



SCHOOL OF NURSING
UNIVERSITY OF MICHIGAN

**Doctor of Nursing Practice (DNP)
Handbook
Of
Academic Policies & Procedures**

2015-2016

Updated November 2015

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DNP Academic Policies & Procedures Handbook

Welcome to the University of Michigan School of Nursing!

This handbook for doctoral students at the School of Nursing provides information regarding policies, procedures, available resources, and issues that are of concern to student academic life. It also outlines rights and responsibilities of the School of Nursing DNP students. These policies, and any additional School of Nursing policies and procedures relative to student records, publications, grievances and discipline, are consistent with the Family Rights and Privacy Act of 1974 and the Michigan Freedom of Information Act of 1977.

Students are responsible for using the handbook as a resource when questions arise and as a guide to academic and nonacademic policies and procedures. All students are required to sign the Handbook Certification document and upload it to their online compliance tracker with Certified Background. In the Handbook Certification document, students certify that they are responsible for:

- a. Reading the handbook in its entirety
- b. Reviewing and understanding any changes made to the Handbook during the entire time they are enrolled as a student in the School of Nursing
- c. Recognizing that changes made to policies and procedures may impact them as a student

Note that the information in this handbook is updated annually. Changes may also be made throughout the academic year and these changes will be posted on the School of Nursing website. Students will be notified of any changes to the handbook via e-mail to their @umich.edu address and published in *The Pulse*, the School of Nursing biweekly electronic newsletter. The information in this handbook is accurate as of September 2015. The *DNP Handbook of Academic Policies & Procedures* is available electronically in the [Handbooks & Policies](#) section of the University of Michigan School of Nursing's [official website](#).

2015 – 2016 Academic Calendar

2015 FALL TERM

Labor Day (Holiday)	Sept 7, Mon
Classes Begin.....	Sept 8, Tues
Fall Study Break	Oct 19-20, Mon-Tues
Thanksgiving Recess 5:00pm	Nov 25, Wed
Classes Resume 8:00am	Nov 30, Mon
Classes End.....	Dec 14, Mon
Study Days	Dec 15, Tues & Dec 19-20, Sat-Sun
Examinations	Dec 16-18, Wed-Fri 21-23, Mon-Wed
Commencement	Dec 20, Sun

2016 WINTER TERM

Registration (for students not pre-registered)	
Classes Begin.....	Jan 6, Wed
Martin Luther King, Jr. Day	Jan 18, Mon
(University Symposia No Regular Classes)	
Vacation begins 12:00 noon.....	Feb 27, Sat
Classes Resume.....	Mar 7, Mon
University Honors Convocation.....	Mar 20, Sun
Classes End.....	Apr 18, Mon
Study Days	Apr 19, Tues & Apr 22-24, Fri-Sun
Examinations	Apr 20-21, Wed-Thur & Apr 25-28, Mon-Thur
Commencement Activities.....	April 28-May 1, Thur-Sun

2016 SPRING-SUMMER TERM

Registration (Fall & Spring Half Terms).....	
Classes Begin.....	May 3, Tues
Memorial Day (Holiday).....	May 30, Mon
Classes End (Spring Half) 5:00	June 20, Mon
Study Days	June 21-22, Tues-Wed
Examinations	June 23-24, Thur-Fri
Spring Half Term Ends.....	June 24, Fri
Registration (Summer Half Term)	
Summer Half Term Classes Begin	June 29, Wed
Independence Day (Holiday).....	July 4, Mon
Classes End 5:00pm.....	Aug 16, Tues
Study Day	Aug 17, Wed
Examinations	Aug 18-19, Thur-Fri
Fall Term & Summer Half Term Ends	Aug 19, Fri

(This calendar is subject to change)

Chapter

1

School of Nursing

The Michigan Difference - A Statement of Aspiration

We have a passion for the 'Michigan Difference' which exemplifies rigorous scholarship, high expectations for ourselves and our students, and accountability for continuous quality. We are committed to diversity and have a global reach in our research, education, practice and professional service. We prepare our students to be leaders and thinkers who also have cutting edge skills. The graduates of all of our programs are the 'best of the best' and populate leadership positions locally, regionally and around the world. We value interdisciplinary activity and are leaders on campus in areas of our expertise.

Our environment and activities are engaging for faculty and students and draw the best from each of us. We aspire to be good partners to each other in a spirit of 'lifting others as we climb'. We want to function with flexibility, synergy and efficiency across programs and divisions.

Vision

Lead the nation and influence the world through the impact of our research, educational programs and practice innovations on health.

Mission

The School of Nursing is an integral part of the University of Michigan and as such, subscribes to the three purposes of the university: education, research and service. The primary mission of the School of Nursing is to improve the health and well-being of society through the impact of our research and by educating nurses for leadership in academic and practice roles. The school achieves its mission by building a community that draws its intellectual strength from the rich diversity of people.

The School of Nursing advances the science of our field as well as contributes to general knowledge development. The faculty and students engage in service activities that benefit our communities and that advance the profession of nursing. The school's faculty practices are part of our service mission and are aligned with interdisciplinary partners and institutions that provide for integration of our research, education and practice activity. The school's faculty practices are demonstrations for innovations in methods and set high standards for excellence.

Background Information Regarding Our Mission

Education

The University of Michigan School of Nursing (UMSN) strives for excellence, offering innovative, high quality academic programs. By setting standards of intellectual rigor, a distinguished faculty provides leadership to the state and nation. The School of Nursing prepares nurses at the baccalaureate, master's, doctoral and postdoctoral levels who are capable of making significant contributions in meeting changing health needs. The School of Nursing utilizes educational models of clinical practice that address compelling societal needs related to health and illness.

Undergraduate study is designed to prepare nursing students to contribute to the health of individuals, families, groups, and communities through nursing science. The baccalaureate program is grounded upon a liberal education and prepares nurses with the general knowledge base and abilities necessary to function effectively in a variety of nursing careers.

Graduate study is designed to prepare scholarly, specialized nurses capable of assuming leadership responsibilities within both disciplinary and interdisciplinary contexts. Inherent in this learning process is the development of an understanding of scientific inquiry methods and research competencies. The master's program prepares advanced practice nurses who assume roles in practice, teaching, management, and research in current and emerging health care systems. The doctoral and postdoctoral programs prepare nurse researchers to assume leadership roles in developing the empirical and theoretical bases of nursing practice, nursing science, and health policy.

Research

The School of Nursing, as part of the University of Michigan, is responsible for discovery, development, and transmission of new knowledge relevant to nursing practice and to the formulation of health policy in a multicultural society. Basic and applied nursing research is needed to test, refine, and advance knowledge. The School of Nursing faculty develops productive programs of disciplinary and interdisciplinary research and demonstrates excellence in teaching.

Service

The School of Nursing is committed to serving the university, the profession of nursing and society and to improving the health of the people of Michigan, our nation, and the world. This is accomplished by a faculty that responds to economic and social mandates. School of Nursing faculty hold local, national, and international leadership positions and respond to the public's health needs by developing and adhering to the highest standards of nursing care.

To provide a base for innovative education and research initiatives as well as facilitating the clinical capabilities of faculty, the School of Nursing sponsors and supports nurse managed services that are interdisciplinary in nature and serve diverse populations. Faculty direct health care services (including nurse-managed services), consult with health care systems and educational agencies, and participate in continuing education activities.

Philosophy of Nursing

A philosophy of nursing contains three essential elements: beliefs about the central phenomena of the discipline, mechanisms by which phenomena can be known or addressed, and values of the discipline. Taken together, these three elements guide the education, research, and practice of the School's students and faculty.

a. Beliefs About the Central Phenomena of the Discipline

Viewed holistically, humans are characterized by the dynamic interaction of biological, psychological, sociological, spiritual, and environmental factors. Clients' decisions about health care vary depending upon their stage in the life span, gender, ethnic/racial origin, sexual orientation, economic status and physical/mental ability. Nurses recognize that individuals' health and illness exist in a larger context of family, community, society, and the environment. Nurses provide consumer-centered services that assist individuals, families, groups, and communities to attain and maintain optimal well-being.

b. How Phenomena Are Addressed

Nurses support clients' rights to self-determination, to complete information, and to active participation in all aspects of care. They strive to promote familial, societal, and environmental conditions through education, research, and service, which contribute to health and well-being and inform health care policy. Nurses work both independently and in collaboration with consumers of health care, members of each of the health professions, and other individuals and organizations concerned with health to provide high quality, cost-effective care. Nursing shares with other health professions the goals of promotion and maintenance of wellness, prevention of illness and disability, restoration of the ill and disabled to health, and provision of support through the life cycle including a dignified death.

Rapidly changing health care systems have greatly expanded opportunities and ventures for the profession. Nurses recognize that optimal health care balances scientific knowledge and technology with effective resource utilization. Further, professional nursing practice includes leadership in local, state, and national professional organizations and in other health-related enterprises. Professional nurses collaborate with health professionals and other concerned persons in identifying the health needs of society and provide leadership in developing effective health care delivery systems and building the body of scientific knowledge to inform practice.

c. Values of the Discipline

Nurses are committed to the belief that every individual has the right to safe, satisfying health care that is based upon respect for human dignity and cultural variation. Professional nurses use decision-making and independent judgment consonant with responsible and accountable practice and based on multiple ways of knowing.

Core Values

The core values at the School of Nursing that define how we will work and interact with others are as follows:

- Accountability
- Diversity
- Excellence
- Initiative
- Integrity
- Respect

Accreditation

The University of Michigan is accredited by the North Central Association of Colleges and Schools. The baccalaureate and master's degree programs in the School of Nursing are accredited by the Commission on Collegiate Nursing Education and approved by the Michigan State Board of Nursing. As of April, 2014, the Post Master's Doctor of Nursing Practice program at the U-M School of Nursing also is accredited by the Commission on Collegiate Nursing Education.

Memberships Held by the School of Nursing

The School of Nursing holds charter membership in the Council of Member Agencies of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing, the Committee of Institutional Cooperation, the Midwest Alliance in Nursing, the American Association of Colleges of Nursing, and the Commission on Collegiate Nursing Education. The School is also a sustaining member of the National Student Nurses' Association and Sigma Theta Tau International (Rho Chapter).

Non-Discrimination Policy Notice

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex*, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504 Coordinator, Office for Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817.

*Includes discrimination based on gender identity and gender expression.

Chapter

2

Student Services and Resources

Office of Student, Academic & Multicultural Services

The Office of Student, Academic & Multicultural Services (OSAMS) provides service and support to help students to be successful academically, and offers opportunities for students to enrich their leadership experiences. OSAMS provides academic services including academic advising for undergraduate and graduate students, degree audits, and credit transfers.

OSAMS also plans, funds and manages student activities such as all orientations, All School Welcome, Welcome Week, convocation and other school-wide activities. In addition, OSAMS maintains the student lounge(s), reading room and mailboxes as well as offers locker rental and houses the lost and found.

Academic Advising

Faculty Advisors

The School of Nursing faculty advisors are available to discuss career goals, approve course transfers, and to assist students to utilize the resources available in the School and The University. Incoming students are assigned a faculty advisor in their area of study. Your faculty advisor will help you plan your program of study, including your first semester classes. Talk with your faculty advisor before you register for courses and if you are considering dropping a course.

Academic Advisors

The Office of Student, Academic & Multicultural Services (OSAMS) has academic advisors who assist all students with administrative academic processes and help them to utilize the resources available in the school and at the university. Advisors perform degree audits to ensure that students complete requirements for graduation. This will be during mid-January, mid-September, or mid-June, depending on the term students during which students apply for graduation. Academic advisors also process course transfers, but they must be approved by your faculty advisor and the DNP Program Director. Degrees are not conferred by the university until approximately a month and a half after the last day of classes.

Students who have other academic questions or concerns about curriculum, transfer information, Mcard forms, or are in need of academic-related information should e-mail the academic advisors UMSN-Advisors@med.umich.edu or stop by OSAMS, Room 1160 400 North Ingalls Building. OSAMS also offers open academic advising hours every Monday, Tuesday, Thursday, and Friday from 10:00am - 4:00pm. No appointment is necessary.

School of Nursing Buildings Information

Buildings

The School of Nursing is housed in two buildings, the School of Nursing Building, located at 426 North Ingalls and the 400 North Ingalls Building.

School of Nursing Computing Site

The School of Nursing computing site is located in Room 4210 of the 400 North Ingalls Building (400 NIB). The site contains 15 Windows workstations. It is a card-key access site, meaning that users must have a valid Mcard to enter.

Electronic Classroom: The School of Nursing Computing Site can be reserved through [Sites Instruction Support Classroom Reservation](#) however, it is not equipped with an instructor station or with AV projection equipment.

4-HELP: The School of Nursing Computing site is an Unstaffed Site. If the site is in need of maintenance, call (734) 764-HELP (4357) to report the problem, and a staff member of the Sites Environment Support Team will be sent to troubleshoot the problem or restock the Site.

Site Access: 300 and 400 North Ingalls will require key card access after 6 p.m. This means the 400 NIB site will be available, 6 p.m.–6 a.m. to faculty, staff, and students from the School of Nursing and others who use 300 NIB.

Printers: [M-Print](#) printers are available in room 4210 400NIB and in the lower level of the School of Nursing Building near room A135. Standard student printing charges apply. For more information on M-Print services visit the [ITS Campus Computing Sites web page](#).

Student Lounge and Reading Room

Student lounge and study areas are located throughout the School of Nursing Building. The Doctoral Student Organization (DSO) lounge is located in Room 2320 of the 400 North Ingalls Building. The lounge is unlocked between 8:00am and 5:00pm during the fall and winter semesters. If students would like access to the lounge outside of these hours, they can borrow a key for the lounge from OSAMS (Room 1160, 400 NIB) or get their own key by completing a Key Requisition Form, which is also available in OSAMS. The graduate student lounge includes a meeting space, computer access, student mailboxes, a refrigerator, and a microwave. A reading room with video monitors and computer access stations is located on the first floor in Room 1185 (400 NIB).

Vending

Vending is available in the School of Nursing Building on the Lower Level and Level 2. Students will also find a microwave for their use in the Level 2 vending area. In the 400 North Ingalls Building, vending, a microwave and a refrigerator are located in the undergraduate student lounge in Room 1188.

Student Mailboxes

All doctoral students have a mailbox located in Room 2320 400 NIB. Students and faculty utilize the mailboxes to send memos, return papers, and notify students of important events and requirements so students should check their mailbox frequently. Mailboxes are created by the OSAMS.

Student Lockers

Students may sign out lockers from OSAMS (Room 1160, 400 NIB) on a first-come, first-serve basis. Master's students' lockers are located on Floor 2 of the School of Nursing Building. Lockers may be signed out in September, after classes begin. Lockers can only be signed out for the current school year. Student lockers must be emptied by June 30 of each year. On July 1, any items remaining in lockers are moved to the Lost and Found. There is no fee to sign out a locker.

Privacy Rooms

Students may utilize the designated privacy rooms in both School of Nursing buildings. Room 4014 in the new School of Nursing Building and room 3337 in 400 North Ingalls Building are designated for use by nursing mothers.

Lost and Found

Found items should be turned in to OSAMS (Room 1160, 400 NIB). Please give the person at the front desk information about where and when the item was found.

For inquiries about lost or misplaced items in the School of Nursing or surrounding grounds, please visit the OSAMS front desk. In the event your item has not yet been turned in, you may leave a brief description of the item and your contact information at the front desk where it will be posted for two weeks.

Most lost and found items will be held in OSAMS for one month. After one month they will be sent to the University of Michigan Police Department (UMPD). Please Note: Items such as water bottles, coffee mugs, and food containers, which may easily spread germs and/or grow bacteria, will be thrown away at 5:00pm each day.

If you are looking for items you have lost, contact the University of Michigan Police Department Records/Evidence Unit at 734-936-2791 between 8:00am and 4:30pm Monday through Friday, or by email at lost-and-found@police.umich.edu. Items with no known owner are held for safekeeping for up to six months, depending on the value of the article. After the appropriate time has elapsed, the items are disposed according to applicable state law.

Communication in the School of Nursing

All persons in the School of Nursing community (students, staff and faculty) are expected to conduct themselves in a professional manner when communicating with one another in person, e-mail or on the telephone.

Use of Technology and Social Media

All students are responsible for respectable communication on social media sites (e.g. twitter, Facebook, etc.). Any technology, tool, or on-line space in clinical agencies cannot be used for personal business. This applies to social media platforms. Students must follow clinical agency policies regarding use of technology and social media. At times, a clinical setting may allow use of technology or on-line space or use of social media for work purposes. They are only to be used as they relate directly to patient care or specified agency activities.

- Agency computers cannot be used for personal business such as checking email or Facebook.
- Any personal communication such as cell phone use or texting must be done outside of agency clinical areas on the student's personal time.

- Posting or discussing any information about patients or families on social media or on-line space is not permitted and is a violation of the Student Code of Academic and Professional Conduct (see [Appendix A](#)).
- Non-compliance with policies regarding the use of technology and social media may affect course grades and result in the violation of the Student Code of Academic and Professional Conduct, up to and including disenrollment from the School of Nursing.

E-Mail

All students automatically become members of a School of Nursing user group. Students' campus e-mail address (uniquename@umich.edu) is the only address used in these groups. Forwarding your @umich.edu email to a personal email account introduces unwelcome challenges and is not recommended. OSAMS is not responsible for any information not received from e-mails sent to the UMSN student body e-mail groups that may be of importance to students, including scholarship, employment, event and class information.

Students should not share School of Nursing student email distribution lists with external parties who wish to contact students. Instead students should refer all external parties to OSAMS at sn-osams@umich.edu so that information can be distributed if appropriate.

Contact OSAMS via e-mail at umsn-frontdesk@med.umich.edu about problems with School of Nursing user groups. Usage guidelines, which are included in [Appendix B](#), address the management of student user groups. It is important all students review and abide by these guidelines.

Students need to check for e-mail messages frequently. Students are held responsible for School of Nursing, course and University information communicated via e-mail. Students should use their @umich.edu account to communicate on e-mail for any School of Nursing and University business.

Level 1 and Level 2 Passwords

A Level-1 password, also referred to as your UMICH password or Kerberos password, is used to access your @umich.edu email account and campus resources such as libraries, benefits, and Wolverine Access. To obtain a UMICH (Level-1) password, contact the ITS accounts office.

A Level-2 password, also known as Novell (UMMED) or UMHS Exchange password, is used to access your @med.umich.edu account ([UMHS Exchange](#)) and other hospital resources. Please Note: your @med.umich.edu account is only available while in clinical at University of Michigan Hospital System (UMHS). This email account also does not forward to your @umich.edu.

Computing and Technology

Computing at the School of Nursing (Fall 2015 Computer System Requirements)

School of Nursing students in all graduate programs must have access to a laptop while enrolled to complete the coursework in their respective programs. While UMSN does not require the purchase of any specific computing hardware, students must acquire a computer that meets the standards set forth in this document. It is each student's responsibility to ensure that they have the required hardware and software for every course for which they are enrolled. **Please review these standards each term as they may change to stay current with technology upgrades.**

The School of Nursing has set computer requirements to ensure that student computers have the functionality needed for their coursework. Students may choose either Option A or Option B below, choosing the best fit for their needs. If you already own a computer, please compare your

specifications with the requirements listed below. **At a minimum, your computer must meet the requirements listed for Option B. If your computer does not meet the standards outlined here you must acquire computer hardware and software that is compliant.**

Option A

Students who will be at the University for 4 years or more should choose this option. Option A specifications are based on a 4-year replacement cycle, which means that students will be able to use their computer for at least 4 years.

Option B

Though the requirements listed in Option B meet the School of Nursing's minimum computing requirements, these systems are not adequate for more than 2 years of use. Option B is only appropriate for students who have less than 2 years of coursework to complete. If you are enrolled for longer than two years, you are required to acquire computer hardware and software to meet the School's computing requirements.

School of Nursing Information Technology Support (sn-its)

The School of Nursing Service Desk is available to assist you in selecting a system that is compatible with the University's computing environment and meets the School's computing requirements. Please contact the School of Nursing IT Service Desk if you need assistance identifying systems appropriate for your needs.

Phone: 734-764-4425

Email: sn-its@umich.edu

Computer Requirements

COMPONENT	OPTION A REQUIREMENTS	OPTION B REQUIREMENTS
Operating Systems	<ul style="list-style-type: none"> • Windows (current release) • Mac OS (current release) 	<ul style="list-style-type: none"> • Windows 7 (64bit) • Mac OS X (Mountain Lion or Greater)
Laptop Hardware	<ul style="list-style-type: none"> • Processor: i7 2.4 GHz (or equivalent) • RAM: 8G (expandable to 16GB or more) • HD: 250GB (Solid State optional) • Built-in Wifi (802.11 ac/g/n) • Webcam • Built-in ethernet jack or external USB ethernet jack • 5 Hour Battery • 3-4 Year Warranty 	<ul style="list-style-type: none"> • Processor: i5 Quad core 2.4 GHz (or equivalent) • RAM: 8GB • HD: 250GB (Solid State optional) • Built-in Wifi (802.11 g/n) • Webcam • Built-in ethernet jack or external USB ethernet jack • 4 Hour Battery • 3-4 Year Warranty
Software	<ul style="list-style-type: none"> • Microsoft Office Suite 2013 (or compatible Office Suite) • Adobe Acrobat Reader • Chrome Web Browser • Antivirus Software (current release) 	<ul style="list-style-type: none"> • Microsoft Office Suite 2010 • Adobe Acrobat Reader (current) • Chrome Web Browser • Antivirus Software (current release)

Optional Accessories/Peripherals

ACCESSORY	RECOMMENDED USE
Laptop/Mobile Device Bag or Case	Recommended for protecting laptops and mobile devices when traveling.
Laptop Security Cable	Recommended for securing laptops when in use in public spaces.
Mobile Wifi Hotspot	Recommended for students who may need internet access in areas that may have restricted or limited internet connectivity.
Webcam	Recommended for use with desktop systems when using collaboration and web conferencing software.
USB Headset w/Microphone	Recommended for reducing feedback when using web conferencing software. REQUIRED if participating in online synchronous class (check course syllabi for details).
External Laptop Battery	Recommended to provide additional run time when power receptacles are not readily available.
External Backup Drive	Recommended for backup of data and data sharing when connectivity is not readily available.
External Mobile Device Battery Pack	Recommended to provide additional run time when power receptacles are not readily available.
Laptop Video Adapters (DVI/VGA/HDMI)	Recommended for students who will use their laptops and mobile devices to connect to various projection systems.
Mobile Devices	<ul style="list-style-type: none"> • Android Devices (current release) • iOS Devices (current release) • Wifi (802.11 g/n)

Technology Policies

POLICY	REFERENCE
Sensitive Data	Sensitive Data Policies Proper Use Policy
Ethics	UMSN Student Handbooks
Netiquette	UM Safecomputing Student Guidelines URespect
E-Mail policies for UMSN Students	UMSN Student Handbooks
UMich IT Policies	UM Student IT Policies

Please Note: Students should be able to perform basic computing tasks such as performing internet searches, uploading and downloading documents, using email, and installing software. Students should also have a basic level of proficiency using standard productivity applications such as Microsoft Word, PowerPoint, and Excel.

Computing at the University

The Information Technology Central Services (ITCS) provides a central focus for computing and telecommunications at the University. Within ITCS are a number of units that provide direct services to students. Students can use computers, take advantage of many free educational services including classes and consulting, and benefit from special purchase plans which make it possible to purchase computers and software at reduced prices. For additional information about all services offered by ITCS, please visit the [ITS General Computing website](#). The University of Michigan dictates standard practice and proper use policies for technology resources. These can be reviewed on the [Office of the Chief Information Officer's website](#).

Creating and Changing Uniqnames

After matriculating, new students will receive an email from ITS Accounts instructing them on how to create a uniqname. If students would like to change their uniqname they should contact the ITS Accounts Office at 734-764-HELP (4357) and select option three. Students should also notify all their contacts of their uniqname change. Any individual sending an e-mail to an old uniqname will receive a "bounced message" alert. However, by changing your uniqname through the ITS Accounts Office, all U-M Directory membership groups you are a member of will be automatically updated with your new uniqname. Problems occur when other units, such as UMHS, change someone's uniqname and do not contact ITS Directory Accounts.

Assistive Technology Resources On-Campus

[Adaptive Technology Computing Services](#) – "meets the needs of any U-M community members who have questions about modifications or alternatives to standard monitors, keyboards or mice, or who are seeking high-tech tools to help with reading and writing."

James Edward Knox Center
2064 Shapiro Library
Jane Vincent, Assistive Technology Lead
Phone: 734-936-3794; Knox Center direct line 734-647-6437
Email: sites.knox@umich.edu

[Google Accessibility - Barriers and Alternative Options](#) – "provides a list of examples of accessibility barriers of Google Apps for Education's core applications and U-M accommodations and alternative options." Questions about the accessibility of U-M's implementation of Google Apps for Education or other ITS-provided applications can be directed to Jane Vincent at jbvincen@umich.edu.

[M+Google Accessibility](#) – "provides information about known accessibility barriers and work-arounds." For general information about Information Technology (IT) Accessibility at the University of Michigan, please see the CIO's IT [Accessibility](#) page.

ITS Service Center
Phone: 734-764-4357
Email: 4HELP@umich.edu

[Assistive Technology Funding Sources](#) – lists several assistive technology funding sources for students with specific types of disabilities.

Services for Students with Disabilities
G-664 Haven Hall
Phone: 734-763-3000
Email: ssdoffice@umich.edu

[Testing Accommodations Center](#) – “serves the College by providing reasonable testing accommodations to students with verified disabilities who are enrolled in LSA courses. By creating an appropriate space for completing exams, the Testing Accommodation Center aims to make education accessible for students with verified disabilities. TAC’s mission is to serve both students and instructors through a well-defined process that ensures confidentiality and test security.”

Testing Accommodations Center
B129 Modern Languages Building
Lisa Clark, Coordinator
Phone: 734-763-1334
Email: lsa.testcenter@umich.edu

[Ergonomics Awareness Program](#) – “helps increase faculty and staff awareness of, access to, and the effectiveness of ergonomic resources within the U-M community. The program helps departments and employees apply ergonomic principles to everyday work practices. The Ergonomics Team provides a combination of education and ergonomic consultations to minimize the effects of ergonomic risk factors on our health and productivity and to help us emphasize personal responsibility for safe behavior and environmental factors within our control.”

Ergonomics Awareness Program – Medical Ergonomics and Occupational Therapy Work Services
3003 S State St Rm 4005
Suzanne Bade, Senior Clinical Specialist and Ergonomics Consultant
Phone: 734-647-0852
Email: mhealthyergo@umich.edu

Student Organizations

There are a number of ways for students to become involved with extra-curricular activities at the School of Nursing and within the greater University.

Sigma Theta Tau

[Sigma Theta Tau International Honor Society of Nursing](#) establishes chapters at degree-granting colleges and university schools, and in 1959, established the Rho Chapter at the University of Michigan. Rho Chapter of Sigma Theta Tau seeks students who have demonstrated the qualities of scholarship, leadership and service, integrity, and commitment to nursing. Rho Chapter typically extends offers of membership to graduate students in September based on the following criteria. That said, any student who has met the criteria below is welcome to request a membership application by contacting the Rho Chapter Faculty Counselor.

The criteria for membership for masters and doctoral students are:

Completion of 1/4 of the required graduate curriculum
GPA of 6.5 or higher for master students; 7.0 or higher for doctoral students (using the Rackham scale)
Academic integrity and professional goals

Upon receiving a membership invitation via email during the fall term, students must reply to indicate interest and provide approval for release of information to Sigma Theta Tau International (STTI). STTI will then contact the student and request completion of an online application.

The ceremony for induction into membership is usually held in late October or early November.
Download: [Student endorsement form](#). Visit the [About Rho Chapter](#) section of the UMSN website for more information.

School of Nursing and University Resources

Nursing Clinical Learning Center (CLC)

The Nursing Clinical Learning Center (CLC), on the lower level of the School of Nursing Building and is comprised of the following areas:

Two Physical Assessment Labs (A250,A270) are equipped with a conference table in the center and an overhead projection system. There are 8 Exam tables in each lab with Welch-Allyn diagnostic tool and bedside computers. Anatomical charts and models are provided as visual aids to enhance learning and practice. The room can be opened to teach in both sections at once.

The Anatomy Lab (A265) is equipped with a Plastinated full body model, an Anatomage table and various skeletal and bone models. There are LCD displays in the room and a table.

The Nursing Skills Lab (A210) is equipped with 12 beds, a Pyxis Medication Station, two ceiling lifts, functioning head walls, mid-fidelity mannequins, computers at the bedside and a 'nursing station'.

The Skills/Task Training Lab (A204) is equipped with various task trainers to support advanced skill development.

The Simulation Suite had six simulation rooms each with their own control rooms. Each room is equipped with a functioning headwall, computer, AV equipment to support a full debriefing system with 3 cameras and vital sign/data capture from the high-fidelity mannequins. The suite is further equipped with high-fidelity birthing simulators, pediatric simulators and adult simulators and a comprehensive integrated debriefing system.

Students may borrow diagnostic tools from the Reception Area during posted hours. Equipment may be borrowed for 24-48 hours and is subject to the short-term loan policy, which can be found at the website below.

The Clinical Learning Center is accessible through M-Card access only so make sure to wear your ID card at all times when using the resources in the Lower Level.

For more information on the Nursing Clinical Learning Center, visit the [Clinical Learning Center](#) section of the UMSN website.

Sweetland Writing Center

To help students with their writing for courses at the University of Michigan, Sweetland Writing Center offers free Writing Workshop consultations with Sweetland's trained writers.

[Sweetland Writing Center](#)
1310 North Quad
Phone: 734-764-0429
Fax: 734-763-9148
sweetlandinfo@umich.edu

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) provides students with short-term counseling to help address and overcome personal and interpersonal difficulties that interfere with the pursuit of academic and career objectives. Common concerns that CAPS staff work with students about include self-esteem, academic difficulties, test anxieties, stress, problems with relationships, sexuality, anxiety, depression, insomnia, substance abuse, suicide, and others.

CAPS services are free, confidential, and available to currently enrolled students. Services include: brief counseling for individuals, couples and groups; consultation to students, faculty, staff, and parents; assistance with referrals to community resources; and crisis interventions. The staff at CAPS includes professional therapists, psychiatric staff, and interns from graduate programs in Psychology and Social Work. More information is available at:

[Counseling and Psychological Services](#)

3100 Michigan Union

Phone: 734-764-8312

Fax: 734-763-0454

tdsevig@umich.edu

Services for Students with Disabilities (SSD)

Services for Students with Disabilities (SSD) provides services to students with all types of disabilities, including visual impairments, learning disabilities, mobility impairments, or hearing impairments. They also work with students who have chronic health problems or psychological disabilities. SSD offers services which are not provided by other University offices or outside organizations. They provide accessible campus transportation, adaptive technology, sign language and oral interpreting, readers, guidance for course accommodations, requests to modify degree requirements, and more, all free of charge.

Before and after a student enrolls at the University, the staff of SSD is available to answer questions and give referrals concerning admission, registration, services available, and financial aid. In addition, SSD is able to assist students in assessing needs for modified housing, attendants, interpreters, transportation, classroom accommodations, note-takers, and adaptive equipment. For more information, contact:

[Services for Students with Disabilities](#)

G-664 Haven Hall

Phone: 734-763-3000

TDD: (734) 615-4461

VP: (734) 619-6661

Fax: 734-936-3947

ssdoffice@umich.edu

AIM: SSDFrontDesk

Chapter

3

DNP Program Details

Program Focus

The Post-master's DNP Program has been designed with an aggregate/systems/organizational focus consistent with *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). Students are admitted to the DNP Program with master's degrees in advanced practice specialties (e.g., clinical nurse specialist; nurse practitioner; nurse midwife; nurse anesthetist) or community health, nursing systems administration or nursing education foci. All students then progress through the DNP Program designed to prepare nurse leaders with expertise in evidence-based practice, analytical decision-making, and leadership with aggregates and in systems. Students build on their master's level specialization and develop a scholarly project around that specialization. The DNP Program offers a curriculum that prepares graduates for advanced leadership roles and has been structured to award a professional degree.

Program Objectives

Graduates of the program will meet outcome competencies and upon completion of the program will be able to:

- Design and evaluate new models of care based on integration of theoretical and empirical knowledge from nursing and related disciplines
- Translate evidence to guide practice and improve outcomes of care
- Analyze data that predict and explain variations in practice
- Provide inter-professional leadership within an increasingly complex health care delivery system
- Prepare leaders to use information systems and technology to support and improve patient care and health care systems
- Prepare leaders to direct and deliver high quality, cost-effective care
- Shape health policy and systems of health care in local, regional, state, national, and international forums
- Perform independently at the most advanced level of ethical specialty nursing practice

The Doctor of Nursing Practice Program is a practice focused doctoral program designed to prepare expert nurse clinicians and executive leaders for the highest level of practice to improve health and healthcare outcomes. The emphasis is on innovative and evidence-based nursing practice, applying research processes to decision-making, and translating research findings to increase the effectiveness of both direct and indirect patient care outcomes.

Curriculum

The post-Master's DNP program is specifically designed to prepare expert level clinicians. The curriculum is based on an analytic sequence consisting of five courses: N800 Graduate Statistics for Advanced Practice and Research (3 credits); N802 Epidemiology for Health Professionals (3 credits); N810 Scientific Foundations for the Practice Doctorate (3 credits); N900 Seminar on Research Synthesis (3 credits); and N910 Translation, Implementation Science, and Comparative Effectiveness (3 credits). This sequence provides the foundation for students to identify a clinical problem of interest, synthesize and evaluate the research evidence on this problem, and design a project to implement the evidence and evaluate its effectiveness in a clinical setting. Where possible, students will identify a clinical problem of interest, and the courses will help build the skills needed to carry out their scholarly project. The courses articulate closely and are intended to be completed in a sequence, beginning in the fall term. N802 and N900 serve as prerequisites to N810 that in turn serves as a prerequisite to N910. This course sequence enables students to begin to focus as early as possible on their clinical problem of interest and thus begin working on the scholarly project while completing the remaining program requirements.

On-Campus Dates

The curriculum is a web-blended format, students are required to attend on-campus class two consecutive days per month (see **DNP On-Campus Dates Table**); additional course time is in synchronized and unsynchronized format.

Semester	DNP On-Campus Dates
Fall 2015	September 17-18; October 8-9; November 12-13; December 10-11
Winter 2016	January 14-15; February 11-12; March 17-18; April 14-15
Sp/Su 2016	May 5; June 2; July 7; August 4
Fall 2016	September 15-16; October 13-14; November 10-11; December 8-9
Winter 2017	January 12-13; February 9-10; March 16-17; April 13-14
Sp/Su 2017	May 4; June 1; July 6; August 3

Residency Hours

All candidates enrolled in the DNP Program complete mentored leadership experiences through the DNP residency. Residency placements are individualized based on students' learning objectives, leadership experiences, and career goals. All DNP students must complete a minimum of 3 credits in residency and a minimum of 1,000 clinical hours (combination of clinical hours from master's degree and during the DNP program) of mentored experiences. Clinical hours are defined as any direct patient care, leadership, or community-based experiences credited in the student's previous master's program. Up to 500 clinical hours can be counted from the student's master's degree program.

Students vary in the number of clinical hours completed in their master's program. Therefore, the residency (N950) requirements for the program, therefore varies from 3 to 6 credits. The School has developed a rubric to help estimate the number of residency hours needed to complete the 1000 hours needed for a DNP (see table below). For example, a student has completed less than 200 hours in his/her master's program, he/she will need to complete 6 residency credits. A full time student could accomplish this over three terms; 2 credits in their first Spring-Summer term, 2 credits in

the second Fall term, and 2 credits in the second Winter term, for a total of 6 credits over the three terms). For details about specific residency requirements, see the [DNP Residency Guidelines](#) section.

Clinical Hours Completed in Master's Program	Number of Residency Credits Needed for DNP	Recommended Sequencing of Credits	Number of Terms Required to Complete Residency
<200	6 cr.	2/2/2	3
200-300	5 cr.	1/2/2	3
301-400	4 cr.	2/2	2
401+	3 cr.	1/2	2

Scholarly Project Requirement

All candidates will prepare a scholarly project that demonstrates a synthesis of the student's abilities, lays the groundwork for future practice scholarship, and that demonstrates mastery of leadership in an advanced practice specialization. The scholarly project is 6 credits for all DNP students admitted prior to Fall 2014. For DNP students who matriculate in Fall 2014 or later, the scholarly project is 5 credits and the course, N803 Responsible Conduct of Research and Scholarship (1 credit), is required.

Sample Program Plans

The curriculum has been designed to be completed over two to three years, depending on whether a student enrolls on a full-time (2 year) or part-time (3 year) basis. For students admitted Fall 2015 or later, there are 12 required courses. Of these required courses, 10 are didactic. The two additional courses include a residency and a scholarly project. See sample programs plans for Fall 2015 admitted students.

DNP Program Plan
Fall Start, Full-Time
Effective Fall 2015

**Year
1**

FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
N802: Epidemiology for Health Professionals	3	N800: Graduate Statistics for Advanced Practice and Research	3	N910: Translation, Implementation, Effectiveness	3
N815: Quality and Safety	3	N810: Scientific Foundations	3	N950: Residency	1-3
N900: Research Synthesis	3	N816: Policy Analysis, Transformation	3	N955: Scholarly Project	1
Total	9	Total	9	Total	5-7

**Year
2**

FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
N811: Health Informatics	3	N812: Clinical Leadership in Complex Systems	4		
N803: Responsible Conduct of Research and Scholarship	1	N955: Scholarly Project	2		
N950: Residency	1-3	N950: Residency	1-3		
N955: Scholarly Project	2				
Total	7-9	Total	7-9	Total	

DNP Program Plan
Fall Start, Part-Time
Effective Fall 2015

		FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
Year 1	N802: Epidemiology for Health Professionals		3	N800: Graduate Statistics for Advanced Practice and Research	3	N910: Translation, Implementation, Effectiveness	3
	N900: Research Synthesis		3	N810: Scientific Foundations	3		
	Total		6	Total	6	Total	3

		FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
Year 2	N811: Health Informatics		3	N812: Clinical Leadership in Complex Systems	4	N950: Residency	1-3
	N803: Responsible Conduct of Research and Scholarship		1	N816: Policy Analysis, Transformation	3	N955: Scholarly Project	1
	N815: Quality and Safety		3				
	Total		7	Total	7	Total	2-4

		FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
Year 3	N950: Residency		1-3	N950: Residency	1-3		
	N955: Scholarly Project		2	N955: Scholarly Project	2		
	Total		3-5	Total	3-5	Total	

DNP Residency Guidelines

The purpose of the DNP residency is to provide mentored leadership experiences. The residency placement will be individualized based on the students' learning objectives, previous clinical and leadership experiences, and career goals. The residency can be completed in a variety of provider or organizational settings in either the private or public sector, in local to international settings. The mentored experiences can include both direct and indirect (leadership) clinical experiences. It is intended that students will become actively involved in senior leadership roles and apply knowledge and skills learned in the program. In addition, the residency may be an environment where the student can propose and complete the scholarly project requirement.

Learning Objectives for the Residency

All students are expected to meet general learning objectives during their residency. Upon completion of the residency requirement, students are expected to be able to:

- Analyze challenges and issues faced in organizations and propose theory and evidence based solutions to address them.
- Demonstrate competencies of a DNP-prepared nurse using a theoretical foundation as they apply to senior leadership roles and responsibilities.
- Reflect on their leadership abilities and identify areas for continued growth and development.
- Evaluate the role of the DNP in improving population health outcomes.
- Collaborate with systems and organizations to define ways to apply DNP skills for application to real-world problems.

Students will participate in a seminar when enrolled for residency credits. Course may be repeated to accommodate part-time students or students who need additional clinical and leadership experiences to complete 6 credits. All DNP students must complete a minimum of 3 credits in a residency as a capstone experience. Students will work closely with their faculty advisor to identify goals for their residency experiences. Students will then develop specific learning objectives for the residency. The director of the DNP program, the faculty advisor, the student, and the clinical placement office will work together to identify potential placement opportunities, a potential match with a preceptor, and ensure that the appropriate contracts are in place. Once a preceptor has been identified, students will work with them to refine the specific goals and activities that will be carried out within the residency. The student registers for the residency credit (N950), and their faculty advisor will review their progress and issue a P/F grade for their residency credits.

Planning for the Residency

As students meet with their academic advisor and/or program director around academic program planning, they are advised to begin to think about how the residency credits will fit into their program of study. In general, each residency credit will require 8 to 10 hours per week for residency-related activities. During a 15 week semester, this would total a minimum of 120 hours of activities for 1 credit hour. For students who complete 3 credits of residency (totaling a minimum of 360 hours), the remaining clinical hours will be credited as they complete their scholarly project. The actual contact hours in the residency setting will vary depending on the setting and the type of activities the student is involved in.

While the residency is envisioned as primarily a capstone experience, it also is recognized that many students will likely complete some of their residency credits before their last term. For example, if a DNP student is in need of more than 3 credits of residency to meet the clinical hour requirement, it would most likely be challenging to complete all of those credits during one semester. Working closely with the academic advisor, the student can build the residency credits throughout their program with

the understanding that the student should have completed at least 12 credits of coursework before they are ready for a residency experience.

It is intended that residency requirements will not be met in a unit of the organization where a student is employed. A student can complete residency hours within the same organization but within a different department or unit. The clinical mentor for the residency may not be a student's employment supervisor. Finally, the clinical agency must have a clinical contract in place with the School of Nursing.

If a student intends to link their scholarly project with a portion of the residency, it is advised that they plan at least one credit of residency during the summer between the first and second year of coursework. This residency experience will provide the student opportunities to identify potential scholarly projects in the setting where the residency is taking place and refining the proposal for their scholarly project. During or following that experience, the student can work on obtaining administrative and academic approval for the proposed project as well as IRB approval if required. With this model, the project will ideally be ready for implementation when the student is ready to complete the residency requirement in the following year.

In general, the DNP program director will work with the School of Nursing Clinical Placement Office to assist with placement of a student in the residency. Students are not expected to find their own placements although they can suggest a preceptor or organization for consideration. The School will contact the organization or proposed mentor to discuss potential residency placement and expectations for the residency experience. Students may not carry out a residency at their specific place of employment, but may pursue a residency within the same health system within which they are employed.

Evaluation methods

When students are enrolled in residency credits, they are required at minimum to maintain a log, which records hours completed and a reflective journal of their experiences. At the end of the semester, students will complete a self-evaluation of the experience and turn this in to their preceptor/mentor as well as their faculty advisor. The mentor will also be asked to complete an evaluation of the student's experience. Copies of the completed forms should be sent to the Director of the Post-Master's DNP program. The residency will be graded on a Satisfactory/ Unsatisfactory (S/U) basis by the faculty advisor.

Scholarly Project Guidelines

Overview and Purpose of Scholarly Project

The scholarly project is a culminating experience which demonstrates the student's ability, as an independent leader, to synthesize scholarship in an advanced practice specialty or an area of health leadership. It lays the foundation for future scholarship as well. The emphasis in the scholarly project addresses some aspect of translation and dissemination of research, evidence-based practice or the implementation of a project designed to address a problem of relevance to nursing practice and healthcare delivery. The scholarly project provides the student with opportunities to independently lead a project and demonstrate competencies related to leadership in innovation and translation of evidence to improve care and nursing practice. The scholarly project can take a variety of forms. Examples include, but are not limited to, a quality improvement project, a practice change initiative, an evaluation of a new program or practice model, a research utilization project or other types of systems-based innovations. Whatever the nature of the project, it is expected that the solution to the problem being addressed will be evaluated using relevant data collected and analyzed by the student.

Although not required, students are encouraged to carry out their scholarly project as part of their residency. When linking their project with the residency requirement, it is recommended that the student complete a portion of their residency credits during the first year of their program so that they can begin to identify opportunities for their project during the first year in the program. Students can then work on their proposal and plan for agency and IRB approvals as required before they implement their project.

The written submission for the scholarly project can take the form of a product that can be disseminated, such as a manuscript suitable for publication. It is intended that the results will also be disseminated through clinical and scientific meetings. The project will be supervised by a faculty committee (see guidelines below). The final project will be defended in an oral examination and the supervising committee is responsible for certifying that it meets acceptable scholarly standards. Five scholarly project credits are required for the degree. It is expected that students will register for the number of credits that reflect their and the faculty chair's effort and direction each semester they are working on their scholarly project. A student who completes all coursework and still has not completed the scholarly project must be enrolled for 1 to 2 project credits each term until the scholarly project is completed. The number of credits needs to be negotiated with the supervising faculty member and reflective of the amount of effort and faculty assistance that will be required during each term.

It is expected that, upon completion of the scholarly project, students will be able to:

- Demonstrate the skill, knowledge, and ability to lead future quality improvement or change initiatives directed at improving patient care and population health.
- Develop a proposal which defines a problem from the clinical setting and synthesizes the evidence related to that problem.
- Apply analytic and evaluation techniques to examine the effectiveness of the quality improvement or practice change initiative.
- Present and defend a scholarly treatise that synthesizes the evidence and presents recommendations based on findings.
- Develop a plan to disseminate findings in scholarly journals and other forums to improve practice and patient care.

Selection of Scholarly Project Committee Chair and Committee

The Scholarly Project is supervised by a faculty committee comprised of a minimum of three qualified members. Guidelines for preparation and structure of the proposal can be found in [Appendix H](#). The chairperson for the student's scholarly project must be a member of the School of Nursing faculty (clinical or tenure track) with the requisite expertise and experience to provide substantive assistance and direction to the student. Additional members for the scholarly project committee are selected based on their specific strengths and perspective they will bring to the problem or topic being addressed in the scholarly project, and can be from within the School and/or practice setting.

Requirements to serve as a committee member are as follows:

At least three committee members must hold doctoral degrees. A minimum of two of these committee members must be members of the School of Nursing faculty.

The chair must be a School of Nursing faculty member (clinical or tenure track).

The third member of the committee may hold either a regular or adjunct faculty appointment in the University of Michigan or be a qualified individual outside the University who is nominated by the student. This could be someone from a clinical agency or a content expert from another university.

The student will discuss committee membership with the chair of the scholarly project committee.

If the student wishes to have a 4th member who is not doctorally prepared but who has contributed in a substantive way to the implementation of the scholarly project, they may nominate this individual for consideration as a committee member.

All committee nominations must be approved by the Director of Post-Master's DNP. All committee nominations for individuals outside of the School of Nursing must be accompanied by a current curriculum vitae and a justification for their nomination.

The student submits a nomination form proposing the membership for the Scholarly Project Committee to the Director of Post-Master's DNP for approval. The full committee should be nominated and approved in a timely fashion to allow all members the opportunity to contribute to the shaping and direction of the proposal for the scholarly project.

Scholarly Project Proposal

The candidate must prepare and defend a proposal for the scholarly project before the approved project committee members. The student will develop drafts of the proposal for review by the committee chair. As the student prepares to circulate drafts to the chair and committee members, turnaround times for review and comment must be negotiated between the student and the faculty. In general, two to three weeks should be allowed for faculty to review and return drafts. When the committee chair agrees that a draft is ready for committee review, the student will circulate the draft to other committee members for review and input. When all committee members agree the proposal is ready to defend, the student will arrange for a meeting for defense of the proposal.

At the proposal meeting, the student will present a synopsis of the clinical issue, scope of the problem, plan for addressing the project, and the implementation and evaluation plan for assessing the project outcomes. The committee will have an opportunity to clarify any questions as well as to offer recommendations. If revisions in the proposal are required, those will be detailed at the time of the meeting and a plan and timeline for addressing those will be developed by the committee and presented to the student at that time (with follow up in writing). The candidate may not proceed with project implementation until all committee members have approved the final proposal. Once approved, the chairperson must submit the proposal approval form to the Director of Post-Master's DNP for approval and processing.

After the proposal is approved, the student will proceed to consult with the U-M Institutional Review Board (IRB) to determine whether IRB review and approval is required for the scholarly project. Federal regulations and University policy require that all investigations using human beings or animals as subjects of research be reviewed and approved by an appropriately constituted committee *before* any such investigations commence. ***No scholarly project based on the use of human beings or animals as subjects can be accepted without this prior review and approval.*** In many instances, the faculty advisor will request the review, but graduate students should verify with their advisors that the necessary review has taken place and approval for the investigation has been granted.

IRBMED must be consulted for any projects that will be conducted at University of Michigan Health System (UMHS). IRB-HSBS and Behavioral Sciences must be consulted for any projects that will be conducted in any setting other than UMHS. If IRB approval is required, this must be obtained before commencing with the project. In addition, any approvals that may be required from the clinical agency where the project will be implemented must also be obtained. For example, all projects that are proposed for UMHS must be submitted to the Nursing Research and Translation Committee in the Department of Nursing for review and approval. A policy entitled "Conducting Research within the Department of Nursing" (UMHS Nursing Services, approved November 2013) presents the policy and the necessary forms. The project cannot be implemented until all necessary agency approvals have been received. The scholarly project committee chairperson will monitor these approvals with the student.

One exception to the IRB policies is the use of publicly available data sets that are stripped of identifiers. Under federal regulations, use of these data sets does not require IRB review when researchers are conducting secondary analysis research. The data sets on this approved U-M list are:

Inter-University Consortium for Political and Social Research (ICPSR)
National Center for Health Statistics
National Center for Education Statistics
National Election Studies
Roper Center for Public Opinion Research
U.S. Bureau of the Census

IRB approval may be required if the archive hosting the data explicitly requires approval before the host will release the data for use. Also, research projects that merge more than one data set are not covered by this exception. In those instances, IRB approval is required. If uncertain on how to proceed, investigators should check with IRB staff.

The Health Sciences and Behavioral Sciences (Institutional Review Boards (IRB-HSBS) oversee the human subject research conducted by the schools, colleges, and units of the University of Michigan that comprise the Ann Arbor campus but are not part of the Medical School. For additional information, contact the IRB-HSBS at 734-936-0933, irbhsbs@umich.edu, or visit their [website](#).

The Institutional Review Boards of the University of Michigan Medical School (IRBMED) oversee human subjects research conducted at the Medical School and UMHS. This includes research conducted off-site by University faculty and staff when acting as University employees or in connection with their University appointments. For additional informational, contact the IRBMED at 734-763-4768, irbmed@umich.edu, or visit their [website](#).

Students who work with animals will be subject to the regulations maintained by the Unit for Laboratory Animal Management (ULAM) and the University Committee on the Use and Care of Animals (UCUCA). The student may be required to take addition courses on animal care prior to beginning data collection. For policies, requirements and regulations regarding animal subjects in research, contact the Office of Research and Sponsored Projects at 734-764-5500 or visit their [website](#).

Scholarly Project Defense

The chairperson, in consultation with committee members, determines when the final draft of the scholarly project is ready for defense. The DNP scholarly project defense is a public presentation of the completed project. This defense is open to the public, including faculty, students and individuals outside of the University. The oral presentation should include statement of the problem, review and synthesis of the literature, a description of the project implementation to address the problem, the evaluation results and implications for future work in this area. The defense needs to be completed prior to the deadline for grades in the semester which the student expects to graduate. Notice of the scholarly project defense, including the candidate's name, project title, committee members, date, time, and location should be posted within the School of Nursing at least one week prior to the defense date. The student, in consultation with the committee chairperson, is responsible for reserving a room and posting the notice for the defense. The notices should be sent out by email to all faculty and students within the School of Nursing plus any additional outside members the student would like to have in attendance.

The committee chairperson will conduct the defense by introducing the purpose and examination procedures, introducing the candidate, and the committee members. The chair will coordinate the time and discussion period. After the candidate presents the scholarly project, questions are asked by the project committee members. This is followed by an opportunity to address questions from the

audience. After the questions have been completed, the chair will excuse the audience and the committee will meet in private with the candidate to continue the examination as necessary. When that is completed, the committee will excuse the candidate and meet privately to determine the results of the examination. Results of the examination will be reported to the candidate at that time.

Grading of the Final Defense and Examination

The scholarly project committee will determine when the project is acceptable for the oral examination. The committee determines the adequacy of the oral examination and written product.

The following grades are possible after the oral examination:

- Pass – no revisions
- Pass – revisions required
- Unacceptable

The requisite forms reporting the results of the examination are to be forwarded to the Director of Post-Master's DNP for processing.

Scholarly Project Final Submission

After all revisions specified by the student's scholarly project committee have been addressed satisfactorily and final approval has been given by the committee chair, the student is required to submit a final electronic copy of the scholarly project. This should be in PDF form and submitted to the OSAMS Advisors (UMSN-Advisors@med.umich.edu) and Director of the Post-Master's DNP program. In addition, one printed copy should be submitted shelving in the Doctoral Student Organization room in the School of Nursing. These will be available for access by other students and faculty. An electronic copy may also be submitted to the University of Michigan Deep Blue repository for storage and access by the broader community of scholars.

Transfer of Credit

Students in the DNP Program can transfer a maximum of six credits to meet program requirements. Courses are considered transfer credit if they are taken outside of the School of Nursing at any institution outside of the University of Michigan (U-M). Any course outside of the DNP Program requirements that a student wishes to take to meet requirements for the DNP must receive approval from the Director of Post-Master's DNP. All transfer courses must have been completed at a grade of a "B" or better for transfer and documented with an official transcript. When seeking approval of a course for equivalency, a syllabus must be submitted with the request. School of Nursing faculty teaching this course will be asked to review the syllabus for equivalency and to provide that assessment to the Director of Post-Master's DNP. It is required that a request to enroll in a course not offered by the DNP Program at U-M be received and approved prior to registration for that course.

If a required DNP course was taken outside of U-M, and the student has transferred in the maximum of 6 credits, the student may petition the DNP Program for equivalency. If the course is approved as equivalent, and the maximum of 6 credits has been met through transfer, the student will not be required to repeat the required DNP course but will need to take an elective course to meet total degree credit requirements.

Once a transfer course has been approved, the student needs to submit an official transcript (with final grade posted) to the OSAMS Advisors at this address: School of Nursing, 400 N. Ingalls, Room 1160, Ann Arbor, MI 48109. This way any issues in delivery and processing can be avoided.

Enrollment Requirements

Continuous Enrollment

The School of Nursing requires that all DNP students enroll continuously each fall and winter terms until completion of all coursework and successful defense of the scholarly project. Registration in the spring/summer term is optional. Continuous enrollment is necessary to maintain active student status. Active students must be registered for a minimum of one credit during the fall and winter terms. The number of credits should reflect the amount of work the student intends to complete that semester and should be negotiated with the supervising faculty to reflect their effort. If a student does not register for a term as expected, the student will be considered to have withdrawn from the Program and their academic record will be discontinued. If they wish to return to the DNP Program, they will need to reapply to the School of Nursing and the DNP Program.

Leave of Absence

Events may occur that make it necessary for a student pursuing a DNP to interrupt his or her progress toward a degree. Students can request a Leave of Absence from the program for illness or injury, to provide care or assistance for family and dependents, to meet military service obligations, or for other personal reasons.

A student on a Nursing-approved leave of absence suspends progress toward the DNP degree for a minimum of one fall or winter term. No tuition or fees are charged for the period during which a student is on a leave of absence. A leave of absence may have implications for a student's federal financial aid or loans. Students should consult with the Office of Financial Aid to determine how a leave status might affect their aid and eligibility to defer loan repayment.

A student on leave has access to limited services that allow them to remain current in their field of study and connect to their program. Students on leave do not have the benefits of registered status however, and many may not use University facilities or services normally available to registered students, including the use of laboratories, equipment and other research facilities. Students on leave may not use the service of faculty or administrative staff except for planning the transition back to registration status.

Emergency situations may require a student to begin a leave of absence in the middle of a term. In these circumstances, students would withdraw their registration for that term and immediately begin the approved leave of absence. Adjustments to tuition and fee charges are made according to the schedule set by the Registrar's Office. Emergency leaves do not reverse the charges set by this schedule.

US Immigration regulations may restrict the eligibility of an international student for a leave of absence. International Students considering a leave of absence must consult with the International Center, so that the Center can either inform the student that the proposed leave of absence is permissible under immigration regulations and can update the student's SEVIS record if needed, or, if the proposed leave is not permitted by immigration regulations, advise the student on other possible courses of action.

The following general policies apply to all leaves of absence:

1. The OSAMS advisors review and forward all requests for leaves with recommendations to the DNP Program Director for review and approval.
2. A leave of absence is not required for the spring/summer, since students maintain active status during these terms whether or not they are enrolled in courses.

3. A student can request a leave for up to 2 consecutive fall or winter terms, or 12 consecutive months, and may request an extension for up to an additional 12 months, or a maximum leave of 24 months.
4. A student may submit a request to return early from an approved leave of absence, which is subject to the recommendation from the graduate advisor and approval of the DNP Program Director.
5. Leaves of absence will not be approved for prior terms.
6. A newly admitted student who has registered may seek a leave of absence, if the request and approval occur before the end of the third week of classes in the initial term of registration.
7. Students returning from an approved leave must enroll for the next fall or winter term that follows the leave. Students who are at the end of a term of an approved leave and do not either request a new leave to register for the next fall or winter term will be considered to have withdrawn and be discontinued from the program at the end of the term that follows the leave.
8. Students on leave may finish work from previous terms, such as completing unfinished work for prior course in which grades of incomplete have been assigned, but may not complete other requirements for their degree.
9. The time limit for completing the DNP degree will be extended by that number of terms the student is on leave.
10. A student who has been suspended for academic or non-academic reasons is not eligible to apply for a leave of absence. A student on an approved leave of absence who subsequently is suspended will have the leave rescinded.

When a student is preparing to return to the DNP Program after an approved leave of absence, they must meet with their academic advisor to review their previous plan of study. If appropriate, the plan of study will need to be updated to reflect correct dates and to incorporate any new requirements or program revisions that may have been approved while the student was on leave.

Leave of Absence for Military Service

A student will be granted a leave of absence for the duration of a military service obligation to their country of citizenship. Documentation confirming induction or authorization for active duty is required.

Leave of Absence for Medical Reasons

A student will be granted a leave of absence for medical reasons for a serious physical or mental health condition that prevents continued participation in the Program. A request for a leave requires a written recommendation from a health care provider. The advisor may initiate a request for a leave for medical reasons in the event that the student is incapacitated. For some medical circumstances, students should consider whether a within-semester medical accommodation is more appropriate.

Leave of Absence for Family Necessity or Dependent Care

A student may be required to step away from study for a term or more to take care of an urgent family necessity or to provide dependent care. A student will be granted a leave of absence:

- to take care of a serious circumstance that directly affects a family member, such as a death, serious health condition, financial difficulty, or other critical life situation; or
- to provide care for a dependent incapable of self-care because of age or disability.

For family necessity, “family” is defined according to the University’s Standard Practice Guide (SPG 201.11) to include the student’s spouse or domestic partner with whom the student shares living accommodations and expenses, and, without regard to their place of residence, the child, sibling, parent, grandparent or other related individual whose primary care is the responsibility of the student. For dependent care, a dependent is defined as: a biological, adopted or foster child, stepchild, or legal ward who is either under 18 years old; a family member (as defined above) older than 18 years and unable to provide self-care; or a spouse or domestic partner.

Leave of Absence for Personal Reasons

After completing at least one full term in the DNP program, a student may request a one-term non-renewable leave of absence for personal reasons. A student should request this leave before the beginning of the term for which this leave is requested. A leave of absence for personal reasons may be taken only once during the graduate career, even if the student begins a leave mid-term. A student considering a personal leave is encouraged to discuss other possible arrangements with an OSAMS advisor and the Director of Post-Master’s DNP.

Program Time Limits

All DNP degree requirements must be met within 5 years of the term of admission. A student who anticipates exceeding the maximum time limit to degree must submit a petition to the DNP Director. The request must provide clear evidence to support the feasibility of completing all degree requirements within the time extension requested. The DNP Director will review the request with the student’s academic advisor. Generally, time extensions will be for a maximum of 12 months. If the Director supports a time extension, the approval letter will stipulate the terms of the extension regarding the time period and for completing degree requirements. If the request for time extension is denied, the student may appeal the decision with CAASS.

Readmission

The DNP Program is committed to providing an educational experience that prepares graduates for state of the art knowledge and research methods. Individuals who were previously admitted to the Program but have withdrawn voluntarily from active pursuit of their DNP degree requirements are eligible to apply for re-admission consideration. The School of Nursing requires students to be continuously enrolled each fall or winter term. Students, who do not meet this requirement and have not been on an approved leave of absence, must reapply for re-admission consideration.

Individuals who wish to be considered for readmission will need to submit the following to the DNP Program in the School of Nursing:

- A letter of re-application which addresses why re-application is sought, a description of the kinds of activities the applicant has been engaged in since leaving the doctoral program, and a detailed plan and timeline for completing the DNP degree requirements;
- A current CV;
- A goal statement which addresses the students professional goals and scholarly interests;
- Two letters from faculty, one of which will be from a proposed advisor or chair, supportive of the applicant’s re-admission;
- An official copy of the University of Michigan transcript.

After the materials are received, the School of Nursing DNP Advisory Committee will review the reapplication materials. This review will be coordinated by the Director of Post-Master’s DNP (who will be non-voting in the re-admission decision). The review process will consider various factors including the applicant’s academic standing at the time he/she left the program, the length of time since the applicant has been engaged in coursework, the relevancy of that coursework to the students current

goals, the professional activities the applicant has been engaged in since leaving the DNP program, a fit between the applicant's scholarly interests and a potential mentor on the faculty, and an assessment of what has changed in the applicant's circumstances that will now permit successful re-engagement in DNP studies. A meeting will also be held with the applicant and the review committee to provide any additional information needed for the readmission assessment.

After the DNP Advisory Committee has reviewed all information, a recommendation will be made to support or deny the readmission. The application materials and recommendation will be forwarded to CAASS for review if one or more DNP Admissions criteria are not met. The degree requirements in place at the time of reapplication will apply if the student is offered readmission, including the following as appropriate:

- Readmission to the full standing with a list of the remaining requirements to be met in the student's program plan;
- Identification of any additional coursework that the student will be required to meet;
- Identification of coursework that the student had completed previously but will need to be repeated due to performance issues or lack of currency of content.

Applications for readmission must be completed no later than 6 weeks prior to the term when the student wishes to re-enroll.

Certificate in Nursing Education

Description

The School of Nursing Certificate in Nursing Education (CNE) is offered through UMSN (not a Rackham Certificate of Graduate Studies program). Students who are currently enrolled in a Master's, DNP, or PhD program in the School of Nursing are eligible to elect the CNE option. Students who are not currently enrolled in a graduate program in the School, but who have earned a master's or doctoral degree in nursing, will register as Non-Candidate for Degree (NCFD). The CNE has six components: 1) a documented Intent and Approval Form; 2) required course work in nursing education; 3) a required, graded mentored teaching experience (N697); 4) required completion of at least two Center for Research on Teaching and Learning (CRLT) modules; 5) required selective observations (e.g., Curriculum Committee, Faculty Meeting); and 6) semi-annual mentorship meetings. Students will work with the OSAMS advisors to develop an individualized plan to fulfill the CNE requirements.

Students interested in pursuing the Certificate in Nursing Education should submit the [CNE Intent and Approval Form](#) to the OSAMS advisors UMSN-Advisors@med.umich.edu.

Completion and submission of the Intent and Approval Form will grant students access to the CNE CTools site whereby students will have access to CNE-related materials and information.

Objectives

Upon completion of the School of Nursing CNE program, the learner will be able to:

- Articulate philosophies of teaching and learning with particular focus on clinical education.
- Apply principles of teaching and learning in nursing education.
- Participate in curriculum design and evaluation in nursing education.
- Apply educational assessment and evaluation strategies in nursing education.
- Articulate optimal educational outcomes and strategies to achieve them.
- Apply key teaching responsibilities to the nurse faculty role.

Didactic Component

Coursework in Nursing Education

Successful completion of a graduate level course in Nursing Education fulfills this requirement. Approved courses, along with the requirements for completion, are listed on the CNE CTools site. Other proposed equivalent courses will be considered on an individual basis; to do so, students must submit a course syllabus to the Director of Post-Master's DNP for review. Graded courses must be successfully completed with a grade of "B-" or higher. Upon successful completion of an approved course, students should submit an official transcript for an outside university course or a "Statement of Accomplishment" for the U-M Coursera.

Mentored Teaching Experience (N797 1-4 credits)

The mentored teaching experience allows the student to practice teaching skills in either a clinical or classroom setting under the supervision of an experienced faculty. The mentored teaching experience should be arranged with direction from the Director of Post-Master's DNP and faculty. Students enrolling in a N797 course should read/follow the Independent Study instructions listed on page 1 of the [Independent Study Form](#) and complete/submit page 2 to OSAMS.

CRLT Sessions

Students will be required to complete two CRLT Sessions. A list of offerings is published each term by the CRLT and is available on their [website](#). Equivalent experiences, with approval by the Director of Post-Master's DNP, such as attendance at School of Nursing faculty development programs, are acceptable.

Tracking attendance on the CRLT website:

1. Go to the CRLT website: <http://www.crlt.umich.edu/>
2. Go to the "Programs & Services" tab
3. Select "Seminar Series"
4. Click on the log-in option in the top left-hand corner of the page
5. Log-in using your Level 1 Kerberos unique name and password
6. Click "here" in the statement: "To view a printable list of CRLT events that you have attended, click here."
7. A list of your attended seminars will appear
8. Print or forward this documentation to the appropriate faculty or staff responsible for tracking your CNE and/or NFLP requirements

Experiential Component

Students will have the opportunity to participate in meetings/groups that reflect other components of the faculty role. Students will be required to complete at least two observations with two different groups and complete a 1 to 2 page reaction brief for each experience. Potential observational experiences include Curriculum Committee, Undergraduate Program Faculty meeting, Faculty Meeting, Department Meetings, Graduate Program Meeting, Doctoral Steering Committee and Course Meetings. These meetings are posted on the UMSN website's [Events Calendar](#) under Administrative Events (select this option on the lower left hand side of the page) and often require special permission to attend; students will need to contact the listed point-person. Specific experiences can be planned with faculty to meet students' individual needs.

Mentorship Meetings

In-person mentorship meetings will be led by the Director of Post-Master's DNP one time per year. Meeting dates and locations will be posted to the CNE CTools site and UMSN website and advertised by other electronic means. These meetings provide an opportunity for all students involved in the CNE and those who are interested in learning more about the CNE to receive guidance regarding the certificate requirements listed above. Auditing of students' requirement completions will also take place during these meetings. Students should bring materials including transcripts and other paperwork documenting the completion of the requirements to be collected and tracked by the OSAMS.

Chapter

4

Academic Rules, Policies and Procedures

The following academic policies as well as any additional School of Nursing policies and operating procedures relative to student records, publications, grievances, and discipline, are consistent with the federal Family Educational Rights and Privacy Act of 1974 ("FERPA" or the "Buckley Amendment") and the Michigan Freedom of Information Act. Additional information can be found on the [University of Michigan Student Rights and Student Records](#) page of the Office of the Registrar's website and on the [Frequently Asked Questions](#) page of Office of the Vice President & General Counsel website.

School of Nursing Student Code of Academic and Professional Conduct

The University of Michigan School of Nursing has a Code of Academic and Professional Conduct that all students are expected to follow. Any questions regarding this code should be addressed immediately to relevant faculty, academic advisors, or the Director of Student Enrichment. The complete Code of Academic and Professional Conduct may be found in [Appendix A](#). The student must electronically certify that he or she has received a copy of the code and that he or she will abide by it. The certification process occurs when the student first begins classes and is coordinated by the Office of Student, Academic, and Multicultural Services (OSAMS). Proof of certification will be placed in the student's file.

NOTE: The University of Michigan Statement of Student Rights and Responsibilities applies to all students in the realm of non-academic conduct. For the most current version of the statement, see the [Statement of Student Rights and Responsibilities](#) page of the Office of Student Conflict Resolution (OSCR) website.

Plagiarism

The School of Nursing follows the American Psychological Association (APA) citation guidelines. Proper citation of referenced material is required. Not following proper citation guidelines may constitute plagiarism and be subject to academic discipline (see [Appendix C](#) for additional information on plagiarism).

A required resource for APA formatting and citation is the *Publication Manual of the American Psychological Association*, 6th Edition, Washington, DC, by the American Psychological Association. This reference guide is available at the University libraries, local bookstores, and may be purchased online at [APA Style](#). The Shapiro Library [citation guide](#) also contains helpful information about APA style, as well as information about RefWorks.

School of Nursing Technical Standards

A candidate for a nursing degree must possess abilities and skills which include those that are observational, communicational, motor, auditory, tactile, physical, intellectual-conceptual (integrative and quantitative), behavioral, and social. The use of a trained intermediary is not acceptable in many clinical situations in that it implies that a candidate's judgment must be mediated by someone else's power of observation, selection, and assessment. These technical standards are key components of the Nursing academic program.

I. Observation

The candidate must be able to acquire a defined level of required information as presented through demonstrations and experiences in the basic and behavioral sciences. Observation involves visual, auditory, and tactile abilities.

A. Visual

- Observe a patient accurately, at a distance and close at hand within a variety of clinical settings
- Acquire information from oral presentations, demonstrations, observations
- Observe written documents and visualize information as presented in images from paper, films, slides, video, or other media
- Interpret visual and graphic images and digital and analog representations of physiologic phenomena with or without the use of assistive devices

B. Auditory

- Listen to verbal communication to identify and respond to a patient's health status
- Identify and differentiate sounds such as those related to heart, lung, or other bodily functions with or without the use of assistive devices
- Listen to verbal communication to provide care in collaboration with other providers

C. Tactile

- Assess patients, collect data, and provide patient care through touch such as with palpation
- Identify changes in body texture and temperature

2. Motor

The candidate must be able to possess motor skills, including both gross and fine muscular movements, necessary to directly perform diagnostic and interventional maneuvers such as palpation, percussion, auscultation.

- Execute motor movements reasonably required to provide general and emergency patient care such as airway management, cardiopulmonary resuscitation, application of pressure to control bleeding, administer medication, perform health assessments, and other interventions required for care of the patient
- Manipulate a variety of objects using both fine and gross dexterity

3. Communication

The candidate must be able to communicate verbally and in writing.

- Ability to communicate verbally and in writing with maximum accuracy, clarity, efficiently and effectively with patients and their families, other members of the health care team, and faculty within rapidly changing and stressful health settings
- Ability to demonstrate proficiency in keyboarding for documentation
- Ability to perceive and interpret nonverbal communication

4. Intellectual-Conceptual (Integrative and Quantitative) Abilities

The candidate must be able to demonstrate intellectual, cognitive, conceptual abilities in order to provide safe patient care.

- Ability to measure, calculate, reason, plan, analyze, integrate, synthesize, and evaluate complex information for problem-solving
- Comprehend three dimensional relationships and understand spatial relationships of structures.
- Exercise appropriate judgment with analysis of situations and anticipation of consequences

5. Physical abilities

The candidate must demonstrate the physical ability to provide safety for the patient and self.

- Move and transport objects that reflect a range of weights
- Perform physical activities and exhibit mobility required to provide care to patients and families, at times in urgent situations
- Tolerate physically demanding workloads

6. Behavioral and social attributes

The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of patients and the development of mature, sensitive, and effective relationships with patients.

- Function effectively and with good judgment under stressful and demanding clinical situations
- Adapt to changing environments
- Display flexibility and function in environments inherent with uncertainties in the clinical problems and situations of patients and others
- Care for individuals in a respectful, sensitive, and effective manner regardless of gender, age, race, sexual orientation, religion, disability, or any other status identified in the University's Non-Discrimination Policy.
- Engage consistently in providing care to patients in rapidly changing, stressful, and demanding environments without current evidence of behaviors of addiction or abuse of, or dependence on alcohol or other drugs that can impair behavior or judgment.

- Exhibit emotional stability that enables full utilization of abilities to engage in safe care to patients and participate effectively with peers, faculty, and other health care professionals
- Demonstrate compassion, integrity, concern for others, and effective interpersonal skills
- Demonstrate interest and motivation in providing health care and interacting with the health care team and faculty

Personal qualities reflected in behaviors that affect the care of patients and the ability to function as part of a team, thus jeopardizing safety, will be assessed during the educational process and considered as required components for progression in the program.

Definitions of Professionalism and Safety

Professionalism

Nursing professionalism is comprised of behaviors, practices, and communication styles that demonstrate core values of nurses working to achieve optimal health outcomes in patients, families, and communities. This includes conduct that applies the principles of altruism, excellence, caring, ethics, respect, communication, and accountability. Students learn these principles through self-assessment, self-reflection, responsible learning, accountability, effective communication and continuous professional engagement.

Safety

Safety is inherent in professionalism. The term *patient safety* means “the prevention of harm to patients.” It includes human factors, teamwork, communication, patient management and clinical performance.

Travel

Students who independently engage in travel and/or volunteer opportunities abroad should not identify themselves as students or representatives of the University of Michigan when doing so.

Expected Student Competencies

Communication is the exchange of ideas, thoughts or feelings by verbal and non-verbal actions. Verbal and written communication includes clear, coherent, timely, honest, concise, and patient-centered communication. They are encouraged to develop pronunciation, pitch and intonation appropriate for the environment. Non-verbal skills include gestures that are appropriate and employ the skill of listening to assimilate information. Cultural awareness builds upon identifying issues to alleviate communication obstacles resulting from health literacy, disparities, authority gradients, cultural differences and language barriers.

Self-awareness is the ability to recognize and look at inner thoughts, feelings and beliefs. Emotional intelligence is the ability to recognize one's own and other people's emotions, to discriminate between different feelings, label them appropriately and then use emotional information to guide behavior. Through self-evaluation and validation of feedback students will reflect upon experiences summarizing accurately strengths and learning needs to build confidence with realistic perspectives about capabilities. Students are held accountable to defend their perspective, including unpopular or unsafe practices.

Self-Care is promoting and maintaining personal well-being. Students enter the nursing program knowing they must take responsibility for their own physical and emotional health. This includes demonstrating sensory capabilities or appropriate compensation and the ability to perform the physical requirements of clinical practice. It is the students' responsibility to acquire adequate rest, nutrition and hydration, and manage personal stress.

Responsible Learning is demonstrated by taking control and ownership for learning. This is displayed by being engaged in academic tasks, persistent in self learning, seeking feedback and notifying faculty if not achieving course or program objectives. Efforts are made to follow the agency's clinical policies, procedures and principles by adhering to submission of clinical requirements. Students must practice within their scope of knowledge, skills and recognizes personal limitations while working only under the appropriate supervision.

Professional Image is the appearance of an individual or profession outside the discipline. Students are guided to uphold a positive professional image by portraying a compassionate demeanor and demonstrating a respect of others with behaviors that are focused on patient care and learning. Students entering the program will be cordial to peers and demonstrate flexibility, professional etiquette and civility. They will adhere to the Clinical Uniforms and Dress Code policy or agency's policies along with the Student Code of Academic and Professional Conduct.

Students are accountable to explain and justify their intentions, actions and omissions. Students are guided in their development of professional behaviors yet, are responsible to demonstrate the competencies listed above. Demonstrating professional behavior is required for passing in all course/clinical practice regardless of performance in other areas.

School of Nursing Student Grievance Process

The purpose of the Grievance Process is to provide a mechanism for objective internal review of faculty and staff actions or School committee decisions.

This Grievance Process may be utilized by students enrolled in courses in the School of Nursing who believe these decisions resulted from inequitable and/or discriminatory decision-making procedures or processes. The wisdom of a decision is not a grievable matter. Only the process that is believed to be inequitably applied, within the referent group, is grievable. Implicit in this process is the need for the cooperation, openness, and good faith of all parties involved. Please refer to [Appendix D](#).

Committee on Academic Admissions and Scholastic Standing

The Committee on Academic Admissions and Scholastic Standing (CAASS) has the authority to administer academic discipline and grant or deny requests for waivers and modifications of standard academic policies, including progression policies and degree requirements. Committee members are charged with the interpretation and supervision of the school's academic policies. If a student presents extenuating circumstances or offers an alternative to specific requirements that is supported by a sound rationale, CAASS will consider exceptions to standard policy on an individual basis (see section [Extenuating Circumstances](#) for more information).

The purpose of a petition to CAASS is to request an exception to an academic policy or a modification of academic program plan/progression. As a first step, the student must meet with an academic advisor in OSAMS to discuss the matter. If a decision is reached with the academic advisor that a petition to CAASS is warranted, the student will prepare a draft of the petition form and review it with the academic advisor before submission. CAASS meets once per month (unless otherwise noted), during the fall and winter terms, and follows an "ad hoc" schedule during the spring/summer term.

Petitions must be completed by all parties concerned and returned with pertinent supportive documentation to the academic advisor no later than one week prior to the scheduled committee meeting.

The Chair of CAASS initiates and mails a letter informing the student of the committee's decision and any stipulations and/or conditions for progression, and a copy is placed in his/her academic file. The letter is mailed (certified mail, return receipt required) to the local address on file in Wolverine Access within five (5) business days of the meeting.

The purposes of the Committee on Academic Admissions and Scholastic Standing CAASS are to:

1. review and recommend for faculty approval all admission, progression, and graduation policies for the School of Nursing; and
2. act on petitions for exceptions to School of Nursing admissions, progression, and graduation policies.

Students who elect to petition CAASS for a policy exception will need to demonstrate exceptional circumstances as to why there should be a change in their admission, progression, or graduation. The purview of CAASS does not include the changing of course grades.

Disputes about course grades or course performance are addressed with the faculty in that course. The School of Nursing Grievance Policy provides a mechanism for objective internal review of faculty and staff actions or school committee decisions (see [Appendix D](#)).

The Director of Student Enrichment, appropriate academic administrator, and/or course faculty cannot override a CAASS decision. However, if the student believes he or she possesses additional noteworthy information not presented in the original petition, he or she may provide further explanation in writing to the Chair of CAASS. The Chair of CAASS, the Director of Student Enrichment (who will interface with the appropriate academic administrator), and an academic advisor in OSAMS will discuss the information with the student. If it is deemed that the information presented is not new, the student will be advised that submission of a revised petition is not warranted. If a student is not satisfied with the process used by CAASS regarding her/his revised petition, the student may initiate the grievance procedure (see [Appendix D](#)).

Academic Disciplinary Actions by CAASS

Academic disciplinary actions are consistent with established policies and guidelines. Conditions or requirements to be fulfilled are determined on an individual student basis. Any student on academic discipline is urged to contact an academic advisor in OSAMS to discuss a plan for academic success. The following are possible disciplinary actions:

1. **Action Pending:** A student will be placed on "Action Pending" if the student's academic record for a term just concluded is incomplete. The transcript is reviewed again when final grades have been reported or after incomplete grades have lapsed.
2. **Academic Warning:** A student will be sent a letter of Academic Warning if the student has a 3.0 (B) cumulative grade point average, but has achieved less than a 3.0 grade point average in a given semester.
3. **Continued Academic Warning:** If any of the above circumstances occur in the next semester of enrollment of a student on Academic Warning, the student is given the status of "Continued Academic Warning."

4. **Probation:** A student will be placed on academic probation if a grade of less than “B-” is earned in a course required in the nursing program, or if the student’s cumulative grade point average and/or professional grade point average is/are less than 3.0. For a student to be removed from academic probation, he or she must earn a grade no less than “B-” and repeat the deficient course.

A student on academic probation is required to make a substantial reduction in the honor point deficit, if not remove the deficit completely by the end of the probationary semester of enrollment in the School. The CAASS may also require that a specific number of honor points be earned, or that a cumulative 3.0 grade point average be earned, depending upon the circumstances in the individual case.

5. **Ineligible to Register in the School of Nursing:** The CAASS requires a student to withdraw from the School of Nursing when a student has failed three (3) required courses and/or is unable to achieve a cumulative 3.0 grade point average in the following terms after they are placed on academic probation. If it is determined, after grades are available to the School of Nursing, that a student is not eligible to be in classes for which they are registered, he or she will be disenrolled from said classes.

Notification of Academic Disciplinary Action

The department chair mails a letter to the student’s local address on file in Wolverine Access informing him or her of the decision and any stipulations and/or conditions for progression, and a copy is placed in his or her academic file.

Extenuating Circumstances

Extenuating circumstances are unforeseen events in which have a) prevented a student from attending a substantial number of classes, b) affected his or her ability to study or attend clinical, c) resulted in assessment deadlines being missed, or d) adversely affected performance.

Extenuating Circumstances are those that are:

- Severe and exceptional; and
- Unforeseen or unavoidable; and
- Close in time to the request for exception, or where the student can demonstrate that the circumstances continued to have an impact on their academic performance

Exceptional circumstances include serious illness, hospitalization, accidents, injuries, serious personal problems, or emotional difficulties beyond the student’s control.

Requests for exceptions must be verified by documents that may include, but not limited to: letter(s) from health care provider(s), accident reports, and/or hospital records.

An exceptional circumstances exception does not guarantee that the student will be able to progress as planned.

An exception may prevent the student from fulfilling course and progression requirements to the extent that they are unable to achieve required learning objectives. This type of situation will be evaluated by faculty, the Director of Student Enrollment, and the appropriate academic administrator.

Coursework and Grading Policies

Compliance Policy

Before beginning any School of Nursing course, including all didactic, clinical and lab components, all students in all programs are required to satisfy all health and safety requirements. In order for a student to be considered in full compliance, all of these requirements (with the exception of the flu shot) must be valid the entire academic year. This includes fall and winter terms and may include spring term, summer term and/or spring/summer term if students are enrolled in School of Nursing courses. None of these requirements may expire at any time during the academic year.

If these requirements are not fulfilled by the deadline each year, students will be disenrolled from all nursing courses for the term and they will have to wait until the following term to reenroll. In order to be eligible to receive overrides for the following term, students must be 100% in compliance. In addition, students in clinical may be required by a clinical agency to meet additional compliance requirements.

For more detailed information about the UMSN Compliance Policy, including a list of the Graduate Compliance Requirements, see [Chapter 5](#) and the [Compliance Requirements](#) section of the UMSN website.

School of Nursing Course Grading Scale

A+	= 97-100%	B+	= 87-89%	C+	= 77-79%	D+	= 67-69%
A	= 93-96%	B	= 83-86%	C	= 73-76%	D	= 63-66%
A-	= 90-92%	B-	= 80-82%	C-	= 70-72%	D-	= 60-62%
						E	= <60%

Course Assignment Policy

All assignments are expected on the designated due dates. Extensions must be negotiated with the faculty prior to the scheduled date of submission. Late submission of assignments may result in grade reduction or loss of credit. All assignments are to be completed by the end of the academic term.

Course Examination Policies

All examinations are to be taken at the scheduled times. Students unable to attend an examination due to illness or emergency are responsible for notifying the course instructor prior to the examination period. Documentation substantiating the illness or emergency may be required. Make-up options for examinations, including denial for exam make-up, are provided at the discretion of the faculty. Final examination periods are determined by the University Calendar Committee and approved by the Regents. The School of Nursing follows the university's final exam schedule and related policy for determining final examination timing. All exams will be held in the regularly assigned room unless otherwise indicated by the instructor.

Incomplete "I" Grade Policy

A faculty member gives an incomplete grade only when a student is in good academic standing (at least a "B" grade) in the course and there is unfinished work. Progression requirements apply regardless of the Incomplete Contract.

A student who needs an incomplete must contact the faculty member. The student and the faculty member should discuss a plan, including a schedule, for completing the remaining work prior to the

conferral of an "I". This discussion should be converted to a written Incomplete Contract and signed before the last class meeting.

An Incomplete grade must be made up before the last day of classes of the second full term beyond the term in which the "I" mark was recorded (excluding spring/summer).

An Incomplete appears on the transcript as an "I" and will not be calculated into the student's grade point average until the deadline has lapsed. Once the work is completed, the final course grade is posted alongside the "I" (which remains on the transcript) and the earned grade is computed into the grade point average. An "I" grade not finished by the Incomplete deadline lapses to an "E" grade. In such cases, no degree credit is earned and the course is then computed as an "E" in the term and cumulative grade point averages. An unfinished Incomplete, for courses elected on a non-graded basis ("Pass/Fail," "Credit/No Credit," etc.), lapses to "Fail" or "No Credit" but does not affect the term or cumulative grade point averages.

Minimum Grade Policy

All required courses, as well as cognate courses, must be completed with a grade of "B-" or higher. Courses must be repeated when the minimum grade of "B-" is not obtained.

To maintain satisfactory academic standing, DNP students must make satisfactory progress toward their degrees and have a minimum cumulative grade point average (GPA) of B (3.0 on a 4-point scale).

Academic/Clinical Course Warnings

Students are given written warning by their faculty instructors if they are failing a required course, if there is concern about the student's progression, or if there is concern about the student's professional behavior. The warning will list specific areas in which the student is failing to meet course objectives, clinical competence, or professional behavior, and will list specific steps the student must take to obtain a passing grade. The warning is discussed with the student who may add comments and then signs the warning and receives a copy. A copy of the warning is sent to the academic advisor who places it in the student's academic record. A copy of the warning is also sent to the Director of Graduate Professional Programs and relevant course faculty. Academic/clinical course warnings may be given at any time during the course as determined by the course faculty.

Academic Assistance

Students who are having academic difficulty should contact the faculty teaching the course early on. This allows the opportunity to make a plan for improvement, and determine strategies that may be helpful. Students should also contact the OSAMS advisors and the Director of Graduate Professional Programs for additional resources and assistance. A delay in contacting faculty or an advisor for assistance in a course may make it difficult to ultimately do well in the course.

Disability Statement

The University of Michigan promotes the full inclusion of individuals with disabilities as part of our commitment to creating a diverse, multicultural community. It is the policy of the University of Michigan to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state laws that prohibit discrimination on the basis of disability. The University will provide reasonable accommodations to qualified individuals with disabilities upon request.

Consistent with the American Disabilities Act of 1990, the University of Michigan complies with federal and state laws that affect qualified persons with disabilities. The School of Nursing does not discriminate on the basis of physical handicaps. However, any applicant with a significant physical or emotional problem is advised to make this fact known to the School so that appropriate faculty and/or administrator can determined whether or not the student will need assistance in meeting the requirements of the clinical nursing courses.

The School of Nursing's policy and practice is to provide equitable educational opportunities for students with documented disabilities in all programs and activities, including internships or field placements. Students with documented disabilities who require accommodations must register with the Office of Services for Students with Disabilities (SSD). Students will receive a letter detailing their specific needs from SSD. The student must present this letter to each of their faculty and provide sufficient lead time to allow the requested accommodation(s) to be provided. Original documentation of disability will be kept in the Office of Student, Academic, & Multicultural Services (OSAMS), Room 1160. If students do not follow aforementioned procedure, they may not be eligible for an accommodation in that course.

The School of Nursing is committed to providing equal and integrated access for students with disabilities. If you need help with assessing your need for special accommodations, please contact your faculty advisor for guidance and assistance.

Chapter

5

Compliance

School of Nursing Compliance Policy

Before beginning any School of Nursing course, including all didactic, clinical, and lab components, all students in all programs are required to satisfy all health and safety requirements. These health and safety requirements are listed on the [School of Nursing website](#). If you need assistance with meeting these requirements, health care services are available for students at [University Health Service](#).

In order for a student to be considered in full compliance, all of the School of Nursing compliance requirements (with the exception of the flu shot) must be valid for the entire academic year. This includes fall and winter terms and may include the spring term, summer term, and/or spring/summer term if students are enrolled in School of Nursing courses. None of the compliance requirements may expire at any time during the academic year.

All compliance requirements, except for the flu shot, must be uploaded to Certified Background and approved by Certified Background before the end of the day on July 1. Flu shots for the 2015-2016 academic year must be uploaded to Certified Background and approved by Certified Background before the end of the day on October 28. Any student who does not fulfill the compliance requirements by the deadlines will be charged the following fees:

July 1: \$200 fee

July 15: Additional \$100 fee

August 5: Additional \$100 fee

August 19: Additional \$100 fee

September 8 (first day of class): Additional \$100 fee

October 28 (for flu shot only): \$100 fee

Students in clinical may also be required by a clinical agency to meet additional compliance requirements. Some of the requirements may include a fee, which students are responsible for paying. Additional requirements may include (but are not limited to) a 10-panel drug screen test, fingerprinting, an ACE account, or a valid driver's license. Students will not be allowed to begin their clinical experiences if all of the additional compliance requirements are not met by the agencies' deadlines, which are often different than the UMSN deadline. Students who do not meet agency deadlines for additional compliance requirements may lose their clinical placements for the term.

Students must notify OSAMS of any changes to their criminal record after submitting the criminal background check*, including arrests. OSAMS should be notified within three business days of any arrests, plea bargains, sentencing, convictions, or other criminal activity. In addition, issues with a student's criminal background check may also prevent that student from being able to sit for

certification(s)/licensure. The inability to become certified/licensed may prevent a student from working in his/her desired area. The School of Nursing is not able to guarantee that any student will qualify for certification(s)/licensure.

*Please note that it is possible that some activity reported in a student’s criminal background check may prevent that student from being placed in the appropriate clinical settings required to complete the program and, therefore, may result in the student being withdrawn from that course. In these cases, the student should promptly consult with OSAMS to explore alternative placements or degree programs. Under certain circumstances, students may not be eligible to graduate from the School of Nursing.

Graduate Student Compliance Requirements List

The University of Michigan School of Nursing Compliance Policy requires all School of Nursing students taking any course to be in full compliance, regardless of the course. This includes courses without a clinical component.

Compliance documents are managed by a third party vendor, www.certifiedbackground.com. All students must create an online account and upload all compliance documents into the online account. Graduate students should use package code UB59 to order a background check and a new account. All compliance documents are due on July 1 each year (except the flu shot) and must be valid for the entire upcoming academic year. This means that no compliance documents may expire before the last day of classes in April.

DUE BY JULY 1 EVERY YEAR		
1	<u>Physical Examination Form</u>	<ul style="list-style-type: none"> - A licensed health care professional must complete and sign the form. The school form must be used. - The document must be signed and dated on or after April 21, 2015 in order to be valid for the entire upcoming academic year.
2	<u>Technical Standards for Degree Completion Form</u>	<ul style="list-style-type: none"> - The student must read and sign the form. Both pages must be uploaded to Certified Background. - The document must be signed and dated on or after April 21, 2015 in order to be valid for the entire upcoming academic year.
3	Cardiopulmonary Resuscitation Certification (CPR)	<ul style="list-style-type: none"> - ONLY the following three courses are accepted. Each of these certifications is valid for two years. <ol style="list-style-type: none"> 1. <u>American Heart Association</u> BLS for Healthcare Providers Course 2. <u>American Red Cross</u> BLS for Healthcare Providers Course 3. <u>American Red Cross</u> CPR/AED for the Professional Rescuer Course - Students who take the AHA course must submit the front and back of the signed AHA certification card to Certified Background. - Students who take the Red Cross courses must submit the Red Cross digital certificate of completion to Certified Background. - The certification must be valid for the entire upcoming academic year.

DUE BY JULY 1 EVERY YEAR		
4	TB Skin Test (also called PPD) or blood test	<ul style="list-style-type: none"> - Complete documentation includes the date that a TB skin test was administered, the date that it was read, and negative results OR a lab report showing a negative QuantiFERON TB Gold or T-SPOT blood test and test date. Blood tests are valid for three years. - A positive result requires a clear chest x-ray. A lab report is required. Chest x-rays are valid for three years. - The tests must be administered on or after April 21, 2015 in order to be valid for the entire upcoming academic year.
5	Nursing License	<ul style="list-style-type: none"> - A current, valid RN license in at least one political jurisdiction is required.
DUE ONCE BY JULY 1 PRIOR TO YOUR FIRST FALL TERM OF ENROLLMENT		
6	Hepatitis B	<ul style="list-style-type: none"> - The Hepatitis B vaccine is a series of three doses. - Complete documentation includes the dates of the first, second, and third doses of the vaccine OR a lab report for a positive Hepatitis B titer.
7	MMR (Measles, Mumps, and Rubella)	<ul style="list-style-type: none"> - The MMR vaccine is two doses. - Complete documentation includes the dates of the first and second doses of the vaccine after 12 months of age OR a lab report for a positive antibody titer for each of the three components (Measles, Mumps, and Rubella).
8	Varicella Zoster (Chicken Pox)	<ul style="list-style-type: none"> - The chicken pox vaccine is two doses. - Complete documentation includes the date of the first and second doses of the vaccine OR a lab report for a positive Varicella titer.
9	Tdap (Tetanus, Diphtheria, and Pertussis)	<ul style="list-style-type: none"> - Documentation of a valid Tdap booster is required. Tdap boosters are valid for ten years. - The Tdap booster must be valid for the entire upcoming academic year. - Because Tdap boosters are only valid for ten years, please note that you may need to renew your Tdap at some point during your enrollment.
10	Criminal Background Check	<ul style="list-style-type: none"> - The student must order a criminal background check through Certified Background at www.certifiedbackground.com.
11	Handbook Certification	<ul style="list-style-type: none"> - The student must read and sign the form.
12	Authorization to Disclose Information Statement	<ul style="list-style-type: none"> - The student must read and sign the form. Both pages must be uploaded to Certified Background.
DUE BY OCTOBER 28, 2015		
13	Flu Shot	<ul style="list-style-type: none"> - Flu shots will be available on campus. - Instructions detailing how to provide proof of compliance with this requirement will be sent every fall. - The administered date must be between September 1 and October 28, 2015 to be accepted.

School of Nursing Technical Standards

The School of Nursing faculty are responsible for determining, at any point in the student's academic program, whether they have demonstrated appropriate levels of skills and abilities. The faculty has the right to request expert consultation as deemed appropriate. Students who fail to demonstrate appropriate levels of skills and abilities may have their progression interrupted until they are able to demonstrate skills at the appropriate levels. If the faculty determines that a student cannot meet the appropriate levels even when reasonable accommodations are made, students may be dismissed from their program.

Clinical Placements

Clinical Locations

Clinical and observational experiences for nursing students take place in a wide range of health agencies both in and outside of Ann Arbor. Clinical placements may include hospitals, convalescent homes, city and county health departments, schools, preschool enrichment programs, child health centers, community mental health agencies, and senior citizen centers.

As a result of the various clinical course locations, nursing students may be required to travel in Ann Arbor and surrounding areas for clinical and observational experiences. ***Please note: Students are responsible for their own transportation to clinical sites.*** Students also are required to provide their own automobile insurance. Although students will need to drive to clinical locations, they should be aware that parking in Ann Arbor and around the School of Nursing is extremely limited. Many students have found success with the following possible strategies to meet transportation requirements for clinical:

- Take available public transportation or UM busses when available
- Carpool with other students
- Share taxi expenses (same price as parking sometimes) with other students
- Rent cars and/or share the expense of renting a car with another student
- Borrow a family member/friend car

In many clinical placements, secured space may not be provided for outerwear, books, or other valuables. It is recommended that students leave personal belongings and valuables at home.

Onboarding

Onboarding is composed of various institutional requirements. For a successful placement, students must complete all onboarding items by communicated deadlines. If onboarding items are not completed by the communicated deadlines, students will be removed from clinical placement for the term and have to wait until the following term. **Student onboarding requirements must be valid during dates of clinical placement/term.**

Students may be required by a clinical agency to meet additional onboarding requirements. Some requirements may include but are not limited to:

- Fees – students responsible to pay
- 10 Panel Drug Test
- Fingerprinting
- An ACE account

Mandatories are part of the onboarding process. They are areas of information deemed vital to faculty, students, and other health center personnel who participate in providing direct patient care.

Mandatories may include, but are not limited to:

- Fire/Safety for Students
- Infection Control
- Patient Safety
- Clinical Placement Compliance
- HIPAA

All undergraduate student nurses must complete agency-specific mandatories by communicated deadlines, which are often different than UMSN deadlines. ***Nursing students are not allowed to provide patient care if mandatories are not complete.***

Attendance

All clinicals are mandatory. All missed clinicals, including excused and unexcused absences must be made up.

An **unexcused** clinical absence is absence from the scheduled clinical activity without permission of the instructor. Examples of this include:

- Not calling in advance
- Not showing up for clinical
- Taking personal vacations
- Taking a day off to study
- Missing clinical because compliance and/or mandatories are not completed

One unexcused clinical absence will result in lowering the overall final grade of the course by one-step, e.g., “B” becomes “B-”. Two unexcused clinical absences will result in failure of the course with a “C-” as the highest possible grade.

An **excused** clinical absence requires permission of the instructor for reasons such as illness and death in the family. All excused absences require appropriate documentation from the student, such as a note from a health provider for illness, or evidence of death of the family member.

It is the responsibility of a student to promptly inform his/her preceptor in the event of an absence or illness. If students in a clinical course cannot reach their preceptor, the student should call the nurse in charge of the unit to which she/he is assigned at least one hour (or earlier, if possible) before the scheduled assignment.

When calling to report an illness or absence, give the nurse in charge the following information:

- Name of student
- Name of preceptor to whom the message should be given
- Nature of your illness
- Anticipated duration of the illness

After a student misses 2 clinical days or a significant component of their required clinical or seminar experiences for any reason, the Director of Post-Master's DNP may be notified by the course faculty. The course faculty allowed to complete the course or should withdraw from the course. This decision will be made on a case-by-case basis considering factors such as nature and centrality of the missed experiences, opportunity to make up the experience/time, current standing in the course and projected length of time absent. An Incomplete ("I") grade will only be assigned at the discretion of the course faculty. If there is doubt about the student's ability to meet the course requirements, a failing grade may be assigned at any point in the term.

The student is responsible for informing the course faculty regarding anticipated prolonged illness or situations resulting in an interruption of the program and/or involving convalescence at home. Anticipated absences of more than 2 days are reviewed by the course faculty to determine the student's ability to complete the course based on factors listed above. For extended absences, the course faculty will consult with the Director of Post-Master's DNP regarding the student's academic standing.

Occasionally, students will have special health concerns that could affect their ability to safely provide patient care or that would jeopardize the student's health and safety. Students are required to report any type of health problems affecting patient care or student performance. Examples include: Unstable diabetes, seizures, being immune compromised, contagious infections, clinical depression.

The ability of the student to have a safe experience is determined by the School of Nursing, their health care provider, and agency requirements and policies.

Repetition of a Clinical Course

There may be restrictions on which clinical placements are most suited to a student repeating a clinical course. These restrictions will be communicated to the student by the Director of Post-Master's DNP after consultation with the involved course faculty. When repeating a clinical course, registration is offered only on a space available basis.

Clinical Uniforms and Dress Codes

A clinical placement dress code has been established in recognition of the fact that the mode of dress does affect the establishment of a rapport and working relationship with patients, families, and other care providers. Please reference Nurse-Patient Relationships & Professional Conduct sections of the Student Code of Academic and Professional Conduct, located in [Appendix A](#).

Nursing students are expected to wear student uniforms when giving nursing care, unless a different policy is specifically defined by the clinical unit. Lab coats over business casual attire must be worn when not in uniform during visits to the clinical areas whenever care will not be given. A student must abide by any uniform or dress codes set by the agency in which the student is having a clinical experience.

School of Nursing Clinical Uniforms and Dress Code

Acceptable Clothing

- Navy blue scrubs (matching tops or bottoms), properly fitted.
- White lab coat
- White or navy blue washable sweaters (optional)
- Appropriate white or navy blue washable turtleneck or crewneck shirts to wear under scrubs (optional)
- Dress of appropriate length for bending and stretching activities worn with white or neutral hose
- Religious, cultural or medical head coverings for men and women (e.g. yarmulke, hijab)

Shoes

- White, black or brown soft-soled shoes with closed toe and closed low heel, without mesh all white, black or brown athletic shoes are acceptable. Socks or stockings are required.

Hair

- Hair must be up off the collar and pulled up and back, so as not to fall onto the patient, or clean/sterile fields when bending over to provide care. Beards and mustaches must be neatly trimmed. At the discretion, of course instructors or agency employees, students with facial hair may be asked to wear a beard/mustache cover and comply with agency policies. Hair accessories cannot be used if long enough to touch the patient or if they could potentially harbor bacteria.

Appearance

- Artificial or gel nails, visible tattoos or any visible body piercings (except for one piercing per ear) are not allowed. Nail polish, if used, should be clear or pale pink/white coated. Nails are to be clean and of a length that could not scratch patient during care. No excessive jewelry around necks, wrists or hands, which could harbor bacteria or pose a safety hazard to the student or patients, may be worn.

Identification

- Students must wear University of Michigan identification at all times and any name pin or other identification given by the clinical agency.

Inappropriate Attire

Inappropriate attire, including t-shirts, tank tops, denim, shorts, skirts more than 2" above the knee, tight fitting or suggestive clothing, flip flops, sneakers, sandals, athletic wear including hoodies, leggings, bare midriffs or low-cut garments (low-cut necklines or low-rise pants), should not be worn to any clinical placement. With clinical uniforms, professional, or casual business attire, make-up should be moderate and fragrance should be minimal. All clothing should be clean and in good

repair. Students must follow the dress code of the agency when the agency has more restrictions. Students will be asked to leave the clinical site if faculty or agency personnel have determined the attire is not appropriate.

Confidentiality and Use of Medical Records

The Health Insurance Portability and Accountability Act (HIPAA) govern the use and release of a patient's personal health information (PHI) also known as "protected health information". It is imperative that all students and faculty with any access to a clinical setting comply with HIPAA rules and regulations. This includes understanding HIPAA and training in HIPAA that meets the clinical agency's requirements. Students also must follow agencies policies regarding use of and access to electronic medical records.

Use of Technology and Social Media in a Clinical Setting

Any technology, tool, or on-line space in clinical agencies cannot be used for personal business. This applies to social media platforms. Students must follow clinical agency policies regarding use of technology or social media. At times, a clinical setting may allow use of technology or on-line space or use of social media for work purposes. They are only to be used as they relate directly to patient care or specified agency activities.

- Agency computers cannot be used for personal business such as checking e-mail or Facebook.
- Any personal communication such as cell phone use or texting must be done outside of agency clinical areas on the student's personal time.
- Posting or discussing any information about faculty, staff, other students or external clients (i.e. patients and families) on social media or on-line space is not permitted. Non-compliance with policies regarding the use of technology and social media may affect course grades and result in the violation of the student Code of Academic and Professional Conduct, up to and including disenrollment from the School of Nursing.

Accidents During Clinical Experiences

When a nursing student is injured (including a needle stick) during a clinical experience, she/he must immediately contact the clinical instructor and/or the nurse in charge of the unit. The clinical instructor and the student should together fill out and submit an injury report.

The student may be sent to Student Health Services or Employee Health Services; or, if the injury is serious, the student may be sent to an Emergency Room. The student may also be asked to fill out paperwork specific to the agency at which the injury occurred.

Additionally the instructor should provide a copy of all paperwork to OSAMS (1160 400 NIB). The copy will be placed in the student's file

Malpractice Insurance

The University provides all students enrolled in the University of Michigan School of Nursing with malpractice insurance. The University of Michigan is self-insured. Blanket coverage is in effect for enrolled students in academic activities. Students who also hold professional licensure may wish to obtain additional malpractice insurance from either the American Nurses' Association or the National Student Nurses' Association.

If students have questions about the University's insurance program, they may contact:

U-M Risk Management Office

Phone: 734-764-2200

Fax: (734) 763-2043

Email: RiskMgmt.General@umich.edu

Pregnancy

A student who is pregnant may continue in clinical practice as long as her health status is satisfactory and she is able to complete her clinical assignment. A note from her health care provider indicating safety of participation in clinical activities may be required. For the safety of the student who is pregnant, she must not enter where radioisotopes or x-ray therapy is being administered. Students who are pregnant should consult with their faculty member well in advance of their clinical assignment. Clinical agencies may have policies that determine the placement of students during pregnancy; assignments will be made accordingly.

Chapter

7

Registration Information

Wolverine Access

This is a web based information system used to access and update your student information online by using [Wolverine Access](#). You can change your address and phone number, register for class; and view your class schedule, grades and financial information.

Schedule of Classes

The [Schedule of Classes](#) on the Office of the Registrar's (RO) website lists the courses offered by academic year and term. For general information on enrollment/registration (e.g., term withdrawal, add/drop procedures, registration appointments), tuition and fees, and ordering transcripts, please visit the main webpage for the [Office of Registrar](#).

How to Register

To register, a student in the School of Nursing must:

1. Check the RO's [Schedule of Classes](#) for a list of the courses offerings in a semester as well as specific course details (e.g., days, time, location, instructor). Course descriptions for School of Nursing DNP courses are available in [Appendix E](#).
2. Register via Wolverine Access during your University designated date and time.
3. Academic advisors will provide overrides for students to register for the Nursing courses based on the set program plan.

Students who do not complete the above procedures for registration are not assured places in nursing courses. Failure to register prior to the first day of the particular term results in a "late registration fee." Students should register as soon as possible after their registration appointment to ensure space in a class/clinical.

Registration for the Residency

A student should be registered for N950, DNP Residency, each term that they are carrying out residency activities for academic credit. This course is available for 1 to 6 credits. The number of credits that a student registers for should be reflective of the effort and hours the student will be able to commit to the residency during that academic term. A student who is ready to register for NURS 950 should email the academic advisors in OSAMS UMSN-Advisors@med.umich.edu, and include their name, student ID number, faculty member, and course number (950). Advisors will issue an override once they have all of this information.

Registration for Scholarly Project

A student who is ready to register for NURS 955 should email the academic advisors in OSAMS UMSN-Advisors@med.umich.edu and include their name, student ID number, faculty member, and course number (955). Advisors will issue an override once they have all of this information.

Drop/Add Deadline

After the drop/add deadline, students must obtain approval from the school, college, or department (Rackham). Contact the academic advisors in OSAMS UMSN-Advisors@med.umich.edu to request the paperwork. For deadline information, please see the [Academic Calendar](#).

Verification of Enrollment

If a student needs a letter verifying his/her enrollment in the School of Nursing, or certificate of “good standing” or “full-time student”, he/she should contact the academic advisors in OSAMS UMSN-Advisors@med.umich.edu and include their name, student ID number, and any details about the request.

Chapter

8

Graduation Information

Applying for Graduation

All students must apply for graduation on [Wolverine Access](#). The School of Nursing Office of Student, Academic & Multicultural Services (OSAMS) will notify students via e-mail of the deadline to apply for graduation. Students must have completed the online graduation application and have met all degree requirements by the end of the term of expected graduation to be eligible to graduate.

University of Michigan Commencement

The University of Michigan holds two graduation ceremonies each calendar year, one in April or May and one in December. April/May graduates participate in April/May graduation. August or December graduates participate in one ceremony of their choice.

School of Nursing Commencement Ceremony

Although students may finish the requirements for the DNP degree at any time during the year, School of Nursing commencement ceremonies are held only once a year at the end of winter term (late April or early May). This commencement serves students who are graduating at other points during the academic year as well as those who are graduating in winter term. If a student chooses to participate in the UMSN commencement ceremony prior to completion of her/his degree, the commencement program will indicate when the degree will be awarded. Students will be presented with an academic hood by their scholarly project chairperson and the DNP Program Director at this commencement.

Information will be provided to graduating students and posted on the UMSN's [Graduation](#) page. Specific School of Nursing commencement ceremony dates will be posted closer to the time of date of the event.

Appendix A

Student Code of Academic and Professional Conduct

I. Introduction

The education of the students at the University of Michigan School of Nursing (UMSN) is based on the concept that integrity, sense of responsibility, and self-discipline are inherent to the profession of nursing. The responsibility of the individual student to sustain high ethical standards is parallel to the concept that the professional nurse must be accountable for professional standards in the practice of nursing (published in the [American Nurses Association Code for Nurses with Interpretive Statements](#), 2015). The continuation and enhancement of ethical standards within the academic community and nursing profession are the individual responsibility of each student and faculty member. Mutual respect and trustworthiness between the faculty and students promotes optimal learning.

The students at UMSN are expected to exhibit behavior appropriate to the profession of nursing. They must assume personal responsibility for being in physical and mental condition to provide safe nursing care and for the knowledge and skills necessary to give this care.

II. Applicability

The Student Code of Academic and Professional Conduct (“Conduct Policy”) applies to all students enrolled in the School of Nursing and includes programs, events and activities affiliated with, sponsored by or sanctioned by the School of Nursing. In addition, the Conduct Policy covers all student nonacademic and extracurricular activities regardless of whether the activity takes place on or off campus that have an adverse impact on the university, the School of Nursing, faculty, staff, students, patients, clinical staff, or impacts fitness for the profession and eligibility for licensure.

Nursing students are also required to comply with the [Statement of Student Rights and Responsibilities](#). Violation of the School of Nursing’s Code of Academic and Professional Conduct by graduate students in the DNP Program are handled within the School of Nursing (see [Policy Statement of the Integrity of Scholarship and Procedures for Investigating Allegations of Misconduct in the Pursuit of Scholarship and Research](#)).

Any questions regarding the conduct policy should be addressed immediately to the Director of Student Enrichment, who will interface with the appropriate academic administrator. Any questions regarding the meaning of any provision of this Conduct Policy will be decided by the Dean of the School of Nursing. The Dean’s decision as to any questions of interpretation is final.

A. Definitions of Unacceptable Behavior

The following behaviors are examples of violations of the Conduct Policy. This list is not intended to be all-inclusive of behaviors that violate basic ethical standards expected of Nursing Students. In addition, attempts at misconduct as well as completed acts are violations of the Conduct Policy.

1. Plagiarism

Taking credit for someone else’s work or ideas regardless of the media, stealing others’ results or methods, copying the writing of others without proper citations, quotation marks, or other forms of proper acknowledgment, or otherwise taking credit falsely.

2. Cheating

Using or attempts to use unauthorized notes, study aids, technology, and/or information from another person on an examination, report, paper, or other evaluative document; unauthorized altering of a graded work after it has been returned, then submitting the work for re-grading; and allowing another person to do all or part of one's work and to submit the work under one's own name.

3. Falsification of data

Dishonesty in reporting results, ranging from sheer fabrication of data, improper adjustment of results, and gross negligence in collecting and analyzing data, to selective reporting or omission of conflicting data for deceptive purposes.

4. Falsification of data or information to university officials, faculty members, staff, or clinical areas

Dishonesty in reporting verbally or in written material, false data or information.

5. Aiding and abetting dishonesty

Providing material, information, or assistance to another person with the knowledge or reasonable expectation that the material, information, or assistance will be used to commit an act that would be prohibited by this Code or that is prohibited by law or another applicable code of conduct.

6. Violating instructions regarding completion of assignments

Although independent study is recognized as a primary method of effective learning, at times students benefit from studying together and discussing home assignments and laboratory experiments. When any material is to be turned in for inspection, grading or evaluation, it is the responsibility of the student to ascertain what cooperation, if any, between them, is permitted by the instructor.

7. Falsification of academic records and official documents

Without proper authorization, altering documents affecting academic records, forging signatures of authorization, or falsifying information on an official academic document, election form, grade report, letter of permission, petition, clinical record or any other official University document.

8. Violating computer, technology or social media use policies

Violating the [University's Proper Use of Information Resources, Information Technology, and Networks at the University of Michigan](#) policy (Standard Practice Guide, 601.07) and/or the Information and Technology Services [Guidelines for Implementing the Proper Use Policy](#) that define proper and ethical use of computers at the University of Michigan.

9. Providing nursing care in an unsafe or harmful manner

This includes carrying out a procedure without competence or without the guidance of a qualified person; willfully or intentionally doing physical and/or mental harm to a client; exhibiting careless or negligent behavior in connection with the care of a client; refusing to assume the assigned and necessary care of a client and failing to inform the instructor and nursing staff with immediacy so that an alternative measure for that care can be found.

10. Disrespecting the privacy of a client

This includes using sufficient information about a patient (e.g. full name, last name, or position) in written assignments and/or patient data of any sort, (e.g. computer generated forms that will be removed from the clinical area) such that the patient could be identified; discussing confidential information in inappropriate areas, such as elevators; discussing

confidential information about a patient with third parties who do not have a clear and legitimate need to know; violation of the Health Insurance Portability and Accountability Act of 1996 (HIPAA); and referencing patients on social networking sites and devices.

11. Falsifying patient records or fabricating nursing care or patient experiences

This includes fabrication in written materials and verbal reports for the clinical area as well as written material and verbal reports for the School of Nursing.

12. Failing to report omission of or error in treatment or medications

Failure to report the omission or error to the appropriate people, including clinical staff, clinical administration, and School of Nursing faculty.

13. Using drugs and alcohol

Using, possessing, selling or distributing illicit drugs (including prescription drugs) or alcohol; illegally using, selling, possessing, or distributing illicit drugs or alcohol; or using prescribed, over the counter, or illicit substances in such a manner as to impair one's judgment or performance as a nursing student, including being in a class or clinical setting under the influence of alcohol, illegal drugs, or prescribed drugs inconsistent with the prescribed use.

14. Commission of a crime

Engaging in illegal or criminal activity that would impact the student's ability to obtain or maintain a professional license or employment in the nursing profession. The results of criminal proceedings will not be determinative of proceedings under this Conduct Policy.

15. Other professional misconduct

Violation of the ANA Code of Ethics for Nurses is unacceptable. Nursing students are expected to "maintain professional, respectful, and caring relationships with colleagues and others, with a commitment to the fair treatment of individuals, to integrity-preserving compromise, and to resolving conflict...This standard of conduct includes an affirmative duty to act to prevent harm. Disregard for the effects of one's actions on others, bullying, harassment, intimidation, manipulation, threats, or violence are always morally unacceptable behaviors." ([ANA Code of Ethics for Nurses with Interpretive Statements](#), 2015, pg. 9)

16. Disrespectful verbal and written communication

Students are expected to be respectful and considerate in verbal and written communication with faculty, staff, clinical staff, patients, and other students.

17. Disruptive behavior

Obstructing or disrupting classes, team projects, talks or other presentations, or other activities or programs of the school or other parts of the University and obstructing access to school community assets or to similar resources in other parts of the University.

Excluded is any behavior protected by the University's policy on "[Freedom of Speech and Artistic Expression](#)." (Standard Practice Guide, 601.01).

18. Sexual and other unlawful harassment

This includes not only sexual harassment, but also hazing, stalking, repeatedly sending e-mails, making phone calls or transmitting documents that are uninvited and unwanted, making threats, and any other wrongful conduct that seriously interferes with the work or study of any member of the school community, guest or any person with whom the offender is interacting in connection with any school program or activity. The University's definition of sexual harassment can be found in the [Student Sexual Misconduct Policy](#).

19. Obstructing the investigation of a possible violation of this code

Including making dishonest or misleading statements, either orally or in written form, including e-mails; other falsification of information; altering, destroying, or deleting relevant documents, files or e-mails; and any other act that hinders an investigation.

B. Reporting Procedures for an Alleged Infraction

All members of the Nursing community – faculty, administrators, staff and students – have a responsibility to report any reasonable suspicion that a student has violated this Conduct Policy. A report must be immediately made to the Director of Student Enrichment, who will interface with the appropriate academic administrator. Anyone not sure of whether or not to report a suspicion should consult with the Director of Student Enrichment before making a decision not to formally report the suspicious behavior.

All faculty members are required to report all incidents of academic misconduct (e.g., plagiarism, cheating, falsification of data, violation of nursing standards) that occur in their course to the Director of Student Enrichment. The faculty member may impose a sanction within the course only after consulting with the Director of Student Enrichment. In such cases where the sanction is limited to penalties within the course, and there is agreement among the faculty, student, and Director of Student Enrichment, the matter can be considered resolved. It is important that all faculty report all misconduct so that there can be fairness in the application of the Conduct Policy across the entire student body.

C. Preliminary Inquiry

1. If there is an alleged violation, the faculty member, student, or staff reporting the possible violation will submit a written description of the potential violation and the circumstances to the Director of Student Enrichment within ten (10) business days.
2. The Director of Student Enrichment will provide the accused student written notice of the allegation of misconduct within ten (10) business days of receipt of the written report alleging misconduct.
3. The Director of Student Enrichment will meet with the accused student as soon as possible after the notice of alleged misconduct has been received by the student, but no later than ten (10) business days. In this meeting, the Director of Student Enrichment will (a) inform the student of the nature of the allegations; (b) explain the hearing process; and (c) explain the student's options.
4. After the preliminary meeting with the student, the Director of Student Enrichment will meet with the faculty member and the student within ten (10) business days. A letter containing the findings of this meeting and sanctions for the student to complete (if applicable) will be sent to the student within ten (10) business days of the meeting. The possible outcomes of are listed below:
 - a. the relevant parties determine that no infraction occurred and the matter is resolved,
 - b. the accused accepts only the responsibility for the alleged violation and either the student or the Director of Student Enrichment can refer the matter to CAASS,
 - c. the accused accepts only the sanctions, as determined by the Director of Student Enrichment and reporting faculty and either the student or the Director of Student Enrichment can refer the matter to CAASS,
 - d. the accused accepts of responsibility for the alleged violation and the sanctions, as determined by the Director of Student Enrichment and reporting faculty, and signs a statement indicating his or her agreement, or

- e. the accused signs a statement indicating he or she does not accept the responsibility for the alleged violation nor the sanctions as determined by the Director of Student Enrichment and faculty, and the matter is referred to CAASS for a hearing by Director of Student Enrichment.
5. If the matter is referred to CAASS for a hearing, the Director of Student Enrichment, in conjunction with the appropriate academic administrator, will determine whether the student can proceed in the program until CAASS has issued their findings. This will be considered and determined on a case-by-case basis.

D. Hearing

If the matter is referred to CAASS, the Chair of CAASS will be notified by the Director of Student Enrichment and a hearing will be held. The hearing is conducted by a three-person panel (“hearing panel”), established by the Director of Student Enrichment and comprised of two (2) faculty members (at least one being a member of CAASS) and one student representative. The Director of Student Enrichment will select one of the two faculty members to serve as chair of the hearing panel.

If a student has concerns about potential bias of a member of the hearing panel, the student can submit a written request to the Director of Student Enrichment, with rationale, for substitution of another member. The Director of Student Enrichment will approve or disapprove the request and that decision is final.

Hearing Participant Roles

The below table is to serve as a guideline for a basic CAASS hearing. Actual participants and roles may vary.

Participant	Role Description During the Hearing
Director of Student Enrichment	Observer
Student	Active Participant
Reporting faculty member(s)	Active participant
Hearing panel	
Faculty panel member (chair)	Principle facilitator
Faculty panel member	Active participant
Student panel member	Active participant
Academic advisor (OSAMS)	Observer
Witness(es)	Participant (one called at a time and present only during witness portion of hearing)
Personal advisor (to the student)	Observer (provides support and advises the student; not an active participant)

Hearing Procedures:

1. No later than ten (10) business days before the hearing, the accused student and the reporting faculty must submit, in writing, to the Director of Student Enrichment:
 - a. all documents that each party would like the hearing panel to consider, and
 - b. a list of all relevant witnesses whom they would like to have submit testimony before the hearing panel.

The accused student may invite one personal advisor to the hearing. However, the role of the personal advisor is to support and advise the student, not to participate in the proceedings. If the accused student intends to have a personal advisor accompany him or her, the accused student must submit the name of the personal advisor to the Director of Student Enrichment and the student must state whether the advisor is an attorney.

2. No later than five (5) business days before the hearing, the Chair of CAASS and/or Director of Student Enrichment will provide hearing participants with a hearing packet that includes:
 - a. all documentation that has been submitted for review by the student and reporting faculty,
 - b. the list of all expected attendees, including hearing panelists, witnesses, and personal advisor, and
 - c. any relevant information about the hearing.
3. All expected attendees (i.e. any additional witnesses and/or personal advisor) must be identified and communicated, in writing, to the Director of Student Enrichment no less than three (3) business days prior to the hearing. If additional attendees are identified, an updated list of attendees will be distributed to hearing participants.
4. In addition to hearing testimony from the witnesses identified by the student and the reporting faculty and/or Director of Student Enrichment, the hearing panel may, at its discretion, hear testimony from any other party whose testimony it deems relevant to the proceeding, including other witnesses and course faculty. The hearing panel may also review any other documents or evidence that it deems relevant to the proceeding.
5. The accused student will have an opportunity to appear before the hearing panel to present his or her case and remain present while all testimony and information is presented to the hearing panel. The accused student may review all documents considered by the hearing panel and question witnesses who appear before the hearing panel. The accused student may also present his or her own evidence and witnesses.
6. Persons reporting the violation have the right to be present, provide relevant information, and make recommendations regarding the sanctions.
7. The hearing panel may conduct the hearing even if the accused student is absent and there have been reasonable attempts to contact the student, and will make its findings and recommendations based on the information presented to the hearing panel.
8. If the accused student fails or declines to appear before the panel, the panel will proceed to hear the case and make findings and recommendations without the student's participation.
9. The hearing panel may limit any testimony based on redundancy or lack of relevance.
10. The hearing will be closed to the public and will be recorded. Participants in the hearing may request a copy of the recording. The hearing panel will deliberate in private.
11. All recordings of proceedings will be controlled by the School of Nursing. No court reporters, stenographers, videographers, or similar professionals are permitted without the prior consent of the School of Nursing. Records and documents that will be available, in advance, to all parties may be redacted to protect the privacy rights of individuals not directly involved in the hearing process.

12. After hearing the case, the hearing panel will deliberate in private. The vote of the majority of the hearing panel members, including the panel chair, will determine whether the student is found responsible for the alleged violation, and sanctions will be determined by the hearing panel with input from the reporting faculty and the Director of Student Enrichment. The hearing panel's decision that the accused student is responsible for an alleged violation will be the sole discretion of the hearing panel if, based on the totality of the evidence presented, it is more likely than not that the violation occurred. The chair of the hearing panel will prepare a written report containing factual findings and stating any sanctions to be imposed.
13. The hearing panel's determination will be communicated, in writing, by the chair of the hearing panel to the Director of Student Enrichment, who will send the letter of findings and sanctions to the student by email and certified letter, delivered by the postal service to the local address on file in the Wolverine Access. Copies will be distributed to the appropriate faculty member, the chair of CAASS, the Director of Student Enrichment, the appropriate academic administrator, and the student's record. This will complete the process; unless the student appeals the decision (see Appeals below).
14. The decision of the Hearing panel is effective immediately. If the student plans to make an appeal, the student has the option of asking the Director of Student Enrichment for a delay in implementation of the sanction until the appeal process is completed. The Director of Student Enrichment's decision as to whether or not to delay the implementation of the sanction is final.
15. In situations where there was a serious alleged violation affecting the safety or well-being of other students, faculty, clinical staff, or patients, the Director of Student Enrichment and the appropriate academic administrator may take appropriate emergency action. Such actions include not allowing the student back into a clinical agency until the matter has been addressed through the stipulated process.

E. Appeals

Within five (5) business days of receiving the written notification of the hearing panel's decision from the Director of Student Enrichment, the student may submit a written appeal of the decision or sanction (or both) to the Director of Student Enrichment. Appeals must be based on at least one of the following arguments:

1. There were violations of procedure that seriously compromised the investigation and/or conclusions.
2. The evidence clearly does not support the findings.
3. The sanctions are excessive relative to the violation.
4. There is significant new evidence not reasonably available at the time of the investigation.

The Chair of CAASS will determine if the appeal meets the above conditions. If not, the Chair of CAASS notifies the student within ten (10) business days and the matter is ended. If there is evidence that the appeal should be reviewed, the full CAASS will review the written appeal. However, the members of the hearing panel in Section D of the policy will not participate in the review of the appeal. The Chair of CAASS will issue a written report regarding the full CAASS decision within twenty-one (21) business days of receiving the appeal. The decision of the CAASS is final and no further appeals are allowed.

F. Sanctions

Each incident and each individual involved is unique, and all mitigating circumstances will be considered with each violation. The following list is an example of the type of sanctions that may be imposed and is not intended to be all-inclusive. A combination of sanctions may be imposed. Documentation of violations and sanctions will become a permanent part of the student record. Possible sanctions include:

1. **Educational project:** Completion of a class, workshop, or project to help the student understand why his or her behavior was inappropriate and/or how to avoid a future violation (e.g., a workshop on ethical behavior).
2. **Service:** Performance of one or more tasks designed to benefit the school or the nearby community and to help the student understand why her or his behavior was inappropriate.
3. **Warning:** A formal reprimand informing the student in writing that he or she has violated the code and that future violations will be dealt with more severely.
4. **Grade change:** A lowering of the student's grade, up to and including failure (E, F, No credit, or U).
5. **Additional course work:** The completion of additional course work or clinical experience.
6. **Disciplinary probation:** Designation of a period of time during which the student will not be in good standing with the school. The terms of the probation may involve restrictions of student privileges and/or may delineate expectations of behavior. Consequences may also be spelled out if the student fails to meet the terms. A record of the probationary period will be included in the student's academic file.
7. **Transcript notation:** A notation on the student's official transcript will indicate that the student is "Not in Good Academic Standing" as a result of an academic honor code violation.
8. **Withholding a degree:** Withholding of the student's degree until stated sanction requirements have been met. There may be a deadline set for meeting the requirements which, if not met, will result in the student's loss of eligibility to receive the degree at any time in the future.
9. **Suspension:** Temporary removal of a student from the program for a specified or unspecified period, which will be permanently noted on the transcript. There can be stipulated conditions for re-admission to the student's program as well as a time limit for meeting those stipulations to be eligible to receive a degree in the future.
9. **Expulsion:** Permanent dismissal from the program, which will be permanently noted on the student's transcript, including the reason for expulsion.
11. **Rescinding a degree:** Annulment of a degree previously awarded by the School of Nursing.

In addition, the School of Nursing may withhold a School of Nursing degree until the hearing process or sanctions are satisfactorily completed.

G. Confidentiality and File Retention Policy

Records created under this Conduct Policy are governed by the same confidentiality and file retention policies applicable to other student records.

H. Waiver of Deadlines

All deadlines, as provided for in this policy, may be waived at the discretion of the Director of Student Enrichment, appropriate academic administrator, or Chair of CAASS. Requests for extensions or waiver of deadlines should be submitted in writing to the appropriate person, depending on the stage in the process. The Director of Student Enrichment, appropriate academic administrator, or Chair of CAASS may, on his or her own initiative or in response to a request of a party, alter deadlines when it is in the best interest of all parties to do so.

Revised and approved by faculty April 21, 1999.

Revised and approved by faculty May 14, 2003.

Updated and approved by Faculty May 19, 2010, for implementation spring/summer term 2010, and to continue in effect thereafter unless and until altered or revoked by faculty.

Updated August 2015.

Appendix B

School of Nursing Student E-Mail Group Guidelines

The University of Michigan School of Nursing's (UMSN) Office of Student, Academic & Multicultural Services (OSAMS) creates and maintains student e-mail groups. Important information is disseminated to students via these groups. New students are added to the appropriate group when they enter the School of Nursing (UMSN). Only students' uniquename@umich.edu address is used in these groups. If students choose to forward their mail to another account, they are responsible for ensuring that their e-mails are being received in this other account. OSAMS will not be responsible for any information not received from e-mails sent to the UMSN student body e-mail groups that may be of importance to students, including scholarship, employment, event and class information.

A listing of [UMSN Student Email Groups](#) is available on the UMSN website's Current Students page.

To verify the e-mail groups that your Uniqname is listed in, follow these steps:

1. Go to the MCommunity directory at <https://mcommunity.umich.edu/>
2. Click on "Log in"
3. Log in with your Uniqname and password
4. Type your Uniqname in the "Search" box and select your name from the search results
5. Click on the "Groups" tab

This will display a listing of all e-mail groups in the MCommunity directory that include your Uniqname as a member and that you will be receiving e-mail from.

Students should not share USMSN student e-mail distribution lists with external parties who wish to contact students. Instead students should refer all external parties to OSAMS umsn-frontdesk@med.umich.edu so that information can be distributed if appropriate. Student also should contact OSAMS about problems with School of Nursing user groups.

Students **are required** to observe the following guidelines on the use of e-mail groups:

School of Nursing e-mail groups managed by the OSAMS may NOT be used to:

- Promote activities/events that do not directly involve or benefit the students of the University of Michigan's School of Nursing or that promote consumption of alcohol or other potentially harmful activities.
- Promote outside business activities or charitable organizations supported by individual students.
- Advertise items/services (sporting tickets, apartments, etc.) for sale/wanted. Students are advised to utilize the appropriate venue for these items.

Tips for successful group e-mails:

1. Target your address list carefully. Too broad a distribution is a form of spamming and will simply annoy most people who receive it. For example, if your message is for Undergraduate students, do not use the sn-allstudents group which sends to nursing graduate students as well.
2. Write a meaningful subject line.
3. Keep the message focused and readable – the use of bullets and numbering helps!
4. Avoid attachments – use links / URLs to websites when possible.
5. Avoid using "Reply All" when responding to an e-mail sent to a group.
6. Identify yourself clearly.

7. Proofread...then proofread again to ensure your message is clear / concise and that there are no spelling or grammar mistakes within the text.
8. Do not use all capital letters (IT LOOKS LIKE YOU ARE SHOUTING)
9. For event related e-mails, send just one reminder e-mail 1-2 days before the event.
10. Use good judgment and common sense. It is up to each member to ensure that these groups are used in a respectful and beneficial manner. Students are expected to display maturity, integrity and mutual respect in all UMSN interactions. Inappropriate, disrespectful, aggressive, or threatening emails may be considered in violation of the Student Code of Academic and Professional Conduct.

E-mail error messages ('over quota', 'user unknown', etc.) for members of the OSAMS-managed groups are received by the OSAMS in the event of a problem with the student's e-mail address. OSAMS will contact the student if there is a problem with his/her e-mail and request the student to take the necessary steps to prevent e-mail error messages. Correcting e-mail address errors is the responsibility of the individual student and questions/requests for help regarding errors should be directed to Information Technology Central Services (ITCS) at the University of Michigan at online.consulting@umich.edu or by calling 734-764-4357 (4-HELP).

Appendix C

Plagiarism

“Plagiarism is the act of using another person’s ideas or expressions in your writing without acknowledging the source...to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else.”

This and other quotations used below are all taken from section 1.6 (pages 21-25) of the MLA Handbook for Writers of Research papers by Joseph Gibaldi and Walter S. Achert, 3rd edition. New York: The Modern Language Association, 1988. At Reference Desk. PE 1478.G43 1988.

What Is The Penalty for Plagiarism?

“Plagiarism often carries severe penalties, ranging from failure in a course to expulsion from school.”

Do I Have To Footnote Every Fact?

“If you have any doubt about whether or not you are committing plagiarism, cite your source or sources.”

What If I Put Someone Else’s Ideas in My Own Words?

“Other forms of plagiarism include repeating someone else’s particularly apt phrase without appropriate acknowledgment, paraphrasing another person’s argument as your own, and presenting another’s line of thinking as though it were your own.”

Why Does Plagiarism Matter?

Careers and reputations have been damaged by findings of plagiarism. Journalists have been fired from the Sun-Times (M. Fitzgerald, 1990), the Wall Street Journal (D. Lazare, 1991) and the Nashville Tennessean (M. Fitzgerald, 1989). A Harvard psychiatrist resigned after a finding of plagiarism against him (McDonald, 1988) and Art Buchwald sued Paramount Pictures (and won) over the idea for the plot of Coming to America (McDowell, 1990).

Fitzgerald, M. (1989, September 16). Rash of plagiarism: Nashville Tennessean fires an editor, reprimands another. *Editor & Publisher*, 15.

Fitzgerald, M. (1990, June 23). Sun-Times drops columnist over plagiarism. *Editor & Publisher*, 17.

Goldman, P. (1982). Malcolm X. *Dictionary of American Negro Biography*. New York: W.W. Norton & Co., p. 422.

Lazare, D. (1991, January-February). The Kandell case: Plagiarism at The Wall Street Journal? *Columbia Journalism Review*, 6.

McDonald, K.A. (1988, December 7). Noted Harvard psychiatrist resigns post after faculty group finds he plagiarized. *The Chronicle of Higher Education*, A1.

McDowell, J. (1990, January 22). He’s got their number, almost, a writer scores against a studio but where’s the money? *Time*, 50.

Is This Plagiarism?

Read this passage from the article on Malcolm X by Peter Goldman (1982) in *Dictionary of American Negro Biography*.

"In prison Malcolm was introduced by his younger brother Reginald to the teachings of the Lost-Found Nation of Islam, the sect led until 1975 by Elijah Muhammad and known popularly as the Black Muslims. Malcolm quickly became a convert, took the Muslim "X" in place of the "slave name" Little, shed his past and entered upon his own reeducation, beginning by copying words out of a dictionary from A to Z. He was ordained a minister after his release, and over the next twelve years he became the best known and most effective evangelist of the Nation of Islam, heading its Harlem mosque, organizing dozens more temples from Connecticut to California, building its following from 400 to perhaps 10,000 registered members and countless additional sympathizers."

Are the following paragraphs correctly done or has some plagiarism taken place?

1. Malcolm was introduced by his younger brother to the teachings of the Nation of Islam while he was in prison; he became a convert, exchanged the Muslim "X" for the "slave name" Little and eventually became an ordained minister.

Loose paraphrasing of the author's words with no credit given for the ideas is plagiarism.

2. As the Nation of Islam's most famous evangelist, Malcolm built its membership from 400 to as many as 10,000.

The statistics given are not common knowledge and are not credited. Plagiarism!

3. Malcolm quickly became a convert, took the Muslim "X" in place of the "slave name" Little, shed his past and entered upon his own reeducation, beginning by copying "words out of a dictionary A to Z."

Still plagiarized! While the writer used a footnote to indicate the source, she does not use quotation marks to indicate that the sentence was lifted in its entirety. Chances are that an abrupt change in writing style will be noticeable to a critical reader.

4. The "best known and most effective evangelist of the Nation of Islam", Malcolm had been introduced to the Lost-Found Nation of Islam, known as the Black Muslims, by his younger brother while he was in prison; ordained a minister after his release, he was instrumental in the growth of the Nation of Islam over the next 12 years (Goldman, 1982, p. 422)².

The direct quote is in quotation marks but the reference does not appear until the end of the sentence, indicating that both those specific words and other facts are Goldman's.

Permission to reprint from: Lynn Westbrook, University of Michigan Undergraduate Library, 764-7490, July 5, 1994. Modified to reflect APA style, July 2000.

Appendix D

School of Nursing Student Grievance Process

I. Introduction

The purpose of the Grievance Process is to provide a mechanism for objective internal review of faculty and staff actions or School committee decisions. Students should use this Policy to address the following concerns/issues:

1. Discriminatory¹, unfair, arbitrary or capricious treatment by faculty, staff, or committee.
2. Research misconduct or plagiarism of student intellectual property by faculty or staff.
3. Failure to accommodate verified disabilities.
4. Violation of the School of Nursing or University Policy (e.g. student records policy)

A student's disappointment or disagreement about a **grade or course placement** is not a grievable matter unless the student brings forth specific information in support of the grounds for grievance listed above (concerns/issues 1-4). A decision made by a **school committee, including the Committee on Academic Admissions and Scholastic Standing (CAASS)**, is not grievable unless the student brings forth specific new information that supports the basis for a grievance as listed above.

Students enrolled in courses in other schools and colleges should utilize the Grievance Process within those respective units if there is a grievance regarding courses in those schools.

In cases where a student's complaint or grievance may be heard or reviewed in more than one University forum, the student may have the matter heard or reviewed in one forum of his or her choice.

Student resources include their academic advisors in the Office of Student, Academic, and Multicultural Services (OSAMS), the University Ombudsperson, and the Director of Student Enrichment. Faculty may consult with their unit representative.

II. Grievance Process

A. Initial Steps

1. The student should meet with the faculty, staff member, or committee chair within ten (10) business days after the incident in question to try to resolve the matter.

¹Students may also choose to pursue claims of unlawful discrimination or harassment in compliance with the University's [Nondiscrimination Policy Statement](#).

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity, and Title IX/Section504/ADA Coordinator, [Office of Institutional Equity](#), 2072 Administrative Services Building, Ann Arbor, MI 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817.

2. In regards to a grievance related to a faculty or staff member, if the student does not find that the matter is resolved, the student should seek an appointment with the faculty member responsible for leading or directing the course (where applicable) or staff supervisor within ten (10) business days after meeting with the faculty or staff member to discuss the matter.

If the grievance is in regard to a school committee, the student should make an appointment within ten (10) business days with the chair of the committee involved in the matter.

3. If the student does not find that the matter is resolved, the student should meet with the Director of Student Enrichment within ten (10) business days of meeting with the faculty member responsible for leading/directing the course or the committee chair. The Director of Student Enrichment may request a separate meeting with the faculty member involved prior to a meeting with both student and faculty.
4. If, at this point, there is no resolution, the student may elect to begin the formal grievance process.

B. Formal Grievance Process

Step 1: Written Grievance: The Written Grievance initiates the Formal Grievance Process. The student must submit a written grievance to the Director of Student Enrichment, requesting a grievance hearing. The written grievance must include:

- a. the specific reason for the grievance as it relates to one of the four issues noted in Section I,
- b. circumstances surrounding the situation,
- c. any mitigating factors, and
- d. what the student requests as the outcome.

The Written Grievance shall be submitted within ten (10) business days following the date of the meeting with the Director of Student Enrichment.

Step 2: Respondent's Statement: The Respondent (faculty member, staff member, or committee chair) must submit a written response to the Director of Student Enrichment within ten (10) business days after receipt of the Written Grievance.

Step 3: Grievance Hearing: The grievance hearing will be scheduled by the Director of Student Enrichment within thirty (30) business days after receiving the respondent's written statement. The grievance hearing is conducted by a three-person panel ("grievance panel"), established by the Director of Student Enrichment and comprised of two (2) faculty members and one (1) student. The Director of Student Enrichment will select one of the two faculty members to serve as chair of the grievance panel. CAASS members are excluded from grievance panels.

If the Director of Student Enrichment is involved in the substance of the grievance, the appropriate academic administrator will make arrangements for the grievance hearing. If a student has concerns about potential bias of a member of the grievance panel, the student can submit a written request to the Director of Student Enrichment, with rationale, for substitution of another member. The Director of Student Enrichment will approve or disapprove the request and that decision is final.

The student may call relevant witnesses during the hearing to provide testimony about the matter. The involved faculty, staff member, or committee chair may also provide testimony and relevant witnesses during the hearing.

No later than ten (10) business days prior to the hearing, all parties (including student and respondent) will submit, in writing, to the Director of Student Enrichment:

- a. all relevant documentation that each party would like the grievance panel to consider, and

- b. a list of all relevant witnesses whom they would like to have submit testimony before the hearing panel.

Each party may invite one (1) personal advisor to the grievance hearing, however the student will be informed that the role of the personal advisor is to support and advise the student, not participate in proceedings. Parties must provide the name of the personal advisor to the Director or Student Enrichment, including whether the personal advisor is an attorney.

No later than five (5) business days before the grievance hearing, the Director of Student Enrichment will provide grievance hearing participants with a hearing packet that includes:

- a. the student's formal written grievance and relevant documentation,
- b. the respondent's written response and relevant documentation,
- c. the list of expected attendees, including hearing panelists, witnesses, and personal advisor, and
- d. any additional relevant information about the grievance hearing.

All expected attendees (i.e. any additional witnesses and/or personal advisor) must be identified and communicated, in writing, to the Director of Student Enrichment no less than three (3) business days prior to the grievance hearing. If additional attendees are identified, an updated list of attendees will be distributed to hearing participants.

Grievance Hearing Participant Roles

The below table is to serve as a guideline for a basic grievance hearing. Actual participants and roles may vary.

Participant	Role Description During the Hearing
Director of Student Enrichment	Observer
Student	Active Participant
Respondent (faculty member, staff member, or committee chair)	Active Participant
Grievance panel Faculty panel member (chair) Faculty panel member Student panel member	Principle facilitator Active participant Active participant
Academic advisor (OSAMS)	Observer
Witness(es)	Participant (one called at a time and present only during witness portion of grievance hearing)
Personal advisor(s)	Observer (provides support and advises the student; not an active participant)

Step 4: The Findings: After hearing the case, the grievance panel will deliberate in private. Within ten (10) business days, the grievance panel's findings and recommendations for resolution will be communicated, in writing, by the grievance panel chair to the Director of Student Enrichment. The Director of Student Enrichment will inform the student of the grievance panel's decision, in writing, by email and certified letter, delivered by the postal service to the local address on file in the Wolverine Access, within ten (10) business days of receiving the grievance panel's reported recommendations. Copies will be distributed to the respondent, the Director of Student Enrichment, and the appropriate academic administrator. This will complete the process; unless the student appeals the decision (see below).

Students or respondents may appeal the findings to the Dean in writing who will determine final resolution of the matter.

Some circumstances such as holidays or scheduling difficulties may impact the time frames for the grievance. Both parties, however, should make reasonable efforts to complete the grievance process within the designated time.

Approved by Faculty with amendments, May 16, 1979
Amendments incorporated and final typing, September 27, 1979
Updated August 1994
Updated October 1998
Updated September 2000
Updated June 2001
Updated September 2002
Updated and Approved by Faculty May 2010
Updated August 2014
Updated August 2015

Appendix E

DNP Course Descriptions

Nursing 800

Graduate Statistics for Advanced Practice and Research

3 Total Credits (Web Blended)

Students will examine approaches to analysis and interpretation of data as well as gain an understanding of the rationale underlying the standard statistical procedures using nursing research. Fundamental statistical concepts and techniques addressed include: descriptive statistics, probability, sampling, statistical distributions, confidence intervals, estimation, hypothesis testing, one-way ANOVA, correlation, chi-square tests, simple and multiple linear regression and logistics regression. Emphasis is on building competence in evaluating and integrating evidence to support advanced nursing practice.

Nursing 802

Epidemiology for Health Professionals

3 Total Credits (Web Blended)

Epidemiology is the discipline devoted to investigating patterns, causes, and effects of disease in populations. This course will provide a general overview of the principles, concepts, and methods of epidemiologic research for clinical students who have no prior experience in epidemiology.

Nursing 803

Responsible Conduct of Research and Scholarship

1 Total Credit (Web Blended)

The primary goal of this 1-credit course is to review and discuss various aspects of Responsible Conduct of Research and Scholarship (RCRS), and to enable students to demonstrate the ability to conduct quality research/scholarship as the foundation for a strong professional reputation as a researcher. RCRS is defined by the NIH as “the practice of scientific investigation [and academia] with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related scientific research [and academia].”

Nursing 810

Scientific Foundations for the Practice Doctorate

3 Total Credits (Web Blended)

The purpose of this course is to provide students with the opportunity to conceptualize a nursing problem in their area of interest and frame it within a theoretical model. The student will identify and critique published research as the foundation to address their clinical problem. This course will familiarize students with research design and enable students to evaluate studies for their utility as a foundation for practice. The course will focus on the merits and limitations of quantitative and qualitative research design to address nursing phenomena. Non-experimental, quasi-experimental, and experimental research designs will be evaluated regarding threats to internal and external validity, with particular consideration to levels of evidence and the generalizability and applicability of the data. The course will focus on examining the congruence of research question/hypothesis with research design, data collection techniques, and appropriateness of the data analysis to study hypothesis and design. Critical analysis of published research utilizing principles of design, instrumentation, and data analysis will serve as a forum for applying knowledge. The course will conclude with students identifying a clinical problem and formulating a clinical question in an area of interest.

Nursing 811
Health Informatics

3 Total Credits (Web Blended)

This course will familiarize students with the understanding of health informatics used across settings as well as in operations and evaluation of clinical outcomes. The course uses examples from current clinical informatics challenges, such as optimizing workflow through information technology, streamlining clinical documentation practices, embedding evidence-based practice standards in the frontline, and improving patient safety through point-of-care decision support. Critical analysis of published research utilizing principles of design, instrumentation, and data analysis will serve as a forum for applying knowledge. Students will identify a clinical problem and determine the utilization and implementation of health informatics for optimum patient and operational outcomes.

Nursing 812
Clinical Leadership in Complex Systems

4 Total Credits (Web Blended)

This course examines theories and strategies from various disciplines (e.g., nursing, organizational sciences and economics) for the management and allocation of resources for patient care delivery. The goal is to prepare senior leaders who can design, implement, and evaluate models and programs of care to meet population or system needs. The context ranges from small practices to large integrated delivery systems. Key themes throughout the course include management of quality, work processes, ethical decision-making, and assessment of clinical resources from managerial and economic perspectives. Resource allocation for patient populations and systems will be evaluated within an interprofessional context from both financial and leadership perspectives.

Nursing 815
Quality and Safety

3 Total Credits (Web Blended)

This seminar prepares leaders for development and execution of quality improvement and patient safety programs. Students will examine issues and concepts such as creating a culture of patient safety; application of quantitative (e.g. statistical process control) and qualitative methods (e.g. focus groups; case studies); and behavioral knowledge and skills in leading interdisciplinary teams. The influence of external forces on quality improvement and patient safety agendas along with health disparities and national and state trends in healthcare will be examined. Research in patient safety and quality improvement science will be analyzed. Course work will include experiential learning in application of quality and patient safety tools.

Nursing 816
Policy Analysis and Transformation in Healthcare

3 Total Credits (Web Blended)

This seminar examines the role of clinical leaders in the development, analysis and transformation of institutional and public policy for healthcare and clinical practice. The role of leader is examined from the perspective of optimizing care delivery under existing policy and, when that is inadequate, influencing and shaping the redesign or development of new policy. The professional responsibility of the leader as advocate to address health disparities and social injustices are stressed. Key themes include quality, cost, access, equity, culture, and ethical decision-making related to health policy analysis.

Nursing 900
Seminar on Research Synthesis

3 Total Credits (Web Blended)

Utilizing the clinical problem identified in Scientific Foundations, this course will familiarize students with scientific methods for evaluating levels of evidence and conducting systematic and integrative literature reviews. These techniques will be utilized to synthesize available evidence related to a

clinical problem of choice. Course content will include an overview of the methodology for searching existing databases, documenting the search process, and select appropriate inclusion/exclusion criteria for selecting studies. The course will conclude with an integrative review in the student's clinical problem area.

Nursing 910
Translation, Implementation Science and Comparative Effectiveness

3 Total Credits (Web Blended)

This interdisciplinary seminar focuses on using findings from translation science, comparative effectiveness studies, and other knowledge sources to improve quality of care and patient outcomes. Students will apply concepts to patient populations and systems of care delivery. Terms and models used in this field of inquiry will be compared, contrasted, and analyzed. Students will develop, select or modify a model of inquiry to guide their residency and scholarly projects. Factors that influence adoption of healthcare innovations will be examined through critique and synthesis of research in the field. Infrastructure requirements for building a practice program to promote adoption of evidence-based practices and healthcare innovations will be discussed.

Nursing 950
DNP Residency

3-6 Credits (Lab)

This residency provides a mentored practice experience in a clinical setting. The student will have an opportunity to apply knowledge and skills learned in the program. Students will become actively involved in senior leadership roles and, where possible, carry out part of their scholarly project. Placement will be individualized based on the students' learning objectives, previous clinical and leadership experiences, and career goals. Course may be repeated to accommodate part-time students or students who need additional clinical and leadership experiences to complete 6 credits. All DNP students must complete a minimum of 3 credits in a residency as a capstone experience.

Nursing 955
DNP Scholarly Project

5 Credits for F14 and later; 6 Credits for F13 and before (Independent Study)

This scholarly project is a culminating, independent experience which demonstrates the student's synthesis of coursework and lays the foundation for future scholarship. The student will propose and lead a quality improvement or practice change initiative using evaluation data. The project will be embedded in a healthcare organization and address an organizational need. The project will be supervised by a faculty committee. The final project will be defended in an oral examination and the supervising committee will approve the final written report. It is intended that the report will be a publishable paper if feasible and results will also be disseminated through clinical and scientific meetings. Students will participate in a seminar when enrolled in project credits. Credits can be repeated to facilitate effort on the project with 6 credits required for the degree.

Appendix F

Health Sciences Institutional Review Board

Review of Research Proposals Involving Human Subjects

THE UNIVERSITY OF MICHIGAN HEALTH SCIENCES AND BEHAVIORAL SCIENCES
INSTITUTIONAL REVIEW BOARDS (IRB-HSBS)

<http://www.irb.umich.edu/>

IRB-HSBS
Building 520, Suite 1169
2800 Plymouth Road
Ann Arbor, MI 48109-2800

Dr. Thad Polk, Committee Chair
Telephone: 734-936-0933, Fax: 734-936-1852
E-mail: irbhsbs@umich.edu

Goals of IRB-HSBS

The primary goal of the IRB-HSBS is to assure that, in research involving human subjects, the rights and welfare of the subjects are adequately protected.

IRB-HSBS reviews all planned research involving human subjects prior to initiation of the research, approves research that meets established criteria for protection of human subjects, and monitors approved research to ascertain that human subjects are indeed protected. Further, through educational sessions and focused discussions, the IRB-HSBS educates the research community on ethical and procedural issues related to human subject's protection.

The schools submitting proposals to the IRB-HSBS include:

School of Dentistry
School of Nursing
College of Pharmacy
School of Public Health
School of Social Work
Student Health Services
School of Kinesiology

Secondary goals of the IRB-HSBS are to inform and assist the University of Michigan and its researchers on ethical and procedural issues related to use of human subjects in research, to facilitate compliance with United States Government regulations, and to provide a framework suitable for continued support by Government agencies, private foundations, industry and the university itself for research involving human subjects at the set of schools and other units under the jurisdiction of IRB-HSBS.

Please Note: If the source of subjects for your project is the University of Michigan Health System, use the Institutional Review Board for the Medical School (IRBMED). Telephone 734-763-4768, Email irbmed@umich.edu. Obtain current application material [online](#).

If principal Investigator is a student, the student's faculty advisor MUST sign as the co-investigator, since there isn't a place for them to sign as advisor.

Committee Information

The IRB Health Sciences Committee meets monthly and consists of eight regular university members distributed across disciplines, a non-voting university member, and a non-scientist member from the community (not affiliated with the university).

Definition of Human Subjects of Research

Human subject of research means an individual about whom a professional or student investigator conducting research obtains data through intervention or interaction with the individual, or collects identifiable private information.

Interventions in human subjects include physical procedures by which data are gathered, and manipulations of the subject or the subject's environment that are performed for research purposes.

Interactions with human subjects include communications or interpersonal contacts conducted for research purposes.

Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a medical record). Private information must be individually identifiable (i.e. the identity of the subject is, or may readily be ascertained by the investigator or associated with the information) in order for obtaining the information to constitute research involving human subjects.

Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities that meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes (for example, some demonstration and service programs may include research activities).

Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

The IRB-HSBS considers certain groups of human subjects particularly vulnerable in a research setting: children, prisoners, pregnant women, fetuses, mentally disabled persons, economically or educationally disadvantaged persons. In reviewing research projects, the IRB-HSBS will scrutinize those involving these vulnerable groups to ascertain that their use is adequately justified, and additional safeguards are implemented to minimize risks unique to each group.

Monitoring of Research

IRB-HSBS is authorized and organized to review any and all types of research in which human subjects are involved, including projects that are not subject to federal oversight.

Informed Consent

The IRB-HSBS will ascertain that the investigators of a research project will obtain from the human subjects, or their legally authorized representative, a legally effective informed consent document. Basic Elements of Informed Consent are as follows: 1) a statement that the study involves research; 2) a description of possible risks or discomforts and measures to be taken to minimize them; 3) a description of any benefits to subjects or others; 4) a disclosure of appropriate alternative procedures or courses of treatment, if any; 5) a statement describing the manner of how confidentiality will be maintained; 6) for research involving more than minimal risk, explanation as to whether any medical treatments are available if injury occurs, or where further information may be obtained; 7) names and phone numbers of whom to contact for answers to pertinent questions about the research; 8) a statement that participation in voluntary , refusal to participate will involve no penalty of loss of benefits to which the subject is entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled; 9) a statement on the likelihood for the subject's health carrier to encounter any financial burdens resulting from the research; and 10) a statement on any financial benefit which the subject can expect for participating in the research.

Authority of IRB-HSBS

The IRB-HSBS employs a review process in conformity with the Federal Policy for the Protection of Human Subjects (45 CFR 46) and the Federal-wide Assurance (FWA) enacted between the University of Michigan and the Office for Human Research Protections (OHRP) under the Department of Health and Human Services (DHHS).

The review process is the same for all research involving human subjects supported or otherwise subject to regulation by any federal department or agency, sponsored by any other extramural entity, or initiated and funded within the University of Michigan.

The authority conveyed to the IRB-HSBS includes decisions to approve, disapprove, require modifications, monitor, suspend and terminate research projects involving human subjects. Under no circumstance may a decision of the IRB-HSBS to disapprove a project be reversed by another agency of the University of Michigan.

Certain populations of human subjects may be particularly vulnerable in a research setting: children, prisoners, pregnant women, fetuses, mentally disabled persons, economically or educationally disadvantaged persons. In undertaking its review of these subject populations, IRB-HSBS will apply additional protective safeguards as required by federal and state law, institutional guidelines, and any other applicable agency/entity regulations.

The IRB Health Sciences Committee does not evaluate the scientific merit of the research; yet, the scientific merit is a factor in weighing the risks against benefits of the research.

An application for approval of a new project is to be submitted to the IRB-Health Sciences Committee prior to the initiation of the research. Likewise, an application for approval of a renewed project is to be submitted before the approval expiration date from the previous year. Approval cannot be given for more than one year.

At any time during the course of a project, should changes in the protocols, sponsor, investigatorship or informed consent procedures become necessary, a memo must be sent to the administrator for processing and then will be forwarded to the committee chair for authorization to continue under the revised protocol.

If, during the course of the research, a human subject develops a health problem that may be attributable to the research, the investigator must suspend the experiment immediately, and report the circumstances promptly to the IRB Health Sciences Committee.

NOTE: The IRB Application can be completed only online.

**THE UNIVERSITY OF MICHIGAN
MEDICAL SCHOOL INSTITUTIONAL REVIEW BOARD (IRBMED)**

<http://www.med.umich.edu/irbmed/>

IRBMED
2800 Plymouth Road
Building 520, Room 3214
Ann Arbor, MI 48109-2800

Judy Birk, Director
Telephone: 734-763-4768, Fax: 734-763-1234
E-mail: irbmed@umich.edu

Goals of IRBMED

The purpose of the IRBMED is to promote the protection of human participants in research conducted at the University of Michigan Medical School and UMHHC. The IRBMED protects the rights and welfare of participants in clinical trials and other human subject's research studies by careful review and monitoring of research in accordance with applicable laws, regulations, and University policies. The IRBMED also works with investigators to design and conduct their research projects to minimize risk to human subjects. The IRBMED reviews all planned human subject's research prior to initiation of the research, approves research that meets established criteria for protection of human subjects, and monitors approved research.

Among the members of the IRBMED are physicians and non-physician scientists from various disciplines, nurses, pharmacists, social scientists, behavioral scientists, community members, and non-scientists with special expertise in philosophy, ethics, religion, and prison populations. Hospital and Health Systems attorneys serve as consultants to the IRBMED.

The IRBMED operates under the Federal Wide Assurance given by the University of Michigan to the United States Department of Health and Human Services (DHHS).

The IRBMED is not a scientific review committee, although the scientific merit is definitely a factor in weighing the risks against benefits of the research.

The investigator must also report events and information in accordance with the guidance on the IRBMED Adverse Event and Other Reportable Information and Occurrences web pages.

Region of Supervision of IRBMED

IRBMED is mandated to review and monitor any and all types of research, in which human subjects are involved, including projects that are not subject to Federal oversight. The scope of IRBMED jurisdiction is set forth in the Decision Rules for Selection of a Particular IRB for Research Proposal Review established by OVPR. Federal regulations also allow certain types of research to be declared exempt from review by institutional review boards. Only IRBMED authorized individuals can make the determination of what is exempt, individual investigators cannot make this determination themselves.

The following categories of research involving human subjects may be initiated only after review and approval by the IRBMED:

1. Research sponsored by the Medical School or UMHHC; that is, research funded by the Medical School or UMHHC or funded by third parties but administered through the Medical School, UMHHC, or DRDA on their behalf.

2. Research that takes place on the premises of or uses the property or facilities of the Medical School or UMHHC.
3. Research that takes place elsewhere but involves a faculty or staff member of the Medical School as an investigator in connection with his or her appointment (i.e., that is performed during the time or in the course of providing services for which the individual is compensated by any component of the UMHHC).
4. Research that utilizes any non-public data collected or maintained by the Medical School or UMHHC concerning their patients, research subjects, faculty, staff, and students.

At its discretion, the IRBMED may accept for review and oversight research projects that do not fall into one of the above categories. In addition, the IRBMED may designate the authority to review, approve, and oversee research to other University institutional review boards if they accept it. Finally, IRBMED may make alternative arrangements as permitted under the Common Rule.

The IRBMED will employ a review process, which conforms to the regulatory codes including but not limited to 45 CFR 46 of the HHS (including subparts A-D, see Federal Policy for Protection of Human Subjects); 21 CFR 50, 56, 312, 412, and 812 of the FDA; privacy regulations issued under HIPAA; ethical principles set forth in the Belmont Report, the Federal Wide Assurance enacted between the University of Michigan and the HHS; applicable University policies and procedures. The review process will be the same for all research involving human subjects, supported or otherwise subject to regulation by any federal department or agency, sponsored by any other extramural entity, or initiated within the University of Michigan. The IRBMED meets weekly to act on the applications.

Application Process

An application for approval or request for exemption designation of a new project is to be submitted to the IRBMED prior to the initiation of the research.

Renewal applications (scheduled continuation review) are to be submitted to the IRBMED to receive authorization to continue a previously approved project, in advance of the expiration date.

At any time during the course of a project, should changes in the protocol (the procedures for the research), investigatorship, or informed consent document or process become necessary, an application for authorization of the revisions is to be submitted, prior to implementing those changes. In the case of gene transfer protocols, progress reports must be submitted at 6-monthly intervals to the IRBMED and the NIH Office of Recombinant DNA Activities.

An application to the IRBMED is to be submitted, using forms prepared by the IRBMED. These forms are:

1. Initial Project Application for approval of a new project;
2. Application to report the emergency use of a test article;
3. Previously Approved Project Application for scheduled continuation review (renewal) or amendments (changes) of a previously approved project;
4. Written Informed Consent Document Template.

These documents are available as electronic templates (Microsoft WORD). Investigators are required to use the application templates, and encouraged to use the informed consent document template. IRBMED documents and application templates may be obtained [online](#).

Appendix G

Responsible Conduct of Research and Scholarship

School/College/Center/Institute: School of Nursing

The School of Nursing uses a variety of strategies for training all students, post-doctoral fellows, and research or training grant staff to teach and discuss various aspects of the responsible conduct of research. We see this as an integral part of education and training from undergraduate through post-doctoral training. We build on principles of ethical practice that are embedded in all aspects of nursing and our students and faculty, as either pre-licensure or licensed nurses, have ample opportunity to discuss professional norms and ethical principles in that regard. In addition, selected groups of students who are supported on NIH or other grant funds have additional requirements. The school does not have NSF trainees.

This plan outlines a variety of structured and unstructured approaches to addressing the continuum of responsible conduct of research and scholarship. All faculty are aware of the curricular resources available in the University of Michigan's [Responsible Conduct of Research](#) section.

Undergraduate Programs

Baccalaureate students

- All baccalaureate students complete a required research course, dependent on the track they are in. Traditional students complete N257, Introduction to the Research Approach in Nursing (3 credits); second degree students complete N529, Scientific and Analytic Approaches for Advanced Practice (3 credits). These courses examine the research process and various requirements that must be met when conducting research with human subjects. (documented through course syllabi, registration rosters, transcripts)
- Honors students complete seminars at various levels in the curriculum as well as a supervised honors research project. The seminars include N295, Honors Seminar (2 credits); N395, Honors Directed Research (1 – 4 credits); in addition, all students complete N495, Honors Project (1 – 4 credits). All honors students complete PEERRS training and their certificates of completion are maintained in their student files. In addition, all honors students are mentored by established researchers and attend research team meetings; they carry out an Honors research project under the supervision of their mentor. Mentoring includes appropriate citation of sources, authorship and publication practice, management and ownership of data, protection of human research participants. The appropriate IRB review is obtained for all projects. (documented through course syllabi, attendance, registration rosters, transcripts).

Graduate Programs

Master of Science students

- All students are informed about the Master's Handbook (available on the website) at new student orientation which outlines the School of Nursing's Student code of Academic and Professional Conduct, content on plagiarism, and the School and University IRB requirements. These requirements are discussed fully at orientation. (Documented: 1 hour; attendance rosters; signed receipt for handbook in academic files).
- Formal instruction in N529, Scientific and Analytic Approaches for Advanced Practice (3 credits).
- N699, Nursing Scholarly Project, is an optional requirement that few students select. If a student does select N699, it is completed as an individualized mentoring project between student and faculty advisor. Mentoring includes appropriate citation of sources, authorship and publication practice, management and ownership of data, protection of human research participants. The appropriate IRB review is obtained for all projects.

Doctor of Nursing Practice (DNP) Students

- All students are informed about the DNP Program Handbook (online) at new student orientation which outlines the School of Nursing's Student code of Academic and Professional Conduct, content on plagiarism, and the School and University IRB requirements. These requirements are discussed fully at orientation. (documented 2 hours; attendance roster; signed receipt for handbook in academic file).
- At orientation all students receive a hard copy of Guidelines for Scientific Integrity (2nd Edition; Published by the Midwest Nursing Research Society). Students are oriented to this and then the documents are discussed in three required DNP core courses (N810, N811, N910). (documented 11 hours; registration rosters; transcript).
- All DNP students are required to complete all PEERRS modules during their first year in the program. Certificates of completion are maintained in students' academic files (certificate files in student academic file).
- DNP Scholarly Project, N955: individualized mentoring between student and faculty advisors as students carry out their scholarly project; mentoring includes appropriate citation of sources, authorship and publication practice, management and ownership of data, protection of human research participants.

PhD Students

- All students are informed about the PhD Program Handbook (online) at new student orientation which outlines the School of Nursing's Student code of Academic and Professional Conduct, content on plagiarism, and the School and University IRB requirements. These requirements are discussed fully at orientation. (Documented 2 hours; attendance roster; signed receipt for handbook in academic file).
- At orientation all students receive a hard copy of On Being a Scientist: A Guide to Responsible Conduct in Research (3rd Edition; National Academy of Sciences) and Guidelines for Scientific Integrity (2nd Edition; Published by the Midwest Nursing Research Society).
- All PhD students are required to complete all PEERRS modules during their first year in the program. Certificates of completion are maintained in students' academic files. (certificate files in student academic file).
- PhD students all complete a semester long mentored research experience with a faculty mentor, working on the mentor's research and discussing various aspects of scientific integrity as they relate that that experience. (Report filed by PhD student and mentor addressing how research experience was completed and what aspects of scientific integrity were addressed; filed in student academic record).
- All PhD students on NIH training grants participate in an hourly seminar (3 weeks per month) to discuss various aspects of research. This includes presentations by faculty and student peers on their research and related topics on scientific integrity. (Documented: signed attendance rosters).
- Dissertation research, N995: individualized mentoring between student and faculty advisors as students carry out their dissertation requirement; mentoring includes appropriate citation of sources, authorship and publication practice, management and ownership of data, protection of human research participants
- As of September 2014, all PhD students are required to complete N803: Responsible Conduct of Research and Scholarship that meets national requirements for research training.

Post-Doctoral Fellows

- All post-doctoral fellows are required to complete pertinent PEERRS modules in the conduct of their research. Certificates of completion are maintained in post-doctoral fellows' files.
- Issues germane to the protection of research participants are regularly discussed in research team meetings of which post-doctoral fellows are members.
- Currently the UMSN has a T32 focused on Health Promotion Risk Reduction Interventions with Vulnerable Populations. As part of this training grant, pre and post-doctoral fellows are required to attend a monthly two hour seminar. Topics covered as didactic presentation in addition to individual student presentations include: authorship and publication practice, management and ownership of data, protection of human research.
- participants, and other issues related to scientific integrity. A total of 3 hours is specifically dedicated to RCRS topics (Documented: signed attendance rosters).
- Each faculty sponsor and postdoctoral fellow on the T32 will develop an individual plan germane to the particular research project. This plan is reviewed and documented at individual review meetings with each postdoctoral fellow. Coverage of topics related to responsible conduct of research and scholarship will be included in regular written reports and reviews of each fellow's experience. (documented: in each post-doctoral fellow file)

Grant Employees

- All grant employees are required to complete pertinent PEERRS modules when they join the project. Certificates of completion are maintained in employees' files.
- Issues germane to the protection of research participants are regularly discussed in research team meetings.

Appendix H

Guidelines for the Scholarly Project Proposal and Report

As students prepare to conduct their scholarly project to fulfill the nursing scholarly project requirement they need to prepare a proposal for their project, have that proposal approved by their committee, and then ensure that all permissions, such as IRB or approval to implement and conduct the project, have been received before they proceed with conducting their scholarly project. These guidelines are provided to help the DNP student engage in preparing a proposal and a written report for the completed project.

The student's scholarly project is a culminating experience which demonstrates the student's ability, as an independent leader, to synthesize scholarship in an advanced practice specialty or an area of health leadership. The emphasis in the scholarly project addresses some aspect of translation and dissemination of research, evidence-based practice, or the implementation of a project designed to address a problem of relevance to nursing practice and healthcare delivery. The scholarly project can take a variety of forms. Examples include, but are not limited to, a quality improvement project, a practice change initiative, an evaluation of a new program or practice model, a research utilization project or other types of systems-based innovations. Whatever the nature of the project, it is expected that the solution to the problem being addressed will be evaluated using relevant data collected and analyzed by the student.

The Scholarly Project Proposal

Students prepare a proposal outlining the problem and the plan for addressing this problem. This proposal needs to be approved by the student's scholarly project committee and, if necessary, the Human Subjects Review Committee in the University of Michigan before proceeding to the project implementation, data collection and analysis stages. Additional IRB review in the clinical agency may also be required. It is the student's responsibility to clarify that and describe these requirements in the project proposal.

The proposal can be written in a chapter format or as a single proposal divided into sections. If the student plans on following a book format (e.g., generally 5 chapters) for the final project write-up, it is easiest to prepare the proposal in chapter format. If the student plans on following a manuscript format for the final project write-up, it may be easier to prepare the proposal as a single narrative divided into sections.

Usually, the proposal consists of the first three chapters or sections of the report, includes references and appendices, and has the following elements:

Chapter/Section I. Introduction

The purpose of the scholarly project and a clear statement of the problem are introduced, with background information substantiating the need for the study. Terms are defined conceptually and operationally. Questions or specific aims that directly address the purpose of the project are presented.

Chapter/Section II. Review of the Literature and Theoretical/Conceptual Framework or Model

Relevant literature from nursing and related fields is reviewed to show awareness of knowledge extant in the area, and to demonstrate that the student has considered a range of possibilities for investigating the problem. The description of the study should show clearly how the study will extend previous findings. The theoretical rationale, the conceptual framework or model are clearly described.

Chapter/Section III. Design and *Methods (or Procedures)*

Sample and Setting. The parameters of the study population, sample selection procedure, size and rationale, as well as any limitations are described. Adequate scientific reasons for choosing the sample are stated. The clinical or organizational setting is clearly described as well.

Instruments. The data collection instruments for collecting data or the sources for data if already available in the clinical setting are described. Information regarding their validity and reliability is included if appropriate.

Procedure. The project design and data collection methods, including details of the setting, procedures, steps taken to control for extraneous variables, nature of the treatment to be administered or the intervention, if any, and type of data to be obtained are thoroughly described. A tentative schedule for the main steps of the conducting the project is specified. Specific elements of design to be described would vary somewhat, depending on the particular problem that is being addressed.

- a. Describe in detail any procedures, situation and/or materials in the proposed project that may be hazardous to humans.
- b. Describe precautions to be exercised and steps taken to protect rights of participants and for obtaining their informed consent, if appropriate.

Plan for Data Analysis. The means by which the data will be analyzed and/or interpreted are specified in relation to the purpose(s) of the project.

References. References are cited in the text in the format of the style manual of choice (typically, APA format).

Appendices. Copies of questionnaires, interview guides, scoring instructions, letters of request to agencies for participation, consent form if appropriate; protocol or project guidelines; verbatim instructions to be provided subjects are included.

Note any restrictions that apply in reproducing established instruments; obtain permission if indicated.

In all instances the scholarly project proposal must be reviewed and approved by the student's scholarly project committee. They will recommend when the student is ready to defend their scholarly project.

The Final Report

The final report describes the actual conduct of the project reflecting all the revisions and updates made in the proposal, and presents results, discussion, conclusions and recommendations. The student and scholarly project committee should agree in advance on the format and style; either a chapter format or a journal format may be used. For the latter, the manuscript should be prepared in accordance with the format required by a specific journal.

The new chapters or sections in the final report are as follows:

Chapter/Section IV. *Results*

Results are presented clearly with respect to each hypothesis or research question, and the type of tests used, whether or not the hypotheses were supported.

Chapter/Section V. *Discussion and Summary*

The findings are interpreted in view of the theoretical rationale and any limitations in the design. Implications of the study for practice and research are discussed, and a summary is presented.

The final report includes an Abstract (100-150 words), which presents the problem, the theoretical approach, methods, and findings. The abstract is placed at the beginning of the paper after the table of contents.

If a chapter format is chosen, the Table of Contents should reflect the Report, and should be in the following sequence:

Title Page (using the School of Nursing standardized form for DNP Projects)
Acknowledgments (optional)
Table of Contents
List of Tables
List of Figures
List of Appendices
Abstract
Chapter I. Introduction
Chapter II. Review of the Literature and Theoretical Framework
Chapter III. Methods
Chapter IV. Results
Chapter V. Discussion and Summary
References and Selected Bibliography
Tables and Figures
Appendices

Manual of Style

All students are expected to follow the Publication Manual of the American Psychological Association (APA) unless the committee approves another format. This APA style is suggested for reports written in chapter format. Students are expected to submit the final project using standardized margins, and double-spaced as outlined in APA. This is required whether the student follows a chapter or manuscript model.

Publishing the Scholarly Project

Students are urged to submit their reports for review and publication. At times joint authorship by faculty and student(s) may be appropriate, such as in the following examples:

- When faculty have developed the overall project, research methodology, conceptual framework or theory used by the student.
- Students use data collected by or under the guidance of a faculty member.
- Students use or adapt an instrument developed by the faculty advisor.
- Students realize that faculty input was both substantial and essential to completing the project.

Student-clinician joint authorship of articles submitted for publication is appropriate when clinicians participate in conceptualizing the research problem, developing the project design, collecting data (or supervising data collection), or data analysis.

In all cases of joint authorship, the list of authors by order should reflect relative contribution to the project reported. Individuals are urged to discuss issues, and arrive at a joint decision.