

**Rush University
College of Health Sciences
Department of Undergraduate Studies**

**Bachelor of Science
in
Health Sciences
Program**

***2023-2024 Program Handbook
A Manual for Students and Faculty***

**Rush University
Chicago, Illinois**

Rev 8/4/2023

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Rush University

Accreditation

Rush University is accredited by the Higher Learning Commission (HLC), a regional accrediting agency that accredits degree-granting post-secondary educational institutions in the North Central region, which includes 19 states. In its accreditation process, HLC assesses the academic quality and educational effectiveness of institutions and emphasizes institutional structures, processes and resources.

The U.S. Department of Education as certifying institutional eligibility for federal funding in a number of programs, including student access to federal financial aid, recognizes HLC. The Commission accredits institutions, not individual programs. Accreditation of the university's specialty programs is conferred by accrediting organizations specific to each discipline.

Mission

Rush University provides outstanding health sciences education and conducts impactful research in a culture of inclusion, focused on the promotion and preservation of the health and well-being of our diverse communities.

Vision

The Rush learning community will be the leading health sciences university committed to transforming health care through innovative research and education.

ICARE Values for Students

- Scan the environment for opportunities to help.
- Be familiar with the Rush campus and locations of Guest Relations/Information Desk Staff.
- Initiate greeting and offer assistance.
- Let patients go first through doors, hallways and elevators.
 - Be courteous to others and remember that visitors cannot always tell the difference between a student and an employee.
- Be aware of backpacks and other bulky possessions, especially in elevators and public spaces.
 - Be careful not to push or bump patients with your backpacks or possessions.
- Assist and accommodate with special needs.
 - Remember you are representing Rush.
- Use professional language, tone and volume in public areas.
 - You never know who might be around.
- Protect privacy and confidentiality, especially in public areas.
 - Remember that examples from class may be real cases, or similar to what a patient or family member is going through.
- Demonstrate active listening.
- Refrain from eating, drinking or gum chewing in public areas (non-food service areas), except for the Armour Academic Center.

College of Health Science

Mission

The Mission of the College of Health Sciences is to advance the quality and availability of health care through excellence in education, research and scholarship, service and patient care. The college promotes the values of diversity, access and inclusion in all of its endeavors.

Vision

The College of Health Sciences at Rush University will be a world-class school of allied health sciences whose programs are recognized as among the best in the United States.

Bachelor of Science in Health Sciences Program

Accreditation

The Bachelor of Science in Health Sciences (BSHS) Program was approved by the Illinois Board of Higher Education on August 6, 2013.

Mission

The mission of the BSHS program is to prepare highly-qualified, diverse graduates interested in pursuing health care careers that require advanced levels of professional education. The program seeks to create a bridge for students from a variety of backgrounds to improve the cultural competency of health care professions.

Vision

The BSHS program will be the recognized national leader in providing pathways for diverse students into the health professions.

Philosophy

The BSHS program prepares students for advanced learning by providing immersive and interprofessional experiences in a diverse setting.

We believe our students have strong desires to improve the health of their communities. We are committed to creating an environment where students can develop the skills to become critical thinkers, creative problem-solvers and self-directed learners. These tenets are woven throughout the curriculum and educational experiences.

Program Overview

The program offers a medical science or leadership and community wellness based curriculum to prepare students for graduate school or an entry-level job in health care.

With the BSHS degree, students will be prepared for graduate professional degree programs that require or suggest a bachelor's degree as a prerequisite for admission, such as the following:

- Graduate allied health programs (e.g., audiology, physician assistant, respiratory care, physical therapy, perfusion technology, and medical laboratory science)
- Graduate biomedical sciences programs (e.g., cellular biology, physiology and pharmacology)
- Graduate nursing programs
- Medical school

Students are assigned a faculty advisor upon confirmation of admission to the Program. The role of the faculty advisor is to serve as a role model, mentor and resource and will act in the best interest of the student. The advisor serves as a direct link between the student and the CHS and Rush University administration.

College oversight of the program will assure that the design, conduct, and evaluation of the program is under the direct academic control of the institution. This will include supervision of the processes for student recruitment, admissions, student services, instruction, evaluation and student records.

Health Sciences (BS): Technical Standards

Rush University is committed to diversity and to attracting and educating students who will make the population of health care professionals representative of the national population.

Our core values — ICARE — (innovation, collaboration, accountability, respect and excellence) - translate into our work with all students, including those with disabilities. Rush actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful accountable culture through our confidential and specialized disability support. Rush is committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

The following technical functions are required of all students enrolled in the Bachelor of Health Sciences Program:

Acquire information

- Acquire information from demonstrations and experiences in courses such as lecture, group, and physical demonstrations.

- Acquire information from written documents and computer systems (e.g., literature searches & data retrieval).
- Identify information presented in accessible images from paper, slides, videos with audio description, and transparencies.

Use and Interpret

- Use and interpret information from assessment techniques/maneuvers/procedures.
- Use and interpret information generated from diagnostic tools.

Motor

- Possess psychomotor skills necessary to perform or assist with day-to-day responsibilities commensurate with the student's discipline.
- Practice in a safe manner and perform universal precautions against contamination.

Communication

- Communicate effectively and sensitively with patients and families.
- Communicate effectively with faculty, preceptors, employees, other professionals and all members of the healthcare team during practicum, internship and/or other learning experiences.

Intellectual ability

- Measure, calculate, reason, analyze, and synthesize data related to diagnosis and treatment of patients and populations
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the health sciences role.
- Synthesize information, problem solve, and think critically to judge the most appropriate theory, assessment, management or treatment strategy

Behavioral

- Maintain mature, sensitive, effective relationships with clients/patients, families, students, faculty, staff, preceptors and other professionals under all circumstances
- Exercise skills of diplomacy to advocate for patients in need
- Possess emotional stability to function under stress and adapt to rapidly changing environments inherent to the classroom and practice settings

Character

- Demonstrate concern for others
- Integrity, accountability, interest, and motivation are necessary personal qualities
- Demonstrate intent and desire to follow the Rush University and Health Sciences code of ethics

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine that they require reasonable accommodation to fully engage in the program, should contact the Office of Student Accessibility Services] to confidentially discuss their accommodations needs.

Given the clinical nature of our programs, time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Contact the Office of Student Accessibility Services to learn more about accommodations at Rush University:

Marie Lusk, MBA, MSW, LSW
Director, Office of Student Accessibility Services
Rush University
600 S. Paulina St., Suite 901
Chicago, IL 60612
(312) 942-5237
Marie_Lusk@rush.edu or StudentAccessibility@rush.edu

Counseling & Advising

The Center for Clinical Wellness (CCW) serves as a hub for all things wellness at Rush and is available to all current members of our community; including students, house-staff, clinicians, and non-clinical employees at Rush University Medical Center, Rush Oak Park Hospital, and Rush Copley Medical Center. In addition to a network of on-site and virtual tools, the CCW provides free counseling, coaching, and other services. For additional specifics, including scheduling, location, hours, and current program offerings, please visit the website.

All students, including distance learners, also have access to the Rush Wellness Assistance Program, 24/7 counseling support for all members of the Rush community and their families. Call 833-304-3627 to access this service.

All members of the Faculty participate in advising students regarding their progress in the program. Any student who finds him/herself in academic difficulty should seek help from a Faculty member as soon as possible.

Health Sciences (BS) Curriculum

Upper Division Course Work

Rush University provides two years of upper-division course work to complete the requirements for the Bachelor of Science in Health Sciences program. Upper-division course work consists of core courses required of all students and elective courses offered within two concentrations:

- Medical sciences
- Leadership and community wellness

Students must complete a minimum of 60 credit hours of upper-division course work to include a minimum of 27 credit hours in the required core and at least 33 credit hours of courses approved by their academic adviser.

Core Courses Required of All Students

<u>Course #</u>	<u>Course Title</u>	<u>Credit Hours</u>
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HSC 352	Professional Writing	3
HSC 354	Introduction to the Health Professions	3
HSC 358	Global Health	3
HSC 364	Health Care Systems and Policies	1
HSC 448	Health Care Ethics	2
HSC 462	Practicum	9
HSC 464	Capstone Project	3
HSC 488	Research Methods	3
or IS 463	Research and Statistical Methods	3
IPE 502	Interprofessional Patient Centered Teams	0

All students are required to successfully complete Rush University IPE 502.

Electives

The electives offered rotate and are based on the general populations needs. *Elective courses must be approved by the student's academic advisor and the program director and correspond with the student's career goals.* Individualized plans of study are developed for each student based on their future academic goals with their advisor.

Medical Sciences Electives

- HSC - 350 Medical Physiology - 4
- HSC - 360 Human Anatomy/Lab - 4
- HSC - 362 Clinical Immunology - 3
- HSC - 368 Genetics - 3
- HSC - 372 Medical Terminology - 1

- HSC - 414 Patient Assessment - 3
- HSC - 445 Fundamentals of Neuroscience -3
- HSC - 454 Principles of Biochemistry - 4
- HSC - 455 Pathophysiology - 3
- HSC - 458 Microbiology - 3
- HSC - 459 Pharmacology - 3
- IS - 310 Sectional Anatomy & Pathology - 5
- VAS - 310 Patient Care - 2

Leadership and Community Wellness Electives

- HSC - 371 Health Education - 3
- HSC - 425 Health Care Informatics - 3
- HSC - 435 Nutrition - 3
- HSC - 460 Management Principles - 3
- HSC - 461 Leadership Theory & Practice -3
- HSC - 467 Issues and Trends in Health Care - 3
- HSC - 480 Principles of Health & Wellness - 3
- HSC - 483 Community Health - 3
- IS - 454 Health Care Ethics and Cultural Competence - 4

Transfer of Credit

**Students who desire to complete other elective courses, either offered at Rush University or at another regionally accredited college or university, may request to do so. These electives may be incorporated into the student's program plan with approval of the student's academic advisor.*

BSHS Co-Curricular Activities

Professional Development (Participation required for graduation)

All students are expected to attend a series of sessions in Professional Development each semester. Referred to as "PRO" (Professional & Personal Roadmap to Opportunities) Series, the sessions are learning opportunities for students to develop professional behaviors and personal growth. Sessions are on-campus and online and are presented in a workshop and seminar format facilitated by the Student, Professional & Career Development Program Manager as well as designated faculty and staff. Professional mentoring panel discussions and guest presentations by community clinicians, educators, entrepreneurs and other health care providers are included in the series. In addition to being informative, the sessions are designed to be engaging, collaborative and elicit reflective learning. Students must attend at least 70% of the scheduled sessions in addition completing activities assigned.

Peer Mentoring

The “I.C.A.R.E. Peer Mentoring Program” provides an opportunity for Rush University undergraduate and graduate students to connect with and mentor incoming undergraduate College of Health Science students. By linking new students with experienced peers who are upperclassmen graduate professional students, peer mentoring offers innovative approaches for practical application of networking skills, personal growth, support and service to others. Each approach incorporates the values of Rush University including innovation, collaboration, accountability, respect and excellence, hence I.C.A.R.E. The Peer Mentoring Program is voluntary and on a first come, first serve basis for incoming students who are interested in having a peer mentor. There is an application process for upperclassmen and graduate students interested in becoming a peer mentor in the program.

BS in Health Sciences Learning Objectives

The program will enable students to:

1. Effectively communicate in writing and speech
2. Reflect, analyze and apply ethical principles in professional activities
3. Demonstrate the ability to function effectively in a diverse society
4. Demonstrate quantitative reasoning
5. Qualify for entry level employment or graduate professional study in health-related fields

BS in Health Sciences Program Policies and Procedures

Grading System

The grading system is as follows:

GRADE	QUALITY	POINTS
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Minimal passing	1
F	Failure	0
I	Incomplete work	-
W	Withdrawal prior to midterm of semester	-
P	Passing	-
N	Not Passing	-

The program uses the following grade scale to assign letter grades:

A=	90-100%
B=	80-89%
C=	70-79%
D=	60-69%
F=	below 60%

It is the responsibility of the student to become familiar with all requirements as contained in the course syllabus given at the beginning of each course.

Protocol for Undergraduate Programs Student Academic Support Services

Students who receive less than 70% on assessments (examples: exams, projects/presentations) will be required to complete an academic enrichment form and/or meet with the Director of Student Professional & Career Development for academic and personal guidance and support. Failure to comply accordingly, including by not limited to incomplete form submissions and missed appointments, will result in documentation of the student's lack of professionalism and will be apart student's academic file. More than one occurrence of aforementioned unprofessional behavior and subsequent documentation will elicit follow up by the Program Director, who will determine the impact on your academic standing in the program. For more details regarding the protocol, contact the Director of Student Professional & Career Development.

Incomplete Grades

The grade of incomplete ("I") is given only when circumstances beyond the control of the student prevent completion of course requirements. Permission of the department chair or program director is required for conferring "I" grades. The Course Director determines what work will be required to remove the incomplete and establishes a specific timeframe within which the student must complete such work.

Students receiving a grade of "I" are responsible for obtaining from the Course Director the exact work required to remove the incomplete. The "I" grade must be removed prior within 1 year or it will revert to a failing (F or N) grade unless otherwise approved by the Course Director and the Department Chairman.

If the student is not enrolled in other courses while resolving the incomplete, the continuous enrollment fee is imposed (refer to the Financial Affairs section in the Rush University Catalog).

Academic Progression

High academic performance in all courses is expected. Students will be considered in good standing at Rush University unless placed on academic probation. A cumulative grade point average of at least 2.0 is required to be considered in good standing, and to

be eligible to continue in the baccalaureate program. Cumulative grade point averages will be reviewed after each term.

The faculty reserves the right to request the withdrawal of a student whose conduct, health, or performance demonstrates lack of fitness for continuance in a health profession. Any such student not voluntarily withdrawing will be dismissed from the University, regardless of grade point average.

Academic Probation

Academic probation is assigned to any student who receives a semester grade point average below 2.0, or whose cumulative grade point average falls below 2.0. Students placed on probation have two terms to regain the status of good standing as follows:

- The student must attain a grade point average of at least 2.0 in the term following the term when probation was assigned.
- Two semesters after being placed on probation, the student must have a cumulative grade point average above 2.0.

Failure to make the minimum term grade point average one term after probation regardless of the cumulative grade point average, or failure to make the minimum cumulative grade point average two terms after probation will result in dismissal from the University.

D, F or N Grades in the BS in Health Sciences Program

Undergraduate students who receive an F or N grade in any course may repeat that course with the F or N grade being replaced by the grade earned upon repeating the course. In the event that a student is required to repeat a course that is a prerequisite for an advanced course, the advanced course may not be taken until the student successfully passes the prerequisite course. Thus, the student's progression in the program may be affected. Students who receive a second D or F or N grade in the same academic year may be dismissed from the program, regardless of cumulative grade point average.

Minimal Acceptable Grade Point for Graduation in the BS in Health Sciences Program

Candidates for the Bachelor of Science degree must earn a 2.0 cumulative grade point average in all computed upper division credits taken at Rush University. Participation in cap and gown at commencement exercises is expected of all graduates.

Latin Honors

Candidates for the Bachelor of Science degree who have demonstrated academic excellence are honored at commencement by the Rush University faculty. Those earning a 3.40 to 3.59 cumulative grade-point average at Rush are awarded the Bachelor of

Science degree cum laude; 3.60 to 3.79, magna cum laude; 3.80 to 4.00, summa cum laude. Only Rush University courses are calculated into the GPA. Latin honors appear on the student's transcript and diploma and are typically announced during graduation exercises, including the commencement ceremony and at college/departamental convocation/awards ceremonies. Latin honors also appear in the commencement ceremony program. Here, eligibility is as of the end of the fall term; prospective spring and summer graduates have their honors recalculated prior to their respective degree conferral dates.

At the time of commencement, the student(s) with the highest GPA are awarded the Dean's Award. Additional awards of distinction are awarded by the faculty.

Final Grades Reported to the Registrar

Grades reported to the Registrar at the end of each semester are considered final except when an incomplete grade is assigned. Permission of the Department Chairman or Program Director is required for conferring "I" grades.

Final Grade Appeals

Students should be aware of the grade they are getting in a course as the course progresses, thus the final grade should not be a surprise to the student. In the event that the student receives a final grade that is different from the grade that he/she expected, the student has five (5) working days after final grades are due to be posted to contact the instructor and determine how the final grade was calculated and resolve any discrepancy if present. Additional work cannot be submitted after final grades are posted to increase the final grade and the grade will only be changed if a mistake was made on the part of the instructor. Grade appeals process is available on page 29 of this handbook.

Transfer of Credit

Students who desire to complete additional elective courses, either offered at Rush University or at another regionally accredited college or university, may request to do so, and these electives may be incorporated into the student's program plan with the approval of the student's academic advisor.

Residency Requirements

Students must complete 36 credit hours of coursework in residence at Rush University in order to graduate.

Minimum Core General Education Requirements for admission

All entering students must complete the following core general education

requirements in order to be eligible for the Bachelor in Science degree awarded by Rush University. (See Appendix B)

Proficiency in English

All applicants whose native language is not English must present evidence of proficiency in English by satisfactorily completing the Test of English as a Foreign Language examination (TOEFL).

A total TOEFL score of at least 88 on the Internet-based version, or 570 on the paper-based version, or 230 on the computer version, must be achieved. In addition, applicants must score no less than 55 on the paper version or, 20 on the computer version or, 18 on the Internet-based version on each of the three subtests of the TOEFL (listening, structure/writing, and reading).

The Admissions Office must receive an official report of these scores prior to the date(s) on which admission decisions are made for the program(s) to which the applicant has applied. To obtain information or to register to take the TOEFL, write directly to:

The Education Testing Service
P.O. Box 6151
Princeton, New Jersey 08541-6151, U.S.A.

You may also wish to visit the TOEFL Web site at <http://www.toefl.org> . The applicant should indicate on his/her application for the examination that results should be sent to institution code number 1676.

Applicants whose native language is not English and who have graduated from high school or successfully completed a higher education degree program (Associate degree or higher) in the United States or one of its English-speaking protectorates may petition for waiver of the TOEFL requirement to the College of Health Sciences' Dean's Office.

Waiver requests should include proof of receipt of a high school or college diploma from an accredited institution in the United States or one of its English-speaking protectorates. College or university degrees must be granted by a regionally accredited college or university to be considered for waiver of the TOEFL.

Correspondence between Students and Faculty

1. A schedule of office hours will be noted in each faculty member's course syllabus.
2. Students will be assigned to a faculty advisor in the initial semester of their first year. Students will be notified via email of times for student conferences.
3. Each student must have a conference with his/her advisor at least once per semester during the first academic year
4. A student conference record will be completed and signed by both the faculty member and student following a formal conference.

Electronic Mail

Communication between students and the faculty and staff of the Department will take place via email. All Rush University students are assigned an email account through the University and the Department will use this account. It is the responsibility of the student to check their Rush email regularly for Departmental communications. In many instances, the only notification sent to a student may be through email.

Textbooks

Listing of textbooks for each course will be posted in RUConnected at the time of registration and in the Rush bookstore at the beginning of each semester.

Use of Cellular Phones and Pagers

Students are required to **place** all cellular phones and pagers on a **silent mode** while in lecture or student and clinical laboratories. Students will not be excused from class to make phone calls or to return pages unless it is an emergency. Students will **not** be allowed to use cellular phones or pagers during examinations.

Professional Conduct

All students are expected to behave in a professional manner during lecture and laboratory sessions, as well as in the clinical laboratories. It is expected that the student will work cooperatively with course instructors, fellow students and laboratory personnel. Failure to maintain a professional demeanor and to comply with the Medical Center's Code of Conduct can lead to dismissal from the program.

The Code of Conduct can be accessed at:

<http://inside.rush.edu/Policies/Lists/Master%20Policy/DispForm.aspx?ID=1965> under Human Resources. Students who violate an established standard of professional conduct/judgment or moral/ethical behavior will be subject to investigation of the incident and disciplinary action.

Procedure for Unprofessional Conduct

The procedure to be followed for unprofessional conduct is as follows:

Step 1. The student will have been identified as violating an established standard of professional conduct/judgment or moral/ethical behavior, and the Department Chair/Program Director will have been notified.

Step 2. The Department Chair/Program Director will meet with the individual(s) making the allegation and the student's faculty advisor to review the available information and determine the veracity of the allegations.

Step 3. The Department Chair/Program Director, student, and faculty advisor, whenever possible, will meet as promptly as possible after the alleged incident. The Department Chair/Program Director will report to the student the facts and available information and will seek to authenticate or clarify the allegations where possible. If it is determined that there is no basis for the allegation, no further action will be taken.

Step 4. If it is determined that there is a basis for the allegation and that further investigation is necessary, a preliminary hearing of the Committee on Progress and Promotions will be convened to review the allegations and recommend a course of action. Guidelines for the Committee on Progress and Promotions preliminary hearing are provided in the Student Handbook. The Department Chair/Program Director will inform the student and the Dean in writing of the Committee on Progress and Promotions preliminary hearing and the following:

- a. Date
- b. Name of student
- c. Nature of the allegations
- d. Date of alleged incident/occurrence
- e. Professional attributes that allegedly violate standards: skill, behavior, judgment, ethical values, etc.

For more information regarding the procedures for handling instances of unprofessional conduct, see current University Catalog and the College of Health Sciences Rules for Governance.

College of Health Science Policies and Procedures

CastleBranch

CastleBranch is the secure platform that allows you to order your background check and medical document manager online. Once you have placed your order, you may use your login to access additional features of CB, including document storage, portfolio builders and reference tools. CB also allows you to upload any additional documents for

immunizations and drug testing required by Rush University.

Criminal Background Checks

All students are required to have a criminal background check prior to matriculation into the program. Procedures for obtaining a criminal background check are available from the Department Office. The cost for the background check is the responsibility of the student. Hospitals and other health care facilities often have policies requiring criminal background checks for employees, students, and volunteers. These facilities may refuse to accept individuals for clinical practicum, or other experiential rotations, based on past criminal convictions.

Students should be prepared to comply with the policies and procedures at any facility where they are assigned as part of their educational program and may not request facility assignments in an effort to avoid specific requirements. Students who have certain types of information in their criminal background checks may be ineligible to complete rotations in specific facilities. Students who are not allowed to participate at assigned facilities, or who are terminated from clinical practica based on the results of a criminal background check will be unable to complete the program requirements for graduation and will be subject to dismissal from the program, regardless of cumulative grade point average.

Persons with certain types of criminal convictions may not be eligible for state licensure and/or national registry or certification. In addition, many employers perform criminal background checks and may not hire individuals with certain types of criminal convictions. Students will have access to consult with an advisor to consider their options on an as-needed basis.

Drug Testing

Hospitals and other health care facilities often have policies requiring drug testing for employees, students, and volunteers. Students who test positive for drugs at most health care facilities are ineligible to complete clinical practica or work assignments in that facility. Students must comply with the policies and procedures at any assigned facility and may not request facility assignments in an effort to avoid drug screening requirements. Students, who fail to report for clinical practica assignments, or who are terminated from a clinical practicum because they violate the drug testing, or drug use policies of the facilities, will be subject to dismissal from the program, regardless of cumulative grade point average.

Immunizations

Proof of Immunity under Public Act 85-1315, Illinois College and University Immunity Requirement, stipulates that all students born after December 31, 1956 must show proof of immunity. While documentation of this information for compliance with state regulations is not mandatory for students who were born before 1/1/57, most colleges and programs at Rush have individual immunization requirements for their students.

Program immunization requirements are mandatory for all students in those programs regardless of age.

- **Measles (Rubeola), Mumps, Rubella** – positive titers
- **Varicella** – positive titers
- **Hepatitis B** – immunization record and positive titers
- **Tetanus/Diphtheria** – booster within the last 10 years
- **Tuberculosis** – two-step PPD Mantoux Skin Test or the Quantiferon-TB Gold test with negative results
- **Meningococcal** – immunization record of one dose of meningococcal conjugate on or after the age of 16
- **Flu Vaccination**

Student Academic Appeal and Grievance Procedures

The College of Health Sciences' student appeals and grievance procedures provide a mechanism whereby any student may obtain a review of a complaint of unfair treatment. The student appeals procedures shall not be used to question a rule, procedure or policy established by an authorized faculty or administrative body. Rather it shall be used to provide due process for those who believe that a rule, procedure or policy has been applied in an unfair or inequitable manner, or that there has been unfair or improper treatment by a person or persons.

Students who are appealing an academic decision that could result in a dismissal from the university may be allowed to continue to progress in the program until the issue is resolved. If the academic decision is upheld and the student is dismissed from the University they will be withdrawn from their current classes. This withdrawal will be backdated to the beginning of the term and the student will receive 100% tuition reimbursement for that term.

A student wishing to appeal an academic decision should follow the process summarized below, in the sequence indicated.

Step 1. In the academic community, the responsibility for course development, course delivery, and the assessment of student achievement rests primarily with each course instructor. Any student who has a complaint of inappropriate treatment related to a course should first seek to resolve it informally with the course instructor. If the course instructor is the department chairperson, or if the complaint does not pertain to a specific course, the student should seek resolution with the department chairperson at the outset.

a. A student with such a complaint must request reconsideration, in writing, of the application of a rule, procedure, or policy or unfair or improper treatment within five (5) working days following the incident that forms the basis for the complaint (e.g., five days after grades are posted).

b. The instructor will meet with the student (or speak with the student *via* telephone for those students who are unable to come to the chairperson's office if

so requested by the student). The instructor will notify the student in writing of the decision regarding the complaint within five (5) working days following the meeting or discussion.

Step 2. If resolution is not achieved informally, as described in Step 1, the student should seek resolution with the chairperson of the department in which the course is offered within five (5) working days following notification by the instructor of their decision.

a. The chairperson will meet with the student (or speak with the student via telephone for those students unable to come to the chairperson's office if so requested by the student) following receipt of the student's request for resolution to discuss the problem or complaint.

b. The chairperson will notify the student of his/her decision in writing following the meeting or discussion.

Step 3. If the issue was not resolved in Step 2 the student may submit a written appeal, describing the nature of the student's complaint and reasons for seeking an appeal to the student progress and promotion committee of the department within five (5) working days following notification by the department chairperson of their decision.

a. The student may appear before the committee in person, make an oral statement and answer questions from the committee. The student will not be allowed to be present during committee deliberations.

b. The committee may request that the course instructor or faculty member named in the grievance appear before the committee to make an oral statement and answer questions. The instructor or faculty member named in the grievance may not be present during committee deliberations.

c. Following review of information provided, the committee will notify the student of its decision.

Step 4. If the issue was not resolved to the students satisfaction in Step 3 the student may submit a written request seeking a hearing to the Dean of the College of Health Sciences within five (5) working days of receiving the department progress and promotion committee decision. The written request should include a description of the complaint and the reason the student is seeking an appeal.

a. The College of Health Sciences Dean will meet with the student following receipt of the written request from the student for a hearing.

b. Following the meeting with the student, the College of Health Sciences Dean may render a decision, or choose to appoint a panel to investigate the grievance and make a recommendation to the College of Health Sciences Dean.

c. Following review of the information provided and any recommendations from the panel, should one be appointed, the College of Health Sciences Dean will then notify the student of his/her decision. The decision of the College of Health Sciences Dean shall be final.

Rush University Policies and Procedures

Lockers and Mailboxes

All students are assigned lockers and mailboxes by the Office of Student Affairs. All personal items must be stored in the assigned locker. **Coats and book bags are not allowed in the student or clinical laboratories.**

Health Insurance

Students must either purchase the university-provided student health insurance, or provide documentation that they have current health insurance. Documentation must be on file with Academic Health Plans (AHP) be allowed to register for courses and must be done every semester. Students who do not provide evidence of current health insurance will be automatically charged for the Student Health Insurance Plan offered by AHP.

Required Rush University Medical Center OSHA, HIPPA, and Safety Training

Students may be required to take Medical Center Training courses that apply to clinicians prior to their practicum rotations. These courses must be taken annually and are available on Blackboard. Students failing to remain current in these training areas may not be allowed in the clinical setting.

Change of Address Responsibility

It is the responsibility of any student enrolled in the Program to inform both the Office of the Registrar and the department of any change of address or phone number.

Withdrawal from Courses

Withdrawal from a course requires approval from the Course Director and the Program Director. Students should note that some courses in the BS in Health Sciences program are sequential and are taught once a year.

Continuous Enrollment

Rush University requires continuous enrollment in almost all of its programs from the

time a student matriculates through a student's graduation. Any degree/certificate student not taking courses but needing to replace an outstanding incomplete grade must register for Continuous Enrollment until the grade is satisfied. Registration for Continuous Enrollment requires the approval and signature of the Department Chairman. BS in Health Sciences students who enroll in Continuous Enrollment must submit a progress report to the Department Chairman at the end of the semester in which the Continuous Enrollment is taken. This report must contain an acceptable plan for completion of incomplete work and must be approved by the Department Progress and Promotions Committee before the student will be allowed to register for an additional semester of Continuous Enrollment. In cases where a student does not show progress towards completing an incomplete grade, the incomplete grade will revert to a grade of "F" or "N" which may result in the student being dismissed from the program.

Continuous Enrollment appears on the student's transcript with the course prefix that the student is majoring in followed by 999 (i.e. HSC 999). Information about the fee charged for the Continuous Enrollment course is available under "Tuition and Financial Aid" in the University catalog:

Leave of Absence

A student, who must interrupt his or her studies for reasons of sustained ill health or compelling personal situations, may apply for a leave of absence for a stated period of time, not to exceed four semesters. A Petition for Withdrawal / Leave of Absence must be completed and signed by the Department Chairman and other specific University offices (available from the Office of the Registrar or from the web site: (<http://www.rushu.rush.edu/registrar/forms.html>)). If approved by the Department Chairman, the student must satisfy the conditions of the leave before reentering, and must comply with all policies, requirements and course sequences in effect at the time of reentry. The student will pay tuition and fees at the rates in effect at the time of reenrollment. Only one leave will be granted per academic year.

Withdrawal from the Program

Withdrawal implies the permanent departure from the University without the immediate expectation of return. Undergraduate and graduate students withdrawing from the University must give formal notification by completing a Petition for Withdrawal / Leave of Absence form, which requires them to obtain the signatures of specific University offices. Students may obtain the form from the Office of the Registrar or from the web site: <http://www.rushu.rush.edu/registrar/forms.html>. This form requires the signature of the Department Chairman. Withdrawals are not allowed after the last class day of the semester, or during the final examination period. Refunds are made only during the limits for refunds. (See Financial Affairs Policy section of the Rush University Catalog).

Readmission to the Program

Any student who has withdrawn from the program, or has not been enrolled for one or more semesters, or any dismissed student, may apply for readmission to their program of study by submitting an Admissions application for this purpose. They must follow all admission procedures and will be placed into the pool of applicants for the year in which they are requesting readmission. An interview may be required. Preference will not be given to students seeking readmission into the program. Readmitted students will pay tuition and fees at the rates in effect at the time of reenrollment and will be subject to all current policies and procedures of the program, college and university at the time of their readmission.

A request for accommodation or modification is not cause for withdrawal of the offer of acceptance. If an accommodation is requested, the department may require additional documentation and information and will follow up with the student to discuss the specifics of the request and the appropriate plan of action.

Any student can request accommodations once enrolled in the program. If you are unable to perform any of the above, please contact the department chair or program director for further discussion. See the following Rush University Policies and Procedures for Students with Disabilities for additional information.

Office of Student Accessibility Services

In keeping with its goal to promote diversity among its student population, Rush University is committed to attracting and educating students who will help to make the population of health care professionals reflective of the national population, including individuals with disabilities. In addition, Rush University is committed to ensuring equal access to its facilities, programs and services is available to students with disabilities.

To be eligible for accommodations, a student must have a documented disability as defined by the ADA and Section 504 of the Rehabilitation Act of 1973. Students are encouraged to apply to the Office of Student Accessibility Services as soon as possible to discuss reasonable accommodations for their specific academic programs.

To learn more about accommodations at Rush University, please visit: www.rushu.rush.edu/office-student-accessibility-services or contact:

Marie Lusk, MBA, MSW, LSW Director,
Office of Student Accessibility Services
600 S. Paulina St. AAC 901
Chicago, IL. 60612
(312) 942-5237
Marie_Lusk@rush.edu

Note: These policies and procedures are subject to change and changes are effective immediately and apply to all students.

Appendix A: Course Descriptions

Core Courses Required of All Students

HSC - 352 Professional Writing

This course is designed to develop scientific and technical writing by providing students with the foundations of grammatical scrutiny necessary to provide quality communication practices and the tools to become proficient at writing professional goals and objectives, as well as clinical and scientific reports. It will also familiarize students with the investigative processes involved in proofreading clinical and scientific reports. The course emphasizes a systematic writing approach that enables students to produce a variety of scientific and technical communications in a well-presented, clear and concise style. Retake Counts for Credit: No. Pass/No Pass Grading Allowed: Credits: 3

HSC - 354 Introduction to Health Professions

This course will introduce the student to the broad array of health occupations and professionals that are essential to the provision of health care. Disciplines in allied health, medicine, and nursing will be reviewed, and the role, function, education, licensure, and scope of practice of the various health professions will be discussed within the context of the health care system in the United States. Core interprofessional health care competencies will be reviewed. Credits: 3

HSC - 358 Global Health

This course introduces major global health challenges, programs and policies. The array determinants of health will be examined with a global perspective. Principles and practices of population-based health will be introduced. Causes of poor health access and adverse health outcomes across various populations will be discussed, as well as issues related to cultural competency. This course explores the complexities and dimensions of health and illness through diverse cultural perspectives. Emerging global health priorities and initiatives for health promotion will be explored. Credits: 3

HSC - 364 Health Care Systems and Policies

Health Systems and Policies is designed to inform students of the present structure and design of the healthcare system. This course discusses the organization and delivery of health services, the economics and financing of health care, the nation's health care workforce, access to and quality of health services. The course explores topics that address current issues in America's health care system. The student will understand what is prompting reform and the significant changes in healthcare reform legislation. Credit: 1

HSC - 448 Health Care Ethics

This course focuses on the basic foundational theories of ethics and practical application of principles of medical and research ethics. Health Care Ethics explores moral values and judgments as they apply to medicine and ethical principles associate with research. It also elaborates on the ethical decision making framework, and ethical principles that govern the practice of medicine. Credits: 2

HSC -488 Research Methods

This course uses the construction of research proposals and reflective journal entries to introduce students to methods of scientific research including review of literature, research designs, sampling techniques, data analysis, and related issues. Credits: 3

OR

IS - 463 Research & Statistical Methods

An introduction to the methods of scientific research to include research design and statistical analysis. Critical review of the components of research reports will be performed to include definition of the problem, review of the literature, research design, data analysis and results. Credits: 3

HSC - 462 Practicum

The practicum builds upon the theoretical knowledge and techniques introduced during didactic courses in the first year. Students will complete practicum experiences in a variety of health professions. Offerings may include nursing, medicine, and various allied health fields. Students will shadow the health care provider as they conduct their day to day work. Student rotations will generally be 10-15 hours per week, depending on preceptor availability. Credits: 9

HSC - 464 Capstone

The capstone course is designed to prepare students for the transition from undergraduate studies to professional education. Students will analyze current health care trends and professional issues in an identified health specialty, including an overview of educational requirements and labor market trends. Students will evaluate how their career interests realistically match their skills and qualities in order to develop a plan for their next professional development steps. Students will develop a career portfolio which synthesizes their academic and professional accomplishments. Credits: 3

Medical Sciences Courses

HSC - 350 Medical Physiology

This course is designed to provide students with a comprehensive understanding of human physiological function, regulation, and integration as a basis for understanding the complex interaction of specific body systems and their relationship to disease.

Credits: 4

HSC - 360 Human Anatomy/Lab

Students will pursue an in-depth study of human anatomy utilizing lectures and a dissection laboratory. The course is regionally based and includes the back and spinal cord, thorax, abdomen, pelvis, upper and lower extremities.. Credits: 4

HSC - 362 Clinical Immunology

An introduction to the basic concepts and terminology of immunology including structure of the lymphoid tissues, function of immune cells, mechanisms of cellular and humoral immune tolerance and activation and their associated effector functions that lead to pathogen clearance. Mechanisms of immune diseases including transplant rejection, autoimmunity, hypersensitivity and asthma, immunity to tumors and congenital and acquired immunodeficiencies are covered. Credits: 3

HSC - 368 Genetics

This is an introductory course in Genetics. Clinical and molecular genetics has becoming increasing essential in the medical field. Understanding the cell cycle, DNA and genes is essential in the understanding a variety of disease processes. Credits: 3

HSC - 372 Medical Terminology

This course will introduce basic word structure and terminology pertaining to body systems. Includes spelling, pronunciation and word usage. Provides a basic overview of medical terms used to describe diseases process, systems, anatomy, special procedures, pharmacology and abbreviations. No previous knowledge of these topics is necessary. Credit: 1

HSC – 414 Patient Assessment

This course provides general and system specific concepts related to the causation and clinical presentations of pathology across the life span. Prototype diseases are

used to illustrate pathologic concepts. Use of medical interviews, physical examinations, and interpretation of examination findings will be introduced. Instruction on the components of the health history (chief complaint, present illness, past history, family history, personal and social history, review of symptoms) is provided. Physical examination including the general survey of the patient, vital signs, skin, head and neck exam, thorax and lungs, cardiovascular and peripheral vascular systems, breasts and axillae, abdomen, genitalia and rectal exams, musculoskeletal system, and the mental status and nervous system exams will be introduced. Credits: 3

HSC - 445 Fundamentals of Neuroscience

This course will provide an introduction and overview of core neuroscience areas, including membrane physiology, ion channels, cellular neurophysiology, and neuroanatomy. Drug abuse and diseases involving the central nervous system will also be discussed. Credits: 3

HSC - 454 Principles of Biochemistry

This course will provide students a basic understanding of the students a basic understanding of the structure, properties, functions, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. The analysis and application of these fundamental concepts used for testing organ function and evaluating disease will be discussed. Prerequisite: Departmental permission. Credits: 4

HSC - 455 Pathophysiology

This course provides an overview of human pathological processes, such as degeneration, inflammation, immune response, metabolic and toxicity, and their effects on homeostasis. Disease etiology, physical signs and symptoms, prognosis, and complications of commonly occurring diseases and their management will be discussed. Prerequisite: Departmental permission. Credits: 3

HSC - 458 Microbiology

This course will provide a review of the general biology of infectious agents and the basic concepts and principles of immunology, including medically important microorganisms and their relationship to disease. Identification, classification, structure and mechanism of action of pathogens, epidemiology, mechanisms causing disease and the biological basis for resistance and treatment will be covered. Assays and other biological techniques used to identify, isolate, and collect samples will also be discussed. Credits: 3

HSC - 459 Pharmacology

This course will provide an understanding of pharmacokinetics and pharmacodynamics of medications used for diagnosis and treatment of a variety of diseases. The basic principles underlying pharmacological treatments will be stressed. An overview of the autonomic nervous system pharmacology, cardiovascular pharmacology, central nervous system pharmacology, analgesic medications, drugs used to treat diabetes, hypoglycemic drugs, antibiotics and chemotherapy will be discussed. Credits: 3

VAS - 310 Patient Care

Vascular sonographers interact with patients continually through the workday. Patient care responsibilities include physical care and comfort as well as respectful communication and interactions with all. Patient attitudes in both health and disease are examined in order to make the sonographer more conscious of interactions in a diverse world. Activities are provided to practice patient care and safety skills that students may encounter in a vascular lab, such as, but not limited to, patient transport and comfort, CPR training, universal precautions, infection control, and wound wrapping. Credits: 2

Leadership and Community Wellness Courses**HSC - 371 Health Education**

The Health Education course introduces students to the fundamentals of patient/client education. The impact of culture, sexuality, language, cognitive ability, socio-economic status and health literacy on patient education will be explored. An overview of basic education and counseling principles, motivational interviewing, and patient education skills will be provided. Students will examine the role of education on patient's/client's ability to cope with health issues, adhere to prescribed treatment plans and encourage positive behavioral health-related changes. Credits: 3

HSC - 425 Health Care Informatics

This course will introduce students to health informatics. It examines trends and emerging technologies involved in health care delivery and information systems/technology management within diverse health care settings. Content includes the provider order entry (CPOE), the electronic medical record, pharmacy systems, billing systems, business intelligence/data warehousing systems and bio-surveillance methods. In addition, students will discuss ethical and legal considerations and

aspects related to the use of emerging technology and information systems in the delivery of health care. Credits: 3

HSC - 435 Nutrition

This is an introductory course in nutrition. Principles of human nutrition and metabolism, as well as nutritional planning for the maintenance of health and wellness across the life span (infant, childhood, adolescent, adulthood, and later) are explored. The course will elaborate on the role of nutrients in the body and how they affect function in the normal human, as well as those with a chronic disease process. The methods and equipment used to provide nutritional analysis will be discussed and demonstrated. Credits: 3

HSC - 460 Management Principles

The students will learn principles of management to include planning, organizing, directing and controlling, management and evaluation of personnel and programs, motivational theory, decision making, conflict management, principles of delegation, and financial management. Credits: 3

HSC - 461 Leadership Theory & Practice

This course will provide an overview of evidence-based methods for developing and evaluating leaders and leadership. It will examine leadership theory, various management styles, and organizational behavior theory. Discussion will focus on practices and principles related to developing leadership skills. Students will enhance their self-awareness concerning strengths and development needs as they relate to their career aspirations, through activities such as multi-source feedback and reflective learning. Credits: 3

HSC - 467 Issues and Trends in Health Care

Current issues and trends in health care are discussed. Credits: 3

HSC - 480 Principles and Health & Wellness

This course provides students with a holistic overview of the multi-faceted dimensions of health and wellness across the lifespan. The seven dimensions of health: physical, social, intellectual, emotional, occupational, spiritual, and environmental are explored within the context of a wellness lifestyle. They will also learn about aligning client needs and wants with best practice program design, implementation, and evaluation for successful results. Credits: 3

HSC - 483 Community Health

This is an introductory course on concepts, structures and activities in community and

public health practice. This course will explore the major areas of community health, epidemiology, health systems management, public health policy, public health advocacy, environmental and behavioral health sciences. Special topics in community health sciences will also be examined with a focus on health disparities/health equity in Chicago. Credits: 3

IS – 454 Health Care Ethics and Cultural Competence

This course covers ethical issues that Allied Health professionals can expect to encounter during their education and career. It covers such areas of concern as professionalism, cultural differences, confidentiality, informed consent, responsible practice, handling mistakes, difficult cases, and key legal aspects of these issues. The course will begin by helping the student understand the value of diversity in our society and allow the student to make self-examination of their own beliefs, values and biases. This will be followed by the dynamics involved when two cultures interact. Students will examine specific cultural characteristics as they apply to health care and propose ways of adapting diversity to the delivery of health care. The course will include an in-depth assessment of the Culturally and Linguistically Appropriate Services [CLAS] standards and cultural competency information available to healthcare organizations. Credits: 4

Appendix B: Minimum Core General Education Requirements for Admission

All entering students must complete the following core general education requirements in order to be eligible for the Bachelor in Science degree awarded by Rush University.

Requirements	Semester Hours	Quarter Hours
Two courses in communications (English composition) <i>Composition is required</i>	6	9
One course in mathematics (college algebra or higher)	3	4
Two courses in life sciences (anatomy, biology, microbiology, pathophysiology, physiology)	6	9
One course in physical sciences (chemistry, physics)	3	4
One course in social sciences (government, history, political science, psychology, sociology)	3	4
One course in humanities (ethics, fine arts, literature, philosophy) Performance courses do not meet this requirement	3	4
Elective courses in communications, computer science, ethics, fine arts, humanities, life sciences, literature, philosophy, physical sciences, or social sciences to total 36 semester (56 quarter) hours	36	56
Total Hours of Required and Elective Courses:	60	90

Lower Division Course Work:

Lower division course work must have been completed at a regionally accredited college or university. However, lower division courses will vary depending on the student's graduate school and career goals. Pre-medicine, pre-nursing and pre-allied health professional programs each have unique prerequisite requirements. The following general list encompasses these requirements (variations based on planned graduate school major are noted*).

Chemistry (8-20 semester hours) Suggested courses: General Chemistry with laboratory (4-8 SC) Organic Chemistry with Laboratory (0-8 SC) and Biochemistry with laboratory (0-4 SC) [students may elect 1 Semester Organic (4 SC) and Semester Biochemistry with laboratory (4 SC) – Biochemistry may be taken in year three at Rush if it is not completed as a

pre-requisite.

Biology (16-20 semester hours)
 General Biology with laboratory
 (4-8 SC) Microbiology with
 laboratory (4 SC) Anatomy with
 laboratory (4 SC)
 Physiology with laboratory (4 SC)

Physics (4-8 semester hours)**
 Physics with laboratory (4-8 SC)

Mathematics and Statistics (6-12 semester
 hours)
 College
 Algebra
 Calculus I, II
 Statistics (3 SC)

Communications (6 SC)

Social Sciences (6 semester
 hours)*** General
 Psychology (3 SC)
 Sociology (0-3 SC)
 Developmental Psychology (0-3 SC)

Humanities and Fine Arts (6 semester hours
 minimum)

Electives (3-9)

* Students wishing to enter medicine or the graduate biomedical sciences are required to have 16 SC of chemistry, 20 SC of biology, 8 SC of physics and 6 SH of mathematics (e.g. calculus I and II). Nursing and specific allied health fields may require only 8 SC of chemistry, 16 SC of biology, 4 SC of physics and 3 SC of mathematics. Clinical Nutrition requires 8 SC general chemistry, 4 SC of organic chemistry, 3 SC microeconomics, 3 SC accounting, 3 SC and 4 SC food preparation with laboratory.

**The master's degree programs in medical laboratory science and nursing at Rush University do not require physics.

*** Students wishing to enter Occupational Therapy are required to have one course in sociology, or anthropology plus a course in Developmental Psychology that covers birth through death lifespan. A combination of child psychology plus a course in adult aging meets this requirement.

SIGNATURE PAGE

This page must be turned in to the Health Sciences program Office. Your signed form will be kept in your departmental student folder.

I, _____, (Print your name here)

I have received a copy of the **Bachelor of Science in Health Sciences Student Handbook**. I have read and understand the content of this document. I understand that it is my responsibility to comply with all policies and procedures of the Health Sciences Program, as well as all policies and procedures contained in the Rush University Catalog and those of Rush University Medical Center.

(Signature)

(Date)