privacy Appeals Board

Because of the consultative function of the HPB, knowledge of the case and surrounding evidence will have previously been reviewed by the HPB. For this reason and to provide fundamental fairness to the student appeal process, a separate HIPAA Privacy Appeals Board will be convened and selected by the members of the HPB. This Appeals Board will consist of faculty representatives of the RHCHP divisions and schools whom did not serve on the original HPB.

The HPB Appeals Board will meet on an as needed basis. All decisions rendered by the HPB Appeals Board will be final. Regis University Legal Counsel may be consulted as necessary for adherence to the process and application of the law.

Student Appeals Process

1. The student submits a written request for appeal to the Chair of the HPB within one week of receiving notification of the sanction, including the student’s rationale and reason for the appeal.

2. All relevant documentation is submitted by the faculty and student to the HPB Chair for consideration.

3. The HPB organizes the Appeals Board representatives which reviews all documentation and conducts further investigation if warranted. The Appeals Board renders a decision to the HPB Chair, generally within three working days.

4. The HPB notifies the student, faculty and dean or director of the decision in writing. The possible decisions are as follows:
   a. Student appeal is denied, sanction is upheld.
   b. Student appeal is successful, sanction is modified or reversed.
5. The School or Department completes any further notification to the Registrar and/or School/Department procedures related to imposition of the sanction ie. probation or dismissal.

6. **The decision of the HPB Appeals Board is final.**

**NOTE:** The HPB appeal process is limited to consideration of the specific violation(s) of the HIPAA Privacy Policy. Other aspects of student academic performance or related violations of the Student Code of Conduct must be handled according to the normal processes outlined in the University Bulletin and the relevant student handbook.

**Appendix A: 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 in a single category of age 90 or older;
- Fax numbers;
- Electronic mail addresses;
- 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).
**Reporting Requirements**

In the event that any Regis University staff, faculty or student becomes aware of the unauthorized use or disclosure of PHI or ePHI that is under the control and protection of Regis University, the incident must be reported within 5 days of discovery to:

Sheila Carlon, HSA Division Director  
Regis University  
3333 Regis Blvd., Mail Code L-12  
Denver, CO 80221  
(303) 458-4108  
PrivacyOfficer@Regis.edu

With a copy to:

Susan Layton,  
Associate Vice President  
Regis University  
3333 Regis Blvd., Mail Code I-3  
Denver, CO 80221  
slayton@regis.edu
Appendix A: 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).
INFECTIONOUS OR COMMUNICABLE DISEASES AND PATIENT CARE POLICY

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 program Director as soon as possible. The Director 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 Director prior to attendance in any of these learning environments.

  o Fever > 101.5o F
  o Night sweats
  o Profound fatigue
  o Chills
  o Loss of appetite
  o Unexplained weight loss
  o Coughing for > 2 weeks
  o Coughing blood
  o Chest pain
  o Other changes in health status

Due to the complexity and cost of fitting protective equipment, **Regis University pre-licensure students are not assigned to care for patients with active tuberculosis.**
All students are accountable for compliance with the Health Requirement and Communicable Disease policy found in the **Regis University Student Handbook** located at [http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Student-Activities/Judicial-Affairs/Student-Handbook.aspx](http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Student-Activities/Judicial-Affairs/Student-Handbook.aspx).

Notes: Legacy SHB; Approved Asst. Dean and Directors 7/11

**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 or 1-800-388-2366 ext 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 facilities can be found at [https://in2.regis.edu/sites/hr/benefitsinfo/Workers%20Compensation/Forms/AllItems.aspx](https://in2.regis.edu/sites/hr/benefitsinfo/Workers%20Compensation/Forms/AllItems.aspx). *Please note, you will need to log into the site when prompted.*

- Other designated facilities provide designated physicians for injuries for LHSON students at clinical and other off-campus learning sites outside of Colorado.

Clinical faculty/faculty/preceptors are responsible for overseeing the process for clinical/work-related injuries that may occur with students they supervise. If the faculty/preceptor believes the student injury is a medical emergency, the first priority is the student’s well-being and the student should be seen by the nearest emergency provider. Once the student is stabilized, the Workers’ Compensation notification process still must be followed and the Regis University Department of Human Resources notified within 24 hours of the injury.

To ensure proper treatment, notification, and documentation of student injury or exposure incurred at a clinical facility the **student must report any injury** (no matter how minor) to their **clinical faculty/faculty/preceptor**. See the Student Injury Exposure Algorithm that follows.

**NOTE:** For an on-campus injury of a student requiring urgent medical assistance, Campus Safety is to be notified at extension 4122. If the injury is LIFE THREATENING, CALL 911, followed by a call to Campus Safety. Once the medical emergency is resolved, students are to follow up with their University insurance if necessary.
AS APPROPRIATE
Student is seen at facility identified by Regis University Department of Human Resources within their geographic area.

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

Notes: Legacy SHB; Approved Asst. Dean & HR 7/11; Asst. Dean & HR 7/12
Workers’ Compensation Procedures and Acknowledgment Form
For Injured Nursing Students

All workplace accidents **MUST BE REPORTED IMMEDIATELY** to your direct supervisor. Failure to do so could result in the incident not being recognized as work-related.

If you should sustain a work related injury/illness, please follow the procedures indicated below. **In the event of a serious injury/illness, initial medical treatment should be obtained from the most convenient and appropriate medical provider available.**

**PROCEDURES FOR INJURED NURSING STUDENTS**

**STEP 1**
Notify your direct supervisor, preceptor or faculty member.

**STEP 2**
Contact the administrative assistant in the LHSON to complete a First Report of Injury form. She/he will submit to the Human Resources Department within 48 hours of the injury.

**STEP 3**
Based on where you are injured, please following the remaining steps below:

<table>
<thead>
<tr>
<th>Injured While in Facility</th>
<th>Injured While in a Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Without Appropriate Medical Treatment</strong></td>
<td><strong>With Appropriate Medical Treatment</strong></td>
</tr>
<tr>
<td>3) If medical attention is needed, select a designated medical provider and complete the Designated Medical Provider form. Return the form to the Human Resources Department.</td>
<td>3) If medical attention is needed and you are assigned to a facility that provides appropriate medical treatment, you may receive initial treatment only from that facility.</td>
</tr>
<tr>
<td>4) Seek medical attention from the designated medical provider chosen.</td>
<td>4) Select a designated medical provider and complete the Designated Medical Provider form. Return the form to the Human Resources Department.</td>
</tr>
<tr>
<td>5) A follow up appointment <strong>MUST</strong> be made on the next business day with the designated medical provider chosen.</td>
<td></td>
</tr>
</tbody>
</table>

Please note that you must only visit a provider that is included on the designated list (unless there is an emergency). Failure to do so may result in your visit not being covered by workers’ compensation insurance.

I HAVE READ, UNDERSTAND AND AGREE TO ABIDE BY THE TERMS STATED ABOVE:

<table>
<thead>
<tr>
<th>Employee Name (print)</th>
<th>Employee Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Notes: Approved Dept of Human Resources, LHSON Worker’s Comp AA, Asst. Dean 7/11; HR & Asst Dean 7/12; HR 8/12/13
LEARNING 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 regarding study supervision and with a total of no more than four (4) independent study students per faculty per semester;

- Completion of signed independent study contract / registration form submitted to the program assistant prior to commencement of the independent study;

- Regular meetings with the faculty and student to direct, teach, evaluate and/or supervise the independent study according to the agreed upon proposal (described on the independent study registration form);

- Evaluation of independent study outcomes and grading submitted within the specified academic timeframes.

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

Notes: Legacy SHB; Approved Asst. Dean and Directors 7/11

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. Course can be taken either on a pass/no pass or graded bases. Additional semester hours may be taken only with prior approval of the appropriate department director.

- 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.

Professional Behaviors

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

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

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

This means:

• Students must guard against the inadvertent or purposeful sharing of information regarding any aspect of a patient's treatment in any setting, except as required by the necessities of professional education, treatment, or management.

• All correspondence related to a patient must be carefully safeguarded.

• Confidential information includes the patient name or any identifying diagnoses.

• All personal phone calls or texting either from a cell phone or from an agency phone during clinical time is considered unprofessional.

• Confidential information includes the patient name or any identifying diagnoses.

As the purpose of clinical experience is one of providing authentic learning for students with the help of our professional colleagues in health care settings, the following are a few examples of inappropriate clinical behavior that can compromise clinical learning, quality nursing care, and healthy relationships with our clinical partners:

• Making personal phone calls or texting either from a cell phone or from an agency phone during clinical time:

  Students must guard against the inadvertent or purposeful sharing of information regarding any aspect of a patient's treatment in any setting, except as required by the necessities of professional education, treatment, or management.

  All correspondence related to a patient must be carefully safeguarded.

  Confidential information includes the patient name or any identifying diagnoses.

  This means:

  • Students must guard against the inadvertent or purposeful sharing of information regarding any aspect of a patient's treatment in any setting, except as required by the necessities of professional education, treatment, or management.

  • All correspondence related to a patient must be carefully safeguarded.

  • Confidential information includes the patient name or any identifying diagnoses.

• All personal phone calls or texting either from a cell phone or from an agency phone during clinical time is considered unprofessional.

• Confidential information includes the patient name or any identifying diagnoses.

As the purpose of clinical experience is one of providing authentic learning for students with the help of our professional colleagues in health care settings, the following are a few examples of inappropriate clinical behavior that can compromise clinical learning, quality nursing care, and healthy relationships with our clinical partners:

• Making personal phone calls or texting either from a cell phone or from an agency phone during clinical time:

  Students must guard against the inadvertent or purposeful sharing of information regarding any aspect of a patient's treatment in any setting, except as required by the necessities of professional education, treatment, or management.

  All correspondence related to a patient must be carefully safeguarded.

  Confidential information includes the patient name or any identifying diagnoses.

  This means:

  • Students must guard against the inadvertent or purposeful sharing of information regarding any aspect of a patient's treatment in any setting, except as required by the necessities of professional education, treatment, or management.

  • All correspondence related to a patient must be carefully safeguarded.

  • Confidential information includes the patient name or any identifying diagnoses.

• All personal phone calls or texting either from a cell phone or from an agency phone during clinical time is considered unprofessional.

• Confidential information includes the patient name or any identifying diagnoses.

As the purpose of clinical experience is one of providing authentic learning for students with the help of our professional colleagues in health care settings, the following are a few examples of inappropriate clinical behavior that can compromise clinical learning, quality nursing care, and healthy relationships with our clinical partners:

• Making personal phone calls or texting either from a cell phone or from an agency phone during clinical time:

  Students must guard against the inadvertent or purposeful sharing of information regarding any aspect of a patient's treatment in any setting, except as required by the necessities of professional education, treatment, or management.

  All correspondence related to a patient must be carefully safeguarded.

  Confidential information includes the patient name or any identifying diagnoses.

  This means:

  • Students must guard against the inadvertent or purposeful sharing of information regarding any aspect of a patient's treatment in any setting, except as required by the necessities of professional education, treatment, or management.

  • All correspondence related to a patient must be carefully safeguarded.

  • Confidential information includes the patient name or any identifying diagnoses.

• All personal phone calls or texting either from a cell phone or from an agency phone during clinical time is considered unprofessional.

• Confidential information includes the patient name or any identifying diagnoses.

As the purpose of clinical experience is one of providing authentic learning for students with the help of our professional colleagues in health care settings, the following are a few examples of inappropriate clinical behavior that can compromise clinical learning, quality nursing care, and healthy relationships with our clinical partners:

• Making personal phone calls or texting either from a cell phone or from an agency phone during clinical time:

  Students must guard against the inadvertent or purposeful sharing of information regarding any aspect of a patient's treatment in any setting, except as required by the necessities of professional education, treatment, or management.

  All correspondence related to a patient must be carefully safeguarded.

  Confidential information includes the patient name or any identifying diagnoses.

  This means:

  • Students must guard against the inadvertent or purposeful sharing of information regarding any aspect of a patient's treatment in any setting, except as required by the necessities of professional education, treatment, or management.

  • All correspondence related to a patient must be carefully safeguarded.

  • Confidential information includes the patient name or any identifying diagnoses.

• All personal phone calls or texting either from a cell phone or from an agency phone during clinical time is considered unprofessional.

• Confidential information includes the patient name or any identifying diagnoses.

As the purpose of clinical experience is one of providing authentic learning for students with the help of our professional colleagues in health care settings, the following are a few examples of inappropriate clinical behavior that can compromise clinical learning, quality nursing care, and healthy relationships with our clinical partners:

• Making personal phone calls or texting either from a cell phone or from an agency phone during clinical time:

  Students must guard against the inadvertent or purposeful sharing of information regarding any aspect of a patient's treatment in any setting, except as required by the necessities of professional education, treatment, or management.

  All correspondence related to a patient must be carefully safeguarded.

  Confidential information includes the patient name or any identifying diagnoses.

  This means:

  • Students must guard against the inadvertent or purposeful sharing of information regarding any aspect of a patient's treatment in any setting, except as required by the necessities of professional education, treatment, or management.

  • All correspondence related to a patient must be carefully safeguarded.

  • Confidential information includes the patient name or any identifying diagnoses.

• All personal phone calls or texting either from a cell phone or from an agency phone during clinical time is considered unprofessional.

• Confidential information includes the patient name or any identifying diagnoses.
• Disruptive behavior during change of shift report; and

• Photocopying from a patient’s chart.

Faculty and clinical affiliate faculty often have a need to communicate with students outside of clinical hours and away from the clinical site. **Students are expected to check their RegisNet email regularly and respond to faculty/clinical affiliate faculty requests within 48 hours.**

**Professional Classroom Behaviors**

Students are reminded that they represent the Regis community and its mission to our colleagues with all they say (verbally and non-verbally) and do. Use of racist or sexist language or language that is derogatory of another minority or marginalized group is grounds for disciplinary actions.

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

All behaviors that are disruptive to classroom activities and/or learning processes are considered to be unprofessional and inappropriate classroom behaviors. If the faculty considers the behavior of a student to be disruptive to the class, the student may be asked to leave. Consequences for missing class activities will depend on the expectations of individual courses.

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

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

• Using a computer in a way that is disruptive to classroom processes and/or teaching and learning;

• Talking with other students during faculty or student discussion;

• Sleeping in class; or

• Repeatedly going in and out of class.
Professional “Virtual Classroom” Behaviors
Students are expected to be prepared to participate actively in all online course-related activities. Online etiquette, “netiquette,” is to be practiced in written communications. Communication with online faculty about special needs is essential to assisting with fair management of unique student issues and concerns. Use of racist or sexist language or language that is derogatory of another minority or marginalized group is grounds for disciplinary actions.

Cheating, plagiarism, fabrication, collusion, or any form of academic dishonesty may be grounds for dismissal (please refer to RHCHP Academic Integrity and LHSON Honor Code policies in this Handbook).

Professional Behaviors related to Attendance and Punctuality
On-time attendance is expected at all classes, seminars, conferences, laboratory, and clinical experiences. Students must contact the course/clinical faculty directly, in person or by phone prior to any absence. Determination of the acceptability of any absence rests with the faculty member. Faculty retain the right to request a written excuse from a health care professional for illness-related absences. Students are expected to come prepared and to actively participate in all course, lab, and clinical experiences.

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

Notes: Legacy SHB; Approved \ Deans and Directors 7/11; Revised Asst. Dean 5/12

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.

Notes: Legacy SHB; Asst. Dean 6/11
PROGRESSION POLICIES

ACADEMIC JEOPARDY; LEARNING REMEDIATION AND COURSE FAILURE

This policy guides LHSON Bachelor of Science in Nursing (BSN), Master of Science (MS) degree in Nursing, Doctor of Nursing Practice (DNP) students, Faculty, Department Directors, Program Coordinators, the Student Affairs Committee (SAC), and the School Dean in addressing issues surrounding actual and potential student difficulties with progression. The purpose of the policy is to have a consistent and clear process recognizing that each student’s situation requires an individual approach.

Included in the Progression Policy are policies and procedures related to Academic Jeopardy and Course Failure.

- Academic Jeopardy is a process for identifying students who may potentially be at risk for failing a course. The Academic Jeopardy Form provides guidance for the student in next steps for improving performance in the course.
  - The Academic Jeopardy Form may also be used to document an extension for completion of a course. The temporary grade submitted is an incomplete that reverts to an F (I/F) if the requirements for completing the course are not met within the timeframe for the extension.

- 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.

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
- Disciplinary Expulsion
- Academic Warning
- Academic Probation
- Academic Suspension
- Academic Dismissal
- Appeals of Disputed Grades
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 Handbook).

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

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

The Regis University Catalog identifies the minimum cumulative grade point average required to graduate for each program. It also states that Undergraduate and RN to MS Nursing Program students may not progress in the program after two nursing course failures and are therefore dismissed from the program.

The Course Faculty, Academic Advisors, Chair of the Student Affairs Committee, Program / Department Directors and/or Program Coordinators 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.

**Academic Jeopardy Policy**

Academic Jeopardy is defined as risk to a student’s satisfactory standing in a course or program. The Academic Jeopardy policy, procedures, and form 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 policy provides examples of conditions faculty believe indicate a student is at risk of failing a nursing course. The list is not all inclusive. The Academic Jeopardy Form documents the steps to be initiated to assist students to be successful in a course. It is expected that a student who receives an Academic Jeopardy Form will follow the faculty member’s recommendations.

- **Academic Jeopardy Policy – Pre-Nursing and Pre-Licensure Students**

  The following are examples of reasons a pre-nursing and pre-licensure student is at risk for failing a course and may receive an Academic Jeopardy Form:

  - Attendance issues;
  - A score 75% or less on an initial evaluation measure;
  - A low score (e.g., ‘C’ or lower) on an initial 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 Handbook);
- Cheating, plagiarism, fabrication, and/or collusion (defined in the RHCHP Academic Integrity policy in the LHSON Student Handbook); and (described in the Professional Behaviors policy in the LHSON Student Handbook).

➢ Academic Jeopardy Policy – RN-BSN, MS, and DNP Students

The following are examples of reasons a post-licensure student is at risk for failing a course and may receive an Academic Jeopardy Form:

- Attendance issues;
- A low score on a major assignment;

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;
o Professional issues during clinical rotation (e.g., inappropriate dress, tardiness, poor interactions with patients and/or clinical agency staff);

o Academic dishonesty (defined in the *Regis University Catalog*);

o Violations of the Honor Code (described in the Professional Behaviors policy in the *LHSON Student Handbook*);

o Cheating, plagiarism, fabrication, and/or collusion (defined in the RHCHP Academic Integrity policy in the *LHSON Student Handbook*); and (described in the Professional Behaviors policy in the *LHSON Student Handbook*).

**Procedures**

When a student receives an Academic Jeopardy Form, the completed form will be shared with the student at a counseling session. Remediation options are identified and discussed.

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.

The Online Nursing Courses manage Academic Jeopardy communications by email and telephone.

A copy of the completed form is given to the students and shared with the student’s Academic Advisor, Program Director and/or Program Coordinator, and if appropriate, the clinical faculty. It is also shared with the Student Affairs Committee and placed in the student’s advising file.
Please be advised that ________________________________

Faculty Member(s) Name(s)

has identified that ________________________________ in the ________________________________

Student’s Name Program

nursing program may be at risk for failing in ________________________________.

Course # and Title

Exam Grades Comprehension of Material

Written Papers Time Management

Student Habits Clinical Performance

Professional Behavior(s) (please specify in comments)

Other (please specify in comments)

It has been determined at this time that the difficulty is primarily in the areas of:

Exam Grades
Written Papers
Student Habits
Professional Behavior(s) (please specify in comments)
Other (please specify in comments)

The faculty member(s) recommend(s) the following measure(s) to assist the student in improving performance in the course:

_____ Academic or behavior modifications (please specify in comments)

_____ Tutoring

_____ Use of the Writing Center or other writing improvement services

_____ Improvement in class attendance

_____ Improvement in study habits

_____ Improvement in test-taking skills

_____ Coursework is incomplete at the end of the course parameter dates and a plan and timetable have been developed for completion of coursework and a grade change from I/F to the earned course grade.

_____ Learning Commons

_____ Other (please specify in comments)

Comments:

____________________________________________________

____________________________________________________

____________________________________________________

Additional pages may be added to the Academic Jeopardy 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 Academic Advisor

_____ Student File

_____ Clinical Faculty (if appropriate)

_____ Department/Program Director

Revised SAC 7/06; 9/06 Deans & Directors 9/07; SAC 8/08; SAC 6/11; Deans, Directors, Coord OLAdv, and SAC Chair 8/11
LEARNING CONTRACTS FOR REMEDIATION

A Remediation Learning Contract is a written agreement between the student and the LHSON that details the specific activities, behaviors and timeframes for remediation of identified academic, clinical, and/or behavioral issues.

A Remediation Learning Contract:
- Is initiated by a Department Director 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 duration of the program and becomes part of the student’s advising file.

The Remediation Learning Contract is overseen by the Department Director. Students are required to sign the Remediation Learning Contract and participate in contract implementation in order to continue in the program. The student’s signature indicates that the student has been presented with the Remediation Learning Contract. It does not indicate agreement with the decision, but rather that the student understands the severity of the situation.

Notes: Legacy SHB; Approved Deans and Directors, Chair of SAC, and University Counsel 8/11
RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS
LORETTO HEIGHTS SCHOOL OF NURSING
LEARNING CONTRACT

Student Name: ____________________________ Semester/Term Initiated: ______________________

Program: ____________________________ Option: ____________________________

This Learning Contract is being initiated to respond to ____________________________

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

It will identify a specific learning contract that will remain in place for the remainder of ____________________________

Student’s Name

educational experience in the ____________________________ at Regis University.

Program/Option

The learning contract is based upon recommendations from faculty in ____________________________

Course # and Title

and the objectives of this course and the nursing program. These goals are specific to the deficiencies identified in previous
evaluations and in no way substitute for demonstrating competency of course and/or clinical objectives for the remaining
nursing courses. This contract has been constructed to facilitate self-identification of learning needs and to provide
______________________________ with assistance in successfully completing all course and/or

Student’s Name

clinical objectives for the remainder of the nursing curriculum.

In order to successfully complete the remaining ____________________________ courses at Regis University,

Program/Option

must fulfill the expectations of the following learning contract, as well as,

______________________________

Student’s Name

meet all course and/or clinical objectives for any course for which this student is enrolled.

In all classroom and/or clinical situations, the student will:

Identify detailed objectives for the student to consistently meet in this and future nursing courses.

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

Failure to abide by all aspects of the learning contract will be considered grounds for failure in the course in which you are enrolled at the time.

I have reviewed, understand, and agree to the content(s) of this Learning Contract.

Student Signature: ____________________________ Date: ____________

Course Faculty Signature: ____________________________ Date: ____________

Department/Program Director: ____________________________ Date: ____________

Program Coordinator: ____________________________ Date: ____________

CC Student File NFO Approved 04/25/2013
COURSE FAILURE POLICY

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

1. Maintaining a 75% cumulative passing grade in all examinations given in a specific course and in the nursing program overall.

2. Students must submit all required assignments for both theory and clinical courses in order to pass the course.

3. Successfully passing all clinical and laboratory objectives for the course.

4. Completing all program testing requirements (e.g., KAPLAN exams) as specified in the course syllabi.

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. In addition to the student and Course Faculty or Online Faculty Advisor, the counseling session may include the Faculty Advisor, Director, and/or 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.

The Online Nursing Program manages Course Failure communications by email and telephone.

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

Actions will include a letter from the student to the Chair of the SAC with a copy to the Course Faculty or Online Faculty Advisor. The letter must include the following and any other items requested by the Course Faculty or Online Faculty Advisor.

- Plans or changes the student has made that will facilitate the student’s success in future nursing courses;

- Circumstances related to the student’s failure to progress; and

- A brief description of the selected plan for progression, if applicable.

The letter is to be sent as soon as possible on a date determined by the Course Faculty or Online Faculty Advisor (usually within one week).
The SAC Chair will present the student’s letter to the committee members for consideration. The committee members will review the student’s stated success strategies plan for repeating any failed course. The committee will provide recommendations to the Program Director guiding the student towards successful course completion.

The Chair of the SAC or designee will inform the student of the decision in writing. A student needing to retake a failed course will be notified when enrollment in a section of the failed course is available by the Program Director. Such placement is on a space-available basis only.

For pre-licensure students, if a gap of greater than one semester occurs, the student will be required to complete skills, course content remediation and/or retake pre-requisite nursing courses. Specific guidelines for remediation will be developed and written by the student and Department Director and/or Program Coordinator in consultation with the Course Faculty and the, if appropriate, the Nursing Skills Lab faculty liaison. Students may be required to pay additional fees for remediation.

Note: The SAC is available to administration, faculty, and/or students throughout this process for consultation if needed.

***A student who receives a course failure may be asked to complete a Remediation Learning Contract. A Remediation Learning Contract is a written agreement which details the specific activities, behaviors, and timeframe for remediation of identified academic and/or behavioral issue(s). See Policy for Learning Contracts for Remediation in this Handbook.

Notes: Legacy from academic jeopardy, course passing, course failure. Deans, Directors, and SAC Chair 8/11; revised Asst. Dean 5/12.
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
- Inappropriate or unprofessional behaviors during classroom, lab, and/or online class sessions
- Unsafe practice
- Deficiencies in clinical preparations
- Failure to progress in any clinical expectation
- Failure to meet clinical objectives
- Inappropriate or unprofessional behaviors during clinical including but not limited to 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
- Cheating, plagiarism, fabrication, and/or collusion
- 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 File ___________

Academic Advisor ___________ SAC Chair ___________

Department/Program Director ___________ 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 ILLNESS, SURGERY, INJURY OR PREGNANCY

Students who have been ill, injured, or had surgery may be required to provide their Director with a written release from their health care provider indicating that they may safely return to clinical, lab, and/or classroom activities.

Students who will return after pregnancy are required to obtain a written release post-partum from their health care provider before returning to clinical, lab, and/or classroom activities.

The release is to be made available to the Clinical Support Unit, clinical and course faculty, and/or the Clinical Learning Unit prior to the student returning to clinical, lab, and/or class.

Students are not to return after an Influenza-Like Illness (ILI) until they have been afebrile while not taking antipyretics for at least 24 hours.

Notes: Legacy Health and Clinical Practicum Agency Requirements; Approved Deans and Directors 7/11

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 of the 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.

Notes: Legacy SHB; Approved Asst. Dean 6/11

WITHDRAWAL FROM A NURSING COURSE

Students cannot withdraw from a course any later than the date specified in the Regis University Catalog or the Regis University Academic Calendar for the current year.

All students are strongly advised to consult with their faculty advisor and/or director prior to withdrawing from a course as course withdrawal may significantly affect their progression in the program. A student who chooses to withdraw from a Nursing Course must follow the policy specific to their program.

All nursing students except students in the Traditional Nursing Program are to use the form found on WebAdvisor:
• The Course Withdrawal Form link is located in the top portion of the screen under the “Student” menu.

• The Course Withdrawal Form is also found on the Regis University website at http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Academic-Records-and-Registration/Withdrawal.aspx

Traditional Nursing Students
Students in the Traditional Nursing Program cannot withdraw from a course any later than two weeks before the end of the course as per the LHSON course offerings schedule.

Students in the Traditional Nursing Program must have their faculty advisor’s and/or director’s approval prior to withdrawing from a course as course withdrawal may significantly affect a student’s progression in the program.

Notes:  Legacy SHB; Approved Asst. Dean and Directors 7/11

WITHDRAWAL FROM A NURSING PROGRAM
A student who chooses to withdraw from a Nursing Program should give written notice of this decision to the appropriate Department Director. The choice to withdraw from the Program is not the same as “Course Withdrawal” or “Withdrawal from the University.”

Students in the Traditional Nursing Program must formally withdraw. 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.

The student who meets these criteria must submit a written request for readmission to the LHSON Student Affairs Committee. If the stated conditions are not met, the student must apply for readmission to the Program. Initial acceptance into the Program does not guarantee readmission.

Notes:  Legacy SHB; Approved Asst. Dean 7/11
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
As a part of the Life Directions Program, the Office of Counseling and Personal Development provides assistance to 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 counseling, long-term counseling, referral to consulting psychiatrist where appropriate, and assessment of more severe psychological concerns. Additional information can be found at http://www.regis.edu/About-Regis-University/University-Offices-and-Services/OCPD.aspx.

Student Disability Services
Regis University, in compliance with Federal Guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University’s educational programs and activities. Eligibility: To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Student Disability Services (SDS), Room 225, Clarke Hall, 303-458-4941, disability@regis.edu, in order to be eligible for the requested accommodation(s). Current and comprehensive documentation must be on file with SDS prior to approval of the accommodation. It is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

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 (303-458-4050 or 1-800-388-2366 ext 4050) and via email at its@regis.edu.
Student Health Services
Student Health Services is a part of the Life Directions Program. In keeping with the Jesuit tradition, Regis’ Student Health Services believe that the mind, the body and the spirit are interconnected. The center practices traditional medicine but emphasizes the whole person in its medical approach.

Regis University's Student Health Services provides basic health care to traditional undergraduate students enrolled in Regis College and the RHCHP, Accelerated Nursing students, Doctor of Physical Therapy and Doctor of Pharmacy students. Student Health Services is open Monday-Friday and staffed by two nurse practitioners. A physician has hours on campus at specified times each week.

Student Health Services provides routine ambulatory medical care, gynecological services, treats minor emergencies, prescribes medication and makes medical referrals. For lab work or procedures received in the clinic, the Student Health Service will bill existing insurance for reimbursement; charges not paid by the insurance company become the responsibility of the student. All student health records are confidential and can only be released to another person with the written permission of the student.

More information about cost and eligibility, immunizations, insurance, hours of service, location, services, and staff can be found at http://regis.edu/About-Regis-University/University-Offices-and-Services/Student-Health-Services.aspx.

Student Housing
Regis University provides information and assistance with matters related to student housing. More information can be found at http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Residence-Life-Housing-and-Event-Services/Campus-Housing.aspx.

The Learning Commons
Regis University is creating a student learning resource called “The Learning Commons.” The Learning Commons is a collaborative, university-wide unit that provides resources to support and enhance students’ academic experience. It is committed to promoting academic excellence for all Regis University students through testing services, prior learning assessments, writing consultation, and academic tutoring. An integral part of these services includes a close partnership with the Student Disability Services (see above). Additional information can be found at http://www.regis.edu/Academics/Learning-Commons.aspx.

RHCHP WebPages
The Regis University homepage has a section dedicated to the identification of services for current students in the RHCHP. Students, staff, and faculty are encouraged to access the Regis University homepage at www.regis.edu, explore the dropdown menu named “services” and become familiar with the various sites listed there.
RHCHP Center for Service Learning

Academic learning and community service activities for the curricula for health professionals across the College are supported by the RHCHP Center for Service Learning. This includes service learning imbedded in courses as well as a range of opportunities to engage in work for social justice and a number of inter-cultural immersion service learning engagement opportunities. A Service Learning Handbook provides more information about the Center and can be found at http://www.regis.edu/RHCHP/About-Rueckert-Hartman-College-for-Health-Professions/A-Jesuit-Education-and-Heritage/Jesuit-Education/Service-Learning-RHCHP.aspx.

LORETTO HEIGHTS SCHOOL OF NURSING

In addition to the above, the LHSON provides services and events to assist nursing students to:

- Orient to nursing school;
- Learn clinical nursing skills;
- Use technology to access course documents;
- Participate in student governance;
- Join professional and honor societies;
- Plan for graduation; and
- Identify resources for planning their career.

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 ceremonies celebrating the end of students experiences at Regis University: The RHCHP Doctoral Convocation and LHSON Pinning and Recognition Ceremony.

Clinical Learning Unit - Nursing Skills and Simulation Labs

The LHSON Clinical Learning Unit (CLU) faculty provides scheduling and oversight of the skills and simulation learning. The CLU contains a broad range of equipment, supplies, and high and low fidelity simulators designed to provide quality learning experiences for psycho-motor, communications, and critical thinking skill development.
The CLU is located in the north-east wing of Peter Claver Hall. Scheduled lab sessions are a requirement for many pre-licensure nursing courses. Open lab times are also scheduled.

**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 pre-licensure program options. The CSU provides students with information essential to being eligible to attend course clinical components at collaborating health care facilities. Students are responsible for checking for instructions related to clinical placements frequently on their RegisNet email and the CSU SharePoint sites.

It is essential that deadlines for all required LHSON documentation be met (e.g. annual PPD, American Heart Association BLS-CPR, regulatory testing, etc.). **Loss of placement is a likely consequence for students if deadlines are not met; progression in the program may also be jeopardized.**

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

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

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

2. Opportunities for students to tailor their studies to their individualized needs by building tests on focused content areas, and

3. Improved student outcomes on NCLEX-RN® exams due to greater simulation of the NCLEX-RN® testing environment and

4. The ability to use Kaplan data for quality improvement.

All students must either successfully pass the proctored Kaplan assigned to specific courses or must remediate and provide proof of remediation to the course faculty. If students do not pass the Kaplan test and fail to complete remediation within the designated timeframe, the student will earn 0 out of 5 percentage points for Kaplan testing in the final course grade.
The Nursing Faculty Organization (NFO) determined the integrated Kaplan test benchmarks to be at the 60th percentile. The benchmark for tests that have not been normed and do not have percentile rankings was set by NFO at 60 percent. Pre-licensure students are strongly encouraged to engage in a series of class-based, clinical, Kaplan testing, and other practice activities shown to provide a “Path to Success” for this important step in becoming a professional registered nurse.

The steps include, but are not limited to:

<table>
<thead>
<tr>
<th>Doing well in all courses in the LHSON BSN Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing Kaplan NCLEX-RN testing at the level prescribed in the pre-licensure curriculum</td>
</tr>
<tr>
<td>Answering 3,000 to 5,000 NCLEX-RN style questions</td>
</tr>
<tr>
<td>Completing a structured NCLEX® review program (via book, online, or in person)</td>
</tr>
<tr>
<td>Managing energy leading up to the examinations and keeping disruptions to preparation to a minimum prior to the scheduled examination</td>
</tr>
</tbody>
</table>

**Desire To Learn (D2L)**

D2L is a secure electronic document storage application and learning management platform. The LHSON uses this site to store course and clinical resource documents available to students. It is also used as a teaching strategy in some courses. The ITS HelpDesk (303-964-4050) can provide help for students having difficulty accessing the LHSON D2L sites.

**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, & 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](http://www.turnitin.com). Access to Turnitin® in any course requires the specific course ID number and an enrollment password provided by 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 Representative & Alternate Role & Duties

➢ Description of Student Representative
The role of Student Representative is a leadership role that requires good organizational and communication skills. The Student Representative will be working closely with the Faculty Liaison. Completing this role can be included on your resume. You can self-nominate or volunteer.

Duties include:

1. Providing your email and phone number to students in the class so that they can give opinions and feedback about the Regis program. This includes feedback on admissions, registration, advising, curriculum, facilities, etc. This is not an evaluation of a particular course or of the instructor—that is accomplished with the course evaluation sent through your Regis.net account.

2. Providing email and phone number to the Faculty Liaison.

3. Compiling student issues on the student governance form.
4. Encouraging students to clearly state the issues and give possible solutions and a statement of what they want the outcome to be.

5. Reminding students to give feedback within a two week period and informing students of the date that feedback must be completed by.

6. Completing the student governance form and sending by email to the Faculty Liaison for review.

7. Meeting either in person, by phone, or online with Faculty Liaison to share and discuss the governance form.

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 include 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. During the roll out of the student governance system, students’ input is welcome through direct contact with Program Directors or faculty governance Standing Committee Chairs (see the section named “Telephone and Email List – Nursing Faculty Organization and Standing Committee Chairs” in this Handbook).

PROFESSIONAL / HONOR SOCIETIES WITH AFFILIATION TO THE LHSON

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

Regis Student Nurses’ Association (RSNA)

Pre-licensure students at Regis University operate an association affiliated with the Colorado Student Nurses’ Association under the guidance of elected student officers and an LHSON faculty advisor. RSNA Website is: http://www.regis.edu/RHCHP/Schools/Loretto-Heights-School-of-Nursing/LHSON-Professional-Honor-Societies.aspx

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 are available to support students in their application process. The faculty advisor for STTI is available for assistance in this process.

**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 [http://www.regis.edu/Academics/Honor-Societies/Alpha-Sigma-Nu.aspx](http://www.regis.edu/Academics/Honor-Societies/Alpha-Sigma-Nu.aspx) and Alpha Sigma Nu faculty advisor are available for assistance in this process.

**Nurses’ Christian Fellowship**

The Regis chapter of Nurses’ Christian Fellowship, an international professional nursing organization, provides an opportunity for nursing students to meet on a regular basis to discuss spiritual issues in relation to the nursing role and patient care, incorporating the faith-based philosophy of Regis University. This group also provides an opportunity for nursing students to build relationships and to provide encouragement for each other during nursing school.

**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.

**RHCHP Doctoral Convocation**

The LHSON participates with the School of Pharmacy and Physical Therapy in celebrating completion of practice doctorates in these healthcare professions. The Convocation Ceremony acknowledges and celebrates the culmination of highly rigorous academic preparation and achievements of a Doctor of Nursing Practice, Doctor of Pharmacy, or Doctor of Physical Therapy degree.

**LHSON Pinning and Recognition Ceremony**

The Pinning and Recognition Ceremony, steeped in nursing tradition, symbolizes the culmination of the academic preparation required to become a professional nurse. All graduating students are strongly urged to participate in this meaningful ceremony. The ceremony is coordinated by the LHSON. The ceremony is held twice each year, in December and May, and in conjunction with commencement. The ceremony signals a “right of passage” into the nursing profession for new nurses and serves as a celebratory and closure activity for all LHSON graduates, families, friends, and faculty.
Baccalaureate Mass
A Baccalaureate Mass is held in conjunction with other Regis University Commencement activities. During the weeks preceding commencement, notification of the Baccalaureate Mass can be found on Insite at http://insite.regis.edu.

Regis University Commencement
Attendance at the Regis University Commencement ceremony is very much encouraged. The Academic Records and Registration Office is notified through the “Application for Graduation” of the student’s intent to participate in commencement. See the Regis Homepage (www.regis.edu), the Regis University Catalog, and Regis Insite (http://insite.regis.edu) for additional Graduation and Commencement information. The Regis University Catalog identifies the number of credits that must be completed for the student to eligible to participate in Commencement.

Graduation
Graduation is the receipt of the Regis diploma verifying the student’s completion of a given degree requires that students apply to graduate. Graduation applications are processed online at www.regis.edu/graduation. 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.

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).

Regis University Career Services
Information about the University’s career services includes, but is not limited to Career and Internship information fairs; assistance developing professional resumes, portfolios, and related letters; interviewing tips, and job search information. More information is can be found at http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Career-Services.aspx.

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 (http://www.regis.edu/Alumni-Gateway.aspx) 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 integral role in the quality improvement efforts of the 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, to ask their employers to participate, and to contact the Chair of the LHSON Quality and Evaluation Committee for further information.

AfterCollege™

The LHSON subscribes to AfterCollege™, a network for college students and recent grads who are looking for entry-level jobs, internships, and other opportunities. The website www.aftercollege.com provides articles on writing good resumes, finding a job, and contacting recruiters, as well as general career and industry information.
GLOSSARY OF TERMS

**Academic Jeopardy** – risk to a student’s good standing in a course or program.

**Academic Probation** – student with a grade point average and/or cumulative average below the pre-established program requirement (see *Regis University Catalog* for details)

**Cohort** – group of students who begin a program together and progress through a program together to graduation.

**Flex Student** – a student enrolled in classes, but at a reduced semester hour rate than their original cohort.

**Good Standing** –
- **Undergraduate Program**: student who maintains an overall grade (GPA) of “C” (2.00) or higher in the undergraduate program without jeopardy or behavior learning contracts.
- **Undergraduate Honors Program**: student who maintains an overall grade (GPA) of “B+” (3.5) or higher in the undergraduate Honors program without jeopardy or behavior learning contracts.
- **Master’s Program**: a student may earn a “C” in two courses, but no more than two “Cs”, and must maintain an overall average (GPA) of “B” without jeopardy or behavior learning contracts.
- **DNP Program**: student who maintains an overall average (GPA) of “B” (3.0) or higher in DNP program without jeopardy or behavior learning contracts.

**“Grace Day” Eligibility** – a student who is in good standing and meets all of the clinical and course objectives may be granted a Clinical “Grace Day” as reflected in the Clinical Make-Up Policy located in the *LHSON Student Handbook*.

**Inactive** – student has not been enrolled in any classes for 6 months.

**Leave of Absence** – occurs when the program director and SAC pre-approves a student’s extended absence from a program as a result of medical or personal life situations. There is a predetermined return date based upon clinical and/course placements availability.

**Off Track Student (Out of Cohort)** – a student who is not with their original cohort due to a course failure or Leave of Absence as a result of medical or personal life situations. All of these students are reviewed by SAC for approval and tracking.

NFO 11/13/2012; REVISED 7/2014
### TELEPHONE AND EMAIL LIST

Contact details for selected individuals in the RHCHP, the LHSON, and Regis University are listed below. A full Faculty and Staff Directory is available on INSITE at [http://insite.regis.edu](http://insite.regis.edu).

**Rueckert-Hartman College for Health Professions - Office of the Academic Dean**

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Janet Houser, Academic Dean</td>
<td>303-458-4174</td>
<td><a href="mailto:jhouser@regis.edu">jhouser@regis.edu</a></td>
</tr>
<tr>
<td>Dr. Susan Scherer, Associate Dean</td>
<td>303-964-5252</td>
<td><a href="mailto:sscherer@regis.edu">sscherer@regis.edu</a></td>
</tr>
<tr>
<td>Dr. James Nash, Associate Dean</td>
<td>303-964-3686</td>
<td><a href="mailto:jnash002@regis.edu">jnash002@regis.edu</a></td>
</tr>
<tr>
<td>Ms. Carol Hadd, Assistant to the Academic Dean</td>
<td>303-458-4174</td>
<td><a href="mailto:chadd@regis.edu">chadd@regis.edu</a></td>
</tr>
<tr>
<td>Ms. Donna Moran, Budget and Operations Manager</td>
<td>303-964-5752</td>
<td><a href="mailto:dmoran@regis.edu">dmoran@regis.edu</a></td>
</tr>
<tr>
<td>Ms. Teresa Nissen, Technology Coordinator</td>
<td>303-964-6377</td>
<td><a href="mailto:tnissen@regis.edu">tnissen@regis.edu</a></td>
</tr>
</tbody>
</table>

**RHCHP Academic Departments**

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Health Care Ethics</td>
<td>303-458-4157</td>
</tr>
<tr>
<td>Division of Health Services Administration</td>
<td>303-458-4157</td>
</tr>
<tr>
<td>School of Pharmacy</td>
<td>303-625-1300</td>
</tr>
<tr>
<td>School of Physical Therapy</td>
<td>303-458-4340</td>
</tr>
</tbody>
</table>

**RHCHP Service Units**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Service Learning</td>
<td>303-458-3550</td>
</tr>
</tbody>
</table>

**Loretto Heights School of Nursing – Office of the Dean**

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rita Axford, Interim Dean</td>
<td>303-964-5735</td>
<td><a href="mailto:raxford@regis.edu">raxford@regis.edu</a></td>
</tr>
<tr>
<td>Dr. Phyllis Graham Dickerson, Assistant Dean</td>
<td>303-458-4064</td>
<td><a href="mailto:pgrahamd@regis.edu">pgrahamd@regis.edu</a></td>
</tr>
<tr>
<td>Ms. Jaynee Hilfer, Administrative Manager</td>
<td>303-458-4232</td>
<td><a href="mailto:jhilfer@regis.edu">jhilfer@regis.edu</a></td>
</tr>
<tr>
<td>Ms. Maricel Herbert, Administrative Assistant</td>
<td>303-964-5735</td>
<td><a href="mailto:mherbert@regis.edu">mherbert@regis.edu</a></td>
</tr>
</tbody>
</table>
School Fax  
Online Nursing Program Fax  
Nursing Simulation Lab  
Nursing Skills Lab  

303-964-5325  
303-964-5343  
303-964-5200  
303-458-4100  

Department of Accelerated Nursing  
Dr. Linda Campbell, Director  

303-964-5131  
lcampbel@regis.edu  

Ms. Ellen Martinelli, Administrative Assistant  

303-964-5133  
emartine@regis.edu  

Department of CHOICE and Traditional Nursing  
Dr. Candice Schoeneberger, Director  

303-458-4132  
cschoene@regis.edu  

Dr. Karen LeDuc, Faculty Coordinator: CHOICE  

303-458-4338  
mleduc@regis.edu  

Ms. Ellen Martinelli, Administrative Assistant  

303-964-5133  
emartine@regis.edu  

Department of Graduate and Post-Licensure Nursing  
Dr. Sara Jarrett, Executive Director  

303-458-4082  
sjarrett@regis.edu  

Dr. Patsy Cullen, Director, DNP and NP Programs  

303-964-5132  
pcullen@regis.edu  

Dr. Karen Pennington, Director, RN-BSN, RN to MS  
and MS Programs  

303-964-5341  
kpenning@regis.edu  

Dr. Theresa Holsan, Lead FNP Faculty, FNP Program  

303-964-5734  
tholsan@regis.edu  

Dr. Catherine (Cathy) Witt, Coordinator, NNP Program  

303-964-6073  
cwitt@regis.edu  

Ms. Trinh Hansen, Administrative Assistant  

303-964-5251  
thansen@regis.edu  

Ms. Daniela Lotito, Administrative Assistant  

303-964-5269  
dlottito@regis.edu  

Ms. Susan Sciaccia, Online Faculty Advisor  

303-964-5745  
ssciacca@regis.edu
Pre-Licensure Clinical Support Unit
Dr. Gregory Dehler, Coordinator: Clinical Placements  303-964-6279
gdehler@regis.edu

Ms. Rosann Messere, Coordinator: Clinical Affiliate Faculty  303-964-5732
rmessere@regis.edu

Ms. Gina Wilderman, CSU Administrative Assistant  303-964-5222
gwilderman@regis.edu

Ms. Cherie Ostrander, CSU Administrative Assistant  303-964-5367
costreander@regis.edu

Post-Licensure Clinical Support Unit
Ms. Maura Kroh, Coordinator: Clinical Placements  303-964-3601
mkroh@regis.edu

Ms. Carla Washburn, CSU Administrative Assistant  303-964-6062
cwashburn@regis.edu

Nursing Faculty Organization (NFO) and Standing Committee Chairs
Dr. Cheryl Kruschke, Chair, NFO  303-625-1269
ckruschk@regis.edu

Dr. MaryJo Coast, Chair, Faculty Development Committee  303-458-4235
mcoast@regis.edu

Dr. Diane Ernst, Chair, Post-Licensure Curriculum Committee  303-964-5768
dernst@regis.edu

Dr. Louise Suit, Chair, Pre-Licensure Curriculum Committee  303-458-4187
asuit@regis.edu

Dr. Alma Jackson, Chair, Quality & Evaluation Committee  303-964-6389
ajackson@regis.edu

Dr. Lori Cook, Chair, Student Affairs Committee  303-964-6217
lcook@regis.edu
## LHSON Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Numbers</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Carolyn Ackerman</td>
<td>303-964-6479</td>
<td><a href="mailto:cackerman@regis.edu">cackerman@regis.edu</a></td>
</tr>
<tr>
<td>Dr. Rita Axford</td>
<td>303-964-5735</td>
<td><a href="mailto:raxford@regis.edu">raxford@regis.edu</a></td>
</tr>
<tr>
<td>Dr. Julie Benz</td>
<td>303-964-5314 (office)</td>
<td><a href="mailto:jbenz@regis.edu">jbenz@regis.edu</a></td>
</tr>
<tr>
<td></td>
<td>303-981-1895 (cell)</td>
<td></td>
</tr>
<tr>
<td>Dr. Barbara Berg</td>
<td>303-964-5736</td>
<td><a href="mailto:bberg@regis.edu">bberg@regis.edu</a></td>
</tr>
<tr>
<td>Dr. Theresa (Terry) Buxton</td>
<td>303-458-4332</td>
<td><a href="mailto:tbuxton002@regis.edu">tbuxton002@regis.edu</a></td>
</tr>
<tr>
<td>Dr. Linda Campbell</td>
<td>303-964-5131</td>
<td><a href="mailto:lcampbel@regis.edu">lcampbel@regis.edu</a></td>
</tr>
<tr>
<td>Ms. Rebecca Carlson</td>
<td>303-458-4233</td>
<td><a href="mailto:rcarlson@regis.edu">rcarlson@regis.edu</a></td>
</tr>
<tr>
<td>Dr. Mary (Murpee) Castang</td>
<td>303-458-4962</td>
<td><a href="mailto:casta321@regis.edu">casta321@regis.edu</a></td>
</tr>
<tr>
<td>Dr. Lora Claywell</td>
<td>636-285-0814</td>
<td><a href="mailto:lclaywel@regis.edu">lclaywel@regis.edu</a></td>
</tr>
<tr>
<td>Dr. MaryJo Coast</td>
<td>303-458-4235</td>
<td><a href="mailto:mcoast@regis.edu">mcoast@regis.edu</a></td>
</tr>
<tr>
<td>Ms. Lori Cook</td>
<td>303-964-6217</td>
<td><a href="mailto:lcook@regis.edu">lcook@regis.edu</a></td>
</tr>
<tr>
<td>Dr. Judy Crewell</td>
<td>303-458-4365</td>
<td><a href="mailto:jcrewell@regis.edu">jcrewell@regis.edu</a></td>
</tr>
<tr>
<td>Dr. JoAnn Crownover</td>
<td>303-964-5165</td>
<td><a href="mailto:crown194@regis.edu">crown194@regis.edu</a></td>
</tr>
</tbody>
</table>
Dr. Patsy Cullen        303-964-5132
pcullen@regis.edu

Dr. Susan Dalbey        303-964-6506
sdalbey@regis.edu

Ms. Courtney Duggan        303-964-6387
cduggan@regis.edu

Fr. Dirk Dunfee, S.J.        303-964-5122
dunfe713@regis.edu

Ms. Roxane England        303-458-4221
rengland@regis.edu

Dr. Diane Ernst        303-964-5768
dernst@regis.edu

Dr. Christine (Cris) Finn        303-458-4236
cfinn@regis.edu

Ms. Sherry Fuller        303-964-6030
sfuller@regis.edu

Dr. Ann Galloway        303-964-5769
agalloway@regis.edu

Ms. Karleen (Kari) Goerke        303-458-4331
kgoerke@regis.edu

Dr. Phyllis Graham-Dickerson        303-458-4064
pgrahamd@regis.edu

Ms. Kasey Grohe        303-964-6508
kgrohe@regis.edu

Dr. Theresa Holsan        303-964-5734
tholsan@regis.edu
Ms. Alexanne Hendrick       303-964-6522
                        hendi695@regis.edu

Ms. LuAnne Hicks        303-964-6831
                        lhicks004@regis.edu

Dr. Gregory Holm       gholm@regis.edu

Ms. Ann Hovasse        303-964-6380
                        hovas855@regis.edu

Dr. Alma Jackson        303-964-6389
                        ajackson@regis.edu

Dr. Sara Jarrett       303-458-4082
                        sjarrett@regis.edu

Dr. Cheryl Kruschke  303-625-1269
                        ckruschk@regis.edu

Ms. Margaret Lacey        303-458-4168
                        lacey818@regis.edu

Ms. Sherry Lawson        303-964-6496
                        slawson002@regis.edu

Dr. Karen LeDuc        303-458-4338
                        mleduc@regis.edu

Ms. Terry Lee         303-964-6223
                        lee024@regis.edu

Dr. Colleen McCallum        303-964-6498
                        cmccallu@regis.edu

Dr. Maureen McGuire        303-964-6227
                        mmcguire@regis.edu

Ms. Mollie Haddigan Mulberry  303-458-4251
                        mmulberry@regis.edu
Dr. Karen Pennington  303-964-5341  kpenning@regis.edu
Dr. Margaret Riley  303-458-4234  mriley@regis.edu
Ms. Melinda Roberts  303-964-6225  mkrobert@regis.edu
Ms. Alisa Sajadi  303-964-6215  asajadi@regis.edu
Dr. Candice Schoeneberger  303-458-4132  cschoene@regis.edu
Ms. Susan Sciacca  303-964-5745  ssciacca@regis.edu
Ms. Jennifer Sorensen  303-964-6075  jsorense@regis.edu
Dr. Pamella Stoeckel  303-458-4975  pstoecke@regis.edu
Dr. Robin Saiki  rsaiki@regis.edu
Dr. Louise Suit  303-458-4187  asuit@regis.edu
Dr. Mary Pat Szutenbach  303-964-5148  mszutenb@regis.edu
Dr. Shu-Yi (Emily) Wang  303-964-6512  swang@regis.edu
Dr. Kathleen Whalen  303-458-3599  kwhalen@regis.edu
<table>
<thead>
<tr>
<th></th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Lynn Wimett</td>
<td>303-458-4063</td>
<td><a href="mailto:lwimett@regis.edu">lwimett@regis.edu</a></td>
</tr>
<tr>
<td>Dr. Catherine (Cathy) Witt</td>
<td>303-964-6073</td>
<td><a href="mailto:cwitt@regis.edu">cwitt@regis.edu</a></td>
</tr>
<tr>
<td>Ms. Jodi Yeman</td>
<td>303-458-4305</td>
<td><a href="mailto:jyeman@regis.edu">jyeman@regis.edu</a></td>
</tr>
<tr>
<td>Ms. Lisa Zenoni</td>
<td>303-964-5127</td>
<td><a href="mailto:lzenoni@regis.edu">lzenoni@regis.edu</a></td>
</tr>
</tbody>
</table>
KEY LOWELL CAMPUS PHONE NUMBERS

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>303-458-4100</td>
</tr>
<tr>
<td>Campus Safety / Security</td>
<td>303-458-4122</td>
</tr>
<tr>
<td>Academic Records and Registration</td>
<td>303-458-4126</td>
</tr>
<tr>
<td>Dayton Memorial Library</td>
<td>303-458-4030</td>
</tr>
<tr>
<td>E-Follett / University Bookstore</td>
<td>303-458-4150</td>
</tr>
<tr>
<td>Information Technology Services (Help Desk)</td>
<td>303-458-4050</td>
</tr>
<tr>
<td>Media Services</td>
<td>303-458-4265</td>
</tr>
<tr>
<td>Physical Plant</td>
<td>303-458-4211</td>
</tr>
<tr>
<td>Student Services (for enrollment, student accounts, and</td>
<td>303-458-4126</td>
</tr>
<tr>
<td>financial aid questions)</td>
<td></td>
</tr>
<tr>
<td>University Ministry</td>
<td>303-458-4153</td>
</tr>
</tbody>
</table>

REGIS UNIVERSITY ELECTRONIC TELEPHONE DIRECTORY

The Regis INSITE page contains a full listing of phone numbers for the University and can be accessed at http://insite.regis.edu.

Free long-distance services are available when calling any Regis University phone number by dialing 1-800-388-2366 and the four-digit extension number.

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 sign up for the RU Alert communication tool at http://regis.edu/rualert. Provider text messaging fees may apply.

General University Inclement Weather Procedures

When classes are canceled by the University due to inclement weather, the cancellation is announced over local radio stations. Make sure that they are referring to Regis University and not Regis High School. (Television channels 2, 4, 7, 9, and 31 and Denver radio stations 850 AM KOA, 98.5 FM KYGO, 101.1 FM KOSI, and 99.5 FM KKHK). Participating stations in the Fort Collins area are 850 AM KOA, 98.5 FM KYGO, and 1410 AM KCOL.

A special phone number is available to check for emergency closures:

**REGIS WEATHER LINE:**

303-458-1818

or 1-800-388-2366 ext 1818

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 or radio 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.

For more information about the process for closure of the University during inclement weather, call the Office of Public Affairs at 3544.

**LHSON 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 nursing students are already at the clinical site during a campus closure due to inclement weather, the course faculty is to seek out information about road safety and imminent weather forecasts and make the “best decisions possible” about whether students should stay at the clinical facility or return home. Course faculty may delegate this decision to clinical affiliate faculty on-site if circumstances deem this is needed to communicate decision-making more appropriately.

- If students reside in and attend clinical in a geographic area deemed to be substantially less affected by the weather at the Lowell Campus of Regis University, the course faculty may decide it is safe for students to go to clinical and will communicate this decision to the students and their clinical affiliate faculty via pre-arranged means (e.g. telephone or email).

- If students are already at the clinical site and a “state of emergency” is called by the facility, students, clinical affiliate faculty, and course faculty are to follow hospital policy on how to proceed.

- As above, each student, clinical affiliate faculty, and course faculty member is to exercise their own judgment in determining whether it is safe to venture out during inclement weather.

- Students, clinical affiliate faculty, and course faculty are to abide by the Clinical Make-Up policies posted in the *LHSON Student Handbook*.

- The above guidelines are also to be applied to theory courses and theoretical components of clinical courses taught at sites other than the Lowell campus.

- Consultation with program directors for clarification when indicated is strongly encouraged.
APPENDICES
LORETTO HEIGHTS
SCHOOL OF NURSING
HONORS PROGRAM
HANDBOOK
2015-2016
# Loretto Heights School of Nursing Honors Program Handbook

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>134</td>
</tr>
<tr>
<td>Purpose and Goals</td>
<td>134</td>
</tr>
<tr>
<td>Admission Criteria for the Honors Program</td>
<td>134</td>
</tr>
<tr>
<td>The Honors Curriculum</td>
<td>135</td>
</tr>
<tr>
<td>The Honors Curriculum Coursework</td>
<td>135</td>
</tr>
<tr>
<td>Honors Seminars</td>
<td>135</td>
</tr>
<tr>
<td>Traditional Nursing Courses at the Honors Level</td>
<td>135</td>
</tr>
<tr>
<td><em>NR 420H Evidence-Based Practice in Nursing and Health Care Informatics</em></td>
<td></td>
</tr>
<tr>
<td><em>NR 455H Health Promotions and Disease Prevention</em></td>
<td></td>
</tr>
<tr>
<td><em>NR 472H Community Health and Population-Focused Nursing</em></td>
<td></td>
</tr>
<tr>
<td>Honors Projects</td>
<td>136</td>
</tr>
<tr>
<td>Withdrawal from the Honors Program</td>
<td>136</td>
</tr>
<tr>
<td>Nursing Honors Application Guidelines</td>
<td>137</td>
</tr>
<tr>
<td>Nursing Honors Application Form</td>
<td>138</td>
</tr>
<tr>
<td>Nursing Honors Recommendation Forms</td>
<td>139</td>
</tr>
</tbody>
</table>

Nursing Honors Program Course Descriptions are found at [www.regis.edu](http://www.regis.edu); Search for key word “catalog”
Overview

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

Purpose and Goals

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

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

1. The means to develop as knowledgeable, ethically-grounded, thinking, feeling, and critically aware professional nurse leaders.

2. A supportive learning environment that increases the quantity and quality of interaction with peers and faculty, and stresses the sharing of talents with peers.

3. Saturation in an atmosphere created ultimately to benefit the entire university community through revitalization in learning for its own sake by infusing new ideas and knowledge into the everyday life of the LHSON and enriching the education of all Regis students.

4. Exposure which extends knowledge of research and evidence-based practice in preparation for unique opportunities in clinical practice and for graduate study;

5. Opportunities to develop qualities of leadership in themselves and others, which enhance the local academic and professional communities and prepare graduates to assume nursing leadership roles as informed and involved world citizens.

Admission Criteria for the Honors Program

Students eligible for candidature in the LHSON Honors Program must:

- Be matriculated students with Junior year standing in the Traditional BSN Nursing Program;
- Be enrolled fulltime;
- Have an unencumbered cumulative grade point average of 3.5 or greater on a 4.000 scale; and
- Complete the Nursing Honors Program Application on or before the date specified in the letter of invitation and in the Nursing Honors Application Guidelines (Appendix A).
Within two weeks of the specified date, completed applications are reviewed by a panel of faculty from the LHSON. Honors Students are selected for the Honors Program based upon (1) qualification (2) merit of the recommendations, (3) quality of the writing sample, and (4) content of the application essay. The application process is competitive with no more than 10% of the total number of the Junior Class selected.

**The Honors Curriculum**

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

**The Honors Curriculum Coursework**

**Four Honors Seminars**

The Nursing Honors curriculum consists of four Nursing Honors Seminars. Nursing Honors Seminars are specifically designed to provide Nursing Honors students the opportunity to explore nursing issues from a variety of perspectives. Nursing Honors Seminars provide unique content as well as direction and support for developing and completing projects. Nursing Honors Seminars require seminar participation and project development. Nursing Honors Seminars are graded Pass/No Pass (P/NP). One credit is awarded for each of the first three Nursing Honors Seminars. These credits may be applied to the upper division elective requirement of the BSN program. Nursing Honors Seminar IV is a 0 credit hour course which serves as a capstone for the Nursing Honors Program.

**Traditional Nursing Courses at the Honors Level**

NR 420 Evidence-Based Practice in Nursing and Health Care Informatics, NR 455 Health Promotion and Disease Prevention, and NR 472 Community Health and Population Focused Nursing Coursework make up the 10 semester hours of Traditional Nursing coursework taken at the Honors level. These courses in the Traditional Nursing curriculum are taken with program classmates, but with an Honors designation for the completion of the Honors component and completion of a collaborative project with a community partner relevant to the course subject matter. An Honors designation for these courses appears on the Honors student’s transcripts upon successful completion of the Honors component and completion of the course with an earned grade of B (3.0 on a 4.000 scale) or higher. (Nursing Honors Program Course Descriptions are found at [www.regis.edu](http://www.regis.edu). Search for key word “catalog”).
Honors Projects

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

![Figure 1. Framework for Nursing Honors Projects](image)

Withdrawal from the Honors Program

Once admitted into the LHSON Honors Program, students enroll in four Nursing Honors Seminars (NR401, NR402, N403, NR404) and the Honors sections of NR 420H Evidence-Based Practice in Nursing and Health Care Informatics, NR 455H Health Promotion and Disease Prevention, and NR 472H Community Health and Population Focused Nursing and the remainder of the prescribed course work in the nursing major for Traditional Nursing Students. To graduate with Nursing Honors all listed courses must be taken and satisfactorily completed. Students may withdraw from the Honors Program at any point should they so choose. All courses successfully completed at the Honors level will be identified as such on their transcripts. The “Bachelor of Science in Nursing, Honors” designation is reserved for those students who successfully complete the entire LHSON Honors Program.
LEARNING CONTRACTS FOR REMEDIATION

An honors student who requires a Remediation Learning Contract may not progress in the honors program depending on the discretion of the Traditional Nursing Program Director.

A Remediation Learning Contract is a written agreement between the student and the LHSON that details the specific activities, behaviors and timeframes for remediation of identified academic, clinical, and/or behavioral issues.

A Remediation Learning Contract:

- Is initiated by a Department Director 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 duration of the program and becomes part of the student’s advising file.

The Remediation Learning Contract is overseen by the Department Director. Students are required to sign the Remediation Learning Contract and participate in contract implementation in order to continue in the program. The student’s signature indicates that the student has been presented with the Remediation Learning Contract. It does not indicate agreement with the decision, but rather that the student understands the severity of the situation.

Notes: Legacy SHB; Approved Deans and Directors, Chair of SAC, and University Counsel 8/11
Loretto Heights School of Nursing

Nursing Honors Program Application Guidelines

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

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

- A completed Nursing Honors Program Application Form;

- A writing sample from the candidate’s previously completed academic work. Papers that include comments from an instructor are preferred. The writing sample should reflect the student’s written communication ability and academic interests. The paper should be approximately 10 pages in length and may be one ten-page paper or two or three smaller papers.

- Two (2) letters of recommendation (or a completed recommendation form) from college faculty with comments on the candidate’s academic potential as well as his or her breadth of interests and commitment to academic excellence;

- An Honors Application Essay of one to two (1-2) pages describing why you would like to be selected into the Loretto Heights School of Nursing Honors Program. Please include previous leadership activities as well as areas of interest you currently have that might serve as a platform for Honors Program projects.

- A list of any times for a designated interval during which you would NOT be available for an interview. In addition to your class, lab and clinical schedule, it is especially important to include any personal and family commitments, doctors’ appointments, etc.

Interviews with the Nursing Honors Selection Panel will be scheduled and Honors Students will be selected based on qualifications evident in their transcripts and application papers and the interview. No more than 10% of the Junior Class can be selected. Students can expect to be notified in writing of the outcome of the selection process within two weeks of the interview. You will receive further information about the application process at the Honors seminars.
Loretto Heights School of Nursing
Nursing Honors Program Application Form

Candidate’s Name: ___________________________________________ Date: ____________
Regis Student ID#: ___________________________________________ Cumulative GPA to date: _____

Anticipated Graduation Date: ___________________________________________

Reference’s Name: _________________________________________________
Reference’s Name: _________________________________________________

Attach the following:

• Writing sample(s),

• Two (2) letters of recommendation,

• The Honors Application Essay, and

• A list of any times you would NOT BE AVAILABLE for interview during the timeframe interviews are taking place. Include times you are in class, lab, and/or clinical as well as times you have work and/or personal commitments.
Loretto Heights School of Nursing
Nursing Honors Program Recommendation Form

Candidate’s Name: ______________________________ Date: __________________

Faculty Member’s Name: ______________________________ Title: __________________

How do you know this candidate? ______________________________ For how long? __________

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

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

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

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

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

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

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

Candidate’s Name: ___________________________ Date: ________________

Faculty Member’s Name: ___________________________ Title: ________________

How do you know this candidate? ___________________________ For how long? ________________

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

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

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

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

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

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

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

Admissions, Regis University, 122
Academic Honor Code, 40
Academic Integrity/Honor Code
   Pledge From, 50
Academic Integrity, 40
Academic Integrity Board, 43
Academic Integrity, Student Appeal Process, 47
Academic Jeopardy, 110
Academic Jeopardy Form, 113
Accreditation Information, 17
AfterCollege™, 131
Alpha Sigma Nu, 129
Alumni Association, 130
Alumni Surveys, 131
Appendices, 144
Assignments Policy, 51
Attendance and Course Participation, 52
Baccalaureate Mass, 130
Campus Map, 133
Campus Safety and Security, 143
Career Services, 130
Clinical Learning Unit, Skills and Simulation Labs, 124
Clinical Make-Up, 56
Clinical Placement Compliance Requirements, 63
Clinical Practice Policy, 67
Clinical Support Unit, 125
Clinical/Practicum Appearance Requirements, 52
Commencement, 129
Concurrent Enrollment Policy, 73
Concurrent Enrollment Request Form, 74
Convocation/Blessing of the Hands, 124
Course Failure Policy, 116
Course Failure Form, 118
Desire 2 Learn, 126
Drug Screening for Cause and Random, 75
Electronic Communications: Student Responsibilities, 78
Employment, 79
Essential Functions/Mental and Physical Qualifications, 80
Evaluation Input from Students, 83
Expectations in Clinical/Practicum Experiences, 83
Glossary of Terms, 132
Grades, 87
Graduation and NCLEX Applications, 89
Graduation, 130
Health Insurance Portability and Accountability Act (HIPAA), 91
Honors Program Handbook, 146
Ignatian Pedagogy, 16
Immunization Exemption Form, 66
Inclement Weather Procedures, 142
Infectious or Communicable Diseases and Patient Care, 101
Influenza Vaccination Form, 65
Injury at an Off-Campus Learning Site, 102
Intoxication/Impairment Assessment Policy, 76
Kaplan, 125
Learning Contract for Independent Study, 105
Learning Contracts for Remediation, 114
Learning Contract Form, 115
Learning Remediation, 109
Mission, Values, and Philosophy, LHSON 12
New Student Orientation, 124
Non-Degree Seeking/Special Students in RHCHP, 105
Nurses’ Christian Fellowship, 129
Nurse Practitioner Student Account Lab Makeup Form, 62
Office of Counseling and Personal Development, 122
Philosophy, 13
Pinning and Recognition Ceremony, 129
Plagiarism Prevention Software (Turnitin®), 126
Post Licensure Nursing Programs, 24
Post-Licensure Program Curriculum, 27
Post-Licensure Degree Requirements, 34
Post-Licensure Program Advising, 36
Post-Licensure Program Outcomes, 27
Post-Licensure Service Learning, 37
Pre-Licensure Curriculum, 20
Pre-Licensure Degree Requirements, 22
Pre-Licensure Nursing Programs, 19
Pre-Licensure Program Advising, 22
Pre-Licensure Program Outcomes, 21
Pre-Licensure Service Learning, 23
Pre-Licensure Statement of Understanding and Compliance Form, 72
Pre-Licensure Student Clinical Practice Guidelines, 69
Pre-Nursing Clinical Guidelines Form, 68
Pre-Nursing/Pre-Licensure Student Account Clinical Makeup Form, 60
Professional Behaviors, 106
Professional Liability Insurance, 108
Regis Student Nurses' Association, 128
Returning after Illness, Surgery, Injury, or Pregnancy, 119
RHCHP Center for Service Learning, 124
RHCHP Doctoral Convocation, 129
RHCHP Learning Technologies, 122
RHCHP Vision, Mission, and Values, 10
RHCHP WebPages, 123
Sigma Theta Tau International, 128
Student Accountability, 8
Student Disability Services, 122
Student Governance, 127
Student Health Services, 123
Student Housing, 123
Student Responsibilities, 9, 39
Student Resources, 122
Telephone and Email List, 134
The Learning Commons, 123
Transportation and Off-Campus Learning Activities, 119
Withdrawal from a Nursing Course, 119
Withdrawal from a Nursing Program, 120
Workers' Compensation, 102