

Loretto Heights School of Nursing

Student Handbook

2009 - 2010



CONTINUING THE TRADITION...

**DEVELOPING INQUISITIVE MINDS,
COMPASSIONATE HEARTS,
AND
HEALING HANDS**

PREFACE

All Loretto Heights School of Nursing (LHSON) students are responsible for all information in the **Regis University Bulletin**, 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. Failure to read and understand the policies and procedures contained in the **Regis University Bulletin**, the **Regis University Student Handbook**, the **Loretto Heights School of Nursing Student Handbook** and other appropriate documents **does not relieve the student of this responsibility**.

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 an Academic Advisor when indicated in these documents **does not relieve the student of this responsibility**

Please be aware that 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.

The **Regis University Bulletin** may be obtained at the Office of the Registrar in the Main Hall or online at <http://www.regis.edu> (search for Bulletin). Students are advised to retain sections of the bulletin that might be called upon throughout their career to verify details about their studies at Regis University.

The **Regis University Student Handbook** may be obtained in the Office of Student Life located in the Student Center or online at:

<http://www.regis.edu/regis.asp?sctn=StuHandbook> or
http://www.regis.edu/rhchp_services.htm (RHCHP Services).

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 Bulletin **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); and
- **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**.

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.

Mother Teresa, a Nobel Peace Prize recipient, stated, "We cannot do great things, only small things with great love." 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 do the small things that matter in a person's life.

Candace Berardinelli, PhD, RN
Dean and Professor
Loretto Heights School of Nursing

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SECTION I

MISSION, VALUES, PHILOSOPHY, AND GOALS

REGIS UNIVERSITY - OVERVIEW

Regis University is accredited by the Higher Learning Commission and a member of the North Central Association. The University is comprised of three academic units: The **Rueckert-Hartman College for Health Professions (RHCHP)**, **Regis College**, and the **College for Professional Studies (CPS)**.

The 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 School's curricula. Coursework is available to both adults and students of traditional college age in **Nursing**, Pharmacy, Physical Therapy, Health Services Administration, and Health Care Ethics.

Regis College serves students of traditional college age in value-centered learning models consistent since the University's founding in 1877. Regis College offers liberal arts, and pre-professional programs including business, humanities, natural science, mathematics, pre-nursing, pre-medicine, philosophy, religious studies and social sciences. Regis College provides strong academic instruction in the Jesuit tradition, with opportunities to serve others in each student's educational experience.

The College for Professional Studies was established in the 1970's to offer programs designed specifically for adults. Today, the College for Professional Studies is recognized as a leader in adult higher education offering both classroom based and innovative online courses. As the largest provider of adult learning programs among U.S. Jesuit universities, the College for Professional Studies serves adult students worldwide.

Regis University Mission

Regis University educates women and men of all ages to take leadership roles and to make a positive impact in a changing society. Standing within the Catholic and United States traditions, we are inspired by the particular Jesuit vision of Ignatius Loyola. This vision challenges us to attain the inner freedom to make intelligent choices.

We seek to provide value-centered undergraduate and graduate education, as well as to strengthen commitment to community service. We nurture the life of the mind and the pursuit of truth within an environment conducive to effective teaching, learning and personal development. Consistent with Judeo-Christian principles, we apply knowledge to human needs and seek to preserve the best of the human heritage. We encourage the continual search for truth, values, and a just existence. Throughout this process, we examine and attempt to answer the question: "How ought we to live?"

As a consequence of Ignatius Loyola's vision, particularly as reflected in his *Spiritual Exercises*, we encourage all members of the Regis community to learn proficiently, think logically and critically, identify and choose personal standards of values, and be socially responsible. We further encourage the development of skills and leadership abilities necessary for distinguished professional work and contributions to the improvement and transformation of society.

Undergraduate Core Educational Experience

The specific structure of the core educational experience varies within each of the University's three colleges because of the different student populations and instructional formats in Regis College, The College for Professional Studies, and the Rueckert-Hartman College for Health Professions. Nonetheless, the core educational experience in all three Colleges is characterized by:

- **Development of the whole person.** The core educational experience is designed to nurture the whole person: head, heart, and hands; intellect, sensibility, and skills. The whole person, however, is not understood in terms of an isolated self. Rather, Regis seeks to develop leaders whose compassion and concern for others inspires them to contribute to the common good.
- **Academic challenge.** Regis University is committed to academic excellence: the disciplined search for knowledge and the joy of discovery and understanding. The core educational experience is designed to strengthen students' skills in critical reading and thinking, speaking and writing, research and scholarship, and the use of information technologies. Students are encouraged to become partners in a collaborative process of learning and discovery.
- **A liberal arts foundation.** The core educational experience promotes literacy in the major academic disciplines: the arts, the humanities, the natural sciences, and the social sciences. By giving students an opportunity to explore the questions, methods, and understandings of different disciplines, the core educational experience establishes a broad foundation for more specialized studies.
- **Integration.** The core educational experience challenges students to integrate new learning with prior knowledge and personal experiences. It seeks to strengthen habits and skills of integration, thereby encouraging students to become life-long learners and to achieve more comprehensive understandings of truth.
- **Ethical inquiry and reflection.** By challenging students to examine the ethical dimensions present in all of their studies, the core educational experience seeks to cultivate the habit of critical reflection on values. Students are encouraged to reflect upon crucial human concerns and to strengthen values that lead to sound decisions and just actions.
- **Spirituality and religion.** Rooted in the Roman Catholic tradition, Regis University is committed to integration faith with learning. The core educational experience fosters a critical appreciation of religious questions and spiritual experience. While special attention is given to Catholic philosophical and

theological traditions, the core educational experience also involves exposure to other philosophical and religious traditions. It encourages mutual respect and genuine dialogue in the context of a shared search for meaning.

- **Concern for social justice.** The core educational experience seeks to nurture a life of service for the common good and a commitment to work towards a more just and peaceful world. By challenging students to develop the analytical skills necessary to understand relationships of power and privilege in contemporary society, the core educational experience strives to cultivate respect for human diversity and a special concern for the poor and the oppressed.
- **Global awareness.** While contemporary individuals operate in many different social contexts, the Jesuit tradition has always been global in its horizons and outreach. Thus, the core educational experience furthers students' appreciation of the diversity of persons and cultures, the complexity of relationships in the new and evolving international order, and the impact of humans on the natural environment.
- **Leadership.** Regis University is committed to developing in the service of others. Recognizing that there are many forms of leadership, the core educational experience challenges students to strengthen their personal leadership skills through academic courses, service learning experiences, and other campus and community activities. Special attention is focused on refining students' abilities to listen and to engage in dialogue in diverse settings.

Graduate Statement

Graduate degree programs at Regis University emanate from and embody the University mission of educating men and women to take leadership roles and to make a positive impact in a changing society. These programs provide a rigorous, focused, value-centered professional education rooted in the Jesuit Catholic tradition. Graduate education at Regis University is learner-centered. Learners and faculty are full partners in an educational relationship that emphasizes academic excellence, active and collegial participation in the educational process, practical application of theory, ethical processes and decisions, and a commitment to lifelong learning. Regis University's graduate programs infuse professional education with Jesuit ethos and values, develop the whole person, and foster professional competence.

Regis University graduate programs are characterized by **openness**, a respect for others and their perspectives; **optimism**, an affirmation of the goodness of the world and of the human dignity of all in it; and **other-centeredness**, a conscious move beyond self to an appreciation of the interconnectedness of human beings and their actions.

Regis University graduate programs purposefully emphasize:

- **Academic Excellence.** Regis University graduate programs are committed to academic excellence: the disciplined search for knowledge and the joy of discovery and understanding. Regis University expects each graduate student to achieve mastery in a discipline, including the ability to integrate and extend knowledge to contexts outside the classroom and to effectively translate theory

into practice. Graduate learners are also encouraged to be active partners with faculty in the collaborative process of learning and discovery and to become lifelong learners.

- **Leadership.** Regis University graduate programs develop leaders in the service of others. In this context, leaders are communicators with vision who analyze problems, find and implement solutions, and structure and facilitate processes to make a positive impact on society.
- **Ethics.** Ethical decision-making and behavior are fundamental components of Regis University graduate programs. Ethics in Regis University graduate education guides individuals to make a conscious effort to apply ethical principles to decisions; to integrate and broaden the considerations surrounding the decisions; and to examine carefully the consequences and implications beyond personal and organizational self-interest.
- **Social Justice.** Graduate programs at Regis University strive to nurture a life of service for the common good, to cultivate respect for human diversity, and to strengthen a special concern for the poor, the marginalized, and the oppressed. By emphasizing a concern for social justice, Regis University graduate programs reinforce an individual's commitment to be an active and productive member in society and to work for structural change to protect the disenfranchised.
- **Global Awareness.** Regis University graduate programs are committed to preparing learners to live, work, and lead in an increasingly interconnected global society. Graduate programs strive to create a learning environment that celebrates diversity, values the uniqueness of the individual, and instills a passion for justice for all people.

Diversity at Regis University

At Regis University, the term *diversity* is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice. Respecting our human differences, whether they are physical or philosophical, is what diversity is all about.

Understanding diversity and the integration of diverse perspectives are an integral part of education at Regis and permeate the curriculum throughout the year. Teaching student to think critically about accepted norms and structures are skills that students will use throughout their educational careers and lives. At the same time, faculty are encouraged to increase their own understanding of various issues of diversity in theory and in practice and to employ inclusive pedagogical practices. Regis University seeks to create a curriculum and pedagogy responsive to a multicultural work and a diverse student body by integrating themes of social justice and diversity as mutually supportive concepts. Age, gender, race/ethnicity, class, disability, sexual orientation, religion, and other **human** differences contribute to the richness and vitality of our living community.

RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS - OVERVIEW

The Rueckert-Hartman College for Health Professions (RHCHP) is one of three colleges within Regis University. There are five academic departments in the RHCHP and three service departments. The academic departments are the Loretto Heights School of Nursing, the School of Pharmacy, the School of Physical Therapy, the Department of Health Services Administrative, and the Department of Health Care Ethics. The service units are the Admissions and Marketing Department, the Distance Learning Department, and the Center for Service Learning.

Within the Jesuit, Catholic tradition of Regis University, the Rueckert-Hartman School for Health Professions embraces the following vision, mission, values, and goals.

Rueckert-Hartman College for Health Professions - Vision

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

Rueckert-Hartman College for Health Professions - Mission

Our mission is to educate men and women as leaders committed to excellence within the health professions.

Rueckert-Hartman College for 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

Rueckert-Hartman College for Health Professions - Goals

We commit ourselves to:

- Foster a culture that advances the use of evidence as a basis for education and practice.
- Prepare professionals able to practice effectively in the changing, uncertain health care environment.
- Encourage exploration of ethical issues, spiritual dimensions, and cultural differences.
- Provide educational opportunities that facilitate learning, critical thinking 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.

LORETTO HEIGHTS SCHOOL OF NURSING - OVERVIEW

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

Loretto Heights School of Nursing - Mission

The mission of the LHSON is based on the mission of Regis University and the mission, goals, and statement of values of the Rueckert-Hartman College for Health Professions. 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.

Loretto Heights School of Nursing - Goals

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

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

intellectual growth and professional development,

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

Loretto Heights School of Nursing – Philosophy

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CONTINUING THE TRADITION...

DEVELOPING INQUISITIVE MINDS,

COMPASSIONATE HEARTS AND

HEALING HANDS.

~ ~ ~ ~ ~

This we believe....

- The Loretto Heights School of Nursing philosophy links with the Regis mission and drives the development of our standards and goals.
- Our program content and outcomes reflect Regis University philosophy statements
- We are an educational institution that responds to the changing needs of society,
 - Committed to empowering students,
 - Valuing a team spirit in striving for excellence and
 - Embracing the Jesuit concept of the *Magis*
- Program content and outcomes reflect the profession's and accrediting bodies' standards
- We provide students with opportunities to develop knowledge, skills, values, and relationships
 - For entry into the profession,
 - For passage from novice competency to proficiency and
 - Throughout their career as leaders in health care professions.
- We are responsive to the diverse needs of student populations in that we

- Have programs for nursing students seeking a first degree, second degree and/or an advanced practice qualification,
 - Have programs for working adults, and
 - Provide learning formats suited to geographic diversity
- We value experiential learning in that we:
- Have clinical partners and programs of clinical scholarship,
 - Develop and use nursing simulations, and
 - Offer service learning programs for justice education and inter-cultural learning

Further, we hold to the following fundamental beliefs concerning the nature of the individual, of education, and of learning frame our programs and include the belief that:

- Each individual is unique and has intrinsic worth.
- Individuals have common needs as well as differences influenced by values, experiences, and knowledge. Individuals have the capacity to grow, to change, and to make choices.
 - The freedom to choose and to have one's choice respected is central to the concept of intrinsic worth of individuals.
 - Culturally transmitted values and beliefs are at the very core of life choices within every society.
 - Throughout the life span, the individual lives as a member of society, creating and being created within that context.
 - Each individual shares the responsibility to contribute to this dynamic interaction.
- Education is a life-long process.
- Formal education incorporates and builds upon the broad base of previous life experiences.
 - Nursing education in a university setting provides the opportunity to acquire the knowledge and competency required of a professional nurse.
 - Interaction, reflection, and practice are utilized to foster the synthesis necessary to develop the critical skills and creativity of the competent nurse.
- Learning is the dynamic and individual process that embodies the continual search for truth, values, and a just existence.
- Learning has both practical and theoretical aspects and occurs both formally and informally.

- As a life long process, learning is characterized by maturation and individuation, interaction and reflection.
 - The context of education, the creation of a supportive and motivating environment, and the content of education are mutually important.
 - In order to meet the needs of students, the educational programs incorporate individualized approaches to the learning environment through a variety of options.
 - Various teaching methods, reflecting both traditional and adult learning styles, are incorporated into the teaching-learning process.
- Concepts of the nursing paradigm as well as new and developing nursing knowledge are reflected in our curriculum including that:
- Nursing is a discipline with an evolving body of knowledge and a profession whose goal is the promotion, maintenance, and restoration of the health and integrity of individuals and society.
 - The practice of nursing is centered in interaction with individuals and society.
 - This interaction is multifaceted and multidimensional and is characterized by the full breadth and depth of human caring.
 - The interactive nature of nursing is also reflected in its collaborative orientation to health care delivery.
 - Within the health care network, the professional nurse integrates a variety of roles in providing nursing care.
 - Health and illness are multidimensional unfolding concepts integral to nursing practice.
 - Inherent in an understanding of health and illness are concern for the individual in interaction with the environment.
 - Health and illness are subjective concepts defined by individuals and by society.
 - Health and illness are lived experiences.
 - The concept of health incorporates an individual's ability to maximize the potential for living.
 - Lack of the ability to promote personal well-being constitutes the concept of illness.
 - The environment is all that surrounds a person.
 - The environment is the dynamic milieu within which a person lives and interacts.
 - The person is continually influencing and being influenced by internal and external aspects of the environment.

- A favorable environment enhances the health status of individuals and society.



SECTION II

LORETTO HEIGHTS SCHOOL OF NURSING PROGRAMS

The Loretto Heights School of Nursing (LHSON) offers two degree programs, an undergraduate **Bachelor of Science in Nursing (BSN)** and a graduate **Master of Science (MS)** in nursing. These programs are offered in a number of different scheduling formats in order to provide individualized and supportive learning environments for students with diverse backgrounds. The School has an enrollment of over 1,500 undergraduate and graduate nursing students taking courses in campus-based and online formats.

BACHELOR OF SCIENCE IN NURSING PROGRAMS

The undergraduate degree program in the Loretto Heights School of Nursing is comprised of the **Bachelor of Science in Nursing (BSN)**, a degree that is offered to pre-licensure students entering the nursing profession as well as to registered nurses (RNs) wishing to advance in their profession by pursuing nursing education at the baccalaureate and/or graduate levels.

Pre-Licensure Nursing Programs

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 is offered in a number of different scheduling formats in order to provide an individualized and supportive learning environment for students with diverse backgrounds. The following programs for completing the Bachelor of Science in Nursing degree are offered.

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 a traditional academic semesters scheduling format over four years (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.

Post-Licensure Nursing Programs

Post-Licensure nursing education is offered to registered nurses as a Bachelor of Science in Nursing as well as a two segment articulated program for registered nurses who wish to complete their Master of Science degree as a single study plan.

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 format or online.

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 studies 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.

Service Learning in the Undergraduate Nursing Program

Service Learning has been an integral part of the nursing curriculum since it was introduced at the Rueckert-Hartman College for Health Professions 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 at:

<http://www.regis.edu/content/ars/pdf/Service-Learning-Handbook.pdf>

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.

UNDERGRADUATE NURSING PROGRAM CURRICULUM FRAMEWORK

The **Regis Nurse** is central to the undergraduate program curriculum framework of the Loretto Heights School of Nursing (refer to Figure 1).

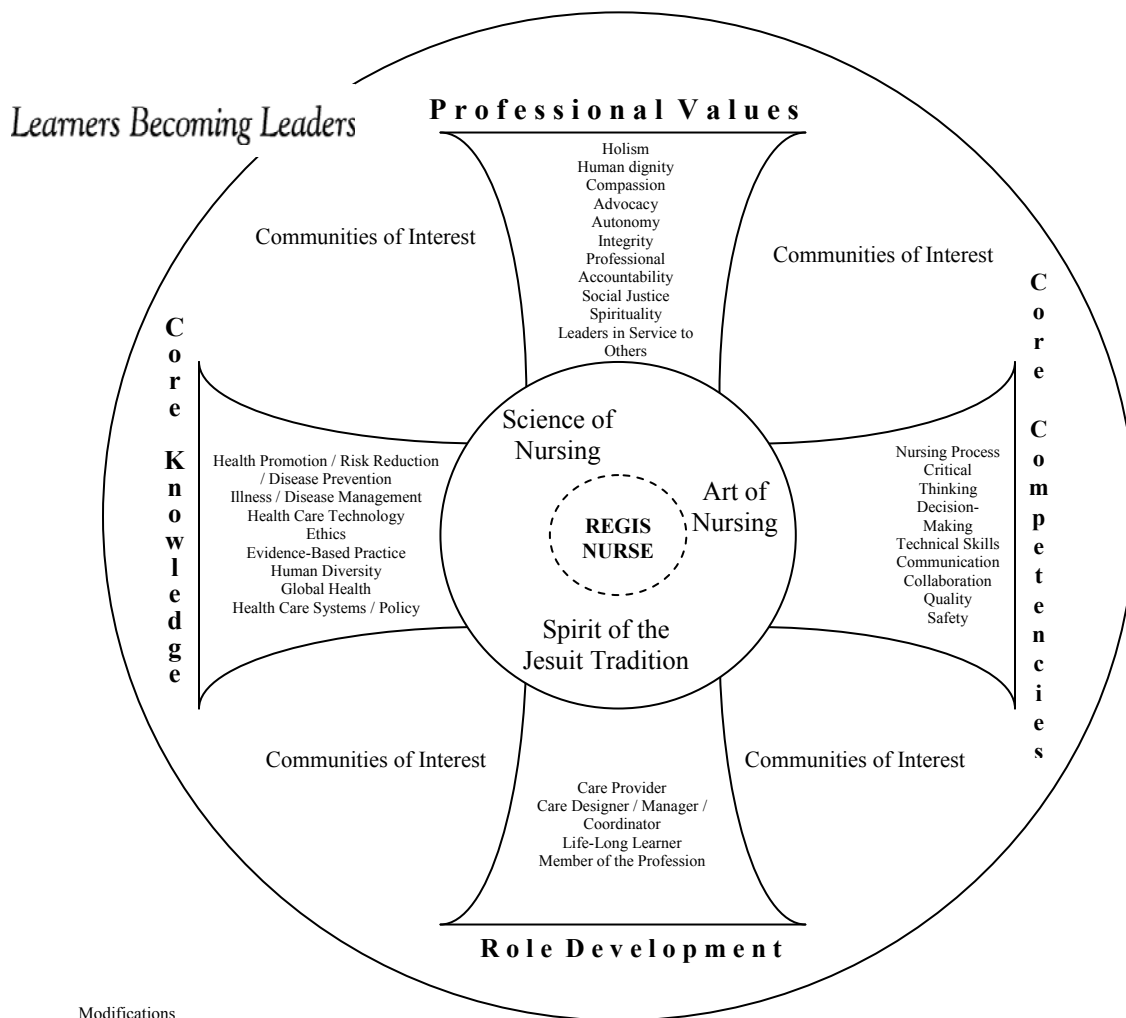


Figure 1 - LHSO Undergraduate Curriculum Framework

The Loretto Heights School of Nursing'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 the Rueckert-Hartman School for Health Professions. 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 four arms that embrace **Core Knowledge, Professional Values, Core Competencies, and Role Development.**

The faculty of the Loretto Heights School of Nursing believe that nursing requires a **Core Knowledge**, which includes cognitive, affective and psychomotor knowledge and skills essential to the safe practice of nursing.

Thus, the curriculum includes:

- **Health Promotion / Risk Reduction / Disease Prevention** enables the nurse to identify and reduce health risks, prevent illness and injury and promote a sense of well-being;
- **Illness / Disease Management** assist the health care team in maintenance, curative, restorative and rehabilitative interventions and are essential to implementation of the nursing process in clinical practice;
- **Health Care Technology** includes information technology and technologies that aid assessment and support human function and are the cores to the delivery and language of care;
- **Ethics** include values, codes, and principles that govern decisions and behaviors and their application as individuals and a profession that underpin the ongoing practice of nursing;
- **Evidence-Based Practice** is using best practices in health care, including research, patient preferences, professional standards and conventional wisdom, to provide optimal care;
- **Human Diversity** is the respect of the individual as a member of society with similarities and differences according to one’s culture, in the broadest sense, and belief system;
- **Global Health** is an understanding of the health, disease, and justice implications of living in a connected world; and
- **Health Care Systems / Policy** is knowledge of the organizations and environments in which nursing and health care are provided and is integral to providing access to quality nursing care within the constraints of the realities of cost; now and in the future.

The faculty believe the following about **Professional Values**: Personal values, experiences, and knowledge influence our students’ Professional Values; and students have the capacity to grow, to change, and to make choices about their values. Thus,

the curriculum fosters the **Professional Values** of:

- **Holism**, the inseparability of mind, body and spirit;
- Respect for **Human Dignity**, the inherent worth of individuals and populations;
- **Compassion**, empathetic understanding of others;
- **Advocacy** protecting and advancing the legal, human and service rights of people and their health care needs
- **Autonomy**, the right of clients' self-determination;
- **Integrity**, acting in accordance with ones' personal and professional code of ethics and nursing standards of practice;
- **Professional Accountability**, behavior supportive of effective relationships intra-professionally and with other communities of interest and an effective nurse-client relationship including respect, dependability, appearance, demeanor, and responsibility for one's actions;
- **Social Justice**, demanding from each individual all that is necessary for the common good;
- **Spirituality**, the meaning one places on life, purpose, and God are prominent threads throughout the curriculum; and
- **Leaders in Service** -- to others, in the Ignatian tradition.

The faculty believe that graduates must exhibit a set of cognitive, affective and psycho-motor skills and knowledge to a level of proficiency to engage in safe nursing practice in diverse contexts of health care delivery. Thus the curriculum identifies the following **Core Competencies**:

- **Nursing Process** is a cyclic model for nursing care delivery that progresses through data gathering (assessment), problem identification (diagnosis), identification of expected outcomes (goal setting), planning (the selection of actions within the scope of nursing practice to assist in the achievement of the identified outcomes), intervening (the implementation the selected actions), and evaluating (the analysis of the success of the interventions based upon information about the client in relation to planned outcomes and the examination of needed adjustments and changes).
- **Critical Thinking** is a deeper level of thinking that involves information gathering, questioning, interpreting, logic, applying, analyzing, synthesizing, reasoning, evaluating, intuition, and creativity;
- **Decision-Making** is analyzing and synthesizing assessment data in making judgments, solving problems and, in nursing, setting health outcomes;
- **Technical Skills** include the psycho-motor, communication, and cognitive skills essential to the performance of health assessment and nursing interventions as well as teaching, delegating and supervising the performance of skilled tasks by others;
- **Communication** involves verbal and nonverbal interactions with others including clients and families, groups and communities, in which it forms a therapeutic relationship supportive of and essential to nursing assessment, interventions and evaluation;

- **Collaboration** is working jointly intra- and inter-professionally and with communities of interest in the spirit of cooperation; and
- **Quality** is the use of data to monitor the outcomes of care processes and the use of improvement methods to design and implement changes to continuously improve the quality and safety of health care systems.
- **Safety** minimizes the risk of harm to patients, families, groups, communities, populations and providers through both system effectiveness and individual performance based on knowledge, skills and attitudes.

The faculty believe that **Role Development** is grounded in professional standards in order to adopt the expected behavior pattern associated with nursing functions and roles. Thus, the curriculum prepares the baccalaureate nurse to be professional leaders and engage in the following roles:

- **Care Provider** uses theory and research-based knowledge in direct and indirect care with patients in partnership with other health care professionals;
- **Care Designer / Manager / Coordinator** provides leadership in providing and improving care to patients, families, groups, and communities in navigating the health care system with professional care givers in the application of outcome-based care models;
- **Life-Long Learner** is ongoing personal, professional, and spiritual development; and
- **Member of the Profession** internalizes professional values and acts accordingly.

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

Pope Pius XI, *Quadragesimo Anno*.

American Association of Colleges of Nursing (1996). *The essentials of baccalaureate education for professional nursing practice*. QSEN. Retrieved 8/1/07 from http://qsen.org/competencydomains/competencies_list.

UNDERGRADUATE 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 Loretto Heights School of Nursing 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** (highlighted in **bold** lettering). 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.**
 - Use current technology in a variety nursing roles in providing nursing care including the care provider and care designer / manager / coordinator roles as well as a member of the profession and a life-long learner.
- **Commitment to ethical and social responsibility.**
 - Respect the intrinsic worth of each individual and her/his right to participate in decisions affecting health status and health care delivery.
 - Demonstrate responsibility and accountability for the outcomes of nursing practice.
- **Commitment to leadership and service to others.**
 - Contribute to the improvement of the community through personal and professional service activities that demonstrate commitment to leadership in the service of others.
- **Commitment to learning as a life-long endeavor.**
 - Assume responsibility for ongoing personal and professional growth.

BACHELOR OF SCIENCE IN NURSING DEGREE PROGRAM REQUIREMENTS

Requirements for all BSN degree programs are identified in the Regis University Bulletin. 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.

UNDERGRADUATE 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 nursing faculty member as a Faculty Advisor 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 floor 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 second floor of Carroll Hall.

LEARNING ENHANCEMENT AND ADVANCEMENT PROGRAM (LEAP)

The Loretto Heights School of Nursing offers a Learning Enhancement and Advancement Program (LEAP) to assist Traditional and CHOICE students in successful completion the pre-nursing and nursing curriculum and the NCLEX examination for Registered Nurse Licensure. LEAP promotes success through academic and social support including tutoring, mentoring and specialized advising and academic counseling. Eligibility is assessed based on grade point average (GPA), Assessment Testing Inc. (ATI) TEAS scores, having a documented learning disability and/or other criteria established by the Department.

BACHELOR OF SCIENCE IN NURSING WITH HONORS PROGRAM

The Loretto Heights School of Nursing Honors Program at Regis University provides learning opportunities for students in the Traditional Nursing Program students 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.

MASTER OF SCIENCE PROGRAMS IN NURSING

The graduate program in the Loretto Heights School of Nursing is comprised of a **Master of Science (MS)** degree in nursing that prepares graduates for roles in Leadership in Health Care Systems as managers or educators, as Family Nurse Practitioners, or Neonatal Nurse Practitioners.

Graduate 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.

Master of Science: Core Courses

All graduate nursing 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.

Master of Science: 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.

Master of Science: 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.

Master of Science: 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 and Master's Completion

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 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.

Service Learning in the Graduate Nursing Program

Service Learning was introduced into the Rueckert-Hartman College for Health Professions 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 Graduate Nursing Program, Service Learning is integrated into the student's program of study. A set number of service hours are prescribed in designated courses within the program.

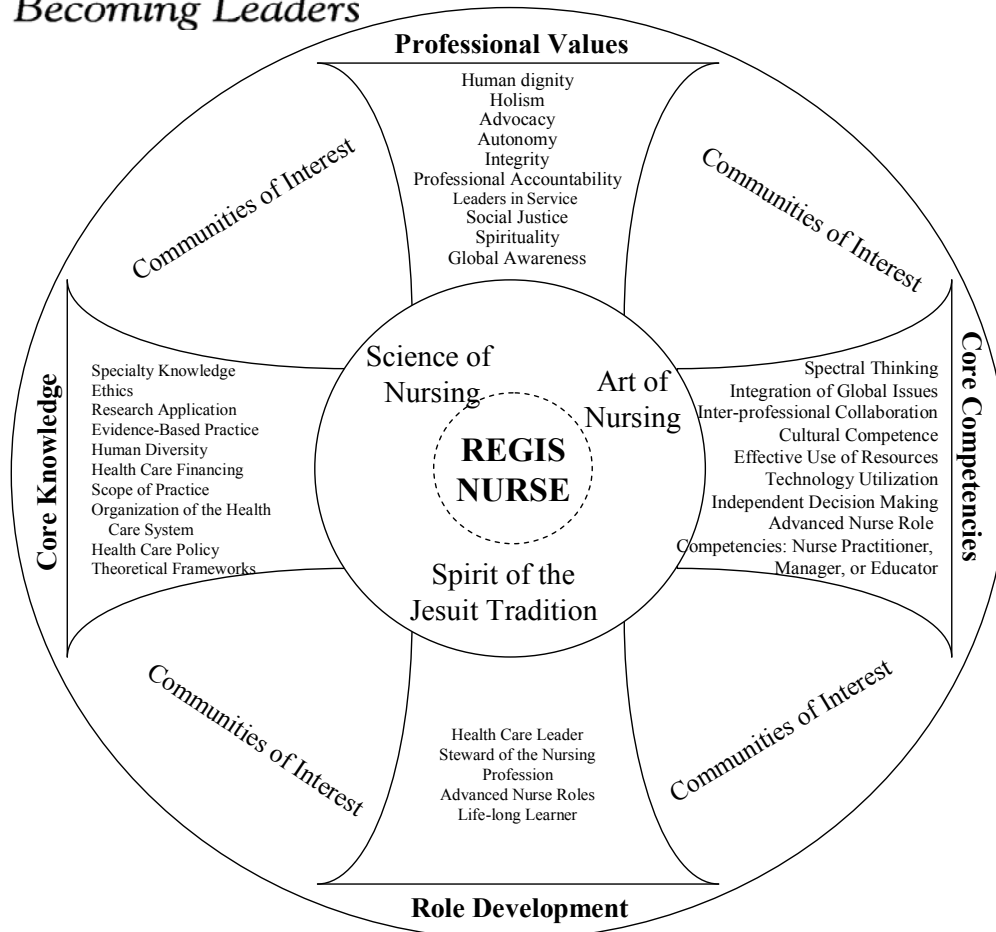
The goal of Service Learning is to help students gain an understanding of their ability to impact their community and make a recognizable difference. Students are encouraged to reflect on their responses to the needs of others, the impact those responses have on thought, and the subsequent action needed to change existing conditions. Additional guidelines for Service Learning can be found in the Service Learning Handbook at:

<http://www.regis.edu/content/ars/pdf/Service-Learning-Handbook.pdf>.

GRADUATE NURSING PROGRAM CURRICULUM FRAMEWORK

The **Graduate Prepared Regis Nurse** is central to the graduate program curriculum framework of the Loretto Heights School of Nursing (refer to Figure 2).

Learners Becoming Leaders



Approved NFO 5-06

Figure 2: LHSO Graduate Curriculum Framework

The Loretto Heights School of Nursing's philosophy builds upon the Art of Nursing and Science of Nursing within **Spirit of the Jesuit Tradition** as reflected in the mission, goals, and values of Regis University and the Rueckert-Hartman College for Health Professions. 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 graduate 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 graduate 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. With this aim in mind, the graduate curriculum is framed around four arms that embrace **Core Knowledge, Professional Values, Core Competencies, and Role Development**.

Faculty of the Loretto Heights School of Nursing believe that nursing requires a **Core Knowledge**, which includes cognitive, affective and psychomotor knowledge and skills essential to the safe practice of nursing in advanced roles. Thus, the graduate curriculum includes:

- **Specialty Knowledge** is the knowledge required to practice within an advanced nursing role;
- **Ethics** includes values, codes, and principles that govern decisions and behaviors and their application as individuals and a profession that underpin the ongoing practice of nursing;
- **Research Application** is the knowledge and skills to access current and relevant data needed to provide high quality health care, initiate change, and improve nursing practice²;
- **Evidence-Based Practice** is using best practices in health care, including research, patient preferences, professional standards and conventional wisdom, to provide optimal care;
- Respect for **Human Diversity** is valuing the individual as a member of society with similarities and differences according to one's culture and belief system;
- **Health Care Financing** is the comprehension of the cost implications of health care delivery;
- **Scope of Practice** is the knowledge of the professional responsibilities of registered nurses engaged in advanced nursing roles;
- **Organization of Health Care Systems** is the knowledge of ways health care is structured and delivered;
- **Health Care Policy** is the knowledge and influences of laws and regulatory agencies directed to promote the health of the public;

- **Theoretical Frameworks** is the knowledge of a wide range of theories from nursing and other sciences that are incorporated into nursing practice.

Faculty believe the following about **Professional Values** and graduate education: Personal values, experiences, and knowledge influence our students' Professional Values; and graduate students have the capacity to grow, to change, and to make choices about their values.

Thus, the curriculum fosters the **Professional Values** of:

- Respect for **Human Dignity**, the inherent worth of individuals and populations and the respect for others and their perspectives;
- **Holism**, the inseparability of mind, body and spirit;
- **Advocacy**, honoring rights to involvement and self-determination in decisions about health management;
- **Autonomy**, functioning independently, interdependently, and when called for, dependently with the interdisciplinary health care team;
- **Integrity**, acting in accordance with ones personal and professional code of ethics and nursing standards of practice;
- **Professional Accountability**, being responsible for the scope of practice as defined by the state nurse practice act and the rules and regulations for nurses in advanced roles;
- **Leaders in Service** -- to others, in the Ignatian tradition;
- **Social Justice**, demanding from each individual all that is necessary for the common good to cultivate respect for human diversity, and strengthen a special concern for the poor, the marginalized, disenfranchised and the oppressed;
- **Spirituality**, the meaning one places on life, purpose, and God are prominent threads throughout the curriculum;
- **Global Awareness**, recognizing the interconnectedness of global societies, environment, and health; and

Faculty believe that graduate prepared nurses must exhibit a set of cognitive, affective and psycho-motor skills and theoretical knowledge to engage in safe nursing practice in advanced nursing roles in health care delivery. Thus the graduate curriculum identifies the following **Core Competencies**:

- **Spectral Thinking** includes critical, creative, network, systems and reflective thinking;
- **Integration of Global Issues** is incorporating the nursing meta-paradigm (nursing, environment, person, health) with global and cultural perspectives in addressing health related issues;
- **Inter-professional Collaboration** is coordination and integration the expertise of individuals and multiple professionals in health care, education of clients and interaction with organizations;
- **Cultural Competence** is knowledge, attitudes, and skills which enable the provision of culturally appropriate, congruent and relevant health care;

- **Effective Use of Resources** is the promotion of the effective utilization of finite resources in the provision of health care and education within a specific health care environment;
- **Technology Utilization** is integration and extension of technological resources to promote effective health care and education;
- **Independent Decision Making** is the integration of personal knowledge and experiences with collaborative inter-professional expertise in the provision of autonomous health care or education;
- **Advanced Nursing Role Competencies of the Nurse Practitioner, Manager, or Educator** are defined by accrediting and professional organizations.

Faculty believe that **Role Development** is grounded in professional standards in order to adopt the expected behavior pattern associated with advanced nursing roles. Thus, the graduate curriculum prepares the advanced nurse to engage in the following roles:

- **Health Care Leader** is a communicator with vision who analyzes problems, finds and implements solutions, and structures and facilitates processes to make a positive impact on society as it relates to health care;
- **Promoter of the Nursing Profession** is a registered nurse who is accountable for advocating for the sustainable practice of nursing and protecting the public interest when providing the unique service society has entrusted to them⁴;
- **Advanced Nurse Role** is a registered nurse practicing in the role of Manager, Educator, Family Nurse Practitioner or Neonatal Nurse Practitioner in nursing practice; and
- **Life-long Learner**. The graduate prepared nurse is dedicated to ongoing personal, professional, and spiritual growth.

Graduate Education Philosophy Statement, Regis University. (October, 2000);

American Association of Colleges of Nursing (1996). The essentials of master's education for advanced practice nursing;

American Nurses Association (2004). Scope and standards of professional practice.

American Nurses Association (2003). Nursing's social policy statement.

GRADUATE PROGRAM OUTCOMES

The Graduate 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 Graduate Philosophy Statement and knowledge, values, competencies, and professional roles identified in the Curriculum Framework for the Graduate Nursing Program are operationalized. In order to emphasize the synergy between University and nursing outcomes, the LHSO 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 LHSO graduate program include:

- **In-depth knowledge of a discipline or content area.**
 - Integrate the standards of professional nursing practice in a variety of nursing

roles including health care leader, steward of the nursing profession, advanced nurse, and life long learner in a multiplicity of health care environments.

- Develop, implement, and evaluate standards of care relative to the scope of nursing practice.
- Interpret the role of nursing as it affects health care at the local, state, and national level.
- **Knowledge of diverse cultures, perspectives and belief systems.**
 - Analyze the sociopolitical, economic, technological, legal and ethical issues that influence the advancement of health care delivery to clients and the profession of nursing.
 - Demonstrate respect for the intrinsic worth of each individual acknowledging cultural diversity, and facilitating the individual's right to participate in decisions affecting health status and health care delivery.
- **Knowledge of arts, sciences, and humanities.**
 - Synthesize advanced knowledge from nursing and related disciplines into a specialized area of nursing.
- **Ability to think critically.**
 - Demonstrates critical thinking and diagnostic reasoning skills in clinical decision making
 - Critically analyze and utilizes existing knowledge to provide high quality health care, initiate change, and improve nursing practice
- **Ability to communicate effectively.**
 - Initiate collaborative relationships with other health care professionals to ensure quality care to the patient/client and to mobilize health and societal resources for aggregates of people within a specific environment.
 - Demonstrate ability to present ideas both orally and in written form in an articulate, literate, and organized manner.
- **Ability to use contemporary technology.**
 - Use current technology in a variety of nursing roles including health care leader, steward of the nursing profession, advanced nurse, and life long learner.
- **Commitment to ethical and social responsibility.**
 - Integrate ethical principles to practice in the clinical setting.
 - Exemplify a philosophy of nursing and health care based upon personal and professional standards of values, ethics, and social responsibility.
- **Commitment to leadership and service to others.**
 - Implement change in the health care delivery system.
 - Contribute to professional leadership in nursing and society through research, critical writing, oral presentation, and participation in and leadership of professional organizations.
 - Execute leadership skills and management processes within the interdisciplinary health care team to maximize client well being.

- **Commitment to learning as a life-long endeavor.**
 - Demonstrate accountability for continued personal and professional growth.

Master of Science Outcomes for the Specializations

Because of the specialized nature of graduate 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** specialization: **Management** focus maintain that graduates are prepared to:

- Integrate a variety of nursing roles into advanced practice roles including health care leader, steward of the nursing profession, and life long learner.
- Integrate ethical, legal and health care policy dimensions to issues confronting health care.
- Critique the effectiveness of policy decisions on health care outcomes.
- Evaluate existing health care delivery through assessment of organizational structures, fiscal management and operational systems.
- Apply leadership / management skills in working with groups to develop and achieve goals, resolve conflicts and manage resources.
- Analyze current management information systems across various organizations and project future information needs for health care.
- Demonstrate vision and accountability in the provision of quality, evidence based care.
- Use analytical frameworks in strategic planning to significantly influence issues in practice.
- Utilize principles of rigorous systematic inquiry in evaluating health care problems and planning for innovative practices.
- Synthesize advanced knowledge using concepts, theories, principles and research from health care, behavioral sciences, management and business to re-design health care services that are responsive to changing societal needs.

Leadership in Health Care Systems - Education Focus Outcomes

Program Outcomes for the **Leadership in Health Care Systems** specialization: **Education** focus maintain that graduates are prepared to:

- Integrate a variety of nursing roles into advanced practice roles including health care leader, steward of the nursing profession, and life long learner.
- Integrate ethical, legal and health care policy dimensions to issues confronting health care education.
- Critique the impact of policy decisions on health care education.
- Assess learning needs of individuals based on individual, professional and organizational requirements.
- Utilize assessed learning needs, current teaching/learning theories, available technology and various media resources to design educational offerings.

- Apply leadership / management skills in working with groups to develop and achieve educational goals within defined resources.
- Demonstrate vision and accountability in strategic planning for the provision of quality, evidence based educational offerings.
- Utilize principles of rigorous systematic inquiry in evaluating educational programs.
- Synthesize advanced knowledge of concepts, theories, principles and research from health care, behavioral sciences, management and business to re-design education that is responsive to changing societal needs.

Nurse Practitioner Outcomes

Program Outcomes for the **Nurse Practitioner** specializations for Family Nurse Practitioners and Neonatal Nurse Practitioners maintain that graduates are prepared to:

- Integrate a variety of nursing roles into advanced practice roles including health care leader, steward of the nursing profession, and life long learner.
- Integrate the ethical, legal, and health care policy dimensions of clinical issues confronting health care and nursing.
- Critique the effectiveness of policy decisions on health care outcomes.
- Demonstrate competence in advanced clinical practice to improve the quality of primary health care for clients in a variety of health care settings.
- Synthesize advanced knowledge using theories, research, concepts and principles from nursing, behavioral, social, physiologic and pharmacologic sciences in the area of advanced clinical practice.
- 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.
- Observe, conceptualize, analyze and diagnose complex clinical or non-clinical problems as they relate to health and illness.
- Utilize theory and research in understanding clinical problems and in determining nursing therapeutics and clinical management options.
- Incorporate standards of professional nursing practice, personal values and integrity, research, social responsibility and commitment to life long learning to ensure high quality practice.
- Utilize and evaluate appropriate educational technologies for selected clinical decision making and to promote health maintenance and disease prevention.
- Meet all requirements for certification in specialty area.

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 students to demonstrate their overall understanding of the theories, principles and protocols presented in the graduate 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.

MASTER OF SCIENCE DEGREE IN NURSING PROGRAM REQUIREMENTS

Requirements for all specializations for the MS degree in nursing are identified in the Regis University Bulletin. 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 Graduate Nursing Program allows five (5) 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.

GRADUATE PROGRAM ADVISING

All incoming graduate 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 floor 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 second floor of Carroll Hall.



SECTION III

STUDENT POLICIES

All Loretto Heights School of Nursing (LHSON) students and faculty are responsible for knowing and following all policies of Regis University and the LHSON found in this Handbook. More detailed information about Regis University Student Policies can be found in the Regis University Student Handbook located at <http://www.regis.edu/content/StuHandbook/pdf/handbook2009-10.pdf>



REGIS UNIVERSITY POLICIES

Regis University and the LHSON comply with all local, state, and Federal non-discrimination laws and regulations in the provision of educational services and protection of student rights. Regis University and the LHSON do not unlawfully discriminate on the basis of age, race, national origin or ancestry, color, gender, religion or creed, handicap or disability. Students' rights as identified in the following statutes are rigorously protected by faculty, administration, and staff of the LHSON.

The **Regis University Bulletin** and the **Regis University Student Handbook** contains more comprehensive information about Regis University's policies. **Students and faculty are strongly advised to become familiar with the contents of these documents and to refer to them promptly as issues arise.**

Academic Dishonesty

The policy of the Rueckert-Hartman College for Health Professions (RHCHP) about Academic Dishonesty is detailed in the Regis University Bulletin. The RHCHP defines the following forms of dishonesty: Cheating, plagiarism, and fabrication and other forms of academic misconduct for which sanctions may be imposed. Such sanctions may include a failing grade for the assignment or course failure as determined by the LHSON Department Director or the School Dean. If an incident of academic dishonesty is egregious or if it involves repeated dishonesty, the procedures for disciplinary expulsion may be followed.

Academic Suspension/Dismissal Appeal Procedures

The procedure for appealing a suspension or dismissal is detailed in the Regis University Bulletin. Step-by-step information for initiating an appeal is detailed and critical dates are listed. The Final Appeal Procedure can be found there as well.

Add/Drop

Changes in registration (add/drop) must be made during the add/drop period. The Regis University Bulletin details policies and procedures for initiating changes. After the date stipulated by the Registrar, there will be a fee for each add and each drop completed. No course may be added or dropped after the final day of add/drop. No online nursing courses may be added once the term begins. The student is financially responsible for all courses

listed on her/his computer printout from the Office of the Registrar. Credit will be given only for courses that appear on the schedule. A student who is registered for a course and fails to attend the course will receive an "F" grade for the course.

Appeals of Disputed Grade

All course grade appeals must be initiated within the first four (4) weeks of the semester or term following receipt of the grade that is being challenged. The procedure for appealing a disputed grade is detailed in the Regis University Bulletin.

Auditing Courses

Policies for course audits are specified in the University Bulletin.

Course Overload

Anyone wishing to exceed the maximum academic load must present a formal written request for overload to the appropriate Department Director prior to the beginning of the class. Ordinarily, only a student with a minimum cumulative GPA of 3.000 and no grades of incomplete is eligible to apply for an overload. Details are provided in the Regis University Bulletin.

Disciplinary Expulsion

The policy and procedures of the RHCHP about Disciplinary Expulsion are detailed in the Regis University Bulletin. Examples of unprofessional conduct and unsafe behaviors are identified. Procedures for reviewing violations of the University's Community Standards of Conduct are outlined in the Regis University Student Handbook and are available on the Regis Website (www.regis.edu) under Student Life.

Drug Free Community Policy

Regis University is committed to preventing the use of illegal substances by students, faculty, and staff and to encouraging responsible behavior regarding alcohol and legal addictive substances through policy, needs assessment, education, and treatment. The Drug Free Community Policy is outlined in the **Regis University Student Handbook**.

Equal Access to Classes and Learning Accommodations

Equal access to education means equal opportunity to learn. Under Section 504 and the Rehabilitation Act of 1973 and the ADA (Americans with Disabilities Act of 1990), qualified students with documented disabilities have a right to equal access to classes at Regis University. If you are a student with a disability or suspect you may have a disability, please contact the Office of Disability Services to discuss appropriate accommodations (Life Directions Center, Room 118, 303-458-4941).

Regis University and the LHSON are 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.

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 LHSO program are required for successful completion of the program. Qualified applicants to LHSO pre-licensure 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 LHSO 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 our University's Disability Services.

Students with a disability that believe they need accommodations for any class are to consult the **Essential Function and Safety Standards for the LHSO**, document the disability, and discuss necessary accommodations with the Disability Support Services 303-964-3666 or 303-458-4941 or 1-800-388-2366 ext. 3666 or ext. 4941. (See **LHSO Policy and Procedures for Essential Functions and Safety Standards for Admission, Progression, and Completion of Pre-Licensure Options and Mental and Physical Qualifications for Professional Nursing in Post-Licensure Options in the LHSO**).

Family Educational Rights and Privacy Act (FERPA)

Faculty, administration, and staff of the LHSO comply with the Family Educational Rights and Privacy Act. Students in the classroom and using online formats for study at Regis University do so in a protected environment. Within these guidelines, quality processes of the LHSO involve at times that the learning environment be viewed by faculty (both current and those learning to teach), administration, staff, and other experts who are working with us to maintain the highest quality of courses (FERPA 92501).

FERPA guidelines state that grades may be released to others only by the specific written request of the student. Release forms are available through the Office of the University Registrar. Grade information cannot be released by telephone or fax. Grade information can, however, be accessed electronically through WebAdvisor.

Non-Motorized Vehicles

Regis University permits the use of non-motorized vehicles, including but not limited to skateboards, roller skates, rollerblades, scooters, bicycles, coasters, in-line skates, toy vehicles, as well as skis and snowboards on campus provided that appropriate precautions are taken to protect the safety of other persons and property. This policy is established to address safety concerns posed by the use of non-motorized vehicles and to minimize potential damage to University property from the use of these vehicles. This policy does not apply to the use of wheelchairs on campus.

The use of non-motorized vehicles is prohibited in the following locations:

- a. Inside University buildings
- b. On loading docks, stairs, banisters, railings, landings, ramps, walls, sculptures, dedicated plazas, and other seating areas.
- c. On athletic or recreational playing venues; and
- d. Anywhere such activities are prohibited by sign.

This policy applies to all persons on the campus premises. Students, faculty, and staff found in violation of this policy will be subject to disciplinary action in accordance with applicable University policies and procedures. Visitors and other persons present on University premises with or without sponsor shall be subject to arrest and prosecution by the Denver Police

Department for offenses of trespass and destruction of property.

Sexual Harassment Policy

Sexual harassment is a form of sexual discrimination and is illegal. A comprehensive sexual harassment policy is covered in the **Regis University Student Handbook**. Any incident of harassment should be reported to your faculty advisor, department director, or dean.

Smoking

As current and/or future professional nurses, LHSON students are expected to set a good example and refrain from smoking during class, seminars, conferences, nursing laboratory activities, or activities in any clinical agency. All buildings on the Regis University Lowell Campus are designated as non-smoking areas.

Standards of Conduct

All LHSON students are bound by the provisions of the Regis University Student Handbook and the Regis University Bulletin, including, but not limited to, the Community Standards of Conduct and general University policies and regulations.



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICIES
ADMISSIONS TO THE GRADUATE NURSING PROGRAM**

DATE ISSUED: Legacy (from LHDON UG Student Handbook)
LAST REVISED: 9/07; SAC 8/08
APPROVAL: Dean, LHSO, 8/08
PAGES: 1
REFERENCES: LHSO Faculty Manual and Student Handbooks

Admission to the Graduate Nursing Program

All **applicants for admission are reviewed** by the Marketing and Admissions counselors and approved by the LHSO Student Affairs Committee (SAC). At the discretion of the SAC, additional faculty from other areas may be consulted.

Admission to the Master of Science Program in nursing is **based on individual evaluation** in accordance with admission requirements set forth in the Regis University Bulletin.

The LHSO reserves the right to deny admission or continued enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic processes of the program, the Loretto Heights School of Nursing, the Rueckert-Hartman College for Health Professions, or the University. Adherence to the standards of ethics and professional responsibilities for nurses shall be a continuing point of assessment of all students in all courses and activities relating or pertaining to the program.

Other Admissions Categories

The School may elect to offer applicants who may not be fully eligible for full matriculation into the graduate program but who show alternative evidence of ability and motivation to earn a Master of Science degree in nursing. Such applications may be eligible for one of the following three admissions categories.

Probationary Admission into the Graduate Nursing Program

Students who show promise for the Program, but do not meet all of the admission criteria, may be admitted on **probationary** status dependent on space availability in the program. Under a probationary admission status, the student must attain a minimum cumulative GPA of 3.00 in the first nine semester hours of Loretto Heights School of Nursing courses which will change the probationary status to good standing. The SAC will limit the number of probationary students in any admitting graduate class to no more than one fourth of the total class.

Conditional Admission into the Graduate Nursing Program

Graduate students who appear to be in good standing, but for whom all official admission materials have yet to be received, may be **conditionally** accepted for a maximum of nine semester hours while awaiting consideration of official admission. Requirements to remove conditional acceptance will be specified in writing from the Loretto Heights School of Nursing, Student Affairs committee. Conditional status is removed once the conditions have been satisfied.

Non-Degree Students in the Graduate Nursing Program

Non-degree seeking students may take a maximum of six (6) semester hours. Courses can be taken either on a Pass/No Pass or graded basis. Non-degree seeking students are not eligible to receive financial aid or veteran's benefits.



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICIES
ADMISSIONS TO THE UNDERGRADUATE NURSING PROGRAM**

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REFERENCES: LHSON Faculty Manual and Student Handbooks

Regis University, Loretto Heights School of Nursing (LHSON) is committed to admitting students without regard to race, color, age, ethnicity, disability, sex, marital status or religion. All **applicants for admission to the Traditional, Accelerated, CHOICE, RN-BSN Completion and RN to MS Degree** programs in nursing are reviewed by the Marketing and Admissions counselors and approved by the LHSON Student Affairs Committee (SAC). At the discretion of the SAC, additional faculty may be consulted.

Admission to the Bachelor of Science in Nursing program is **based on individual evaluation** in accordance with admission requirements set forth in the Regis University Bulletin.

A Regis College student's declaration of a major in nursing **does not guarantee admission** to the junior year of the Traditional Nursing Program. Please see the Regis University Bulletin for the "Seamless Progression Policy" for pre-nursing sophomores. Students for the RN-BSN Completion and RN to MS Degree in Nursing Programs are admitted to the Undergraduate Nursing Program under the **Colorado Nursing Articulation Model**.

The LHSON reserves the right to deny admission or continued enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic processes of the program, the Loretto Heights School of Nursing, the Rueckert-Hartman College for Health Professions, or the University. Adherence to the standards of ethics and professional responsibilities for nurses shall be a continuing point of assessment of all students in all courses and activities relating or pertaining to the program.



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT AND ADMINISTRATIVE POLICIES FOR FACULTY
APPEARANCE REQUIREMENTS IN CLINICAL / PRACTICUM AGENCIES**

DATE ISSUED:	ACE Committee 1/04; Legacy (from LHDON Undergraduate and Graduate Student Handbooks); 9/07
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PAGES:	3
REFERENCES:	LHSON Faculty Manual and Student Handbooks

Expectations of Nursing Students in Clinical / Practicum Experiences vary according to their level of nursing practical experience and registration. Three policies in this handbook clarify expectations, practice guidelines and personal appearance as follows:

- 1) Expectations in Clinical and Practicum Experiences,*
- 2) Clinical Practice Guidelines, and*
- 3) Appearance Requirements*

These vary appropriately for students at Pre-Licensure (Traditional, Accelerated, and CHOICE) Post-Licensure RN-BSN, and Graduate (MS Nurse Practitioner and MS Leadership) levels.

Undergraduate Pre-Licensure Students

All nursing students enrolled in any Pre-Licensure Program in the Undergraduate Nursing Program are required to wear the prescribed Loretto Heights School of Nursing 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. Uniform requirements may be required while in the Clinical Learning Unit.

Pre-Licensure Nursing Student Uniform

- The **pre-licensure student uniform** consists of straight-leg pants with cargo pockets and V-neck two-pocket top. Uniforms must be clean, pressed (wrinkle-free), in good repair, and of proper fit when providing direct patient care for both students and instructors. Both male and female students must wear appropriate undergarments. The uniform must portray a professional appearance and be of appropriate fit to permit freedom of movement. A Regis University Loretto Heights School of Nursing patch must be sewn onto the uniform on the upper left chest area. A white 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. Maternity uniforms must be made out of the same fabric and of similar style as the Loretto Heights School of Nursing student uniform.
- All pre-licensure students need a complete uniform no later than the first clinical day scheduled during NR 436 Foundations of Nursing.
- When a uniform is not required, Regis LHSON polo shirts are required for all community-based experiences.
- 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 Loretto Heights School of Nursing 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), clean, and professional. Dark shoes or “Dansko” type clogs with a rubber or gum sole, worn with socks or hose, are acceptable. Tennis or ‘sport’ shoes may be worn as uniform shoes if they are clean and in good repair. Shoes should specifically be for hospital use, and should not be worn for daily wear. Sandals or thongs are not acceptable.
- Regis polo shirts and khaki trousers (or skirts) are to be worn when obtaining patient assignments and at other appropriate times when not providing direct patient care in the clinical setting. Regis University name pin **and** ID must be worn.
- Many uniform stores provide student discounts upon presentation of student identification.
- 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-Licensure Nursing Student Personal Grooming

Hair

- Hair should appear clean, well-groomed, and cannot be an unnatural color. Shoulder length and longer hair must be worn up, off the shirt collar, 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.

Cosmetics and Personal Scents

- Make-up is to be simple.
- Because of the effect of heavy scents on patients, heavy use of makeup, lotions, perfumes, colognes, and after-shave is not acceptable. Heavy scent of tobacco, food, and other products that are found to be offensive are also not acceptable.

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 per ear lobes, no visible body piercing, including tongue piercing is allowed. Any tattoos must be covered.
- Jewelry should not come in contact with patients, the work area, or be such that it may cause a safety issue.

Nails

- Direct patient caregivers may not wear 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-Licensure Nursing Student Supplies.

- Cell phones are not allowed in clinical agencies. If you have a cell phone with you, **the power must be turned off** while you are in clinical.
- For combined cell phone / personal digital assistant (PDA) appliances, students are expected to have the equipment turned off if agency policy requires it and to go to a area designated for cell phones when accessing information on their PDA when needed.
- 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 stethoscope are required at the start of class in the fall semester. Faculty members may provide information regarding the specific type of stethoscope recommended.

Appearance Requirements: Undergraduate Post-Licensure 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.

Appearance Requirements: Graduate Post-Licensure Students

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



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICIES
ASSIGNMENTS**

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HANDOUTS:	None
REFERENCES:	LHSON Faculty Manual and Student Handbooks

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 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.

Turn-It-In

Course faculty may require the use of “Turn-It-In” software.

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 may use their own judgment in making this determination, but are encouraged to consult with their faculty mentor or 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.

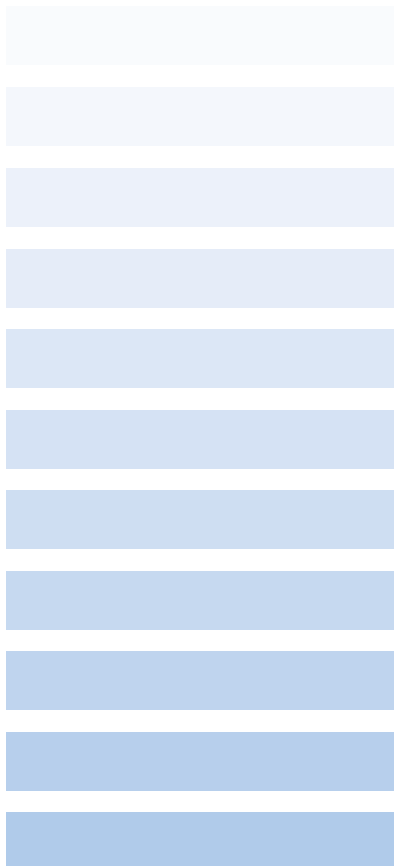
A Grade Change form will be made available to the faculty for changing the I/F to the appropriate letter grade once the work has been completed. A copy of the student’s request / learning contract for the extension and the faculty’s response to it outlining the parameters for satisfactorily completing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

Flu is a serious contagious disease.

Each year in the United States, on average, more than 200,000 people are hospitalized and 36,000 people die from seasonal flu complications.

This flu season could be worse.

There is a new and very different flu virus spreading worldwide among people called novel or new H1N1 flu. This virus may cause more illness or more severe illness than usual.



Flu-like symptoms include:

- fever (usually high)
- headache
- extreme tiredness
- dry cough
- runny or stuffy nose
- muscle aches
- sore throat
- vomiting
- sometimes diarrhea

For more information, visit

www.flu.gov

or call

800-CDC-INFO.

**Department of Health and Human Services
Centers for Disease Control and Prevention**

CDC Says

“Take 3” Steps

To Fight The Flu

**These actions
will protect
against the new
H1N1 too!**



CS205261-A





LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICIES
ATTENDANCE

DATE ISSUED:	Legacy (from LHDON Undergraduate and Graduate Student Handbook)
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HANDOUTS:	None
REFERENCES:	LHSON Faculty Manual and Student Handbooks

Online students must log on to each online course in which they are registered by Thursday of the first week of the term and respond to the Threaded Discussion items and/or e-mails sent by the faculty. Students who do not log on prior to 8 a.m. Friday of the first week of the term will be dropped from the course. If a student has logged on during week one, and later decides not to continue with enrollment in the course, it is the student's responsibility to initiate **withdrawal** procedures. This can be done by telephoning the Administrative Assistant for the Online Nursing Program and requesting a course withdrawal. Students may be eligible for pro-rated rather than full fees for course withdrawals within the withdrawal period.

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 Faculty 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 Faculty Advisor to initiate this process. Students may be eligible for pro-rated rather than full fees for course withdrawals within the withdrawal period.

The student is financially responsible for all courses listed on her/his computer printout from the Office of the Registrar. Credit will be given only for courses that appear on the schedule.

CDC urges you to take 3 action steps to protect against the flu.

#1

Take time to get vaccinated.

- CDC recommends a yearly seasonal flu vaccine as the first and most important step in protecting against seasonal flu.
- The seasonal flu vaccine protects against the three seasonal viruses that research suggests will be most common.
- Vaccination is especially important for people at high risk of serious flu complications, including young children, pregnant women, people with chronic health conditions like asthma, diabetes or heart and lung disease and people 65 years and older.
- Seasonal flu vaccine also is important for health care workers, and other people who live with or care for high risk people to prevent giving the flu to those at high risk.
- A seasonal vaccine will not protect you against novel H1N1.
- A new vaccine against novel H1N1 is being produced and will be available in the coming months as an option for prevention of novel H1N1 infection.
- People at greatest risk for novel H1N1 infection include children, pregnant women, and people with chronic health conditions like asthma, diabetes or heart and lung disease.



#2

Take everyday preventive actions.

- Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash after you use it.
- Wash your hands often with soap and water, especially after you cough or sneeze. Alcohol-based hand cleaners are also effective.*
- Avoid touching your eyes, nose or mouth. Germs spread this way.
- Try to avoid close contact with sick people.
- If you are sick with flu-like illness, CDC recommends that you stay home for at least 24 hours after your fever is gone except to get medical care or for other necessities. (Your fever should be gone without the use of a fever-reducing medicine.) Keep away from others as much as possible. This is to keep from making others sick.
- While sick, limit contact with others to keep from infecting them.

**Though the scientific evidence is not as extensive as that on hand washing and alcohol-based sanitizers, other hand sanitizers that do not contain alcohol may be useful for killing flu germs on hands in settings where alcohol-based products are prohibited.*



#3

Take flu antiviral drugs if recommended.

- If you get seasonal or novel H1N1 flu, antiviral drugs can treat the flu.
- Antiviral drugs are prescription medicines (pills, liquid or an inhaled powder) that fight against the flu by keeping flu viruses from reproducing in your body.
- Antiviral drugs can make your illness milder and make you feel better faster. They may also prevent serious flu complications.
- Antiviral drugs are not sold over-the-counter and are different from antibiotics.
- Antiviral drugs may be especially important for people who are very sick (hospitalized) or people who are sick with the flu and who are at increased risk of serious flu complications, such as pregnant women, young children and those with chronic health conditions.
- For treatment, antiviral drugs work best if started within the first 2 days of symptoms.





**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT AND ADMINISTRATIVE POLICIES FOR FACULTY
CLINICAL MAKE-UP & "GRACE DAY" (FOR PRE-LICENSURE STUDENTS)**

DATE ISSUED:	7/08
LAST REVISED:	Deans & Directors 7/08; 8/09
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PAGES:	3
HANDOUTS:	Student Account for Clinical Make-Up form
REFERENCES:	LHSON Student Handbook and Faculty Manual

Full attendance (100% of the assigned clinical hours) is an expectation for each pre-licensure nursing student in the Loretto Heights School of Nursing (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.** 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.

Due to the H1N1 pandemic, the following accommodations to the Clinical Make-up & "Grace Day" Policy are in effect for Fall, 2009. A decision will be made about accommodations to this policy for Spring and Summer 2010 as information about the H1N1 pandemic is received.

Students are to follow LHSON H1N1 procedures for notification about absence from clinical due to illness:

Students sick with flu-like symptoms are to follow the CDC recommendations that they keep away from others while febrile and for at least 24 hours after fever is gone (without the use of fever-reducing medicine).

LHSON Notification of Absence procedures (below) are to be followed:

- 1. Students are to call the course and clinical or lab faculty if ill and/or will be absent from clinical before the start of the clinical day or lab session.**
- 2. Students are also to email the LHSON Administrative Manager, Ms Jaynee Hilfer (jhilfer@regis.edu), if they are unable to attend class, clinical, lab, and /or service learning with the following information for flu surveillance:**
 - a. Name**
 - b. Program**
 - c. Course Number**
 - d. Faculty**
 - e. Date sick**
 - f. Have they been seen by a doctor?**
 - g. Reason for illness**
 - h. If an influenza-like illness (ILI), was it confirmed and which kind (seasonal or H1N1)**
 - i. Students are to email the Administrative Manager (jhilfer@regis.edu) before they return to class. This email should reconfirm that the student has been afebrile for 24 hours while not taking antipyretics.**

Clinical Make-Up

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** unless preceded by written instruction from the appropriate Director to do so.

Absences may be reviewed by the Director in consultation with the Course Faculty to determine if the student is eligible for a “Grace Day”. Awarding of a “grace day” will be made on a case by case basis by the Director.

“Grace Day”

A student is eligible for one “grace day” while enrolled in the LHSON and completing all requirements for the Bachelor of Science in Nursing degree. Eligibility for a “grace day” is for emergency or personal extenuating circumstances. An explanation of the personal extenuating circumstances must be presented in writing to the Course Faculty for review by the appropriate Director, Course Faculty and Clinical Affiliate Nursing Faculty. Students who are granted a “grace day” will not be required to make-up the missed clinical hours or to pay for the make-up.

Students who have a legitimate personal emergency assume the responsibility of notifying their clinical faculty and the course faculty before the start of the clinical day and for providing a written excuse from their healthcare provider or other appropriate documentation of the emergency (as for any other clinical absence).

Examples of emergency or personal extenuating circumstances include:

- Contagious or other serious illness requiring medical attention;
- Serious illness of the student’s child requiring hospitalization;
- Death in immediate family (including child, spouse, sibling, parent, or grandparent).

Other circumstances over which a student may not have control (wedding, funerals, etc) will be evaluated on a case-by-case basis.

A student who experiences an extended absence (two days or longer) is to initiate discussion with the Course Faculty as soon as possible.

The decision of the Director in consultation with the Clinical Placement Coordinator and Course Faculty about a “grace day” is final.



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY
CLINICAL PLACEMENT REQUIREMENTS**

DATE ISSUED:	Legacy (from ACE)
LAST REVISED:	
APPROVAL:	Dean, LHSON, 7/09
PAGES:	1
APPENDICES:	2 (Colorado Nursing Clinical Placement Requirements and Student Attestation Form)
REFERENCES:	LHSON Faculty Manual and Student Handbooks

All LHSON pre-licensure students are required to be in compliance with the Colorado Nursing Clinical Placement Requirements and have a signed copy of the Student Attestation form submitted to the LHSON Clinical Support Unit prior to clinical attendance.

Due to the H1N1 pandemic, the following accommodations to the Clinical Placement Requirements Policy are in effect for the academic year 2009-10.

All pre and post-licensure students attending clinical agencies as part of any coursework must be immunized for seasonal flu before October 1, 2009, and H1N1 when vaccines are available. Students who have medical or philosophical reason for not being immunized must complete and sign a waiver and supply Nicole Eberle in the Office of Admissions and Student Affairs with a photocopy of the waiver before October 1, 2009.

Students not immunized (or without requisite documentation) must wear a mask in all clinical and lab settings. In clinical and service learning settings, agency policies must be followed. Non immunized students are to provide their own masks.

The LHSON may also require H1N1 influenza vaccines.

Colorado Nursing Clinical Placement Student Requirements

The following items are reviewed by the Loretto Heights School of Nursing and are on file at the School in order to comply with Joint Commission Standard HR .1.20; FERPA (Federal Law - 20 U.S.C. 1232g, 34 C.F.R. Part 99) and the Affiliation Agreement prior to patient care in the clinical setting:

- Evidence of a completed background check in compliance with the affiliation agreement for the clinical agency and community standard for disqualifying offenses.
- Evidence of a completed drug screen in compliance with the affiliation agreement for the clinical agency.
- Measles, Mumps, & Rubella (MMR) – one of the following is required:
 - completed series (2 doses) or positive antibody titers
 - positive antibody titers
- Tuberculin Skin Test – one of the following is required:
 - negative PPD
 - negative chest x-ray in compliance with affiliation agreement.
- Diphtheria/Tetanus (Td) - required every 10 years*
- Hepatitis B – one of the following is required:
 - completed series (Series of 3)
 - positive immune titer (HbsAB)
 - declination
- Varicella (Chicken Pox) – one of the following is required:
 - positive history of chickenpox
 - proof of varicella immunization via titer
 - vaccination per affiliation agreement
- Completed physical exam in compliance with the affiliation agreement.
- Current American Heart Association BLS/CPR for Healthcare Providers
- Verification of lawful presence in the United States per the affiliation agreement.
- Proficiency in written and oral English **
- Proof of liability and malpractice insurance per the affiliation agreement
- Evidence of worker's compensation coverage per Colorado law

Additional Requirement for RN-BSN, Refresher and Graduate Students:

- Evidence of a current, unencumbered Colorado Nursing License

*If it has been two years since the last Td, the CDC recommends a Tdap booster. The Tdap booster is currently only given once; thereafter Td is required every 10 years.

**On-going assessment related to proficiency in the clinical setting will be done during clinical courses

The Family Educational Rights and Privacy Act (FERPA)

- Federal Law - 20 U.S.C. 1232g, 34 C.F.R. Part 99
- Applies to all schools that receive funds from the U.S. Department of Education
- Provides students with certain rights:
 - The right to inspect and review their educational records;
 - The right to amend or correct errors in their education records; and
 - The right to limit disclosure of their education records

Student signatures on the “Student Attestation of Understanding” form represents written consent to ensure compliance with FERPA regulations as they relate to disclosing information to Clinical Agencies prior to the start of a clinical course.

Student Attestation of Understanding

All Student Nurses in Colorado are expected to comply with the standards for professional practice outlined in the Colorado Nurse Practice Act during their clinical rotations. Upon graduation from an approved nursing program, nursing graduates will then be eligible for licensure by the state. The following items are required by the Colorado Board of Nursing before a graduate is considered eligible for licensure:

- Complete Affidavit of Eligibility Form. This includes the following:
 - Verifies lawful presence in the United States/Citizenship
 - Provide attestation of information provided
 - Provide name, contact information and Social Security Number
 - Provide information on Education completed /School
 - Complete Screening related to Background Check/Investigation
 - Verify if there are any physical or mental disabilities which render you unable to perform nursing services or duties with reasonable skill and safety and which may endanger the health and safety of persons under your care.
 - Verify any use of controlled substances without a prescription or addictions to intoxicating liquor or any arrests related to drug/alcohol-related offenses
- Provide documentation of any name change.
- Provide evidence of having completed an approved nursing education program.
- Register and Pass the NCLEX examination

Eligibility for licensure will be determined after the completed application and all supporting documentation has been received and reviewed.

Prior to entry into any clinical situations, the clinical agencies require student nurses meet specific requirements to document many of the professional requirements above for licensure and to meet patient safety and accreditation standards. As part of the admission requirements for nursing or during your nursing education, your school of nursing may request any or all of the requirements above as well as specific requirements for healthcare safety mandated by the clinical agencies. Compliance with these requirements is mandatory and must be done prior to entry into the clinical setting. Non-compliance with these requirements may hinder a student’s ability to complete the required clinical hours for graduation. The required items include but are not limited to:

- All Colorado nursing clinical placement student requirements
- The use of the last four digits of social security number for access to electronic medical records and medical administration technology systems.

This form provides documentation that you have been made aware of these requirements prior to your education and that you will comply with the requirements for clinical for the duration of the nursing program.



Rueckert–Hartman
College for Health Professions
Office of Admission & Student Operations

3333 Regis Boulevard, G-9
Denver, CO 80221-1099

303-458-4344
800-388-2366 ext.4344
303-964-5400 fax
www.regis.edu

Student Attestation

I have read the information provided above and understand that I will be required to comply with the clinical requirements listed. Non-compliance with these requirements may hinder my ability to complete the requirements for graduation and/or impact my eligibility for future licensure.

I attest that I am physically and mentally able to perform nursing services or duties with reasonable skill and safety to avoid endangering the health and safety of persons under my care.

My signature provides the Loretto Heights School of Nursing with written consent to share the above requirements with my assigned clinical agencies prior to the start of my clinical course.

My signature provides written consent for my name to be used during the posting of clinical assignments within the clinical agency.

If at any time I wish to withdraw my written consent to the Loretto Heights School of Nursing, I must provide them with written notification at least 60 days prior to a clinical course.

Signature

Date

Print Name



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT AND ADMINISTRATIVE POLICIES FOR FACULTY
CLINICAL PRACTICE GUIDELINES**

TITLE:	Clinical Practice Guidelines
DATE ISSUED:	Legacy (from LHDON Undergraduate and Graduate Student Handbooks)
LAST REVISED:	7/07, revised and approved by NFO for Pre-Licensure students, 9/07; Post-Licensure changes to NFO 10-25-07; NFO 7/08
APPROVAL:	Dean, LHSON, 8/08
PAGES:	4
REFERENCES:	LHSON Faculty Manual and Student Handbooks

Expectations of LHSON Students regarding Clinical Practice Guidelines vary according to their level of nursing practical experience and if they are licensed to practice as a Registered Nurse. The different groups of policy statements identify differences for Pre-Licensure (Traditional, Accelerated, and CHOICE) Post-Licensure RN-BSN, and Graduate (MS Nurse Practitioner and MS Leadership) Nursing Students.

PRE-LICENSURE STUDENTS: CLINICAL PRACTICE GUIDELINES

The Regis Undergraduate Nursing Students' **Clinical Practice is based on the American Nurses Association Scope and Standards of Practice (2004), principles of safe practice, agency policy, and their knowledge, skill, and development as nursing students.** Therefore:

1. **All students are expected to be familiar with:**
 - a. The 6 ANA Standards of Practice and their sub-parts;
 - b. The 9 ANA Standards of Professional Performance;
 - c. The ANA Code of Ethics for Nurses;
 - d. The Joint Commission National Patient Safety Goals;
 - e. Agency Policies and Procedures; and
 - f. Course Specific Clinical Guidelines.

2. **All students are responsible for:**
 - a. Performing in accordance with these guidelines;
 - b. The safety of assigned patients in their care; and
 - c. Their own actions.

3. When in the clinical area as Regis nursing students they must adhere strictly to the following Clinical Practice Guidelines for Pre-Licensure Nursing Students. Their role is as a Nursing Student at Regis University (NS-RU) regardless of any previous or current certification or licensure. All documentation is to be signed with the student's first and last names followed by the initials NS-RU.

Clinical Practice Guidelines for Pre-Licensure Nursing Students

In addition to the above, 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:

1. Prepare and Administer the following:
 - a. Oral medications, topical skin preparations, eye, ear, and nose drops, vaginal instillations; rectal suppositories; and inhalants;
 - b. Medications by IM, SQ, and ID routes;

- c. Routine intravenous (IV) fluids;
- d. Continuous medication infusions¹ (for example, heparin insulin, potassium, opioids, etc.);
- e. IV push medications;
- f. IV piggyback medications;
- g. Narcotics;
- h. Conscious sedation medications; and
- i. Vasoactive medications (for example, dopamine, nitroprusside);
- j. An exception to the above applies In **NR 476, NR 476H, NR 485, and NR 485H only**. In these courses, a student may **ADMINISTER** oral medication, topical skin preparations, eye, ear, and nose drops, vaginal instillations; rectal suppositories; and inhalants medications without direct and visual supervision **after s/he has BEEN CHECKED OFF FOR SAFE ADMINISTRATION by their current clinical faculty / clinical teaching associate (CTA) or designated agency RN/preceptor** and had **DIRECT AND VISUAL SUPERVISION OF THE PREPARATION OF THE SPECIFIC MEDICATION FOR A GIVEN PATIENT** as well as a **review of the rules for patient identification** with that supervisor.

2. Manage an arterial line (which includes setting up pressure tubing, drawing blood from an arterial line).
3. Monitor patient during administration of blood and/or blood products.
4. Perform venipuncture for IV insertion or blood draws.
5. Perform IV buff cap flushes for peripheral and central lines.
6. Change tubing or buff caps on peripheral and central lines.
7. Central line dressing change.
8. Draw blood from central lines / midlines/ PICC lines.
9. Perform point of care blood glucose testing.
10. Perform complex wound care.
11. Insert and care for an enteral tube (NG, OG, NI) for decompression or feedings.
12. Monitor patient with minimal and moderate patient sedation.
13. Monitor patient with a Patient Controlled Analgesia (PCA) pump.

Pre-licensure nursing students may not perform any nursing skill or procedure that they have not been trained to do 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. Therefore, **Pre-Licensure students MAY NOT perform the following skills and procedures UNDER ANY CIRCUMSTANCES:**

1. Take verbal or telephone orders for medications, treatments, or diagnostic procedures;
2. Transport clients in their cars or drive other vehicles to transport clients;
3. Ride in land, sea, or air ambulances;
4. Witness or sign any consent form;
5. Recommend over-the-counter drugs, treatments or alternative therapies not prescribed or ordered by a person with prescriptive authority;
6. Package or label drug supplies for any individual;
7. Administer 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.);
8. Administer chemotherapeutic¹ or neuro-muscular blocking agents¹ or any other drugs that require certification;
9. Administer intrathecal medications or withdraw cerebral spinal fluid from a drain;
10. Perform endotracheal intubation;
11. Directly access controlled substances in a locked area (for example, the PYXIS) or participate in the

count of controlled substances;

12. Administer or sign out blood or blood products;
13. Independently manipulate settings on a monitoring device needing RN expert reading and interpretation;
14. Perform ACLS or PALS interventions during a cardiopulmonary arrest situation. (Note: nursing students are only required to be BLS certified);
15. Perform cardioversion or defibrillation with monophasic or biphasic defibrillator. (Note: nursing students may use AED in an emergency);
16. Discontinue midline, PICC, central, arterial, or femoral lines;
17. Perform arterial blood gas (ABG) puncture;
18. Assist a physician during a surgical procedure;
19. Perform any invasive procedure or skill (learned in the Skills lab or Simulation lab) on any individual or animal including but not limited to another student, faculty, staff RN, clinical instructor, and personal pets;
20. Provide care for patients with known or suspected tuberculosis (TB); or
21. Administer experimental drugs.

Should a student observe a situation that she or he believes compromises either the organization's or LHSO policies, she or he is to report this to their supervisor and the Course Faculty, who in turn reports it to the appropriate Department Director.

Any student injury, no matter how minor, must be reported immediately to the course faculty or clinical faculty/scholar and the Loretto Heights School of Nursing Program Assistant (303-964-5133) according to the Regis University **Workers Compensation policy. See Injury at a Clinical Site in this Handbook.**

RN-BSN COMPLETION STUDENTS: CLINICAL PRACTICE GUIDELINES

The Regis Undergraduate Nursing Students' Clinical Practice is based on the American Nurses Association Scope and Standards of Practice (2004), principles of safe practice, agency policy, and their knowledge, skill, and development as nursing students. Therefore:

- 1. All students are expected to be familiar with:**
 - a. The 6 ANA Standards of Practice and their sub-parts;
 - b. The 9 ANA Standards of Professional Performance;
 - c. The ANA Code of Ethics for Nurses;
 - d. The Joint Commission National Patient Safety Goals;
 - e. Agency Policies and Procedures; and
 - f. Course Specific Clinical Guidelines.
- 2. All students are responsible for:**
 - a. Performing in accordance with these guidelines;
 - b. The safety of assigned patients in their care; and
 - c. Their own actions.

Clinical Practice Guidelines for RN-BSN Completion Nursing Students

RN-BSN Completion students **are responsible for the safety of patients in their care, as well as for following all of the guidelines stated on the NR 478 Community Practicum and NR 485R Advanced Practicum Preceptor agreement** (see 1.e. Course specific clinical guidelines above).

Should a student observe a situation that she or he believes **compromises either the organization's or LHSO policies**, she or he is to report this to their supervisor and the Course Faculty, who in turn reports it to the appropriate Department Director.

For reasons of personal safety and liability, **students are not permitted to ride in land, sea, or air ambulances** while functioning as a Regis student.

Any student injury, no matter how minor, must be reported immediately to the course faculty or clinical faculty/scholar and the Loretto Heights School of Nursing Program Assistant (303-964-5133) according to the Regis University **Workers Compensation policy. See Injury at a Clinical Site in this Handbook.**

GRADUATE NURSING STUDENTS: CLINICAL PRACTICE GUIDELINES

The Regis graduate Nursing Students' Clinical Practice is based on the American Nurses Association Scope and Standards of Practice (2004), principles of safe practice, agency policy, and their knowledge, skill, and development as nursing students. Therefore:

- 1. All students are expected to be familiar with:**
 - a. The 6 ANA Standards of Practice and their sub-parts;
 - b. The 9 ANA Standards of Professional Performance;
 - c. The ANA Code of Ethics for Nurses;
 - d. The Joint Commission National Patient Safety Goals;
 - e. Agency Policies and Procedures; and
 - f. Course Specific Clinical Guidelines.
- 2. All students are responsible for:**
 - a. Performing in accordance with these guidelines;
 - b. The safety of assigned patients in their care; and
 - c. Their own actions.

Clinical Practice Guidelines for Graduate Nursing Students

Graduate nursing students **are responsible for the safety of patients in their care.**

Should a student observe a situation that she or he believes compromises either the organization's or LHSON policies, she or he is to report this to their preceptor and the Course Faculty, who in turn reports it to the appropriate Department Director.

For reasons of personal safety and liability, **students are not permitted to ride in land, sea, or air ambulances** while functioning as a Regis student.

Any student injury, no matter how minor, must be reported immediately to the course faculty or clinical faculty/scholar and the Loretto Heights School of Nursing Program Assistant (303-964-5133) according to the Regis University **Workers Compensation policy. See Injury at a Clinical Site in this Handbook.**

- 1 Cohen, H. (2007). Reduce the risk of high-alert drugs. *Nursing*, 37, (9), 49-55.



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY
CONCURRENT ENROLLMENT**

DATE ISSUED:	Legacy (from LHDON Undergraduate and Graduate Student Handbooks)
LAST REVISED:	9/07; 8/08; as 9/09
APPROVAL:	Dean, LHSON, 8/08
PAGES:	1
APPENDICES:	1
REFERENCES:	LHSON Faculty Manual and Student Handbooks

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 Academic Credit Coordinator prior to commencement of the course / exam.**

Concurrent enrollment is defined as enrolling for a courses 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, 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.

**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. Students are encouraged to retain a copy of the notification email for their personal records.

1. Name: _____ REGIS ID# _____

Date: _____ Daytime Phone: _____

2. I am requesting concurrent enrollment for (circle one) Fall : Spring : Summer 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 REQUIREMENT/S** _____

Transfer Institution

REGISTRAR OFFICE USE ONLY

Transfer Dept. Prefix	Transfer Course #	Title	Semester Hours	Regis Equivalent

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

I understand the above regulations for transfer credit.

Student Signature: _____ 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
3333 Regis Blvd. A-8
Denver, CO 80221



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY AND ADMINISTRATIVE POLICY FOR FACULTY
DRUG SCREENING (FOR-CAUSE OR RANDOM))**

DATE ISSUED:	Legacy Colorado Clinical Placement Project 7/08
LAST REVISED:	8/08; All agencies 8/09
APPROVAL:	Dean, LHSON, 8/08; 8/09
PAGES:	2
FORMS:	1
REFERENCES:	LHSON Faculty Manual and Student Handbooks

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 Loretto Heights School of Nursing (LHSON) may be asked to comply with a **For-Cause or Random Drug Screen**. **This may be requested of the student by a Clinical Agency, service learning site, field experience venue, or an LHSON representative.** In order to continue the learning experience, the student will be expected to complete testing immediately upon the request. Failure to comply with the testing may result in the student's dismissal from the agency.

Drug screening will occur at a location and by a procedure determined by the LHSON. Regis University will assist students to understand requirements. However, the responsibility for providing information, and their associated costs, rests with the student and not with Regis University. Failure to submit to such testing or to provide information required as a condition of a clinical placement, internship, service learning, classroom, or field experience may result in disqualification from further study at the University. Similarly, results from drug screening tests may result in disciplinary action on the part of the University, including, but not limited to, disqualification from further studies at the University.

The student will be removed from the learning environment immediately if the drug screen indicates drug use. The student must report immediately to the Department Director. Consequences of drug or irresponsible alcohol use may include suspension 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. Likewise, failure to comply with testing will be adjudicated by Department Director in consultation with the LHSON Dean.

Loretto Heights School of Nursing

Student For-Cause/Random Drug Screen Waiver

As a student nurse currently enrolled at the Loretto Heights School of Nursing, I acknowledge by my signature below that I may be asked to comply with a For-Cause or Random Drug Screen as part of my compliance obligations for my courses. This may be requested of me by a Clinical Agency service learning site, field experience venue, or Loretto Heights School of Nursing representative. I understand that in order to continue my learning experience I will be expected to complete the testing immediately upon the request. Failure to comply with the testing may result in my dismissal from the agency and the nursing program.

Print (Clearly) Name: _____

Signature of Student: _____

Date: _____

Witness Signature: _____

Date: _____



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICIES
ELECTRONIC COMMUNICATIONS: STUDENT RESPONSIBILITIES**

DATE ISSUED:	Legacy (from LHDON Undergraduate and Graduate Student Handbooks)
LAST REVISED:	9/07
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PAGES:	2
HANDOUTS:	None
REFERENCES:	LHSON Faculty Manual and Student Handbooks

Electronic communication has become the most efficient and effective way to communicate between students, faculty, staff, and administrators. Therefore, students are required to have basic computer literacy skills and to access computer information resources on a regular basis.

This information will be shared with clinical agencies on an as-needed basis.

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 clinical information online (via PDA or other electronic device).

All students in the online RN-BSN Completion, RN to MS in Nursing, or MS 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/rh.asp?page=techreq>.

RegisNET

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.

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.

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).

Insite

Insite is the access point for RegisNET. This homepage contains announcements and other information important to the Regis University community.

Regis Email

E-mail has become the most efficient way for regular communications between student, faculty,

staff, and administration. Students, faculty, staff, and administration are expected to check their Regis e-mail daily for general communication, updates, and class information.

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.

SharePoint

RegisNET also houses a document sharing and bulletin board system called SharePoint. The LHSO manages a library of documents of use to students, faculty, staff, and administrators. SharePoint should be accessed regularly for access to Course Syllabi and other Materials as well as University, School, and Program information and documents.

Online Access to the Dayton Memorial Library

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).



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY
EMPLOYMENT BY PRE-LICENSURE STUDENTS**

DATE ISSUED:	Legacy (from LHDON Undergraduate Student Handbook)
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PAGES:	1
HANDOUTS:	None
REFERENCES:	LHSON Faculty Manual and Student Handbooks

The Pre-Licensure Nursing Program is academically demanding. For this reason, students are strongly encouraged to limit their work hours. **Academic and clinical schedules** for Loretto Heights School of Nursing students **must take priority** over any other activities or scheduling needs.



LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY
ESSENTIAL FUNCTIONS /
MENTAL AND PHYSICAL QUALIFICATIONS

DATE ISSUED:	Legacy (from LHDON Undergraduate and Graduate Student Handbooks)
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APPROVAL:	Dean, LHSON, 8/08
PAGES:	3
REFERENCES:	LHSON Faculty Manual and Student Handbooks

Pre-Licensure and Nurse Practitioner Students:

Essential Functions and Safety Standards for Admission, Progression, and Completion of Pre-Licensure and Nurse Practitioner Programs

Regis University, Loretto Heights School of Nursing (LHSON) 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.

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 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 our University's Disability Services.

To enroll in the pre-licensure nursing major or nurse practitioner courses, a student must meet the essential functions for the nursing major, with or without reasonable accommodations, and maintain related satisfactory demonstration of these functions for progression through the program. Reasonable accommodations must be arranged through the University's 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, remember, measure, calculate, reproduce and use; to reason, analyze, integrate, and synthesize information across the cognitive, psychomotor, and affective domains in order to solve problems, evaluate work, and generate new ways of processing or categorizing similar information in a timely fashion as listed in course objectives. In addition, students must be able to comprehend the three-dimensional relationships and to understand spatial relationships of structures. Examples in which cognitive skills are essential include: performance of a physical evaluations, including extracting and analyzing physiological, biomechanical, behavioral, and environmental factors in a timely manner; use of examination data to formulate and execute a 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 and Master of Science (Leadership in Health Care Systems Students):

Mental and Physical Qualifications for Professional Nursing

Regis University, Loretto Heights School of Nursing (LHSON) 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.

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 University's Disability Services.

As stated in the Regis University Bulletin, the RN-BSN Completion Program and the RN to MS in Nursing Program 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. At the graduate level, the Master of Science program in nursing, Leadership in Health Care Systems specialization is designed to prepare registered nurses for advanced practice roles in nursing management and education.

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 Office of Disability Services appropriate accommodations. The University will provide reasonable accommodations as long as they do not impose an undue hardship.



LORETTO HEIGHTS SCHOOL OF NURSING STUDENT POLICIES

EVALUATION INPUT OF TEACHING/LEARNING RESOURCES FROM STUDENTS

DATE ISSUED:	Legacy (from LHDON Undergraduate and Graduate Student Handbooks)
LAST REVISED:	9/07; QEC 8/08
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PAGES:	1
APPENDICES:	1
REFERENCES:	LHSON Faculty Manual and Student Handbooks

The Loretto Heights School of Nursing strongly encourages students to use course site (lab and clinical) and faculty evaluations to provide input on the course, the environment, and the faculty from the student perspective. This feedback is critical to quality management of LHSON programs.

Evaluations are used to flag **exceptionally effective teaching** and **potential and actual problems** and to help faculty improve course content and presentation. Course evaluations are separate from faculty evaluations, which provide an opportunity for students to differentiate course content from delivery and other faculty specific issues. Lab and clinical site evaluations are used to help maintain and improve **the effectiveness of these teaching environments** and to identify the need for improving specific learning environments.

At the conclusion of **each course**, students are requested to evaluate the course, the environment, and the faculty's teaching effectiveness. **All evaluations are anonymous.** Assisting providers of education with feedback about programs **is a critical component of the professional nursing role.**

Student complete evaluations online through CourseEval.



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY
EXPECTATIONS IN CLINICAL AND PRACTICUM EXPERIENCES**

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PAGES: 4
REFERENCES: LHSON Faculty Manual and Student Handbooks

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:

- 1) *Expectations in Clinical and Practicum Experiences,*
- 2) *Clinical Practice Guidelines, and*
- 3) *Appearance Requirements*

Undergraduate Pre-Licensure Students

Expectations in Clinical and Practicum Experiences

- 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.
Due to the H1N1 pandemic, the following accommodations to the LHSO Make-up Policies are in effect for Fall, 2009. No fee for skills and/or simulation lab make-up will be assessed. CLU skills and simulation learning experiences may only be rescheduled by prior arrangement with the CLU Coordinator.
- 9) Cancellation of clinical or CLU lab experiences due to inclement weather is highly unusual and is determined by the University and/or the Course Faculty, Clinical Learning Unit, and clinical faculty instructor / ANIP / scholar **in collaboration with the appropriate Director and the Clinical Placement Coordinator.** Notification of the agency and students is provided by the clinical faculty instructor / ANIP / scholar or CLU Coordinator once the decision has been made. Such cancellation occurs only in rare circumstances.
- 10) Faculty members may alter clinical activities whenever appropriate to promote student learning experiences and facilitate appropriate patient care within agency requirements.
- 11) 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.
- 12) 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.
- 13) 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 LHSO Progression Policies including Academic Jeopardy and Course Failure Policy in this Handbook)**)
- 14) 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 Loretto Heights School of Nursing 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.
- 15) Any student injury, no matter how minor, must be reported immediately to the course faculty or clinical faculty/scholar and the Loretto Heights School of Nursing 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)**.
- 16) Students are responsible for the care and security of all LHSO equipment and supplies. Students are required to replace any equipment that is lost, stolen, or damaged while in their possession.
- 17) Students are to keep cell phones **turned off at all times** when in the clinical agency or CLU.

Undergraduate Post-Licensure Students

Expectations of RN-BSN Completion Students in Clinical / Practicum Experiences

RN-BSN Completion students work closely with preceptors for guided practice.

- 1) Faculty in the LHSO believe that positive learning experiences are best assured when students select their own preceptors and sites with guidance from course faculty as this fosters the development of networking skills in the student and assures preceptor availability at a time and

geographic location most suitable to the student's needs.

- 2) RN-BSN Completion students are to contact potential preceptors; discuss the learning objectives, time parameters, and scope of the experience prior to the beginning of the practicum experience.
- 3) The student is to arrange for the preceptor to sign a copy of the Preceptor Agreement and for delivering 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.**

Graduate Post-Licensure Students

Expectations of Master of Science Students in Clinical / Practicum Experiences

Graduate students work closely with preceptors for guided practice. Faculty in the LHSON believe that positive learning experiences are best assured when students select their own preceptors and sites with guidance from course faculty. This fosters the development of networking skills in the student and assures preceptor availability at a time and geographic location most suitable to the student's needs. Graduate students are to contact potential preceptors; discuss the learning objectives, time parameters, and scope of the experience prior to the beginning of the practicum experience. The student is to arrange for the preceptor to sign a copy of the preceptor agreement and for delivering 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.**



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICIES**

GRADES

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PAGES:	2
HANDOUTS:	None
REFERENCES:	LHSON Faculty Manual and Student Handbooks

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 syllabus for this information. 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 Office of the Registrar 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 early grade release may request an unofficial notification of verification of student standing by completing a request for verification of student standing form and submitting it to the course faculty. The student must provide the faculty with the completed form and a stamped, self-addressed envelope prior to or during the last week of class. **(See Verification of Student Standing Policy in this Handbook).**

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

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

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

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 Director of the Online Nursing Program, 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 Director of the Online Nursing Program (by email). This request must outline the required assignments and plan (including the length of time) for completing the outstanding portion of the course.

Any student on a learning contract or graduate student admitted on probationary status may not receive an incomplete (I/F) without the written permission of the Department Director.

All students seeking an IF must submit a written request **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 Rueckert-Hartman college for Health Professions has a policy and procedure for appeal of a disputed grade. **This is detailed in the Regis University Bulletin.**



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY
GRADUATION AND NCLEX APPLICATIONS**

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HANDOUTS:	None
REFERENCES:	LHSO Faculty Manual and Student Handbooks

Graduation Application Forms and Deadlines

Graduation applications are submitted in the semester prior to the semester of graduation, through the Loretto Heights School of Nursing 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 Office of the Registrar.

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.

Post-Licensure Graduate 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. 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.



LORETTO HEIGHTS SCHOOL OF NURSING STUDENT POLICY

HIPAA: CONFIDENTIALITY AND THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT

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REFERENCES: LHSON Faculty Manual and Student Handbooks

It is the policy of the Loretto Heights School of Nursing that all individuals coming into contact with Regis University Nursing Students can expect that services rendered and received and any information generated will be held in **strict confidence** in keeping with all applicable State and Federal Laws. Maintaining the confidentiality of patient health information and patient records is essential and all **Health Insurance Portability and Accountability Act (HIPAA) regulations** are closely followed by the LHSON and the clinical agencies. Regis University faculty and students shall only access patient confidential information when there is a legitimate need for the information. No one shall allow unauthorized individuals access to confidential patient information.

Client/patient information used in course assignments must comply with HIPAA guidelines for privacy. Faculty should inform students to use the client's / patient's initials or pseudonyms in all assignments. All students are required to pass a HIPAA Regulations examination prior to beginning clinical experiences.

A breach of confidentiality in the clinical or other off campus learning site, the Clinical Learning Unit, the classroom setting, or online is considered to be both unprofessional and unsafe behavior and may be grounds for immediate dismissal from the Loretto Heights School of Nursing.



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY
HONOR CODE**

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FORMS:	1
REFERENCES:	LHSON Faculty Manual and Student Handbooks

It is expected that students will support the Honor Code of the Loretto Heights School of Nursing in all activities related to LHSON courses and will refrain from any form of academic and professional dishonesty or deception in the classroom, clinical, 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 Loretto Heights School of Nursing Honor Code consists of

- A statement of beliefs;
- A set of assumptions about, and strategies to attain, personal academic integrity;
- A set of assumptions about, and strategies to attain, personal and professional integrity;
- Guidelines for implementation of the honor code, and
- Formalized disciplinary and appeals grievance processes (outlined in this handbook and in the Regis University Bulletin).

Statement of Beliefs

Integrity -- academic, personal and professional -- is one of the most pressing issues facing institutions of higher education and health care. A code of honor not only defines the appropriateness of student and faculty behavior, it also serves as a means to measure the quality of the University. Students and faculty in the Loretto Heights School of Nursing at Regis University are committed to excellence in teaching and learning in an environment of honesty and integrity. It is expected that students and faculty will support the Honor Code of the Loretto Heights School of Nursing in all activities and courses and **“will refrain from any form of academic and professional dishonesty or deception in the classroom, clinical, and other learning settings. These behavior include cheating, plagiarism, violation of client confidentiality, falsification of data, falsification of records, and/or aiding and abetting dishonesty.”**

We believe a shared responsibility is essential in achieving an atmosphere of trust in which all members believe their right to learn is unimpeded by dishonest behavior. Therefore, the administration, faculty, and students share the responsibility for academic, personal, and professional integrity. Integrity depends on the attitude and spirit of the student body to create an atmosphere that promotes honesty. It is the responsibility of faculty and administration to foster and encourage honesty and a sense of fairness. Clients' lives may depend upon our personal and collective integrity and honesty as members of the health care professions.

Statement of Assumptions about, and Strategies to Attain, Personal Academic Integrity

Academic Integrity requires both a personal and an organizational commitment. The presence of this Honor Code is but one of the elements of Regis University's and the LHSON's commitment to academic integrity. The strategies below are ones that students are strongly encouraged to implement in fostering academic integrity at Regis University. Administration, faculty and staff are committed to supporting these actions.

- **Know Your Rights.** Do not let other students in your class diminish the value of your

achievement by taking unfair advantage. Report any academic dishonesty you see.

- **Acknowledge Your Sources.** Whenever you use words or ideas that are not your own when writing a paper, use quotation marks where appropriate and cite your source appropriately, and reference it with a list of sources consulted.
- **Protect Your Work.** In examinations, do not allow your neighbors to see what you have written; you are the only one who should receive credit for what you know.
- **Avoid Suspicion.** Do not put yourself in a position where you can be suspected of having copied another person's work, or of having used unauthorized notes in an examination. Do not access your cell phone or personal digital assistant (PDA) unless specifically instructed that you may do so. Also, do not print any part of an online or web-enhanced test or examination for any purpose. Even the appearance of dishonesty may undermine your instructor's confidence in your work.
- **Do your own work.** The purpose of assignments is to develop your skills and measure your progress. Letting someone else do your work defeats the purpose of your education, and may lead to serious charges against you.
- **Always tell the truth** when discussing your work with your instructor. Any attempt to deceive may destroy the relation of teacher and student.

Statement of Assumptions about, and Strategies to Attain Personal and Professional Integrity

The professional nurse is responsible and accountable to maintain a safe and respectful environment in the practice arena. Therefore, the LHSO student is expected to adhere to the **American Nurses' Association Standards of Nursing Practice, The Nursing Code of Ethics** and to model the professional values detailed in the program's curriculum framework.

The nurse-patient relationship is to be honored by assuming personal responsibility for being in physical and mental condition to give safe nursing care and for the knowledge and skills necessary to give this care. Behaviors that honor the nurse-patient relationship include, but are not limited to, the following.

- Carry out procedures with competence and with the guidance of a qualified person;
- Avoid doing physical or mental harm to others;
- Intentionally do no physical or mental harm to others;
- Exhibit competent behavior in connection with care of a client;
- Inform the instructor and clinical facility with immediacy if alternative measures for care are necessary;
- Respect the privacy of a client through omission of their name on written academic assignments;
- Respect the privacy of clients by not discussing confidential information in inappropriate areas, such as elevators, cafeterias, or cell phones;
- Respect the privacy of a client by refusing to discuss patient information with third parties who do not have a legitimate need to know;
- Never falsify patient records;
- Never fabricate patient experiences on assignments unless so noted;
- Report omissions or errors in treatments or medication with immediacy; and
- Comply with all HIPAA regulations.

Students are to implement these strategies in their practice. Administration, faculty and staff will also support these efforts.

Implementation of the Honor Code

Discussion of the Honor Code will occur during a first class or seminar session and/or orientation. Students will be asked to submit a signed statement to uphold the Honor Code. This statement forms part of the student's LHSO record.

Loretto Heights School of Nursing
Regis University

Honor Code Pledge

It is expected that all nursing students will support the Honor Code of the Loretto Heights School of Nursing in all activities related to their studies and **will refrain from any form of academic and professional dishonesty or deception in the classroom, clinical agencies, 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. See *LHSON Student Handbook* for complete statement.

I pledge to support the Honor Code of 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.

Student's Name: _____

Signature: _____

Date: _____

NB: Failure to sign this form does not exempt the student from compliance with the Honor Code of the Loretto Heights School of Nursing, Regis University

The signed document will be placed in student advising file.



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY
INFECTIOUS OR COMMUNICABLE DISEASES AND PATIENT CARE**

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APPROVAL: Dean, LHSON 9/09
PAGES: 1
REFERENCES: LHSON Faculty Manual and Student Handbooks

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 in which exposure to a particular disease would pose serious risk of harm or threaten the life/health 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 blood borne disease status. 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, they are **required to demonstrate competency** in the implementation of universal precautions.

Due to the complexity and cost of fitting protective equipment, **Regis undergraduate students are generally not assigned to care for patients with active tuberculosis.**



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY
INJURY AT AN OFF CAMPUS LEARNING SITE**

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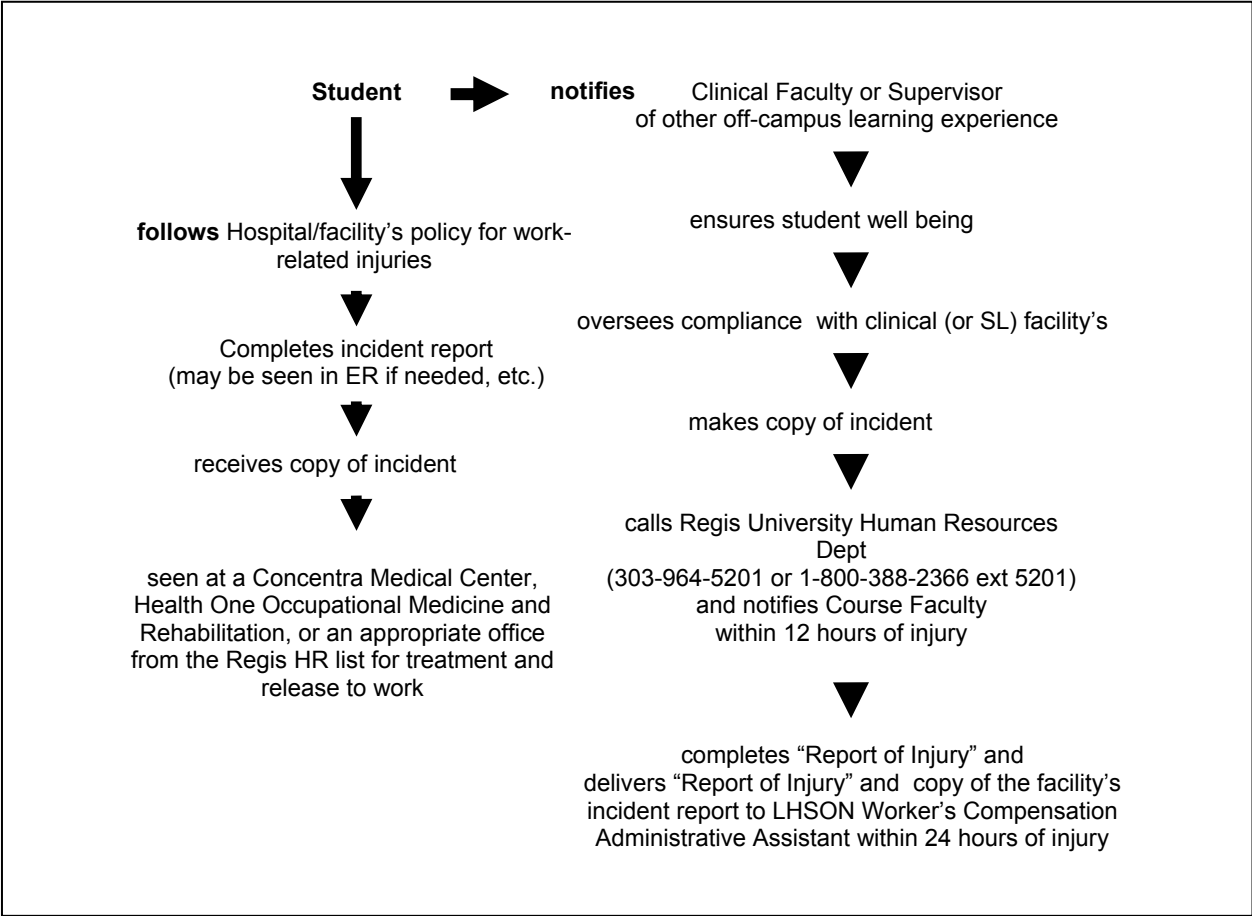
The LHSON policy regarding the injury of a Regis University student, faculty or staff member at a clinical or other off campus learning site is designed to ensure that emergent and urgent care is provided and supervised and to assist in the provision of Workers Compensation for Regis students and employees.

Concentra Medical Centers (www.concentra.com) or designated facility provides the designated physicians for clinical (on-the-job) injuries for Regis University and the Loretto Heights School of Nursing. Clinical faculty/faculty are responsible for overseeing the process for clinical/work related injuries that may occur with students they supervise.

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**. The algorithm below is to be followed:

See the Student Injury Exposure Algorithm that follows.

Note: For an on-campus injury of a student requiring assistance and/or immediate medical assistance, **Campus Safety is to be notified at extension 4122. If the injury is life threatening, 911 is to be called first followed by a call to Campus Safety.** Once the medical emergency is resolved, students are to follow up with their University insurance if necessary.



Student Injury or Exposure Algorithm

Colorado Locations

1 Thornton
500 E. 84th Ave., Ste. B-14
Thornton, CO 80229
(303) 287-7070
FAX: (303) 287-7373
Hours: 8 am - 5 pm, M-F

2 North
420 E. 58th Ave., Ste. 111
Denver, CO 80216
(303) 292-2273
FAX: (303) 296-4138
Hours: 7 am - 6 pm, M-F

3 Stapleton
EXTENDED HOURS
6750 Stapleton Dr. South
Denver, CO 80216
(303) 355-2389
FAX: (303) 321-6268
Hours: 7 am - 10 pm, M-F
8 am - 12 noon, Sat

4 East
3350 Peoria Street
Aurora, CO 80010
(303) 340-3053
FAX: (303) 340-3862
Hours: 7 am - 6 pm, M-F

5 Southeast
10355 East Iliff Ave.
Aurora, CO 80247
(303) 755-4955
FAX: (303) 755-4956
Hours: 8 am - 5 pm, M-F

6 Downtown
1730 Blake St., Ste. 100
Denver, CO 80202
(303) 296-2273
FAX: (303) 296-8330
Hours: 8 am - 5 pm, M-F

7 Dry Creek
7150 S. Fulton St., Bldg. 200-C
Englewood, Colorado 80112
(303) 792-7368
FAX: (303) 858-7076
Hours: 8 am - 5 pm, M-F

8 South
1212 S. Broadway, Ste. 150
Denver, CO 80210
(303) 777-2777
FAX: (303) 871-0218
Hours: 7 am - 6 pm, M-F

9 Lakewood
770 Simms St., Ste. 100
Golden, CO 80401
(303) 239-6060
FAX: (303) 239-6046
Hours: 8 am - 5 pm, M-F

10 Littleton
20 W. Dry Creek Circle
Suite 100
Littleton, CO 80120
(303) 798-1009
FAX: (303) 798-1324
Hours: 8 am - 5 pm, M-F

11 Boulder
3434 47th St., Ste. 100
Boulder, CO 80301
(303) 541-9090
FAX: (303) 541-9393
Hours: 8 am - 5 pm, M-F

Colorado Springs Locations

Colorado Springs North
5320 Mark Dabling Boulevard
Colorado Springs, Colorado 80918
(719) 592-1584
FAX: (719) 592-0965
Hours: 8 am - 5 pm, M-F

Colorado Springs South
2322 South Academy Boulevard
Colorado Springs, Colorado 80916
(719) 390-1727
FAX: (719) 390-9690
Hours: 8 am - 5 pm, M-F

Ft. Collins Location

2620 E. Prospect, Suite 160
Ft. Collins, Colorado 80525
(970) 221-5811
FAX: (970) 221-5817
Hours: 8 am - 6 pm, M-F

- All patients are seen on a walk-in basis. Work-related injuries receive immediate triage assessment.
- Pre-placement exams and DOT physicals are seen on a walk-in basis. Exam forms are provided, or you may use your company's specific forms.
- Working with Concentra Medical Centers requires no contract. Our fees are competitive and adhere to the applicable state workers' compensation fee guidelines.
- CONCENTRA has over 265 locations nationwide

After Hours and Weekend Care

Saint Anthony Central
4231 W. 16th Ave.
Denver, CO 80204
(303) 629-3721

Saint Anthony North
2551 W. 84th Ave.
Denver, CO 80030
(303) 426-2020

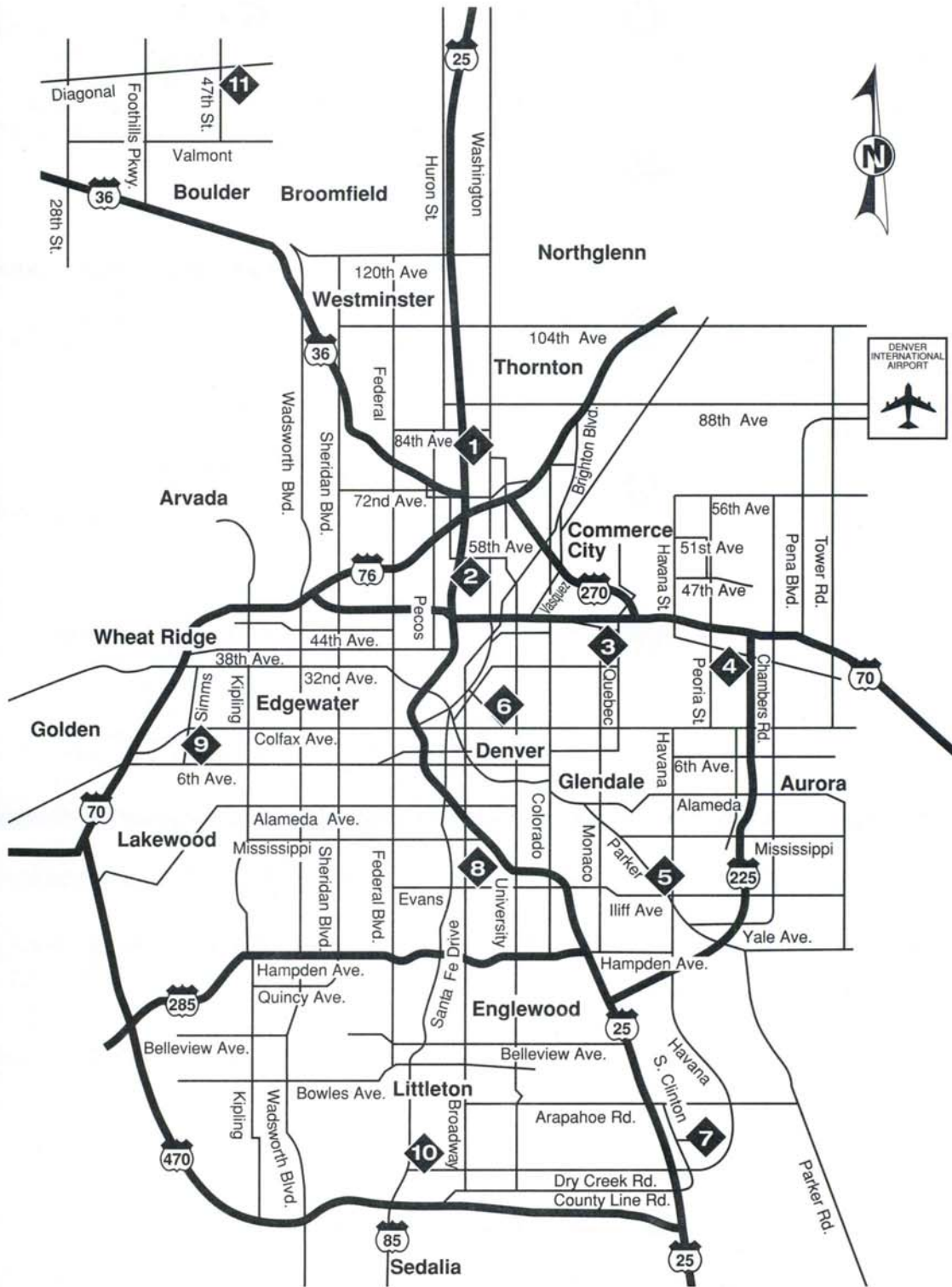
Littleton Adventist Hospital
7700 S. Broadway
Littleton, CO 80122
(303) 730-5800

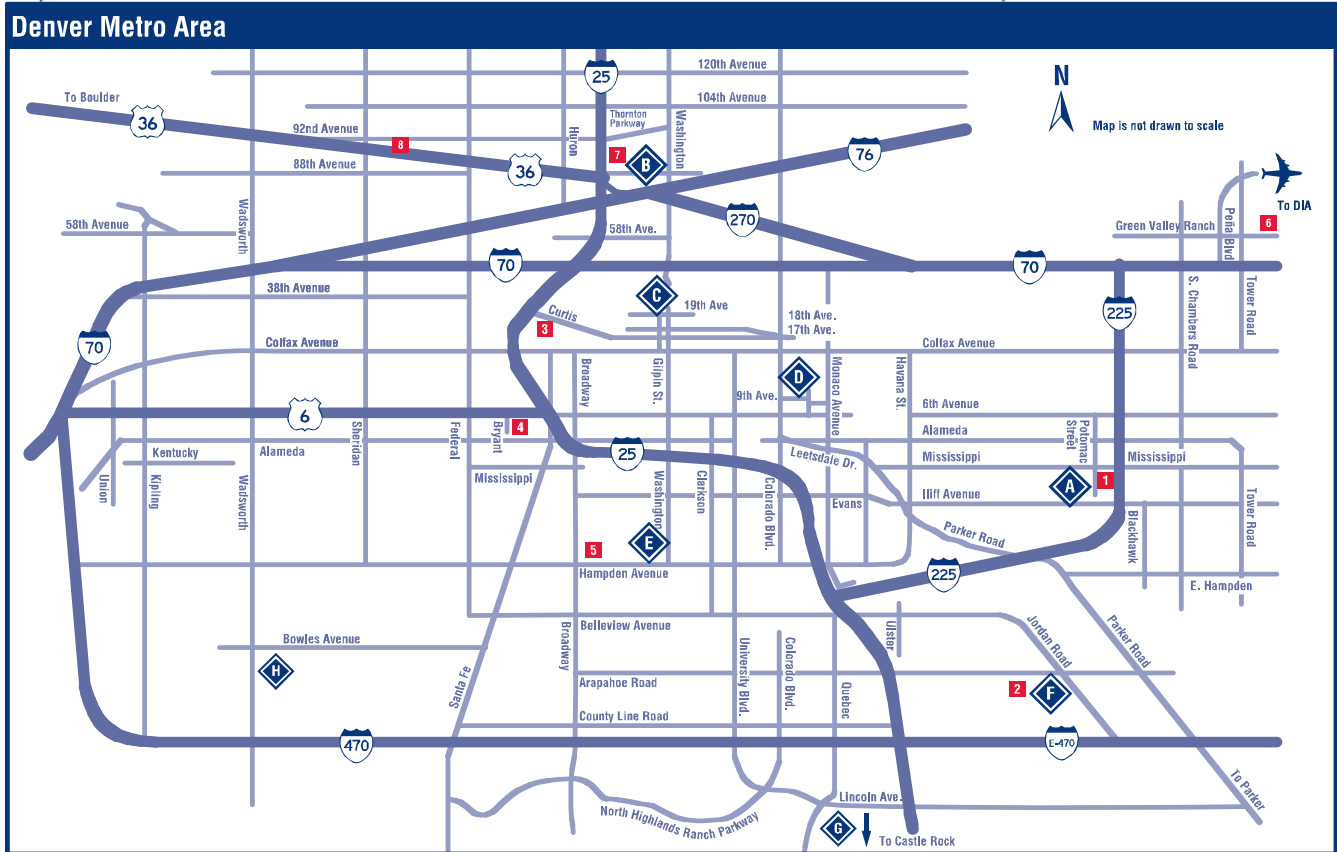
Avista Adventist Hospital
100 Health Park Dr.
Louisville, CO 80027
(303) 673-1111



www.concentra.com

Colorado Locations





HealthONE Occupational Medicine and Rehabilitation

- | | | | |
|---|--|--|--|
| <p>1 AURORA
1444 S Potomac St, #200
Aurora, CO 80012
Phone: 303-214-0000
Fax: 303-343-8135</p> | <p>3 DENVER*
1515 Wazee, Ste D
Denver, CO 80202
Phone: 303-534-9550
Fax: 720-932-7805</p> | <p>5 ENGLEWOOD
125 E Hampden Ave
Englewood, CO 80113
Phone: 303-788-9292
Fax: 303-788-9260</p> | <p>7 THORNTON
9195 Grant St, Ste 100
Thornton, CO 80229
Phone: 303-292-0034
Fax: 303-292-0097</p> |
| <p>2 CENTENNIAL
14000 E Arapahoe Rd, #110
Centennial, CO 80112
Phone: 303-218-4250
Fax: 303-218-4247</p> | <p>4 DENVER
120 Bryant St
Denver, CO 80219
Phone: 303-936-9700
Fax: 303-936-9686</p> | <p>6 GREEN VALLEY RANCH
4809 Argonne St, Ste 150
Denver, CO 80249
Phone: 303-563-2750
Fax: 303-563-2751</p> | <p>8 WESTMINSTER
5044 W 92nd Ave
Westminster, CO 80031
Phone: 303-650-0445
Fax: 303-429-5088</p> |

* AfterOurs Urgent Care @ LODO: 303-861-7878 (M-F 5:00 P.M.-1:00 A.M. / Weekends 7:00 A.M.-1:00 A.M.)

After Hours Emergency Care

- | | | | |
|--|---|--|---|
| <p>A The Medical Center of Aurora-South Campus
1501 S Potomac St
Aurora, CO 80012
Phone: (303) 695-2600</p> | <p>C Presbyterian/St Luke's Medical Center
1719 E 19th Ave
Denver, CO 80218
Phone: (303) 839-6000</p> | <p>E Swedish Medical Center
501 E Hampden Ave
Englewood, CO 80110
Phone: (303) 788-5000</p> | <p>G Sky Ridge Medical Center
10101 Ridgeway Pkwy
Lone Tree, CO 80124-5522
Phone: (720) 225-1000</p> |
| <p>B North Suburban Medical Center
9191 Grant St
Thornton, CO 80229
Phone: (303) 451-7800</p> | <p>D Rose Medical Center
4567 E 9th Ave
Denver, CO 80220
Phone: (303) 320-2121</p> | <p>F Centennial Medical Plaza
14200 E Arapahoe Rd
Englewood, CO 80112
Phone: (303) 699-3000</p> | <p>H Swedish Southwest ER
6196 W Ammons Way
Littleton, CO 80123
Phone: (303) 932-6911</p> |

MEDICAL SERVICES AUTHORIZATION

Employer _____ Date _____

Address _____ Phone Number _____

Division _____ Supervisor's Name _____

Patient's Name _____ Patient's Dept/Region _____

EMPLOYMENT PHYSICALS

- D.O.T
 - Post Offer
 - Back Assessment
 - Respirator Physical
 - Hazmat Physical
 - Guard Physical
 - PFT
 - X-Ray
 - Other
- Patient Pays-Physical only
 - Company Pays

DRUG SCREENS/ALCOHOL TESTS

- NIDA
- SAM 5 (DS5, 5 panel drug screen)
- SAM 9 (DS9, 9 panel drug screen)
- Collection Only
- EBT Breathalyzer
- Post-Offer
- Random
- Post-Accident
- Reasonable Suspicion
- Other

MEDICAL TREATMENT

On the Job Injury? Yes No
Date of Injury _____
Area of Body Injured _____
Post-Accident Drug Screen? Yes No
Breathalyzer? Yes No
Comments _____

Authorized By: _____ Title: _____



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY
LEARNING CONTRACT FOR INDEPENDENT STUDY**

DATE ISSUED:	Legacy (from LHDON Undergraduate and Graduate Student Handbooks)
LAST REVISED:	9/07; edited for new LHSON nomenclature 8/08
APPROVAL:	Dean, LHSON, 8/08
PAGES:	1
HANDOUTS:	Regis University, Enrollment Services Registrar Learning Contract (Special, Extended, and Independent Study) form
REFERENCES:	LHSON Faculty Manual and Student Handbooks

Undergraduate student may enroll in up to 6 credit hours of independent study as defined in the Regis University Bulletin. Students and faculty collaborate on the study objectives and independent study contract. Independent study for undergraduate student follows 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.
- A completed and 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 attachment to the independent study registration for);
- Evaluation of independent study outcomes and grading submitted within the specified academic timeframes;



LORETTO HEIGHTS SCHOOL OF NURSING STUDENT POLICY

LEARNING CONTRACTS FOR PROGRESSION IMPROVEMENT

DATE ISSUED:	Legacy (from LHDON Undergraduate and Graduate Student Handbooks)
LAST REVISED:	9/07; SAC 8/08
APPROVAL:	Dean, LHSON, 8/08
PAGES:	1
HANDOUTS:	None
REFERENCES:	LHSON Faculty Manual and Student Handbooks

A **Progression Improvement 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 and/or behavioral issues**. In this case, the Progression Improvement Learning Contract is initiated by a Department Director in consultation with the course, clinical, and /or clinical oversight faculty. The contract outlines the areas of concerns and a plan for remediation. The contract becomes part of the student file.

A Progression Improvement Learning Contract can also be initiated if a student is granted **an extension to complete a course** as a means to document the requirements and timeframe for the extension. In this case, the contract is initiated by the course faculty in consultation with the Department Director.

In situations of an **Academic Jeopardy** notification, a **Progression Improvement Learning Contract must be developed and signed** by the student, Department Director, academic advisor and course faculty **in order for the student to continue** in a course, clinical, and/or the nursing program. (See **Progression Policies including Academic Jeopardy and Course Failure in this Handbook**).

To satisfactorily complete a course in which there is a Progression Improvement Learning Contract, the student must complete all the conditions of the contract at a satisfactory performance level within the timeframe specified.

Contracts that extend beyond a single course must be renewed and the Director, Chair of SAC, and Course Faculty involved in the process.



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY
NON DEGREE SEEKING / SPECIAL STUDENTS IN RHCHP**

DATE ISSUED:	Legacy (Office of Admissions and Student Operations)
LAST REVISED:	8/09
APPROVAL:	Dean, LHSON, 8/09
PAGES:	1
HANDOUTS:	None
REFERENCES:	LHSON Faculty Manual and Student Handbooks

The following Rueckert-Hartman College for Health Profession'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.



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY
PROFESSIONAL BEHAVIORS**

DATE ISSUED:	Legacy (from LHDON Undergraduate and Graduate Student Handbooks)
LAST REVISED:	9/07; edited for new LHSON nomenclature 8/08
APPROVAL:	Dean, LHSON, 8/08
PAGES:	2
HANDOUTS:	Critical Student Rights and Responsibilities statement with all pre-licensure course syllabi
REFERENCES:	LHSON Faculty Manual and Student Handbooks

Professional Clinical / Practicum Behaviors

During the period of clinical / practicum assignment to any health care agency each student in all programs is expected to understand and to follow all policies and procedures of the clinical agency to which they are assigned. All nursing students are to wear their Regis University, Loretto Heights School of Nursing 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.
- Confidential information includes the patient name or any identifying diagnoses.
- All correspondence related to a patient must be carefully safeguarded.

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

- Using a cell phone in clinical;
- Making personal phone calls either from a cell phone or the phone at the nurses' station during clinical time;
- Having personal pagers on; talking with others during change of shift report; using computers or personal digital assistants (PDAs) to perform internet searches for class assignments or personal use, and/or sending/receiving personal emails while in clinical;
- And/or photocopying **anything** from a patient's chart for any reason.

Students are to remember that they represent the Regis community and its mission to our colleagues with all they say (verbally and non verbally) and do.

A breach of confidentiality in the clinical site, the Clinical Learning Unit, the classroom setting, or online is considered to be both unprofessional and unsafe behavior and may be grounds for immediate dismissal from the Loretto Heights School of Nursing. See HIPAA: Confidentiality and the Health Information Portability and Accountability Act Policy in this Handbook).

Professional Classroom Behaviors

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 racial slurs is grounds for disciplinary actions.

The following are a few examples of inappropriate classroom behavior:

- Using a cell phone in class or keeping a 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).
- Talking with other students during faculty or student discussion;
- Sleeping in class;
- Repeatedly going in and out of class;

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.

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.

Cheating, plagiarism, or any form of academic dishonesty may be grounds for dismissal.
(Please refer to Honor Code policy 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.

Classes are occasionally canceled due to inclement weather by Regis University. Please refer to **Class Cancellation and Inclement Weather Procedures** in this Handbook).



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY
PROFESSIONAL LIABILITY INSURANCE**

DATE ISSUED: Legacy (Health and Clinical / Practicum Agency Requirements)
LAST REVISED: 9/09
APPROVAL: Dean, LHSON 9/09
PAGES: 1
REFERENCES: LHSON Faculty Manual and Student Handbooks

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.



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICIES AND ADMINISTRATIVE POLICIES FOR FACULTY
PROGRESSION POLICIES INCLUDING
ACADEMIC JEOPARDY AND COURSE FAILURE**

DATE ISSUED: Legacy from separate academic jeopardy, course passing, and course failure policies.
LAST REVISED: NFO 11/19/2002; SAC 5/06; NFO 5/06; SAC 8/08
APPROVAL: Dean, 8/08
PAGES: 7
FORMS: (1) Academic Jeopardy Form; (2) Course Failure Form
REFERENCES: Regis University Bulletin; LHSON Student Handbook; and LHSON Faculty Manual

This policy guides LHSON Bachelor of Science Nursing (BSN) and LHSON Master of Science (MS) in nursing students, faculty, Department Directors, Student Affairs Committee (SAC), and School Dean in addressing issues surrounding potential and actual student difficulties with progression toward the degree in nursing in which they are enrolled. **Attached to the Progression Policy are policies related to Academic Jeopardy and Course Failure.**

The purpose of the policy is to have a consistent and clear process recognizing that each student's situation requires an individual approach. **Compliance with the current Regis University Bulletin regarding progression policies is required. The Regis University Bulletin contains information regarding Rueckert-Hartman College for Health Professions (RHCHP) policies and procedures for Appeals of Disputed Grades. The Regis University Bulletin also contains information regarding Program Progression and Program Grade Requirements in the LHSON section.**

The Course Faculty, student's Academic Advisor, the Chair of the Student Affairs Committee, and the Department Director involved, are all part of a consultative process for assisting a student to continue in the program when progression issues arise. Individuals with a conflict of interest may disqualify themselves from the consultative process.

This policy and its procedures also articulate with the RHCHP policy and procedures for Academic Dishonesty, Disciplinary Expulsion, Academic Warning, Academic Probation, Academic Suspension, and Academic Dismissal in the Regis University Bulletin.

LHSON Progression Policies include policies related to **Academic Jeopardy and Course Failure**, below.

Procedures: If a student is placed in Academic Jeopardy, the faculty will complete and distribute the Academic Jeopardy form. The completed form will be given to the student at a counseling session and signed by the faculty. Written acknowledgement to the Department Director and the Chair of the SAC that the student has received the Academic Jeopardy is expected of the student (either by signing the form or in an email). Copies will be distributed in a timely manner as indicated at the bottom of the form. Remediation options are to be identified and discussed.

Academic Jeopardy Policy – Pre-Licensure Students

This policy guides the processes for students with identified problems that may jeopardize progression. The policy is intended to provide an overview of the items to consider when a faculty believes a student is at risk of failing a nursing course. Steps are to be initiated as soon as possible

to assist students to be successful in a course.

Academic Jeopardy* is a process for identifying students who may be at risk for failing a course. An Academic Jeopardy may be initiated by Course Faculty, Clinical Faculty, Academic Advisors, or Directors. The Academic Jeopardy informs the student and involved faculty and aids in the development and communication of suitable steps for improvement.

This policy, its associated procedures, and the Academic Jeopardy 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.

A student at risk for failing a course will be placed in Academic Jeopardy due to one or more of the following reasons:

- o A score 75% or less on an initial evaluation measure;
- o A low score (e.g., 'C' or lower) on initial quiz, test, or paper;
- o Clinical issues;
- o Unsafe practice;
- o Failure to progress in clinical expectations;
- o Professional issues during clinical rotation (e.g., inappropriate dress, tardiness, poor interactions with patients and/or clinical agency staff);
- o Failure to meet clinical objectives;
- o Failure to meet or fulfill expectations of a Progression Improvement Learning Contract**;
- o Attendance issues;
- o Academic dishonesty/plagiarism (academic dishonesty is defined in the *Regis University Bulletin* and Plagiarism is defined in the *Loretto Heights School of Nursing Undergraduate Student Handbook*);
- o Cheating (cheating is defined in the *LHSON Undergraduate Student Handbook*; and
- o Inappropriate or unprofessional behaviors during classroom sessions. (**Misconduct including Standards of Classroom Behavior and Standards of Clinical Behavior are defined in this Handbook**).

The following are some **examples** of inappropriate classroom behavior:

1. Using a cell phone in class;
2. Using a computer in a way that is disruptive to classroom processes and/or teaching and learning;
3. Keeping cell phone or personal pagers on during class;
5. Talking with other students during faculty or student discussion;
5. Sleeping in class;
6. Repeatedly going in and out of class;
7. Cheating or plagiarism;
8. Disruptive behavior; and
9. Violations of the Honor Code.

*A student who receives an Academic Jeopardy is responsible for fulfilling the faculty member's recommendations. These recommendations may include adhering to a Progression Improvement Learning Contract**, using the Writing Center, improving class attendance, improving testing skills, or fulfilling other recommendations. Documentation of tutoring, participation in LEAP, and/or use of the Writing Center may be required. Improvement in class attendance, test-taking skills, and/or study habits will be evaluated by faculty based on improvements in academic

performance.

****A Progression Improvement Learning Contract is a written agreement which details the specific activities, behaviors, and timeframe for remediation of the identified academic and/or behavioral issue(s). See Policy for Progression Improvement Learning Contract in this Handbook/Manual.**

Academic Jeopardy Policy – Graduate / Post-Licensure Students

This policy guides the processes for students with identified problems that may jeopardize progression. The policy is intended to provide an overview of the items to consider when a faculty believes a student is at risk of failing a nursing course. Steps are to be initiated as soon as possible to assist students to be successful in a course.

Academic Jeopardy* is a process for identifying students who may be at risk for failing a course. An Academic Jeopardy may be initiated by Course Faculty, Clinical Faculty, Academic Advisors, or Directors. The Academic Jeopardy informs the student and involved faculty and aids in the development and communication of suitable steps for improvement.

This policy, its associated procedures, and the Academic Jeopardy 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.

A student at risk for failing a course will be placed in Academic Jeopardy due to one or more of the following reasons:

- o A low score on a major assignment;
- o Unsafe practice;
- o Professional issues during clinical/practicum;
- o Failure to meet course/clinical/practicum objectives;
- o Failure to meet or fulfill expectations of a Progression Improvement Learning Contract**;
- o Attendance issues;
- o Academic dishonesty/plagiarism (academic dishonesty is defined in the Regis University Bulletin and plagiarism is defined in the Loretto Heights School of Nursing Undergraduate Student Handbook);
- o Cheating (cheating is defined in the LHSON Undergraduate Student Handbook); and
- o Inappropriate or unprofessional behaviors during classroom/online sessions.

*A student who receives an Academic Jeopardy is responsible for fulfilling the faculty member's recommendations. These recommendations may include adhering to a Progression Improvement Learning Contract**, using identified learning resources, improving professional behaviors, or fulfilling other recommendations.

****A Progression Improvement 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 Progression Improvement Learning Contract in this Handbook/Manual.**

**REGIS UNIVERSITY
LORETTO HEIGHTS SCHOOL OF NURSING
ACADEMIC JEOPARDY FORM**

Please be advised that [faculty member(s) name(s)] _____ has identified that (student's name) _____ may be at risk for failing in (course number and name) _____.

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

Exam grades: _____ Comprehension of material: _____

Written papers: _____ Time management: _____

Study habits: _____ Clinical performance: _____

Professional behavior(s): _____

Other: (please specify) _____

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

- Progression Improvement Learning Contract
- Academic or behavior modifications (describe below)
- Tutoring
- Use of the Writing Center or other writing improvement services
- Improvement in class attendance
- Improvement in study habits
- Improvement in test-taking skills
- Other (describe below)

Faculty Signature: _____ Date: _____

Student Signature: _____ Date: _____

Academic Jeopardy is a process for identifying students who may be at risk for failing a course. An Academic Jeopardy may be initiated by course or clinical faculty, advisors, or appropriate Department Director. The purpose of this process is to inform the student and involved faculty and to develop suitable steps for academic improvement. The Academic Jeopardy Form is not intended to replace personal interaction between students and faculty, but is intended to support the process of helping students with academic concerns.

Copies of this document are to be distributed to the following: _____ Student; _____ Academic Advisor; _____ Department Director; _____ SAC; _____ Clinical Faculty (if appropriate); _____ Student File (via the appropriate Program Assistant)

Course Failure Policy

A course failure is defined as:

- A grade of C minus or lower for each nursing course (including nursing electives), unacceptable clinical performance, and/or unprofessional conduct in the classroom (campus-based or online) for **LHSON Undergraduate Students** (i.e., a grade of C- is NOT acceptable).
- Undergraduate **pre-licensure nursing students** are also subject to the following requirements for passing all nursing courses:
 - Maintaining a 75% cumulative passing grade in all examinations given in a specific course and in the nursing program overall;
 - Successfully passing all clinical and laboratory objectives for the course; and
 - Completing all program testing requirements (e.g., ATI exams) as specified in the course syllabi.
- A grade of C minus or lower for each graduate course (including graduate electives), unacceptable clinical performance, and/or unprofessional conduct in the classroom (campus-based or online) for **LHSON Graduate Students** (i.e., a grade of C- is NOT acceptable).

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

1. When a course faculty posts a failing grade, **the faculty** completes a Course Failure Form immediately and schedules a meeting/teleconference with the student as soon as possible to discuss reasons for the failing grade and anticipated subsequent actions.
2. The faculty notifies the Department Director or Online faculty as soon as possible.
3. The Course Failure Form is to be signed by the student and the faculty. Copies will be distributed in a timely manner as indicated at the bottom of the form.
4. **The student must contact and meet the appropriate Department Director or Online Faculty Advisor** for information regarding possible options for proceeding after a course failure.
5. After consulting with the Department Director or the Online Faculty Advisor (and within one week of the course failure), **the student will submit a letter to the Chair of the SAC** requesting permission to continue in the program. The letter from the student will include:
 - a. A brief description of the selected plan for progression;
 - b. Circumstances related to the student's failure to progress; and
 - c. Plans or changes the student has made that will facilitate the student's success in future nursing courses.
6. **The Department Director or designee will provide the SAC with:**
 - a. A verbal or written statement of support of the student's request or,
 - b. If the Department Director or designee does not believe the student should progress in the program, a letter identifying the reasons and recommended course of action.
7. **The SAC Chair or designee will render a decision on all requests in consultation with the Department Director.**
8. 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 that enrollment in a future section of the (failed)

course will be on a space available basis.

9. If a gap of greater than one semester of pre-licensure student participation in clinical occurs, the student will be required to complete skills and/or course content remediation. Specific guidelines for remediation will be developed and written by the student and Department Director in consultation with the Course Faculty and the Nursing Skills Lab Coordinator. 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 Progression Improvement Learning Contract.

A Progression Improvement 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 Progression Improvement Learning Contract in this Handbook/Manual.

**REGIS UNIVERSITY
LORETTO HEIGHTS SCHOOL OF NURSING**

COURSE FAILURE FORM

Student Name: _____ Student ID: _____

Course Failed: Number: _____ Title: _____

This form must be completed by the Course Faculty for any course failure by a student in a nursing course.

The student has demonstrated weakness in the following areas. (Check all that apply). For pre-licensure students, see Clinical Competency Tool (CCT) where appropriate for further information.

- ____ Maintenance of patient safety
- ____ Ability to follow directions
- ____ Ability/ willingness to seek assistance when appropriate
- ____ Deficiencies in clinical preparation
- ____ Knowledge of medications
- ____ Application of theory to practice
- ____ Basic understanding of anatomy and physiology
- ____ Basic understanding of pathophysiology
- ____ Knowledge of course content
- ____ Verbal communication skills
- ____ Written communication skills
- ____ Other (see comments below)

Comments:

Recommendations:

- ____ Student is not recommended for readmission
- ____ Student may apply for readmission upon fulfillment of the following recommendations:
 - ____ Progression Improvement Learning Contract
 - ____ Other (Please specify)

Faculty Signature _____ Date: _____

Student signature indicates only that the student has seen this form and understands its contents. It does not signify agreement with the decision.

Student Signature: _____ Date: _____

Copies of this document are to be distributed to the following: ____ Student; ____ SAC; ____ Academic Advisor; ____ Department Director; ____ Clinical Faculty (if appropriate); ____ Student File (via the appropriate Program Assistant)

Revised UAPR 06/97; SAC 7/06; 2/08; 8/08; lc 9/09



LORETTO HEIGHTS SCHOOL OF NURSING STUDENT POLICY

RETURNING AFTER ILLNESS, INJURY, OR DETERMINATION OF PREGNANCY

DATE ISSUED:	Legacy (Health and Clinical / Practicum Agency Requirements)
LAST REVISED:	9/09
APPROVAL:	Dean, LHSON 9/09
PAGES:	1
REFERENCES:	LHSON Faculty Manual and Student Handbooks

Due to the H1N1 pandemic, the following accommodations to the Returning after Illness Policy are in effect for Fall, 2009. A decision will be made about accommodations to this policy for Spring and Summer 2010 as information about the H1N1 pandemic is received.

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. This policy is subject to change based upon further information from the Center for Disease Control about H1N1 flu.

Students who have been ill with influenza-like symptoms and under the care of a licensed Health Care Provider, ill with a non-ILI related illness, or injured are required to provide their Director and the Clinical Placement Coordinator written release from their health care provider indicating that they may safely return to all clinical activities. A student who becomes pregnant is required to obtain a physician's written release before returning to clinical activities.



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICY
TRANSPORTATION AND OFF CAMPUS LEARNING ACTIVITIES POLICY**

DATE ISSUED: Legacy (Health and Clinical / Practicum Agency Requirements)
LAST REVISED: 9/09
APPROVAL: Dean, LHSON 9/09
PAGES: 1
REFERENCES: LHSON Faculty Manual and Student Handbooks

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.



LORETTO HEIGHTS SCHOOL OF NURSING STUDENT POLICIES

WITHDRAWAL FROM A NURSING COURSE

DATE ISSUED:	8/09
LAST REVISED:	
APPROVAL:	Dean, LHSON, 8/09
PAGES:	1
HANDOUTS:	None
REFERENCES:	LHSON Faculty Manual and Student Handbooks

A student who chooses to withdraw from a Nursing Course must follow the policy specific to their program.

- All pre-licensure programs require students to have approval in writing from their faculty advisor and/or director to withdraw from a nursing course.
 - ➔ 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 are not to use the attached form, but must go through their faculty advisor to withdraw from a course.
 - ➔ Students in the Accelerated and CHOICE Programs cannot withdraw from a course any later than the date specified in the University Bulletin for the Regis University Academic Calendar for the current year.
- All post-licensure programs strongly recommend that students discuss course withdrawal with their faculty advisor prior to withdrawing from a nursing course.
 - ➔ Student in post-licensure programs cannot withdraw from a course any later than the date specified in the University Bulletin for the Regis University Academic Calendar for the current year.

All nursing students except students in the Traditional Nursing Program are to use the form found at:

On Webadvisor:

Click on the Student menu and the new Withdrawal Form link is located in the top portion of the screen as well as in the Register for Sections menu.

On the Regis Website at: <http://regis.edu/regis.asp?sctn=sr&p1=ureg&p2=forms> on the Enrollment Service forms page.



**LORETTO HEIGHTS SCHOOL OF NURSING
STUDENT POLICIES
WITHDRAWAL FROM A NURSING PROGRAM**

DATE ISSUED:	Legacy (from LHDON Undergraduate and Graduate Student Handbooks)
LAST REVISED:	9/07
APPROVAL:	Dean, LHSON, 8/08; 9/09
PAGES:	1
HANDOUTS:	None
REFERENCES:	LHSON Faculty Manual and Student Handbooks

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.”

To withdraw from the Nursing Program formally, a form must be completed and signed by the Dean of the Loretto Heights School of Nursing and the Academic Dean of the Rueckert-Hartman College for Health Professions. A student who formally withdraws from the Program **may be allowed** readmission without reapplication and review through the Rueckert-Hartman College for Health Professions School of Admissions and Marketing 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.



STUDENT SERVICES

REGIS UNIVERSITY HOMEPAGE: www.regis.edu

The Regis University homepage has a section dedicated to the identification of services for current students in the Rueckert-Hartman College for Health Professions (RHCHP). Students, staff, and faculty are encouraged to access the site <http://www.regis.edu/rhchp/services.htm> and to become familiar with its contents.

RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS SERVICE DEPARTMENTS

The Rueckert-Hartman College for Health Professions has centers and departments that support Service Learning and Distance Learning, learning modalities highly valued in the RHCHP.

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. An RHCHP Service Learning Handbook provides more information about the Center and can be found at <http://www.regis.edu/regis.asp?sectn=ars&p1=sl&p2=shcp&p3=sr&p4=forms>.

RHCHP Distance Learning Department

The Rueckert Hartman College for Health Professions 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.

RHCHP Office Admissions and Student Operations

The Office of Admissions & Student Operations in the Rueckert-Hartman College for Health Professions 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.

In addition to working with prospective students and applicants, the Office of Admissions & Student Operations has responsibilities related to students that have started their health care programs. By centralizing some of the functions across RHCHP, the Office

provides a central office for a great deal of standardization across all schools and departments within the college. Standardized forms, procedures, and policies related to transfer credit and clinical compliance are the functions executed by the Office of Admissions & Student Operations.

LORETTO HEIGHTS SCHOOL OF NURSING SERVICES

In addition to the above, the Loretto Heights School of Nursing provides services 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.

Clinical Learning Unit - Nursing Skills and Simulation Labs

The LHSOON Clinical Learning Unit (CLU) coordinators and faculty provide 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 Adult Learning Center. Scheduled lab sessions are a requirement for many pre-licensure nursing courses. Open lab times are also scheduled.

Clinical Support Unit

The LHSOON 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 LHSO^N documentation be met (e.g. current PPD, current 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.**

AmeriCorps UCAN

LHSO^N AmeriCorps UCAN functions are administered out of the CSU.

SharePoint

SharePoint is secure electronic document storage application. The LHSO^N uses this facility to make course and other resource documents as readily available to students as possible. A staff member in the School has special training as a SharePoint Administrator and is available to help students with questions about this service. The ITS HelpDesk (303-964-4050) can provide help for students having difficulty accessing their course sites.

LHSO^N Student Advisory and Governance

A Student Advisory Council is a group facilitated by the Chair of the Student Affairs Committee that provides a forum for LHSO^N students. This group meets several times each semester. It supplements “Chair Chats” and the “Online Student Forum” which are forums for student dialogue and input about the operations and opportunities provided by specific options in the LHSO^N.

Student Representation on LHSO^N Faculty Governance

The LHSO^N’s faculty governance structure includes three Standing Committees. The charge of each Standing Committee is detailed in the NFO By-Laws and includes student representation. The Standing Committees include a Curriculum Committee, Faculty Development Committee, Quality and Evaluation Committee, and Student Affairs Committee.

Professional / Honor Societies with Affiliation to the LHSO^N

Student 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 LHSO^N faculty advisor.

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 Loretto Heights School of Nursing 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 LHSO 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. LHSO Faculty are available to support students in their application process. The website (<http://www.regis.edu/regis.asp?sctn=ars&p1=asn>) and Alpha Sigma Nu faculty advisor are available for assistance in this process.

REGIS UNIVERSITY CONVOCATION AND GRADUATION-RELATED ACTIVITIES

Convocation

The LHSO celebrates the beginning of pre-licensure students’ clinical experiences with a convocation and blessing of the hands, symbolic of Loretto Heights Nursing’s philosophy of “Continuing the Tradition ... Developing Inquisitive Minds, and Healing Hands.

LHSO 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 Loretto Heights School of Nursing. 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 and serves as a celebratory and closure activity for students, families, and faculty.

Commencement

Attendance at the Regis University Commencement ceremony is very much encouraged. The Office of the University Registrar 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 Bulletin**, and Regis Insite (<http://insite.regis.edu>) for additional Graduation and Commencement information. The Regis University Bulletin identifies the number of credits that must be completed for the student to be eligible to participate in Commencement.

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>.

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.

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 Loretto Heights School of Nursing and Regis University, **graduates are strongly encouraged to keep the Alumni Office up to date with their current contact details (address, telephone(s), email(s), and employer).**

LHSON Alumni Association

The LHSON in collaboration with the Regis University Alumni Office organizes alumni activities for nursing alumni during Regis University Alumni Weekend. Students are encouraged to contact the Alumni Office (<http://www.regis.edu/regis.asp?sctn=alum>) 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:

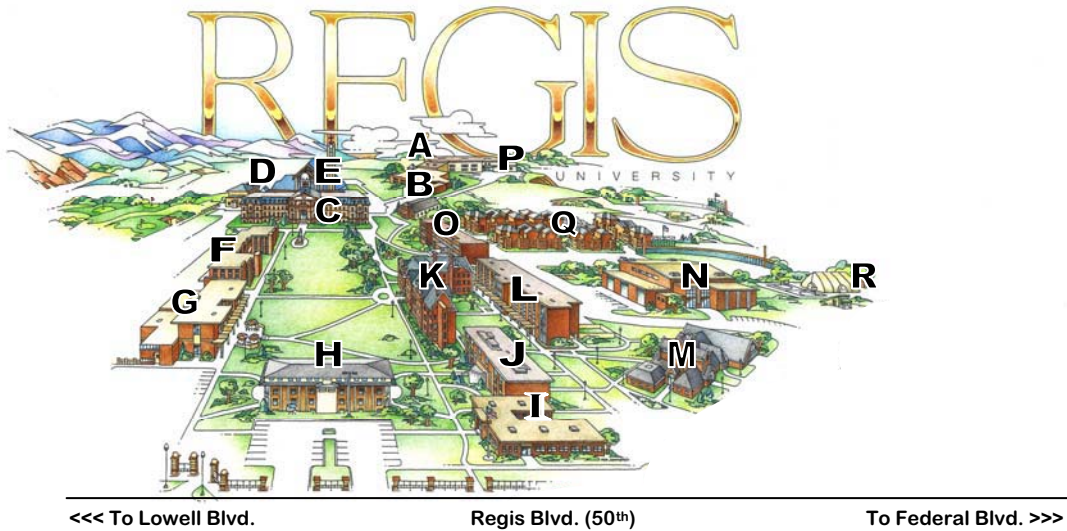
- A request from students who are about to graduate to provide information about the employer and address they anticipate they will have in nine (9) months.
- Emailed and mailed links to surveys for alumni nine (9) months after graduation.
- Emailed and mailed links to surveys for employers of LHSON 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 Loretto Heights School of Nursing 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.

CAMPUS MAP



- A ADULT LEARNING CENTER (ALC)
- B FINE ARTS DEPARTMENT
- C MAIN HALL (MH)
- D JESUIT RESIDENCE (JR)
- E ST JOHN FRANCIS REGIS CHAPEL
- F WEST HALL (WH)
- G STUDENT CENTER
- H DAYTON MEMORIAL LIBRARY (DML)
- I LOYOLA HALL
- J SCIENCE BUILDING
- K CARROLL HALL (CRH)
- L DE SMET HALL
- M COORS LIFE DIRECTIONS CENTER
- N FIELD HOUSE
- O O'CONNELL HALL
- P CONFERENCE CENTER, RHCHP OFFICES, and COPY & PRINT CENTER
- Q TOWNHOUSES
- R RANGER DOME

TELEPHONE AND EMAIL LIST

Contact details for **selected** individuals in the Rueckert-Hartman College for Health Professions, the Loretto Heights School of Nursing, and Regis University are listed below. A full directory is available on INSITE at <http://insite.regis.edu>.

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

Dr. Janet Houser, Acting Academic Dean	303-458-4174 jhouser@regis.edu
Ms Valerie Schreiber, Assistant to the Academic Dean	303-458-4174 vschreib@regis.edu
Ms Donna Moran, Budget and Operations Manager	303-964-5752 dmoran@regis.edu

RHCHP Academic Departments

Department of Health Care Ethics	303-964-3600
Department of Health Services Administration	303-458-4157
School of Pharmacy	303-625-1300
School of Physical Therapy	303-458-4340

RHCHP Service Units

Office of Admissions and Student Operations	303-458-4344
Department of Distance Learning	303-964-5180
Center for Service Learning	303-964-5333

Loretto Heights School of Nursing, Office of the Dean

Dr. Candace Berardinelli, Dean	303-458-4232 cberardi@regis.edu
Dr. Rita Axford, Assistant Dean for Operations	303-964-3600 raxford@regis.edu
Ms Jaynee Hilfer, Administrative Manager	303-458-4232 jhilfer@regis.edu
School Pager	303-208-6682
School Fax	303-964-5325
Online Nursing Program Fax	303-964-5343

Nursing Skills Lab 303-964-5303
Simulation Lab 303-964-5200

Department of Accelerated Nursing

Dr. Patsy Cullen, Director 303-964-5132
pcullen@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. Kathleen Whalen, Faculty Coordinator: CHOICE 303-458-3599
kwhalen@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. Marcia Gilbert, Faculty Coordinator: Nurse Practitioners 303-964-5135
kwhalen@regis.edu

Dr. Karen Pennington, Faculty Coordinator: RN-BSNs 303-964-5341
kpenning@regis.edu

Ms Cindy Doll, Administrative Assistant 303-964-5251
cdoll@regis.edu

Department of Online Nursing

Dr. Mary Proksch, Director 303-458-4234
mproksch@regis.edu

Ms Susan Sciacca, Online Faculty Advisor 303-964-5745
ssciacca@regis.edu

Ms Jackie Dawson, Online Faculty Advisor 303-485-5779
jdawson@regis.edu

Ms Heather DeSpain, Administrative Assistant 303-964-5269
hdespain@regis.edu

Clinical Learning Unit

Ms Barbara Chevront, Faculty Coordinator: Skills Lab 303-964-5229
bcheuvro@regis.edu

Ms Margaret Mulhall, Faculty Coordinator: Simulation Lab 303-458-4331
mmulhall@regis.edu

Clinical Support Unit

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

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

Ms Vickie Hollingsworth, CSU Administrative Assistant 303-964-5222
vholling@regis.edu

TBD, CSU Administrative Assistant

Nursing Faculty Organization (NFO) and Standing Committee Chairs

Ms Margaret Mulhall, Chair, NFO 303-458-4331
mmulhall@regis.edu

Dr. Mary Pat Szutenbach, Chair, Curriculum Committee 303-964-5148
mszutenb@regis.edu

Dr. Judy Crewell, Chair, Faculty Development Committee 303-4365
jcrewell@regis.edu

Dr. Pat Mullen, Chair, Quality and Evaluation Committee 303-964-5142
pmullen@regis.edu

Dr. Linda Campbell, Chair, Student Affairs Committee 303-964-5131
lcampbel@regis.edu

Learning Enhancement and Advancement Program (LEAP)

Dr. Mary Pat Szutenbach, Coordinator 303-964-5148
mszutenb@regis.edu

LHSON Faculty

Dr. Rita Axford	303-964-3600 raxford@regis.edu
Ms Julie Benz	303-964-4290 (office) 303-981-1895 (cell) jbenz@regis.edu
Dr. Candace Berardinelli	303-458-4232 cberardi@regis.edu
Dr. Barbara Berg	303-964-5736 bberg@regis.edu
Ms Jeanne Burnkrant	303-964-5795 jburnkra@regis.edu
Dr. Linda Campbell	303-964-5131 lcampbel@regis.edu
Ms Rebecca Carlson	303 458-4233 rcarlson@regis.edu
Ms Barbara Cheuvront	303-964-5229 bcheuvro@regis.edu
Dr. Lora Claywell	636-285-0815 (office) or 314-435-5228 (alternative) lclaywel@regis.edu
Dr. Mary Jo Coast	303-458-4235 mcoast@regis.edu
Dr. Judy Crewell	303-458-4365 pcrewell@regis.edu
Dr. Patsy Cullen	303-964-5132 pcullen@regis.edu
Ms Jackie Dawson	303-964-5779 jdawson@regis.edu
Dr. Diane Ernst	303-964-5768 dernst@regis.edu
Dr. Christine Finn	303-458-4236 cfinn@regis.edu
Ms Lucky Gallegos	303-964-5735 dgallego@regis.edu

Dr. Marcia Gilbert	303-964-5189 mgilbert@regis.edu
Dr. Phyllis Graham Dickerson	303-458-4064 pgrahamd@regis.edu
Ms Theresa Holsan	303-964-5734 tholsan@regis.edu
Ms MaryEllen Honeyfield	303-964-4290 (office) 303-204-5101 (cell) mhoneyfi@regis.edu
Dr. Sara Jarrett	303-458-4082 sjarrett@regis.edu
Ms Joanne Jonell	303-964-5129 jrjonell@regis.edu
Ms Nancy Kreger	303-964-5303 nkreger@regis.edu
Dr. Cheryl Kruschke	303-625-1269 ckruschk@regis.edu
Ms Karen LeDuc	303-458-4338 kleduc@regis.edu
Ms Margaret Mulhall	303-458-4331 mmulhall@regis.edu
Dr. Pat Mullen	303-964-5142 pmullen@regis.edu
Ms Harriet Palmer-Willis	303-964-5128 hpalmerw@regis.edu
Dr. Karen Pennington	303-964-5341 kpenning@regis.edu
Dr. Mary Proksch	303-458-4332 mproksch@regis.edu
Ms Margaret Riley	303-458-4234 mriley@regis.edu
Dr. Candice Schoeneberger	303-458-4132 cschoene@regis.edu
Ms Susan Sciacca	303-964-5745 ssciacca@regis.edu

Ms Traci Snedden	303-964-5165 tsnedden@regis.edu
Dr. Pamela Stoeckel	303-458-4975 pstoecke@regis.edu
Ms Wendi Strauss	303-458-4189 wstrauss@regis.edu
Dr. Louise Suit	303-458-4187 asuit@regis.edu
Dr. Mary Pat Szutenbach	303-964-5148 mszutenb@regis.edu
Dr. Lynn Wimett	303-458-4063 lwimett@regis.edu
Ms Cathy Witt	303-964-4290(office) 303-839-7735 (cell) cwitt@regis.edu
Ms Lisa Zenoni	303-964-5127 lzenoni@regis.edu

OTHER LOWELL CAMPUS PHONE NUMBERS

Information	303-458-4100
Campus Safety / Security	303-458-4122
Dayton Memorial Library	303-458-4030
E-Follett / University Bookstore	303-458-4150
Enrollment Services / Financial Aid	303-458-4066
Information Technology Services	303-458-4050
Media Services	303-458-4265
Physical Plant	303-458-4211
Registrar's Office	303-458-4114
Student Accounts	303-458-4126
University Ministry	303-458-4153

OTHER CRITICAL INFORMATION

RU ALERT

As part of responsible professional behavior, the LHSON requires all campus-based nursing students 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.

INCLEMENT WEATHER PROCEDURES

Due to the tight scheduling of nursing courses, classes are rarely canceled. 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.

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>.

Please note that free long distance services are available for all Regis University phone numbers by dialing 1-800-388-2366 and the four digit extension number.

CAMPUS SAFETY AND SECURITY
303- 458-4122