SAINT ANTHONY
COLLEGE OF NURSING

Saint Anthony College of Nursing
Common Syllabus



In the Spirit of Christ and the example of Francis of Assisi, the Mission of Saint Anthony College of Nursing, a private Catholic college, is to provide quality nursing and health care education in an environment that encourages open inquiry, lifelong learning, and to serve all persons with the greatest care and love.

A Tradition of Excellence in Nursing Education Since 1915

SAINT ANTHONY COLLEGE OF NURSING-ROCKFORD, IL
COMMON SYLLABUS

GENERAL CONTACT INFORMATION
Phone: 815-282-7900
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Mission Statement

In the Spirit of Christ and the example of Francis of Assisi, the Mission of Saint Anthony College of Nursing, a private Catholic college, is to provide quality nursing and health care education in an environment that encourages open inquiry, lifelong learning, and to serve all persons with the greatest care and love.

Vision:

Leading in Nursing and Health Care Education, Practice, and Service

Values:

- **JUSTICE**: Respect the personal worth and dignity of every student and person served regardless of race, ethnicity, age, gender or religion.
- **COMPASSION**: Provide a response encompassing the greatest care and love to the physical, emotional, social, and spiritual needs of students and the communities and populations we serve.
- **INTEGRITY**: Uphold Catholic ethical principles, Catholic social teachings, and professional codes of conduct and ethical standards in education and practice.
- **TEAMWORK**: Collaborate with each other, with members of the healthcare team, and with those served to deliver comprehensive, integrated and quality health care education.
- **TRUST**: Communicate openly and honestly to foster trusting relationships among ourselves, our students and those served.
- **STEWARDSHIP**: Manage the fiscal, physical, technologic, and human resources of the College.
- **LEADERSHIP**: Provide leadership in health care education and in the communities served.
- **STUDENT AND MISSION PARTNER WELL-BEING**: Demonstrate concern for the physical, spiritual, emotional and economic well-being of students and Mission Partners.
- **SUPPORTIVE LEARNING AND WORK ENVIRONMENT**: Create and sustain high-quality learning and work environments which focus on comprehensive, integrated and innovative opportunities for learning, growth, development and desired outcomes.
- **TEACHING/MENTORING**: Provide a learning-centered educational environment that focuses on excellence and fosters development in mind, body and spirit to prepare learners of the College to grow personally and professionally in their chosen roles and become health care leaders in their communities.
- **SCHOLARSHIP/RESEARCH**: Cultivate a spirit of inquiry that leads to the development and dissemination of new knowledge and a lifelong commitment to learning.

- **SERVICE/PRACTICE**: Apply knowledge, skills, and attributes of the chosen health care discipline in service to others utilizing evidence-based practices.

GOALS OF THE COLLEGE

- Promote a Christian philosophy in personal, professional, and academic settings.
- Prepare graduates for professional nursing roles appropriate for the changing health care needs of the community.
- Prepare graduates for the pursuit of lifelong learning and graduate education. Saint Anthony College of Nursing Student Learning Outcomes

PROGRAM LEARNING OUTCOMES

Program learning outcomes describe what graduates should be able to do and how they should act by the end of the program. Each program has 10 student learning outcomes that align with the American Association of Colleges of Nursing (AACN) Essentials Domains. The program courses, including simulation and clinical practice experiences, are designed to build student competence across the program to achieve mastery of the program outcomes by graduation. The program learning outcomes are as follows:

BSN Program Learning Outcomes (PLO)

PLO1. KNOWLEDGE FOR NURSING PRACTICE: *Integrate nursing, scientific, liberal arts, and humanistic knowledge to implement safe, evidence-based, person-centered care across diverse healthcare settings.*

PLO2. PERSON-CENTERED CARE: *Design and deliver holistic, culturally responsive, and spiritually grounded care that promotes health, dignity, and well-being for individuals and families across the lifespan.*

PLO3. POPULATION HEALTH: *Apply principles of epidemiology, social determinants of health, and equity-focused strategies to engage with communities, improve outcomes, and reduce health disparities.*

PLO4. SCHOLARSHIP FOR NURSING DISCIPLINE: *Utilize current evidence and scholarly resources to inform clinical decision-making and nursing practice.*

PLO5. QUALITY AND SAFETY: *Implement evidence-based strategies to promote patient safety and quality care.*

PLO6. INTERPROFESSIONAL PARTNERSHIPS: *Collaborate effectively with patients, families, and interprofessional teams using therapeutic communication to achieve optimal, coordinated care.*

PLO7. SYSTEM-BASED PRACTICE: *Identify how healthcare systems, organizational structures, and policy influence care delivery, and articulate system-level improvements that advance equity and access.*

PLO8. INFORMATICS AND HEALTHCARE TECHNOLOGIES: *Use informatics tools and healthcare technologies to support safe practice, communication, and decision-making.*

PLO9. PROFESSIONALISM: *Exhibit professional identity, ethical conduct, and accountability, reflecting the values of nursing, social justice, and legal standards in all aspects of practice.*

PLO10. PERSONAL, PROFESSIONAL, AND LEADERSHIP DEVELOPMENT: *Engage in reflective practice, self-care, and leadership opportunities to promote lifelong professional growth.*

MSN Program Learning Outcomes (PLO)

PLO1. KNOWLEDGE FOR NURSING PRACTICE: *Integrate advanced nursing, scientific, and theoretical knowledge to support specialty practice and education.*

PLO2. PERSON-CENTERED CARE: *Manage comprehensive, evidence-based, and culturally responsive care across the health-illness continuum.*

PLO3. POPULATION HEALTH: *Analyze population health data and social determinants of health to develop equitable interventions that reduce disparities and promote community well-being***.**

PLO4. SCHOLARSHIP FOR NURSING DISCIPLINE: *Apply evidence appraisal and translation strategies in specialty practice or education.*

PLO5. QUALITY AND SAFETY: *Implement quality improvement strategies to enhance outcomes in clinical and academic settings.*

PLO6. INTERPROFESSIONAL PARTNERSHIPS: *Coordinate care and educational initiatives through effective collaboration with interprofessional partners.*

PLO7. SYSTEM-BASED PRACTICE: *Evaluate healthcare systems and policies to identify opportunities for innovation, cost-effectiveness, and improved access to care.*

PLO8. INFORMATICS AND HEALTHCARE TECHNOLOGIES: *Employ informatics and emerging technologies to support decision-making, teaching, evaluation, and improvement of health outcomes.*

PLO9. PROFESSIONALISM: *Demonstrate ethical comportment, cultural humility, and professional accountability in all aspects of nursing leadership, advocacy, and interprofessional collaboration.*

PLO10. PERSONAL, PROFESSIONAL, AND LEADERSHIP DEVELOPMENT: *engage in lifelong learning and reflective practices to cultivate resilience, leadership, and professional growth in dynamic healthcare environments.*

DNP Program Learning Outcomes (PLO)

PLO1. KNOWLEDGE FOR NURSING PRACTICE: *Synthesize advanced nursing, scientific, and translational knowledge to create innovative, evidence-based interventions that transform care across complex systems.*

PLO2. PERSON-CENTERED CARE: *Integrate holistic, culturally responsive, and ethically grounded person-centered care that promote dignity, health equity, and optimal outcomes for individuals, families, and communities.*

PLO3. POPULATION HEALTH: *Advance collaborative population health by synthesizing epidemiological, social, and environmental data to advocate for initiatives and policy that eliminate disparities and improve outcomes.*

PLO4. SCHOLARSHIP FOR NURSING DISCIPLINE: *Generate practice-based evidence through rigorous scholarly inquiry that advances nursing science, informs policy, and transforms practice.*

PLO5. QUALITY AND SAFETY: *Lead quality improvement and patient safety initiatives using systems thinking and data-driven decision-making to foster a culture of safety.*

PLO6. INTERPROFESSIONAL PARTNERSHIPS: *Transform interprofessional collaboration by mentoring, guiding, and sustaining high-functioning partnerships that optimize shared decision-making and healthcare delivery.*

PLO7. SYSTEM-BASED PRACTICE: *Influence health system structures and policies to achieve sustainable, equitable, and cost-effective care delivery.*

PLO8. INFORMATICS AND HEALTHCARE TECHNOLOGIES: *Leverage informatics, digital health tools, and data analytics to transform organizations, enhance decision-making, and improve health outcomes.*

PLO9. PROFESSIONALISM: *Cultivate a dynamic professional identity grounded in accountability, perspective, and collaboration.*

PLO10. PERSONAL, PROFESSIONAL, AND LEADERSHIP DEVELOPMENT: *Commit to lifelong learning, reflective practice, professional development, and mentorship capacity to sustain system-level leadership and influence the profession.*

CORE PERFORMANCE STANDARDS- Undergraduate only

	Standard	**Example**
Motor Skills	Gross and fine motor skill abilities are sufficient to function safely and effectively.	Ability to lift 50 pounds. Manual dexterity to grasp, push, pull, twist, pinch, and cut. Ability to operate and calibrate equipment. Ability to prepare and administer medications.
Communication	Ability to read, write, speak, and comprehend English. Ability to operate and utilize information technology.	Teach clients. Read, document, and interpret patient documentation interventions and client responses. Ability to communicate in a professional manner.
Interpersonal Relationships	Ability to interact with individuals, families, and groups in a variety of settings.	Assertiveness and sensitivity. Able to work effectively in large and small groups.
Vision	Sufficient ability to observe and assess.	Assess skin color, pupillary response. Read graphs, charts, and monitoring devices. Observe client responses to interventions. Prepare and administer medications.
Hearing	Sufficient ability for assessment and response.	Sufficient ability for assessment and response.
Touch	Sufficient ability to discriminate normal and abnormal findings upon palpation.	Detect temperature and perform palpation.
Mobility	Ability to maneuver in confined spaces.	Ability to move around in small spaces. Ability to perform CPR.
Critical Thinking	Ability to problem solve and demonstrate sound clinical judgment and safe clinical practice.	Identify problems and potential solutions. Predict outcomes and interpret situations.

GRADING SCALE

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F 0-68%

Final grades, percentages or points, are not rounded, and Canvas is not the official gradebook. Official midterm and final grades are posted in SONIS. Make sure to confirm your final grade in SONIS.

STUDENT SUCCESS

Faculty and students work together to help you be successful in your coursework and the program. The Academic Support Center (ASC), located in room 4144 of the Health Science Center, demonstrates the Mission of Saint Anthony College of Nursing through academic coaching and tutoring. Students are encouraged and invited to seek academic help as soon as there is a pattern of low grades for assignments or testing and/or faculty/advisor recommendation. The best success is achieved when asking for help before midterm. Hours may vary from semester to semester. More ASC information is available on CANVAS. You can make an appointment via CANVAS email or drop-in at the ASC Center.

Academic support focuses on your learning style and your experiences with assignments or testing. Some of the improvement activities include adapted study skills, taking notes, writing papers, testing practice, accessing ATI/Evolve, time management, and clarifying course assignments. Success comes as you practice and gain confidence in your nursing studies.

ENHANCED LEARNING/REMEDIATION

The faculty are committed to student success in their courses. Faculty provide enhanced learning in each course. This enhanced learning will vary from course to course and may include but is not limited to development of an individual remediation plan; test review for any exam where the student scored lower than an 80%; additional coursework to reinforce content; additional simulation; and/or additional clinical time.

Remediation for skills may be scheduled outside of clinical hours that are published on the clinical schedule.

FACULTY OFFICE HOURS

Faculty have a minimum of three scheduled office hours per week. These office hours may be in person or virtually.

COLLEGE POLICIES

Although not all college policies are included in this syllabus, students and faculty are required to follow policies as outlined in the *College Catalog* and found on the Canvas Student Portal.

COURSE SYLLABI

A course specific syllabus is developed by the faculty for each course. These course syllabi are

subject to change by faculty. Faculty are obligated to notify students of these changes. Students should save their course syllabi.

REPEATING STUDENTS
If you are repeating a course, you must submit new original work during the semester. Build upon your experiences from the previous efforts in the course.

ATTENDANCE
Promptness and attendance are hallmarks of professionalism. Students who are tardy or absent from class are responsible for content presented during the missed class. Class discussions and participation points cannot be accrued when class is missed. Patterns of absenteeism and tardiness are monitored, and disciplinary action may be instituted at the discretion of the faculty. Extenuating circumstances are reviewed on an individual basis. Regardless of absenteeism, the course requirements and/or clinical competencies must still be met by each student. Attendance is entered in SONIS by course faculty.

READINGS/ASSIGNMENTS/CANVAS ACTIVITIES/DUE DATES
The course calendar is designed to help you organize your time and responsibilities. Make sure to be aware of what is due on what day. To facilitate learning, please read the required assignments prior to class time to enable you to fully participate in classroom discussion. Assignments are due according to the specific course syllabus. Deductions may be taken for tardy submission of assignments if prior arrangements are not made with the instructor. Instructors also have the right to refuse to accept late assignments.

CLASS PARTICIPATION
Class participation is an integral part of the learning process and an expectation for your courses. It is expected that students will arrive to class prepared to fully participate in class discussion and activities.

WRITTEN ASSIGNMENTS
A hallmark of a professional nurse is the ability to write. Before submission, it is in your best interest to proofread and check your work for proper grammar and spelling. Context, vocabulary, and content must represent college level competency aligned with your student status.

EXAMINATIONS/QUIZZES
The College has established guidelines for testing.

- Unless otherwise stated, examinations/quizzes are to be completed independently without the assistance of others or other resources such as textbooks, notes/Power points, websites, or other study materials.
- Students are expected to take examinations, tests and/or quizzes as scheduled; failure to complete these as scheduled will result in achieving a grade of zero. In the event of a serious emergency, illness or extenuating circumstance, students may request to take the exam which will be/was missed. Permission must be requested in writing/email before the exam begins. The request must be submitted to and acknowledged by the course coordinator prior to the missed examination unless the critical nature of the emergency

prohibits it. Students may be asked to provide documentation supporting the request for alternative testing times.

- Missed examinations are to be taken on the first day of the student's return to class or clinical at a time designated by the instructor and outside of class or clinical experiences. If a make-up examination is allowed, an alternate form of the test may be administered.
- In-class examinations may not be repeated in an attempt to achieve an improved grade.
- You must bring your own computer to class for all examinations. You will use the calculator embedded in the exam.
- Students are responsible for their own technology including having a fully charged battery, reliable internet access, any software updates, and your login information.

IN CLASS TESTING PROCEDURE

To maintain the security of exams and prepare you for the security involved when taking the post-graduation standardized exams, the following steps will be followed for any in-class testing:

- All personal items (e.g. books, backpacks, binders, cell phones) must be left in the back or side of the room. **These items may not be removed from the room or opened by students until the exam is completed by the entire class.**
- Only the calculator embedded within the exam may be used when necessary (undergraduate only).
- Many courses require the use of Respondus LockDown Browser for exams. If an exam is taken at home the Lockdown Browser with Webcam must be utilized.
- Faculty will not answer questions related to terminology, restate the exam question, or further explain questions.
- Cell phones must be turned off. Wearable technology is not allowed to be on your body during testing.
- Faculty will move about the classroom during the exam.
- No hats will be allowed in the classroom.
- After completing the exam, students must move away from the classroom and remain quiet so as not to disturb those still taking the exam.
- Total testing time is at the discretion of the faculty in keeping with educational guidelines.
- All scratch paper must be returned to faculty before exiting the testing room.
- Test questions may not be copied in any manner for later use or distribution. This includes all exams such as faculty-developed or standardized examinations.
- The course website on Canvas will contain information regarding the exam, exam grades, and exam review.

PERSONAL AND ACADEMIC INTEGRITY (Policy 351)

The academic community of faculty, staff and students at Saint Anthony College of Nursing maintains an environment of honesty, trust, and respect. Faculty, staff, and students are expected to hold themselves and their peers to a high standard of honor and personal and academic integrity. The honor code states that students will demonstrate in all aspects of student life, comportment, and personal integrity consistent with that of a professional. It allows faculty, staff, and students to attain appropriate recognition for their academic and personal achievements. The honor code also mandates that students acknowledge when information is obtained from other sources or academic resources. This policy addresses: plagiarism, cheating, fabrication, exam integrity,

lying/misrepresentation, bribery, bullying, incivility, threat, unauthorized use of protected information, and clinical assignments.

CLASSROOM AND CLINICAL BEHAVIOR (Policy 354)
Students enrolled at Saint Anthony College of Nursing are expected to follow a code of behavior in keeping with the standards of the College of Nursing. Students shall comply with all rules and regulations of the College, cooperating agencies, and with Local, State, and Federal laws. Failure to maintain these professional standards shall constitute misconduct. Misconduct is subject to discipline, up to and including dismissal from the College. Appropriate and professional behavior is required in all classes including virtual courses. The classroom dress code is observed for all classes including virtual courses.

REASONABLE ACCOMMODATION (Policy 496)
Consistent with the mission of Saint Anthony College of Nursing and the requirements of the Americans with Disabilities Act (ADA) and the Illinois Human Rights Act to "reasonable accommodation" will be provided to individuals with disabilities who are otherwise qualified to enroll in and graduate from the nursing program. Please see the Associate Dean for Student Services for further information on the process of requesting an accommodation.

INCLEMENT WEATHER CLASS AND/OR CLINICAL CANCELLATION (Policy 802)
The College reserves the right to cancel classes and/or clinical in the case of severe weather. Safety remains the individual student's responsibility should hazardous driving conditions prohibit attendance at class. Classes may be rescheduled at the discretion of the faculty and/or administration. Lectures may be moved to a virtual method of instruction. Clinical may move to virtual simulation. Students will be notified via Canvas and/or other electronic means.

SMOKING/VAPING POLICY (Policy 808)
Saint Anthony College of Nursing/Rock Valley College and OSF Saint Anthony Medical Center are non-smoking campuses. Students may not smoke/vape while in transit to, from, or during clinical experiences. Violation of this policy will result in disciplinary actions.

PARKING (OSF Policy 20255336)
Students are expected to park in designated areas. At Guilford Square, student parking is designated on the northwest side of the building. There are some designated parking spaces for staff who work after hours. Please leave those spaces for staff. Please do not park near the front of the building as these areas are designated for patients/families.
When you are at our clinical agencies, remember that priority parking is for patients. Please follow any guidelines given to you by faculty about specific parking instructions.

COMMUNICATION
Email communication through Canvas/Outlook is the expected method for faculty to student correspondence. Faculty are expected to respond to emails/Canvas messages within 48 hours except for weekends and holidays, then within 72 hours. Students are expected to use their college email accounts for communication.
Texting to faculty personal phones is only with permission of faculty and in emergency situations.


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