Bachelor of Science

Exercise Science, Healthcare Administration, And Public Health

Student Handbook
2019 - 2020
WELCOME MESSAGE

Welcome to the Parkinson School of Health Sciences and Public Health at Loyola University Chicago in our inaugural year. On behalf of the faculty and staff, we want to guide you as you meet your personal and professional goals. This handbook should serve as a reference guide; become familiar with the policies, procedures, and services listed within the handbook. We hope that this handbook helps to inform and support your journey here at Loyola University Chicago.

It is the responsibility of each student to review the handbook. Visit with faculty or staff if you have questions or concerns.

Sincerely,

Kathy Bobay, PhD, RN, NEA-BC, FAAN
Interim Dean
Parkinson School of Health Sciences and Public Health
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I. Loyola University Chicago Mission, Values and Promise

Loyola is Chicago’s Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith. The Parkinson School of Health Sciences and Public Health curricula are based on the Loyola University Chicago Mission, Values and Promise. Definitions and more information regarding the university Mission, Values and Promise can be found at: https://www.luc.edu/mission/mission_vision.shtml

II. History and Overview of the Parkinson School of Health Sciences and Public Health

The Parkinson School was founded in 2019. The School combined several programs from the Stritch School of Medicine and the Parkinson School of Health Sciences and Public Health, in addition to beginning several new programs. The following programs are housed in the Parkinson School.

A. Bachelor Degrees

1. BS in Exercise Science

An exercise science graduate helps people improve their health and wellness with physical activity. www.luc.edu/parkinson/academics

2. BS in Healthcare Administration

This degree prepares graduates for careers in the administration and organization of health care delivery systems and health services. www.luc.edu/parkinson/academics

3. BS in Public Health

This degree prepares students for positions in fields such as health education, epidemiology, and environmental health, and across nonprofit, industry, and government sectors. www.luc.edu/parkinson/academics

B. Graduate Degrees

The Parkinson School has many master degree programs in Public Health, Health Informatics, Exercise Science, Dietetics, Clinical Research Methods and Epidemiology, and Medical Lab Science. More information about these programs can be found at: www.luc.edu/parkinson/academics.

C. Certificate Programs
There is currently a certificate program in Public Health with many more certificate programs planned for the future.

III. Academic Support and Student Services

A. Program Director

Program Directors for each of the study options provide support and guidance to the student during their program of study. Program Directors are available to discuss professional growth, career guidance, and professional opportunities.

Director, BS Exercise Science  
Stephanie Wilson, MPT  
773-508-3410  
swilson@luc.edu

Director, BS Healthcare Administration  
MaryMargaret Sharp-Pucci, EdD, MPH  
773-508-3308  
msharp@luc.edu

Director, BS Public Health  
Julie Darnell, PhD, MHSA, AM  
708-327-9022  
jdarnell1@luc.edu

B. Academic Advising

The student in a 4-year program is advised through the Office of Academic Advising and Services (Sullivan Center) during their freshman and sophomore years. Academic advising for the junior and senior undergraduate student is conducted within the Parkinson School. Academic Advising for the Master’s degree student is conducted within each program upon admission to the program.

Academic Advisor for the Undergraduate Healthcare Administration and Exercise Science Program

Jenna Donovan  
LSC – BVM Room 800  
773 - 508-3249  
jdonovan1@luc.edu
Academic Advisor for the Undergraduate BS in Public Health

Keith Kramer
LSC – BVM Room 419
773 - 508-7377
Kkramer4@luc.edu

The role of academic advising within the Parkinson School of Health Sciences and Public Health is to support students in their academic endeavors, in making informed and responsible decisions, and in setting and achieving short and long term goals. Advisors provide counsel and resources to students on a variety of topics, including:

- A course of study plan at Loyola, and deciding what courses to take in the upcoming semesters
- Degree requirements for all majors and minors
- University policies and procedures and other important academic information
- University offices and resources
- Academic success strategies
- Registration concerns and LOCUS help
- Graduation audits
- Transfer credit
- Academic performance
- Academic probation and dismissal
- Course overload (more than 18 credit hours) or part-time status (fewer than 12 credit hours)
- Pass/no-pass or audit courses
- Repeating courses
- Late registration
- Incomplete grades
- Dropping a class

C. Changing a Major

The student may change their major. The student will not be able to return to the program once they change their major. The student should contact their Academic Advisor for information.
D. The Writing Center - Lake Shore and Water Tower Campuses

The main goal of the Writing Center is to help the student become a better writer. The Writing Center offers writing assistance to meet the student’s individual needs. Tutors are available to help at any point of the writing process—from brainstorming, to organizing, to putting the final touches on a bibliography. All LUC students are eligible to use their services. Online writing center services are also available to students. More information and writing resources are available at: http://www.luc.edu/writing/aboutus/.

E. Tutoring Center - Lake Shore and Health Sciences Campuses

The purpose of the Tutoring Center is to support the mission of Loyola University Chicago by providing academic services and resources which will foster development of skills and attitudes necessary to increase the knowledge and academic independence of all students. Through collaborative learning services, the Tutoring Center helps to contribute toward student success and the retention efforts that are made by Loyola University Chicago. Small Group Tutoring matches you with students from your course and a peer tutor for a regular meeting to enhance your understanding of course material. Other services include Supplemental Instructor (SI) and academic coaching. All LUC students are eligible to use their services.

Supplemental Instruction sessions are established at the beginning of each semester. Students may sign up for a tutoring session via TutorTrac.

More information is available at: https://www.luc.edu/tutoring/index.shtml

F. Achieving College Excellence (ACE) Program

Designed to serve first-generation college students, students with high financial need, and/or students with a documented disability, the ACE program is committed to helping students succeed in their college journey at Loyola University Chicago and beyond.

More information is available at: http://www.luc.edu/ace/.

G. Coordinated Assistance & Resource Education (CARE)

CARE services are designed to assist and support students through challenging times. When a student requests CARE services, or is referred for CARE services, they are given an opportunity to work with a member of the Office of the Dean of Students staff to gain awareness of, or access to, various resources, engage in
dialogue about solutions, and ultimately gain support to assist with navigating difficult or challenging situations. CARE services can be conducted through formal and informal means. Such services may include outreach on behalf of a student to faculty or other campus partners, connecting students with appropriate campus or community resources, or simply checking in with a student to offer guidance and support, among other actions.

More information is available at: http://luc.edu/dos/services/coordinatedassistanceeducationcare/.

H. Loyola University Chicago's Career Development Center – All Students (Located at the Lake Shore and Water Tower Campuses)

Loyola's Career Development Center (CDC) counsels, educates, and empowers the Loyola student and alumni community. Counselors are available to provide guidance, support, resources and opportunities that assist students and alumni to reach their personal and professional goals. Contact a Career Advisor at 773-508-7716 or careercenter@luc.edu for resume feedback, interview tips, job search strategy and more.

More information is available at: http://www.luc.edu/career/

I. Student Accessibility Center (SAC)

SAC serves students with disabilities by creating and fostering an accessible learning environment. Their aim is to empower students with diverse needs by enhancing their self-awareness, self-determination and self-advocacy. SAC works closely with campus partners, students, families, and the Chicago community to create a safe environment for students to succeed academically and personally. All requests for accommodations are considered on a case-by-case basis. The student requesting accommodations should meet with a SAC staff member, as early as possible, preferably before the beginning of their first term at the university. Please note that Loyola does not provide aides, services, or devices for personal use or study. Any accommodation that fundamentally alters the nature of the course work, or the materials assigned, or is unduly burdensome financially or administratively will not be provided. Reasonable accommodations do not ensure academic success; rather they provide equal access to success during a student’s time at Loyola University. The student is required to provide official documentation of their disability from an appropriate professional.

More information is available at: https://www.luc.edu/sswd/index.shtml
J. Special Health Accommodations

Documentation from a healthcare provider is required whenever a student has a health issue that demands certain precautions or accommodations that do not violate agency policies, yet allow the student to fulfill the objectives of the course. These situations may include other medical conditions that require modification and/or restrictions for student participation in clinical experiences. Documentation from a healthcare provider is required when the accommodations are no longer necessary.

K. Wellness Center (Lake Shore Campus)

The Wellness Center provides high quality interdisciplinary medical, mental health, and health promotion services that enable the student to more fully participate and succeed in the college experience. Four-Year BS students currently attending classes are eligible for the services provided at the Wellness Center. More information about the Wellness Center resources is available at [http://www.luc.edu/wellness/about/](http://www.luc.edu/wellness/about/).

Note: The Wellness Center does not provide medical clearance for return to clinical/simulation/classroom sessions.

IV. Communication Systems

A. Loyola’s Universal ID (UVID)

Loyola’s Universal ID (UVID) is the primary means of authentication and identification throughout the University. The UVID provides access to most of Loyola’s resources. This includes, but is not limited to, LOCUS, Sakai, Microsoft Outlook email, Lawson, Kronos, campus wireless access and campus networked computers. UVID provisioning is automated for all students at Loyola.

B. Loyola's Online Connection to University Services (LOCUS)

LOCUS is an integrated, web-based student information system that provides information access 24 hours a day. LOCUS allows the student to view course descriptions, enroll in courses, view and process financial aid information, change addresses and phone numbers, and request official transcripts. More information can be found at [https://locus.luc.edu](https://locus.luc.edu).
C. **LUC Learning System - SAKAI**

The learning management system, SAKAI, provides the student with all course information including the syllabus, course documents, calendar, assignments, grades, and at times, lectures. SAKAI can be accessed online from the LUC homepage. The student can access SAKAI for each course once they have registered through LOCUS (Loyola’s Online Connection to University Services) at [http://www.luc.edu/locus](http://www.luc.edu/locus). The Loyola University Chicago UVID and password must be used to access web-based course information.

D. **Email Policy**

The Parkinson School will only send e-mails to the student’s LUC e-mail account. The student is responsible for checking their LUC accounts daily for important course, clinical and Parkinson School information and announcements. If the student chooses to forward their LUC e-mail to another account they may go to the following site to learn about this process: [https://www.luc.edu/its/services/email/](https://www.luc.edu/its/services/email/)

V. **Academic Standards**

Each student is required to abide by Loyola University Chicago policies as well as Parkinson School policies. LUC policies may be found in the university catalog [https://www.luc.edu/academics/catalog/undergrad/reg.shtml](https://www.luc.edu/academics/catalog/undergrad/reg.shtml). Parkinson School policies are identified below:

A. **Quizzes, Exams and Assignments**

Below are general policies related to quizzes, exams and assignments. Specific course policies are detailed in course syllabi.

1. Exams and quizzes must be taken on the day scheduled. If illness or other serious circumstance arises, the faculty is to be notified before the exam or quiz begins.
2. Assignments are due on the date specified unless an extension is negotiated with the course instructor prior to the deadline date.
3. Faculty will determine the consequence of late or missing assignments.
4. Materials not permitted during exams include, but are not limited to, cell phones, iPhone watches, water bottles, hats (excluding religious head covering), and pocketed sweatshirts. Only 4 function calculators are permitted.
5. Faculty will notify students of specific exam policies for each class.
6. All exam scores are reported to 2 decimal places. Scores for unit and final examinations are not rounded up or down.
7. All non-examination assignments, such as papers, are reported in whole numbers, unless the rubric for the assignment specifically includes point allocations other than whole numbers. Most non-examination assignments use a rubric for evaluation and rubric is provided to students in advance of assignment submission.

B. Taping/Recording of Face-to-Face Classes

Students are to request permission from the faculty to record lectures/classes. The recordings are to be used only by the class member who has requested and received permission during the current term. The recordings are not to be forwarded to other students in the current or subsequent terms.

C. Final Examinations

Final examinations are given during the scheduled final examination period in each session. The student is expected to take their exams as scheduled. Students with four Final Exams on a given day may contact the Office of the Dean for their school to request that one Final Exam be rescheduled. The student who is unable to attend a final examination because of illness or other serious circumstances must contact their instructor prior to the exam.

D. Final Course Grades

Rounding and reporting of Scores and Grades

The final course grade, which includes all evaluation elements for the course, is rounded based on the following guidelines:

- If the decimal is 0.50 or greater, the score is rounded to the next whole number (e.g., 84.52 is rounded to 85.0)
- If the decimal is less than or equal to 0.49, the score is rounded down to the next lowest whole number (e.g., 84.40 is rounded to 84.0)

The letter grade corresponding to the numeric final course grade is entered into LOCUS.

Posting of Final Course Grades

In courses with a final examination, the final course grades is entered into LOCUS within 72 hours, excluding weekends and holidays, after completion of the final examination in the final section meeting of the course.
In courses with no final examination, the final course grade is entered into LOCUS within 72 hours, excluding weekends and holidays, of the beginning of the final exam period.

E. Incomplete Grade

For Undergraduate Courses Incomplete is a temporary grade. To request an incomplete, the student must complete the “Undergraduate Request for a Mark of Incomplete” form and present it to their instructor. Approval of this request is at the discretion of the instructor. If approved, the student will receive a temporary grade of "I" for the course. The student must complete all coursework within six weeks of the beginning of the next term. An incomplete granted during the Spring and Summer terms must be completed within six weeks of the beginning of the Fall term. Failure to complete required coursework within the allotted time will result in the grade "F". The completion date, as negotiated, is considered a contract. If the course for which the student is requesting a grade of “I” is a prerequisite for another course, the student may not register for the succeeding course until the “I” is replaced with an evaluative grade.

More information and Undergraduate Request for a Mark of Incomplete form can be found at: https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

F. Progression Requirements

See specific program handbooks.

*More information and Undergraduate Request for a Mark of Incomplete can be found at: https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

G. Degree Conferral and Graduation

The conferral of the BS degree occurs after an audit confirms that the student has completed all program plan requirements. The degree is conferred following the date specified by Loyola University Chicago, and is noted on the student’s official transcript. The process of degree conferral is different than the application for, and participation in, the Loyola University Chicago commencement ceremony.

All students must apply for degree conferral in LOCUS, regardless of the semester in which they complete the program, or their intent to participate in the commencement ceremony. Deadlines for graduation application are posted on the Loyola University Chicago website. If a student applies for graduation but does not
complete the degree requirements by the end of the intended graduation semester, the student must submit a new graduation application. The Loyola University Chicago commencement ceremony is held once each year, in May, at the Lake Shore Campus. Students receive an invitation to participate in the commencement ceremony.

H. Student Performance Improvement Plan (SPIP) and Remediation

Policy: A Student Performance Improvement Plan (SPIP) is initiated to document student knowledge, skill, behavior or attitude deficits. These deficits require specific and individualized activities, in addition to the usual learning activities involved in the course. The SPIP may be initiated by the faculty (clinical, lecture, simulation, lab), or the Course Director. Areas that may be the focus of a SPIP are included in this policy. Other areas may be identified in specific situations. SPIPs are generally not initiated for performance difficulties in a lecture course. In this instances, the University’s early alert system is used, and the student works with the faculty member for the course during office hours or additional scheduled time.

Procedure

1. The initiating faculty completes the SPIP and forwards to the Program Director for review and recommendation.
   a. The SPIP must clearly identify the learning deficit(s).
   b. The SPIP must identify specific, measurable, and time-limited criteria that the student is expected to achieve.
   c. The SPIP must detail specific activities that will be undertaken, and the resources employed in those activities.

2. After review by the Program Director, the SPIP is reviewed with the student. The initiating faculty member and student sign the form, after review. A copy of the signed form is sent to the Faculty Program Director. The Dean is notified of the initiation of the SPIP.

3. Upon completion of the time period identified in the SPIP, the student is re-assessed by the initiating faculty to determine if the knowledge, skill, behavior, or attitude deficit has been resolved.
   a. If the specific deficit has been resolved, the resolution is documented on the SPIP. Specific data are required to support the judgment of resolution of a deficit.
   b. If the specific deficit has not been resolved, the SPIP is modified, with the date of modification and the reason for the modification noted. If, a new deficit has been discovered through the course of activities in the
improvement plan, an additional SPIP is generated, following the process outlined in this policy.

4. Once a performance deficit is resolved, the faculty member and student sign the SPIP. The signed copy is forwarded to the Program Director for review and signature. The final signed copy is then forwarded to the Dean.

I. Alterations in Program Plan

1. Withdrawal

Definition: The election of a student to change enrollment status by removing themselves from the official class roster. Withdrawal from specific courses in the BS program may impact a student’s ability to progress in the program. For more information about withdrawing from a course, or assistance, please see your assigned Academic Advisor.

According to University policy: Complete withdrawal before the beginning of the term start date will result in no financial responsibility. Complete withdrawal from all classes after the term start date will result in tuition charges according to the withdrawal schedule of the university.

According to University policy: During the late and change registration period, a student may withdraw from a course without penalty, or notation, on their academic record. After the late and change registration period, a designation of “W” will appear on the academic record. After a specified point in the semester, withdrawal from a course will result in a “WF” grade for the course, which is the equivalent of a failing grade (F) for the course. Dates for these withdrawal conditions are published in the university academic calendar.

More information about the University Policy is available at:

http://www.luc.edu/academics/catalog/undergrad/reg_credithour.shtml#d.en.120577

(Note: A student who withdraws from a course with a grade of “WF” has this course attempt designated as a course failure, and is subject to the progression policy related to failing grades.)

A student who withdraws twice, from any of the courses listed, and receives a notation of “W” on their academic record, will be placed on probation. For the probation to be lifted, the student must complete the course with a grade of C- or higher during the next semester in which the course is offered.
If the course is not successfully completed with a C- or higher, or if the student withdraws a third time from this same course, the student will be dismissed from the program.

Also refer to “‘Dismissal from the Parkinson School’” section of the handbook for specific application of the withdrawal policy.

2. Leave of Absence (LOA)

It is expected that the student will maintain registration within the University from the time of initial enrollment until graduation. If this is not possible, a leave of absence (LOA) must be requested prior to the anticipated date of the leave.

The student is advised to contact their Academic Advisor when considering a LOA. When the student returns from the LOA, they will be assigned to courses according to the current program plan, on a space available basis.

3. Coursework completed outside of LUC

4-year Degrees

The Parkinson School abides by the policies of LUC regarding coursework taken outside of LUC. If a student anticipates transfer course credit from a course taken outside of LUC, the student must obtain approval from their Academic Advisor and the Dean prior to enrolling in coursework outside of LUC.

J. Academic Probation

Definition: Probation is an academic status whereby the student is warned of non-compliance with academic standards.

4-year Degrees

If a student’s cumulative GPA falls below 2.5, the student is placed on probation for the next semester (excluding summer sessions). If the student does not raise the cumulative GPA to ≥ 2.5 by taking courses listed in the curriculum plan at the end of the next semester or after 9 credit hours of graded study, the student will be dismissed from the program. If the student’s cumulative GPA is ≥ 2.0 at the time of dismissal, the student may be eligible to transfer to another program within the University.

Following the semester of probation, the student must maintain a minimum cumulative GPA of 2.5 through the end of their program. Failure to maintain the GPA ≥2.5 after the period of probation will result in dismissal from the program. The
student must have a minimum GPA of 2.5 to meet Parkinson School graduation requirements.

For this probation to be lifted, the course must be successfully completed (C- or higher) during the next semester in which the course is offered (excluding summer sessions). If the course is not successfully completed, or the student withdraws a third time from the same course, the student will be dismissed from the program.

The student is expected to adhere to Parkinson School and LUC academic policies. Refer to LUC academic policies at:


K. Dismissal for Academic Reasons

Definition: Dismissal is removal from Parkinson School and possibly LUC according to their respective policies.

The Parkinson School reserves the right to dismiss a student regardless of GPA for reasons related to violations in professional role responsibilities, academic integrity or ethical practice. The student who is subject to dismissal from the Parkinson School is advised to meet with their Academic Advisor for support and guidance.

L. Readmission Application following a Dismissal

Definition: Readmission is the process whereby a student seeks to be admitted to the Parkinson School following dismissal.

The student may apply for readmission one time. The student who seeks readmission to the Parkinson School is required to meet with their Academic Advisor to discuss the process. The Academic Advisor will collect and submit the necessary information to the Chair of the respective committee. The student may request to attend the committee meeting to present their readmission application. No one, other than the student, may attend the committee meeting when presenting their request. The committee will inform the student of the final decision within 72 hours by email and certified mail.

4-Year Degrees

If a student is dismissed from the undergraduate program due to the situations listed below and the student’s cumulative GPA is \( \geq 2.0 \) at the time of dismissal from the BS program, the student may apply for readmission to the program after 1 semester (excluding summer sessions) but no later than 1 calendar year from the date of
dismissal:

- When the student fails to achieve a minimum cumulative GPA of 2.5 following a period of probation
- When the student withdraws (W) a third time from this same course
- When the student repeats a failed course and does not achieve a minimum of “C-“ or “P” or withdraws from the course
- Failure to meet conditions in the Undergraduate Student Handbook (Section VIII-K. Academic Probation)

If a student is dismissed from the BS program due to any of the situations listed above, and the student’s cumulative GPA is < 2.0 at the time of dismissal from the BS program, the student will be dismissed from the University. The student may apply for readmission to their BS Program of study after one (1) calendar year.

Following readmission after dismissal, if a student receives a grade of WF, NP, or less than a C- in a single course, the student will be dismissed from the program without an option for readmission.

Following readmission after dismissal, if the student does not raise the cumulative GPA to ≥2.5 at the end of the next semester or after 9 credit hours of graded study, and maintain the cumulative GPA ≥2.5 for the duration of the program, the student will be dismissed from the program without an option for readmission.

**Special Circumstances**

The student who is entering, or completing the last semester of their program of study, regardless of study option, may apply for immediate readmission to the program in either of the following circumstances:

- The student is being dismissed from the BS program because of 2 course failures, and the student’s cumulative GPA ≥ 2.5 at the time of dismissal.

  or

- The student’s cumulative GPA is below 2.5, and the cumulative GPA could be raised to 2.5 or higher upon successful completion of the last semester in the program of study.

In both instances, the student would be placed on academic probation for the final semester of the program. Failure to maintain academic standards during the final semester will result in the student’s dismissal from the program, with no option for
VI. Academic Expectations/Expectations

A. Academic Integrity

The Parkinson School is committed to providing its students, faculty, staff and guests with an environment that is respectful, safe, and conducive to learning, teaching, and employment. At the beginning of the BS program, the student is expected to sign the Parkinson School Academic Integrity Agreement (Appendix E) wherein the student agrees to be honest and ethical in all academic and clinical work. The student is obligated to report any observed dishonesty to the Course Instructor, Program Director or Dean. A consequence of academic dishonesty may result in failure in the course in which the dishonesty occurred. Greater sanctions may be imposed, including dismissal from the Parkinson School. The Parkinson School abides by the University Academic Integrity policy that clearly defines plagiarism and academic cheating and the consequence of academic dishonesty.

These standards and regulations are found in: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

B. Integrity and Standards of the Profession

Exemplary behavior, consistent with the standards of the profession, is expected at all times. The student is expected to maintain integrity and abide by the standards of clinical education and of the profession, as further discussed in the following sections. The student is responsible for adhering to the policies in this manual and acknowledges acceptance of this student handbook by signing the Student Handbook Acknowledgment Form (Appendix F).

C. Unprofessional Behavior and Conduct of Parkinson School of Health Sciences and Public Health Students

Exemplary behavior of students in Loyola University Chicago (the “University”) is expected at all times. Students in the Parkinson School are expected to abide by the policies regarding professionalism in applicable student handbooks as well as the syllabi for each course, including professional behaviors with respect to attendance,
punctuality, dress, demeanor, integrity and ethical conduct relative to the nursing and health professions. Professional conduct by the student facilitates learning opportunities and fosters good working relationships within the Parkinson School and between the Parkinson School and clinical agencies or institutions.

Complaints related to unprofessional behavior and conduct by students within the Parkinson School may originate from faculty, staff, other students, or from outside the University, such as a clinical site.

Issues of unprofessional behavior or conduct that occur during a clinical learning experience will be addressed immediately as well as through the evaluation of student performance in the clinical course, as detailed in the course syllabus. If a student believes the grading related to his/her professional behavior and conduct is the result of a significant violation of clearly established written school policies, is the result of improper procedures, or is capricious, the student may pursue a grievance in accordance with the Parkinson School Academic Grievances and Appeals Procedure as written in the Undergraduate and Graduate Program Student Handbooks.

Complaints of unprofessional behavior or conduct within a classroom, simulation, or lab experience, or outside a clinical learning experience, are addressed through a formal complaint resolution process, as specified below.

1. The first attempt at resolution of the complaint should occur between the student and the other parties involved.

2. If the complaint of unprofessional behavior or conduct is not resolved among the parties involved, a formal complaint, in written form, is forwarded to the Program Director of the student’s degree program.

3. The Program Director reviews the complaint, any supporting documentation submitted by any of the parties, and meets with the parties involved individually. If the Program Director is directly involved in the complaint, the complaint instead is forwarded to the Dean.

4. If the complaint is not resolved at the level of the Program Director, the Program Director submits a recommendation for any action to be taken, along with any supporting documentation, to the Dean.

5. The Dean, upon review of the recommendation, complaint and supporting documentation, meets with the parties to the complaint.

6. The Dean may dismiss the complaint or, upon finding that the student has engaged in unprofessional behavior and conduct, institute progressive corrective action with the student. Progressive corrective action typically begins with a verbal warning (documented) to the student, which details the nature of the complaint, corrective actions to be taken, and notifies the student that failure to correct the unprofessional behavior or conduct may result in more
severe corrective action.

The nature of the behavior dictates the severity of the action. The behavior may warrant immediate action beyond a verbal warning.

7. If the unprofessional behavior or conduct continues, the Dean may issue a written warning, which details the nature of the continuing concern related to unprofessional behavior or conduct, further corrective actions that are required, and notifies the student that failure to correct the unprofessional behavior or conduct may result in the student’s withdrawal from a course or a recommendation for dismissal from the academic program. The decision to recommend a withdrawal or dismissal is based on the nature and severity of the unprofessional behavior.

8. If the unprofessional behavior or conduct continues, the Dean will either withdraw the student from a course or make a recommendation for dismissal from the academic program.

9. If the student is withdrawn from the course, the student will receive a W or WF for the course depending on the time the decision is made.

10. A student who wishes to appeal a decision impacting his/her academic standing or progress at the University may make a written request for an appeal within 30 calendar days of the disputed decision being rendered, consistent with the University’s policy on General Academic Appeals at https://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF. The appeal will be reviewed and considered by the Parkinson School Dean within 30 calendar days of the receipt of the written student request for an appeal. The appeal decision made by the Dean is final and is ineligible for further appeal. Upon recommendation from the Dean, an action of expulsion from the University rests with the Senior Academic Officer.

VII. Health Insurance Portability and Accountability Act of 1996 (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that provides for the protection and privacy of personal health information. The Privacy Rule and the Security Rule of this law affect health care providers, including students enrolled in clinical education activities. The Privacy Rule of the HIPAA defines protected health information as:

“information, including demographic data, that relates to the individual’s past, present, or future physical or mental health or condition; the provision of health care to the individual; or the past, present, or future payment for the provision of health care to the individual; and, that identifies the individual or for which there is a reasonable basis to believe
It can be used to identify the individual”


All students must follow the HIPAA Privacy Rules and Guidelines when participating in clinical educational activities. Compliance with these rules and guidelines includes, but is not limited to, maintaining confidentiality of paper and electronic health records and protected health information.

All students are required to complete HIPAA training, as mandated by their educational program. In addition to program-specific training, all students are required to complete any additional training mandated by the clinical facility where their clinical education is occurring.

When a concern is raised that a student has violated the confidentiality and privacy of patient information, the concern is addressed through the formal disciplinary process of the student’s school or college of Loyola University Chicago.

VIII. Grievance Procedures

A. Academic Grievance and Appeals Process

The Parkinson School of Health Sciences and Public Health (the “Parkinson School”) has developed an Academic Grievance and Appeals Process that is consistent with the Loyola University Chicago (the “University”) Academic Grievance Procedure at http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml and the University’s Graduate School Academic Grievance Procedure at http://www.luc.edu/gradschool/academics_policies.shtml. This process is meant to supplement, and may not supersede, any portion of the University or Graduate School Academic Grievance Procedures.

The Parkinson School Academic Grievance and Appeals Process provides specific direction for the academic grievance hearing and for appeals and is designed to achieve clarity, uniformity, and fairness in the handling of all academic disputes involving individual student complaints regarding course grades and accusations of academic dishonesty. Any Parkinson School student may initiate the formal academic grievance procedure in order to have a complaint or appeal regarding a course grade or charge of academic dishonesty reviewed in an impartial and thorough manner. Students enrolled in degree programs housed in the Graduate School may also invoke the procedures under the Parkinson School Academic Grievance and Appeals Process to address disputes relating to dismissal from a program. In accordance with best educational practices and University policy, this process must be based on relevant
information and afford both parties (student and involved faculty member(s)) an equal voice in the proceedings.

Consistent with the University Academic Grievance Procedure, a disputed grade will be changed only if the grading meets one or more of the following criteria:

1. Is found to be in significant violation of clearly established written school policies; or
2. Is a result of improper procedures; or
3. Is found to be capricious. Capricious grading is the assignment of a grade to a student which is:
   a. Based partially or entirely on criteria other than the student’s performance in the course; or
   b. Based on standards different from those standards of grading applied to other students registered in the same course; or
   c. Based on a substantial departure from the announced grading standards for the course.

Pre-Hearing and Hearing Procedures within the Parkinson School:

1. In all cases, a sincere attempt should be made by the student to resolve the problem through discussion with the involved faculty member(s). The student first discusses the grade or charge of academic dishonesty with the involved faculty member(s) of the course. Every attempt is made by the involved faculty member(s) to answer fully the student’s concerns at this level. If the involved faculty member(s) decides that a change-of-grade is appropriate (e.g., due to error by the involved faculty member(s)), the involved faculty member(s) will submit a grade-change request via the student information system. The grade change will be reviewed by the Department Chair.

2. If the attempt(s) to resolve the dispute (described in #1 above) fails, the student may submit a written request for an academic grievance hearing to the student’s Program Director. If the student’s Program Director is also the instructor, the written request would go directly to the Department Chair. This request must be submitted within 1 month after the beginning of the following semester. The student’s written request must:

   a. Specify the nature of the dispute; and
   b. Identify how the issue falls within the established criteria for an academic grievance (e.g., the grading was in significant violation of clearly established written school policies); and
c. Describe the attempts made to resolve the matter; and

d. Attach all relevant information or documentation to support the grievance.
3. If a student has been accused of plagiarism or dishonest examination behavior, and the student denies the charge, the student may request an academic hearing review. The Dean will then constitute a hearing committee composed of a Chairperson and four faculty members (“Hearing Committee”) to review the evidence of academic dishonesty and to consider the imposition of additional sanctions beyond failure in the course. This process is delineated in #6 below.

4. For instances of grade disputes, and upon receipt of the written request, the Program Director will ensure completeness of the above requirements (#2 a-d) and forward the request to the Department Chair. The Department Chair may decline to forward the case for a hearing if the dispute is not an academic dispute subject to the Parkinson School’s Academic Grievance Process, or the written request fails to allege any of the necessary criteria for a disputed grade to be changed. In such instances, the Department Chair must justify, in writing, the reason for this decision and communicate the decision to the student, involved faculty member(s), the Program Director and Dean.

5. If the Department Chair determines that the academic grievance is sufficient to proceed with a hearing, the Dean shall be notified. Within two weeks of the notification to the Dean, the Dean shall appoint a Chairperson and four faculty members to a Hearing Committee. Every effort shall be made to appoint faculty to the Hearing Committee who are not familiar with the student. It is recommended that the Hearing Committee members be familiar with the course outcomes and expectations that are the subject of the grievance.

6. All parties, including the student, involved faculty member(s), and Hearing Committee members, will receive the student’s name, written request for a grievance hearing, information identifying the charge of academic dishonesty and related information submitted by the student in #2 a-d above, and information related to the hearing date/time/location, at least three business days in advance of the scheduled hearing date. Both the student and involved faculty member(s) will be advised of their right to request assistance in presenting the case at the hearing by any member of the University community other than an attorney. No individual from outside the University may attend the hearing, including any legal representative for the parties involved in the dispute. The student and the involved faculty member(s) will be notified of their right to present witnesses at the hearing. If this notice is not provided at least 3 days prior to the hearing, or a party is unavailable to attend, the hearing will be re-scheduled.
7. Pre-Hearing Preparation:

a. Responsibilities of the student: At least three business days prior to the hearing, the student shall provide the Hearing Committee Chairperson with:

- The documentation identified in #2 a-d above
- The names of any witnesses the student wishes to present and the name of any representative of the University community who will assist the student in presenting his/her case at the hearing.

b. Responsibilities of the faculty member(s): At least three business days prior to the hearing, the involved faculty member(s) shall provide the Hearing Committee Chairperson with:

- A copy of the course syllabus to include course outcomes, if the hearing is focused on a grade dispute.
- Documentation and relevant information pertaining to the student’s performance in the course or clinical learning experience or related to the allegation of the student’s academic dishonesty.
- The names of any witnesses the involved faculty member(s) wishes to present and the name of any representative of the University community who will assist the involved faculty member(s) in presenting his/her case at the hearing.

c. Responsibilities of the Hearing Committee: The Hearing Committee Chairperson may request additional materials from the student and involved faculty member(s) at any time during the hearing process.

8. The hearing will include: the student, involved faculty member(s), and designated representatives of the University community who will assist in presenting an individual’s case. Witnesses are typically excused from the hearing, except when their statements are needed. The hearing will be private and all persons present at the hearing will consider all information presented to be confidential. Individuals appearing before the Hearing Committee have the responsibility of presenting truthful information. The Hearing Committee, in reaching its decision, will evaluate the credibility of the parties and any witnesses. The student and involved faculty member(s) may make an opening statement. Presentation of evidence will only be made during the hearing. During the hearing, the Hearing Committee members may address questions to any party or witness. Both the involved faculty member(s) and the student may present materials described in item #6 above (or as included with the student’s request for grievance hearing) before the Hearing Committee and in the presence of the other party. The conduct of the hearing is informal, and the Hearing Committee is not bound by rules of evidence or court procedures.
Matters of procedure will be decided by the Chairperson of the Hearing Committee.

9. Within three business days of the hearing, the Hearing Committee will render a decision.

10. Within two weeks of the Hearing, the Chairperson of the Hearing Committee will communicate a summary of the Hearing Committee’s findings and decision, in writing, to the student, faculty member(s) involved, Program Director, and Dean. E-mail is permitted.

11. In cases of a grade dispute, if the Hearing Committee renders a decision in support of the student’s petition, the faculty member submits a grade-change request consistent with the Hearing Committee’s findings. If the Hearing Committee finds that the student’s petition is without merit, the grade shall remain unchanged.

12. If a student is grieving a grade associated with a clinical experience, and the Hearing Committee determines that the faculty grading was in significant violation of clearly established written school policies, or the result of improper procedures, or was capricious, the Hearing Committee will communicate the decision to the Department Chair. Notwithstanding this decision, the Hearing Committee and/or the Department Chair may require an independent re-evaluation of the student’s performance (knowledge, skills, or behavior).

13. If it is judged by the Hearing Committee or the Department Chair that an independent reevaluation of the student’s performance is warranted, the Department Chair will communicate the need for the evaluation to the Program Director, who will arrange for an independent reevaluation of the student that may involve a clinical, lab, or simulation session by a faculty member not known to the student. This independent reevaluation summary will be forwarded to the Hearing Committee and the Department Chair for a final determination of the course grade.

Appeals Process:

Students enrolled in a program in the Parkinson School have a right to appeal in writing to the Dean within 30 days of notice of the Hearing Committee’s decision. The decision of the Dean is final (except in cases of expulsion, in which case the sanction may be imposed only by the Senior Academic Officer upon recommendation of the Dean).

B. Formal Complaint by Student Policy
A formal complaint is defined by Loyola University Chicago’s (the “University”) Parkinson School of Health Sciences and Public Health (the “Parkinson School”) as any substantive complaint or concern, put forth in writing, by a student which requires a response from the administration of the Parkinson School.

Formal complaints may originate within the Parkinson School, or through a mechanism external to the Parkinson School, such as a University grievance process or the EthicsLine Reporting Hotline.

The Parkinson School adheres to all applicable University policies regarding the filing, review and resolution of formal complaints, as defined herein. The nature of the complaint dictates the review and resolution processes, as detailed further in this policy.

**General Guidelines**

1. **Student Complaints Related to Academic Issues.**

   Formal student complaints related to academic disputes involving the appropriateness of course grades and accusations of academic dishonesty are addressed through the Parkinson School’s Academic Grievance and Appeals Process.

   Formal student complaints relating to decisions affecting undergraduate academic standing or progress are addressed through the University’s General Academic Appeals process at [https://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF](https://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF).

   Formal student complaints relating to undergraduate changes of academic records or dismissal for poor scholarship are addressed through the University’s Special Academic Appeals process at [https://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF](https://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF).

2. **Student Complaints Related to Non-Academic Issues.**

   The University admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school. The University does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-
administered programs, or in any aspects of its employment of faculty and staff. Students within the Parkinson School with questions about this policy or who believe they have been discriminated against because of their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law, may contact the EthicsLine Reporting Hotline at (855) 603-6988 or submit a report online at www.luc.edu/ethicsline.

Questions regarding Title IX may also be referred to the University’s Title IX Coordinator, Thomas M. Kelly, Senior Vice President for Administrative Services, Lewis Towers, Suite 1500, who can be reached at (312) 915-6400 or tkelly4@luc.edu, or to the Department of Education’s Office for Civil Rights.

Additional information regarding Title IX can be found at https://www.luc.edu/president/departments/administrativeservices/titlenine.shtml#d.en.384033

Questions regarding Title VI of the Civil Rights Act of 1964 (“Title VI”) may also be referred to Tobyn L. Friar, Interim Director of Financial Assistance, Sullivan Center, Suite 190, who can be reached at (773) 508-8636 or tfriar@luc.edu, or the Department of Education’s Office for Civil Rights.

Questions regarding Section 504 of the Vocational Rehabilitation Act of 1973 (“Section 504”) may also be referred to Shawna Cooper-Gibson, Assistant Provost for Student Academic Services, Sullivan Center, Suite 256, who can be reached at (773) 508-7067 or scoopergibson@luc.edu, or the Department of Education’s Office for Civil Rights.

3. Complaint Referral.

University administrators may refer certain formal complaints from Parkinson School students, including complaints made through the EthicsLine Reporting Hotline, to the Parkinson School Dean’s office for appropriate action, including assistance in the investigation of a report. Where appropriate, the Dean will assign an administrator from the Parkinson School to assist in the investigation. Such assignments are made with consideration of the need for the investigation to proceed in an objective and non-biased manner.

4. Complaints Received through the EthicsLine Reporting Hotline.

The EthicsLine Reporting Hotline exists as a means for University faculty, staff, students,
administrators or other concerned parties to report activities that involve misconduct or violation of University policies. Reports may be made online at www.luc.edu/ethicsline or by dialing 855-603-6988.

As explained at www.luc.edu/ethicsline:

*The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.*

*The University strongly encourages all faculty, staff, students, administrators or other concerned parties to use this Reporting Hotline to report suspected or wrongful acts of conduct by Loyola University Chicago community members. No University administrator, faculty, staff or student may interfere with the good faith reporting of suspected or actual wrongful conduct; no individual who makes such a good faith report shall be subject to retaliation, including harassment or any adverse employment, academic or educational consequence, as a result of making a report.*

All reports to the EthicsLine Reporting Hotline are made available to specific individuals within the University on the University’s EthicsLine Reporting Hotline Resource Team (the “Resource Team’) who are charged with carefully reviewing and evaluating the report and assigning it to an appropriate case manager/investigator on the Resource Team, based on the type of alleged violation and location of the incident. The EthicsLine Reporting Hotline System does not create a new category of prohibited behavior or a new process for members of the University community to be disciplined or sanctioned. The Resource Team has no authority to discipline any student or member of the faculty or staff. When reported conduct is subject to existing University disciplinary or judicial procedures, appropriate referrals will be made by the Resource Team.

Reports submitted through the EthicsLine Reporting Hotline are handled as promptly and discreetly as possible, with facts made available only to those who need to investigate and resolve the matter. Individuals filing a report may follow-up online on the status of a report and to determine if further information is needed to proceed with an investigation.

### IX. Preparation for Clinical Experience

The Parkinson School is committed to fostering a safe learning environment for our students
and protecting the health and well-being of patients, clients, families and health care staff. All students are required to submit documentation of compliance with the clinical requirements by the specified deadline and prior to the start of clinical experiences. CastleBranch© is the platform used to track and manage immunizations and other clinical requirements. Detailed instructions are provided in the Clinical Information section of the Undergraduate Student Sakai site. Your program director will have specific instructions about what health requirements and dress codes are appropriate for your degree program. See specific program handbooks for this information.

Clinical agencies require verification that the student has met all health and pre-clinical screening requirements. Failure to comply with these requirements by the specified dates will prevent clinical placement. The student will be informed of all requirements and expected dates of completion by the Academic Advisor in the Parkinson School.

A. Health Requirements

The student must be in compliance with all health requirements for the entirety of their academic experience. The Parkinson School updates immunization requirements as indicated by the Center for Disease Control (CDC) and our affiliating agencies. The student will be informed of any changes that take place during their program. Documentation of these requirements must be uploaded to CastleBranch©.

Requirements include the following:

1. Measles, Mumps & Rubella (MMR)
   - Submit positive antibody titers for all three components (Measles, Mumps, and Rubella)
   - If any of the titers are negative a series of immunizations is required

2. Varicella (Chicken Pox)
   - Submit a positive antibody titer
   - If titer is negative, the Varicella series of immunizations is required

3. Hepatitis B
   - Submit a positive antibody titer
   - If titer is negative, the Hepatitis B series of immunizations is required

4. Tuberculosis (TB)
There must be documentation of one of the following:

- QuantiFERON Gold Blood Test (lab report required and must be uploaded to CastleBranch®)
- If positive results, provide a clear Chest X-Ray (documentation of results are required and must be uploaded to CastleBranch®) AND additional follow-up with the Parkinson School
- 1-step TB test annually

5. Tetanus, Diphtheria, and Pertussis (Tdap)

- Submit documentation of a Tdap booster within the past 10 years.
- International students MUST have a series of three tetanus injections. One injection must be within 10 years. First and second injections must be at least 28 days apart AND the second and third injections must be at least six months apart

6. Influenza (Flu Vaccine)

- Submit documentation of annual vaccination against influenza
- Flu vaccination should be obtained soon after it becomes available (generally around September), by October 31. Please check CastleBranch® for due dates.

Students are responsible for ongoing monitoring of due dates and renewal dates in their CastleBranch® account. Failure to meet these due dates, or renewal dates, means the student is out of compliance, and subject to removal from any scheduled clinical learning experiences. Any removal from a clinical learning experience due to not being in compliance, is treated as an unexcused absence. Unexcused absences place the student at risk for not meeting the outcomes of the course and may warrant the initiation of a Student Performance Improvement Plan.

B. Criminal Background Check and Drug Screen

Clinical agencies require that the student complete a criminal background check and urine drug screen prior to clinical placement. The student is required to complete a background check and drug screen through the vendor used by the Parkinson School.

1. The Criminal Background Check and Drug Screen must be deemed acceptable in order to progress in courses and in accordance with agency policies for clinical placement.

2. The student who has a positive drug screen will be prohibited from attending clinical and will not be enrolled in courses while the case is investigated.

3. The student may be required by Parkinson School administration to complete
additional criminal background checks or urine drug screens.

4. The student will be responsible for fees incurred with additional testing.

5. Students who have lived outside the U.S. will be required to undergo criminal background checks for those countries. Additional costs will be incurred for these checks and are the responsibility of the student.

C. Documentation Requirements

1. CPR Certification: Documentation of Healthcare Provider CPR Certification completed with an American Heart Association Healthcare Provider course must be uploaded to CastleBranch©.

2. Health Insurance Certification: Documentation of current health insurance plan (copy of both sides of health insurance card) or the Health Insurance Certification School form must be uploaded to CastleBranch©. The student is responsible for updating any insurance information changes to CastleBranch© within 30 days of the change.

D. Clinical Agency-Specific Requirements

Clinical agency-specific requirements can be found in the undergraduate program SAKAI site and program specific handbooks. The student is responsible for completing all agency-specific requirements prior to the start of the clinical experience by the specified dates. Students who fail to complete the requirements by the specified dates will not be allowed to participate in clinical and may jeopardize their progression in the program.

E. Clinical Placement

The student is assigned to clinical placements in collaboration with our affiliating agencies. Specific clinical placement requests will not be accommodated. Students are expected to be flexible and may be scheduled for morning shifts, evening shifts, and/or shifts on Saturdays.

Parkinson School reserves the right to make changes to posted schedules and/or placements at any time, but will only do so when unavoidable. Student requests to change placement assignments are not permitted.

F. Clinical Transportation
The student is responsible for arranging their own transportation to clinical sites. The student should make transportation plans as soon as they are notified of their clinical placement. The student is encouraged to plan accordingly for their transportation in order to be on time for classes, simulation and/or clinical experiences.

G. Professional Appearance

The student’s personal appearance may have a significant impact on the safety, infection control, and comfort of patients, families, and other staff. For this reason, appropriate attire and appearance in all clinical, lab, and simulation areas is the standard. Ethnicity, national origin, and cultural traditions will be considered and reviewed when patient or student safety is not at risk. The student is expected to present a clean, well-groomed appearance during all clinical, lab, and simulation experiences.

1. Personal hygiene must be of a high standard.
2. Close contact with patients and staff requires that the student not wear perfumes, fragrant lotions or after shaves.
3. Visible tattoos must be covered.
4. Hair must be kept off face, above collar or pulled back.
5. Sideburns, mustaches and beards must be neatly trimmed.
6. Acceptable jewelry is limited to wedding rings and small, secure earrings. Necklaces, chains, bracelets, dangling/hoop earrings and other types of jewelry have the potential to injure oneself and patients, and are not acceptable.
7. No piercing with jewelry is acceptable, other than a single lobe piercing in each ear. Tongue rings, navel rings, nose rings or eyebrow rings are NOT permitted. Thus, they must be removed during clinical, lab, or simulation experiences.
8. Fingernails may not extend beyond the fingertip; only clear nail polish is permitted (no colored polish); acrylic nails are not permitted.

H. Uniform Guidelines

The student is expected to be dressed in a manner consistent with the Parkinson School uniform guidelines. All students are required to wear uniforms at all clinical settings, including the Parkinson School skills lab and simulation. The uniform requirements may be modified at specific sites so that students are in compliance with clinical site policy. Please be mindful of the fact that as a student you are representing the Parkinson School at all of your clinical sites. See your specific program handbook for details for your program.
1. Loyola student ID
2. Conservative street clothes with nylons or socks and low-heeled closed-toe shoes
3. Male students to wear slacks and shirt
4. Attire not permitted: jeans, leggings, T-shirts, clogs, sandals, short skirts, sweatshirts, low-cut necklines, bare midriff

X. Clinical and Simulation Experiences – when appropriate

A. General Expectations of Professional Behavior

Professional conduct by the student facilitates learning opportunities and fosters a good working relationship between the Parkinson School and the clinical agencies. The student is expected to abide by the policies that are detailed in the syllabi for each clinical course as well as standards and guidelines of the institutions or agencies where they are assigned for clinical. The student is expected to demonstrate professional behaviors: attendance, punctuality, dress, demeanor, integrity, and ethical concerns.

Examples of PROFESSIONAL BEHAVIORS include, but are not limited to, the following:

1. Arrives to clinical or simulation site as scheduled
2. Maintains professional appearance and behavior
3. Conforms to university, school and agency policies
4. Treats all individuals with dignity and respect
5. Assumes accountability for own actions and practices
6. Seeks additional learning opportunities and experiences to enhance knowledge base and professional practice
7. Engages in self-evaluation and analysis
8. Incorporates constructive feedback to achieve goals and rectify deficiencies

B. Attendance

Attendance is required in order to achieve course outcomes. Absence from clinical and/or simulation may result in the initiation of a Student Performance Improvement Plan (SPIP), a NO PASS grade, and/or delayed progression in the program.

C. Clinical Evaluations
The clinical instructor and student will review and discuss the student’s clinical performance at mid-term and completion of each clinical experience. Additional evaluations may be completed as needed. Documentation of student clinical performance is completed on the Student Clinical Evaluation form, which is filed with the student records and maintained at the Parkinson School.

D. Injury and Accidental Exposure

1. In the event of an injury and/or accidental exposure to blood, bodily fluid or other potentially infectious material, the student will require prompt medical attention. Faculty and students are encouraged to refer to the Centers for Disease Control (CDC) guidelines for the most current guidelines for prevention of occupationally acquired infections (http://www.cdc.gov).

2. At the time of exposure, immediately flood the exposed area with water and cleanse the wound with soap and water or a skin disinfectant, if available, as stated by the Office of Safety and Health Administration (OSHA).

3. If the injury or exposure occurs within a hospital agency, the student must report the exposure to their Instructor. The Instructor will follow agency policy and the student will be directed to the emergency or occupational health department, preferably within one hour after the incident. When the student presents to the emergency or occupational health department, the student must identify themselves to the healthcare provider as a Loyola student who has had an injury or potential exposure to a blood borne pathogen.

4. If the injury or exposure occurs outside of a hospital agency, as in the community, the student must report the incident to their Instructor. The student is required to seek medical attention at the nearest Emergency Department, preferably within one hour after the incident, in addition to the guidelines identified above.

5. All injuries and accidental exposures require documentation and follow-up. The student will complete the agency Incident Report. The instructor and student will jointly complete and submit a copy of the Parkinson School Reportable Event Form (posted in Sakai under the tab, “Clinical Faculty”) to the Course Director and the Department Chair.

6. The student should seek follow-up care as directed by the provider in the Emergency Department either through the student’s private health care plan or through a referral by the health provider in the Emergency Department.

7. The Student Health Service does not provide care for accidental exposures, but can be contacted for referrals for follow-up care.

8. The student is responsible for all costs incurred whenever medical care is required.

E. Safe and Ethical Clinical Practice
The student is expected to ensure patient safety and maintain behavior that is consistent with the standards of the profession at all times during clinical experiences. Safety and fitness for clinical practice means that the student is able to perform their clinical educational responsibilities in a safe, appropriate and effective manner, free from the adverse effects of physical, mental, emotional or personal problems. The student is required to uphold the policies within the Parkinson School and all affiliating clinical agencies. Failure to meet these expectations may result in the student being removed from the clinical area, and possibly, failure of the course.

Examples of Unsafe and/or Unfit Practice include, but are not limited to, the following:

1. Inability to participate in the clinical education experience in a safe and timely manner necessary for a patient’s health and well-being.
2. Failure to display stable mental, physical, or emotional behavior(s) which may affect the well-being of self or others.
3. Failure to follow through on suggested referrals or interventions to correct deficit areas which may result in harm to self or others.
4. Acts of omission or commission while participating in the clinical education experience include, but are not limited to:
   a. Abandoning an assigned patient
   b. Committing physical or emotional abuse
   c. Placing a patient in an unsafe situation
   d. Committing a medication error
   e. Engaging in disruptive or inadequate communication

Examples of breaches of Integrity associated with the standards of the health sciences profession include, but are not limited to, the following:

1. Failure to notify the agency and/or instructor of clinical absence.
2. Failure to adhere to the Parkinson School and agency policy related to dress code.
3. Use of cell phone and personal use of agency computers and electronic equipment.
4. Presenting to the clinical site under the influence of drugs or alcohol.
5. Repeated tardiness to clinical site.
6. Failure to inform the Instructor with a change in clinical assignment or patient condition.
7. Leaving the clinical unit or agency without notifying the Instructor.
8. Failure to uphold Health Insurance Portability and Accountability Act (HIPAA)
guidelines.


**Examples** of breaches in **Ethical Practice** include, but are not limited to, the following:

1. Refusal to care for a patient or family based on diagnosis, race, culture, religious, or gender preference.
2. Failure to report unethical behavior on the part of health care personnel.
3. Conduct that shows disrespect for the patient, family, health care team member, or faculty, including but not limited to, religious, ethical, and cultural issues.
4. Failure to maintain confidentiality of records. Copying the patient’s record or any part of the record is strictly prohibited.
5. Failure to recognize and promote patient’s rights.

**F. Federal Law & Social Media**

Federal law prohibits disclosing patient information outside the accepted learning environment. This includes disclosing patient information by way of social media.

The student who violates the guidelines regarding the use of social media are subject to review and possible dismissal from the program.

**XI. Opportunities within the Parkinson School**

**A. Student Organizations and Service**

Participation in extra-curricular activities provides an opportunity for personal growth while enhancing the student’s experience. Current opportunities include the following:

- Community-based service
- International service
- Program-specific student organizations
B. Academic Honors, Awards and Scholarships

President’s Medallion

The Parkinson School submits a single nominee for President’s Medallion. The nominee pool includes students enrolled in BS Healthcare Administration, BS Exercise Science and BS in Public Health. The top 25% of Parkinson School students are provided and nominations are requested from faculty. Nominations are reviewed by the appropriate committee and interviews are conducted. Committee recommendations are given to Dean. The Dean makes final recommendation to the University Committee.

Dean's List

The Parkinson School Dean's List is a semester-by-semester acknowledgement of those full-time students (taking 12 semester hours or more) who obtain at least a 3.5 grade point average in any given academic semester. Students on the Dean's List receive a personal acknowledgement from the Dean.

Alpha Sigma Nu

Alpha Sigma Nu is the international honor society of Jesuit institutions of higher education. The society was founded in 1915 to honor a select number of students each year on the basis of scholarship, loyalty, and service. Alpha Sigma Nu is unique among honor societies in that it seeks to identify the most promising students in Jesuit schools. Inductees demonstrate an intelligent appreciation of and commitment to the ideals - intellectual, social, moral, and religious - of Jesuit higher education. Selection to Alpha Sigma Nu is one of the highest honors that can be given on a Jesuit campus. Junior and Senior students who are in the top 15% of their class academically, and have a demonstrated record of service and loyalty to the Jesuit ideals of education, are considered for membership. More information at http://www.luc.edu/alphasigmanu/index.shtml.

C. Independent Study

The student may have the opportunity to register for Independent Study. The purpose of Independent Study is to provide a focused experience in an area of interest. Independent studies can vary in credit (1-3 credits) and may be applied to LUC credit hour requirements. The student will meet with their Academic Advisor to discuss how the Independent Study will fit into their total curriculum plan. If the Independent Study meets the program plan, the student completes the Independent Study Form on SAKAI and submits this to the Dean.
D. International Experiences/Study Abroad

Students interested in studying abroad must meet all the requirements for study prescribed by the Office of International Programs located in the Sullivan Center.

Additional international opportunities include:

Alternative Break Immersions (ABI) - http://www.luc.edu/campusministry/abi/
Ignatian Service Immersions - http://hsd.luc.edu/isi/
International Studies - http://www.luc.edu/studyabroad/
XII. Appendices

A. Student Performance Improvement Plan (SPIP)

Loyola University Chicago Parkinson School of Health Sciences and Public Health

Student Performance Improvement Plan

Student Name: ___________________________ Course Number: ________________

Semester and Year: ___________________________

Initiating Faculty: ___________________________ Initiation Date: ________________

Performance Improvement Area (check one or more):

_____ Knowledge

_____ Skill(s)

_____ Attitude

_____ Behavior

Brief Description of Improvement Areas, Including Supporting Evidence:
### Specific Goals and Criteria to be Achieved:

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### Activities to be Undertaken:

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<th>Description</th>
<th>Completed Date and Supervising Faculty Signature</th>
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<tr>
<td>_____Other</td>
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</table>
Signatures:

__________________________________________________________________________
Student Date Faculty Date

Reassessment of Student Performance:

__________________________________________________________________________
Faculty Date

Findings:

__________________________________________________________________________

Performance Deficit Resolved?

Yes No

Sign below, send to Course Director/Program Director

Revise Student Performance Improvement Plan

Signatures:

__________________________________________________________________________
Student Date Faculty Date

__________________________________________________________________________
Course Director/Program Director Date

Original 9-5-2017; revised 11-29-2017
B. Academic Integrity Agreement Form

The basic commitment of a university is to search for and to communicate the truth as it is honestly perceived. The university could not accomplish its purpose in the absence of this demanding standard. To the extent that this standard is respected, a genuine learning community can exist. Students of this university are called upon to know, to respect, and to practice this standard of personal honesty.

Plagiarism is a serious form of violation of this standard. Plagiarism is the appropriation for gain of ideas, language, or work of another without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the deliberate taking and use of specific words and ideas of others without proper acknowledgement of the sources.

The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

Submitting as one's own:

1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person's unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one's own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Plagiarism on the part of a student in academic work or dishonest examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved. The chairperson may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending upon the seriousness of the misconduct.
Academic cheating is another serious act that violates academic integrity. Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher; providing information to or obtaining information from another student during the examination; attempting to change answers after the examination has been submitted; and falsifying medical or other documents to petition for excused absences all are violations of the integrity and honesty standards of the examination process. In the case of multiple instances of academic dishonesty across departments, the academic dean of the student's college may convene a hearing board. Students retain the right to appeal the decision of the hearing board to the academic dean of the college in which they are registered. The decision of the dean is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean. (Source: https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml)

My signature below identifies that I understand and will honor the guidelines outlined above

Signed: ________________________________ Date: ____________________

Printed Name: ________________________________
C. Student Handbook Acknowledgment Form

My signature below acknowledges acceptance of the Loyola University Chicago – Parkinson School of Health Sciences and Public Health Student Handbook. I have carefully read and understand the policies in this manual.

I accept responsibility for adhering to these policies throughout the time I am in the Parkinson School Program. I understand that I am responsible each semester to review the electronically posted version of the manual and will be held accountable for all new and updated policies. I also understand that the policies contained in this manual are in addition to the policies contained in the Loyola University Chicago Undergraduate Catalog and in course syllabi.

Signed: ____________________________ Date: ________________

Printed Name: ____________________________

End of Document