FORWARD

The policies and procedures in the *Ruth S. Coleman College of Nursing and Health Sciences (CONHS) Student Handbook* are consistent with and an extension of the policies appearing in the *Cardinal Stritch University Student Handbook*, and the *Undergraduate and Graduate Catalogs*. A student enrolled in a course in the CONHS will have access to the *CONHS Student Handbook* in the Canvas course. Each student is responsible for knowing and understanding the information in the *CONHS Student Handbook*.

The *CONHS Student Handbook* provides information and policies for all students in the CONHS. The material is intended to help students in the CONHS to understand the policies and procedures for their program.

CONHS policies may be changed after a student has entered the program. A student is bound by the policies currently in force at any given time, even if those policies differ from those which were in place when the student entered the program. Because policies and practices are continuously subject to change by external and internal sources, it is the intent of the CONHS to review and modify these policies and practices as necessary. Students will be required to acknowledge receipt of the electronic copy of the *CONHS Student Handbook*.

The CONHS programs are accredited and approved as follows:

**Bachelor of Science in Nursing program** at Cardinal Stritch University is accredited by the:
- Commission on Collegiate Nursing Education (CCNE)
  - 655 K Street, NW, Suite 750
  - Washington, DC 20001
  - Telephone: (202) 887-6791
  - Web: [http://www.aacnursing.org/CCNE](http://www.aacnursing.org/CCNE)

The **Master of Science in Nursing program** is accredited by the:
- Accreditation Commission for Education in Nursing (ACEN)
  - 3343 Peachtree Road NE, Suite 850
  - Atlanta, Georgia, 30326
  - Telephone: (404) 975-5000
  - Fax: (404) 975-5020
  - E-mail: info@acenursing.org
  - Web: [www.acenursing.org](http://www.acenursing.org)

The **Bachelor of Science in Nursing program** is approved by the Wisconsin State Board of Nursing:
- Mail: Wisconsin State Board of Nursing
  - Department of Safety and Professional Services
  - PO Box 8935
  - Madison, WI 53708-8935
- Office Location: 4822 Madison Yards Way
  - Madison, WI 53705
- Telephone: (608) 266-2112
- FAX: (608) 261-7083
- Email: dsps@wisconsin.gov
- Web: [http://dsps.wi.gov](http://dsps.wi.gov)
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SECTION I:  
RUTH S. COLEMAN COLLEGE OF NURSING AND HEALTH SCIENCES INFORMATION  

VISION AND MISSION OF THE CONHS PROGRAMS  

The vision and mission of all CONHS programs is as follows.  

Vision  

The vision of the Ruth S. Coleman College of Nursing and Health Sciences is to educate healthcare leaders to collaborate with the interdisciplinary team to build bridges for a healthy community.  

Mission  

The mission of the Ruth S. Coleman College of Nursing and Health Sciences is to create a challenging and affirming scholarly community, guided by the Franciscan Values, where faculty and students develop knowledge, skills, and attitudes that advance health, healthcare, and the healthcare profession through leadership, learning, and service.  

CONHS NURSING PROGRAM PHILOSOPHY  

The philosophy of the CONHS nursing programs includes the following terms and definitions:  

PATIENT  

The patient is defined as a person, family, group, community, or population in need of nursing care to regain, retain, or improve their physical and mental health. Patients have the right to have their beliefs, values, and health practices respected.  

HEALTH  

Health is the expression of the patient’s biopsychosocial status.  

ENVIRONMENT  

The surrounding habitat, context, milieu, conditions, and atmosphere in which all living systems participate and interact. It includes the physical habitat as well as cultural, psychological, social, and historical influences. It includes both the external physical space as well as an individual’s internal physical, mental, emotional, social, and spiritual experience (ANA & AHNA, 2013).  

NURSING  

According to the American Nurses Association (2015) definition “Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations.” Patient centered care is provided across all environments.
LEARNING

Learning is an interactive and life-long process that is measured through the achievement of outcomes.

LEARNER- STUDENT

The student navigates their learning in partnership with faculty to apply their knowledge from all courses to improve patient health outcomes and advance the profession of nursing. The learner is an active participant in the learning process who helps determine his/her own learning needs, engages in self-learning, and seeks opportunities for personal growth. The learner brings to the interactive process prior knowledge, skills, and abilities attained from life experiences as well as prior education.

EDUCATION

The Ruth S. Coleman College of Nursing and Health Sciences offer the full range of nursing programs: Bachelor of Science in Nursing (BSN); RN to BSN; and Master of Science in Nursing (MSN). Levels of practice are differentiated in the programs. Leveling programs promotes career laddering and gives students an opportunity to realize their mission as individuals, professional nurses, and responsible members of society. A seamless transition between nursing education levels is valued.

EDUCATOR

The nurse educator designs a challenging, supportive, and scholarly environment that prepares nurse leaders who collaborate with the interdisciplinary team to achieve positive health outcomes. The nurse educator structures learning experiences to promote knowledge, skills, and abilities for nursing practice at the baccalaureate and masters levels. Baccalaureate education prepares the student to provide healthcare to individuals, families, groups, and communities in a variety of settings. Master’s education prepares the nurse to serve in advanced roles in leadership and education.


Last revised June 2019
SECTION II: GENERAL CONHS INFORMATION

Cardinal Stritch University offers Bachelor of Science in Nursing (BSN), Registered Nurse to Bachelor of Science in Nursing degree completion (RN to BSN), Master of Science in Nursing (MSN), Bachelor of Science in Respiratory Therapy Completion (BSRT-C), and Bachelor of Science in Health and Wellness (BSHW) degree options for students seeking a liberal arts foundation in a university environment. Each program follows professional standards of their respective profession and the standards developed by the CONHS.

PROFESSIONAL STANDARDS

Nursing Programs
Any student in the nursing major is considered a student nurse. The student is bound to perform at the same level as the professional, in this case the Registered Nurse, in both the clinical and academic setting. The level of professionalism the student is expected to demonstrate as a Registered Nurse is according to the Nursing: Scope and Standards of Practice, Code of Ethics for Nurses, and the CONHS Standards of Professional Conduct.

Respiratory Therapy Program
Any student in the respiratory therapy program is bound to perform at the same level as the professional, in this case the respiratory therapist, in both the clinical and academic setting. The level of professionalism the student is expected to demonstrate as a respiratory therapist is consistent with the American Association for Respiratory Care (AARC) Statement of Ethics and Professional Conduct.

Health and Wellness Program
Any student in the health and wellness program is bound to perform at the same level as the professional in the clinical and academic setting. The level of professionalism the student is expected to demonstrate is consistent with the health education specialist practice as identified by the National Commission for Health Education Credentialing.

CONHS STANDARDS OF PROFESSIONAL CONDUCT

All students in the CONHS are held accountable to the standards of their profession as well the standards of conduct as defined by Cardinal Stritch University. For the undergraduate student this includes the Standards of Conduct described in the current Cardinal Stritch University Undergraduate Catalog at www.stritch.edu/Academics/Catalog and student standards and policies described in the current Student Handbook found at https://my.stritch.edu/ICS/Stritch_Resources/Handbooks/Handbooks.jnz?portlet=Handouts. For the graduate student, the Standards of Conduct can be found in the current Cardinal Stritch University Graduate Catalog at www.stritch.edu/Academics/Catalog

As healthcare professionals, we benefit from the high respect society accords our profession. This respect was earned by generations of healthcare professionals who exhibited the values of compassion, integrity, altruism and discretion. Society’s respect for healthcare professionals is based on high expectations. As professionals, we recognize our appearance, our conduct, and our language can send messages, both intentional and unintentional, that speak much louder than our words.

1. Maintain honesty and integrity in all settings.
2. Do not allow personal issues to interfere with school responsibilities and patient care.
3. Arrive at classes and clinical sessions several minutes before the starting time in order to be settled, organized and prepared to learn.
4. Remain attentive at all times to classroom presentations and clinical discussions. Do not speak when others are talking.
5. Turn off cell phones and pagers before entering the classroom or clinical settings. Do not talk on the telephone, text, read unrelated material or work on out-of-class assignments during class or in clinical. The only personal call that is acceptable is for an emergency that requires immediate attention or the student to leave.
6. Ensure that assignments are complete and submitted on time. This means preparing assignments well ahead of the due date, so that if last-minute obstacles arise, the assignments will nevertheless be submitted on time.
7. Provide specific, constructive, timely feedback to peers and instructors. At the end of each course, clinical and the educational program, provide feedback to help improve the course, program and the University.
8. Take full responsibility for your individual share of the work involved in group assignments.
9. When addressing a problem or issue, speak to the person most directly responsible. If the result is unsatisfactory and you wish to pursue the issue, move up the chain of command, one-step at a time (from course faculty to program chair, and finally to the Associate Dean/Dean of the CONHS).
10. Demonstrate professional communication by respecting peers, faculty and any person with whom you are in contact.
SECTION III: CONHS POLICIES AND PROCEDURES

ADMISSION TO CONHS

The admission policies of the CONHS adhere to the general admission policies and procedures of the University. Each program has additional requirements for admission. Refer to the current University Undergraduate Catalog at [http://www.stritch.edu/Academics/Catalog](http://www.stritch.edu/Academics/Catalog) for policy/procedure information for the BSN, RN to BSN, BSRT-C, and the BSHW programs and the current Cardinal Stritch University Graduate Catalog at [http://www.stritch.edu/Academics/Catalog](http://www.stritch.edu/Academics/Catalog) for University policies and procedures on MSN admission.

A student who is appealing an admission decision will appeal to the Program Chair or designee.

WITHDRAWAL FROM OR FAILURE IN CONHS COURSES

The last date a student may withdraw from or change to audit status in a CONHS course is consistent with the policy described in the current Cardinal Stritch University Undergraduate Catalog or the Cardinal Stritch University Graduate Catalog at [http://www.stritch.edu/Academics/Catalog](http://www.stritch.edu/Academics/Catalog).

This date is published in the syllabus for each CONHS course. If a student withdraws from a course that is a prerequisite or co-requisite for another CONHS course being taken in the same semester or term, the student must withdraw from both courses.

MISSED EXAMS, MISSED ASSIGNMENTS, AND LATE ASSIGNMENTS

Refer to each course syllabi for the course policy on missed exams, missed assignments, and late assignments.

ACADEMIC APPEALS IN THE CONHS

If a CONHS student believes there is sufficient reason to question the calculation or assignment of a grade or an academic disciplinary action, the formal appeal procedure may be initiated. The CONHS follows the procedure for academic appeals as outlined in the University catalogue. Refer to the current Cardinal Stritch University Undergraduate or Graduate Catalog at [http://www.stritch.edu/Academics/Catalog](http://www.stritch.edu/Academics/Catalog).

RE-ADMISSION TO UNDERGRADUATE PROGRAMS IN THE CONHS

A student academically dismissed from a CONHS undergraduate program they are enrolled in may appeal to be re-admitted. A student is academically ineligible to progress in the CONHS program if:

- The student withdraws from or receives an unsatisfactory course grade a total of two times (excluding medical withdrawals).

The student may apply for program re-admission if it is felt that there were extenuating circumstances. Extenuating circumstances are serious unforeseen circumstances beyond a student’s control which prevent satisfactory achievement of course requirements.
The procedure for re-admission is as follows:

1. Complete and submit the official Appeal Letter (Appendix A). In addition to the Appeal Letter, students are required to submit documentation that supports evidence of extenuating circumstances. Submit all required documents via student Wolfmail to the CONHS associate dean according to the process and deadline identified in the program dismissal letter. Documents submitted late will not be considered.

2. The documents will be reviewed by the CONHS associate dean, who will determine if extenuating circumstances were present. The student will be informed via their Wolfmail account within ten working days after submission of the appeal as to whether the appeal will proceed for further consideration. If extenuating circumstances are not deemed to be present, the appeal will not proceed.

3. If extenuating circumstances are determined to be present, the readmission committee (Associate Dean, Program Chair, and the Chair of the Admission, Progression, Retention Committee) will make a final decision regarding the appeal and any possible conditions such as date of return, remediation, etc.

4. The student will be informed of the readmission decision via the student’s Wolfmail account within three (3) business days.

5. The student may appeal the readmission decision to the CONHS dean within 20 business days after the date of the notification letter. The decision made by the CONHS dean is final.

6. If program re-admission is granted and a student receives an unsatisfactory grade or withdraws from a course in the major, the student is ineligible to continue in the program or reapply for readmission to the program.

DISMISSAL FROM A CONHS PROGRAM FOR NON-ACADEMIC VIOLATIONS

A student dismissed from Cardinal Stritch University for non-academic violations, must be re-admitted to the university prior to applying for re-admission to the CONHS. See Disruptive/Threatening Behavior Policy in the Cardinal Stritch University Undergraduate or Graduate Catalog http://www.stritch.edu/Academics/Catalog

NON-ACADEMIC GRIEVANCES FOR CONHS PROGRAMS

For all grievances that are not grade related the CONHS follows the Complaint Policy as identified in the University Undergraduate or Graduate Catalog http://www.stritch.edu/Academics/Catalog. Students submitting a non-academic grievance to a CONHS faculty, program chair, associate dean, or dean, should complete the Concerns or Issues Intake Form found in Appendix B. The form should be submitted to the CONHS Executive Coordinator who will forward the concern or issue to the appropriate person.

MAINTAINING PATIENT CONFIDENTIALITY

All CONHS students must follow the Health Insurance Portability and Accountability Act (HIPAA) which regulates how, when, and to whom patient’s health care information can be shared is to ensure that patients’ health care information remains confidential. Protected health information includes any information that is oral, written, electronic, magnetic or recorded in any form and pertains to a patient’s past, present, or future physical or mental health condition, health care treatment, payment for health care services that identifies a patient by name, social security number or medical record number or information that can be used to find out the person’s identity such as address, telephone number, birth date, e-mail address, and names of relatives or employer. All students and faculty are ethically and legally bound to protect patient’s healthcare information and other information about the patient under all state and federal laws.

Guidelines for Protection of Health Information in the Academic Setting

1. Oral, Written, Electronic Communication
a. Discussion of clinical, practicum, and internship experiences is an essential tool for learning. Communication related to a patient should not take place in the halls or any public areas. Discussion regarding a specific patient or patient care should take place in a classroom or a place where the public traffic is controlled such as faculty’s office. To maintain privacy of the patient the door should be closed during these discussions.

b. Any discussion of a patient and patient care should only be for the purpose of education and with those that need to know to also be engaged in the discussion. A student is not permitted to disclose Protected Health Information (PHI) or patient identifiers, in these academic discussions, other than essential information that may add to the discussion. In order for PHI to be considered de-identified, all of the following identifiers of the patient, relatives, employers, or household members of the patient must be removed:
   - Name
   - Geographic subdivisions smaller than a state (i.e. county, town, or city, street address, and zip code)
   - All elements of dates (except year) for dates directly related to an individual (including birth date, admission date, discharge date, date of death, all ages over 89, and dates indicative of age over 89)
   - Telephone number
   - Fax number
   - E-mail address
   - Social security number
   - Medical record number
   - Health plan beneficiary number
   - Account number
   - Certificate/license number
   - Vehicle identifiers and serial numbers
   - URLs
   - Internet protocol addresses
   - Biometric identifiers (e. fingerprints)
   - Full photographic and any comparable images
   - Any other unique identifying number, characteristic, or code
   - Any other information that could be used alone or in combination with other information to identify the individual, such as picture of a face (HIPAA Privacy Rule [45 CFR 164.514])

c. A student is not permitted to disclose Protected Health information (PHI) at any time to family, friends, or via social media.

2. Social Media
Any mention or discussion of clinical or patient taken care of during the clinical experience should not take place in social media. Social media includes but is not limited to Facebook, Twitter, links to social media and other social media forms not yet developed. The CONHS follows the guidelines of the National Council of State Boards of Nursing. A copy of these guidelines can be found at https://www.ncsbn.org/communications-library.htm#section_3583.

3. Journaling
Journaling is an essential educational tool. Patient and agency confidentiality must be maintained in the journaling process. A journal may include but is not limited to the clinical prep sheet, with de-identified patient and clinical agency information, reflections, and any other required clinical journal component.

4. At the clinical agency, a student may only access patient information that is necessary for their assignment and as allowed by the clinical agency guidelines for patient information access.
5. A student violating policy protecting confidentiality may be subject to removal from the clinical agency and dismissal from the CONHS.

The MSN student who requires access to student information, in the pursuit of their preparation as educators and leaders, must adhere to the Family Educational Rights and Privacy Act (FERPA) of 1974. The student is referred to the section on Access to Student Records *Cardinal Stritch University Graduate Catalog* at [http://www.stritch.edu/Academics/Catalog](http://www.stritch.edu/Academics/Catalog).

**STUDENT REPRESENTATION ON CONHS FACULTY COMMITTEES**

A student enrolled in a CONHS program has an opportunity to be a student representative on program committees. Students will be notified at the beginning of each academic year when student representation is being solicited.

**LEARNING CONTRACT**

The Learning Contract is a contract between the student and course faculty that is initiated at the request of the course faculty or student. The purpose of the learning contract is to outline goals and activities to enable the student to be successful in achieving course outcomes. The contract is mutually agreed upon by the student and course faculty. The learning contract should include strategies for achievement of course learning outcomes.

The Learning Contract may be initiated when a student is repeating a course, when course learning outcomes are not being met, or for certain infractions on professionalism tool (Appendix C). When a Learning Contract is initiated, success in the course is not guaranteed.

**GRADUATION**

Graduation requirements for each program can be found in the specific program section. Please refer to the current University Undergraduate Catalog and Graduate Catalog at [www.stritch.edu/Academics/Catalog](http://www.stritch.edu/Academics/Catalog) for policy/procedure information concerning graduation.

**ATTENDANCE POLICY**

Since excessive absences or online inactivity may affect the quality of a student's academic achievement and attainment of the course outcomes, the faculty of the CONHS expect all students to attend class/participate online as scheduled. For face-to-face classes, a student is expected to arrive on time and stay for the duration of the scheduled time. Individual course requirements and procedures are described in the syllabus for each nursing course. Clinical, practicum, and internship expectation requirements are identified in the course syllabus. A student missing time in clinical, practicum, or internships may be required to make up the time or may be unable to complete the course.

**COSTS ASSOCIATED WITH CONHS PROGRAMS**

In the CONHS there are costs associated with the programs that are the responsibility of the student. The additional costs may include:

- Verified Credentials
- Educational materials
- Clinical and practicum health and other clinical requirements
- CPR
- Graduation
1. CONHS students will practice within the professional boundaries and standards of their respective program.
2. All CONHS students assigned to a clinical, practicum, or internship must adhere to the policies and procedures of the respective agency. A student will be removed from the clinical, practicum, or internship at any time the faculty judges there to be a failure to provide the "standard of care" as established by the course outcomes. The student is bound to perform and uphold the level of care at the same level as the professional.
3. It is the faculty's prerogative to remove a student from the clinical/practicum/internship setting at any time if, in the faculty's professional judgment, the student is deemed to be unsafe, dishonest, or under the influence of alcohol and/or any other mood-altering substance. Failure to meet one or more of the above guidelines at any given time during the course may result in failure of the course.

**Clinical, Practicum, and Internship Requirements**

The following are *Wisconsin State-wide Health Requirements* for all students in a clinical, practicum, and internships. The *Wisconsin State-wide Health Requirements* were developed by the Wisconsin Healthcare Alliances. The clinical, practicum, and internship requirements must be complete and current at the beginning of the semester or term and for the duration of the semester or term. All clinical, practicum, and internship documentation will be housed in Verified Credentials. The student will be given an orientation to Verified Credentials. The health requirements are as follows:

1. Current history and physical examination by MD, DO, APNP or PA required within 90 days of the start of NUR 110 Introduction to Professional Nursing Practice, the first BSN nursing course or as identified for other CONHS programs.
2. Current history of the following immunizations:
   a. MMR (measles, mumps, rubella (German measles) Vaccination:
      - Two doses of vaccines documented by a health care provider. Vaccines must be appropriately spaced and given according to CDC guidelines (on or after first birthday and must be at least 28 days apart). Wisconsin Immunization Registry (WIR) documentation is acceptable.
      - If student is currently in the process of receiving the vaccine series (has received one dose of the vaccine prior to start), the second dose must be received within one month after starting the program. Doses must be at least 28 days apart.
      - Or, documentation by a health care provider of serologic immunity (titer).
   b. Tetanus, diphtheria and pertussis (Tdap; Td) vaccination:
      - Documentation of one-time dose of the Tdap vaccine and then Td every 10 years.
   c. Hepatitis B Vaccination:
      - Immunizations and Antibody Screen: This is a series of three vaccinations and a post vaccination antibody screen. The vaccination series is voluntary, but is strongly recommended for all student entering a health care field
      - The student must provide one of the following:
        o Documentation by a health care provider of serologic immunity (a quantitative, numeric Hepatitis B antibody level with interpretation/scale that indicates immunity). This testing must be dated at least one month after completion of the three-dose vaccine series.
o Or, documentation by a health care provider that the student is in the process of receiving the three-dose hepatitis B vaccination series, appropriately spaced per CDC guidelines.

o Or, a signed Hepatitis B Vaccine Declination Form.

d. Varicella (chicken pox) Vaccination:

- Two Varicella vaccination dates documented by a health care provider. Vaccines must be appropriately spaced and given according to CDC guidelines (on or after first birthday and must be at least 28 days apart). Wisconsin Immunization Registry (WIR) documentation is acceptable.

- Or, documentation by a health care provider of a positive Varicella titer.

e. Influenza (flu) Vaccination:

- Influenza vaccination is required prior to October 25 for fall semester or term, and prior to any winter/spring semester or term.

- Students in clinical, Practicum, or internship placements between April 1st and September 30th are exempt from the flu vaccination requirements.

- If a student identifies a “medical exemption”, documented validation by a MD or DO is required. Medical exemptions are granted for recognized contraindications:

  - Previous reaction of influenza vaccine (e.g., hives, difficulty breathing, swelling of tongue or lips).
    - This does not include sensitivity to the vaccine such as an upset stomach or mild or moderate local reactions such as soreness, redness, itching, or swelling at the injection site.
    - The above does not include subsequent upper respiratory infection or low-grade or moderate fever following a prior dose of the vaccine.

  - History of Guillain-Barre Syndrome (GBS) within six weeks of a previous dose of an influenza vaccine.

  - The student granted an influenza vaccine medical exemption is to follow clinical agency specific masking requirements during the influenza season (i.e., to wear a surgical mask whenever in patient care areas).

3. Tuberculosis (TB) Screening:

- Tuberculosis Screening is to take place within 90 days of starting the program (not clinical placement) and annually thereafter. Screening may be done via Mantoux tuberculin skin test or Interferon Gamma Release Assay (IGRA) (i.e., QuantiFERON – Gold test (QFT-G), T-SPOT.TB test (T-Spot)).

- Initially, provide documentation of two Mantoux tuberculin skin tests (“two-step”) administered one to three weeks apart.

  - Students with a documented 0 mm induration Mantoux skin test within the past 12 months only need one additional skin test done within 90 days of starting the program.

  - One Mantoux tuberculin skin test annually thereafter is required.

  - Or, an IGRA test within 90 days of starting the program (not clinical placement) and annually thereafter.

- Post TB Skin Test Conversion – chest x-ray:

  If a student has received a positive tuberculin skin test (TST) or IGRA result, the student must provide the following:

  - Medical documentation of the positive TST or IGRA results.
  
  - And, negative chest x-ray report dated post positive TST or IGRA.
  
  - And, complete annual TB symptom survey/questionnaire.
If a student is positive for active TB disease, they must participate in an active treatment plan to be reviewed annually. The student will not be eligible to participate in clinical, practicum, or internships until the student’s health care provider determines that they are not communicable.

4. American Heart Association Basic Life Support (BLS) for Healthcare Providers (CPR) certification prior to the first class with a clinical component or as identified by the CONHS program.
   - Certification is for two years and must be renewed to maintain current CPR certification.

5. CNA certification, LPN, RN, or RRT license
   - A copy of the certification or license
   - After initial CNA certification, the certification does not have to be maintained.

6. Criminal Background Check completed prior to first clinical
   - The initial criminal background check will be completed by Verified Credentials.
   - In the BSN program, a State of Wisconsin Department of Justice Wisconsin Criminal History (criminal background check) will be completed prior to NUR 420 Population Focused Health. A positive criminal background check may result in non-placement in a clinical agency. The clinical agency makes the final decision on all student approvals. The clinical agency decision is final and cannot be appealed. When possible, a reasonable attempt will be made to place the student at another clinical agency. In the event an alternate clinical placement is not feasible, the student may not be able to progress in the program and complete program requirements.
   - If there is a break in a student’s enrollment, the criminal background check will need to be repeated.

7. 10 panel drug screen: The 10 panel drug screen forms and location information is located on the Verified Credentials website.
   - A negative result will require no further screens unless indications of impairment are present, in which case additional screens may be requested.
   - If there is a break in a student’s enrollment, the urine drug screen will need to be repeated.
   - If a student has a current positive drug screen result, they will not be able to participate in a clinical placement that semester.

Medical Condition

Cardinal Stritch University complies with federal laws governing disability discrimination and the accommodation of disabilities. When a student returns to class, clinical, practicum, or internships following an accident, extended illness, significant psychological problem, pregnancy, or potentially serious medical condition, the student must be capable of performing the essential functions of the student’s program, with or without reasonable accommodations. Participation in class, clinical, practicum, or internships may result in some exposure to various bacteria, viruses, radiation, and/or chemicals (as would be the case in many medical-related environments). Accordingly, individuals with compromised immune systems and pregnant individuals, are required to notify Cardinal Stritch University of such condition(s), so that appropriate precautions and accommodations can be discussed.

When a student has a compromised immune system or is pregnant, it is the responsibility of the student to inform the course faculty or program chair at the earliest opportunity. Documentation in the form of a letter from the student’s physician or healthcare provider stating that the student is capable of performing the essential functions of the student’s program, with or without reasonable accommodations is recommended. Such documentation should also include any restrictions (e.g., lifting, chemical exposure) the student may have during the pregnancy. Pregnant students will be required to follow all directions from clinical staff regarding
exposure to substances with possible teratogenic effect/toxicity. Such documentation should also include any restrictions (e.g., lifting, chemical exposure) the student may have during the pregnancy. Should a student inform the course faculty or program chair of a pregnancy, the faculty will follow federal guidelines regarding exposure of pregnant employees to radiation. Clinical/practicum/internship faculty will attempt to accommodate students with any weight restrictions on lifting, and otherwise as appropriate.

Medical conditions/injuries requiring student restrictions:

- Students are required to notify the faculty or program chair of any physical or health problems that may affect student or patient safety. At the discretion of faculty, a CONHS student may be required to obtain a statement from health care provider regarding current health status and a recommendation regarding continuing safe clinical practice. The student is responsible to immediately notify the faculty or program chair of changes in their medical conditions or injuries prior to the next scheduled clinical day.
- Students are not to report to a clinical or community agency if the student is experiencing signs or symptoms of a communicable disease.
- Students are required to notify the course faculty or program chair of any needed accommodations prior to or during their course.

SAFETY POLICY

The faculty of the CONHS is concerned with the students' personal safety and well-being. Since many CONHS courses require clinical, practicums, and internships off campus throughout the community, we encourage students to use simple precautions to avoid a threat to their personal safety or belongings. Steps to personal safety begin with common sense and awareness. These include:

- Be alert to your surroundings;
- Walk in pairs whenever possible;
- Walk confidently and notice those around you;
- Take advantage of well-lighted areas;
- Take advantage of security services and be aware of safety policies of individual agencies.

TRANSPORTATION

Students are responsible for providing their own transportation to and from class, clinical, practicum, and internships. Assigning placements close to the student's place of residence may not be possible.

REQUEST FOR REFERENCES

Students/graduates who wish to request a reference from a CONHS faculty should contact the individual faculty. The request for a recommendation must include the student/graduate’s permission to release information.

WEATHER POLICY

In the event of inclement weather during non-daytime off-campus course related activities it is the responsibility of the nursing faculty and students to make decisions related to their personal safety. If faculty and/or students believe that travel would not be safe, the faculty, in consultation with the program chair, is able to make a decision about canceling or delaying the start of the course. Any changes to the course schedule need to be communicated by the faculty to all students within one hour of the course start time using the established method of communication. The course faculty is responsible for communicating any schedule changes in advance of clinical start to the clinical agency contact. If the university announces cancellation of evening classes then classes that start in the evening are cancelled. In the event that students are in the clinical agency...
when announcement of closure is made, then the faculty member has the discretion to cancel the clinical early but only after he/she assures that patient care is safely transitioned to staff with notice of at least one hour.

**USE OF TECHNOLOGY**

The CONHS curriculum reflects current educational practices. This includes using the latest educational strategies that incorporate the use of computer and other technology in teaching, learning, and evaluation so that students are prepared for the practice environment. As a result, a student is required to have access to a computer when enrolled in a CONHS course. In some cases, the CONHS will provide the computer or make arrangements for use of a computer lab for the purpose of teaching, learning, or evaluation. A student should refer to the course syllabus for course specific use and requirements for technology in a CONHS course. The ability to use a computer for basic word processing, creating presentations, and internet access is an expectation to aid in the completion of course work. Computers are available throughout the campus. A student requiring technical assistance should seek help from the Technology Help Desk.

The Stritch Wolfmail email system is the official means of communicating with students. Students are expected to check their Wolfmail account and the program Canvas site on a regular basis for Stritch and CONHS announcements. All CONHS students are responsible for information shared in the electronic college newsletter.

Use of electronic devices in the classroom is permitted for note-taking and other class-related work only. Any use other than those listed above is strictly prohibited. Examples of prohibited use include, but are not limited to the following: video/audio recording of classroom instruction without prior permission by the course faculty, taking photos of any classroom instruction, viewing/receiving texts, viewing social media (i.e.: Facebook, Instagram, Twitter, Snapchat etc.), viewing email, viewing the internet. Any student found to violate this policy may be dismissed from class and receive an unexcused absence for that day. Repeated violations may result in being unsuccessful in the course. All electronic devices not being used for course-related work must be silenced or turned off during class time.

Stritch nursing students will be held responsible for abiding by the Stritch Academic Integrity Policy as outlined in the Stritch Student Handbook. The student is expected to earn the course grade independently. Use of any electronic device for the purpose of sharing exam content, questions, images or video/audio recording of exam content, or discussion of exam is a violation of the Stritch Academic Integrity policies. A student is also prohibited from requesting information regarding exam prior to taking the exam (i.e: asking another student what to focus on for the exam). See the current Cardinal Stritch University Undergraduate Catalog at www.stritch.edu/Academics/Catalog.

**EMAIL ETIQUETTE GUIDELINES**

1. Always use a proper greeting. (Examples: Professor Smith, Dr. Smith, Dear Jane, Jane, Good afternoon Jane). Do not simply start writing the body of the email without a greeting. Avoid using casual greetings (i.e.: Hey, Quick Question, Hello!)
2. Use proper sentence structure, grammar, and spelling. Make sure to capitalize the first word of a sentence and place periods at ends of sentences. Remember, an email is not a tweet or a text.
3. Do not use acronyms (i.e.: LOL, BRB, OMG).
4. Be respectful. Do not use accusatory language or engage in personal attacks. If you have strong feelings about a topic or decision, politely suggest an in-person meeting where this can be discussed. Trying to discuss sensitive topics over email can lead to communication breakdown. Prior to sending an email that is
communicating strong feelings, prior to sending step away from your computer for several minutes and take
several minutes if determine if appropriate to send as written.
5. There is no need to be aggressive. No flaming (posting or sending offensive messages over the internet), all
caps, or !!!!!, or ?????.
6. Be constructive and objective (the opposite of negative/subjective). Focus on the facts and principles of the
matter and, again, avoid personal attacks and accusations. Think of your comments as printed in the
newspaper. Your online comments will be seen, heard and remembered by others. Before you make an
emotional, outrageous, or sarcastic remark on-line, think about whether you would care if it was seen in
your local newspaper.
7. Be specific. Avoid vague language. State specifically what it is that you would like to communicate, in
professional language.
8. Sign your email. Preferably include a closing such as: Thank you, Take care, etc.

SECTION IV: BACHELOR OF SCIENCE IN NURSING PROGRAM

The four year Bachelor of Science in Nursing (BSN) prelicensure program prepares graduates for careers in
professional nursing in a variety of settings. Students that complete the BSN program are eligible to write the
National Council Licensure Examination for Registered Nurses.

PROGRAM OUTCOMES

The BSN program expected student outcomes include:

F: Incorporate Franciscan Values and the American Nurses Association Code of Ethics for Nurses in
practice.

R: Use research and evidence-based practice as a basis for planning and providing care.

A1: Practice according to the ANA Nursing: Scope and standards of practice and abides by the legal
standards as defined by state nurse practice acts and federal regulations.

N1: Provide developmentally appropriate nursing care across the continuum of healthcare environments.

C1: Collaborate and communicate with the patient and the interdisciplinary team to maximize health
outcomes.

I: Use information management and apply patient care technology to provide quality care.

S: Demonstrate leadership by influencing others to optimize physical, emotional, and spiritual safety and
provide quality care.

C2: Provide culturally competent and holistic nursing care to diverse patients.

A2: Advocate for health promotion and disease prevention strategies.

N2: Demonstrate knowledge of health care policy, finance, and regulatory environments to improve patient
outcomes.

BSN PROGRAM CURRICULUM DESIGN

The BSN program uses the American Association of Colleges of Nursing (AACN) Baccalaureate Essentials
(2008) as a framework for developing, defining, and revising the curriculum. The document can be found at
http://www.aacn.nche.edu/education-resources/essential-series. In addition, the American Nurses Association
Nursing: Scope and standards of practice, American Nurses Association Code of ethics for nurses, and the Quality
and safety education for nurses (QSEN) competencies for pre-licensure graduates was also used to guide the
The QSEN competencies can be found at http://qsen.org/competencies/pre-licensure-ksas/ The Baccalaureate Essentials document addresses nine end-of-program competencies.

The BSN program is offered in a traditional, face-to-face semester format. Each course is offered every fall and spring semester. Courses that have a lab or clinical component are identified by the theory and clinical/lab credit allocation in parenthesis. Concepts are taught in each nursing course. Each course syllabi will list the concepts taught in that course. The following concepts and values are incorporated into each course and are considered assumed practices:

- Franciscan Values
- Professionalism
- Communication
- Safety and quality care
- Evidence-based practice
- Stigma
- Culture
- Spirituality
- Ethics
- Legal

MAJOR REQUIREMENTS

The BSN Program is offered in a traditional, face-to-face semester format. Each course is offered every fall and spring semester with the exception of nursing elective courses. Courses that have a lab or clinical component are identified by the theory and clinical/lab credit allocation in parenthesis. The curriculum is as follows.

BSN CURRICULUM DESIGN

The curriculum, prior to advising year 2018-19, is as follows:

Semester I
Stritch Seminar – (3 credits)
BL 111 Anatomy & Physiology I – (4 credits)
CORE Elective – (3 credits)
CA 108 Interpersonal Communication – (3 credits)
EN 101 Persuasive Writing (or CH 107 Fundamental Chemistry if needed or Elective) – (3 credits)

Semester II
NUR 110 Foundations of Professional Nursing Practice – (3 credits)
BL 112 Anatomy & Physiology II – (4 credits)
PS 190 Life Span Human Development – (3 credits)
Moral/Ethical Reasoning elective (PL 102 Introduction to Bioethics recommended) – (3 credits)

Semester III
NUR 210 Health Assessment – (4 (3/1) credits)
NUR 212 Pathophysiology I – (3 credits)
ED 203 Principles of Health in Teaching – (3 credits)
BL 202 Microbiology – (3 credits)
BL 203 Microbiology Laboratory – (1 credits)
EN 102 Research Writing – (3 credits)

Semester IV
NUR 222 Pharmacology – (3 credits)
NUR 224 Adult/Geriatric Health - Chronic Care – (6 (4/2) credits)
MT 113 Applied Algebra for Health Sciences – (3 credits)
BU 209 Healthcare Economics – (3 credits)

Semester V
NUR 300 Nutrition for Health – (3 credits)
NUR 310 Evidence Based Nursing Practice – (3 credits)
NUR 314 Mental Health – (4 (3/1) credits)
NUR 420 Population Focused Health – (4 (3/1) credits)

Semester VI
NUR 322 Maternal Newborn Health – (4 (3/1) credits)
NUR 324 Pediatric Health – (3 credits)
CORE class – (3 credits)
CORE class – (3 credits)

Semester VII
NUR 410 Pathophysiology II – (2 credits)
NUR 412 Adult/Geriatric Health – Acute Care – (7 (3/4) credits)
NUR 414 Holism and Diversity – (3 credits)
Nursing Elective – (2 credits)
  NUR 415 Critical Care Nursing – (2 credits, offered fall semester)
  NUR 417 Spiritual Health – (2 credits, offered spring semester)

Semester VIII
NUR 424 Leadership for Change – (3 credits)
NUR 428 Transition into Professional Practice – (6 (2/4) credits)
CA 340 Professional Communication – (3 credits)
Elective – (3 credits)

The curriculum is as follows for advising year 2018 – 19 and thereafter is:
Clinical simulation hours are calculated as 1:3 simulation to clinical ratio beginning Fall 2019.

Semester I
Stritch Seminar – (3 credits)
BL 111 Anatomy & Physiology I – (4 credits)
CORE Elective – (3 credits)
Communication elective – (3 credits)
EN 101 Persuasive Writing (or CH 107 Fundamental Chemistry if needed or Elective) – (3 credits)

Semester II
NUR 110 Foundations of Professional Nursing Practice – (3 credits)
BL 112 Anatomy & Physiology II – (4 credits)
PS 190 Life Span Human Development – (3 credits)
Moral/Ethical Reasoning elective (PL 102 Introduction to Bioethics recommended) – (3 credits)

Semester III
NUR 210 Health Assessment – (4 (3/1) credits)
NUR 212 Pathophysiology I – (3 credits)
BL 202 Microbiology – (3 credits)
BL 203 Microbiology Laboratory – (1 credits)
EN 102 Research Writing – (3 credits)
Elective – (3 credits)

Semester IV
NUR 222 Pharmacology – (3 credits)
NUR 224 Adult/Geriatric Health - Chronic Care – (6 (4/2) credits)
Math elective – (3 credits)
Elective – (3 credits)

Semester V
NUR 300 Nutrition for Health – (3 credits)
NUR 310 Evidence Based Nursing Practice – (3 credits)
NUR 314 Mental Health – (4 (3/1) credits)
NUR 420 Population Focused Health – (4 (3/1) credits)

**Semester VI**
NUR 322 Maternal Newborn Health – (4 (3/1) credits)
NUR 324 Pediatric Health – (3 credits)
CORE class – (3 credits)
CORE class – (3 credits)

**Semester VII**
NUR 410 Pathophysiology II – (2 credits)
NUR 412 Adult/Geriatric Health – Acute Care – (7 (3/4) credits)
NUR 414 Holism and Diversity – (3 credits)
Nursing Elective – (2 credits)
NUR 415 Critical Care Nursing – (2 credits, offered fall semester)
NUR 417 Spiritual Health – (2 credits, offered spring semester)

**Semester VIII**
NUR 424 Leadership for Change – (3 credits)
NUR 428 Transition into Professional Practice – (6 (2/4) credits)
Elective – (3 credits)
Elective – (3 credits)

**ADDITIONAL PROGRAM REQUIREMENTS**

The following are required to be completed within 90 days of starting in NUR 110 Introduction to Professional Nursing Practice:
- History and physical
- Tuberculosis (TB) screening
- Criminal background check

The following must be completed prior to starting the first course with a clinical component, NUR 224 Adult and Geriatric Health – Chronic Care:
- All required immunizations
- 10 panel drug screen
- Certified Nursing Assistant (CNA) certification
- American Heart Association Basic Life Support (BLS) certification for healthcare provider

Detailed health requirements are in Section III.

**TRANSFER OF CREDITS**

The transfer of credit policies of the CONHS adhere to the general credit transfer policies and procedures of the University. Refer to the current University Undergraduate Catalog at [http://www.stritch.edu/Academics/Catalog](http://www.stritch.edu/Academics/Catalog) for policy/procedure information. The BSN program has additional requirements for admission. A student requesting to transfer credits for BL 111 Anatomy and Physiology I, BL 112 Anatomy and Physiology II, BL 202 Microbiology, and BL 203 Microbiology Lab must have completed the course being considered for transfer within seven years of admission to the BSN program and have the appropriate minimum grade. A student
requesting transfer credits for nursing courses must have completed the course within two years of admission to the BSN program with the appropriate minimum grade.

**DEADLINES FOR COURSES WITH A LAB COMPONENT**

1. The following courses have a required laboratory component of the course:
   - NUR 210 Health Assessment
2. Due to the space limitations in these courses, a student that has registered for these courses by the following deadlines will be guaranteed a seat in the course. The deadlines are:
   - June 30 for fall semester
   - January 6 for spring semester
   If the date falls on a Saturday or Sunday the next Monday will be the deadline.
3. A student that registers for these courses after the stated deadline will be registered for these courses as space is available.

**DEADLINES FOR NURSING COURSES WITH A CLINICAL COMPONENT**

1. Due to clinical agencies requirements for submission of names of students, documentation of student’s health requirements, drug screen results, and criminal background checks the following time frame for registration for nursing courses with a clinical component have been determined. Any student that wishes to register after the stated deadlines can only do so with the permission of the BSN program chair. The deadlines are:
   - Fall Semester: Third Friday of July
   - Spring Semester: First Friday of January
2. To be considered for clinical placement priority, a student must have all clinical requirements completed and current for the duration of the semester at the time of clinical registration.

A student who has not completed the clinical requirements for the semester by the deadline, will not be allowed to register for the clinical component of the course. If the clinical requirements are met after the deadline, the BSN program chair will need to give permission to allow the student to re-register for a clinical. If permission is granted to re-register, the student will be placed in an available clinical spot.

**GRADING SCALE**

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**PROGRESSION**

1. All developmental courses must be satisfactorily completed prior to taking a nursing course.
2. A cumulative GPA of 2.5 or better on a scale of 4.0 each semester in courses taken at Stritch.
3. A student must achieve a cumulative average of 83% (C+) in all nursing courses to be successful in a nursing course and progress in the major. The graded components of each course are used to calculate the final course grade. The weighting and computation of each assignment is in each nursing course syllabus. A student is required to complete all course assignments to pass each nursing course. Examinations and other
graded components of the course will be calculated according to the stated weighting of each assignment, in nursing course syllabi, to determine the overall percentage for the course. This overall course percentage will determine the final course grade. In some courses, an exam average of 83% or higher is required before other course assignments are calculated into the final course grade; in this case, a student that does not earn an 83% or higher exam average will not earn an 83% or higher final course grade.

4. In a nursing course that has a clinical component, a student must achieve a satisfactory in the clinical component to be successful in the course. A student that achieves an unsatisfactory grade in clinical will receive a "D" for the entire course. The grade of “D” will be reported to the Registrar’s Office as the final course grade.

5. A student, who receives a grade of less than 83% (C+) and/or a withdrawal final grade, twice in the same nursing course or in two different nursing courses is deemed “program ineligible” and will not be permitted to continue in the nursing major.

6. All incompletes must be removed before progressing in the nursing major.

7. The attainment of a minimum grade of C is required in designated support courses. These courses are:
   - EN 102 Research Writing
   - PS 190 Life-Span Human Development
   - MT 113 Applied Algebra for Health Sciences or math elective for AY (advising year) 2018-19
   - CA 108 Interpersonal Communication or communications elective for AY (advising year) 2018-19
   - BL 202 Microbiology
   - BL 203 Microbiology Laboratory
   - CA 340 Professional Communication for AY prior to 2018-19
   - ED 203 Principles of Health Teaching for AY prior to 2018-19
   - Moral/Ethical Reasoning elective
   - BU 209 Healthcare Economics for AY prior to 2018-19

   The attainment of a minimum grade of C+ is required in the following designated support courses:
   - BL 111 Anatomy and Physiology I
   - BL 112 Anatomy and Physiology II

   A student may repeat two designated support courses, one time.

8. Enrollment in each nursing course with a clinical component is based on available clinical space. There is a process for determining who will be registered and accepted into nursing courses. Priority is listed from highest to lowest:
   a. A student who enrolls and progress in nursing courses in sequence.
   b. A student whose pre-planned academic plan is designed such that it does not follow the full-time BSN curricular plan.
   c. A student who is out of the nursing sequence for a semester due to personal reasons (illness, pregnancy, family, etc.).
   d. A transfer student who is currently enrolled for this semester and who plans to enroll in a nursing course during the next semester.
   e. A student who is repeating a course for the following reasons as prioritized:
      1. Withdraw, satisfactory
      2. Withdraw, unsatisfactory
      3. Unsuccessful in course
   f. A student who is out of the nursing sequence for a semester to repeat a support course or raise GPA.

9. The student may not be able to complete the BSN if they fail to meet these progression criteria.

**WITHDRAWALS FROM NURSING COURSES**

The last date a student may withdraw from or change to audit status in a nursing course is consistent with the policy described in the General Academic Policy section of the catalog. This date is published in the syllabus.
If a student withdraws from a course that is a prerequisite or co-requisite for another course they are taking in the same semester, the student must withdraw from both courses.

**MEDICATION SAFETY**

Safe administration and calculation of medication is an essential component of nursing practice. Medication calculation is a component of the NCLEX-RN examination and a mandated competency by The Joint Commission (TJC). A student must demonstrate the ability to perform medication calculations using dimensional analysis at a satisfactory level in nursing courses with a clinical component. Any student that is unable to perform medication calculations at a satisfactory level, as assessed by clinical faculty, will have a clinical contract initiated and may be prohibited from passing medications until clinical contract remediation has been performed. A student not being able to administer medications in clinical may result in the student unsuccessfully completing the clinical component of a course.

**Kaplan Integrated Testing**

Students will take Kaplan integrated tests throughout the curriculum. If a student is unable to take the Kaplan Integrated Test on the assigned date and time, the student must notify the course instructor before the exam to make alternate arrangements. If the student does not notify the course instructor prior to the exam, the student will receive a grade of 0 for the exam.

Kaplan integrated tests must be proctored. Any student found taking a Kaplan integrated test in an unproctored environment is subject to disciplinary action related to academic misconduct. Students must show the exam proctor their exam score screen before logging out of Kaplan and leaving the room. If this does not occur, the student may receive a 0 for the exam.

**FEES AND COSTS ASSOCIATED WITH THE BSN PROGRAM**

In the BSN program, there are fees and costs associated with the program that may or may not covered by tuition and are the responsibility of student. In addition, there are graduation and licensure fees that are the responsibility of the student. These include:

- Verified Credentials
- ExamSoft (course fee)
- Unbound Medicine-Nursing Central (course fee)
- Shadow Health
- Kaplan (course fee)
- Uniform for clinical
- Penlight
- Bandage scissors
- Stethoscope and blood pressure cuff
- Student Accident Insurance (course fee)
- *State of Wisconsin Department of Justice Wisconsin Criminal History* (course fee)
- Application fee for state licensure
- Application fee for the licensure exam (NCLEX-RN)
- Graduation fee
- CPR certification
The ExamSoft, Kaplan, Nursing Central, student accident insurance fees are included in selected courses. Specific fee amounts are available from the BSN program chair. Specific costs for the equipment will vary and is dependent on the student’s individual preference. Licensure requirements and fees will vary from state to state. The NUR 428 Transitional into Professional Practice course faculty can assist in searching for a specific state’s licensure requirements and fees as well as the NCLEX-RN application fee. Graduation fees are available from the Registrar’s Office.

**CLINICAL REQUIREMENTS**

1. Nursing courses may require preparation time in the clinical setting. It is the responsibility of the student to be prepared for clinical experiences as specified in the respective course syllabus. In the interest of patient safety, a student must not work the 7:00 P.M. or 11:00 P.M. to 7:00 A.M. shift prior to a scheduled day of an A.M. clinical. It is the prerogative of the clinical faculty to dismiss a student from clinical if the above policy is not followed.

2. A student may not leave the clinical early for any reason. It is the student’s responsibility to make arrangements for any personal obligations that may occur prior to the scheduled end of clinical in order to complete the clinical day.

3. A student will not be excused from the clinical until all clinical obligations are completed and the clinical faculty dismisses the student.

4. It is desired that the student not to have a clinical or practicum experience at the same site where a student is employed. The student should notify the course faculty if this conflict occurs.

5. The required time for clinical preparation will be included in the time of the clinical section in the University course schedule, posted in each course syllabi, and announced in class.

6. The student is responsible and accountable for patient care for any patient assigned to the student. This may necessitate that the student is required to stay beyond the clinical time to complete the nursing responsibilities for the assigned patient.

7. A student may not smoke during clinical time, this includes during breaks. No smoking is a policy of many healthcare institutions and the cigarette odor may be offensive to some patients.

8. A student may not leave the clinical site during scheduled clinical times.

9. If a student must arrive to the clinical unit late due to unforeseen circumstances the clinical faculty must be notified. Each clinical faculty will provide information as to how they can be contacted.

11. Any student found to be under the influence of alcohol, recreational drugs or narcotics or determined to be unsafe will be asked to leave the clinical site.

**UNIFORM AND APPEARANCE**

The uniform is an important part of the student's total appearance. The student is expected to be neat and clean. The uniform identifies one as a Cardinal Stritch University nursing student. The purchase of the uniform is the responsibility of the student. A Stritch uniform and name pin must be worn whenever the student is on the clinical unit.

The CONHS abides by the guidelines determined by the Southeast Wisconsin Nurses Alliance (SEWNA). The guidelines are as follows:

1. First interactions leave lasting impressions. Nursing is one of the most respected professions in the United States (Gallup Poll – 2018). The purpose of a dress code is to ensure that all staff convey a professional image of concern, sensitivity, expertise, and safety. While individual preferences exist, the
personal appearance of staff may have a significant impact on the safety and comfort of patients, families and other staff. For this reason, appropriate attire in all areas is the standard, taking into account all aspects of patient/student safety and infection control practices. Ethnicity, national origin, and cultural traditions will be considered and reviewed when patient or student safety is not at risk. ID badges issued by the healthcare organization and/or school of nursing must be worn in clear view at all times, at or above waist level.

2. School of nursing uniforms or guidelines must be followed at all times. Clean and intact clothes are required. Length must be reasonable and size sufficient to allow for movement, comfort, and professional appearance. Proper undergarments are to be worn and not exposed or visible through clothing. Pants must be at appropriate waist level. Cropped or capri pants are not acceptable.

3. Personal hygiene must be maintained. A clean and well-groomed appearance is the expectation of all organizations. Hair, including facial hair, must be clean and well-trimmed.

4. Eyewear: Sunglasses are not to be worn indoors. Eyewear, that change shade while exposed to sunlight, is permitted except where prohibited for safety reasons by department-specific guidelines.

5. Fragrances/makeup: Fragrances, perfumes and after-shave lotions will not be worn in clinical settings. Makeup should not be worn in excessive amounts and should be in keeping with the professional image. For safety and infection control reasons, artificial eyelashes are not acceptable.

6. Fingernails/fingernail polish: Fingernails should be kept short and neat appearing. Polished nails, artificial nails, enhancements or acrylic overlays of any length are prohibited by certain department specific policies and for all direct patient/patient caregivers for patient safety or infection control reasons.

7. Jewelry (body piercing/body adornment): The use of jewelry should be in keeping with the professional appearance and conservative in style. Jewelry that may interfere with job functions or possibly result in injury to the student or patient is not permitted for safety reasons or due to infection control. No tongue or any type of facial ring/stud is allowed and should be removed during the clinical/practicum experience. Tattoos that consist of nudity, profanity, are racial in nature, or are offensive are not allowed and therefore must be covered so they are not visible or exposed.

8. Shoes: Shoes must be in good repair, clean and professional in appearance. Hosiery/socks must be worn. Open toe shoes/sandals, clogs, platform soles, and boots are not acceptable.

9. Hair: Hair must be secured so it does not fall forward over the shoulders or into the face. Extreme hairstyles or colors are not acceptable.

10. Cellphones, earplugs, headphones: Cellphones for personal use are not to be used during the clinical or practicum except during designated breaks. Cellphone usage is permitted only for the expressed purpose of data acquisition for the clinical or practicum experience. Earplugs or headphones are not to be used during the clinical or practicum experience.

This list is not inclusive of all items or attire that is deemed inappropriate. The healthcare organization and the school of nursing has the right to determine appropriateness for a professional work environment.

The CONHS nursing uniform is as follows:

1. Approved scrubs color and style will be the only uniform allowed. To maintain consistency in style and color the approved place to purchase the scrubs is the Stritch bookstore. A tee shirt that is white, red, or black may be worn under the top. The tee-shirt must be free of graphics that are visible.

2. Students may purchase an optional embroidered scrub jacket to wear over the approved scrub top. Nothing else is to be worn over the scrub top.

3. The approved school uniform must be worn with an identifying name badge. The ID badge is provided by the CONHS.

4. The approved shoe color is black.
5. For clinical experiences that take place in settings in which a uniform is not required, the student must follow the clinical agency policy regarding the dress policy or the dress policy as determined by the clinical faculty. In all instances, appropriate professional attire must be worn. No shorts, jeans, open toed shoes, clogs, platform shoes, short skirts or low neckline blouses or dresses are allowed. A nametag must be worn at all times.

**PROFESSIONALISM**

The Professional Standards Tool (Appendix C) will be utilized in every course. Students are expected to be familiar with the tool and contact course faculty with any questions. Infractions may result in clinical contacts and/or course failure.

**LICENSURE**

State law mandates that an applicant to the Wisconsin Department of Safety and Professional Services Board of Nursing who has a pending criminal charge or has been convicted of any crime or ordinance violation, shall provide the board all related information necessary for the board to determine whether the circumstances of the arrest or conviction or other offense substantially relate to the circumstances of the licensed activity (Wisconsin Administrative Code: Rules of the Board of Nursing N 2. Further information can be found on the Wisconsin Department of Safety and Professional Services website at: http://dsps.wi.gov/pages/Home.aspx

Cardinal Stritch University, Ruth S. Coleman College of Nursing and Health Sciences suggest that any student with a criminal conviction, including juvenile convictions or convictions with an expunged record, complete the state of Wisconsin- predetermination form #3085 prior to taking the first nursing class or whenever facing criminal conviction during the nursing program.

In order to practice as a Registered Nurse in the State of Wisconsin, a person needs to take the National Council Licensure Exam – Registered Nurses (NCLEX-RN). The NCLEX-RN is administered year-round via Computerized Adaptive Testing (CAT). Eligibility for examination is determined by the Wisconsin Board of Nursing. The application process for the licensure can be found on the Wisconsin Department of Safety and Professional Services website at: http://dsps.wi.gov/Home

During the last nursing course, NUR 428 Transition into Professional Practice, applications for RN licensure will be completed and filed with the Wisconsin Department of Safety and Professional Services or the state of licensure if not Wisconsin. The information for application to the National Council of State Boards of Nursing will also be given in NUR 428.

A *Statement of Graduation or Completion* is submitted to the State Board of Nursing by the BSN program chair only upon completion of all degree requirements for the BSN program and after the degree conferral date. The Board of Nursing will issue a temporary permit when the *Statement of Graduation or Completion* is received and the *Request for Temporary Permit for Registered Nurse or Licensed Practical Nurse* is on file with the Board of Nursing. This procedure follows that stated in the Wisconsin Administrative Code Statutes and Rules of the Board of Nursing. The application process for the temporary permit can be found on the Wisconsin Department of Safety and Professional Services website at: http://dsps.wi.gov/Home

Upon successfully passing the NCLEX-RN, a license will be issued to practice as a Registered Nurse in Wisconsin. A student applying for licensure in another state is responsible for obtaining the application from the state where
licensure is desired and following the procedure for licensure as regulated by that state. Note that completion of the nursing program does not guarantee that graduates will successfully pass the NLCEX-RN.

**ACKNOWLEDGEMENTS**

**Handbook**
Each semester the student will be required to acknowledge receipt of the electronic copy of the CONHS Student Handbook by completing the Acknowledgement of Receipt of Student Handbook found on the BSN Canvas page found under “Quizzes.”

**Change in Health Status**
Each semester the student will be required to acknowledge they have no change or have reported changes in health status by completing the Acknowledgement of Change in Health Status found on the BSN Canvas page under “Quizzes.”

**Criminal Background No Change in Status**
Each semester the student will be required to acknowledge they have no change or have reported changes in their criminal background status by completing the Acknowledgement of Criminal Background No-change Status found on the BSN Canvas page under “Quizzes.”

**AUTHORIZED TO RELEASE INFORMATION TO A THIRD PARTY**
Each semester the student will be required to authorize release of information to third parties for participation in clinical activities by completing the Authorization to Disclose Student Information to a Third Party found on the BSN Canvas page under “Quizzes.”

**Undergraduate Bachelor of Science in Nursing Student Enrollment in Master of Science in Nursing Courses**
BSN students may be able to enroll in select Master of Science (MSN) courses.

To qualify, BSN students must have completed at least 90 hours of credit, have a cumulative grade point average of 3.25 or above, must have completed any course prerequisites, and must obtain written permission from the Dean of the Ruth S. Coleman College of Nursing and Health Sciences or designee.

A qualified student who wishes to enroll in any graduate course covered by this policy should make an appointment with the Dean of the Ruth S. Coleman College of Nursing and Health Sciences or designee to seek authorization to enroll in the course.

If the Dean or designee authorizes the student to enroll in a graduate level course(s), the Dean or designee will provide the student with written authorization that will allow the student to register for the course. Permission to enroll may be delayed until late in the enrollment period to allow for graduate students to enroll in the course(s).

Qualified Stritch pre-licensure BSN students may enroll in select graduate level nursing courses on a space available basis provided the student has completed any prerequisite courses for the course in which the student enrolls. Qualified students may complete a maximum of six credit hours of graduate-level coursework while enrolled in the BSN program.

The BSN student may not enroll in more than 15 credit hours of coursework, including the graduate course(s), during the semester in which s/he enrolls in the graduate level course(s).
Completed graduate courses will count as elective credit in the BSN program.

If the student applies for and is admitted to the Stritch MSN program, these completed course(s) will be counted toward the requirements for the MSN degree, provided that the completed course(s) meets all requirements (e.g., grade earned in course, date course was completed) in effect for the MSN program at the time of matriculation in the MSN program.

Courses in which the BSN student may enroll include the following:

- NRS 502 Theoretical and Philosophical Perspectives in Nursing (3 credits)
- NRS 503 Advanced Health Assessment (2 credits) online
- NRS 504 Seminar in Contemporary Health Care (3 credits)
- NRS 505 Advanced Pharmacology (2 credits) online
- NRS 509 Advanced Pathophysiology (2 credits) online

The prerequisites for NRS 502, NRS 503, NRS 504, NRS 505, and NRS 509 are graduate standing. These will be modified to also include “or consent of the Dean of the Ruth S. Coleman College of Nursing and Health Sciences or designee”.

Students may apply for admission to the Stritch MSN program while enrolled in or following completion of the BSN degree. Completion of MSN course(s) does not guarantee admission to the MSN program.

**SECTION V: REGISTERED NURSE TO BACHELOR OF SCIENCE IN NURSING PROGRAM**

The Registered Nurse to Bachelor of Science in Nursing (RN to BSN) Program is for graduates of Associate Degree Nursing (ADN) or diploma programs or students in select Wisconsin Technical College System colleges who are concurrently enrolled in an associate degree in nursing who want to earn a BSN with a liberal arts foundation in a university environment. Graduates practice as professionals in any setting affecting health.

**PROGRAM OUTCOMES**

The RN to BSN program prepares a nurse who will:

F: Incorporate **Franciscan Values** and the American Nurses Association **Code of Ethics for Nurses** in practice.

R: Use **research** and evidence-based practice as a basis for planning and providing care.

A1: Practice according to the **ANA Nursing: Scope and standards of practice** and abides by the legal standards as defined by state nurse practice acts and federal regulations.

N1: Provide developmentally appropriate **nursing care** across the continuum of healthcare environments.

C1: Collaborate and communicate with the patient and the interdisciplinary team to maximize health outcomes.

I: Use **information management** and apply patient care technology to provide quality care.

S: Demonstrate leadership by influencing others to optimize physical, emotional, and spiritual **safety** and provide quality care.

C2: Provide **culturally competent** and holistic nursing care to diverse patients.
A2: Advocate for health promotion and disease prevention strategies.
N2: Demonstrate knowledge of health care policy, finance, and regulatory environments to improve patient outcomes.

CURRICULUM DESIGN


This program is offered in an online and blended, accelerated formats that meet working students’ needs, so students may maintain a full-time job while earning their BSN. All nursing courses are six weeks in length, and the program can be completed in as little as 16 months. Two nursing courses (4 credits each) require clinical learning activities for program completion. In the online format, all courses are presented in an online, accelerated format. In the blended program, all core courses are presented in an online, accelerated format, and nursing courses are offered in a blended, accelerated format which offers online and face-to-face instruction one evening per week. The blended format is offered at the main Stritch campus and off-site locations with a minimum enrollment requirement.

Stritch’s RN to BSN program is also offered to select Wisconsin Technical College System Associate Degree Nursing (ADN) students that enroll in the online RN to BSN program concurrently while enrolled in the ADN program. Concurrent Enrollment Collaborative (CEC) students work closely with advisors at both the technical college and Stritch.

CEC students are required to maintain good standing in the technical college program to continue enrollment in the RN to BSN courses. CEC students must complete release of information forms for both Stritch and the technical college in order to facilitate information sharing related to program standing and financial aid.

CEC students are not allowed to enroll in NUR 420 or NUR 430 (courses with clinical learning activities) until successfully passing the NCLEX-RN and transferring their ADN program credits to Stritch.

Additional information about the CEC program sequence of classes is found under RN to BSN (for ADN Students) Curriculum in this document and frequently asked questions are found at: [http://www.stritch.edu/Programs/Nursing-(RN-to-BSN)](http://www.stritch.edu/Programs/Nursing-(RN-to-BSN)).

RN to BSN Curriculum

CORE Courses

A. Effective Communication - Oral and Written
- EN 102 Research Writing (3 credits)
- CA 108 Interpersonal Communication (3 credits)

B. Quantitative and Technological Literacy
- MT 113 Applied Algebra for Health Sciences

C. Franciscan Heritage and Values/Local and Global Engagement
- SEM 103 Stritch Seminar for Health Professionals (3 credits)

D. Moral and Ethical Reasoning
- PL 102 Introduction to Bioethics (recommended) (3 credits)

E. Physical and Natural World
- BL 111 Anatomy and Physiology I (4 credits)

F. Human Societies
- PS 190 Life-Span Human Development (3 credits)
- HS 202 Modern Civilization 1815-present (3 credits) (this course also counts for Cultural Awareness)

G. Spiritual Understanding
- REL 104 World Religions (3 credits)

H. Aesthetic Values (Expression)
- MU 107 Survey of American Music (3 credits)

I. Auxiliary Requirements
- BL 202 Microbiology (3 credits)

J. Lower Level ADN Coursework (34 – 38 credits)

K. Arts & Sciences free electives (14 – 19 credits)

**Nursing Courses**

SEM 103 Stritch Seminar for Health Professionals (3 credits)
NUR 310 Evidence-Based Nursing Practice: (3 credits)
NUR 424 Leadership for Change (3 credits)
NUR 300 Nutrition (3 credits)
NUR 414 Holism and Diversity (3 credits)
NUR 406 Promoting Optimum Health in Chronic Disease (3 credits)
NUR 420 Population Focused Health (4 credits)
NUR 405 Information Management and Health Care Technology (3 credits)
NUR 430 Change Capstone (4 credits)

**RN to BSN (for ADN Students) Curriculum**

Select technical colleges in the Wisconsin Technical College System (WTCS) have agreements in place allowing for concurrent enrollment with ADN students.

General Education Courses recommended for completion before starting the CEC include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>801-136</td>
<td>English Composition I (3 cr)</td>
</tr>
<tr>
<td>809-188</td>
<td>Developmental Psychology (3 cr) – CORE: Human Societies/Cultural Awareness</td>
</tr>
<tr>
<td>801-196</td>
<td>Oral and Interpersonal Communication (3 cr) – OR 801-198 Speech - CORE: Effective Communication - Oral</td>
</tr>
<tr>
<td>809-198</td>
<td>Introduction to Psychology (3 cr)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>806-197</td>
<td>Microbiology</td>
</tr>
<tr>
<td>809-166</td>
<td>Introduction to Ethics: Theory and Application</td>
</tr>
<tr>
<td>806-177</td>
<td>General Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>806-197</td>
<td>Advanced Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>804-118</td>
<td>Intermediate Algebra with Applications</td>
</tr>
<tr>
<td>809-166</td>
<td>Intro to Ethics: Theory &amp; Applications</td>
</tr>
<tr>
<td>304-118</td>
<td>Art History</td>
</tr>
</tbody>
</table>

Further information regarding course transferability can be obtained by contacting the University.

The curriculum plan for CEC students may vary by College and completion of previous course work. One curriculum plan model includes:

**Online Orientation**

**Summer prior to Term 1:** (Alternate option to decrease credits in term 1 and/or if Ethics is needed)

**Pre-Term 1:** Summer (3-6 credits as needed)

<table>
<thead>
<tr>
<th>Wisconsin Technical College System</th>
<th>Cardinal Stritch University</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 102 Research Writing - Effective Communication Written (3 cr)</td>
<td>EN 102 Research Writing - Effective Communication Written (3 cr)- CORE: Communication – Written</td>
</tr>
<tr>
<td>If 809-166 Intro to Ethics: Theory &amp; Applications course is taken at WTCS, students don’t need this course</td>
<td>PL 102 Introduction to Bioethics (3cr) (Summer 2) (not needed if 3 cr ethics course was taken such as 809-166)</td>
</tr>
</tbody>
</table>
## Term 1: Fall (15-18 credits)

<table>
<thead>
<tr>
<th>Wisconsin Technical College System</th>
<th>Cardinal Stritch University</th>
</tr>
</thead>
<tbody>
<tr>
<td>543-101 Nursing Fundamentals (2 cr)</td>
<td>SEM 103 Stritch Seminar for Health Professionals (3 cr)</td>
</tr>
<tr>
<td>543-102 Nursing Skills (3 cr)</td>
<td>EN 102 Research Writing - Effective Communication Written (3 cr) - CORE: Communication – Written (Alternate Option: take only if needed, and not taken in Pre-Term 1: Summer)</td>
</tr>
<tr>
<td>543-103 Nursing Pharmacology (2 cr)</td>
<td>MT 113 Applied Algebra for Health Sciences (3 cr) - CORE: Qualitative &amp; Technological Literacy</td>
</tr>
<tr>
<td>543-104 Nursing: Introduction to Clinical Practice (2 cr)</td>
<td>Navigator Session</td>
</tr>
</tbody>
</table>

## Term 2: Spring (13 credits)

<table>
<thead>
<tr>
<th>Wisconsin Technical College System</th>
<th>Cardinal Stritch University</th>
</tr>
</thead>
<tbody>
<tr>
<td>543-105 Nursing: Health Alterations (3 cr)</td>
<td>NUR 310 Evidence Based Nursing Practice (3 cr)</td>
</tr>
<tr>
<td>543-106 Nursing: Health Promotion (3 cr)</td>
<td></td>
</tr>
<tr>
<td>543-108 Intro to Clinical Care Management (2 cr)</td>
<td></td>
</tr>
<tr>
<td>543-107 Nursing: Clinical Care Across the Lifespan (2 cr)</td>
<td>Navigator Session</td>
</tr>
</tbody>
</table>

## Term 3: Summer (6 credits)

<table>
<thead>
<tr>
<th>Wisconsin Technical College System</th>
<th>Cardinal Stritch University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>REL 104 World Religions (3 cr) – CORE: Spiritual Understanding</td>
</tr>
</tbody>
</table>

## Term 4: Fall (15 credits)

<table>
<thead>
<tr>
<th>Wisconsin Technical College System</th>
<th>Cardinal Stritch University</th>
</tr>
</thead>
<tbody>
<tr>
<td>543-109 Nursing: Complex Health Alterations I (3 cr)</td>
<td>NUR 424 Leadership for Change (3 cr)</td>
</tr>
<tr>
<td>543-111 Nursing: Intermediate Clinical (3 cr)</td>
<td>NUR 300 Nutrition (3 cr)</td>
</tr>
</tbody>
</table>
Term 4: Fall (15 credits)

<table>
<thead>
<tr>
<th>Wisconsin Technical College System</th>
<th>Cardinal Stritch University</th>
</tr>
</thead>
<tbody>
<tr>
<td>543-112: Nursing: Advanced Skills (1 cr)</td>
<td></td>
</tr>
<tr>
<td>543-110: Nursing Mental Health and Community Concepts (2 cr)</td>
<td>Navigator Session</td>
</tr>
</tbody>
</table>

Term 5: Spring (13-16 credits)

<table>
<thead>
<tr>
<th>Wisconsin Technical College System</th>
<th>Cardinal Stritch University</th>
</tr>
</thead>
<tbody>
<tr>
<td>543-113 Nursing: Complex Health Alterations 2 (3 cr)</td>
<td>NUR 414 Holism and Diversity (3 cr)</td>
</tr>
<tr>
<td>543-114 Nursing: Management and Professional Concepts (2 cr)</td>
<td>NUR 406 Promoting Optimum Health in Chronic Disease (3 cr)</td>
</tr>
<tr>
<td>543-115 Nursing: Advanced Clinical Practice (3 cr)</td>
<td></td>
</tr>
<tr>
<td>543-116 Nursing: Clinical Transition (2 cr)</td>
<td>Navigator Session</td>
</tr>
</tbody>
</table>

Next Steps:
- Graduate from the technical college with ADN degree; take and pass NCLEX-RN
- Upon verified successful completion of the ADN program at the technical college and NCLEX-RN, Cardinal Stritch University will credit each student with transfer credits in recognition of their ADN.
- Final Semester-register and complete Cardinal Stritch University BSN coursework

Term 6: Summer (6 credits)

<table>
<thead>
<tr>
<th>Wisconsin Technical College System</th>
<th>Cardinal Stritch University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HS 202 Modern Civilization (3 cr)</td>
</tr>
<tr>
<td>304-118 Art History if needed</td>
<td>MU 107 Survey of American Music (3 cr)</td>
</tr>
</tbody>
</table>
Term 7: Fall (11 credits)

<table>
<thead>
<tr>
<th>Wisconsin Technical College System</th>
<th>Cardinal Stritch University</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Students must have earned the ADN and passed NCLEX-RN to complete this semester.</td>
<td>NUR 420 Population Focused Health (4 cr)</td>
</tr>
<tr>
<td></td>
<td>NUR 405 Information Management and Health Care Technology (3 cr)</td>
</tr>
<tr>
<td></td>
<td>NUR 430 Change Capstone (4 cr)</td>
</tr>
<tr>
<td></td>
<td>Navigator Session</td>
</tr>
</tbody>
</table>

*Sequence of courses is subject to change; this is for example purposes only.

**PROGRESSION**

1. A cumulative GPA of at 2.33 or greater on a scale of 4.0 in courses taken at Cardinal Stritch University is required for progression in the RN to BSN program.
2. The attainment of a minimum grade of 83% is required in each nursing course.
3. Prior to participating in either clinical course (NUR 420 and NUR 430) the student will be asked to submit any required health and background check documentation as well as evidence of RN licensure in the State in which the student physically resides.
4. Failure to meet these progression criteria will result in dismissal from the RN to BSN program.

**WITHDRAWAL FROM COURSE OR PROGRAM**

1. A student who wishes to drop, add or withdraw from a course should contact their academic advisor to complete the appropriate notification process.
2. A student who wishes to withdraw from the RN to BSN program should contact their academic advisor to complete the appropriate notification process.

**RE-ADMISSION APPEALS**

Refer to Section III for information on the re-admission appeal process.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>93 – 95</td>
</tr>
<tr>
<td>B</td>
<td>91 – 92</td>
</tr>
<tr>
<td>B+</td>
<td>90 – 87</td>
</tr>
<tr>
<td>B-</td>
<td>85 – 86</td>
</tr>
<tr>
<td>C</td>
<td>83 – 84</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 79</td>
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<tr>
<td>C-</td>
<td>77 – 78</td>
</tr>
<tr>
<td>D</td>
<td>75 – 76</td>
</tr>
<tr>
<td>D+</td>
<td>71 – 74</td>
</tr>
<tr>
<td>D-</td>
<td>69 – 70</td>
</tr>
<tr>
<td>F</td>
<td>0 – 68</td>
</tr>
</tbody>
</table>
CLASS PARTICIPATION

Because of the accelerated nature of the program, it is crucial that students participate in all coursework. Online student attendance is based upon participation and completion of course assignments and discussions.

CLINICAL LEARNING ACTIVITIES

Two courses require clinical learning activities. Course syllabi outline the specific clinical learning activities in detail.

PROFESSIONALISM

The Professional Standards Tool (Appendix C) will be utilized in every course. Students are expected to be familiar with the tool and contact course faculty with any questions. Infractions may result in clinical contacts and/or course failure.

SECTION VI: MASTER OF SCIENCE IN NURSING PROGRAM

The Master of Science in Nursing (MSN) program prepares nurses for roles in education and leadership in academic, community and service settings. A student entering the program selects either the educator or leadership concentration. All students develop foundational knowledge which characterizes graduate preparation in nursing. This knowledge base includes theoretical and philosophical perspectives in nursing, research, ethics, evidence based practice and contemporary health issues. Upon completion of the foundational coursework, students move into courses designed for their selected concentration.

Graduates will be able to practice and make contributions in a variety of educational and leadership positions based on theoretical, empirical and practical knowledge gained through this program.

MSN END-OF PROGRAM STUDENT LEARNING OUTCOMES

The MSN graduate will be able to:

1. Synthesize advanced theoretical and empirical knowledge to influence nursing and health care.
2. Utilize an evidence based approach in advanced practice roles in nursing education and leadership.
3. Analyze contemporary social, economic, legal, ethical and political issues to lead and manage change in nursing and health care.
4. Design and implement strategies to successfully lead and educate nurses in a variety of settings.
5. Apply effective principles and practices in communication and collaboration with nurses and other health professionals.
6. Contribute to the body of knowledge through an evidence-based project in a selected field.
MSN PROGRAM INFORMATION

- The MSN program follows a planned curriculum progression.
- Classes meet either face-to-face in the evening one night per week, blended, or online for two and a half years. Most classes are 3 credits and 8 weeks in length and are either blended or online. Some courses are 6 or 12 weeks.
- All students will take MSN Core Curriculum and MSN Direct Care Core courses as well as the courses in their chosen concentration (Education or Leadership).
- Two practicum courses require time outside classroom meetings as arranged by the student and a preceptor.
- The education practica allow students to apply principles and practices relevant to nursing education under the guidance of an experienced nurse educator. The leadership practica allow students to engage in principles and practices of administration and leadership under the guidance of an experienced nurse leader.
- A capstone project is completed in lieu of a thesis. The capstone project provides the student with the opportunity to explore and evaluate selected research relevant to the development of evidence based practice in nursing education or leadership.

MSN CURRICULUM DESIGN


The MSN program is offered in a cohort format. All students complete the MSN Core Curriculum courses and the MSN Direct Care Core courses and the required courses in either the Educator or Leadership Concentration.

**MSN Core Curriculum (18 Credits) and Format**

- NRS 502 Theoretical and Philosophical Perspectives in Nursing (3) Face-to-Face/8 weeks
- NRS 504 Seminar in Contemporary Health Care (3) Blended/8 weeks
- NRS 526 Nursing Research (3) Face-to-Face/8 weeks
- NRS 532 Data Analysis Applied to Research Design (2) Face-to Face/6 weeks
- NRS 511 Nurse as Leader (3) Blended/8 weeks
- NRS 552 Capstone–Evidence-Based Nursing Education Project (4) Face-to-Face/16 weeks

**MSN Direct Care Core (6 Credits) and Format**

- NRS 503 Advanced Health Assessment (2) Online/6 weeks
- NRS 505 Advanced Pharmacology (2) Online/6 weeks
- NRS 509 Advanced Pathophysiology (2) Online/6 weeks

**MSN Educator Concentration (14 Credits) and Format**

37
NRS 512 Curriculum Development and Program Evaluation (3) Face-to-Face/8 weeks
NRS 513 Evaluation in Nursing Education (3) Face-to-Face/8 weeks
NRS 519 Teaching and Learning Strategies (2) Blended/6 weeks
NRS 520 Technology and Nursing Education Practicum (3) Face-to-Face/12 weeks
NRS 540 Nurse as Educator Practicum (3) Face-to-Face/12 weeks

OR

MSN Leadership Concentration (15 Credits) and Format
NRS 521 Principles of Project Management (2) Blended/6 weeks
NRS 522 Project Management in Nursing Leadership Practicum I (2) Face-to-Face/8 weeks
NRS 523 Introduction to Organizational Systems Leadership (3) Blended/8 weeks
NRS 524 Healthcare Systems Leadership (3) Blended/8 weeks
NRS 525 Financial and Human Resources in Healthcare (3) Blended/8 weeks
NRS 541 Leadership in Nursing Practicum II (2) Face-to-Face/8 weeks

Total program Credits: 38 credit hours for the MSN Educator Concentration and 39 credit hours for the MSN Leadership Concentration.

TRANSFER OF GRADUATE CREDITS

A student may transfer up to nine credit hours into the MSN program based on the following criteria:
- Courses transferred must compare in scope and content to courses offered in the MSN program. The student will need to provide course description, course syllabus, official transcript, and other information that contributes to evaluation of course requested for transfer.
- Grades in transferred courses must be at least 3.0 on a 4.0 scale.
- Coursework for transfer must be completed within five (5) years of admission to the Stritch MSN program.
- All transfer courses must be approved by the CONHS, MSN program chair with final approval by the Office of the Registrar.
- Transfer credit grades will not be applied to the cumulative GPA a student earns in the Stritch MSN program. Transferred courses do have an impact on the seven-year limit.

SEMESTER LOAD

Full-time graduate students are those enrolled in six or more credit hours during a regular semester or four or more credit hours during a summer session. Enrollment in fewer credits than this constitutes part-time study and will have an impact on eligibility for financial aid. A minimum of four credit hours are required in any semester to qualify as a part time graduate student.

GRADING SCALE

The following grading scale is used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>93 – 95</td>
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<tr>
<td>B+</td>
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<td>C</td>
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<td>C-</td>
<td>77 – 79</td>
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<tr>
<td>D+</td>
<td>75 – 76</td>
</tr>
<tr>
<td>D</td>
<td>72 – 74</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69</td>
</tr>
</tbody>
</table>
PROGRESSION AND ACADEMIC STANDARDS

1. A minimum 3.0 GPA, on a 4.0 scale in nursing courses must be maintained to progress in the MSN program. A student that has a cumulative GPA below 3.0 must petition the MSN Faculty Committee to continue in the MSN program.
2. A B- is the minimal acceptable grade in each course (the student with conditional or provisional admittance must achieve a B or better, on the first 9 or 12 credits, as indicated above)
3. A student who gets less than a B- in any course may repeat the course once to improve his/her grade and to remove the unsatisfactory grade from his/her overall GPA.
4. No student will be dismissed from the MSN program without a careful review of the student's academic record and evaluation of total performance.
5. A student may not pass any course in the MSN program with a grade less than B-.

WITHDRAWAL FROM THE MSN PROGRAM

A student is allowed one voluntary program withdrawal while enrolled in the MSN program. A letter of withdrawal must be submitted to the Graduate Program Chair notifying the Chair of the withdrawal.

RE-ADMISSION APPEALS

Re-admission to the MSN program is accomplished by reapplying to the Graduate Admissions office. All fees and requirements apply that are in place at the time of re-admission. Course work older than 5 years will not be applied to the student’s MSN degree. Please refer to the current Cardinal Stritch University Graduate Catalog at www.stritch.edu/Academics/Catalog for policy/procedure information.

COMPLETION OF DEGREE REQUIREMENTS – SEVEN YEAR LIMIT

A seven-year period, beginning with the first course a student wishes to count towards the MSN degree (whether a student has been formally accepted into the program or not), is the limit of time given to complete the requirements of the MSN degree.

In extraordinary circumstances, a student may initiate a request for an extension of the seven-year limit by contacting the Graduate program chair. The Graduate Program Chair will submit the request and the recommendation to the University Graduate Standards Committee for a decision. Please refer to the current Cardinal Stritch University Graduate Catalog at www.stritch.edu/Academics/Catalog for policy/procedure information.

MSN DEGREE GRADUATION REQUIREMENTS

To qualify for graduation from this program, a student must:
1. Complete all required course and practicum hours (38 credit hours for Educator and 39 credit hours for Leadership).
2. Complete a minimum of 29 (Educator) or 30 (Leader) hours of graduate credit earned at Cardinal Stritch University.
3. Maintain a 3.0 GPA on a 4.0 scale throughout the program.
4. Complete degree requirements within seven years from time of entry.
5. Successfully complete and present the Master's Capstone Evidence-based Project.
6. Meet all financial obligations due Cardinal Stritch University.
7. Submit the application for graduation.

APPLICATION FOR GRADUATION

It is the responsibility of the student to file an application for graduation. The deadlines for filing the application are March 1 for May graduation of the same academic year, August 15 for August graduation of the same academic year, and October 1 for December graduation of the same academic year. All degree-seeking students must apply for graduation, whether participating in commencement ceremonies or not. Please refer to the current Cardinal Stritch University Graduate Catalog at www.stritch.edu/Academics/Catalog for policy/procedure information.

MSN PROGRAM WRITING EXPECTATIONS

Written assignments should meet the following expectations:
1. The writing should be organized with an introduction, purpose, and conclusion.
2. The writing should show development, organization, and detail; the writing reveals the student's ability to develop ideas with balanced and specific arguments.
3. The writing is clear and appropriate for the audience. The reader should be persuaded through authoritative information that the writer knows the subject.
4. There is coherence within and between paragraphs. Good writing has form, structure, focus, and order.
5. The writing reflects critical thinking, linking the specific to the general
6. The writing contains appropriate sentence structure, variety, punctuation, and spelling, and is free from errors in grammar and punctuation.
7. The writing follows APA style and format, using the most recent edition of the APA Publication Manual, unless another style and format is specified for a particular purpose.
8. The writing demonstrates original work, and, where ideas or materials of others are used, gives appropriate credit to original sources.

SECTION VII:
BACHELOR OF SCIENCE IN RESPIRATORY THERAPY – COMPLETION (BSRT-C) PROGRAM

The Ruth S. Coleman College of Nursing and Health Sciences offers a Bachelor of Science in Respiratory Therapy Completion (BSRT-C) program for registered respiratory therapists in an online format. The courses are taught in accelerated six- or twelve-week time periods allowing students to complete the degree in approximately two years.

The BSRT-C program student outcomes are:

F: Incorporate Franciscan Values into interactions in the academic and clinical settings and in professional relationships.
R: Use research and evidence-based practice as a basis for planning and providing care.
A1: Abide by the legal, ethical, and professional respiratory care practice standards as defined by the American Association for Respiratory Care’s (AARC) Statement of Ethics and Professional Conduct (see end of Section VIII) and the student’s state licensing body.
N1: Apply a systematic process to meet the respiratory care needs of patients.
C1: **Collaborate** and utilize **communication** theory (in written, verbal, nonverbal, and electronic forms) to meet the health needs of patients in professional respiratory therapy practice in order to maximize health outcomes.

I: Demonstrate leadership by **influencing** others to perform to the best of their ability and to improve the delivery of care.

S: Protect the physical, emotional, and spiritual **safety** of the patient.

C2: Treat patients and others with sensitivity to diversity in **culture**, age, gender, disability, sexual orientation, socioeconomic status, and healthcare beliefs and practices without judgment and without discrimination.

A2: **Analyze** theories, concepts, assumptions, ideas, inferences, arguments and conclusions that influence health and healthcare.

N2: Assist the patient and family to **navigate** the healthcare system to maximize health outcomes.

**PROGRESSION IN THE BSRT COMPLETION PROGRAM**

- A cumulative GPA of 2.33 or greater on a scale of 4.0 in courses taken at Cardinal Stritch University is required for progression in the BSRT completion program.
- The attainment of a minimum grade of 80% (C) is required in each respiratory therapy course. Failure to meet these progression criteria will result in dismissal from the BSRT Completion program.

**RE-ADMISSION APPEALS**

Students who withdraw from the BSRT Completion program or are unable to progress may seek re-admission as outlined in the policy in Section III.

**POLICY FOR TRANSFER OF CREDIT FOLLOWING ENROLLMENT**

The expectation is that the student will take all courses at Cardinal Stritch University. Once the student has enrolled, credit cannot be transferred to Stritch without prior permission obtained from the Registrar and the health sciences chair, program coordinator or designee.

**BSRT COMPLETION CURRICULUM**

Courses in the BSRT Completion program are taught in an accelerated format. Courses are taught one at a time throughout the year with short breaks. The general length to program completion is two years. The length of the program is dependent on the number of credits (respiratory therapy and nonrespiratory therapy) that the student transfers in. The minimum number of credits for the Bachelor of Science in Respiratory Therapy is 120.

**Core Courses**

- Effective Communication - Oral and Written - EN 102 Research Writing (3 credits)
- Quantitative and Technological Literacy - MT 113 Applied Algebra for Health Sciences (3 credits) or other acceptable Core math
- Franciscan Heritage and Values/Local and Global Engagement - SEM 103 Stritch Seminar for Health Professionals (3 credits)
- Moral and Ethical Reasoning - PL 102 Introduction to Bioethics (3 credits)
- Physical and Natural Word - BL 111 Anatomy and Physiology 1 (4 credits) (Transferred from associate degree)
• Human Societies - HS 202 Modern Civilization 1815-Present (3 credits) (This course also counts for Cultural Awareness)
• Spiritual Understanding - REL 104 World Religions (3 credits)
• Aesthetic Values (Expression) - MU 107 Survey of American Music (3 credits)
• Auxiliary Requirements - BL 202 Microbiology (3 credits) (Transferred from associate degree)

Electives
• Three elective credits are required.

Respiratory Therapy Course Requirements
• RESP 301 Advanced Concepts in Respiratory Disease (3 credits)
• RESP 306 Advanced Hemodynamic Monitoring and Assessment (3 credits)
• RESP 311 Advanced Concepts in Mechanical Ventilation (3 credits)
• RESP 321 Leadership in Respiratory Therapy (3 credits)
• RESP 411 Respiratory Therapist as an Educator (3 credits)
• RESP 421 Emergency & Critical Neonatal and Pediatric Respiratory Care (3 credits)
• RESP 441 Respiratory Care Research (4 credits)
• RESP 451 Respiratory Therapy Capstone (4 credits)

GRADING SCALE

The following grading scale is used for Respiratory Therapy courses.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(94-100)</td>
</tr>
<tr>
<td>A-</td>
<td>(92-93)</td>
</tr>
<tr>
<td>B+</td>
<td>(90-91)</td>
</tr>
<tr>
<td>B</td>
<td>(87-89)</td>
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<tr>
<td>B-</td>
<td>(85-86)</td>
</tr>
<tr>
<td>C+</td>
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<td>C</td>
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<tr>
<td>D-</td>
<td>(71-72)</td>
</tr>
<tr>
<td>F</td>
<td>(0-70)</td>
</tr>
</tbody>
</table>

RESPIRATORY THERAPY CAPSTONE COURSE

A student will be required to log face-to-face hours as part of this course. This may be accomplished in the student’s geographic area. Course specific information and requirements will be distributed to the student well in advance of the start of this course.

AARC STATEMENT OF ETHICS AND PROFESSIONAL CONDUCT

In the conduct of professional activities, the respiratory therapist shall be bound by the following ethical and professional principles. Respiratory therapists shall:

• Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals.
• Promote and practice evidence-based medicine.
• Seek continuing education opportunities to improve and maintain their professional competence and document their participation accurately.
• Perform only those procedures or functions in which they are individually competent and which are within their scope of accepted and responsible practice.

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Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent, and refusal of treatment.

Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty authorized as authorized by the patient and/or family, or required by law.

Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.

Promote disease prevention and wellness.

Refuse to participate in illegal or unethical acts.

Refuse to conceal, and will report, the illegal, unethical, fraudulent, or incompetent acts of others.

Follow sound scientific procedures and ethical principles in research.

Comply with state or federal laws which govern and relate to their practice.

Avoid any form of conduct that is fraudulent or creates a conflict of interest, and shall follow the principles of ethical business behavior.

Promote health care delivery through improvement of the access, efficacy, and cost of patient care.

Encourage and promote appropriate stewardship of resources.

Work to achieve and maintain respectful, functional, beneficial relationships and communication with all health professionals. It is the position of the American Association of Respiratory Care that there is no place in a professional practice environment for lateral violence and bullying among respiratory therapists or between healthcare professionals.

SECTION VIII: BACHELOR OF SCIENCE IN HEALTH AND WELLNESS PROGRAM

The Bachelor of Science in Health and Wellness (BSHW) program is designed for students that desire careers that promote health and wellness in a variety of settings through design, development, implementation, and management of health and wellness initiatives. The program is designed for a student pursing an initial or second degree. The program may also be of interest to students who have previously completed health-related coursework. Upon completion of the degree, students are eligible to sit for the Certification Health Education Specialist (CHES) examination (www.nche.org). The BSHW program prepares the graduate for a variety of Health and Wellness roles including but not limited to the following settings: Hospital and clinics, insurance companies, private and nonprofit organizations, community and government agencies.

The Health and Wellness program prepares students to:

- Analyze how health inequities are mitigated by the social determinants of health.
- Demonstrate leadership in the promotion of health and wellness initiatives through education, support, and encouragement to individuals, groups, and communities across the healthcare continuum.
- Advocate for health and wellness initiatives with a holistic approach.
- Apply health and wellness strategies, based on health policy and best practices, in assessment, planning, and prevention to improve the health, safety, and quality of life for individuals, groups, and communities.
Student learning outcomes include:

**F:** Incorporate **Franciscan Values** and the *Health Education Code of Ethics* in academic and practice settings.

**R:** Use **research** and evidence-based practice as a basis for the promotion of health and wellness to individuals, groups, and communities.

**A₁:** **Access** relevant data related to health for the purpose of planning and implementation of health and wellness programs for individuals, groups, and communities.

**N₁:** Assess the **needs** of individuals, groups, and communities for health education.

**C₁:** **Collaborate** and **communicate** with others to plan, implement, and evaluate health and wellness activities to maximize health outcomes.

**I:** Use **information technology** and the application of technology to provide quality care.

**S:** Demonstrate leadership by influencing others through **support** of health and wellness programs based on quality assurance and process improvement.

**C₂:** Provide **culturally competent** and holistic teaching to diverse individuals, groups, and communities.

**A₂:** **Advocate** for health and wellness for individuals, groups, and communities.

**N₂:** Demonstrate **knowledge** of health care policy, finance, and regulatory environments for health education and promotion programs.
HEALTH AND WELLNESS PROGRAM CURRICULUM

Semester I
SEM 101 Stritch Seminar (3 cr.)
EN 101 Persuasive Writing (3 cr.) or Elective
BL 111 Anatomy and Physiology I (4 cr.)
CORE Course (3 cr.)
CORE Course (3 cr.)

Semester II
HLTH 110 Introduction to Health and Wellness (3 cr.)
HLTH 101 Medical Terminology (3 cr.)
BL 112 Anatomy and Physiology II (4 cr.)
PS 190 Life-Span Human Development (3 cr.)
EN 102 Research Writing (3 cr.)

Semester III
HLTH 310 Health Literacy (3 cr.)
PE 205 Personal Health and Wellness (3 cr.)
Elective (3 cr.)
Elective (3 cr.)
Elective (3 cr.)

Semester IV
HLTH XXX Advanced Health and Wellness (3 cr.)
HLTH XXX Assessment and Evaluation in Health Education (3 cr.)
HLTH XXX Nutrition (3 cr.)
CORE Course (3 cr.)
CORE Course (3 cr.)

Semester V
HLTH XXX Health Education and Illness (3 cr.)
HLTH XXX Holism and Diversity (3 cr.)
CA 331 Intercultural Communication (3 cr.)
CORE Course (3 cr.)
CORE Course (3 cr.)

Semester VI
HLTH XXX Health and Wellness Internship I (3 cr.)
HLTH XXX Health and Wellness in the Community (3 cr.)
HLTH XXX Health and Wellness for Special Populations (3 cr.)
HLTH XXX Health Coaching and Behavioral Change in Health and Wellness (3 cr.)
Elective (3 cr.)

Semester VII
HLTH XXX Worksite Health (3 cr.)
HLTH XXX Marketing and Communications for Health and Wellness (3 cr.)
HLTH XXX Survey of Information Technology in Health and Wellness (3 cr.)
Elective (3 cr.)
Elective (3 cr.)

Semester VIII
HLTH XXX Health and Wellness Internship II (4 cr.)
HLTH XXX Leadership in Health and Wellness (3 cr.)
Elective (3 cr.)
Elective (3 cr.)

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>C-</td>
<td>78-79</td>
</tr>
<tr>
<td>F</td>
<td>0-70</td>
</tr>
</tbody>
</table>

**INTERNSHIP REQUIREMENTS**

The health and background check requirements must be completed prior to starting the first internship course. Additional information about internship requirements is located in this Handbook under Clinical and Practicum, Section III and course syllabi.

**PROGRESSION IN THE HEALTH AND WELLNESS PROGRAM**

1. A cumulative GPA of at 2.5 or better on a scale of 4.0 each semester in courses taken at Stritch.
2. The attainment of a minimum grade of C+ is required in all health and wellness courses. This only applies to health and wellness courses.
3. A student may withdraw from or repeat any health and wellness course no more than two times.
4. All incomplete grades must be removed before progressing.

**WITHDRAWAL FROM COURSE OR PROGRAM**

1. A student who wishes to drop or withdraw from a course should contact their academic advisor by telephone prior to the drop/withdraw due date to complete the appropriate notification process and/or paperwork.
2. A student who wishes to withdraw from the BSHW program should contact their academic advisor to complete the appropriate notification process and/or paperwork.

**READMISSION APPEALS**

Readmission appeals follow the process identified in Section III.
Re-Admission Appeal Letter

Program Name:

Date:

Student Name:

Student ID #:

Student Address:

Student Telephone Number:

Student Wolfmail Address:

1. Briefly state the nature of your re-admission appeal. Include the name(s) of the courses in which you were unsuccessful in dates.

2. Identify the extenuating circumstances that lead to withdrawal and/or unsatisfactory program course grades. Include a detailed description of extenuating circumstances and provide documentation to support extenuating circumstances. Documentation may include health care provider verification of care, obituaries, documentation to support serious unexpected disruption of personal life, or the impact the extenuating circumstances had on personal life that prevented academic success. If documentation to support extenuating circumstances is not included the appeal may not be moved forward for consideration.

3. Provide a detailed plan for academic success. Include strategies that have been used in the past that have been successful as well as identification of strategies that will use in the future. Include in the plan for success strategies for holding self-accountable to the plan for academic success.

Student Signature: ______________________________ Date: ________________
APPENDIX B

Cardinal Stritch University
Ruth S. Coleman College of Nursing and Health Sciences

CONCERNS OR ISSUES INTAKE FORM

Student Name: (print) ___________________________    Student ID#: ____________

Student Phone Number(s): ______________________________________________________

Program Name: __________________________________________________________________

Course Name and Number: _______________________________________________________

Faculty Name: __________________________________________________________________

Date Student met with the Faculty: _______________________________________________

What is your concern/issue? (Please be specific and brief)

What actions have you taken to resolve the concern/issue? (Please be specific and brief)

What more needs to be done to resolve your concern/issue? (Please be specific and brief)

Student Signature: ___________________________                     Date ____________
APPENDIX C

Cardinal Stritch University
Ruth S. Coleman College of Nursing and Health Sciences

PROFESSIONALISM TOOL
<table>
<thead>
<tr>
<th>Student:</th>
<th>Date Infraction Occurred</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Patient Interactions</td>
<td></td>
</tr>
<tr>
<td>2. Interactions with Professions</td>
<td></td>
</tr>
<tr>
<td>3. Safety</td>
<td></td>
</tr>
<tr>
<td>4. Confidentiality</td>
<td></td>
</tr>
<tr>
<td>5. Interaction with Instructor and Peers</td>
<td></td>
</tr>
<tr>
<td>6. Unexcused Absence or Any Tardiness</td>
<td></td>
</tr>
<tr>
<td>7. Dress Code</td>
<td></td>
</tr>
<tr>
<td>8. Technical skill/Preparedness</td>
<td></td>
</tr>
<tr>
<td>9. All Assignment Components Addressed</td>
<td></td>
</tr>
<tr>
<td>10. Turning in Assignments on Time</td>
<td></td>
</tr>
</tbody>
</table>

**Infractions to 1, 2, 3, 4, and 5 will result in student undergoing immediate clinical contract and course coordinator will be contacted.**

**Any 2 infractions to 6, 7, 8, 9 and 10 will result in student undergoing immediate clinical contract and course coordinator will be contacted.**
**Patient Interactions**
1. Student addresses all patients with respect, including visitors, in all clinical settings.
2. Student avoids all forms of disrespectful verbal and non-verbal communication, including but not limited to interrupting, terms of endearment, swearing, slang, profanity, eye rolling, and disrespectful gestures.
3. Student interacts with patient with ease and comfort (does not stand behind computer or clip board, maintains eye contact, speaks clearly, and answers questions).

**Interactions with Professionals**
1. Student collaborates with other healthcare professionals to meet health needs of patients.
2. Student addresses all persons with respect, including administrators, clerical staff, and hospital staff in all clinical and campus settings.
3. Student avoids all forms of disrespectful verbal and non-verbal communication, including but not limited to interrupting, terms of endearment, swearing, slang, profanity, eye rolling, and disrespectful gestures.
4. Student reports to primary nurse at beginning of shift and reports off at end of shift and when leaving unit for any reason.
5. Student reports to primary nurse with updates and changes in patient condition or assessment findings.

**Safety**
1. Student demonstrates medication safety by administering medication using the 6 rights (right drug, right patient, right dose, right route, right time, and right documentation) and verbalizing understanding of medication purpose, side effects, and evaluation prior to medication administration.
2. Student demonstrates patient safety and infection control by adhering to clinical agency policies this includes, but is not limited to isolation precautions, proper hand-washing, equipment cleaning, and wound care.
3. Student adheres to all safety precautions (i.e. fall precautions, seizure precautions, aspiration precautions, suicide precautions).
4. Student requests assistance from peers or hospital staff to provide safe patient repositioning and transfer.
5. Student performs assessments on patients and recognizes changes in patient condition based on assessment data.
6. Student reports to primary nurse and instructor with updates and changes in patient condition or assessment findings.

**Confidentiality**
1. Student observes all institutional, ethical, and legal parameters regarding privacy and confidentiality when dealing with patients and families, their records, and all information relating to them.
2. Student follows the Maintaining Patient Confidentiality Policy in the CONHS Student Handbook.
3. Student does not talk about patients, clients, clinical staff, or the clinical facility in public areas or in the presence of persons not directly involved in the clinical situation.
4. Student does not remove any documentation with protected health information (PHI) from the clinical agency site.
5. Student does not include any patient identifiers on any written practicums, journals, or assignments.
6. Student does not reference health care professionals, peers, or instructors on social media websites.
**Interaction with Instructor and Peers**

1. Student remains attentive at all times to skills presentations, clinical discussions, and simulation.
2. Student does not speak when others are talking. Student does not whisper to those next to them, talk on the telephone, use electronic devices, read unrelated material or work on out-of-class assignments in the classroom or in clinical.
3. Student avoids all forms of disrespectful verbal and non-verbal communication, including but not limited to interrupting, terms of endearment, swearing, slang, profanity, eye rolling, and disrespectful gestures.
4. Student does not gossip or comment critically about the work or conduct of others behind their back. If correction is appropriate, student finds a way to address concerns directly to the person involved.
5. When addressing a problem or issue, student speaks to the person most directly responsible. For a clinical concern, this is the clinical faculty member.
6. Student turns off cell phone before clinical, in class, and in the skills lab. If anticipating an emergency (and on a limited basis), student notifies faculty of the situation.
7. Student addresses the instructor professionally in verbal and written communication.

**Unexcused Absence/Tardiness**

1. Student attends all classes and clinical experiences.
2. Student arrives to clinical sessions on time.
3. When a serious and unavoidable circumstance prevents attendance or arriving on time, student discusses the situation with the instructor in advance.
4. Student arranges with the instructor to make up missed clinical experiences as defined by the course or instructor.

**Dress Code** (Unit/Agency policy must always be followed)

1. In clinical, the student follows the Cardinal Stritch University (CSU) Uniform and Appearance policy found in the CONHS Handbook at all times.
2. Students with long hair have their hair pulled back and away from their eyes.
3. Male student is clean shaven, or if they have a mustache or beard, it is neatly trimmed and covered with a mask when over a sterile field.
4. Students may wear jewelry based on unit policy and instructor discretion.
5. Nails are short, clean and free of nail polish.
6. Student makes every effort to maintain a non-offensive personal scent and does not wear perfume or scented creams and does not smell of smoke.

**Technical Skill/Preparedness**

1. Student participates in skills lab activities and tests out on the appropriate skills required for clinical.
2. Student familiarizes self with the clinical agency policy and procedure when completing technical skills at the clinical site.
3. Student seeks out continued practice with skills in the skills lab when indicated by clinical instructor.
4. Student is prepared with all paperwork/clinical supplies needed at each clinical meeting.
5. Student is prepared with adequate patient data to provide safe patient care during clinical (i.e. understanding of patient diagnosis, pathophysiology, labs, diagnostic tests, and receives report from RN).

**All assignment components addressed**
1. Student addresses all aspects of the clinical worksheet, clinical journal, and written assignments following all directions and guidelines.
2. Student submits his/her own original work. Students will not plagiarize by copying the work of others. Student accurately and completely references all authors, using APA format, when citing the work of others.

**Turning in Assignments on Time**
1. Student sets priorities to ensure that assignments are complete and submitted on time.
2. Student submits written assignments on the assigned date, at the assigned time, unless otherwise specified by the instructor.
3. Student completes all clinical assignments whether or not the assignments are graded.