



SCHOOL OF NURSING
UNIVERSITY OF MICHIGAN

**Master's Handbook
of
Academic Policies and Procedures**

2015-2016

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Master's Academic Policies & Procedures Handbook

Welcome to the University of Michigan School of Nursing!

This handbook for graduate 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 graduate 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.

Additional references, which contain policies for the Graduate Program, include the following:

- [Graduate Student Academic Policies](#)
Horace H. Rackham School of Graduate Studies
- [Rackham Programs of Study](#)
Horace H. Rackham School of Graduate Studies

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 *Master's 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	Nov 30, Mon
Classes End.....	Dec 14, Mon
Study Days	Dec 15, Tues;
.....	Dec 19-20, Sat-Sun
Examinations	Dec 16-18, Wed-Fri &
.....	Dec 21-23, Mon-Wed
Commencement	Dec 20, Sun

2016 WINTER TERM

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-Thurs & Apr
.....	25-28, Mon-Thur
Commencement Activities.....	April 28-May 1, Thur-Sun

2016 SPRING-SUMMER TERM

Classes Begin	May 3, Tues
Memorial Day (Holiday).....	May 30, Mon
Classes End (Spring Half).....	June 20, Mon
Study Days	June 21-22, Tues-Wed
Examinations	June 23-24, Thur-Fri
Spring Half Term Ends.....	June 24, Fri
Summer Half Term Classes Begin	June 29, Wed
Independence Day (Holiday).....	July 4, Mon
Classes End.....	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

Spirited Leaders Who Make a Difference Everyday

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 PhD and postdoctoral programs prepare nurse researchers to assume leadership roles in developing the empirical and theoretical 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 Masters 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

Specialty Program Leads

The School of Nursing Master's Program Leads meet at least twice a year with their students to discuss career goals, approve course transfers, and to serve as mentors. Talk with your Program Lead if you are considering dropping a course or if you are changing the sequence of courses from your original program plan.

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. 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 credit 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 School of Nursing Building. OSAMS also offers open academic advising hours every Monday, Tuesday, Thursday, and Friday from 10:00am - 4:00pm. No appointment is necessary.

Group Advising

Each semester, faculty leads for the respective graduate specialties, along with OSAMS advisors, will host a group advising session for each graduate program. These group advising sessions will occur near the beginning of the Fall and Winter semesters. More information on dates, topics, and locations will be sent out to students in the weeks prior. If students have advising questions outside of these group advising sessions, they should direct them to the OSAMS advisors at UMSN-Advisors@med.umich.edu. An OSAMS advisor will review and respond to the question, in consultation with the student's program faculty lead, as needed.

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. 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 third floors of the 400 North Ingalls Building hosts a graduate student lounge in Room 3307. A reading room for quiet study space is located on the first floor in Room 1185 of the 400 North Ingalls Building. These are areas where students are encouraged to gather, relax and study.

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 Master's students have a mailbox located in Room 3307. 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 and updated by the OSAMS.

Student Lockers

Students may sign out lockers from OSAMS (Room 1160, 400 North Ingalls Building) 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 North Ingalls Building). 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 UMSN-FrontDesk@med.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 2014 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
1128 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

[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
Suzanne Bade, Senior Clinical Specialist and Ergonomics Consultant
Phone: 734-647-0852
Email: mhealthvergo@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:

1. Completion of 1/4 of the required graduate curriculum
2. GPA of 6.5 or higher for master students; 7.0 or higher for doctoral students (using the Rackham scale)
3. 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.

Vist 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 tables.

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

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

ssdoffice@umich.edu

Chapter

3

Master's Program Details

Objectives of the Master's Degree Program

Consistent with the School's Philosophy of Nursing, the Master's Degree programs are designed to prepare graduates to:

- Expand knowledge and expertise in a specialty area of nursing
- Investigate various theories related to the practice of nursing
- Examine health issues and care delivery systems with regard to their implications for nursing
- Evaluate nursing roles and their articulation with other health care roles in the planning and delivery of health care
- Gain advanced knowledge in related physical, social and behavioral sciences and humanities
- Develop abilities in facilitating collegial relationships in the planning and delivery of health care and conduct of collaborative research
- Engage in directed scholarly study
- Develop knowledge and skills in planning and implementing data/evidence-based change in nursing practice and health care delivery systems
- Assume leadership roles in clinical nursing, teaching, or management, from a strong theory, evidence, and practice base
- Develop skills in analyzing the social, political, ethical, technological, economic, and professional issues and their implications for nurses, nursing, and health care
- Value the diversity of people of different genders, sexual orientation, ages, races, cultures, religions, nationalities, and beliefs and the ways in which these affect health and health care delivery

Graduate study at the master's level builds on baccalaureate education and is designed to prepare scholarly, specialized nurses capable of assuming leadership responsibilities in current and emerging health care systems. Inherent in this learning process is the development of a multi-cultural perspective and research competencies. The master's programs combine theory and practice in a specialty area with core content related to the discipline and practice of nursing. The curriculum emphasizes the systematic study of nursing through specialization, research, and elective and cognate courses.

The Master's Degree programs in Nursing provide students with diverse theoretical, clinical and managerial learning experiences, which allow them to function in a broad variety of roles in advanced nursing practice. The specialty areas build upon previous nursing knowledge and skills learned at the undergraduate level. At the graduate level, students develop specialized competencies and greater capability to function in changing, complex health care delivery systems.

Guidelines for Theory, Research, and Leadership Core Requirements

The "core" courses are N527, N528, and N529. Course descriptions can be found in [Appendix F](#).

- Nursing 527: Promoting Optimal Models and Systems for Healthcare Delivery
- Nursing 528: Models, Theories and Methods to Promote Optimal Health Outcomes
- Nursing 529: Scientific and Analytic Approaches for Advanced Practice

Statistics

An approved, upper level undergraduate statistics course is a prerequisite for the N529 (master's core course) at the University of Michigan School of Nursing. The statistics course must meet **each** of the five requirements listed below:

1. Your course must be completed at a University. Courses completed at a community college will not be considered. Completely online statistics courses may be considered on a case-by-case basis.
2. The statistics course must be an upper division undergraduate level. A 300 level or above course would meet this requirement, while a 100 or 200 level course would not as they are considered lower division.
3. You are required to complete the course within 5 years of the term in which you are applying for admission consideration.
4. You must earn a satisfactory grade of a "B-" or above (grades of C+ or below and Pass/Fail courses will not be accepted or considered).
5. The statistics course should be a general, social science, health care related or comparable course (courses that focus in business analytics, economics or finance do not meet the requirement).

If have not successfully completed a statistics course that meets the above guidelines prior to your first term in the program, you may enroll in the University of Michigan School of Nursing graduate statistics course, HS550: Scientific Methods for Health Sciences: Fundamentals. Graduate students who enroll in HS550 may elect to have the credits count towards their 4 credit required cognate for degree completion.

Computer Skills

For students to be successful in the program, they need to acquire essential skills in the use of The University of Michigan computing facilities and personal computers. This includes use of e-mail, Internet; word processing, graphics, spreadsheets and statistical packages (such as SPSS and SAS). These skills may be acquired through short computer training courses offered by the University of Michigan Computing Center or other units on campus. Schedules for computer classes are published at the beginning of each academic term, and are distributed at all computer workstation sites on campus.

Program Options

The University of Michigan School of Nursing is partnered with the University's Horace H. Rackham School of Graduate Studies to offer [Master's](#) and [Post-Master's Certificate](#) programs.

Master's Programs

1. Health Behavior and Biological Sciences:
 - Adult-Gerontology Acute Care Nurse Practitioner
 - Adult-Gerontology Clinical Nurse Specialist
 - Acute Care Pediatric Nurse Practitioner
 - Adult-Gerontology Primary Care Nurse Practitioner
 - Primary Care Family Nurse Practitioner
 - Primary Care Pediatric Nurse Practitioner
 - Nurse Midwife
 - Nurse Midwife and Family Nurse Practitioner (Combined)
 - Nurse Midwife and Primary Care Pediatric Nurse Practitioner (Combined)
2. Systems, Populations, and Leadership:
 - Health Systems, Nursing Leadership, and Effectiveness Science

Focus areas within this program include:

 - Nursing Informatics
 - Nursing Leadership

Certificate Options

- Certificate in Nursing Education
- Certificate in Health Informatics
- Post-Master's Certificate Options
 - Post-Masters Certificate Adult-Gerontology Acute Care Nurse Practitioner
 - Post-Masters Certificate Adult-Gerontology Clinical Nurse Specialist
 - Post-Masters Certificate Acute Care Pediatric Nurse Practitioner
 - Post-Masters Certificate Adult-Gerontology Primary Care Nurse Practitioner
 - Post-Masters Certificate Primary Care Family Nurse Practitioner
 - Post-Masters Certificate Primary Care Pediatric Nurse Practitioner
 - Post-Masters Certificate Nurse Midwife

Master's Concentration Options

- Global Health Concentration
- Peace Corps Master's International Concentration
- Occupational Health Nursing (Adult-Gerontology Primary Care Nurse Practitioner and Primary Care Family Nurse Practitioner programs only)

Adult-Gerontology Nursing Programs

Acute Care Nurse Practitioner and Clinical Nurse Specialist

The Adult-Gerontology Nursing Programs at the University of Michigan School of Nursing (UMSN) focus on the care of patients with complex health problems, including young adults, adults, and older adults with acute, critical, and chronic illnesses. Students are prepared to be advocates and leaders in the assessment and development of comprehensive plans of care for their patient populations in an integrative and inter-professional approach. The UMSN program foundation includes:

- Pathophysiology
- Pharmacology
- Evidence-based management of complex patient problems.

Hands-on instruction and training is provided in procedures commonly encountered in the acute and critical care settings (e.g. suturing, performing a lumbar puncture, developing advanced airway management skills, and central line placement). Students are given the opportunity to specialize in an area of interest, and UMSN facilitates clinical placements with a wide range of partners.

Graduates of UMSN's adult acute-care programs enjoy an extremely high pass rate on the national certification exam. Included among potential employment opportunities for graduates are intensive care units, trauma units, specialty practices, emergency department, long term care facilities, cardiopulmonary/neurology/surgery/oncology fields, home health care, and other options.

Faculty and student research includes a vast array of topics, including chronic disease diagnosis and management, mental health care, substance abuse, self-care management, health promotion, decision science, and health disparities.

Please refer to the [Adult-Gerontology Acute Nurse Practitioner Program handbook](#).

Curriculum

The Adult-Gerontology Acute Care NP program and the Adult-Gerontology CNS program are offered in a 2 year (primarily full-time enrollment, 9 or more credits each fall, winter and spring-summer term of the curriculum) or a 3 year (primarily part-time enrollment, less than 9 credits each fall, winter and spring-summer term of the curriculum) program plan.

The Adult-Gerontology Acute Care NP students will be placed in clinical settings appropriate to the NP role while the Adult-Gerontology CNS students will be placed in clinical setting appropriate to the CNS role.

Adult-Gerontology Nursing Programs Acute Care Nurse Practitioner and Clinical Nurse Specialist

**Fall Start, 2 Year Plan (full-time)
Effective Fall 2015**

**YEAR
1**

FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
PHARM 659: Pharmacology I	3	N503: Assessment	3	N577: Adult-Gero Acute Care Clinical I (125 HOURS)	3
N502: Advanced Pathology	4	N575: Adult-Gero Acute Care Theory II	4		
N573: Adult-Gero Acute Care Theory I	4	PHARM 660: Pharmacology II	4		
Total	11	Total	11	Total	3

**YEAR
2**

FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
N528: Models, Theories and Methods to Promote Optimal Health Outcomes	3	N527: Promoting Optimal Models and Systems for Healthcare Delivery	3		
N534: Advanced Practice Registered Nurse Roles and Negotiating Health Systems	3	N529: Scientific & Analytic Approaches for Advanced Practice	3		
N579: Adult-Gero Acute Care Clinical II (125 HOURS)	3	N611: Adult-Gero Acute Care Clinical III, Part 2 (250 HOURS)	4		
Total	9	Total	10	Total	

**Total credits: 44
Clinical Hours: 500 (min)**

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu for questions about prior program plans.

Post-Master's certificate curriculum varies depending on the student's previous educational experience. Please refer to the Adult-Gero Acute Care NP program plan for general curriculum information. To note differences, compare the courses listed to your previously completed Master's degree coursework. Please Note: the number of credit hours needed to complete a post-master's program will range from 12-45 (depending on previous Nursing Masters and Post-Master's program of interest).

Adult-Gerontology Nursing Programs Acute Care Nurse Practitioner and Clinical Nurse Specialist

Fall Start, 3 Year Plan (part-time) Effective Fall 2015

**YEAR
1**

FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
PHARM 659: Pharmacology I	3	N503: Assessment	3		
N502: Advanced Pathology	4	PHARM 660: Pharmacology II	4		
Total	7	Total	7	Total	

**YEAR
2**

FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
N573: Adult-Gero Acute Care Theory I	4	N575: Adult-Gero Acute Care Theory II	4	N577: Adult-Gero Acute Care Clinical I (125 HOURS)	3
N534: Advanced Practice Registered Nurse Roles and Negotiating Health Systems	3	N527: Promoting Optimal Models and Systems for Healthcare Delivery	3		
Total	7	Total	7	Total	3

**YEAR
3**

FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
N528: Models, Theories and Methods to Promote Optimal Health Outcomes	3	N529: Scientific & Analytic Approaches for Advanced Practice	3		
N579: Adult-Gero Acute Care Clinical II (125 HOURS)	3	N611: Adult-Gero Acute Care Clinical III, Part 2 (250 HOURS)	4		
Total	6	Total	7	Total	

**Total credits: 44
Clinical Hours: 500 (min)**

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu for questions about prior program plans.

Post-Master's certificate curriculum varies depending on the student's previous educational experience. Please refer to the Adult-Gero Acute Care NP program plan for general curriculum information. To note differences, compare the courses listed to your previously completed Master's degree coursework. Please Note: the number of credit hours needed to complete a post-master's program will range from 12-45 (depending on previous Nursing Masters and Post-Master's program of interest).

Acute Care Pediatric Nurse Practitioner Program

Acute care pediatric nurse practitioners are leaders who care for infants, children, adolescents, and young adults with rapidly changing clinical conditions. The University of Michigan School of Nursing (UMSN) Acute Care Pediatric Nurse Practitioner program focuses on treatment for complex health problems including acute, critical, and chronic illnesses.

Emphasis is placed on advanced assessment, diagnostic reasoning and decision-making, therapeutic interventions, and consultation and referral skills. Preparation is broad with increasing opportunities to specialize toward the end of the program, which enables students to focus on a particular area of interest. Graduates enjoy an extremely high pass rate on the national certification exam.

The foundation for students includes:

- Pathophysiology and pharmacology
- Evidence-based management of complex patient problems
- Leadership within the health care system.

UMSN utilizes partnerships with private and public organizations, including nationally recognized University of Michigan C.S. Mott Children's Hospital, to give students a wide variety of health care educational opportunities, from clinical placements to guest lectures. We also foster professional connections with peers in pharmacy, medicine, dentistry, and other fields. Potential employment opportunities include: intensive care units, trauma units, specialty practices, cardiopulmonary/neurology/surgery/oncology fields, emergency departments, long-term care facilities, and home health care

Faculty research focuses on health promotion in infants, children, and adolescents—as well as injury prevention, chronic disease management, adolescent substance abuse, and social and environmental health for adolescent well-being.

Curriculum

The Acute Care Pediatric NP program is offered in a 2 year (primarily full-time enrollment, 9 or more credits each fall, winter and spring-summer term of the curriculum) or a 3 year (primarily part-time enrollment, 9 credits or less each fall, winter and spring-summer term of the curriculum).

Please refer to the [Acute Care Pediatric Nurse Practitioner Program handbook](#) for additional information.

Acute Care Pediatric Nurse Practitioner Program

**Fall Start, 2 Year Plan (full-time)
Effective Fall 2015**

YEAR 1	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
	N545: Pharmacology	3	N503: Advanced Health Assessment for Advanced Practice	3	N637: Acute Care Pediatric Advanced Practice Nursing Clinical I (125 Clinical Hours)	3
	N502: Advanced Physiology and Pathophysiology	4	N551: Acute Care Pediatric Management (Part 1)	4	Cognate	2
	N528: Models, Theories and Methods to Promote Optimal Health Outcomes	3	P567: Critical Care Pharm Cognate	2		
	Total	10	Total	9	Total	5

YEAR 2	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
	N534: Advanced Practice Registered Nurse Roles and Negotiating Health Systems	3	N527: Promoting Optimal Models and Systems for Healthcare Delivery	3		
	N549: Infant, Child & Adolescent Health: Wellness (62.5 Clinical Hours)	4	N529: Scientific & Analytic Approaches For Advanced Practice	3		
	N552: Acute Care Pediatric Management (Part 2)	4	N639: Acute Care Pediatric Advanced Practice Nursing Clinical Iii (315 Clinical Hours)	5		
	N638: Acute Care Pediatric Advanced Practice Nursing Clinical II (125 Clinical Hours)	3				
	Total	14	Total	11	Total	

**Total credits: 49
Clinical Hours: 627.5 (min)**

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu for questions about prior program plans.

Post-Master's certificate curriculum varies depending on the student's previous educational experience. Please refer to the Acute Care Pediatric NP program plan for general curriculum information. To note differences, compare the courses listed to your previously completed Master's degree coursework. Please Note: the number of credit hours needed to complete a post-master's program will range from 12-45 (depending on previous Nursing Masters and Post-Master's program of interest).

Acute Care Pediatric Nurse Practitioner Program

**Fall Start, 3 Year Plan (part-time)
Effective Fall 2015**

YEAR 1	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
	N545: Pharm	3	N503: Advanced Health Assessment For Advanced Practice	3	Cognate	2
	N502: Advanced Patho	4	P567: Critical Care Pharm Cognate	2		
	Total	7	Total	5	Total	2

YEAR 2	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
	N534: Advanced Practice Registered Nurse Roles And Negotiating Health Systems	3	N527: Promoting Optimal Models And Systems For Healthcare Delivery	3	N637: Acute Care Pediatric Advanced Practice Nursing Clinical I (125 Clinical Hours)	3
	N549: Infant, Child & Adolescent Health: Wellness (62.5 Clinical Hours)	4	N551: Acute Care Pediatric Management (Part 1)	4		
	Total	7	Total	7	Total	3

YEAR 3	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
	N528: Models, Theories And Methods To Promote Optimal Health Outcomes	3	N529: Scientific & Analytic Approaches For Advanced Practice	3		
	N552: Acute Care Pediatric Management (Part 2)	4	N639: Acute Care Pediatric Advanced Practice Nursing Clinical Iii (315 Clinical Hours)	5		
	N638: Acute Care Pediatric Advanced Practice Nursing Clinical II (125 Clinical Hours)	3				
	Total	10	Total	8	Total	

**Total credits: 49
Clinical Hours: 627.5 (min)**

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu for questions about prior program plans.

Post-Master's certificate curriculum varies depending on the student's previous educational experience. Please refer to the Acute Care Pediatric NP program plan for general curriculum information. To note differences, compare the courses listed to your previously completed Master's degree coursework. Please Note: the number of credit hours needed to complete a post-master's program will range from 12-45 (depending on previous Nursing Masters and Post-Master's program of interest).

Adult-Gerontology Primary Care Nurse Practitioner Program

The practice of an Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) focuses on independent management of adolescent and adult health care. Nurse practitioners take health histories and provide complete physical examinations, diagnose and treat many acute and chronic problems, interpret laboratory results and diagnostic procedures, are trained to prescribe and manage medications and other therapies, provide health teaching and supportive counseling, and refer patients to other health professionals as needed.

Students who complete the highly ranked University of Michigan School of Nursing (UMSN) AGPCNP program enjoy an extremely high pass rate on the national certification exam. They have the understanding and expertise to care for patients in challenging environments locally, nationally, and internationally.

Students in this comprehensive and high-value program:

- Experience diverse clinical and community settings
- Benefit from engaged preceptors who help make connections between the classroom and clinical practice
- Develop professional connections with peers in pharmacy, medicine, dentistry, and other fields
- Have strong support as they pursue projects and research with populations of interest.

The program is based on an understanding of health sciences theory and clinical preparation. It develops the knowledge, judgment, and skills to provide primary health care management, health promotion, and disease prevention to adolescents and adults.

Adult-Gerontology primary care nurse practitioners are in demand with changing demographics, can practice in multiple settings, and are able to utilize their skills in ways that are meaningful both to their patients and their patients' families.

UMSN faculty are experienced instructors and expert clinicians with active practices. Many have leadership roles at the state and national level. Research areas for AGPCNP faculty and students include health promotion, population health, and risk reduction.

Curriculum

The set program plan for the Adult-Gerontology Primary Care Nurse Practitioner curriculum is 3 years in length, primarily at part-time enrollment status (9 credits or less each fall, winter and spring-summer term of the curriculum).

Please refer to the [Adult-Gerontology Primary Care Nurse Practitioner Program handbook](#) for additional information.

Adult-Gerontology Primary Care Nurse Practitioner Program

**Fall Start, 3 Year Plan
Effective Fall 2015**

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 1	N528: Models, Theories And Methods To Promote Optimal Health Outcomes	3	N527: Promoting Optimal Models And Systems For Healthcare Delivery	3	N503: Advanced Health Assessment	3
	N502: Pathophysiology	4	N568: Critical Elements And The Studies Of Family And Health	3	N646: Primary Care Of Older Adults	3
	Total	7	Total	6	Total	6

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 2	Pharm 620: Pharmacotherapeutics I	4	Pharm 621: Pharmacotherapeutics II	4		
	N566: Advanced Primary Care Nursing, Clinical I (112 Hours Minimum)	5	N666: Chronic Illness, Clinical II (112 Hours Minimum)	5		
	Total	9	Total	9	Total	

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 3	N667: Behavioral And Lifestyle Management, Clinical III (112 Hours Minimum)	4	N688: Advanced Primary Care Nursing Of Families In Complex Systems, Clinical III (168 Hours Minimum)	4		
	HS 550: Scientific Methods For Health Science: Fundamentals (If Needed)	4	N529: Scientific & Analytic Approaches For Advanced Practice	3		
	Total	4-8	Total	7	Total	

**Total credits: 48
Clinical Hours: 504 (min)**

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu for questions about prior program plans.

Post-Master's certificate curriculum varies depending on the student's previous educational experience. Please refer to the Adult-Gero Primary Care NP program plan for general curriculum information. To note differences, compare the courses listed to your previously completed Master's degree coursework. Please Note: the number of credit hours needed to complete a post-master's program will range from 12-45 (depending on previous Nursing Masters and Post-Master's program of interest).

Primary Care Family Nurse Practitioner Program

The Primary Care Family Nurse Practitioner (FNP) program at University of Michigan School of Nursing (UMSN) prepares students to deliver primary health care to individuals and families across the lifespan. Graduates are well suited to work in a wide range of settings and specialty areas, including family practice, internal medicine, pediatrics, and women's health.

UMSN's FNP graduates enjoy an extremely high pass rate on the national certification exam.

The high-value FNP program includes emphasis on:

- Health promotion and development of positive behaviors
- Care for diverse populations at different ages
- Research, education, and policy activities directed at population health
- Interdisciplinary professional connections with peers in pharmacy, medicine, dentistry, and other fields.

With the many partnerships of the University of Michigan, our students are offered opportunities to practice in varied clinical environments and participate in community-based projects. UMSN is a designated World Health Organization (WHO) Collaborating Center, and primary care family nurse practitioner students have worked with faculty in global settings including Africa, Central America, and other locations around the world.

Current research among FNP faculty includes working with homeless families and high-risk youth, promoting health and encouraging smoking cessation in adults, and designing interventions to increase management self-efficacy in individuals with diabetes and other chronic illnesses. Students are encouraged to publish their projects and/or present their findings in local or national conferences, often jointly with their faculty mentors.

Curriculum

The set program plan for the Family Primary Care Nurse Practitioner curriculum is 3 years in length, primarily at part-time enrollment status (9 credits or less each fall, winter and spring-summer term of the curriculum).

Please refer to the [Primary Care Family Nurse Practitioner Program handbook](#) for additional information.

Primary Care Family Nurse Practitioner

Fall Start, 3 Year Plan Effective Fall 2015

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 1	N528: Models, Theories And Methods To Promote Optimal Health Outcomes	3	N527: Promoting Optimal Models And Systems For Healthcare Delivery	3	N503: Advanced Health Assessment	3
	N502: Pathophysiology	4	N529: Scientific & Analytic Approaches For Advanced Practice	3	N646: Primary Care Of Older Adults	3
	HS 550: Scientific Methods For Health Science: Fundamentals (If Needed)	4	N568: Critical Elements And The Studies Of Family And Health (year 1 or year 2)	3		
	Total	7-11	Total	6-9	Total	6

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 2	Pharm 620: Pharmacotherapeutics I	4	N666: Chronic Illness, Clinical Ii (112 Hours Minimum)	5		
	N566: Advanced Primary Care Nursing, Clinical I (112 Hours Minimum)	5	Pharm 621: Pharmacotherapeutics II	4		
			N568: Critical Elements And The Studies Of Family And Health (year 1 or year 2)	3		
	Total	9	Total	9-12	Total	

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 3	N667: Behavioral And Lifestyle Management, Clinical III (56 Hours Minimum)	3	N688: Advanced Primary Care Nursing Of Families In Complex Systems, Clinical IIII (224 Hours Minimum)	5		
	N549: Infant, Child And Adolescent Health: Wellness Clinical (112 Hours Minimum)	5	N547: Common Pediatric Health Problems	3		
			N640: Nursing Care Of Childbearing Families Clinical	2		
	Total	8	Total	10	Total	

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu for questions about prior program plans.

Total credits: 58
Clinical Hours: 616 (min)

Post-Master's certificate curriculum varies depending on the student's previous educational experience. Please refer to the Primary Care Family NP program plan for general curriculum information. To note differences, compare the courses listed to your previously completed Master's degree coursework. Please Note: the number of credit hours needed to complete a post-master's program will range from 12-45 (depending on previous Nursing Masters and Post-Master's program of interest).

Primary Care Pediatric Nurse Practitioner Program

Primary Care Pediatric Nurse Practitioners (PCPNPs) have continuously evolving roles and are highly in demand to meet the increasing and increasingly complex health care needs of pediatric populations. They provide primary care to infants, children, and adolescents in various health settings, such as schools, community clinics, and ambulatory care.

Graduates and students of the University of Michigan School of Nursing (UMSN) PCPNP program work in nurse-managed clinics, rural clinics, research laboratories, and group clinical practices and HMOs. In our high-value program, PCPNP students learn to:

- Educate children and families about positive practices and implement relevant health promotion interventions
- Assess, diagnose, and manage minor, acute, and chronic health conditions
- Provide family-centered and specialized care to children and families
- Participate in multidisciplinary collaborations, research, and community projects.

The result is a focus on the overall well-being of children that recognizes and respects the family's strengths as caregivers.

UMSN faculty maintain active clinical practices and are actively involved in pediatric research on topics including diabetes, obesity, oncology, health promotion, and injury prevention. Students have many opportunities to work with faculty on research and other projects. With far-reaching influence and connections, the University of Michigan School of Nursing also fosters leadership and learning opportunities in health policy and professional organizations at state and national levels.

Curriculum

The set program plan for the Pediatric Primary Care Nurse Practitioner curriculum is 3 years in length, primarily at part-time enrollment status (9 credits or less each fall, winter and spring-summer term of the curriculum).

Please refer to the [Primary Care Pediatric Nurse Practitioner Program handbook](#) for additional information.

Primary Care Pediatric Nurse Practitioner Program

**Fall Start, 3 Year Plan
Effective Fall 2015**

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 1	N502: Pathophysiology	4	N503: Advanced Health Assessment	3		
	N528: Models, Theories And Methods To Promote Optimal Health Outcomes	3	N527: Promoting Optimal Models And Systems For Healthcare Delivery	3		
	Total	7	Total	6	Total	

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 2	N545: Pharmacology & Pharmacotherapeutic Mgmt. of Common Minor & Acute Illnesses	3	N547: Infant, Child & Adolescent Health: Mgmt. of Minor Common Illnesses Clinical (112 Hours Minimum)	5		
	N549: Infant, Child And Adolescent Health: Wellness Clinical (168 Hours Minimum)	6				
	Total	9	Total	5	Total	

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 3	N649: Infant, Child & Adolescent Health: Children with Chronic Conditions Clinical (112 Hours Minimum)	3	N647: Infant, Child & Adolescent Health: Models of Advanced Practice Clinical (168 Hours Minimum)	5		
	N550: Scientific Methods for Health Science: Fundamentals (if needed) (or other cognate)	4	N529: Scientific & Analytic Approaches for Advanced Practice	3		
	Total	7	Total	8	Total	

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu for questions about prior program plans.

**Total credits: 42
Clinical Hours: 560 (min)**

Post-Master's certificate curriculum varies depending on the student's previous educational experience. Please refer to Primary Care Pediatric NP program plan for general curriculum information. To note differences, compare the courses listed to your previously completed Master's degree coursework. Please Note: the number of credit hours needed to complete a post-master's program will range from 12-45 (depending on previous Nursing Masters and Post-Master's program of interest).

Nurse Midwife Program

Nurse midwifery practice as conducted by nurse-midwives (NMWs) is the independent management of women's health care, focusing particularly on pregnancy, childbirth, the postpartum period, care of the newborn, and the primary health care needs of women including family planning and gynecologic care.

The University of Michigan School of Nursing (UMSN) has been a leader in midwifery education for more than two decades. We created the first graduate nurse midwifery program in the state of Michigan, to address challenges with high infant-mortality rates. We continue to prepare scholarly, clinically competent nurse-midwives to promote women's health across the life span, as well as to provide care for normal newborns.

UMSN students gain clinical experience in a variety of diverse practice settings with experienced preceptors and clinical faculty. Clinical settings include high-volume hospitals, private practices, and birth centers. There are also numerous opportunities for international experiences. UMSN is designated a World Health Organization (WHO) Collaborating Center and many faculty are actively engaged globally. Settings include Liberia, Ghana, the Netherlands, Rwanda, and Honduras, to name a few.

Nurse midwife faculty from UMSN are recognized by the American College of Nurse Midwives as well as other organizations as leaders in midwifery care, research, and education.

More information can be found in the [Nurse-Midwifery Program handbook](#)

Curriculum

The set program plan for the Nurse Midwife curriculum is 3 years in length, primarily at part-time enrollment status (less than 9 credits each fall and winter term of the curriculum).

Nurse Midwife Program

**Fall Start, 3 Year Plan
Effective Fall 2015**

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 1	PHARM 620: Pharmacotherapeutics I	4	N527: Promoting Optimal Models and Systems for Healthcare Delivery	3	N503: Advanced Health Assessment for Advanced Practice Nurses	3
	N502: Advanced Physiology and Pathophysiology Across the Lifespan	4	N529: Scientific and Analytic Approaches for Advanced Practice (year 1 or year 2)	3		
	Total	8	Total	3-6	Total	3

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 2	N528: Models, Theories and Methods to Promote Optimal Health Outcomes	3	N546: Antepartum Care of Essentially Normal Women (112 HOURS MINIMUM)	5	N678: Transition to Advanced Practice - Professional Issues	3
	N566: Advanced Primary Care Nursing I (112 HOURS MINIMUM)	5	N529: Scientific and Analytic Approaches for Advanced Practice (year 1 or year 2)	3		
	Total	8	Total	5-8	Total	3

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 3	N676: Intrapartum, Postpartum and Newborn Care (224 HOURS MINIMUM)	7	N677: Nurse-Midwifery IV- Integration -The Childbearing Cycle (320 HOURS MINIMUM)	4		
			N679: Nurse-Midwifery Care of the Woman, Mother and Newborn with Complex Health Conditions	3		
	Total	7	Total	7	Total	

**Total credits: 47
Clinical Hours: 768 (min)**

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu for questions about prior program plans.

Post-Master's certificate curriculum varies depending on the student's previous educational experience. Please refer to the Nurse Midwife NP program plan for general curriculum information. To note differences, compare the courses listed to your previously completed Master's degree coursework. Please Note: the number of credit hours needed to complete a post-master's program will range from 12-45 (depending on previous Nursing Masters and Post-Master's program of interest).

Nurse Midwife and Family Nurse Practitioner (Combined) Program

Program Focus

The Nurse Midwife and Family Nurse Practitioner curriculum combines the Primary Care Family Nurse Practitioner and the Nurse Midwife programs, allowing students to sit for certification exams in both of these areas upon full program completion. The program is based on an understanding of health sciences theory and clinical preparation that shapes knowledge, judgment, and skills necessary to provide primary health care to individuals across the lifespan, including during pregnancy and childbirth and from infancy to old age. With a strong emphasis on health promotion, our program focuses on the development of healthy behaviors as they pertain to diverse groups at different developmental stages.

Dually prepared Nurse Midwives and Family Nurse Practitioners are in demand. Using their dual preparation, students are able to provide women's health care and primary family health care across the lifespan. Because of this, they are ideally trained to care for whole communities in urban, rural, or international locations where their expertise can support increased access to health promotion and provide added healthcare options that might otherwise be severely limited.

Graduates of this type of program can practice in a number of settings (e.g. birth centers, hospitals, private or public clinics) and apply their training to multiple ends (e.g. teaching, advocacy, research, public education). As well as being in demand locally, their skills can be used globally, meaning graduates from our dual program can work almost anywhere in the world.

Faculty that teach in the Nurse Midwife and Family Nurse Practitioner program are not only excellent instructors and researchers, but also expert clinicians who maintain active practices at prestigious institutions such as the University of Michigan Health System- a premier health care organization- as well as in international settings. In addition to their teaching, research, and practice, our faculty are actively involved in leadership roles in national organizations, using their expertise to help shape and advance the future of FNP and CNM care and education.

Curriculum

The set program plan for the Nurse Midwife and Family NP combined program is 4 years in length, primarily at full-time enrollment (9 or more credits each fall, winter and spring-summer term of the curriculum). Students in the Nurse Midwife and Family NP combined program will be placed in clinical settings appropriate to the Nurse Midwife and to the Family NP role.

Nurse Midwife and Family Nurse Practitioner (Combined) Program

Fall 2015 Start, 4 Year Plan (FNP First)

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 1	Pharm 620: Pharmacotherapeutics I	4	N527: Promoting Optimal Models And Systems For Healthcare Delivery	3	N503: Advanced Health Assessment For Advanced Practice	3
	N502: Pathophysiology	4	N529: Scientific & Analytic Approaches For Advanced Practice	3		
	HS 550: Scientific Methods For Health Science: Fundamentals (If Needed)	4	Pharm 621: Pharmacotherapeutics II	4		
	Total	8 - 12	Total	10	Total	3

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 2	N566: Advanced Primary Care Nursing, Clinical I (112 Hours Minimum)	5	N666: Chronic Illness, Clinical II (112 Hours Minimum)	5	N646: Primary Care Of Older Adults	3
	N528: Models, Theories And Methods To Promote Optimal Health Outcomes	3	N568: Critical Elements And The Studies Of Family And Health	3		
	Total	8	Total	8	Total	3

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 3	N667: Behavioral And Lifestyle Management, Clinical Iii (56 Hours Minimum)	3	N688: Advanced Primary Care Nursing Of Families In Complex Systems, Clinical IIII (224 Hours Minimum)	5	N678: Professional Issues In Nurse-Midwifery	3
	N549: Infant, Child And Adolescent Health: Wellness Clinical (112 Hours Minimum)	5	N547: Common Pediatric Health Problems	3		
			N546: Antepartum Care Of Essentially Normal Women Clinical (112 Hours Minimum)	5		
	Total	8	Total	13	Total	3

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 4	N676: Intrapartum, Postpartum And Newborn Care Clinical (224 Hours Minimum)	7	N679: High Risk Perinatal Nursing	3		
			N677: Nurse-Midwifery Iv-Intergration: The Childbearing Cycle Clinical (320 Hours Minimum)	4		
	Total	7	Total	7	Total	

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu for questions about prior program plans.

Total credits: 78
Clinical Hours: 1272 (min; 504 FNP + 768 NMW)

Nurse Midwife and Family Nurse Practitioner (Combined) Program

**Fall Start, 4 Year Plan (NMW First)
Effective Fall 2015**

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 1	Pharm 620: Pharmacotherapeutics I	4	N527: Promoting Optimal Models And Systems For Healthcare Delivery	3	N503: Advanced Health Assessment For Advanced Practice Nurses	3
	N502: Pathophysiology	4	N529: Scientific & Analytic Approaches For Advanced Practice	3		
	HS 550: Scientific Methods For Health Science: Fundamentals (If Needed)	4	Pharm 621: Pharmacotherapeutics II	4		
	Total	8 - 12	Total	10	Total	3

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 2	N566: Advanced Primary Care Nursing, Clinical I (112 Hours Minimum)	5	N666: Chronic Illness, Clinical II (112 Hours Minimum)	5	N678: Professional Issues In Nurse- Midwifery	3
	N528: Models, Theories And Methods To Promote Optimal Health Outcomes	3	N568: Critical Elements And The Studies Of Family And Health	3		
			N546: Antepartum Care Of Essentially Normal Women Clinical (112 Hours Minimum)	5		
	Total	8	Total	13	Total	3

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 3	N676: Intrapartum, Postpartum And Newborn Care Clinical (224 Hours Minimum)	7	N679: High Risk Perinatal Nursing	3	N646: Primary Care Of Older Adults	3
			N677: Nurse-Midwifery Iv- Intergration: The Childbearing Cycle Clinical (320 Hours Minimum)	4		
	Total	7	Total	7	Total	3

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 4	N667: Behavioral And Lifestyle Management, Clinical III (56 Hours Minimum)	3	N688: Advanced Primary Care Nursing Of Families In Complex Systems, Clinical IIII (224 Hours Minimum)	5		
	N549: Infant, Child And Adolescent Health: Wellness Clinical (112 Hours Minumum)	5	N547: Common Pediatric Health Problems	3		
	Total	8	Total	8	Total	

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu 41 for questions about prior program plans.

Total credits: 78
Clinical Hours: 1272 (min; 504 FNP + 768 NMW)

Nurse Midwife and Primary Care Pediatric Nurse Practitioner (Combined) Program

The Nurse Midwife and Primary Care Pediatric Nurse Practitioner (combined) program prepares advanced practice nurses to provide primary health management to women and their infants, children, and adolescents. Relying on framework of midwifery and adolescent development, students learn to provide direct care for women and children as well as promote healthy habits that reduce the risk of illness and disease. Graduates also learn the skills unique to participating in multidisciplinary collaborations, research, and community education. Graduates are eligible for the American Midwifery Certification Board Exam to become certified as a CNM or the American Nurse Credentialing Center (ANCC).

Graduates from our dual program are in demand as more women seek the personal care midwives provide. Midwives have been ushering American women through pregnancy and other normal stages of life since the early 1900s, and today, women seek midwives for prenatal care, birth, postpartum care, gynecologic exams, vaginal infections, and birth control. With their expanded practice, Nurse Midwives/Primary Care Pediatric Nurse Practitioners can then continue to care for the mother while also providing primary care for her child throughout adolescence.

The role of Nurse Midwives/Primary Care Pediatric Nurse Practitioners is continuously evolving and expanding to meet the increasingly complex healthcare needs of the maternal and pediatric populations. As a result, graduates can practice in a wide variety of settings including nurse-managed clinics, rural health clinics, specialty clinics, research laboratories, group clinical practice/HMOs, the list goes on.

Faculty that teach in our program are excellent instructors and researchers, as well as expert clinicians who maintain active practices at the University of Michigan Health System- a premier health care organization- and other local primary care settings, such as private practices and nurse managed centers. In addition to their teaching, research, and practice, our faculty are actively involved in leadership roles in national organizations (e.g. Michigan Chapter of the National Association of Pediatric Nurse Practitioners and the American College of Nurse Midwives) using their expertise to help shape and advance the future of midwifery and pediatric care and education.

Please refer to the handbook supplements for the [Nurse Midwifery](#) and the [Primary Care Pediatric Nurse Practitioner](#) programs for additional information.

Curriculum

The set program plan for the Nurse Midwife and Pediatric NP combined program is 3 years in length, primarily at full-time enrollment (9 or more credits each fall, winter and spring-summer term of the curriculum). Students in the Nurse Midwife and Pediatric NP combined program will be placed in clinical settings appropriate to the Nurse Midwife and to the Pediatric NP role.

Nurse Midwife and Primary Care Pediatric Nurse Practitioner (Combined) Program

**Fall Start, 3 Year Plan
Effective Fall 2015**

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 1	PHARM 620: Pharmacotherapeutics I	4	N527: Promoting Optimal Models and Systems for Healthcare Delivery	3	N503: Advanced Health Assessment for Advanced Practice Nurses	3
	N545: Pharmacology & Pharmacotherapeutic Management of Common Minor and Acute Illnesses	3	N529: Scientific and Analytic Approaches for Advanced Practice (year 1 or year 2)	3		
	N502: Advanced Physiology and Pathophysiology Across the Lifespan	4				
	Total	11	Total	3-6	Total	3

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 2	N566: Advanced Primary Care Nursing I (112 Hours Minimum)	5	N547: Infant, Child & Adolescent Health: Management of Minor Common Illnesses (168 Hours Minimum)	5	N678: Transition to Advanced Practice - Professional Issues	3
	N528: Models, Theories and Methods to Promote Optimal Health Outcomes	3	N546: Antepartum Care of Essentially Normal Women (112 Hours Minimum)	5		
	N549: Infant, Child & Adolescent Health: Wellness (112 Hours Minimum)	6	N529: Scientific and Analytic Approaches for Advanced Practice (year 1 or year 2)	3		
	Total	14	Total	10-13	Total	3

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 3	N676: Intrapartum, Postpartum and Newborn Care (224 Hours Minimum)	7	N679: Nurse Midwifery Care of the Woman, Mother and Newborn with Complex Health Conditions	3		
	N649: Infant, Child & Adolescent Health: Children with Chronic Conditions (112 Hours Minimum)	3	N677: Nurse Midwifery IV Integration -The Childbearing Cycle (320 Hours Minimum)	4		
			N647: Infant, Child & Adolescent Health - Children with Chronic Conditions (168 Hours Minimum)	5		
	Total	10	Total	12	Total	

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu for questions about prior program plans.

Health Systems, Nursing Leadership, and Effectiveness Science Program

University of Michigan School of Nursing (UMSN) program in Systems Leadership and Effectiveness Science uses comparisons and context to improve individual and population-level care by always using the best possible evidence. We prepare graduates for leadership in complex organizations to improve health outcomes, and to direct application of health informatics in a variety of settings.

The Master of Science degree program in Health Systems, Nursing Leadership, and Effectiveness Science with two distinct areas of focus: leadership and informatics.

The leadership focus area provides the knowledge and skills needed to lead inter-professional teams in complex environments, assess the impact of health technology, and improve efficiency of health systems and organizations. It also offers an access point for collaborative research and development of methods for integrating evidence-based practice in clinical and community settings. Among the likely jobs for graduates: nurse executive, health care consultant, nurse manager, quality specialist, patient safety officer, risk manager, and chief nursing officer.

The informatics focus area centers on transformative approaches to health and health care delivery via health information technologies (HIT), and on using these approaches to influence and effect change in health-related environments. Application areas include hospitals, accountable care organizations, ambulatory care facilities, public health settings, research facilities, HIT corporations, educational institutions, and government agencies. Careers available to graduates of this health IT program are varied—enabling graduates to apply concepts and skills in specialty areas of interest.

Systems Leadership and Effectiveness Science faculty are conducting research on numerous topics including teamwork, capacity to rescue, change management, health information technology in diverse and remote settings (mHealth/eHealth), research methodology and statistics, social networking, study of outcomes and effectiveness interventions, human-centered design, interdisciplinary communication, and simulation science.

Please refer to the [Health Systems, Nursing Leadership, and Effectiveness Science Program handbook](#) for additional information.

Curriculum

Students in the Health Systems, Nursing Leadership, and Effectiveness Science program may elect one area of focus for master's study: Leadership or Informatics. Each area of focus is offered in an 18 month (full-time) or 3 year (part-time) set program plan of study. Students in this program attend approximately four to eight distributed days of on-site classes each semester (see dates below), supplemented by virtual learning experiences.

Semester	On-Campus Dates
Fall 2015	September 4-5; October 9-10; November 6-7; December 4-5
Winter 2016	January 8-9; February 5-6; March 12-13; April 9-10
Fall 2016	September 10-11; October 1-2; November 5-6; December 3-4
Winter 2017	January 7-8; February 4-5; March 10-11; April 7-8
Fall 2018	September 8-9; October 6-7; November 3-4; December 1-2
Winter 2019	January 5-6; February 2-3; March 9-10; April 6-7

Health Systems, Nursing Leadership and Effectiveness Science Program

Informatics Emphasis Fall Start, 18 Month Plan (Full-Time) Effective Fall 2015

		FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 1	N528: Models, Theories And Methods To Promote Optimal Health Outcomes		3	N527: Promoting Optimal Models And Systems For Healthcare Delivery	3		
	HS 510: Foundations Of Informatics		4	N529: Scientific & Analytic Approaches For Advanced Practice	3		
	N533: Effective Resource And Operations Management		3	N539: Foundations Of Quality Science And Analytics	4		
				HS 610: Sociotechnical Components Of HIT Systems	3		
	Total		10	Total	13	Total	

		FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 2	HS 710: Informatics Practicum		3				
	HS 612: Evaluation Methods For Health Informatics		3				
	Cognate		4				
	Total		10	Total		Total	

Total credits: 33

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu for questions about prior program plans.

Health Systems, Nursing Leadership, and Effectiveness Science Program

Informatics Emphasis Fall Start, 3 Year Plan (Part-Time) Effective Fall 2015

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 1	N528: Models, Theories And Methods To Promote Optimal Health Outcomes	3	N527: Promoting Optimal Models And Systems For Healthcare Delivery	3		
	HS 510: Foundations Of Informatics	4	HS 610: Sociotechnical Components Of HIT Systems	3		
	Total	7	Total	6	Total	

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 2	HS 612: Evaluation Methods For Health Informatics	3	N529: Scientific & Analytic Approaches For Advanced Practice	3		
	Cognate	4	N539: Foundations Of Quality Science And Analytics	4		
	Total	7	Total	7	Total	

	FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
YEAR 3	HS 710: Informatics Practicum	3				
	N533: Effective Resource And Operations Management	3				
	Total	6	Total		Total	

Total credits: 33

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu for questions about prior program plans.

Health Systems, Nursing Leadership and Effectiveness Science Program

Leadership Emphasis Fall Start, 18 month Plan (Full-Time) Effective Fall 2015

FALL		CREDITS	WINTER		CREDITS	SPRING-SUMMER		CREDITS
YEAR 1	N528: Models, Theories And Methods To Promote Optimal Health Outcomes	3	N527: Promoting Optimal Models And Systems For Healthcare Delivery	3				
	N581: Foundations For Systems And Organizational Science	2	N529: Scientific & Analytic Approaches For Advanced Practice	3				
	N533: Effective Resource And Operations Management	3	N539: Foundations Of Quality Science And Analytics	4				
	N588: Policy Analysis And Development For Healthcare Leaders	2						
	Cognate	4						
	Total	14	Total	10	Total			

FALL		CREDITS	WINTER		CREDITS	SPRING-SUMMER		CREDITS
YEAR 2	N681: Decision Science For Population Health	3						
	N682: Systems Assessment And Leadership Effectiveness	4						
	N781: Leadership Immersion For Impact	2						
	Total	9	Total		Total			

Total credits: 33

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu for questions about prior program plans.

Health Systems, Nursing Leadership and Effectiveness Science Program

Leadership Emphasis Fall Start, 3 Year Plan (Part-Time) Effective Fall 2015

YEAR 1

FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
N528: Models, Theories And Methods To Promote Optimal Health Outcomes	3	N527: Promoting Optimal Models And Systems For Healthcare Delivery	3		
N581: Foundations For Systems And Organizational Science	2	N529: Scientific & Analytic Approaches For Advanced Practice	3		
N588: Policy Analysis And Development For Healthcare Leaders	2				
Total	7	Total	6	Total	

YEAR 2

FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
Cognate	4	N539: Foundations Of Quality Science And Analytics	4		
N533: Effective Resource And Operations Management	3				
Total	7	Total	4	Total	

YEAR 3

FALL	CREDITS	WINTER	CREDITS	SPRING-SUMMER	CREDITS
N681: Decision Science For Population Health	3	N781: Leadership Immersion For Impact	2		
N682: Systems Assessment And Leadership Effectiveness	4				
Total	7	Total	2	Total	

Total credits: 33

Program plan effective for students entering in Fall 2015 and beyond; please contact UMSN-Advisors@med.umich.edu for questions about prior program plans.

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 the pursuing the Certificate in Nursing Education should submit the [CNE Intent and Approval Form](#) to the OSAMS Advisors UMSN-Advisors@med.umich.edu. The Vice Chair for Graduate Professional Programs coordinates this program in collaboration with OSAMS, and meets with students in yearly group advising sessions to answer questions (see below).

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 Vice Chair of Graduate Professional Programs 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 (N697 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 Vice Chair of Graduate Professional Programs and faculty.

Students enrolling in a N697 course should read/follow the Independent Study instructions listed on page 1 of the [Master's 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 Vice Chair of Graduate Professional Programs, 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 Vice Chair of Graduate Professional Programs 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.

Certificate in Health Informatics

Description

The Certificate in Health Informatics is an interdisciplinary program designed for individuals who seek to enhance their understanding and application of informatics to health and health care, and help drive the improvement and innovation that is necessary in a new era.

The program is only available to those who have already completed a minimum of a bachelor's degree from an accredited institution and who have at least one year of current experience in a health-related position. We do not require licensure as a health professional (such as a MD, RN, PharmD, etc.), although a solid understanding of health systems is strongly advised. Students who complete the Certificate in the Health Informatics program obtain content and practice hours that may qualify them to sit for a variety of informatics certifications.

Curriculum

Listed below is the required curriculum for the Certificate in Health Informatics Program. The courses taken as part of this certificate program are awarded full academic credit from the University of Michigan Rackham Graduate School; the certificate is issued by the University of Michigan School of Nursing.

Certificate in Health Informatics		
Course Number	Course Name	Credits
HS510	Foundations of Informatics	4
HS610	Sociotechnical Components of HIT Systems	3
HS612	Evaluation Methods for Health Informatics	3
HS710	Informatics Practicum	3
	Cognate*	3
Total Number of Credits for Health Informatics Certificate		16

*Students will need to elect at least one graduate level cognate course (minimum 3 credits) in area of focus & approved by advisor. Rackham approved graduate courses are strongly suggested to fulfill the cognate requirement, but not obligatory.

Global Health Concentration (GHC)

Criteria for approval of Global Health Immersion

The Global Health immersion experience is defined as a “live and work” experience of sufficient length and/or cultural distance to challenge the student to develop self-awareness and critical thinking about culture and social determinants of health, and to gain first-hand insight into the challenges of global health care. Potential experiences will be reviewed and approved by GHC Faculty Advisor and the Director of Graduate and Professional Programs. The Office of Global Outreach will be consulted to provide input into the proposed experience.

Field experience can be completed in the US or abroad. Domestic field placements must be in a community that differs substantially from the student's own (by ethnicity, dominant language, socioeconomic status, etc.) Likewise, international students may not fulfill the requirement in their home countries, unless it is in a community that differs substantially from their own. Specifically, the experience should provide opportunities to develop at least two of the following objectives:

1. Understand the global burden of disease.
2. Describe the health implications of migration, travel, and displacement.
3. Explain the social, cultural, and environmental determinants of health.
4. Analyze how globalization is affecting disease patterns and the availability of health care workers globally.
5. Analyze the how culture and social structure interact to affect access to and provision of health care
6. Articulate the impact of low resources on access to and provision of health care.
7. Describe the relationship between human rights and health.

The experience must be deemed appropriate for the GHC experience, and will be evaluated by an OSAMS advisor, then approved by the Vice Chair for Academic program in either Department 1 or 2.

Field Experience options include:

1. An approved substantive international experience that results in University of Michigan credit.
 - UMSN or other U-M study abroad program
 - Work, internship or volunteering for which U-M credit is awarded (including independent study with a UMSN faculty member)
 - A non-U-M study abroad program for which U-M transfer credit results
2. An approved substantive international experience that does not result in University of Michigan credit.
 - A study abroad program that does not result in U-M
 - An international work or internship experience that does not result in U-M credit
 - An independently proposed international research or service project

Students interested in the International Health Concentration should contact [GHC Intent & Approval Form](#) to the OSAMS advisors UMSN-Advisors@med.umich.edu.

Requirements

1. NURS 521, Introduction to Global Health: Issues and Challenges (3 cr.). This course is taken before Internship Overseas.
2. International Travel Workshop or Rape Prevention Educational Experience. See the OSAMS advisors for more information.
3. Internship Overseas. An internship overseas reviewed and approved by the OSAMS advisors in consultation with the Office of Global Outreach. The internship portion of the program will consist of service as a Peace Corps Health Extension Volunteer or a similar international health experience. The students will be involved in international health experiences (e.g., volunteering in programs that promote childhood vaccination, antenatal care, institutional delivery, HIV prevention, and home care for the chronically ill).
4. NURS 697 (2 credits). This capstone course is taken upon return to campus from her/his internship overseas.

In-person mentorship meetings will be led by the Vice Chair of Graduate Professional Programs one time per year. Meeting dates and locations will be posted to the GHC CTools site and UMSN website and advertised by other electronic means. These meetings provide an opportunity for all students

involved in the GHC and those who are interested in learning more about the GHC 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.

Peace Corps Master's International Concentration

The Peace Corps Master's International Concentration (PCMIC) option gives UMSN the opportunity to prepare for an increasingly global career market by combining academic study with Peace Corps service to graduate in four years with an MS and significant professional and leadership experience. Peace Corps Health Extension Volunteers work within developing communities to encourage people to adopt behaviors that promote health, prevent illness, treat disease and facilitate rehabilitation. They may train regional health workers in preventative care or prepare village health workers and community residents to provide for their own health needs. They may advise the community on how to improve their delivery systems, health interventions, and resources. Project areas include maternal/child health, nutrition, HIV/AIDS prevention education, water/sanitation, and nurse training.

Students interested in the Peace Corps Master's International Concentration should submit the [PCMIC Intent & Approval Form](#) to the OSAMS advisors UMSN-Advisors@med.umich.edu.

Requirements

The requirements for the PCMIC concentration are the same as the GHC concentration (see above) except for the Internship Overseas that will consist of service as a Peace Corps Health Extension Volunteer.

Students may elect one of the following formats to complete the academic and Peace Corps elements of their Master's degree program

Early Service Abroad Option: Depending on the MS program track, students may choose to complete one year of coursework before embarking on the 27-month Peace Corps assignment and then return to campus for the second year.

Degree Completion Option: Alternatively, students may choose to complete all academic requirements prior to serving abroad, and return to campus to complete N697.

Prior to applying for the Peace Corps, interested students should meet with the OSAMS advisors to discuss the service options. Application to the Peace Corps is a separate process that can take from six to twelve months. Therefore, students choosing the Early Service Abroad option are advised to submit the Peace Corps application before matriculating in the MS program.

In-person mentorship meetings will be led by the Vice Chair of Graduate Professional Programs one time per year. Meeting dates and locations will be posted to the PCMIC CTools site and UMSN website and advertised by other electronic means. These meetings provide an opportunity for all students involved in the PCMIC and those who are interested in learning more about the PCMIC 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.

Occupational Health Nursing Concentration

The Occupational Health Nursing (OHN) concentration may be added to the following Masters programs:

- Adult-Gerontology Primary Care Nurse Practitioner
- Primary Care Family Nurse Practitioner

Adult-Gerontology Primary Care Nurse Practitioner or Primary Care Family Nurse Practitioner students interested in the Occupational Health Concentration should Associate Professor, Marjorie McCullagh, at mcculla@med.umich.edu.

Requirements

Adult-Gerontology Primary Care Nurse Practitioner and Primary Care Family Nurse Practitioner students accepted into the OHN concentration must take additional credits of coursework in interdisciplinary occupational health and public health courses, including, but not limited to, occupational and environmental health, occupational diseases, ergonomics, and safety to fulfill the concentration in addition to all required courses to complete the Master's program.

Transfer of Credit

Students who enroll, with their Faculty Advisor's approval in courses offered at other colleges or universities can receive up to 6 credits toward the program if the course is transferable and the student earns at least a "B". The courses will appear on the Michigan transcript with the name of the school where the course was taken. However, such courses are not calculated into the Michigan honor point average and will not affect this average. Transfer courses cannot have been applied in whole or in part toward a bachelor's, master's degree, or certificate or have been taken more than 5 years prior to the current Rackham enrollment.

If a course is transferred into the School of Nursing with fewer credit hours than is listed in the School of Nursing curriculum, the student must earn additional credit in elective courses to earn the total credit hours needed for the MS.

Students interested in a transfer of credit, should contact the OSAMS advisors UMSN-Advisors@med.umich.edu.

Change of Master's Program

Students interested in being considered for a change of program should contact UMSN-MastersAdmissions@med.umich.edu. This change requires full consideration by the new program's admissions committee. International students must supply documentation of additional funding if a change of field will result in an extension of the expected study period.

Degree Requirements and Program Time Limit

All degree requirements must be completed within five years from the date of first enrollment in the program. The minimum credit requirement for the master's degree varies by program. Students must take the required core courses plus additional required specialization courses as specified in each program description. For additional information about degree requirements, see Rackham's [Graduate School Academic Policies](#).

Program Interruptions and Readmission

A student in good academic standing, who interrupts their program for any reason, after one year, must apply for readmission. Students who were not in good academic standing at the time they left the program, or who need more than 5 years to complete their program, may petition Rackham to request readmission. Readmission is dependent upon approval by the graduate program and upon availability of space and facilities for the term in which readmission is requested. International students seeking readmission will need to certify proof of adequate funding in order for Rackham Admissions to issue the appropriate documents to obtain a visa. Students with questions regarding program interruptions and/or readmission should contact the OSAMS at UMSN-Advisors@med.umich.edu.

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.

Please 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.

Rackham Academic and Professional Integrity Policy

A shared commitment to academic honesty and responsible conduct is fundamental to the integrity of the University's scholarly community. The Graduate School requires all Rackham students to take personal and individual responsibility for the proper conduct of all their academic and professional activity.

The most up-to-date version of the Rackham Academic and Professional policy can be found on the Rackham website, under Policies, Procedures, and Forms: [Graduate School Academic and Professional Integrity Policy, Section 11](#).

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](#).

Graduate nursing students who are enrolled in the Horace H. Rackham School of Graduate Studies may use either the [Grievance Process](#) provided by the Graduate School or the School of Nursing Grievance Process. 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.

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. 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 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 address on file in Wolverine Access within five 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 she/he 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 his or her revised petition, the student may initiate the grievance procedure (see [Appendix D](#)).

Academic Disciplinary Action 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%

Transcript Notations and Grade Point Average

Letter Grade Honor Points

A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7

Pass/Fail

P (passed)	credit, no honor points
F (failed)	no credit, no honor points

Satisfactory/Unsatisfactory

S (satisfactory)	credit, no honor points
U (unsatisfactory)	no credit no honor points

Credit /No Credit

CR (credit)	credit, no honor points
NC (no credit)	no credit no honor points

Incomplete/Work in Progress

I (incomplete)	no credit, no honor points
Y (work in progress, approved courses only)	no credit no honor points

Official Audit (VI)

VI (visitor)	no credit, no honor points
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Miscellaneous Notations (NR)

NR (no report)	no credit, no honor points
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Withdrawal/Drop

W (official withdrawal)	no credit, no honor points
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(A notation of ED and NR for a graded election has the same effect on the grade point average, as does an E.)

ED (dropped unofficially)	no credit, no honor points
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A notation of P, F, CR, NC, S, or U does not affect a student's term or cumulative grade point average. A notation of I or Y, if not replaced by a passing grade, eventually lapses to E and, for graded elections, is computed into the term and cumulative grade point averages. The highest term and cumulative Grade Point Average that a student can earn is a 4.0.

Course Assignment Policies

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 Requirement

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 earned.

To maintain satisfactory academic standing, graduate students must make satisfactory progress toward their degrees and have a minimum Rackham cumulative grade point average (GPA) of B (3.0 on a 4-point scale). Programs and departments may have separate requirements for grades necessary to maintain satisfactory academic standing. Students who fall below this average are placed on academic probation. Courses in which grades of D or E are earned cannot be used to fulfill degree requirements (see [Section 4](#) of *Graduate School Academic Policies*).

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 Vice Chair of Graduate Professional Programs Associate and relevant course faculty. Academic/clinical course warnings may be given at any time during the course as determined by the course faculty.

Academic Standing/Discipline

The Committee on Academic Admissions and Scholastic Standing (CAASS) and the governing faculty of the School of Nursing approved the following Scholastic Standing Policy.

Students whose cumulative grade-point average for overall course work and/or School of Nursing courses falls below a "B" (3.0) in a given term or half term will be placed on probation for the following term or half term, or may be denied permission to reregister. A student whose cumulative grade-point average for overall course work and/or School of Nursing courses falls below a "B" for two successive terms or half terms may, upon the recommendation of his or her Department Chair and the consent of the Graduate School, be granted a final opportunity to correct the scholastic and/or academic deficiency. A student who is not making satisfactory progress in his or her program, or who has failed to demonstrate the ability to succeed in his or her plan of studies, may be required to withdraw from the University.

A student whose cumulative grade-point average for overall course work and/or School of Nursing courses falls below a "B" for three successive terms or half terms will not be permitted to enroll again, and will be required to withdraw from the University.

A student whose cumulative grade-point average is below a "B" or who has not satisfactorily met all program requirements cannot be recommended for a degree. When a student is not meeting program

requirements, the Department Chair will determine whether the student will be permitted to continue in the program and, if so, what further requirements must be met. A maximum of three credits of independent study such as N697 will be counted in computing the School of Nursing grade-point average. See the [Rackham Graduate School Academic Policies](#) at for more information.

The Department Chair administers computation of grade-point average for School of Nursing courses and formal notification of probationary status. Rackham monitors and formally notifies students of deficiency in the overall grade-point average.

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, their faculty lead, and the Vice Chair of Graduate Professional Programs for additional resources and assistance. A delay in contacting faculty or OSAMS for assistance 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, 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

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.
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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.

Chapter

6

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 mandates by communicated deadlines, which are often different than UMSN deadlines. ***Nursing students are not allowed to provide patient care if mandates 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 mandates 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 Professional Graduate Programs 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 Professional Graduate Studies 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.

Arrangement of Clinical Placements

Clinical placements are a combined effort that involves several offices, including the Graduate Clinical Placement Office, your Program Leads, as well as system level legal contracts. Therefore, students must use clear communication related to placements to ensure that contracts are in place and all parties are aware of changes or irregularities. However, in general, if you have any questions, Please contact Anne Marie Garbinski, Clinical Placement Administrator, at 764-0659 or email her at amgarb@med.umich.edu.

<p>Do make sure to begin onboarding training as soon as soon as you have been notified of a placement rather than waiting into the semester.</p>	<p>Don’t wait to get started on your pre-placement activities. You cannot receive your placement until you have completed them. Please note that many of these activities will take effort to complete. Failure to complete them in a timely manner will jeopardize your placement. It is best to start them as soon as possible. Pre-clinical or onboarding obligations may include the following:</p> <ul style="list-style-type: none">• 6-12 hours of webinar training on such topics as charting and HIPAA• A separate background check and/or fingerprinting• The payment of additional processing fees
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Do contact your preceptor immediately once you have been assigned a placement to arrange placement dates and times, even if the placement begins mid-semester.	Don't contact a placement site until you are cleared to do so.
Do alert the Clinical Placements office immediately of any change in your placement.	Don't alter an established placement without specific approval from faculty and Clinical Placements.
Do check your umich.edu e-mail. Information will be sent only to your umich.edu e-mail account, not to personal accounts. Review your umich.edu e-mail frequently for communications regarding placements and compliance. (<i>Note:</i> If you have a placement at UMHS, you will also have a med.umich.edu account for the duration of your placement. You must check both accounts regularly.	Don't voice complaints to your preceptors. Instead, discuss any issues with your faculty or with the clinical placement administrator.
Do provide your phone contact information so that Clinical Placements can contact you with last-minute communications regarding alterations in placement.	Don't speak, text, or e-mail poorly about your preceptor or placement. You never know who is listening or who might read a text or e-mail. You could endanger future placements for other students.
Do keep in mind that your preceptor is doing you a favor—you should not cancel on them or request frequent schedule changes.	Don't vent frustrations and concerns on social media sites such as Facebook.
Do remember that you represent the School of Nursing. We want preceptors and agencies to form positive impressions of our students and programs.	

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 Vice Chair of Graduate Professional Programs 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](#).

Dress code for any specific agency and in any specific program will be communicated to you by your clinical faculty and the agency during clinical on-boarding. However, in general, nursing students are expected to wear professional attire when giving nursing care, unless a different policy is specifically defined by the clinical unit. Lab coats may be worn over business casual attire. 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.
- The School of Nursing Patch must be sewn on the left sleeve of each uniform, lab coat and sweater that is worn on the clinical unit.

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.

Equipment Needed

1. A watch with a second hand
2. A good quality penlight
3. A professional, quality made stethoscope with a bell and diaphragm, rubber tubing with a good clear sound (not plastic).
4. Bandage scissors

5. Purchasing Clinical Uniforms

Scrubs may be purchased at local retailers or online. Scrubs bearing the School of Nursing logo are sold year-round in the Office of Student, Academic & Multicultural Services (OSAMS), Room 1160. School of Nursing identification patches also may be purchased in OSAMS.

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

Students must be familiar with and adhere to agency policies and procedures related to critical incident reporting and follow-up. In general, contact with your agency preceptor, and your clinical faculty are critical steps. 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.

In most settings, the students 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 SNB). 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

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 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 Master's courses are available in [Appendix F](#) and on the UMSN website's [Nursing Courses](#) section.
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.

Drop/Add Deadline

After the drop/add deadline, students must obtain approval from the School of Nursing to make any schedule changes. Contact the OSAMS advisors 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 and Licensure 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. For more detailed information, see the University of Michigan's [Commencement](#) page

Rackham Graduate Exercises

Master's students, receiving their degrees through the Horace H. Rackham School of Graduate Studies, are invited to attend Rackham's graduation ceremony, University Graduate Exercises (UGE). This formal ceremony celebrates and individually recognizes all graduate degree recipients. For more information about Rackham's UGE, see the [Rackham Graduate Exercises](#) section of the University of Michigan's Commencement page.

School of Nursing Commencement Ceremony

The School of Nursing holds one commencement ceremony in late April or early May of each year. 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.

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.

Graduate Licensure and Certification

Graduates of master's-degree programs may be eligible to take examinations in their specialties and gain certification in those fields.

Credentialing Information for Graduate Students

Certification and credentialing requirements will vary based on the program completed.

American Nurses Credentialing Center (ANCC)

Website: www.nursecredentialing.org

Certifications Offered	Credential
Adult-Gero Acute Care NP	AGACNP-BC
Adult-Gero Primary Care NP	AGPCNP-BC
Family NP	FNP-BC
Pediatric Primary Care NP	PNP-BC
Adult-Gero CNS	AGCNS-BC

Applicants must be completing a graduate degree – Master's, post-graduate or doctoral. Application requirements include: Final, degree-posted transcripts, Validation of Education form. Students may be authorized to sit for exam after all coursework is complete, prior to degree conferral. Results will be retained until ANCC receives the final transcript.

American Association of Nurse Practitioners & American Academy of Nurse Practitioners (AANP)

Website: www.aanp.org & www.aanpcert.org

Certifications Offered	Credential
Family NP	FNP-C
Adult-Gero Primary Care NP	AGNP-C
Adult Nurse Practitioner (retiring Dec 2016)	AGNP-C
Dual-Certified ANP and GNP	A-GNP-C

Applicants must be completing a graduate degree – Master's, post-graduate or doctoral. Application requirements include: Final degree-posted transcript or interim transcript showing to-date completed academic coursework. Applicants may begin process as early as six months prior to program completion, but candidates cannot sit for exam until all coursework is completed with grades.

For DNP Students: Applicants may sit for the National Certification Examination in the area of their specialty AFTER all of the advanced practice clinical requirements of their DNP program are completed. To be eligible to test, DNP candidates must have completed all of their NP program's didactic courses and all of the faculty-supervised clinical practice hours required for that program. Under these circumstances, an applicant's certification is not released until an official transcript showing DNP degree conferral date is received by AANPCP.

Pediatric Nurse Certification Board (PNCB)

Website: www.pncb.org

Certifications Offered	Credential
Primary Care Pediatric NP	CPNP-PC
Acute Care Pediatric NP	CPNP-AC

Applicants must be completing a graduate degree – Master’s, post-graduate or doctoral with a pediatric specialty. Application requirements include: Final degree-posted transcript. Applicants may be authorized to sit for exam after all coursework is completed and graded, prior to conferral of degree.

American Midwifery Certification Board (AMCB)

Website: www.amcbmidwife.org

Student Application / Verification Forms:

Certifications Offered	Credential
Certified Nurse Midwife	CNM

Application requirements include: Transcript showing satisfactory completion of graduate degree (Final transcript with degree conferral posted) Attestation by director of nurse-midwifery program that candidate is performing at the level of a safe, beginning practitioner

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](#). Rackham students must also comply with all Rackham conduct policies that apply to graduate students. Violation of the School of Nursing’s Code of Academic and Professional Conduct by graduate students are handled first within the School of Nursing and if needed, then through the Rackham process, described in the document [Academic and Professional Integrity and Procedures for Investigating Allegations of Academic & Professional Misconduct](#) (Approved by the Rackham Executive Board March 7, 2001).

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 are listed below:
 - a. the relevant parties determine that no violation 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 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, and the student is in a Rackham Program, the Resolution Officer should be notified in Rackham's Graduate Student Affairs office. This notification will be completed by the School of Nursing's Director of Student Enrichment and will be for informational purposes only.
 6. 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.
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. In the event the student is in a Rackham Program, and the sanction includes withholding a degree, suspension, or expulsion, then the recommendation is forwarded to Rackham for their consideration. In this case, the decision of the hearing panel would not be 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. If the student is enrolled in a Rackham Program, the Resolution Officer at Rackham should be notified of the outcome by the Director of Student Enrichment.
16. 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 full Committee on Academic Admissions and Scholastic Standing (CAASS) and 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.*
10. **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.

** In the case of Rackham students, sanctions 8, 9, and 10 may be recommended but can be imposed only by Rackham in consultation with the School of Nursing.*

*** In the case of an alumnus/alumna who earned his/her MS or PhD degree in a School of Nursing graduate program, the School of Nursing may request that the Rackham Graduate School rescind the degree.*

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.

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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, institutional.equity@umich.edu. 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)	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 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

Skills and Abilities for Degree Completion

A unique combination of essential cognitive, emotional, psychomotor, physical, and professional skills is required for degree completion within the School of Nursing. All students are expected to be able to demonstrate the essential skills and abilities on a regular basis, with or without reasonable accommodations in order to demonstrate the ability to provide quality nursing care in both the clinical and classroom setting.

The following is a list of the essential skills and abilities:

Judgment skills:

- Identify, assess, and comprehend health-related conditions for diverse populations of patients within a variety of health care situations for the purpose of identifying and addressing patient conditions and/or course of appropriate health-related actions

Cognitive skills:

- Measure, calculate, reason, plan, organize, analyze, integrate, synthesize and evaluate information within the context of the Undergraduate program of study

Visual, auditory and tactile abilities:

- Ability to gather data from written documents, oral presentation, demonstrations, and observation of clients within a variety of settings (class room, skill laboratory, clinical, and community agencies).
- Ability to observe diagnostic specimens, perform health assessments and interventions with clients within a variety of settings (classroom, skill laboratory, clinical, and community agencies)
- Ability to obtain information from a variety of sources (digital, analog, and waveform) of physiological phenomena in order to determine a client's health status
- Ability to prepare or draw up the correct quantity of medication for use in a variety of syringe sizes or to detect any changes (color of lips, nails, or sclera) in a patient's skin or health status
- Ability to identify and differentiate sounds related to heart, lung, or other bodily functions
- Ability to identify and respond to life saving alarms used to monitor a patient's changing health status
- Ability to identify unsafe changes in heat producing devices used with patients
- Ability to observe behavior, listen to verbal communication to identify and respond to a patient's behavioral health status

Communication Skills:

- Communicate with maximum accuracy, clarity, and efficiency with patients and their families, other members of the health care team, and faculty within rapidly changing and often stressful health-related settings.
- Effectively give and/ or receive verbal directions about or to a patient, their family, members of the health team or faculty within rapidly changing and often stressful settings

- Assess situation conditions, identify potential course of action and make decisions that lead to appropriate actions on behalf of patients and families, other health care professionals, faculty, and peers

Physical abilities:

- Provide safe nursing care by physically performing activities that meet the patient's and family's needs
- Lift objects that reflect a range of weight
- Grasp small or large objects
- Manipulate a variety of objects
- Respond to patient needs in a timely way

Emotional stability:

- Demonstrate the emotional health required for the full utilization of his or her intellectual abilities to safely engage in providing care to patients and their families, interacting with other health professionals, faculty, and peers within rapidly changing and often stressful environments.
- Engage consistently in providing safe and quality nursing care to patients in rapidly changing and often stressful health-related settings without any current evidence of behaviors of addiction to abuse of, or dependence on alcohol or other drugs that have the potential to impair behavior or judgment.

I certify that I am capable of demonstrating the essential skills and abilities on a regular basis, with or without a reasonable accommodation. If I experience difficulties in performing the essential skills and abilities listed above, I agree to notify the appropriate School of Nursing faculty member, administrator or staff person. Failure to do so may result in disciplinary action.

Student Signature: _____ Date: _____

Print Student Name: _____ U-M ID: _____

Approved by University Council, April 2005
 Approved by Services for Students with Disabilities, May 2005
 Approved by Undergraduate Faculty, April 2005

Appendix F

Master's Course Descriptions

The following was extracted from the School of Nursing's website [Nursing Courses](#) page.

Master's Core Courses:

Nursing 527

Promoting Optimal Models and Systems for Healthcare Delivery

3 Total Credits (3 Lecture, Web-blended)
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Prerequisites: Graduate Standing or Permission of Instructor
--

This course addresses critical issues of advanced nursing practice across settings, locations and populations from leadership, systems, and policy perspectives. The contexts of micro, meso, macro and networked system dynamics are explored as they affect health care and health care service delivery across systems of health care (e.g home, community, hospital). Students will examine a broad array of methods to analyze the influence of system factors on contemporary issues including improvements in quality and safety.

Nursing 528

Models, Theories and Methods to Promote Optimal Health Outcomes

3 Total Credits (3 Lecture, Web-blended)
--

Prerequisites: Graduate Standing or Permission of Instructor
--

This course examines the contributions of advanced nursing practice roles to health outcomes throughout the lifespan for diverse individuals, families, communities, and populations. The contexts of local, regional, and global dynamics (e.g., social, political, ethical and economic perspectives) are explored as they affect health outcomes and health disparities/inequities. Students will apply a broad array of models, theories and methods to analyze health and disease in individuals, families, communities and populations.

Nursing 529

Scientific and Analytic Approaches for Advanced Practice

3 Total Credits (3 Lecture, Web-blended)
--

Prerequisites: Approved upper-level stats class or HS 550

This course examines the theoretical and scientific foundations of advanced nursing practice, emphasizing the use of multiple sources of evidence and knowledge for decision-making. Students will be introduced to a range of data sources, and statistical and analytic techniques to support evaluation from individual, community, population, and system perspectives.

Master's Courses:

HS 505

Team-Based Clinical Decision Making

Graduate Nursing Elective

2 Total Credits (2 Recitation)

Prerequisites: Graduate Student Status
--

This inter-professional course is designed for students in: dentistry, medicine, nursing, pharmacy, and social work. The course allows health professional students to gain an understanding of how each discipline contributes to the healthcare team and the importance of effective communication and team collaboration to clinical decision making.

HS 510

Foundations of Informatics in Practice

4 Total Credits (4 Lecture, Web-blended)
--

Prerequisites: None

This course emphasizes the practical application of informatics and the impact of health IT on people, populations and health care delivery. The course is based on an interprofessional perspective of informatics theories, principles and practices and the conceptual building blocks of how data is collected, structured, exchanged, organized, indexed, manipulated, analyzed, and communicated in health and healthcare.

HS 550

Scientific Methods for Health Sciences: Fundamentals

4 Total Credits (3 Lecture + 1 Lab)

Prerequisites: Graduate standing or Permission of Instructor
--

This course provides students with an introduction to probability reasoning and statistical inference. Students will learn theoretical concepts and apply analytic skills for collecting, managing, modeling, processing, interpreting and visualizing (mostly univariate) data. Students will learn the basic probability modeling and statistical analysis methods and acquire knowledge to read recently published health research publication.

HS 610

Sociotechnical Components of HIT Systems

3 Total Credits (3 Lecture, Web-blended)
--

Prerequisites: HS 510 or Permission of Instructor

This course explores components of sociotechnical frameworks that underlie for the development, deployment, and maintenance of health information technologies. Strategies and techniques used to analyze and model health information systems requirements are emphasized. New and emerging technologies are assessed for their impact and potential strategic value to an organization.

HS 612

Evaluation Methods for Health Informatics

3 Total Credits (3 Lecture, Web-blended)
--

Prerequisites: HS 510 and HS 610, or Permission of Instructor

This course examines health informatics as an empirical science with a focus on studies of information technology as it is applied in health and healthcare. Methods and challenges unique to the evaluation of IT will be examined. Questions about IT functions, processes and the evaluation of IT on organizational and health outcomes.

HS 710

Informatics Practicum

3 Total Credits (3 Lecture, Web-blended)
--

Prerequisites: Final Semester (Capstone)
--

The practicum provides the student with opportunities to develop the diverse skills of informatics-empowered practitioners via an apprenticeship model. Students are expected to apply the knowledge and skills learned throughout the informatics curriculum in order to support the interconnected needs of individuals, institutions, and populations across the care continuum. The practicum is designed to focus on post-graduate career goals and builds on the student's interests, experiences, and personal attributes. This is an experiential course with students spending approximately 12 hours per week in a physical practicum site accessible to the student

Nursing 501

Care of Adults with Cancer

Graduate Nursing Elective

3 total hours (3 Lecture, Web-blended)
--

Prerequisites: Graduate Student Status
--

Given the considerable burden of cancer on patients, families, and society, this course aims to prepare students in the care of this complex collection of diseases. In this elective, nursing students will build upon a strong foundation of medical-surgical, psychiatric, and community health nursing to examine the spectrum of cancer, from detection and risk reduction, through active treatment and side effect management, to survivorship and end-of-life. Undergraduates and graduate students in other disciplines are welcome to take the course to understand the essential clinical issues faced by patients with cancer and their families. Students will identify the biological and genetic determinants of cancer, examine the pertinent issues surrounding diagnosis, treatment, and supportive care, and formulate plans of care for advanced disease, psychosocial support, survival, and palliative care. Evidence-based interventions will be highlighted throughout the course. Cancer care is inherently interdisciplinary; faculty and guest lectures will include several disciplines. There will be opportunities for students to engage with different teaching modalities, including experiential learning, case studies, and didactic presentations.

Nursing 502

Advanced Physiology and Pathophysiology Across the Lifespan

4 Total Credits (4 Lecture, 100% Online)
--

Prerequisites: Graduate Student Status or Permission of Instructor
--

This course provides students with the advanced physiological and pathophysiological knowledge needed to assess acute and chronic health problems across the lifespan, to understand the aims of clinical and pharmacological interventions, and to support decision-making for restoring and maintaining health. The key concepts of the course include how the body maintains homeostasis in health, how homeostasis is disrupted in disease and how the body's responses to disruption can be either adaptive or maladaptive. Disruptions will be presented at the genetic, cellular, organ and multi-organ system levels as appropriate. There is emphasis on phenomena such as genetic changes and chronic inflammation that are underlying to variety of disorders.

Nursing 503

Advanced Health Assessment for Advanced Practice Nurses

3 Total Credits (1 Lecture + 2 Lab)

Prerequisite: Undergraduate Physical Assessment Course or Permission of Instructor
--

This course focuses on the advanced comprehensive assessment of individuals within a developmental life span perspective. The interactions of developmental, biopsychosocial, and socio-cultural contexts resulting in health effects for individuals provide the structure of the course. The course builds on the students' knowledge and skills of basic physical assessment and provides a foundation for the advanced practice nurse to evaluate the health of individuals across the life span. Students are grounded in the theoretical perspectives, empirical documentation, and practice skills necessary for advanced communication (i.e., clinical interviewing, focused history taking), biopsychosocial and physical assessment, critical diagnostic reasoning, and clinical decision-making. Students acquire the requisite advanced knowledge and skills within a case-based, problem focused learning framework that integrates theoretical, empirical, and experience-based practical knowledge.

Nursing 521

Introduction to Global Health: Issues and Challenges

Graduate elective

3 Total Credits (3 Lecture)

Prerequisites: Graduate Student Status or Permission of Instructor
--

This course introduces the student to global health concepts and the network of organizations working to advance health care internationally. Emphasis for this course is on the global burden of disease, determinants of health and the importance of an interdisciplinary approach to health care delivery. It will provide the student with a broad introduction to programs, systems, and policies affecting global health. Students will explore facets of the global health care delivery system, health care economics, and the political process and its impact on the health of individuals and populations.

Nursing 533

Effective Resource and Operations Management

3 Total Credits (3 Lecture, Web-blended)
--

Prerequisites: None

This course will equip healthcare leaders with the means to improve operational efficiency, quality, and productivity of their organizations so that population health is optimized. Theory and tools from economic, financial, management, and decision sciences will be applied to be able to use resources effectively while maximizing operational efficiency and quality. The influence of policy on resources and operations will also be considered.

Nursing 534

Advanced Practice Registered Nurse Roles and Negotiating Health Care Systems

3 Total Credits (3 Lecture)

Prerequisites: Graduate Student Status or Permission of Instructor
--

This course focuses on the multiple professional roles of the Advanced Practice Registered Nurse (APRN) within the current health care system. This historical development, scope of practice, responsibilities, legal and ethical considerations, and marketing of the APRN role will be presented. Key concepts include interdisciplinary problem solving, business strategies, and health care system financing. Students will analyze organizational structure, function, and resources across the continuum of care. APRN Students will synthesize and apply knowledge to develop a clinical management plan that promotes micro level policies within healthcare delivery systems to positively affect patient outcomes, access, cost and quality.

Nursing 539

Foundations of Quality Science and Analytics

4 Total Credits (4 Lecture, Web-blended)
--

Prerequisites: N529 (Concurrent) or Permission of Instructor
--

This course reviews principles of quality science and approaches to analyze current and historical data to predict future events and trends in health care systems. The course focuses on applications for effective decision making and deployment of scarce resources.

Nursing 545

Pharmacology and Pharmacotherapeutic Management of Common Minor and Acute Illnesses

3 Total Credits (3 Lecture)

Prerequisites: N502 or Permission of Instructor

This course focuses on pharmacology and the pharmacotherapy of common minor and acute illness of infants, children, and adolescents. The design, implementation, and monitoring of pharmacotherapeutic management plans provide the structure of the content. The course builds on students' knowledge of normal developmental physiology and serves as the basis for the advanced practice nurses' direct pharmacotherapeutic management of a variety of common minor and acute illnesses.

Nursing 546

Antepartum Care of Essentially Normal Women

5 Total Credits (3 Lecture + 2 Clinical)
--

Prerequisites: N566, Pharm 620 or Permission of Instructor
--

This course prepares the nurse-midwifery student to begin to function in the nurse-midwife role. Students manage the antepartum course of essentially healthy women while beginning to assess for deviation from normal, which may result in collaboration or referral. Psychosocial and cultural aspects of pregnancy within the family structure are applied to each topic. Issues of health enhancement, nutrition, exercise and sexuality are stressed.

Nursing 547

Infant, Child & Adolescent Health: Management of Minor Common Illnesses

3-5 Total Credits (3 Lecture + 2 Clinical)
--

Family NP students: 3 Lecture Only

Prerequisites: Primary Care Pediatric NP: N549, N502 and N545

Primary Care Family NP: N549, N502, Pharm 620, Pharm 621
--

Examines the scientific basis of common health problems and factors influencing nursing management of these problems. Relevant nursing interventions for common health care problems of children in families are explored, as are the child's and family's responses and adaptation to common health problems.

Nursing 549

Infant, Child & Adolescent Health: Wellness

4-6 Total Credits (3 Seminar + 1-3 Clinical)
--

Primary Care Pediatric NP: 3 Seminar + 3 Clinical

Acute Care Pediatric NP: 3 Seminar + 1 Clinical

Family NP: 3 Seminar + 2 Clinical

Prerequisites: Undergraduate Physical Assessment Course, N503, N502, N545 (Concurrent – For Acute Care Pediatric and Primary Care Pediatric) or Permission of Instructor
--

This course focuses on issues relevant to the advanced theory based practice of nursing in providing primary health care to infants, children and adolescents in families, including promoting physical and psychosocial health and development and managing various common child, adolescent, and parental concerns. Class topics will be approached from a developmental perspective. Attention will be given to cultural factors as they relate to health care needs. Selected theoretical/conceptual perspectives and current research will serve as the basis for formulating nursing intervention strategies. Clinical experiences in primary care settings will afford students opportunities to apply knowledge and skills in child health assessment, managing the preventive and promotion health needs of infants, children, adolescents, and their families.

Nursing 551

Pediatric Acute Care Advanced Management I

4 Total Credits (3 Didactic and Case Studies + 1 Simulation Lab)
--

Prerequisites: Nursing 502, Nursing 545 or Permission of Instructor

Pediatric Acute Care Advanced Management I is the first in a series of two courses. Competencies for both CNS and NP advanced nursing practice are addressed. This course prepares students to address the physiologic and psychological needs of infants, children and adolescents with acute, critical, and chronic health conditions. This course builds on knowledge and skills from Pathophysiology, Pharmacology, and other courses and will help students prepare for their first clinical course (N637). Other key concepts include patient and family centered care, ethics, palliative care, end-of-life care and organ donation. Further, principles of diagnostic and therapeutic treatment modalities, such as invasive testing, interpretation of radiographs, ECG monitoring, and analysis of relevant laboratory data will be included. Students will practice procedures such as suturing, lumbar punctures and intubation in a simulation environment.

Nursing 552

Pediatric Acute Care Advanced Management II

4 Total Credits (3 Didactic and Case Studies + 1 Simulation Lab)
--

Prerequisites: Nursing 502, Nursing 545, Nursing 551 or Permission of Instructor
--

Pediatric Acute Care Advanced Management II is the second in a series of two courses. This course prepares students to address the physiologic and psychological needs of infants, children, and adolescents with acute, critical, and chronic health conditions. This course builds on knowledge and skills from Pathophysiology, Pharmacology, Pediatric Acute Care Advanced Management I and other course. The content of this course will include complex diseases including multi-system disorders. Evidence-based, advanced practice nursing interventions consistent with the CNS and NP roles will be discussed. Other key concepts include patient and family counseling, ethical principles, interdisciplinary collaboration and resource utilization. Principles of diagnostic and therapeutic treatment modalities will be expanded upon to provide a comprehensive understanding of interventions commonly provided to pediatric patients with acute, critical and chronic illness.

Nursing 566

Advanced Primary Care Nursing I: Health Promotion and Management of Acute Health Problems of Adults and Well Woman/GYN Care

5 Total Credits (3 Lecture + 2 Clinical)
--

Prerequisites: N502 (Prior to or Concurrent), N503, Pharm 620 (Prior to or Concurrent) or Permission of Instructor
--

This course provides students with the knowledge and skills necessary to promote health, prevent illness, and manage the primary care needs of adults, including adolescent through older adults, from a variety of cultural, ethnic, and racial backgrounds while providing the conceptual basis for advanced nursing practice and midwifery. Health promotion/wellness models, and biopsychosocial and cultural theories are integrated throughout the course. Issues of age, gender, race, and sexuality are addressed. Use of information technology modalities in the primary care practice setting is introduced. Precepted clinical experiences provide opportunities for students to apply this material to assessment. Diagnosis, intervention, and evaluation of clients with health maintenance, well-women gynecologic needs and common acute problems. Role development of the nurse-midwife/nurse-practitioner within the community is explored. The nurse practitioner and nurse-midwifery management models of care are used in the provision of care to clients.

Nursing 568

Critical Elements in the Study of Families and Health

3 Total Credits (3 Lecture, Web-blended)
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Prerequisites: Graduate Student Status or Permission of Instructor
--

In this course, students will analyze multiple theoretical perspectives and empirical literature as a basis for understanding diverse families and the complex nature of the interrelationships among family, health, illness and health related behaviors across the life span. These interrelationships will be examined with the context of critical social, cultural/ethnic/racial, political, economic, and technical environments. Current trends regarding family structure and function will be analyzed to build a comprehensive understanding of the changing nature of families. Implications of family theories, nursing conceptual frameworks, and the empirical literature for clinical practice with families across the lifespan will be emphasized. Particular attention will be given to developing a theoretical approach to definition of family and family assessment, interviewing skills, and identification of family interventions that promote the health of the family unit.

Nursing 572

Current and Emerging Issues in Occupational Health Practice

2 Total Credits (2 Seminar, Web-blended)
--

Prerequisite: Graduate Student Status or Permission of Instructor

This course focuses on the current and emerging issues in occupational health nursing practice. Factors affecting occupational health services to worker populations will be explored. Students will analyze the history and current and future practice of occupational health nursing.

Nursing 573

Adult-Gerontology Acute Care Nurse Practitioner and Clinical Nurse Specialist Theory I

4 Total Credits (4 Lecture)

Prerequisites: Pharm 659 (Concurrent); N502 (Concurrent)
--

This course focuses on acute health conditions in adults and older adults with an emphasis on health promotion and disease prevention. Competencies for both CNS and NP advanced nursing practice are addressed. Evidence-based, advanced practice nursing interventions (consistent with the CNS and NP roles) will be discussed to assess and manage acutely ill adults and older adults. Issues of age, culture, race, gender, sexuality, genetics, psychosocial well-being and socioeconomic status will be addressed. Health promotion, stress and coping and cultural theories are integrated throughout the course. Primary, secondary, and tertiary levels of health promotion and disease prevention will be evaluated within inpatient/hospital settings and across hospital to clinic settings. (E.g. ED, ICU, acute care units and specialty clinics.) Other key concepts include diagnostic reasoning and decision-making skills, healthy lifestyle, patient and family education/counseling, and treatment seeking decisions of acutely ill adults and older adults. Students will apply evidence-based knowledge to develop a holistic management plan of care that addresses the complex health problems of adults and older adults. Further, principals of diagnostic and therapeutic treatment modalities, such as invasive testing, interpretations of radiographs, ECG monitoring, and analysis of relevant laboratory data will be included. Students will practice procedures such as suturing, joint aspirations, lumbar punctures, and intubation in a simulation environment.

Nursing 575

Adult-Gerontology Acute Care Nurse Practitioner and Clinical Nurse Specialist Nursing Theory II

4 Total Credits (4 Lecture)

Prerequisites: N502, N573, co-requisite N503, Pharm 659, Pharm 660 (Concurrent)

This second management course focuses on complex chronic health conditions and their acute exacerbations in adults and older adults, including multiple co-morbidities and functional losses. The course builds on knowledge and skills from Advanced Practice Nursing Theory I, Clinical Practicum I, Pathophysiology, Pharmacology, and other core courses. Evidence-based, advanced practice nursing interventions consistent with the CNS and NP roles will be discussed to assess and manage complex chronic health conditions and the impact on self-care management practices, family care giving, surrogate decision-making, quality of life, and end-of-life. Issues of age, culture, race, gender, sexuality, genetics, psychosocial well-being and socioeconomic status will be addressed. Other key concepts include patient and family education/counseling, ethical principles/standards, interdisciplinary collaboration, and community resource utilization. Students will utilize conceptual and theoretical frameworks and evidence-based knowledge to develop an advanced practice management plan of care to address the chronic complex health care needs of adults and older adults. Emphasis will be placed on maximizing quality of life and minimizing the negative sequelae associated with acute exacerbations of chronic illnesses and managed within tertiary acute care and sub-acute care settings. Principles of diagnostic and therapeutic treatment modalities will be expanded upon to provide a comprehensive understanding of interventions commonly provided to adults and older adults with acute, critical and chronic illness. Students will gain procedural experience in paracentesis, castings, thoracentesis, and central line insertion thru laboratory simulation.

Nursing 577

Adult Acute Care and Gerontological Advanced Practice Nursing Clinical Practicum I

3 Total Credits (1 Seminar + 2 Clinical)
--

Prerequisites: N573, Pharm 660

This precepted clinical practicum provides students the opportunity to obtain a comprehensive health history, apply advanced physical assessment skills, and utilize advanced physiology/pathophysiology, and pharmacology knowledge to promote health, prevent illness, and manage acutely ill in adults and older adults. Selected health promotion, stress and coping, cultural theories and evidence-based findings will be applied to manage acute health conditions of adults and older adults from diverse backgrounds (e.g. age, culture, ethnicity, race, sexuality, and socioeconomic status). Emphasis will be placed on primary, secondary, and tertiary levels of health promotion and disease prevention. Students will evaluate laboratory and diagnostic data to determine health status and prioritize differential and nursing diagnoses. Regular seminars provide a forum for students to receive instructions, consultation, and supervision from faculty and to share this learning process with their classmates. Seminars build upon an evidence-based practice model and emphasize diagnostic reasoning, critical thinking, problem solving, and decision-making. Case studies examples are used as the basis for discussion. Students will be placed with clinical preceptors appropriate to their role (e.g. CNS or NP).

Nursing 579

Adult Acute Care and Gerontological Advanced Practice Nursing Clinical Practicum II

3 Total Credits (1 Seminar + 2 Clinical)
--

Prerequisites: Nursing 577

This precepted clinical practicum provides students the opportunity to obtain a comprehensive health history, apply advanced physical assessment skills, and utilize advanced physiology/pathophysiology, and pharmacology knowledge to promote health, prevent illness, and manage acute illness in adults and older adults. Selected health promotion, stress and coping, cultural theories, and evidence-based findings will be applied to manage acute health conditions of adults and older adults from diverse backgrounds (e.g. age, culture, ethnicity, race, sexuality, and socioeconomic status). Emphasis will be placed on primary, secondary, and tertiary levels of health promotion and disease prevention. Students will evaluate laboratory and diagnostic data to determine health status and prioritize differential and nursing diagnoses. Regular seminars provide a forum for students to receive instructions, consultation, and supervision from faculty and to share this learning process with their classmates. Seminars build upon an evidence-based practice model and emphasize diagnostic reasoning, critical thinking, problem solving, and decision-making. Case studies examples are used as the basis for discussion. Students will be placed with clinical preceptors appropriate to their role (e.g. CNS or NP).

Nursing 581

Foundations for Systems and Organizational Science

2 Total Credits (2 Lecture, Web-blended)
--

Prerequisites: Graduate Student Status or Permission of Instructor
--

Theories and concepts from systems and organizational sciences are applied to healthcare organizations. Approaches to enhance organizational resilience in the face of uncertainty and future challenges are emphasized at micro-meso-macro levels. New and evolving organizational forms and operating models are introduced for framing and guiding the context and strategies for decision making in organizations today.

Nursing 588

Policy Analysis and Development for Healthcare Leaders

2 Total Credits (2 Lecture, Web-blended)
--

Prerequisites: Graduate Student Status or Permission of Instructor None

This course focuses on the policy process and the development of equitable healthcare public policy. Four stages of the policy process will be discussed: 1) agenda setting, 2) policy formation, 3) policy implementation, and 4) policy evaluation.

Nursing 611

Acute Care, Gerontological and Psychiatric-Mental Health Advanced Practice Nursing Clinical Practicum III

4 Total Credits (4 Clinical)

Prerequisites: N575, N577 and N579

This capstone clinical practicum course prepares the acute care, gerontological and psychiatric-mental health students to synthesize and apply concepts and knowledge critical for professional advanced practice nursing. Students will synthesize knowledge of health care delivery systems, organizational structures, finances, and resources with advanced physical and psychiatric assessments, pathophysiology, psychopathology, and pharmacology knowledge into the management plan of care for their patient population. Emphasis will be placed on evidence-based strategies and optimize the delivery of accessible, cost efficient, quality health care by acute care, gerontological and psychiatric-mental health advanced practice nurses. Other key issues include monitoring the quality of care and engaging in practice consistent with the authorized scope of practice. Students, in collaboration with their preceptors, will be accountable for increasingly independent management of the holistic care needs of adults, older adults and psychiatric patients across the lifespan. Students will be placed with clinical preceptors appropriate to their role (e.g. CNS or NP).

Nursing 637

Acute Care Pediatric Advanced Practice Nursing Clinical Practicum I

3 Total Credits (1 Seminar + 2 Clinical)
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Prerequisites: N502, N545, N503 and P567 or Permission of Instructor
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This precepted clinical practicum provides students the opportunity to obtain a comprehensive health history, apply advanced physical assessment skills, and utilize advanced physiology/pathophysiology, and pharmacology knowledge to promote health, prevent illness, and manage acute illness and stable chronic illness in infants, children and adolescents. Selected health promotion, stress and coping, cultural theories and evidence-based findings will be applied to manage acute health conditions of infants, children, and adolescents with acute illness and stable chronic illness with diverse backgrounds (e.g. age, culture, ethnicity, race, sexuality, and socioeconomic status). Emphasis will be placed on primary, secondary, and tertiary levels of health promotion and disease prevention. Students will be placed with clinical preceptors appropriate to their role (e.g. Clinical Nurse Specialist or Nurse Practitioner).

Nursing 638

Acute Care Pediatric Advanced Practice Nursing Clinical Practicum II

3 Total Credits (1 Seminar + 2 Clinical)
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Prerequisites: N502, N545, N503, P567 and N637 or Permission of Instructor
--

The second precepted clinical practicum focuses on complex chronic health conditions of infants, children, and adolescents. This practicum builds on knowledge and skills obtained from Clinical Practicum I, prerequisite courses and other core courses. Evidenced based advanced nursing interventions will be applied to manage complex chronic health conditions and acute exacerbations of infants, children, and adolescents from diverse backgrounds (e.g. age, culture, ethnicity, race, sexuality, and socioeconomic status). Emphasis will be placed on strategies that maintain and/or maximize function (physical and developmental), promote family and self-care management practices

and optimize quality of life. Complementary and alternative therapies and family caregiver issues will be discussed. Students will be placed with clinical preceptors appropriate to their role (e.g. CNS or NP).

Nursing 639

Acute Care Pediatric Advanced Practice Nursing Clinical Practicum III

5 Total Credits (5 Clinical)

Prerequisites: N502, N545, N503, P567, N637 and N638 or Permission of Instructor
--

This capstone clinical practicum course prepares the acute care pediatric nurse practitioner and clinical nurse specialist students to synthesize and apply concepts and knowledge critical for professional advanced practice nursing. Students will synthesize knowledge of health care delivery systems, organizational structures, finances, and resources with advanced physical, developmental, and psychosocial assessments, pathophysiology, and pharmacology knowledge into the management plan of care for infants, children, and adolescents with acute, chronic, and critical illness. Emphasis will be placed on evidence-based strategies to optimize the delivery of accessible, cost efficient, quality health care by pediatric acute care advanced practice nurses. Students will be placed with clinical preceptors appropriate to their role (e.g. CNS or NP).

Nursing 640

Nursing Care of Childbearing Families (Antepartum Care)

2 Total Credits (1 Lecture + 1 Lab)

Prerequisites: N566, Pharm 620

The purpose of this Antepartum course is to prepare the Family Nurse Practitioner (FNP) student to begin to function in the roles of Antepartum care provider. Students will manage the Antepartum course of essentially healthy women while beginning to assess for deviation from normal (which may result in collaboration or referral). Psychosocial and cultural aspects of pregnancy within the family structure will be applied to each topic. Issues of health enhancement, nutrition, exercise, and sexuality will be stressed.

Nursing 646

Primary Care of Older Adults

3 Total Credits (3 Lecture)

Prerequisites: Graduate Student Status or Permission of Instructor
--

The focus of this course is on the adult-gerontology nurse practitioner role in primary care as well as the clinical management of geriatric syndromes and complex chronic illnesses commonly seen in older adults. Unique dimensions of geriatric care are explored within the context of normal aging in culturally diverse populations. The students will focus on content necessary for the comprehensive management and evaluation of the older adult in primary care, including such issues as normal changes in ageing and decision-making. The course provides a foundation in gerontological nursing and the applications of evidence-based practice to promote wellness, maximize function, and enhance self-care. Relevant genetic concepts and principles in common geriatric medical conditions will be integrated.

Nursing 647

Infant, Child & Adolescent Health: Models of Advanced Practice

5 Total Credits (2 Seminar + 3 Clinical)
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Prerequisites: N549, N649 and N547 (Prior to or Concurrent) or Permission of Instructor

This course focuses on models of practice in providing health care to infants, children and adolescents within the full scope of advanced practice (wellness, common minor health problems, and acute and chronic illness). Building on the foundation knowledge of a skilled practitioner, student will have the opportunity to explore, develop and/or refine, and implement coordinator, education, counselor, consultant and researcher roles across settings. Factors influencing role development and delegation/supervision, quality improvement, the legislative process, accreditation standards,

professional standards, and prescriptive authority will be addressed. Additional knowledge and skill development will include, but not be limited to, the areas of blended roles, case management and independent practice.

Nursing 649

Infant, Child & Adolescent Health: Children Chronic Condition

3 Total Credits (1 Lecture + 2 Clinical)
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Prerequisites: N549 and N502 or Permission of Instructor
--

This course will focus on the provision of health care to infants, children, and adolescents with selected chronic conditions. Students will incorporate into advanced nursing practice the knowledge and skill of pediatric primary health care, a developmental focus, and theoretical and conceptual perspectives important for management of children with chronic conditions and their families. These perspectives include stress, coping, adjustment to a chronic condition, self-management, inclusion, and cultural variations as they relate to the experiences of children and their families living with and managing a chronic condition. The condition-specific as well as common health promotion needs facing children with chronic conditions will be emphasized as will the health problems associated with care and management of the medical conditions over the long term. Clinical placements will be selected to enhance advanced practice nursing interventions including case management activities, and provide multidisciplinary collaboration in the care of children with chronic conditions.

Nursing 666

Advanced Primary Care Nursing of Chronic Illness in Adults & Their Families

5 Total Credits (3 Seminar + 2 Clinical)
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Prerequisites: N566, Pharm 620 and Pharm 621 (Prior to or Concurrent)

This course further develops and broadens students' primary care knowledge, skills, and clinical judgment. Specific content relates to the primary health care needs of individuals and their families in screening, preventing, and managing common chronic conditions. Content addresses the impact of chronic illness on the course of the individual's health and disease states, the family constellation, and use of personal and health resources. Issues of age, gender, race, genetics, and sexuality are addressed within the context of family and community. Uses of information technology and community resources are integrated to promote positive adaptation to the impact and sequelae of the chronic illness.

Nursing 667

Behavioral and Lifestyle Management in Primary Care

3-4 Total Credits (2 Seminar + 1-2 Clinical)
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Family NP: 2 Seminar + 1 Clinical

Adult-Gero Primary Care NP: 2 Seminar + 2 Clinical
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Prerequisites: N666 or Permission of Instructor

This course is designed to prepare the student to assess and manage behavioral, developmental, and lifestyle issues in primary care. Individual, family and group intervention strategies are emphasized. Common mental health issues, counseling, and teaching strategies relevant to primary care are included.

Nursing 676

Intrapartum, Postpartum, and Newborn Care

7 Total Credits (3 Lecture + 4 Clinical)
--

Prerequisites: N503, N566, N502, N546 and Pharm 620

This course provides the knowledge needed to manage the care of the uncomplicated mother and baby care in the intrapartum and postpartum periods. Students will also learn to screen for common complications and manage selected emergency situations. Assessment and care for the newborn is included, as well as parent-infant attachment and childbirth education for families from diverse cultural backgrounds.

Nursing 677

Nurse-Midwifery IV-Integration: The Childbearing Cycle

4 Total Credits (4 Clinical)

Prerequisite: N676 or Permission of Instructor
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This course provides the student with a clinical practicum to synthesize the management of women during the childbearing cycle, including management of newborns and women's health care into one entity, and to practice as a professional nurse-midwife. The course builds on earlier learning and presents new opportunities for decision-making, childbirth education, and management of care of families with varying cultures and beliefs. The course prepares the student to practice in a nurse-midwifery service, which subscribes to the Standards for the Practice of Nurse-Midwifery.

Nursing 678

Transition to Advanced Practice: Professional Issues

3 Total Credits (3 Seminar)

Prerequisites: One Year in Nurse Midwife Program
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The role of the nurse-midwife in contemporary society is explored. The historic, political and economic bases of nurse-midwifery practice are examined. Students become familiar with documents of the American College of Nurse-Midwives, as well as regulations and legislation, which guide, interpret and provide a legal and ethical base for future nurse-midwifery practice.

Nursing 679

Nurse-Midwifery Care of the Woman, Mother and Newborn with Complex Health Conditions

3 Total Credits (3 Seminar)

Prerequisites: N676 or Permission of Instructor

The focus of this course is on the role of the nurse-midwife in recognizing and managing deviations from normal during the antepartum, intrapartum, and postpartum period and in the transition to extrauterine life for the newborn. The care of the at-risk or high-risk mother and newborn will be outlined for selected complications and risk assessment, anticipatory guidance and the co-management or referral process will be outlined using a comprehensive management approach that includes members of the health care team, primarily the physician consultant.

Nursing 681

Decision Science for Population Health

3 Total Credits (3 Lecture, Web-blended)
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Prerequisites: N539; N527, N528 and N529
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Decision-making in complex health systems presents unique challenges such as high levels of uncertainty and multiple competing demands, while committing to quality and patient safety. This course provides a systems approach to application of operational models, analytic methods and tools, and leadership strategies in the context of population health. The impact of these approaches to promoting quality and safety in health and healthcare will be emphasized.

Nursing 682

Systems Assessment and Leadership Effectiveness

4 Total Credits (2 Lecture + 2 Clinical, Web-blended)

Prerequisites: N527, N528, and N529; N581

This course is focused on preparing health system leaders who will be able to assess, synthesize, integrate and organize information related to an actual business unit. Utilizing a combination of didactic and experiential learning the student will evaluate current delivery practices, and design the next generation of care incorporating knowledge from research, theory, and clinical practice.

Nursing 688

Advanced Primary Care Nursing of Adults and Families within Complex Systems

4-5 Total Credits (1 Lecture + 3-4 Clinical)
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Primary Care Family NP: 1 Lecture + 4 Clinical
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Adult-Gero Primary Care NP: 1 Lecture + 3 Clinical
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Prerequisite(s): Primary Care Family NP students: N547 (Concurrent), N666, N566, N549 and N667 or Permission of Instructor
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For Adult-Gero Primary Care NP students: N547, N666 or N566 and N667 or Permission of Instructor
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This capstone clinical course prepares students to synthesize and apply concepts and knowledge critical for professional primary care advanced practice nursing with individuals, families and communities. Students' independent practice skills are refined in clinical precepted experiences. The influences of professional issues, community health advocacy, and political and practice environment on advanced primary care practice are analyzed.

Nursing 695

Selected Topics in Nursing

Graduate Nursing Program Elective

1-4 Total Credits (Independent study/Special topics)
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Prerequisite: Graduate student status or Permission of Instructor

This master's-level course consists of selected topics or clinical phenomena in nursing. The topic will be announced one semester in advance.

Nursing 697

Independent Study

Graduate Nursing Program Elective

1-4 Total Credits (Independent study)

Prerequisite: Graduate student status or Permission of Instructor; Students must complete the required Independent Study Form prior to registration.
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Independent study is intended to enable master's students to engage in in-depth exploration of a specific topic of their choice. The student develops objectives and a study plan in consultation with a faculty member. The plan includes the nature of the independent study, the objectives, the expected outcome (such as a project, paper, and the like), and the grading procedures. The nature and amount of time and guidance to be provided by the faculty member are also determined. Independent study projects are intended to be pursued independently, under the overall supervision of the faculty member.

Nursing 781

Leadership Immersion for Impact

2 Total Credits (2 Lecture, Web-blended)
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Prerequisites: Final Semester or Permission of Instructor

This course provides students with hands-on leadership immersion designed to maximize patient, population, and organizational outcomes in health care systems across the continuum of care. Students will have individualized mentored experiences and apply knowledge and skills from coursework to projects in an organizational setting in the U.S. or globally. Upon completion, students will have acquired focused leadership competence in preparation for assuming effective health care leadership roles in diverse settings and uncertain times.

Appendix G

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.

Please 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 H

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.