



**MICHIGAN NURSING**  
UNIVERSITY OF MICHIGAN

Undergraduate Studies

**Handbook of Academic  
Policies and Procedures**

2026–2027

Revised July 2026

# Table of Contents

---

|                                                    |           |
|----------------------------------------------------|-----------|
| <b>Welcome</b>                                     | <b>5</b>  |
| <b>Academic Calendar</b>                           | <b>6</b>  |
| <b>1: The School of Nursing (UMSN)</b>             | <b>8</b>  |
| The Michigan Difference: A Statement of Aspiration | 8         |
| Mission                                            | 9         |
| Vision                                             | 9         |
| A Community for All                                | 9         |
| Teaching and Learning Statement                    | 9         |
| Philosophy of Nursing                              | 9         |
| The Central Phenomena of Discipline                | 9         |
| Declaration of Values: E.P.I.C                     | 10        |
| Accreditation                                      | 10        |
| Memberships                                        | 11        |
| Non-Discriminatory Policy Notice                   | 11        |
| Guidelines for Mistreatment                        | 11        |
| <b>2: Student Services &amp; Resources</b>         | <b>12</b> |
| Office of Undergraduate (UG) Studies               | 12        |
| Academic Advising                                  | 12        |
| Building Information                               | 12        |
| Clinical Learning Center (CLC)                     | 13        |
| Classrooms                                         | 13        |
| Computing Site                                     | 13        |
| Printers                                           | 13        |
| Lounge Areas                                       | 13        |
| Vending                                            | 13        |
| Microwaves                                         | 14        |
| Refrigerators                                      | 14        |
| Wellness/Reflection/Lactation Rooms                | 14        |
| Lockers                                            | 14        |
| Lost & Found                                       | 14        |
| Communications                                     | 14        |
| Technology and Social Media                        | 15        |
| E-Mail                                             | 15        |
| Computing and Technology                           | 16        |
| IT Support                                         | 16        |
| Computing Requirements                             | 16        |
| Student Organizations                              | 17        |
| Sigma Theta Tau                                    | 17        |
| Nursing Student Government                         | 17        |

|                                                         |           |
|---------------------------------------------------------|-----------|
| Student Nurses' Association                             | 17        |
| <b>Student Resources</b>                                | <b>17</b> |
| Clinical Learning Center (CLC)                          | 17        |
| Counseling and Psychological Services (CAPS)            | 18        |
| The Office of Community Culture                         | 19        |
| <b>Student Accessibility and Accommodation</b>          | <b>19</b> |
| Disability Statement                                    | 19        |
| Services for Students with Disabilities (SSD)           | 20        |
| Testing Accommodations Center                           | 20        |
| Assistive Technology Resources                          | 21        |
| Sweetland Center for Writing                            | 21        |
| <b>3: Undergraduate Program</b>                         | <b>22</b> |
| Vision                                                  | 22        |
| Mission                                                 | 22        |
| Threads                                                 | 22        |
| Entry into the Undergraduate Program                    | 24        |
| Traditional Bachelor of Science in Nursing (BSN)        | 24        |
| Sophomore Transfer Bachelor of Science in Nursing (BSN) | 24        |
| Honors Program                                          | 25        |
| Population Health in a Global Context Minor             | 25        |
| <b>4: Academic Rules, Policies, &amp; Procedures</b>    | <b>27</b> |
| Code of Academic and Professional Conduct               | 27        |
| Public Health Informed Compliance                       | 27        |
| Technical Standards                                     | 27        |
| Expected Student Behaviors                              | 30        |
| Traveling Abroad                                        | 31        |
| Plagiarism                                              | 32        |
| Coursework and Grading                                  | 33        |
| Course Load                                             | 33        |
| Elective Requirements                                   | 33        |
| Transfer Courses                                        | 34        |
| Assignments                                             | 35        |
| Examinations                                            | 35        |
| Grading                                                 | 35        |
| Clinical Course Grading                                 | 36        |
| Incomplete Grade                                        | 36        |
| Progression Requirements                                | 37        |
| Safety, Professionalism, and Attendance (SPA)           | 39        |
| Performance Improvement Plan (PIP)                      | 42        |
| Course Warning for SPA                                  | 43        |
| Academic Performance Improvement                        | 44        |
| Science Learning Circles (SLCs)                         | 44        |
| RISE: Support for Aspiring Nurses                       | 45        |
| Academic Disciplinary Action                            | 45        |

|                                                                |           |
|----------------------------------------------------------------|-----------|
| Student Grievance                                              | 46        |
| Committee on Academic Admissions & Scholastic Standing (CAASS) | 46        |
| <b>5: Compliance</b>                                           | <b>49</b> |
| Clinical-specific                                              | 49        |
| Required Fees                                                  | 50        |
| Criminal Background Check                                      | 50        |
| Substance Use                                                  | 50        |
| <b>6: Clinical Placements</b>                                  | <b>52</b> |
| Locations                                                      | 52        |
| Dress Code                                                     | 52        |
| Additional Equipment                                           | 55        |
| Onboarding                                                     | 55        |
| Skills Preparation                                             | 56        |
| Medication Calculation (safeMedicate)                          | 56        |
| Repetition of a Clinical                                       | 58        |
| Confidentiality and Medical Records                            | 58        |
| Technology and Social Media                                    | 59        |
| Injuries                                                       | 59        |
| Pregnancy                                                      | 60        |
| Malpractice                                                    | 60        |
| <b>7: Registration</b>                                         | <b>61</b> |
| Drops/Adds                                                     | 61        |
| Verification of Enrollment                                     | 62        |
| Special Student Status and Transfers                           | 63        |
| <b>8: Graduation and Licensure</b>                             | <b>64</b> |
| Graduation Requirements                                        | 64        |
| Applying for Graduation                                        | 64        |
| Commencement                                                   | 64        |
| Honors Awards                                                  | 64        |
| Entry into Practice                                            | 65        |
| NCLEX Predictor Examination                                    | 65        |
| Kaplan                                                         | 66        |
| Licensure                                                      | 66        |
| Graduating Student Survey                                      | 67        |
| <b>Appendix A: Code of Academic and Professional Conduct</b>   | <b>68</b> |
| Applicability                                                  | 68        |
| Violations                                                     | 68        |
| Reporting a Violation                                          | 72        |
| Waiver of Deadlines                                            | 78        |
| Confidentiality and File Retention                             | 79        |

|                                                                      |            |
|----------------------------------------------------------------------|------------|
| <b>Appendix B: Student Grievance Process</b>                         | <b>80</b>  |
| Initial Steps                                                        | 80         |
| Formal Grievance Process                                             | 81         |
| <b>Appendix C: Plagiarism Policy</b>                                 | <b>84</b>  |
| <b>Appendix D: Email Group Guidelines</b>                            | <b>87</b>  |
| <b>Appendix E: Drug Screening Policy</b>                             | <b>89</b>  |
| <b>Appendix F: Course Descriptions</b>                               | <b>92</b>  |
| Courses Outside of UMSN                                              | 92         |
| UMSN Courses                                                         | 93         |
| <b>Appendix G: Responsible Conduct of Research &amp; Scholarship</b> | <b>107</b> |
| <b>Appendix H: Misconduct &amp; Resolution Resources</b>             | <b>108</b> |
| Our Community Values                                                 | 108        |
| Resolution Officers (ROs)                                            | 108        |
| Non-Academic Concerns                                                | 109        |
| Emergencies                                                          | 109        |
| <b>Appendix I: Sexual and Gender-Based Misconduct</b>                | <b>111</b> |
| Examples of Misconduct                                               | 112        |
| Reporting to the University                                          | 112        |
| <b>Appendix J: Reporting Mistreatment</b>                            | <b>115</b> |

# Welcome to the University of Michigan School of Nursing!

---

This Undergraduate Studies Handbook provides information regarding policies, procedures, available resources, and issues that pertain to student academic life at UMSN. It also outlines the rights and responsibilities of UMSN Undergraduate students. These policies, and any additional UMSN policies and procedures relative to student records, publications, grievances, and discipline, are consistent with the Family Rights and Privacy Act of 1974 and the Michigan Freedom of Information Act of 1977.

Students are responsible for using this Handbook as a first resource when questions arise and as a guide to academic and non-academic policies and procedures. All students are **required** to sign and [upload](#) the Handbook Certification where they attest that they have:

- read the Handbook in its entirety,
- reviewed and understood any changes made to the Handbook during the time they are enrolled as a UMSN student, and
- recognized that changes made to policies and procedures may impact them as a student.

**Note:** The information in this Handbook is reviewed and updated on an annual basis. However, changes in policies may be immediately implemented throughout the academic year; these changes will be posted on the [UMSN website](#). Immediate changes have the potential to affect student educational programming; students will be notified of changes to the Handbook via [Canvas / Undergraduate Student Resources](#).

## Academic Calendar 2026–2027

---

| Fall Term                          | 2026                                   |
|------------------------------------|----------------------------------------|
| Classes begin                      | Mon, Aug 31                            |
| <i>Labor Day</i><br><i>Holiday</i> | <i>Mon, Sept 7</i>                     |
| Fall Study Break                   | Mon, Oct 19–Tue, Oct 20                |
| Thanksgiving Recess                | Wed, Nov 25–Fri, Nov 27                |
| Classes End                        | Fri, Dec 11                            |
| Study Days                         | Sat, Dec 12–Sun, Dec 13                |
| Examinations                       | Mon, Dec 14–Fri, Dec 18<br>Mon, Dec 21 |
| Examinations                       | Thu, Aug 19–Fri, Aug 20                |

| Winter Term                                                                           | 2027                                             |
|---------------------------------------------------------------------------------------|--------------------------------------------------|
| Classes begin                                                                         | Wed, Jan 13                                      |
| <i>Martin Luther King, Jr. Day</i><br><i>University Symposia. No Regular Classes.</i> | <i>Mon, Jan 18</i>                               |
| Vacation begins                                                                       | Sat, Mar 6, 12:00 pm                             |
| Classes Resume                                                                        | Mon, Mar 15                                      |
| University Honors Convocation                                                         | Sun, Mar 21                                      |
| Classes End                                                                           | Tue, Apr 27                                      |
| Study Days                                                                            | Wed, Apr 28<br>Sat, May 1–Sun, May 2             |
| Examinations                                                                          | Thu, Apr 29–Fri, Apr 30<br>Mon, May 3–Thu, May 6 |
| Commencement Activities                                                               | Thur, May 6–Sun, May 9                           |

| <b>Spring–Summer Terms</b>                                           | <b>2027</b>             |
|----------------------------------------------------------------------|-------------------------|
| Spring Half-Term & Spring/Summer Term:<br>Classes begin              | Tue, May 11             |
| <i>Memorial Day</i><br><i>Holiday</i>                                | <i>Mon, May 31</i>      |
| <i>Juneteenth</i><br><i>University Symposia. No Regular Classes.</i> | <i>Fri, Jun 18</i>      |
| Spring Half-Term: Classes end                                        | Mon, Jun 28             |
| Study Day                                                            | Tue, Jun 29             |
| Examinations                                                         | Wed, Jun 30–Thu, Jul 1  |
| Spring Half-Term ends                                                | Thu, Jul 1              |
| Summer Half-Term: Classes begin                                      | Fri, Jul 2              |
| <i>Independence Day</i><br><i>Holiday</i>                            | <i>Mon, Jul 5</i>       |
| Spring/Summer Term & Summer<br>Half-Term: Classes end                | Tue, Aug 17             |
| Study Day                                                            | Wed, Aug 18             |
| Examinations                                                         | Thu, Aug 19–Fri, Aug 20 |
| Spring/Summer Term & Summer<br>Half-Term end                         | Fri, Aug 20             |



# 1: The School of Nursing (UMSN)

---

## The Michigan Difference

---

*A Statement of Aspiration*

### **Spirited Leaders Who Make a Difference Every Day**

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 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 the spirit of “lifting others as we climb.” We want to function with flexibility, synergy, and efficiency across programs and divisions.

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 UMSN 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 the people within.

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

## Mission

---

The mission of the University of Michigan School of Nursing is to advance health for all by educating and developing nurses and other professionals as leaders, generating, and applying knowledge, and serving individuals, communities, and populations.

## **Vision**

---

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

## **A Community for All**

---

We are committed to an environment that values and respects people of all genders, ages, races, sexual orientations, gender identities, cultural backgrounds, religions, abilities, nationalities, and beliefs. UMSN places its highest priority on diversity, equity, and inclusion, and seeks to ensure a positive, supportive climate in which all individuals are welcome.

We believe that diversity, the presence of difference, must be joined with equity, the party of difference, and inclusion, an open welcome to difference. We recognize that conflicts between groups exist in our history and our present, and we aim to be a space where we can work together to bridge the divisions amongst us.

## **Teaching and Learning Statement**

---

The University of Michigan School of Nursing believes that the active participation of the students in the learning process leads to a better understanding of concepts, reinforces retention of knowledge, and builds the foundation for lifelong professional learning. UMSN fosters the use of innovative, experimental, and emerging pedagogies and technologies to engage students in the learning process. To achieve its goals, UMSN has developed flexible physical and virtual learning spaces and a highly integrated information technology support system. The aim is to facilitate creative teaching and learning activities for faculty and students using technology, community, and global outreach.

## **Philosophy of Nursing**

---

A philosophy of nursing contains three essential elements: beliefs about the central phenomena of the discipline, the 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.

## **The Central Phenomena of Discipline**

---

Viewed holistically, humans are characterized by the dynamic interaction of biological, psychological, sociological, spiritual, and environmental factors. Individuals' decisions about healthcare vary depending upon their stage in lifespan, gender, ethnic/racial origin, sexual orientation, economic status, and physical/mental ability. Nurses recognize that individuals' health and illness exist in a broader context of family, community, society, and the environment. Nurses provide consumer-centered services that assist individuals, families, groups, and

communities in attaining and maintaining optimal well-being.

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

## **Values of Discipline**

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

## **Declaration of Values: EPIC**

---

UMSN values define and guide how we work and interact with others.

**E**mpower each other to interrupt or disrupt disrespect.

**P**actice communication that is beneficial, kind, and true

**I**nspire and be inspired by our members' worth, significance, and integrity.

**C**ultivate respect for ourselves and others routinely, publicly, and privately.

## **Accreditation**

---

The University of Michigan is accredited by the North Central Association of Colleges and Schools. The baccalaureate and master's degree programs in UMSN are accredited by the Commission on Collegiate Nursing Education and approved by the Michigan State Board of

Nursing. The doctor of nursing practice program in UMSN is accredited by the Commission on Collegiate Nursing Education. The nurse-midwifery master's degree and post-master's programs in UMSN are accredited by the ACNM Accreditation Commission for Midwifery Education (ACME).

## **Memberships**

---

UMSN 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 on Institutional Cooperation, the Midwest Alliance in Nursing, the American Association of Colleges of Nursing, and the Commission on Collegiate Nursing Education. UMSN 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.*

## **Guidelines for Mistreatment**

---

UMSN is committed to creating and maintaining a safe, respectful, and supportive community for learning and working. We emphasize the importance of mutual respect, belonging, and fairness, valuing the various backgrounds, perspectives, and experiences of each member. Every individual within the UMSN community shares responsibility in upholding these principles and promoting a culture free from bias, mistreatment, and discrimination. Detailed guidelines regarding student academic and professional misconduct, as well as those addressing mistreatment related to belonging, culture, or identity, are outlined comprehensively in the appendices of this Handbook.

## 2: Student Services & Resources

---

### Office of Undergraduate (UG) Studies

---

400 NIB/Nursing 1, Suite 1160

[umsn-frontdesk@med.umich.edu](mailto:umsn-frontdesk@med.umich.edu)

734-764-0092

UG Studies provides services and support to help students be academically successful and offers opportunities for students to enrich their leadership experiences. The Office provides academic services including advising, degree audits, credit transfers, clinical placements, and compliance. The Office also plans, funds, and manages UG activities including, but not limited to, orientations, Welcome Week, and career development events.

### Academic Advising

---

400 NIB/Nursing 1, Suite 1160

[UMSN-UndergradAdvisors@med.umich.edu](mailto:UMSN-UndergradAdvisors@med.umich.edu)

Academic advisors assist all students with administrative academic processes and help them to utilize the resources available at UMSN and U-M. Advisors work closely with each student to assist with course planning, career preparation, and student navigation of resources and programming. Advisors perform degree audits to ensure that students complete requirements for graduation and process course transfer credit.

### Building Information

---

400 North Ingalls Building (400 NIB/Nursing 1)

7:00 am–4:30 pm

426 School of Nursing Building (426 SNB/Nursing 2)

6:30 am–8:00 pm

The security desk is staffed 8:00 am–5:00 pm, M–F. On days with early classes, the security desk is staffed starting at 7:30 am.

Access to UMSN buildings is restricted to U-M students, faculty, staff, and those having business within UMSN. UMSN buildings are equipped with the M-Card access system; everyone will be required to swipe in at all hours.

## **Clinical Learning Center (CLC)**

426 SNB/Nursing 2, Room A275

[UMSN-CLC-Mailbox@med.umich.edu](mailto:UMSN-CLC-Mailbox@med.umich.edu)

734-764-4192

Simulation Labs: 7:30 am–5:00 pm, M–F

Office: 7:30 am–8:00 pm, M–F

No access on weekends, holidays, or seasonal days

## **Classrooms**

426 SNB/Nursing 2

Rooms A150, A160, and A170: 7:30 am–6:00 pm, M–F (first-come, first-served if not in use);

No access on weekends, holidays, or seasonal days.

[CLC Room Reservations](#)

Rooms 1000 and 2250: 7:30 am–11:00 pm, M–F; 7:30 am–5:00 pm, weekends

After-hours [Classroom Reservations](#) for Rooms 1000 and 2250 are strongly recommended to avoid conflict with scheduled events.

## **Computing Site**

400 NIB/Nursing 1, Room 4210

734-764-HELP (4357)

You must have a valid M-Card to access the Computing Site. This Site contains 12 Windows workstations for all students, faculty, and staff to use during normal building hours.

**Note:** The UMSN Computing Site is unstaffed. Call to troubleshoot or to restock supplies.

## **Printers**

400 NIB/Nursing 1, 11C4

426 SNB/Nursing 2, near Room A135

[MPrint](#) printers are available for student use. Standard student [printing charges](#) apply.

## **Lounge Areas**

400 NIB/Nursing 1, Rooms 11C4 and 1151

426 SNB/Nursing 2, every level

## **Vending**

426 SNB/Nursing 2, Lower Level, Level 1, Level 2

## Microwaves

426 SNB/Nursing 2, Lower Level, Level 1, Level 2

## Refrigerators

426 SNB/Nursing 2, Lower Level, Room 4014 (unlocked 8:00 am–5:00 pm)

## Wellness/Reflection/Lactation Rooms

400 NIB/Nursing 1, Room 1185A, 1185B (sink)

426 SNB/Nursing 2, Room 4014 (mini-fridge, sink); unlocked 8:00 am–5:00 pm

## Lockers

400 NIB/Nursing 1, Level 2, SE corridor

Students may sign out lockers from the [Office of Undergraduate Studies](#) in September after classes begin on a first-come, first-served basis. There is no fee to sign out a locker. Lockers can be signed out only for the current school year. Student lockers must be emptied by June 30 of each year; on July 1, all items remaining in lockers are moved to the Lost and Found.

## Lost & Found

426 SNB/Nursing 2, Level 1 Front Desk

734-763-7045

Most lost and found items should be turned into and will be held at the Front Desk. Please provide information about where and when the item was found. 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.

**Note:** Items that may easily spread germs and/or grow bacteria (e.g., water bottles, coffee mugs, food containers) will be thrown away at 5:00 pm by the end of the following day that they are found. After one month, items will be sent to the U-M Division of Public Safety and Security (DPSS) ([Records/Evidence Unit](#); 734-936-2791; 8:00 am–4:30 pm M–F). 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 of according to applicable state law.

## Communications

---

All persons in the UMSN community (students, faculty, and staff) are expected to conduct themselves professionally when communicating in all communication modalities.

## Technology and Social Media

Any technology, tool, or online space in clinical agencies cannot be used for personal business, such as checking email or being on social media platforms. Students must follow clinical agency policies regarding the use of technology and social media. At times, a clinical setting may allow the use of technology or online space or the use of social media for work purposes. They are only to be used as they relate directly to patient care or specified agency activities. All students are responsible for respectful communication on social media platforms. Personal communication must be done outside of agency clinical areas and on the student's personal time.

Posting or discussing any information about patients or families on social media or other online space **is not** permitted. This includes discussions of patient, family, or staff interactions—even if names of patients, families, or organizations are not included—that do not align with the professional identity, values, or ethical standards of nursing. Posting any pictures and/or videos taken within the hospital without prior approval is prohibited. (See [Code of Academic and Professional Conduct](#).)

Non-compliance with policies regarding the use of technology and social media may affect course grades and may result in the violation of the Code of Academic and Professional Conduct, up to and including disenrollment from UMSN.

## Email

New students will receive an email from [ITS Accounts](#) instructing them on how to create a username (U-M login ID).

A **Level 1** account, also referred to as your umich email, is used to access your umich email account (username@umich.edu) and U-M resources, such as Google Drive, Adobe, Zoom, Wolverine Access, and libraries. For Level 1 questions, contact [ITS accounts](#).

A **Level 2** account is given to students during clinical placements at Michigan Medicine. Also referred to as your Michigan Medicine Exchange or Outlook email, a Level 2 account is used to access your med.umich account (username@med.umich.edu) and hospital resources, such as Outlook, Office apps, and Teams. This email account does not forward to your Level 1 account. For Level 2 questions, see [Michigan Medicine Computing Essentials](#).

**Note:** Onboarding and compliance information for UMH clinical rotations is sent to the Level 2 account. Students must check this email to ensure any compliance or on-boarding requirements are completed prior to the start of the term.

Students need to frequently check email messages. Students are responsible for UMSN course and information communicated via email, messaging, or Canvas sites. UMSN is not



responsible for information that may be of importance to students (e.g., scholarship, employment, event, and course information) not received from emails sent to the UMSN student email group.

Students should use their umich account for all communications pertaining to UMSN and U-M. Forwarding your umich.edu email to a personal email account introduces unwelcome challenges and is not recommended.

Refer to [Student Email Group Guidelines](#) for the details regarding student email groups.

## Computing and Technology

---

### UMSN Information Technology Support

[nursing-help@umich.edu](mailto:nursing-help@umich.edu)

734-764-6300

[UMSN ITS](#) assists with technology support or in selecting a system that is compatible with the U-M computing environment and meets the school's requirements. Submit a ticket or schedule a consultation.

### U-M Information Technology Services

[4HELP@umich.edu](mailto:4HELP@umich.edu)

734-764-HELP (4357)

[Information Technology Services \(UM ITS\)](#) provides a central focus for computing and telecommunications at the University. Within ITS are several 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. U-M dictates standard practice and proper use of policies for technology resources. These can be reviewed at the [Office of the Vice-President for IT & CIO](#).

## Computing Requirements

UMSN students must have access to a laptop to complete the coursework in their respective programs. While UMSN does not require the purchase of any specific hardware, students must have a computer that meets the standards outlined here. It is each student's responsibility to ensure that they have the required hardware and software for every course for which they are enrolled.

**Note:** Review these standards each term to stay current with upgrades, as they may change.

[UMSN Student Computing Hardware Requirements](#) have been created to ensure that student computers have the functionality needed for their coursework.

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

## Student Organizations

---

There are several ways for students to become involved with student organizations and extracurricular activities at UMSN and within the greater University. Please refer to the [Undergraduate Student Resource Canvas site](#) for a complete list of student organizations.

### Sigma Theta Tau

Undergraduate students are eligible for invitation for membership to [Sigma Theta Tau International Honor Society of Nursing](#) during their junior and senior years, provided they have met the criteria for scholastic achievement, leadership, and capacity for professional growth, and have completed at least half of their program. The society establishes chapters at degree-granting colleges and universities and has established the Rho Chapter at the University of Michigan.

### Nursing Student Government

Nursing Student Government (NSG) seeks to unify all undergraduate nursing classes into a functioning student body, and provide leadership and philanthropic opportunities. NSG facilitates communication between faculty, administration, and the student body.

### Student Nurses' Association

The Student Nurses' Association (SNA) is a student-driven organization that focuses on fostering an individual's professional development and a sense of responsibility for their future career. Monthly meetings are open to all nursing students and include speakers from a variety of nursing-related professions to enhance student's knowledge and exposure to job opportunities that exist after graduation. SNA also hosts information sessions about externships and study-abroad opportunities.

## Student Resources

---

### Clinical Learning Center (CLC)

426 SNB/Nursing 2, Lower Level

[UMSN-CLC-Mailbox@med.umich.edu](mailto:UMSN-CLC-Mailbox@med.umich.edu)

734-764-4192

The [Clinical Learning Center \(CLC\)](#) is equipped with staff and equipment to support simulation-based clinical education for UMSN students at all levels. Training opportunities range from learning skills on task-training equipment to demonstrating critical thinking and teamwork via complex simulations with human patient simulators. Read more at the [Undergraduate Student Resource Canvas site](#). UMSN treats the CLC as a healthcare setting. Professionalism is always expected.

Students will have opportunities to learn and practice skills and receive feedback from faculty. Students will also be required to demonstrate competency as part of a course grade or progression. Open-practice opportunities with graduate student instructional aides are available weekly via a sign-up document (in Canvas). Simulation education is a vital component of clinical training across health professions. Student evaluation of simulations is very important.

## **Counseling and Psychological Services (CAPS)**

Student Life's [Counseling and Psychological Services \(CAPS\)](#) provides free, confidential mental health services for currently enrolled U-M students in an atmosphere that is welcoming, comfortable, accessible, and multiculturally sensitive. Support options include in-person or virtual visits and 24/7 crisis support via CAPS After Hours.

### **UMSN CAPS**

Kristen Adams, Ph.D. (Counseling Psychology)

426 SNB/Nursing 2, Room 4018

[adamskri@umich.edu](mailto:adamskri@umich.edu)

734-764-4525

The UMSN CAPS psychologist offers free and confidential services to enrolled students, including short-term individual counseling, referral to specialized services and resources in the greater U-M and/or Ann Arbor community, wellness programming, outreach presentations, mental health consultation, and crisis management. Enrolled students can arrange an initial consultation appointment or ask questions by contacting the CAPS counselor directly. Presenting concerns include, but are not limited to, experiences of anxiety and depression, academic distress, self-esteem and self-confidence issues, relationship difficulties, eating and body image concerns, substance use, and experiences of trauma.

### **UM CAPS**

Michigan Union (530 South State Street, Suite 4079)

[CAPS-UofM@umich.edu](mailto:CAPS-UofM@umich.edu)

734-764-8312

[CAPS central location](#) provides 24-hour access for crisis-related concerns either by going in-person during business hours, or by calling the main phone line at 734-764-8312 after-hours and on weekends. 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 and interns from graduate programs in Psychology and Social Work.

## **Office of Community Culture**

Dr. Hala Darwish, Assistant Dean for Community Culture

[darwishh@umich.edu](mailto:darwishh@umich.edu)

[UMSN Virtual Suggestion Box](#) (anonymous)

At UMSN, culture is at the heart of everything we do and is exemplified by our mission to advance health for all through academic leadership, clinical excellence, and innovative research. When we talk about Community Culture, we highlight our commitment to addressing health disparities and making sure that equity and inclusion are integrated into every aspect of our work, from our classrooms to our clinical environments.

The Assistant Dean provides referrals and direct support to all students who experience critical issues related to any aspect of inclusion at UMSN and in the larger campus community, and that bears relevance to the pursuit of their academic, professional, and personal goals.

## **Student Accessibility and Accommodation**

---

[Student Accessibility and Accommodation Services \(SAAS\)](#) believes every student deserves a fair chance to succeed. They are committed to providing the resources and support necessary for all students to have the opportunity to thrive in their academic and personal lives. U-M recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for disabled students.

### **Disability Statement**

U-M promotes the full inclusion of individuals with disabilities as part of our commitment to creating a diverse, multicultural community. It is the policy of U-M 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 based on disability. The University will provide reasonable accommodation to qualified individuals with disabilities upon request.

UMSN does not discriminate based on physical disabilities. UMSN's policy and practice is to provide equitable educational opportunities with reasonable accommodation for students with documented disabilities in all programs and activities. Students with documented disabilities who require accommodation must register with the [Office of Services for Students with Disabilities \(SSD\)](#) and follow the ensuing processes and procedures. Students requiring guidance on assessing the need for special accommodation should contact their academic advisor.

## Services for Students with Disabilities (SSD)

G-664 Haven Hall  
505 South State Street  
[SSDoffice@umich.edu](mailto:SSDoffice@umich.edu)  
734-763-3000  
TDD: 734-615-4461

The [Office of Services for Students with Disabilities \(SSD\)](#) provides reasonable academic accommodations to disabled students and works to find and remove access barriers, include disabled people in every part of university life, and lower the need for individual accommodations. A variety of [resources](#) are available for students with disabilities.

Students should first work with an SSD coordinator to explore course design, learning objectives, and individual academic and course barriers, and complete any necessary paperwork. Communication with your instructors is instrumental in accommodations being successfully implemented, as accommodations will be implemented differently in each class depending on the class's unique objectives and format. It is highly recommended that you meet with your instructors as soon as possible regarding your accommodations, particularly if your accommodations include **modified attendance and/or deadlines**.

Although some accommodations may not be deemed reasonable depending on the course structure (e.g., if the accommodation fundamentally alters the course requirements and/or essential competencies for the program), strategies for success will be discussed accordingly.

## Testing Accommodations Center

[saas.tac.staff@umich.edu](mailto:saas.tac.staff@umich.edu)  
734-763-1334

Students with testing accommodations should connect with their professors regarding how their accommodations will be implemented. There are two [Testing Accommodation Centers \(TACs\)](#) on campus that can support faculty in implementing testing accommodations. The

TACs have limited capacity and require advanced scheduling from faculty.

## **Assistive Technology Resources**

### [Assistive Technology Support](#)

Meets the needs of any U-M community member who has questions about modifications or alternatives. Assistive Technology (AT) includes programs, utilities, hardware, and peripherals. AT improves or replaces standard technology to enable access for all users.

### [Google Accessibility Barriers and Alternatives](#)

U-M's accommodations and alternative options to the accessibility barriers and workarounds of Google accessibility.

### [Knox Center](#) (James Edward Knox Adaptive Technology Computing Site)

Shapiro Library (919 S. University Ave., Room 2064)

[sites.knox@umich.edu](mailto:sites.knox@umich.edu)

734-647-6437

A quiet and accessible site for students connected with the [SAAS](#). It also provides information on computer accommodations and digital AT for the entire campus.

### [Student Accessibility and Accommodation Services](#)

G-664 Haven Hall

505 South State Street

[SSDoffice@umich.edu](mailto:SSDoffice@umich.edu)

734-763-3000

## **Sweetland Center for Writing**

1310 North Quad

105 S. State Street

[sweetlandinfo@umich.edu](mailto:sweetlandinfo@umich.edu)

734-764-0429

A comprehensive [writing center](#) that supports student writing at all levels and in all forms and modes. Offers one-to-one tutoring for students in a faculty-led Writing Workshop and undergraduate Peer Writing Center and teaches writing courses.

### 3: Undergraduate Program

---

#### **Vision**

---

Graduates from the UMSN make a significant difference in shaping health and healthcare throughout the world through leadership, research, and education and practice innovations.

#### **Mission**

---

UMSN graduates are interprofessional team members and leaders that provide state-of-the-art nursing care within dynamic health care environments ranging from individuals and communities to virtual and global settings. They use ethical and scientific frameworks, data, and technology to inform their high-quality, evidence-based care. They are characterized by their reflective, compassionate, and adaptive practice, serving to promote self-management and wellness for all humans across the lifespan.

#### **Threads**

---

The Undergraduate Program is based on the following major conceptual threads.

##### **People**

Unified whole beings who each reflect a unique and dynamic integration of biopsychosocial properties unfolding over time and within a changing, but culture-bound, context. This thread encompasses empirical, aesthetic, ethical, and personal knowledge that illuminates the nature of people.

##### **Focus**

Refers to the category of people receiving nursing care ranging from a single person to groups, communities, cultures, and society at large.

##### **Health Outcomes**

Desired and optimal states of being (or potential being) achievable for people in a given context. This thread addresses bio-psycho-social-cultural information that collectively defines health.

##### **Nursing Actions**

The range of activities undertaken in the interests of people to define and address concerns within the scope of nursing practice. Further, this thread includes the innovative use of methods, technologies, and data for enabling communication, fostering discovery and exchange of information and ideas, and creatively addressing nursing concerns.

## **Context**

Is the sum of environmental systems operating upon a person or shaping a bounded situation or the surroundings in which action takes place. This thread includes physical, social, ethical, legal, economic, political, organizational, and cultural dimensions.

## **Scope**

The nature and range of problems, states, conditions, and transitions within the (actual or potential) domain of nursing for a given category of clients. Dimensions of scope vary regarding complexity, acuity, stability, risk, and potency from self-limiting to life-threatening.

## **Professional Behaviors**

Actions characterizing the nurse's level of maturity in dealing with professional matters. Maturity reflects the school's core values and advances from beginner to expert along the interacting lines of clinical acumen, ethical reasoning, leadership ability, collaborative capacity, and organizational and socio-political astuteness.

## **Program Outcomes**

- Provide high-quality, evidence-based care to individuals, families, communities, and populations through the integration and application of basic sciences, humanities, liberal arts, and evolving nursing science.
- Provide person-centered, holistic, respectful, compassionate, and evidence-based care across the lifespan to facilitate self-management and optimal quality of life.
- Apply principles of population health (e.g., advocacy, community engagement) to promote health equity across the continuum of care by incorporating social determinants of health and utilizing traditional and non-traditional partnerships.
- Identify gaps in practice, synthesize, and apply the current evidence of knowledge in science, literature, and technology to improve and maintain safe, high-quality care for diverse patients, families, communities, and populations.
- Integrate principles of safety and improvement science in the provision of safe and high-quality care to patients, families, communities, and populations, while maximizing benefits and minimizing harm.
- Engage in effective collaborative partnerships with individuals, families, healthcare teams, and other stakeholders to optimize care and maintain a climate of mutual learning, respect, and shared values.
- Integrate systems thinking and innovation into nursing care for individuals, families, communities, and populations by proactively navigating systems (e.g., micro-, meso-, macro-) as advocates and equitable coordinators of resources.
- Collaboratively use data, technology, and informatics to drive clinical judgment and decision-making in an evolving healthcare environment to manage and improve the



delivery of safe, high-quality, and efficient healthcare in accordance with best practices and professional and regulatory standards.

- Demonstrate professional integrity and accountability in practice by exemplifying nursing values, attitudes, and behaviors aligned with the nursing professional code of ethics.
- Commits to lifelong learning and self-reflection to enhance personal health, resilience, well-being, and the growth of nursing expertise and leadership.

## Entry into the Undergraduate Program

---

There are two types of entry into the Undergraduate Program.

- **Traditional:** Students who are directly admitted as first-year students.
- **Sophomore Transfer:** Students who have completed their first year (or more) at another college or university and have successfully completed the courses required in Level 1 of the school's curriculum. Transfer students are required to take summer courses to complete the Level 1 nursing requirements before entering their sophomore year.

## Traditional Bachelor of Science in Nursing (BSN)

In the overall [Traditional BSN program](#), all students complete a curriculum that balances nursing courses with humanities and social and biological sciences. Traditional BSN students must complete all science and clinical nursing courses in-residence at the University of Michigan–Ann Arbor except for Introduction to Psychology (PSYCH 111), Introduction to Developmental Psychology (PSYCH 250), First-Year Writing Requirement, and Applied Statistics (NURS 218).

**Note:** Students must take the approved course equivalent based on [U-M Transfer Applicants](#) requirements. Additionally, all Level 1 courses (including the courses listed above) must be completed prior to the start of Level 2 courses.

## Sophomore Transfer Bachelor of Science in Nursing (BSN)

UMSN admits Transfer students directly into the sophomore level of the Traditional BSN program. Transfer students can build on previous coursework and immediately begin the [BSN curriculum](#), pending the successful completion of prerequisite courses. Accepted Transfer students must begin coursework during the Summer term. Sophomore Transfer students are required to take all Level 2 nursing courses and above in-residence at the University of Michigan–Ann Arbor. Students who are given a contingent admission must continue to be in good academic standing (i.e., honor code violations during this time may result in removal of the contingent admission) while completing the remaining program requirements. Failure to complete all prerequisite courses prior to the Fall term of admission will result in removal from the program.

## Honors Program

---

The UMSN Undergraduate [Honors Program](#) provides special opportunities for research and mentorship. Honors graduates are prepared for active engagement in research and other scholarly work with the necessary knowledge, skills, and values predictive of successful graduate study.

Students register for a minimum of 2 credits during sophomore, junior, and/or senior years under the independent study section number of their faculty mentor. Senior Honors students take a graduate-level course. They are required to work with a nurse researcher and produce a scholarly paper and poster. Honors students also receive an annual merit scholarship.

Application to the Honors Program is by invitation. Students meeting eligibility requirements will be contacted at the beginning of the Fall term of sophomore year. See the [Honors Program Handbook](#) for more information about Selection of Candidates and the program.

## Population Health in a Global Context Minor

---

The [Population Health in a Global Context Minor](#) offers undergraduate students an in-depth look at global health through diverse coursework and a required cross-cultural immersion experience. The minor is organized around three major learning domains: 1) Global burden of disease, 2) Context and culture, and 3) Cross-cutting global concerns. The minor offers unique opportunities to deepen students' understanding of health challenges across diverse populations and global settings. Through interdisciplinary coursework and immersive experiences, students gain valuable insights into how culture, environment, and policy shape health outcomes around the world. Students who complete the minor will develop critical competencies in global population health, cross cultural understanding, and issues impacting human and planetary health.

Students are required to take 15 credits focused on global health chosen from approved global health electives at UMSN and across U-M campus with at least one course from each learning domain. Up to 6 credits of language courses can be applied.

Students are required to complete a Global Health Immersion Experience—a “live and work” cross-cultural opportunity designed to challenge them. The experience must provide enough duration and cultural distance to build competencies in three core learning objectives. Global Health Immersion Experiences are unique, high-impact practices that foster student inquiry, critical reflexivity, and professional development that cannot be obtained in a traditional classroom setting. Potential experiences should be reviewed and approved by the [Office of Global Affairs \(OGA\)](#). A Global Health Immersion Experience that results in U-M credit can be included in the 15-credit allotment. Students may also choose a non-credit, co-curricular program for their field experience, such as an internship or volunteer program, but need prior

written approval by the OGA. Global Health Immersion Experiences are preferably conducted abroad. Domestic field placements can be used as an alternative if the community of engagement differs substantially from the student's own (by cultural heritage, national or ethnic origin, dominant language, etc.) and the student has prior written approval from the OGA.

Prerequisites and corequisites include good academic standing based on an earned U-M GPA (minimum 2.0). First-year students are advised to wait until their second semester to declare but are highly encouraged to take approved minor electives during their first year when possible. Transfer students are eligible to declare during their first semester at U-M; their coursework will be evaluated for relevant electives that meet the Global Health Minor learning domains.

Prior to officially declaring, students may meet with their academic advisor to identify where the appropriate courses might fit given current and future course schedules. To declare the minor, students must submit a signed Official Declaration form to the OGA. Additionally, the student's academic advisor will approve and process the minor. While some portions of a minor may be met through BSN requirements (e.g., social science studies or electives), it is possible that a student may need an additional term to complete the requirements for both the BSN degree and this minor. Minor requirements must be met before the BSN is conferred. The student must ensure that proper documentation of completion is received by the Office of Undergraduate Studies.

## 4: Academic Rules, Policies, & Procedures

---

The following academic policies, as well as any additional UMSN 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 at the [Student Rights & Records](#) page of the Office of the Registrar and the [Frequently Asked Questions](#) page of the Office of the Vice President & General Counsel. Students who will not be located in the state of Michigan when completing coursework can find state-specific complaint resolution policies and procedures at [Distance Education Disclosures](#).

### Code of Academic and Professional Conduct

---

UMSN 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 the relevant faculty, academic advisors, or the [Resolutions Officer](#).

**Note:** The U-M [Statement of Student Rights and Responsibilities](#) applies to all students in the realm of non-academic conduct.

### Public Health Informed Compliance

---

UMSN aims to deliver its mission while seeking to protect the health and safety of our students and minimize the spread of disease within the community.

All students are required to comply with all UMSN policies. The very nature of an in-person educational experience at UMSN means our faculty, staff, and students, particularly those participating in clinical experiences, will be exposed to contagious viruses.

Students are required to comply with public health guidance, including any protocols, guidelines, or policies adopted by UMSN that relate to infectious diseases. Adherence to health and safety requirements applies to all UMSN students and extends to all aspects of the facilities, clinical labs, classrooms, bathrooms, and other spaces within UMSN, on UMSN property, in UMSN clinical experiences, or at UMSN sponsored events/programs.

### Technical Standards

---

UMSN faculty members are responsible for determining, at any point in a student's academic program, whether a student has demonstrated or can demonstrate appropriate levels of skills and abilities as delineated in the Technical Standards. 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 can demonstrate appropriate levels of skills and abilities. 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.

A candidate for a nursing degree must possess the abilities and skills considered key components of the nursing academic program: observation (visual, auditory, and tactile), motor (gross and fine), communication (verbal and written), intellectual-conceptual (integrative and quantitative), physical, and 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.

## **Observation**

The candidate must be able to acquire a defined level of the required information as presented through demonstrations and experiences in the basic and behavioral sciences.

### **Visual**

- Observe a patient accurately, at a distance and close up, within a variety of clinical settings.
- Acquire information from oral presentations, demonstrations, and 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.

### **Auditory**

- Communicate with patients to elicit information and detect changes in mood and activity, and to establish a therapeutic relationship.
- Communicate effectively and sensitively with patients and all members of the health care team, both in person and in writing.
- Identify and differentiate sounds, such as those related to heart, lung, or other bodily functions, with or without the use of assistive devices.

### **Tactile**

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

## **Motor**

The candidate must be able to possess motor skills, both gross and fine muscular movements,

necessary to directly perform diagnostic and interventional maneuvers, such as palpation, percussion, and 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, administering medication, performing health assessments, and other interventions required for the care of the patient.
- Manipulate a variety of objects using both fine and gross dexterity.

## **Communication**

The candidate must be able to communicate effectively.

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

## **Intellectual-Conceptual (Integrative and Quantitative)**

The candidate must be able to demonstrate intellectual, cognitive, and conceptual abilities 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 the spatial relationships of structures.
- Exercise appropriate judgment with analysis of situations and anticipation of consequences.

## **Physical**

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

- 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.

## **Behavioral and Social**

The candidate must possess the emotional health required for full utilization of one's 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 [U-M Non-Discrimination Policy](#).
- Engage consistently in providing care to patients in rapidly-changing, stressful, and demanding environments without current evidence of behaviors of addiction / 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.

**Note:** 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.

## Expected Student Behaviors

---

### Communication

The exchange of ideas, thoughts, or feelings through verbal and non-verbal actions through all communication modalities. Verbal and written communication includes clear, coherent, timely, honest, concise, and patient-centered communication. Students 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

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 accurate strengths and learning needs to build confidence with

realistic perspectives about capabilities. Students are held accountable to defend their perspectives, including unpopular or unsafe practices.

## **Self-Care**

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 to manage personal stress.

## **Responsible Learning**

Demonstrated by taking control and ownership of 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 the submission of clinical requirements. Students must practice within their scope of knowledge and skills and recognize personal limitations while working under appropriate supervision.

## **Professional Image**

The appearance of an individual or professional outside the discipline. Students are guided to uphold a positive professional image by portraying a compassionate demeanor and demonstrating respect for 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 [Dress Code](#) policy or the agency's policies along with the [Code of Academic and Professional Conduct](#).

Students are accountable to explain and justify their intentions, actions, and omissions. Demonstrating professional behavior is required for passing all courses and clinical practice regardless of performance in other areas or grades in the course.

## **Traveling Abroad**

---

Students who engage in volunteering or service-learning opportunities abroad, whether accompanied by UMSN faculty or not, are expected to follow the same codes of professionalism that apply in the U.S. In other countries, particularly those with lower resources, policies about the kinds of procedures that can be performed by students may be less clearly defined and/or uniformly regulated than they are in the U.S. Staff at these sites may not be familiar enough with the U.S. educational system to know the level of training volunteers bring and may assign tasks that students would never be allowed to perform at home. This situation can put both patients' and students' health at risk and should be avoided.



at all costs. Furthermore, the learning needs of students are **always** secondary to the safety and health care needs of the host community. Students who are found to have practiced outside the scope of their training while volunteering or interning abroad will be subject to the same disciplinary measures that apply to such violations at home.

## HIPAA Guidelines

Regardless of laws and practices at foreign sites, students who violate HIPAA while abroad will face the same consequences that they would for a violation committed in the U.S. Students should be especially mindful of those consequences when writing about and posting images of their experiences on social media.

## International Travel Registry

Students, faculty, and staff from all U-sM campuses who travel abroad for university-related purposes **must** enter their itineraries and travel plans at the [U-M Travel Registry](#). The registry is a secure system and convenient, one-stop service that facilitates emergency communications and access to university-approved travel abroad health insurance.

## Global Programs

[M-Compass](#) is the U-M's campus-wide gateway for engaged learning opportunities on-campus, in nearby communities, across the U.S., and abroad. UMSN lists all global nursing programs at this site. If you want to use a study abroad experience as your Global Health Immersion Experience requirement for the [Population Health in a Global Context](#) minor, it is highly recommended that you contact the [Office of Global Affairs](#) before committing. Global Health Minor students are required to attend all pre-departure meetings and a post-arrival session, and complete the Global Ambassadors for Patient Safety Oath.

## 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 citation, quotation marks, or other forms of proper acknowledgment; utilization of artificial intelligence inappropriately; or otherwise taking credit falsely. Previously submitted work cannot be resubmitted for another course or assignment without instructor approval, as this may constitute self-plagiarism.

UMSN follows the [American Psychological Association \(APA\) citation guidelines](#). Proper citation of reference material is required. Not following proper citation guidelines may constitute plagiarism and be subject to academic discipline. A required resource for APA formatting and citation is the *Publication Manual of the American Psychological Association* (7th ed., 2020). This reference guide is available at the University libraries, local and online bookstores, and at [APA Style](#). The Shapiro Library [citation guide](#) also contains helpful information about APA.

For the use of [artificial intelligence](#), please follow the guidance from your instructor for use and proper citation. Students are responsible for the accuracy and integrity of all content and citations included in their work. Any content and citations generated or suggested by artificial intelligence tools and used in papers or other assignments must be independently verified for authenticity, accuracy, and relevance. Content and citations that are found to be plagiarized, incorrect, fabricated, unverifiable, or unrelated to the content may result in a reduced grade, or a zero for the assignment, and may be referred for review as a potential honor code violation.

## Coursework and Grading

---

### Course Load

The normal course load in UMSN for Undergraduate students is 14–18 credit hours per fall/winter term and leads to the completion of the required 128 credit hours for a BSN in four years. A student must take a minimum of 12 credits per term to be considered a full-time student.

**Note:** [U-M Financial Aid](#) requires that a traditional student carry 12 credit hours per term to receive maximum aid for which the student is eligible. [Michigan Housing](#) requires students living in their facilities to maintain full-time status (12 credits per term). Any student desiring to take more than 18 credit hours must secure the approval of their academic advisor and will incur additional tuition costs.

Students who wish to elect part-time status must prepare and file a plan of study with an academic advisor. Part-time status will only be approved with extenuating circumstances. Because part-time study requires adjustments in UMSN's enrollment management plans, a full-time plan of study will be presumed to be in effect until revisions to it are approved by the Associate Dean for Undergraduate Studies or their designee.

A student who does not register for UMSN courses at least once per calendar year is considered by U-M as withdrawn and must apply for [readmission](#).

### Elective Requirements

Any course taken for credit at U-M will meet the elective requirement; 100-level courses are particularly designed for freshmen. Students are strongly encouraged to read course descriptions in the [LSA Course Guide](#), review the [UMSN Course Descriptions](#), and consult with their academic advisor before making final course decisions.

Students must have a minimum of 12 elective credits to meet graduation requirements. Based on credit transfer, Sophomore Transfer students need 13 elective credits to graduate. Elected

credits may be selected from any course offered for credit at tU-M, provided the prerequisites for the specific course have been met.

N499 Independent Study may only be taken by those students who have junior or senior standing, as determined by accrued credit hours (55 or more). In unique circumstances, the Associate Dean for Undergraduate Programs may approve N499 for students below junior standing. Independent Study may not be used to make up deficits in required courses. Requests for Independent Study must be developed in conjunction with and approved by a faculty member. Students interested in N499 Independent Study should review the approval process and guidelines contained in the N499 Undergraduate Independent Study Form (which they can receive from their advisor), meet with their advisor, then submit their completed form to their advisor.

The Pass/Fail option is available to undergraduate students who do not wish to receive a letter grade in an elective course. This option is not available for any required nursing, science, First-Year Writing requirement, social sciences, or statistics courses, or a nursing-specific elective. (A required nursing course is any course listed on the curriculum plan, except for electives.) Students can change a non-nursing elective course from graded to Pass/Fail in Wolverine Access during the first three weeks of the semester. During weeks 4–10 of the semester, students must submit a late edit request to their advisor via Wolverine Access to change elective courses from graded to Pass/Fail. The Pass/Fail option may be requested or removed up to the last day of classes. A **maximum** of 4 credit hours of electives may be requested as pass/fail, credit/no credit, or satisfactory/unsatisfactory during a student's enrollment in the program. No course may be taken for credit toward graduation which is determined to be a significant repetition of a course previously taken for credit.

## Transfer Courses

An undergraduate student who plans to take a course at another college or university should consult an academic advisor **before** taking the course to determine if it will transfer to U-M and if it will meet graduation requirements. Transfer courses must be taken at an accredited institution. A grade of "C" (2.0) or better must be earned for a course credit to transfer. If a course is transferred with fewer credit hours than is listed in the UMSN curriculum, the student must earn additional credit in elective courses to obtain the total credit hours needed for graduation (128). Students repeating a course at another institution that they previously took at U-M must earn a "B-" or higher for the credit to transfer. An equivalent course taken prior to admission to UMSN cannot satisfy the requirement to repeat a course failed in the Nursing Program.

If you are interested in taking courses at another college or university, review the [Guest Application Instructions](#). The [Michigan Undergraduate Guest Application](#) serves as your application for admission as a guest student at a Michigan college or university. (Students

attending out-of-state schools need to contact the guest school directly to learn about their visitor status application and process.) Particular attention should be paid to all prerequisite and corequisite course requirements of the guest institution to determine if there are additional requirements for admission or enrollment. This form does not ensure the transferability of courses. UMSN is not responsible for recognizing courses taken elsewhere that do not transfer to U-M or to the Nursing Program.

Upon completion of a transfer credit course, students **must** submit an official copy of the transcript to their UMSN academic advisor; transcripts may also be sent electronically directly from the guest institution. *Transcripts should **not** be sent to the Office of Undergraduate Admissions.* The course will appear on a student's University transcript with the name of the school where the course was taken. These course grades are not calculated into the U-M honor point average and will not affect your GPA.

## Assignments

All assignments are expected to be submitted by the designated due dates. Extensions must be negotiated with the faculty **before** the scheduled date of submission. Late submission of assignments may result in a grade reduction or a loss of credit. All assignments are to be completed by the end of the academic term. Please refer to the course syllabi for specific assignment policy.

## Examinations

All examinations are to be taken at the scheduled times. Students unable to attend an examination due to illness or an emergency are responsible for notifying the course instructor **before** 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 for UMSN freshmen follow the [U-M Examination Calendar](#). Final examinations for sophomores, juniors, and seniors are generally scheduled on the last day of class or at a time designated by the faculty. Please refer to the course syllabi for specific final examination schedules.

## Grading

All UMSN courses adhere to the following grading scale and overall grading policies. (See [Honors Awards](#) for grade-specific awards that can be earned while completing the program.)

|           |           |           |           |           |           |           |           |          |       |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|-------|
| <b>A+</b> | 97–100%   | <b>B+</b> | 87–89.99% | <b>C+</b> | 77–79.99% | <b>D+</b> | 67–69.99% | <b>E</b> | < 60% |
| <b>A</b>  | 93–96.99% | <b>B</b>  | 83–86.99% | <b>C</b>  | 73–76.99% | <b>D</b>  | 63–66.99% |          |       |
| <b>A-</b> | 90–92.99% | <b>B-</b> | 80–82.99% | <b>C-</b> | 70–72.99% | <b>D-</b> | 60–62.99% |          |       |

## Rounding

Final grades will be rounded down to the nearest whole number (e.g., 85.8% would be rounded down to 85%). Rounding will only take place on the final calculations of the course grade. Rounding will not be applied to individual course assignments, quizzes, exams, etc.

## Extra Credit

There is no extra credit for boosting exam or quiz scores or for improving a final grade.

## Clinical Course Grading

All clinical courses require an application of didactic knowledge to the clinical setting. Thus, all PNE (Professional Nursing Education) clinical courses have two performance standards determined by faculty and associated accreditation bodies.

1. Achievement of clinical performance standards.
2. Collectively, earning a passing grade on required clinical assignments.

## Incomplete Grade

An Incomplete (“I”) may be assigned at the discretion of the faculty when there is unfinished work. The student must be in good academic and clinical standing in the course to be granted an Incomplete.

A student must request an Incomplete by contacting the course faculty before the last week of class. The student and the faculty member should discuss a plan, including a schedule for completing the remaining work, before the conferral of an Incomplete. ***Progression requirements apply regardless of the incomplete grade.***

| <b>Recorded Term</b> | <b>Make-up Deadline for Incompletes</b>          |
|----------------------|--------------------------------------------------|
| Fall                 | Last day of classes of the following Winter term |
| Winter               | Last day of classes of the following Fall term   |
| Spring/Summer        | Last day of classes of the following Fall term   |

Under extenuating circumstances, a one-term extension may be granted with approval by the faculty member and the Associate Dean for Undergraduate Studies or their designee.

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.

Remaining work that is 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.

## Progression Requirements

---

Students must earn at least 128 credits and fulfill the following requirements in order to advance through the undergraduate traditional BSN program.

- a. Must earn a grade of “C” or higher in all courses required in the nursing program. A passing grade per U-M policy is required for elective courses to count as an elective credit.
- b. Must achieve a combined weighted average of 73% on all examinations to pass the course in each of UMSN didactic courses.
- c. Must meet all course prerequisites before starting each course.
- d. During Level 2 of the BSN Program, students must successfully complete the fall term nursing and science courses before proceeding to winter term nursing and science courses. Students must successfully complete all Level 1 required courses before proceeding to Level 2 of the program.
- e. Must provide evidence of successful completion of prerequisite courses to be given a clinical placement. Students repeating a prerequisite science course will be given their clinical placement after proof of successful completion of the class is submitted to UMSN. Clinical placements are contingent upon space availability and cannot be guaranteed.
- f. Must maintain a minimum cumulative GPA of 2.0. If a student receives a GPA below 2.0 for a term, they are placed on Academic Notice. If a 2.0 cumulative GPA is not achieved in the following term, the student will be disenrolled from the program.
- g. Will be disenrolled from the program if they fail any two courses in the program. An option for reinstatement is available through participation in the [RISE Program](#).
- h. Must repeat science courses at an accredited institution. NURS 245 and NURS 236 repeats must be completed at UMSM and will impact degree progression by one year
- i. If a didactic course is repeated at UMSN, a grade of “C” or better must be achieved. If the didactic course is approved and repeated at another institution, a grade of “B-” or better

must be achieved.

- j. Must achieve a minimum of “B-” in a repeated clinical course or will be disenrolled from the program.
- k. Must repeat clinical nursing courses at the University of Michigan–Ann Arbor campus.
- l. If a student is disenrolled from the school due to course failures, the student has the option of applying for readmission through participation in the [RISE Program](#). Petition for readmission must be received by designated due date. UG Leadership will review the student’s request to determine appropriate next steps. If the student is re-enrolled, the student will be required to participate in the RISE Program, which will require additional co-curricular activities to support academic success. **Note:** Any further failures will result in permanent disenrollment and petitions for readmission through CAASS will not be allowed.
- m. Will be admitted or enrolled in courses dependent on space availability.
- n. Must complete all BSN coursework within seven years from the time of admission or will be disenrolled. Students may petition CAASS for an extension, readmission, or reactivation to complete the program. The petition should include a specific time request. Students may be required to take additional courses if the curriculum has changed or repeat courses if it is determined that they require current content or skills. Students will be required to complete a clinical assessment in the Clinical Learning Center prior to the start of the term to determine the appropriate coursework needed upon return.
- o. May request a leave of absence (LOA) from the program if there are extenuating circumstances. LOA requests should be made in writing to the Associate Dean for Undergraduate Studies and include the reason and specific timeframes for returning. LOAs may not exceed three consecutive terms (fall, winter, spring/summer). If the LOA is longer than three terms, the student must petition CAASS for reactivation in the program. Upon return, placement into courses will be determined by the Associate Dean for Undergraduate Studies, Director(s) of the Undergraduate Program, and faculty.
- p. May have one term of withdrawals during which they withdraw from one or more courses. Withdrawals shall be made within the designated UMSN withdrawal period.
- q. Must petition CAASS with extenuating circumstances to continue the progression and remain enrolled in UMSN for any additional withdrawals in subsequent terms. The student may be asked to leave the school or be disenrolled for a specified period. Return to UMSN requires adequate documentation from appropriate sources. The type and adequacy of the documentation are determined by UMSN. Students must be able to meet UMSN Technical Standards.
- r. Students who request a withdrawal from a course for extenuating circumstances after the designated UMSN time period, are in good standing in the course (e.g., passing the course) and have no previous terms of course withdrawals, may be granted withdrawal status by the Associate Dean for Undergraduate Studies.
- s. Students who request a withdrawal from a course after the designated UMSN time period, and are failing the course, may petition CAASS if the request is denied by the Associate Dean for Undergraduate Studies.



- t. Students may request a retroactive course withdrawal after the semester is over and up to one year past the end of the term of the course in question. Documentation of significant extenuating circumstances will be expected. Approvals are made by the Associate Dean of Undergraduate Studies on an individual basis. **Note:** Late drop petitions (following the deadline up until the end of classes) and retroactive late drops (after classes have ended for the term) are rarely granted and must meet specific conditions.
- u. A student may be asked to leave any course at any time during the term and will receive a failing grade, no higher than a “C-”, without completing the course. This is done with a recommendation from the faculty with approval from the Associate Dean for Undergraduate Studies or Director(s) of the Undergraduate Program, in certain situations including, but not limited to, unsafe clinical practice, failure to meet minimum performance requirements indicating the failure to progress, or unprofessional behavior.
- v. A student may obtain a course grade of Incomplete (“I”) only if they are in good academic and clinical standing; an Incomplete must be negotiated with the faculty by the last week of class. A student must finish an Incomplete course by the end of the following term or during a time frame established by faculty if necessary to begin another course.
- w. A student may be asked to leave the program permanently or for a designated period by the Associate Dean for Undergraduate Studies, if they are unable to meet the requirements of the Technical Skills policy. Conditions for return may be determined by the Associate Dean for Undergraduate Studies and include requirements such as letters from health care providers or other relevant documentation. The adequacy of documentation is determined by UMSN.
- x. Students disenrolled from UMSN will no longer receive formal advising support. Students needing guidance are expected to reach out to the department of interest to establish necessary support and further advising.

## Safety, Professionalism, and Attendance (SPA)

---

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

Unprofessional behavior may be addressed through the [Code of Academic and Professional Conduct](#).

### Safety

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



Refer to the course syllabus and learning management system for professionalism and attendance guidance in didactic (lecture) courses. Unprofessional behavior in the classroom may end with the student being asked to physically leave the space. Clinical/lab/simulation are an integral part of student clinical learning. This area of SPA provides students with the foundational approach needed for successful clinical experience.

### **Unsafe / Harmful Practice**

Unsafe practice refers to actions or omissions that have the potential to jeopardize patient safety, violate professional standards, or create conditions that could lead to errors or adverse outcomes. These practices may not result in immediate harm but pose a risk that could lead to harm. Harmful practice involves actions or omissions that result in actual harm to a patient, staff, or student. This can include physical, emotional, or psychological harm and represents a breach of the duty of care expected in the nursing profession.

In some cases of unsafe or harmful practice, the student may fail from the course and/or be removed from the nursing program. Examples of unsafe or harmful practice include, but are not limited to the following.

- Inadequate preparation and knowledge.
- Safety concerns related to the provision of patient care (e.g., practices that may lead to falls or pressure ulcers, patient misidentification, lack of training or proper oversight).
- Medication administration (e.g., failure to follow the medication administration process as defined in the UMSN medication administration rubrics, failure to follow 5 rights, administration of incompatible medication, etc.).
- Patient handling (e.g., unsafe transfer techniques, misuse of transfer equipment, ignoring safety protocols).
- Communication (e.g., failure to use feedback loop for clarity, incomplete or inaccurate information, poor documentation, ineffective handoffs, failure to listen, etc.).
- Failure to report incidents according to institutional policy and/or to the instructor.
- Ignoring infection control policies and procedures (e.g., misuse of PPE, inappropriate hand hygiene techniques for specific situations, improper sterile technique practices).
- Negligence in patient monitoring as appropriate by nursing student level (vital signs, etc.).
- Breach in patient confidentiality.
- Printing of medical records (HIPPA violation).
- Ignoring scope of practice.

### **Professionalism**

Professionalism is a cornerstone of nursing practice and encompasses behaviors, attitudes, and actions that reflect the values and principles of the nursing profession. Unprofessional

practice can compromise the care provided to patients and the learning environment for students. Examples of unprofessional behaviors in a clinical/lab/simulation setting include, but are not limited to the following.

- Inappropriate communication
- Disrespect toward faculty, staff, or peers
- Poor time management and reliability
- Lack of accountability
- Inadequate personal presentation
- Disrespect for cultural and individual diversity
- Boundary violations
- Lack of integrity and ethical standards
- Violation of the [Technology and Social Media policy](#)

**Note:** Each situation is reviewed by the faculty and UG Leadership individually.

## Attendance

To meet course and/or clinical objectives, students must be present and engaged in the classroom and/or the clinical learning environment. Excessive absences in either the classroom and/or clinical learning environment may impede a student's ability to meet course and/or clinical objectives, resulting in an unsuccessful course completion. Students are expected to attend and participate in all classes and clinicals. Faculty may request documentation regarding the nature of an absence (e.g., health provider note, proof of emergency), particularly if absences become excessive.

Attendance at all clinicals is mandatory. Please refer to specific guidelines in clinical course syllabi regarding the faculty's preference and instructions for reporting absences or tardies. **All missed clinical/lab/simulation hours, including excused and unexcused absences, must be made up.** Timing for make-ups is dependent on the availability of continued clinical site access, which may mean completing hours in a different term, resulting in an Incomplete until hours are successfully completed. Refer to didactic course syllabi for attendance expectations.

## Tardies

Being tardy (up to 10 minutes late) for clinical/lab/simulation **without** notifying the instructor is a breach in professionalism and will result in a PIP, Course Warning, and/or potential failure of the course. When students fail to arrive on time, it affects other nurses, patients, faculty, and the student's own performance.

- 1st occurrence: Performance Improvement Plan
- 2nd occurrence: Course Warning
- 3rd occurrence: May result in failure of the clinical course

## Unexcused Absences

An unexcused clinical/lab/simulation absence is an absence from the scheduled clinical activity without the permission of the instructor and will result in a Course Warning with a one-step grade drop. When students fail to be present, it affects other nurses, patients, faculty, and the student's own performance. Examples of unexcused absences include, but are not limited to the following.

- Not calling in advance. / Not calling prior to your faculty inquiring where you are.
- Not showing up for clinical without notifying faculty.
- Senior student missing mandatory Bootcamp.
- Taking personal vacations on scheduled clinical day(s).
- Taking a day off to study on scheduled clinical day(s).
- Missing clinical because compliance and/or mandatories are not completed.

## Excused Absences

For an absence from clinical/lab/simulation to be considered excused (for reasons of illness or death in the family), students must contact the instructor. All excused absences require appropriate documentation from the student, including supporting documents (e.g., a note from a health provider for illness) as applicable.

It is the responsibility of a student to inform faculty **prior** to an absence or illness. For preceptor-driven courses, the faculty will provide direction regarding contacting the clinical unit, preceptor, or charge nurse at least one hour (or earlier) before the scheduled assignment. When calling to report an illness or absence, provide the faculty, preceptor, or charge nurse with the following information.

- name of student
- name of preceptor
- nature of illness
- anticipated duration of illness

## Performance Improvement Plan (PIP)

The intent of the Performance Improvement Plan (PIP) is to formally outline and document a faculty and student collaboration to address specific **minor, correctable behavior** related to professionalism, clinical performance, or attendance. A PIP is warranted when a student's behavior does not align with standards outlined in the course syllabus, handbook, and/or other UMSN expectations, but has not reached the level of necessitating a Course Warning. If the PIP is not successfully fulfilled by the established due date, a Course Warning will be issued and filed in the student's academic record.

## Course Warning for Safety, Professionalism, or Attendance (SPA)

The intent of the Course Warning for Safety, Professionalism, or Attendance (SPA) is to formally outline and document a faculty and student collaboration to address **serious behavior concerns**, including safety issues, unprofessionalism, and unexcused absences in a required course. A Course Warning for SPA will list specific areas in which the student is failing to meet course objectives, clinical competence, or professional behavior, and will outline specific actions the student must take to obtain a passing grade. The Course Warning is discussed with the student, who may provide personal reflections related to their perception of the situation in the electronic version. Course Warnings may be given at any time during the term as determined by the course faculty.

Course Warnings for didactic courses are completed by faculty using the [LSA Undergraduate Academic Progress Report](#); the student receives a copy of the report. There is a grade-drop associated with receiving each Course Warning for SPA. Two Course Warnings for SPA may result in failure of the course.

**Note:** There may be instances where an automatic failure is warranted, such as when there are blatant safety concerns or egregious unprofessional behavior. In these cases, remediation is not possible.

Faculty will choose the applicable performance plan for a student in the event that behavior falls outside of expectations.

**Note:** A PIP and Course Warning can be issued independent of each other and do not follow a specific order of sequence.

| Performance Improvement Plan (PIP)                                                                                                                                      | Course Warning for Safety, Professionalism, and Attendance (SPA)                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Used to address <b>minor, correctable behavior</b> related to professionalism, clinical performance, or attendance                                                      | Used to address issues related to <b>serious behavior concerns</b> , including safety issues, professionalism, and unexcused absences in a required course |
| Requires a collaborative action plan                                                                                                                                    | Requires a collaborative action plan                                                                                                                       |
| No grade drop                                                                                                                                                           | Grade drop with each Course Warning for SPA                                                                                                                |
| Continue PIP action steps until behavior is corrected.<br><br>If it is determined that behavior escalates to a serious concern, a Course Warning for SPA may be issued. | Two Course Warnings for SPA may result in a failure of the course.                                                                                         |

## Academic Performance Improvement

---

Students who are having academic difficulty in a course should contact the faculty member teaching the course early in the term. This allows the opportunity to make an improvement plan and determine strategies that may be helpful. Students should also contact their academic advisor for additional resources and assistance. A delay in contacting faculty or an advisor for assistance in a course may make it difficult to ultimately do well in the course.

Students will be given verbal feedback and/or written documentation by their faculty if they require performance improvement in a required academic or clinical course, if there is concern about the student's progression, or if there is concern about the student's professional behavior. Documentation will list specific areas in which the student is failing to meet course objectives, clinical competence, or professional behavior, and will outline steps the student must take to obtain a passing grade. Documentation is discussed with the student who may make comments in the electronic version. A copy of the documentation is sent to the academic advisor to place in the student's academic record, to the Director(s) of the Undergraduate Program, and to the relevant course faculty. Academic/clinical course performance documentation may be given at any time during the course as determined by the faculty.

## Science Learning Circles (SLCs)

Science Learning Circles (SLCs) are peer-led study sessions that provide additional resources to students. Data has shown that students participating in the SLCs have high levels of success. Students who attend SLCs also have the opportunity to participate in 1:1 peer and/or faculty academic coaching if they continue to show academic decline within a course.

Students are required to attend at least one in-person or virtual SLC session per week **if they receive less than 77% on any exam** during each semester that they are registered for the following courses.

- NURS 210: Human Anatomy and Physiology Body
- NURS 218: Applied Statistics
- NURS 236: Microbiology and Infectious Diseases
- NURS 240: Pharmacology
- NURS 245: Pathophysiology
- NURS 262: Therapeutic Nursing Care I
- NURS 370: Reproductive Health
- NURS 372: Therapeutic Nursing Care II

Students must continue to attend weekly SLCs until they achieve a 77% or higher on a subsequent exam within that course, excluding final exams. Additional activities will be required if a passing grade is not achieved on a subsequent exam and/or the student is

already attending SLCs regularly. In limited cases, extenuating circumstances may be considered.

Students are required to attend at least one in-person or virtual SLC session per week **if they have a cumulative grade less than 77% upon completion of each exam** during each semester that they are registered for the following course.

- BIOLCHEM 212: Descriptive Biochemistry

Students must continue to attend weekly SLCs until they achieve an overall score of 77%, which will be assessed after each exam. Additional activities will be required if a 77% is not achieved after the subsequent exam and/or the student is already attending SLCs regularly. In limited cases, extenuating circumstances may be considered.

## **RISE: Support for Aspiring Nurses**

The RISE Program is offered to students who have failed two or more courses and have subsequently been disenrolled from the BSN program. Students have the opportunity to be reinstated by following a petition process and participating in the RISE Program; participation is mandatory. The RISE Program provides a comprehensive array of resources to the student with the expectation that the student will fully engage with all resources identified in their individualized Engagement Plan. In the event a student fails an additional course while in the RISE Program, they will not have the option of applying again for reinstatement.

## **Academic Disciplinary Action**

---

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

**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.

**Academic Warning:** A student will be sent a letter of Academic Warning if the student has a 2.0 (C) cumulative grade point average but has achieved less than a 2.0-grade point average in each semester.

**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.

**Probation:** A student will be placed on academic notice if a grade of less than “C” 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 2.0. For a student to be removed from academic notice, they must earn no grade less than “C” and repeat the deficient nonelective course. The following semester, the student must earn a “C” or higher in all courses to be taken off probation.

**Ineligible to Register in the School of Nursing:** UMSN requires a student to withdraw when they have failed two (2) required courses in the nursing program and/or are unable to achieve a cumulative 2.0-grade point average in the following term after they are placed on academic notice. A student's second attempt in a different term is equivalent to failing two courses. If, after grades are available to UMSN, it is determined that a student is not eligible to be in classes for which they are registered, the student will be disenrolled from said classes.

### **Notification of Academic Disciplinary Action**

The Office of Undergraduate Studies will email a letter to the student's umich account informing them of any current academic disciplinary actions noted above.

## **Student Grievance**

---

The purpose of the Student Grievance Process is to provide a mechanism for an objective internal review of faculty and staff actions or UMSN committee decisions. This Grievance Process may be utilized by students enrolled in courses in UMSN who believe these decisions resulted from inequitable and/or discriminatory decision-making procedures or processes. The wisdom of a decision, including grades, 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 cooperation, openness, and good faith of all parties involved.

### **Committee on Academic Admissions & Scholastic Standing (CAASS)**

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

- review and recommend for faculty approval all admission, progression, and graduation policies for UMSN, and
- act on petitions for exceptions to UMSN admissions, progression, and graduation policies.

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 UMSN's academic policies for students enrolled in the program. If a student presents extenuating circumstances, CAASS will consider exceptions to standard policy on an individual basis. CAASS will not recognize requests for a petition for reapplication or re-enrollment from

disenrolled students except for demonstration of extenuating circumstances and approval from the Chair of CAASS after one term of disenrollment.

The purpose of a petition to CAASS is to request an exception to an academic policy or a modification of an academic program plan/progression. As a first step, the student must meet with an academic advisor to discuss the matter. 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 before the scheduled committee meeting. The Chair of CAASS initiates and emails a letter informing the student of the committee’s decision and any stipulations and/or conditions for progression; a copy is placed in the student’s academic file.

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 status, progression, or graduation. The purview of CAASS does not include changing course grades. Disputes about course grades or course performance are addressed with the faculty in that course. The Student Grievance Process provides a mechanism for the objective internal review of faculty and staff actions or school committee decisions.

The Resolutions Officer, Associate Dean of Undergraduate Studies, and/or course faculty cannot override a CAASS decision. However, if a student believes they possess additional noteworthy information not presented in the original petition, they may provide further explanation in writing to the Chair of CAASS. The Chair of CAASS, the Resolutions Officer (who will interface with the Associate Dean of Undergraduate Studies), and an academic advisor will discuss the information with the student. If it is deemed that the information presented is not new, the student will be advised that the submission of a revised petition is not warranted. If a student is not satisfied with the process used by CAASS regarding the revised petition, the student may initiate the procedure outlined in Student Grievance Process.

### **Extenuating Circumstances**

Extenuating circumstances are unforeseen events that 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. These circumstances need to be seen as:

- severe and exceptional;
- unforeseen or unavoidable;
- occurring close to the time when the exception is requested; or
- demonstrable to have an impact on academic performance.

Extenuating circumstances may 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 are 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 the required course and progression requirements to the extent that they are unable to achieve the required learning objectives. This type of situation will be evaluated by faculty, the Resolutions Officer, the Associate Dean for Undergraduate Studies, or the Director(s) of the Undergraduate Program.

# 5: Compliance

---

Before beginning any UMSN course — including all didactic, clinical, and lab components — all students are required to satisfy all health and safety Compliance Requirements by the dates determined for the 2026–2027 academic year. Students needing assistance in meeting these requirements should seek out health care services through [University Health & Counseling](#).

For a student to be considered compliant, all [Compliance Requirements](#) must be valid for the entire academic year (fall and winter terms + spring/summer term, if enrolled). Compliance requirements may not expire at any time during the academic year. **For 2026–2027, students are required to remain compliant through April 27, 2027.**

All compliance requirements must be uploaded to the student’s [Complio](#) account and in “meets requirements” status by the posted deadlines. Students are advised to upload their compliance documents **at least 2 weeks prior to the deadline** for approval processing time. Any student who does not have all necessary requirements submitted for the academic year by the required deadlines may be subject to one of the following conditions.

- Students with a clinical component during the term will not be permitted to attend.
- Students without a clinical component during the term will have a registration hold for the upcoming term.

| Fall 2026                                          | Deadline for Compliance Requirements<br><i>“meets requirements” status</i> |
|----------------------------------------------------|----------------------------------------------------------------------------|
| Freshmen                                           | no later than September 30, 2026                                           |
| Sophomore Transfers<br><i>Entering summer 2026</i> | no later than August 1, 2026                                               |
| Sophomores, Juniors, & Seniors                     | no later than August 1, 2026                                               |
| All undergraduates: Flu Vaccine                    | no later than October 15, 2026                                             |

## Clinical-specific

---

Students in clinical practice may be required by a clinical agency to meet additional compliance requirements. Some of the requirements (e.g., fingerprinting) may incur a fee; students are responsible for paying fees for additional compliance requirements.

**Note:** A REAL ID or another form of acceptable identification (e.g., U.S. passport) will be required for clinical placement at the VA Ann Arbor Healthcare System.

Students will not be allowed to begin clinical experiences if compliance requirements are not met by the deadlines (UMSN-specific requirements by the posted deadlines and clinical agency requirements by the agency's deadlines). Clinical agency deadlines may be different from UMSN deadlines. Students who do not meet agency deadlines for additional compliance requirements will lose their clinical placement for the term.

## Required Fees

---

All mandatory fee requirements are outlined in [Canvas: Undergraduate Student Resources](#).

Students must purchase and create an account with the vendor, [Complio](#), in order to upload all compliance documents. Complio accounts are a one-time purchase.

Students must purchase a one-time background check.

All sophomores in their first semester must purchase and create an account with the vendor, [ACEMAPP](#), a clinical rotation management, learning, and certification system. This must be renewed annually prior to the expiration date.

## Criminal Background Check

---

Students must notify the [Office of Undergraduate Studies](#) of any changes to their criminal record after submitting the criminal background check. This notification should be made within three business days of arrests, plea bargains, sentencing, convictions, or other criminal activity. Issues with a student's criminal background check may prevent that student from being able to sit for state licensure. UMSN cannot guarantee that any student who graduates will qualify for licensure.

**Note:** 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 BSN program and, therefore, may result in the student being withdrawn from that course. In these cases, the student should promptly consult with their advisor to explore alternative placements or degree programs. Under certain circumstances, students may not be eligible to graduate from UMSN.

## Substance Use

---

To promote patient safety and to facilitate early identification and intervention for students with substance use and related disorders, as well as maintain compliance with mandates of affiliated clinical agencies, it is UMSN policy to [test all students annually](#) for substance use.

UMSN is committed to the safety of patients, students, faculty, and staff. UMSN is also

dedicated to the promotion of health of its community members, including those with physical, psychiatric, and substance use concerns, and establishes consistent policies and procedures that foster safety and health. UMSN supports wellness, restoration, and rehabilitation of students to promote optimal personal and professional functioning. UMSN supports students in caring for themselves to safely care for others.

## 6: Clinical Placements

---

Clinical agencies use [ACEMAPP](#) to determine which nursing programs are accepted for clinical placement in their facility. ACEMAPP informs schools of accepted agencies at the end of June for fall term and in November for winter term. Thus, UMSN cannot make assignments to specific units or areas until these times. See [Canvas: Undergraduate Student Resources](#) for more information regarding clinical placements.

**Note:** There are times when clinical agencies make unexpected changes that require UMSN to find alternate placements for students. This means that a student's clinical placement could be changed at the last minute.

### Locations

---

Clinical and observational experiences take place in a wide range of health agencies near or within a limited distance to the Ann Arbor area. Clinical placements may include, but are not limited to, hospitals, extended care facilities, city and county health departments, schools, preschool enrichment programs, childcare centers, child health centers, community mental health agencies, and senior citizen centers.

**Note:** Clinical facilities may not provide secured space for outerwear, books, or valuables. It is recommended that students leave personal belongings and valuables at home.

### Transportation

Students may be required to travel within Ann Arbor and to surrounding areas for clinical and observational experiences. Some clinical locations may be at a distance which require more substantial travel time. Students are responsible for their own transportation to clinical sites. Following are some strategies to meet transportation requirements for clinicals.

- Taking public transportation or U-M buses when available.
- Carpooling with other students.
- Sharing rideshare expenses with other students.
- Renting a car and/or sharing the expense of renting a car with another student.
- Borrowing a car from family/friends.

**Note:** Although students will need to drive to clinical locations, they should be aware that parking around [UMSN](#) and in [Ann Arbor](#) can be extremely limited.

### Dress Code

---

A clinical placement dress code has been established in recognition of the fact that mode of dress affects the establishment of rapport and the working relationships with patients, families, and other care providers. Students are expected to wear UMSN student clinical uniforms when

providing nursing care, unless a different policy is specifically defined by the clinical unit or agency.

While in clinical uniforms or in business attire, makeup 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 additional restrictions. Students will be asked to leave a clinical site if faculty or agency personnel determine the attire is not appropriate.

## **Clinical Uniform**

### **Clothing**

- Navy (dark blue) scrubs (matching top and bottom), properly fitting
- White lab coat
- Professional appearing long-sleeve covering (if desired)
- Professional appearing turtleneck or crew neck shirts to wear under scrubs
- Dress of appropriate length (knee-length or longer; for bending and stretching) worn with white/neutral stockings
- Religious, cultural, or medical head coverings (e.g., yarmulke, hijab)

### **Shoes**

- Shoes with closed-toe and enclosed low heel, without mesh
- Sandals (e.g., Birkenstocks, Crocs) are not permitted
- Boots are not permitted
- Socks or stockings are required

### **Appearance**

- Avoid any extensions of self (hair, jewelry, clothing, scarves, nails) that may compromise infection control and/or student and patient safety.
- Use a band, clip, head covering, etc. to contain hair and prevent loose hair from falling forward.
- 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.
- Artificial or gel nails are not allowed due to potential infection. Nail polish, if used, should be clear or pale pink/white, without chipping. Nails are to be clean and of a length that cannot scratch the patient during care.
- No excessive jewelry may be worn around necks, wrists, or hands which could harbor bacteria or pose a safety hazard to the student or patients.
- Visible body piercings, other than one piercing per ear, may be a safety concern in patient-facing settings. We do not recommend nose rings, dangling earrings, or multiple

earrings to be worn in patient-facing settings.

### **Identification**

- Students must always wear U-M identification and any name pin or other identification provided by the clinical agency.
- The [UMSN patch](#) must be sewn onto the left sleeve of each uniform, lab coat, and long-sleeve covering that is worn on the clinical unit.

### **Purchasing Clinical Uniforms**

- Navy (dark blue) scrubs (matching top and bottom) may be purchased at local or online retailers.
- Sophomores will receive two free patches. Additional [UMSN patches](#) can be purchased (\$5 each) in the UG Studies Office.

### **When Not in Uniform**

For some placements, students do not wear the UMSN student clinical uniform and are expected to adhere to placement and facility requirements. This may occur in some community settings as well as when working with nurse leaders during respective clinicals. Examples of professional and casual business attire follow.

#### **Professional Business Attire**

- Suit/Jacket and pants/skirt (knee-length or longer)
- Dress, tailored fit (knee-length or longer)
- Blouse/Dress shirt
- Stockings/Socks: complement attire
- Shoes: comfortable, low heel, complement attire, clean and/or shined
- Jewelry (if applicable): simple, in good taste
- Tie (if applicable): fits the occasion and complements attire, in good taste
- Belt (if applicable): complements attire

#### **Casual Business Attire**

- Blouse/Dress shirt
- Slacks, chinos, or khakis: pressed
- Skirt or dress (knee-length or longer)
- Blazer/Sweater
- Shoes (loafers, flats, or lace-up shoes): comfortable, low heel, complement attire, cleaned and/or shined

## Inappropriate Attire

T-shirts, tank tops, denim, shorts, skirts more than 2" above the knee, tight-fitting clothing, sneakers, flip-flops, sandals with exposed toes, athletic wear (including hoodies or leggings), bare midriffs, or low-cut or low-rise garments should not be worn to any clinical placement.

## Additional Equipment

---

- Watch with a second hand
- Professional-quality stethoscope with bell, diaphragm, rubber tubing with a good, clear sound (not plastic)
- Good-quality penlight (optional)
- Bandage scissors (optional)

## Onboarding

---

Onboarding is composed of completing various institutional requirements. For a successful clinical placement, students must complete all onboarding requirements 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, (e.g., getting a badge, creating an online agency profile, etc.). Some requirements may incur additional student fees. These include, but are not limited to:

- fingerprinting,
- REAL ID, or another acceptable form of identification, and
- online training (outside of the ACEMAPP account) through the clinical agency.

In-person training/orientations (or mandatories) set forth by clinical agencies are part of the onboarding process. Onboarding provides 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, and
- HIPAA.

All undergraduate student nurses must complete agency-specific mandatories by the communicated deadlines, which may be different from UMSN compliance deadlines. Students are required to follow all clinical placement site policies and guidelines related to on-boarding and clinical care.



**Note:** Students are not allowed to provide patient care if agency mandates are not complete.

## Skills Preparation

---

Throughout the BSN program, sophomores, juniors, and seniors will be required to complete clinical skills preparation, including clinical check-offs and competencies. Students must be able to perform the designated skills and competencies for their program level before the beginning of their clinical experiences. Juniors and seniors must pass competency checks before beginning clinical (as applicable).

Students will be notified in advance of the specific skills and competencies they are required to perform. Assistance and practice opportunities will be available up to the time of assessment.

- If a junior or senior student fails competencies twice, the student cannot begin on the clinical unit until further remediation of skills and display of competency is completed. Undergraduate Leadership will determine a remediation plan, which will be required for completion prior to future assessment. Progression in the course may be impacted if the student is unable to display competency.
- If a senior fails all three items during competencies (critical thinking and two skills) they will receive a clinical warning with a grade drop.

## Clinical Learning Center (CLC)

The [Clinical Learning Center](#) provides skill training, simulation, competency testing, and open practice opportunities for sophomores, juniors, and seniors. The Undergraduate Lead CLC Faculty works closely with the clinical faculty to assist students with their training.

A faculty may identify concerns about a student's performance and refer them to practice sessions in the CLC. The faculty may also refer the student for remediation. During remediation, the student must demonstrate progress and achieve performance expectations.

## Medication Calculation (safeMedicate)

Throughout the BSN program, sophomores, juniors, and seniors are required to demonstrate competency in medication dosage calculations. Students are expected to accurately calculate medication dosages for patients across the lifespan.

**Sophomores** begin medication calculation testing during the first term in which they administer medications (typically winter term). **Juniors and Seniors** complete medication calculation assessments during the first week of each clinical term.

Medication calculation assessments are administered through [safeMedicate](#). A license is purchased by UMSN in order to take the assessments.

## Authentic Diagnostic Assessment (ADA)

Prior to the start of the semester, sophomores, juniors, and seniors must complete the required safeMedicate learning modules, practice exams, and Authentic Diagnostic Assessments (ADAs). ADAs are preliminary assessments that ensure students are prepared to complete the final Authentic Assessment (AA).

Students who do not achieve the required scores on the ADAs must complete remediation and retake the ADA until the required score is achieved. Students may not proceed to taking the AA until all ADA requirements have been met.

## Required Scores

| Level                   | Required Score |
|-------------------------|----------------|
| Sophomore (winter term) | 90%            |
| Junior                  | 95%            |
| Senior                  | 100%           |

## Authentic Assessment (AA)

Authentic Assessments (AAs) are administered at the beginning of the term.

- Failure to complete required ADAs by the assigned deadline is considered a failed attempt and the student cannot proceed with the scheduled AA.
- Missing a scheduled AA for an [unexcused absence](#) is considered a failed attempt.
- Missing a scheduled AA for an [excused absence](#) is not considered a failed attempt.
- All conflicts must be communicated and all retakes must be scheduled with the [safeMedicate Lead](#).

## Requirements & Remediation

**Sophomores (winter term)** must achieve 90% or better on all Authentic Assessments (AA).

- Failure to achieve 90% on the first attempt will result in the student:
  - needing to complete remediation, and
  - successfully pass the assessment before administering medications in clinical.
- Failure to achieve 90% on the second attempt will result in:
  - clinical warning,
  - one-step reduction in the clinical course letter grade, and
  - required meeting with the safeMedicate Lead.
- Failure to achieve 90% on the third attempt will result in:
  - mandatory meeting with the Undergraduate Nursing Directors. **Note:** Progression in the

program will be delayed.

**Juniors** must achieve 95% or better on all Authentic Assessments (AA).

- Failure to achieve 95% on the first attempt will result in the student:
  - needing to complete remediation, and
  - successfully pass the assessment before administering medications in clinical.
- Failure to achieve 95% on the second attempt will result in:
  - clinical warning,
  - one-step reduction in the clinical course letter grade, and
  - required meeting with the safeMedicate Lead.
- Failure to achieve 95% on the third attempt will result in:
  - required meeting with the Undergraduate Nursing Directors. **Note:** Progression in the program will be delayed.

**Seniors** must achieve 100% on all Authentic Assessments (AA).

- Failure to achieve 100% on the first attempt will result in:
  - Mandatory remediation.

**Note:** *Population Health/Leadership* students may continue attending clinical but may not administer medications until they successfully pass. *Nursing Therapy III* students may not attend clinical until they successfully pass.
- Failure to achieve 100% on the second attempt will result in:
  - clinical warning,
  - one-step reduction in the clinical course letter grade, and
  - required meeting with the safeMedicate Lead.
- Failure to achieve 100% on the third attempt will result in:
  - required meeting with the Undergraduate Nursing Directors. **Note:** Progression in the program will be delayed.

## **Repetition of a Clinical**

---

There may be restrictions on which clinical placements are most suited to a student repeating a clinical course. When repeating a clinical course, registration is offered on a space-available basis only. The student should confer with their advisor to discuss plans for repeating a clinical.

## **Confidentiality and Medical Records**

---

[The Health Insurance Portability and Accountability Act \(HIPAA\)](#) governs the use and release of a patient's Personal Health Information (PHI), also known as Protected Health Information. All students and faculty with any access to a clinical setting must 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 agency policies regarding the use of and access to electronic medical records.

## Technology and Social Media

---

Students must follow clinical agency policies regarding the use of technology or social media. A clinical setting may allow the use of technology or online space or the use of social media for work purposes. These technologies and platforms are only to be used as they relate directly to patient care or specified agency activities.

A clinical agency's technology, tool, computer, or online space cannot be used for personal use, such as checking e-mail or being on social media platforms. Any personal communication, such as cell phone use or texting, must be done outside of agency clinical areas and 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 online 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 [Code of Academic and Professional Conduct](#), up to and including disenrollment from UMSN.

## Injuries

---

When a student is injured—including a needle stick—during a clinical experience, they must immediately contact the clinical faculty and/or the nurse in charge of the unit. The clinical faculty and the student together should fill out and submit an injury report and complete appropriate follow-up. The faculty member should then provide a copy of all injury paperwork to the Office of Undergraduate Studies for placement in the student's file.

The student may be sent to [University Health Service \(UHS\)](#), the agency's employee health services, or, if the injury is serious, to an Emergency Department. The student may be asked to fill out paperwork specific to the agency at which the injury occurred.

## Body Substance Exposure

If a student is exposed to cuts, scrapes, punctures, mucous membranes, blood, or other body fluids, the following steps are recommended.

- Immediately report the exposure to the faculty and the appropriate personnel at the clinical site.
- Follow all procedures outlined in the agency's exposure policy, including any required incident reporting, evaluation, or treatment.
- Seek additional medical evaluation as needed. Students are advised to follow up with [University Health Service \(UHS\)](#) or other healthcare provider when warranted after the exposure.

## **Pregnancy**

---

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

## **Malpractice**

---

All "students in training" while in the performance of an approved course of studies in the healing arts and related services under the auspices of The University of Michigan hold malpractice insurance. For additional information, contact:

[U-M Insurance and Claims Administration](#)

Shared Services Center

1000 Victors Way

Ann Arbor, MI 48108

734-764-2200

## 7: Registration

---

The process of Course Registration, as well as helpful tutorials, are included in [Canvas: Undergraduate Student Resources](#). Students should register as soon as possible after being issued an enrollment/registration appointment to ensure space in a course. Students who do not complete the registration process are not guaranteed placement in UMSN courses. Failure to register prior to the first day of a term results in a [late registration fee](#).

The Office of the Registrar's [Schedule of Classes](#) lists course offerings by academic year/term with specific course details (e.g., day, time, location, instructor). Also see [Course Descriptions](#). Register via [Wolverine Access](#) during your U-M designated date and time.

Academic advisors provide overrides (electronic permission allowing a student to bypass standard registration restrictions) for students to register for specific UMSN courses based on the set program plan.

For general information about enrollment and registration (e.g., term withdrawal, add/drop procedures, enrollment/registration appointments), tuition and fees, and ordering transcripts:

[Office of Registrar](#)  
[wolverineservices@umich.edu](mailto:wolverineservices@umich.edu)  
734-647-3507

## Drops/Adds

---

Students must follow the drop/add policy outlined here for all UMSN courses. Refer to [U-M guidelines](#) regarding fees and tuition adjustments.

[Fall 2026](#)  
[Winter 2027](#)

## Deadlines

### **Weeks 1–3 of a term / Weeks 1–2 of a half-term**

Drops are to be made by students in Wolverine Access / Student Center. Dropped courses are not listed on the student's transcript. Dropping a course does not affect the student's honor point average.

**Note:** Registering for fewer than 12 credit hours per term will jeopardize University housing and financial arrangements.

Adds require the prior approval of the instructor and of the academic advisor. Students are

responsible for all work assigned from the beginning of the term. Students who wish to add more than 18 credit hours per term must first meet with their academic advisor for approval and will be charged additional tuition fees.

**Note:** Adds of UMSN courses after week 1 of the start of a term are likely to be denied.

### **Weeks 4–9 of a term / Weeks 3–4 of a half-term**

Drops/Adds require the approval of the instructor and of the academic advisor. Late drop/add requests are made in Wolverine Access / Student Center.

**Note:** Late-drop requests due to a failing grade or likelihood of a failing grade in a required UMSN course cannot be approved.

### **Week 10—the last day of class / After week 4 of a half-term**

Drops will only be granted for the most serious reasons or extenuating circumstances. Students must request documentation from the instructor outlining the student's academic standing (grade) in the class and the instructor's recommendation. The request must then be approved by the academic advisor and the Associate Dean for Undergraduate Studies. If the request is not approved, a petition may be submitted and reviewed by the full [CAASS Committee](#). A review of the initial request may take two to three weeks. Students should continue pursuing their existing academic schedules and meeting course requirements until they receive written confirmation of an approved change.

**Note:** Failing a course does not constitute a serious reason or an extenuating circumstance.

## **Transcripts**

Every registered course appears on a transcript unless the student drops the course during the first three weeks of the term. Dropped courses during this time are not listed on the student's transcript and do not affect the student's honor point average.

After the first three weeks of a term (beginning in week 3 of a half-term), dropped courses are listed on a transcript as "W" (Official Withdrawal). "Ws" are not calculated into the student's honor point average.

An unofficial drop is when the student does not complete a course and does not obtain permission for a withdrawal. Unofficial drops are listed on a transcript as either "ED" (Unofficial Drop) or "NR" (No Grade Reported). Both EDs and NRs are calculated into the student's honor point average as "E" (Failing Grade).

## **Verification of Enrollment**

---

If a student needs a letter verifying their enrollment in UMSN or a certificate of good standing, they can email the [academic advising team](#) with their name, student ID number, and details

about the request.

## Special Student Status and Transfers

---

Students who become ineligible to register or are considering transferring out of UMSN may request one term of Special Student Status. Special Student Status allows students to register for courses outside UMSN so that they can transfer to another U-M–Ann Arbor unit. Special Student Status may be granted by an academic advisor. Students may request a second term of Special Student Status if they have demonstrated significant progress towards raising their term and cumulative grade point averages for transfer. A second term of Special Student Status may be granted by the academic advisor after approval from the Associate Dean for Undergraduate Studies.

**Note:** UMSN reserves the right to deny Special Student Status to any student whose academic standing, clinical performance, professional behavior, health, or general fitness makes it inadvisable for the student to register.

**Note:** Students on Special Student Status are not eligible for UMSN funding.

Students wishing to transfer from UMSN to another unit at U-M–Ann Arbor should adhere to the following guidelines:

- Meet with their UMSN advisor as soon as they think they might want to transfer to discuss the process.
- During a freshman's first semester at UMSN, they must take the [required nursing classes](#) unless they obtain special permission from an academic advisor.
- Schedule an appointment with an advisor in the school to which they are considering transferring and follow that school's application procedure.
- After a student has been accepted to another school on campus, they must notify their UMSN advisor.
- The Nursing program will be deactivated on the student's record within the first semester of enrollment under the new school and the student will no longer be able to enroll in UMSN courses. That change is final once processed.
- In the event a student decides later to return to UMSN, they will need to reapply through the [admissions office](#).



## 8: Graduation and Licensure

---

### Graduation Requirements

---

To qualify for a Bachelor of Science in Nursing (BSN) degree, every student must complete the following requirements.

- Successfully complete all course requirements, including professional, basic science, social science, and elective courses. Elective course credits must include a minimum of 12 credit hours for students.
- Earn a cumulative honor point average of at least 2.0 and a 2.0 honor point average in professional courses.
- Earn at least 128 credits, of which at least 64 credits are in-residence at University of Michigan–Ann Arbor. All clinical nursing courses must be completed in-residence.
- Complete their BSN program within seven years from the time of admission.

### Applying for Graduation

---

All students must apply for graduation on [Wolverine Access](#). The Office of Undergraduate Studies will notify students via email of the deadline to apply for graduation. To be eligible to graduate, students must have met all degree requirements by the end of the term of expected graduation and have submitted a completed graduation application.

### Commencement

---

U-M holds two commencement ceremonies each year: Spring (April/May) and Winter (December). See [U-M Commencement](#) for detailed information.

- April/May graduates participate in the Spring commencement.
- December graduates participate in either the Winter commencement or in the following Spring commencement.
- August graduates may participate in the prior Spring commencement or in the following Winter commencement.

UMSN holds one commencement ceremony each calendar year: Spring (April/May). To participate, students must have completed the application for graduation by the deadline announced by the Office of Undergraduate Studies and be eligible to graduate in April, August, or December of the same year. Graduating students will receive specific information about commencement; information is also posted at [UMSN Commencement](#).

### Honors Awards

---

Students who excel in their program with superior scholarship may qualify to earn and/or

graduate with honors. UMSN graduating class honor awards are calculated based on the final cumulative GPA after a student's final term.

## Dean's List

After completing at least 12 graded (not Pass/Fail) credit hours in residence as degree candidates in UMSN during fall and winter terms, undergraduate students will be considered for the Dean's List. Students must have a minimum term grade point average of 3.5 or better and no grades less than a "B." This distinction will be posted on transcripts at the end of the academic year.

| Rank / GPA / Grades                         | Honor Award                                         |
|---------------------------------------------|-----------------------------------------------------|
| Top 5% of graduating class                  | Summa Cum Laude                                     |
| Next 10% of graduating class                | Magna Cum Laude                                     |
| Next 10% of graduating class                | Cum Laude                                           |
| 3.5 or higher                               | Dean's List                                         |
| "A" record in two or more consecutive terms | <a href="#">James B. Angell Scholar</a>             |
| Top 5% of freshman class                    | <a href="#">William J. Branstrom Freshman Prize</a> |

## Entry into Practice

---

UMSN determines your readiness to sit for the NCLEX-RN exam and reserves the right to restrict testing until each student demonstrates readiness to pass this examination through satisfactory academic performance. Students will be required to satisfy two key criteria in order for the Associate Dean of Undergraduate Studies to approve your application for RN licensure.

1. Been awarded the Bachelor of Science in Nursing (BSN).
2. Demonstrated readiness to take the NCLEX-RN examination by achieving at least a minimum qualifying score on the faculty-selected, standardized NCLEX predictor exams. Students are required to obtain a threshold passing score on the NCLEX predictor. Failure to meet threshold will require an additional individualized study plan to be implemented until a passing score is met.

## NCLEX Predictor Examination

Senior students are required to take a standardized NCLEX practice examination. Research has indicated that remediation on standardized NCLEX practice/predictor exams has a significant and positive effect of increasing scores on the NCLEX-RN examination. As a result, graduating seniors are required to complete remediation as determined by UG Leadership. Senior students who do not take required practice examinations or complete remediation as

assigned may have final grades withheld until the requirements are met.

## Kaplan

[Kaplan](#) is a web-based program used by schools of nursing nationally to help students pass the NCLEX examination upon graduation. Kaplan is used in all four (4) years of the BSN program. It provides learning content, testing, remediation, national benchmarking data, and an NCLEX review upon graduation. Students will use the various resources in Kaplan throughout their academic career at UMSN.

To complete the graduation completion requirements all students must complete the NCLEX Prep portion of the Kaplan in their senior year. The Kaplan Secure Predictor will be proctored and completed as directed by the undergraduate director. Students must take the Kaplan Secure Predictor and meet threshold scoring requirements.

## Licensure

Following successful completion of the BSN program, the graduate may apply to take the [National Council Licensure Examination \(NCLEX\)](#) to get licensed as a Registered Nurse (RN). Candidate Bulletins, practice exams, and the application to register for the exam are available at the NCLEX site.

## Michigan

Prior to beginning the application process, it is strongly recommended that students visit [Licensing and Regulatory Affairs \(LARA\)](#) to learn about the licensure process in Michigan. (Click on Bureaus / Professional Licensing / Health Professional Licensing.) Apply for your RN License at [MiPLUS](#).

The Michigan Nursing School Certification of Completion, required by the Michigan Board of Nursing (MBN), will be completed by the Associate Dean of Undergraduate Studies when all requirements are posted on the student's transcript, then sent to MBN. This is usually done in May for winter term graduates, in September for summer term graduates, and in January for fall term graduates.

**Note:** The MBN will match the Michigan Nursing School Certification of Completion form with the student's application.

Register to take the [NCLEX](#). Pay the [examination fee](#). The UMSN code is **09-559**.

Once Pearson Professional Testing receives your eligibility to test from the Board of Nursing, you will receive an Authorization to Test (ATT) from Pearson Professional Testing. DO NOT LOSE THIS FORM.

Schedule your exam. You must sit for the NCLEX within 90 days of receiving ATT.

Read all the instructions carefully.

Complete a **Certificate of Completion/Certification of Education** from the application packet and bring it with the instructions to the School of Nursing Undergraduate Studies Office. It is important to give specific instructions with the certificate, as various State Boards of nursing have different procedures.

Once the student completes all BSN program requirements, the School of Nursing form will be sent to the appropriate State Board of Nursing by the school or by the student per instructions. If an official copy of the student transcript **with the BSN degree posted** is required for state licensure, a student can order an official copy of his/her transcript from the University of Michigan's Office of the Registrar. For more detailed information about transcript ordering, see the Registrar's [Ordering Transcripts from the Ann Arbor Campus](#) page.

**Note:** The BSN degree is posted to the academic transcript approximately one month after graduation. Students need to wait to submit the official transcript request until "Awarded" is noted on their transcript

### **Other States**

A student may apply for RN licensure in the state they wish to practice. Examination requirements and specific information for states other than Michigan may be procured from the appropriate nursing board. Contact the State Board of Nursing in the state you wish to sit for a licensure exam. For more information, visit the [National Council of State Boards of Nursing](#).

## **Graduating Student Survey**

---

### **Benchworks by Elentra**

This national survey asks students about their experiences at UMSN. It provides UMSN with feedback about areas where improvement is needed and its strengths. UMSN uses the results to make changes to improve students' learning experience in their programs. This survey is sent to graduating seniors, usually in the winter term of their senior year.

## Appendix A: Code of Academic & Professional Conduct

---

The education of the students at 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 ([Code of Ethics for Nurses](#), American Nurses Association, 2025). 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 promote optimal learning.

UMSN students are expected to exhibit behavior appropriate to the profession of nursing. They must assume personal responsibility for being in the physical and mental condition to provide safe nursing care and for the knowledge and skills necessary to give this care. Failure to abide by these standards and responsibilities will result in submission of a potential honor code violation to the Resolution Officer. (See [Reporting Procedures for an Alleged Infraction](#).)

### Applicability

---

The Code of Academic and Professional Conduct policy applies to all students enrolled in UMSN and includes programs, events, and activities affiliated with, sponsored by, or sanctioned by UMSN. In addition, the 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 U-M, UMSN, faculty, staff, students, patients, or 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](#).

Any questions regarding this policy should be addressed immediately to the Resolutions Officer, who will interface with the Associate Dean for Undergraduate Studies. Any questions regarding the meaning of any provision of this policy will be decided by the Dean of the School of Nursing. The Dean's decision as to any questions of interpretation is final.

### Violations

---

The following behaviors are examples of violations of this policy. Attempts at misconduct as well as completed acts are considered violations.

**Note:** This is not an all-inclusive list of behaviors that violate the basic ethical or professional standards expected of Nursing Students.

### 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 citation, quotation marks, or other forms of proper acknowledgment; utilization of artificial intelligence inappropriately; or otherwise taking credit falsely. Previously submitted work cannot be resubmitted for another course or assignment without instructor approval, as this may constitute self-plagiarism.

### **Use of Artificial Intelligence**

Students are responsible for the accuracy and integrity of all content and citations included in their work. Any content and citations generated or suggested by artificial intelligence tools and used in papers or other assignments must be independently verified for authenticity, accuracy, and relevance. Content and citations that are found to be plagiarized, incorrect, fabricated, unverifiable, or unrelated to the content may result in a reduced grade, or a zero for the assignment, and may be referred for review as a potential honor code violation.

### **Cheating**

Using or attempts to use unauthorized notes, study aids, technology, links/codes, 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.

### **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.

### **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. Students are responsible for reporting cheating or dishonesty if they observe a breach in the honor code.

### **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.

## **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.

## **Violating Computer, Technology, or Social Media Use Policies**

Violating the U-M [Responsible Use of Information Resources Policy](#) (Standard Practice Guide, 601.07) that defines the proper and ethical use of computers at U-M. Violation of clinical partner's policies as it pertains to use of computers, technology or social media.

## **Misuse of Technology**

Misuse of technology including cell phones, iPads, laptops, etc. This may include sharing links/codes unauthorized for distribution, misuse of artificial intelligence, failure to follow instructions regarding use of technology on course assignments/activities.

## **Acting Out of Scope of Student Nurse Practice**

Overextending boundaries and scope of student nurse practice refers to any actions taken by a nursing student that exceeds their level of training, competence, or the guidelines set forth by their faculty, educational institution, or clinical placement. This includes performing procedures or making clinical decisions beyond what is authorized for a student nurse.

Violations may include but are not limited to:

- Not following a chain of command or instructions set forth by faculty.
- Performing clinical tasks without appropriate supervision or delegation from a licensed nurse or faculty.
- Initiating or altering treatment plans without consulting the nurse mentor/preceptor or instructor.
- Administering medications or conducting invasive procedures without appropriate supervision by a licensed nurse and/or faculty.
- Misrepresenting oneself as a licensed nurse.
- Providing patient care beyond the academic or clinical competencies acquired.
- Engaging in unprofessional or inappropriate verbal or physical interactions with patients, faculty, staff, or peers, including using disrespectful language or gestures or invading personal space.
- Independently contacting School of Nursing Practice Partners: bypassing the established methods of communication and authority of the student role.

## **Unsafe / Harmful Practice**

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.

## **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.

## **Falsifying Patient Records or Fabricating Nursing Care or Patient Experiences**

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

## **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 UMSN faculty.

## **Using Drugs or 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.

## **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.

## **Other Professional Misconduct**



Violation of the [American Nurses' Association \(ANA\) Code of Ethics for Nurses](#) is unacceptable. Nursing students are expected to “maintain compassionate and caring relationships with colleagues and others with a commitment to the fair treatment of individuals, to integrity-preserving compromise, and to resolving a conflict. This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one’s actions on others.” Students asked to be removed from a clinical site due to unprofessionalism may be at risk for immediate failure of the course and/or dismissal from the program.

## **Disrespectful Communication**

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

## **Disruptive Behavior**

Obstructing or disrupting classes, team projects, talks or other presentations, or other activities or programs of UMSN or other parts of U-M and obstructing access to UMSN community assets or to similar resources in other parts of U-M. Excluded is any behavior protected by the U-M policy [Freedom of Speech and Artistic Expression](#) (Standard Practice Guide, 601.01).

## **Sexual and Other Unlawful Harassment**

This includes not only sexual harassment, but also hazing, stalking, repeatedly sending emails, 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 UMSN program or activity. See U-M policy [Sexual and Gender-based Misconduct](#).

## **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 emails; and any other act that hinders an investigation.

## **Reporting a Violation**

---

All members of the Nursing community—faculty, administrators, staff, and students—have a responsibility to report any reasonable suspicion of a violation of this policy.

All faculty members are required to report all incidents of academic misconduct (e.g., plagiarism, cheating, falsification of data, and violation of nursing standards) that occur in their course. It is important that all faculty report all misconduct so that there can be fairness in the

application of this policy across the entire student body.

## Initial Report

The faculty member, student, or staff will submit a written report describing the potential violation and the circumstances surrounding the allegation to the Resolutions Officer within ten (10) business days of the alleged violation. The Resolutions Officer will then interface with the Associate Dean for Undergraduate Studies.

**Note:** Anyone unsure whether to report a suspicion should consult with the Resolutions Officer before making a decision.

## Preliminary Inquiries

The Resolutions Officer will provide the student with written notice of the allegation of misconduct within ten (10) business days of receipt of the report alleging misconduct.

The Resolutions Officer or their designee will meet with the 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 Resolutions Officer will:

- inform the student of the nature of the allegations;
- explain the honor code violation process, and
- explain the student's options.

Within ten (10) business days after the preliminary meeting with the student, the Resolutions Officer will meet with the faculty member, the student, and an advisor or an administrative designee. A letter containing the findings of this meeting and [sanctions](#) for the student to complete (if applicable) will be sent to the student from the RO within ten (10) business days of this meeting. Possible outcomes are:

- relevant parties determine that no infraction occurred and the matter is resolved, or
- student accepts responsibility for the alleged violation and the sanctions, as determined by the Resolutions Officer and reporting faculty, and signs a statement indicating his or her agreement, or
- student signs a statement indicating they do not accept responsibility for the alleged violation and sanctions as determined by the Resolutions Officer and faculty, and the Resolution Officer refers the matter to CAASS for a hearing.

If the student accepts responsibility and completes the sanctions, those sanctions will be evaluated by the Resolutions Officer and reporting faculty for completeness, appropriateness, applicability, and quality. The student may be required to modify their completed sanctions based on this evaluation.

If the matter is referred to CAASS for a Hearing, the Resolutions Officer, in conjunction with the

Associate Dean for Undergraduate Studies, will determine whether the student can proceed in the program until the CAASS Hearing Panel has issued their findings. This will be considered and determined on a case-by-case basis.

## CAASS Hearing

A Hearing is conducted by a three-person panel (the Hearing Panel) established by the Resolutions Officer and composed of two faculty members (at least one of whom is a member of [CAASS](#)) and one student representative. The Resolutions Officer will select one of these 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 Resolutions Officer, with rationale, for substitution of another member within three business days. The Resolutions Officer will approve / disapprove the request; this decision is final.

## Participant Roles

This is a guideline for a CAASS Hearing. Actual participants and roles may vary.

| Participant                                | Role at CAASS Hearing                                                                                   |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Resolutions Officer                        | Observer                                                                                                |
| Student                                    | Active Participant                                                                                      |
| Reporting faculty member(s)                | Active Participant(s)                                                                                   |
| Faculty CAASS Hearing Panel Member (Chair) | Principal Facilitator                                                                                   |
| Faculty CAASS Hearing Panel Member         | Active Participant                                                                                      |
| Student CAASS Hearing Panel Member         | Active Participant                                                                                      |
| UMSN UG Academic Advisor                   | Observer                                                                                                |
| Witness(es)                                | Participant(s)<br>Called upon one at a time.<br>Present only during the witness portion of the Hearing. |
| Personal advisor (to the student)          | Observer<br>Provides support and advises the student.<br>Is not an active participant in the Hearing.   |

## Pre-Hearing

No later than ten (10) business days before the Hearing, the student and the reporting faculty

must submit, in writing, to the Resolutions Officer:

- all documents that each party would like the hearing panel to consider;
- a list of all relevant witnesses whom they would like to have submitted testimony before the Hearing Panel;
- written testimony of witnesses, if they are not available to be at the Hearing in person.

The 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 student intends to have a personal advisor accompany them, the student must submit the name of the personal advisor to the Resolutions Officer and the student must state whether the advisor is an attorney.

No later than three (3) business days before the hearing, the Resolutions Officer will provide each party with a Hearing packet that includes:

- all documentation that has been submitted for review by the student and reporting faculty;
- the list of expected attendees, including hearing panelists, witnesses, and personal advisor;
- any relevant information about the Hearing.

All expected attendees (i.e., any additional witnesses and/or personal advisor) must be identified and communicated, in writing, to the Resolutions Officer 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.

## **The Hearing**

In addition to hearing testimony from the witnesses identified by the student and the reporting faculty and/or Resolutions Officer, 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.

The student will have an opportunity to appear before the Hearing Panel to present their case and remain present while all testimony and information is presented to the Hearing Panel. The student may review all documents considered by the Hearing Panel and may question witnesses who appear before the Hearing Panel. The student may also present their own evidence and witnesses.

Persons reporting the violation have the right to be present, provide relevant information, and make recommendations regarding the [sanctions](#).

The Hearing Panel may conduct the Hearing even if the 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. If the student fails or declines to appear before the Hearing Panel, the Panel will proceed to hear the case and make findings and recommendations without the student's participation.

The Hearing Panel may limit any testimony based on redundancy or lack of relevance.

The Hearing is private and closed to the public. No court reporters, stenographers, videographers, or similar professionals are permitted without the prior consent of UMSN. Records and documents that will be available in advance to all parties may be redacted to protect the privacy rights of individuals who are not directly involved in the Hearing process.

### **Deliberation**

After hearing the case, the Hearing Panel will deliberate in private. The vote of the majority of the Hearing Panel members, including the Hearing Panel Chair, will determine whether the student is found responsible for the alleged violation. Sanctions will be determined by the Hearing Panel with input from the reporting faculty and the Resolutions Officer. The Hearing Panel's decision that the student is responsible for an alleged violation will be at 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 Hearing Panel Chair will prepare a written report containing factual findings, stating any sanctions to be imposed.

The Hearing Panel's determination will be communicated in writing by the Hearing Panel Chair to the Resolutions Officer, who will send a letter of findings and sanctions to the student via email. Copies will be distributed to the appropriate faculty members, the Chair of CAASS, and the Associate Dean for Undergraduate Studies, and attached to the student's record. This will complete the process unless the student [appeals](#) the decision.

The decision of the Hearing Panel is effective immediately. If the student plans to make an appeal, the student has the option of asking the Resolutions Officer for a delay in implementation of the sanction until the appeal process is completed. The Resolutions Officer's decision as to whether to delay the implementation of the sanction is final.

In situations in which there is a serious alleged violation or serious violation of professional standards affecting the safety or well-being of other students, faculty, clinical staff, or patients, the Resolutions Officer and the Associate Dean for Undergraduate Studies may take appropriate emergency action. Such actions may include but are not limited to, not allowing the student back into a clinical agency until the matter has been addressed through the process, suspension, or disenrollment.

## Appeal

Within five (5) business days of receiving the emailed notification of the Hearing Panel decision from the Resolutions Officer, 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 the Resolutions Officer. Appeals must be based on at least one of the following arguments.

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

The Chair of CAASS will determine if the appeal meets any of the above conditions. If not, the Chair of CAASS notifies the student within ten (10) business days of receipt of the appeal and the matter is ended. If there is evidence that the appeal should be reviewed, the full CAASS will review the written appeal. (The original members of the Hearing Panel will not participate in the review of an 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 CAASS is final and no further appeals will be allowed.

## Sanctions

Each incident and every person involved is unique; all mitigating circumstances will be considered with each violation. A combination of sanctions may be imposed. Documentation of violations and sanctions will become a permanent part of a student's record.

**Note:** The following are examples of the types of sanctions that may be imposed and are not intended to be all-inclusive.

**Educational Project:** Completion of a class, workshop, or project to help the student understand why their behavior was inappropriate and/or how to avoid a future violation (e.g., a workshop on ethical behavior).

**Service:** Performance of one or more tasks designed to benefit UMSN or a nearby community and to help the student understand why their behavior was inappropriate.

**Warning:** A formal reprimand informing the student in writing that they have violated a code and that any future violations will be dealt with more severely.

**Grade Change:** A lowering of the student's grade, up to and including failure (e.g., E, F, No credit, or U). With nursing being the most trusted profession for over 20 years, we hold integrity as one of the highest values within the profession. As such, students who receive an honor

code violation for cheating on any coursework (e.g., exams, case studies, projects, weekly assignments) will receive a zero on the assignment and a 20% reduction in the overall grade for the course.

**Additional Coursework:** The completion of additional course work or clinical experience.

**Disciplinary Probation:** Designation of a period during which the student will not be in good standing with the school. The terms of the probation may involve restrictions on 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.

**Transcript Notation:** A notation on the student's official transcript will indicate that the student is "Not in Good Academic Standing" because of an academic honor code violation.

**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.

**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 readmission to the students' program as well as a time limit for meeting those stipulations to be eligible to receive a degree in the future.

**Expulsion:** Permanent dismissal from the program, which will be permanently noted on the student's transcript, including the reason for expulsion.

**Rescinding a Degree:** Annulment of a degree previously awarded by UMSN.

## **Waiver of Deadlines**

---

All deadlines, as provided for in this policy, may be waived at the discretion of the Resolutions Officer, Associate Dean for Undergraduate Studies, or the Chair of CAASS. Requests for extensions or waivers of deadlines should be submitted in writing to the appropriate person, depending on the stage in the process. The Resolutions Officer, Associate Dean for Undergraduate Studies, or the Chair of CAASS may, on their 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. Some circumstances, such as holidays or unavoidable scheduling challenges, may impact the time frames for the honor code meetings, letters, hearing, and/or responses. All parties, however, should make reasonable efforts to complete the honor code process within the designated

timeframes outlined here.

## **Confidentiality and File Retention**

---

Records created under this Code of Academic & Professional Conduct policy are governed by the same confidentiality and file retention policies applicable to other student records.

---

Revised and approved by faculty on May 4, 2023.



## Appendix B: Student Grievance Process

---

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

- Discriminatory, unfair, arbitrary, or capricious treatment by faculty, staff, or committee.
- Research misconduct or plagiarism of student intellectual property by faculty or staff.
- Failure to accommodate verified disabilities.
- Violation of UMSN or U-M 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. A decision made by a school committee, including CAASS (Committee on Academic Admissions and Scholastic Standing), is not grievable unless the student brings forth specific new information that supports the basis for grievance as listed above.

Students enrolled in courses in other U-M units 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 grievance may be heard or reviewed in more than one unit's forum, the student may have the matter heard or reviewed in the forum of their choice.

Student resources include their academic advisors, the [U-M Ombudsperson](#), and the Resolutions Officer. Faculty may consult with their unit representative.

### Initial Steps

---

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.

Regarding 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.

Regarding a grievance related to a UMSN committee: the student should make an appointment within ten (10) business days with the chair of the committee involved in the matter.

If the student does not find that the matter is resolved, the student should meet with the Resolutions Officer within ten (10) business days of meeting with the faculty member responsible for leading/directing the course, the staff supervisor, or the committee chair. The Resolutions Officer will interface with the Associate Dean for Undergraduate Studies. The Resolutions Officer may request a separate meeting with the faculty member, supervisor, or committee chair involved prior to a meeting with both student and faculty or staff member.

If, at this point, there is no resolution, the student may elect to begin the formal grievance process.

## **Formal Grievance Process**

---

### **Step 1: Written Grievance**

The Written Grievance initiates the Formal Grievance Process. The student must submit a written grievance to the Resolutions Officer, requesting a Grievance Hearing. The written grievance must include:

- the specific reason for the grievance as it relates to one of the four issues noted at the start of this appendix, and
- circumstances surrounding the situation, any mitigating factors, and specifically-requested outcomes of the grievance.

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

### **Step 2: Respondent's Statement**

The Respondent (faculty member, staff member, or committee chair) must submit a written response to the Resolutions Officer within ten (10) business days after receipt of the Written Grievance.

### **Step 3: Grievance Hearing**

The Grievance Hearing will be scheduled by the Resolutions Officer within thirty (30) business days after receiving the respondent's written statement. The Grievance Hearing is conducted by a three-person Grievance Panel established by the Resolutions Officer, comprising two (2) faculty members and one (1) student. The Resolutions Officer 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 Resolutions Officer is involved in the substance of the grievance, the Associate Dean for Undergraduate Studies will make arrangements for the Grievance Hearing. If a student has concerns about the potential bias of a member of the Grievance Panel, the student can submit a written request to the Resolutions Officer, with rationale, for substitution of another member.

The Resolutions Officer will approve or disapprove the request and that decision is final.

The grievant 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 the student and respondents) will submit, in writing, to the Resolutions Officer:

- all relevant documentation that each party would like the grievance panel to consider, and
- a list of all relevant witnesses whom they would like to have submitted testimony before the Hearing Panel.

Each party may invite one (1) personal advisor to the hearing; however, the grievous student will be informed that the role of the personal advisor is to support and advise the grievous student, not participate in the proceedings. Parties must provide the name of the personal advisor to the chair of the hearing panel and Resolutions Officer, including whether the personal advisor is an attorney.

No later than five (5) business days before the hearing, the Resolutions Officer will provide grievance hearing participants with a hearing packet that includes:

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

All expected attendees (i.e., additional witnesses and/or personal advisor) must be identified and communicated, in writing, to the Resolutions Officer 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.

## **Grievance Hearing Participant Roles**

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

| Participant                                                   | Role at Grievance Hearing                                                                               |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Resolutions Officer                                           | Observer                                                                                                |
| Student                                                       | Active Participant                                                                                      |
| Respondent (faculty member, staff member, or committee chair) | Active Participant                                                                                      |
| Faculty Grievance Panel Chair                                 | Active Participant                                                                                      |
| Faculty Grievance Panel Member                                | Active Participant                                                                                      |
| Student Grievance Panel Member                                | Active Participant                                                                                      |
| UMSN UG Academic Advisor                                      | Observer                                                                                                |
| Witness(es)                                                   | Participant(s)<br>Called upon one at a time.<br>Present only during the witness portion of the Hearing. |
| Personal advisor (to the student)                             | Observer<br>Provides support and advises the student.<br>Is not an active participant in the Hearing.   |

#### 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 Resolutions Officer. The Resolutions Officer will inform the student of the Grievance Panel's decision, in writing, by email and a certified letter, delivered by the postal service to the local address on file in Wolverine Access, within ten (10) business days of receiving the Grievance Panel reported recommendations. Copies will be distributed to the respondent, the Resolutions Officer, and the Associate Dean for Undergraduate Studies. This will complete the process unless the student appeals the decision.

#### Appeal

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

Some circumstances (e.g., holidays, scheduling difficulties) may impact time frames for the Grievance. Both parties, however, should make reasonable efforts to complete the Grievance Process within the designated time.

## Appendix C: Plagiarism Policy

---

“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 of something that you have in fact borrowed from someone else.”

This and other quotations used below are all taken from section 1.6 (21–25) of the *MLA Handbook for Writers of Research Papers* (J. Gibaldi and W.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 re-education, 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 of 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?**

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.*

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!*

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

*Still plagiarized! While the writer used a footnote indicating 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.*

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)<sup>2</sup>.

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

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

---

Updated October 2016

## Appendix D: Email Group Guidelines

---

UMSN creates and maintains student email groups. All students automatically become members of the UMSN student email group. Students must review and abide by the guidelines outlined here.

Students' U-M email (username@umich.edu) is the only address used in this group. If students choose to forward their mail to another account, they are responsible for ensuring that their emails are being received in this other account. UMSN 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 course information.

Students should not share any UMSN student email distribution lists with external parties seeking to contact students. Forward requests from all external parties to the [Office of UG Studies](#) so that information can be distributed, if appropriate. Contact the Office regarding problems with UMSN email groups.

To see which email groups you are included in, go to [MCommunity](#) and log in with your unique name and password. When changing a username through ITS Accounts, all MCommunity groups you are a member of will be automatically updated with your new username.

Expectations for utilizing UMSN email groups are as follows.

- Use good judgment and common sense.
- Ensure that the email groups are used respectfully and beneficially.
- Display maturity, integrity, and mutual respect in all UMSN interactions.

**Note:** Inappropriate, disrespectful, aggressive, or threatening emails may be considered in violation of the [Code of Academic and Professional Conduct](#).

When utilizing UMSN email groups, please follow these suggestions.

- Target your address list carefully.
  - Too broad a distribution is a form of spamming and will simply annoy most recipients. For example: If your message is intended for undergraduates only, do not use "sn-allstudents" which sends to UMSN graduate students as well.
- Avoid using "Reply All" when responding to an email sent to a group.
- Write a descriptive subject line.
- Keep the email message focused and readable.
  - Use text treatments to call out/highlight information (e.g., bullet-points, numbered lists, boldface, etc.).



- Identify yourself clearly in your message.
- Avoid attachments. Use hyperlinks to sites/documents whenever possible.
- Do not use all capital letters as IT LOOKS LIKE YOU ARE SHOUTING.
- Proofread. Then proofread again, to ensure your message is clear/concise and that there are no spelling or grammar mistakes.
- When sending reminder emails for an event, send just one email 1–2 days before the event.

UMSN email groups may **not** be used to:

- promote activities/events that do not directly involve or benefit the students at the UMSN,
- promote activities/events that promote consumption of alcohol or other potentially harmful activities,
- promote outside business activities or charitable organizations supported by individual students, or
- advertise items/services for sale/wanted (e.g., sporting tickets, apartments, etc.).

Error messages (e.g., “over quota,” “user unknown”) for UMSN-managed email group members are received by the school. UMSN will contact the student if there is a problem with their email and request the student take the necessary steps to prevent email error messages. Correcting email address errors is the responsibility of the individual student; questions/requests for help should be directed to [U-M ITS](#).

## Appendix E: Drug Screening Policy

---

The use of “alcohol and other substances potentially places patients, the public, and nurses themselves at risk for serious injury or death” (International Nurses Society on Addictions, 2017).

UMSN is committed to the safety of patients, students, faculty, and staff. UMSN is also dedicated to promoting the health of its community members, including those with physical, psychiatric, and substance use concerns, and establishes consistent policies and procedures that foster safety and health. UMSN supports students' wellness, restoration, and rehabilitation to promote optimal personal and professional functioning. UMSN supports students in caring for themselves so they can safely care for others.

To promote patient safety and facilitate early identification and intervention for students with substance use and related disorders, as well as to ensure compliance with the mandates of affiliated clinical agencies, it is the policy of UMSN to annually test for substance use among all its students.

**Drug screening is mandatory** and can only be conducted at a specific time designated by the program. Screening must occur at a facility specified by UMSN. Students will receive correspondence with specific instructions as the screening period approaches.

Diluted test results, including diluted negatives, will require follow-up drug screening at the student's expense. Those who have a dilute negative result will have 3 business days to complete another test. **If deadlines are not met for additional screenings due to a dilute negative result or lab errors, the student will also be subject to the established procedures for positive tests.** In extenuating circumstances, the sample may be collected using an alternative collection method at the student's expense (e.g., blood, hair).

Students must provide a viable specimen for testing for substances, consistent with industry standards in the healthcare field, on the dates specified by UMSN. Some clinical site guidelines may be more stringent than industry standards and require 10-panel drug screening tests. Refusal to provide a specimen for drug screening will be considered a positive drug test and will be subject to the established procedures for positive tests.

The screening will be at the student's expense. The following may be screened for, including but not limited to: amphetamines, barbiturates, benzodiazepines, cocaine, fentanyl, hydrocodone, marijuana, methadone, methaqualone, opiates, oxycodone, phencyclidine (PCP), propoxyphene and tramadol.

Drug tests are reviewed by the Medical Review Officer (MRO) retained by the compliance vendor. MROs may access the Michigan Automated Prescription (MAPS) or alternatives as indicated, to corroborate the existence of a legitimate prescription for the students. For claims related to purported prescription medications (e.g., benzodiazepines and opioids), the students

will sign any and all Releases of Information (ROI) as requested by the MRO to allow communication with the identified prescriber and to facilitate fact-finding by the MRO. The MRO will decide regarding the legitimacy of any prescriptions or evidence of illicit substance use. Students who do not provide an ROI will be treated as if the screens are positive.

Names of students with positive screens will be shared with the Associate Dean of Undergraduate Studies.

Any clinical/lab/simulation or research-related activity will immediately be suspended pending the outcome of an inquiry. The drug screen results and details of these or related findings remain the sole responsibility and privilege of UMSN. To ensure confidentiality, the results are maintained in the vendor's compliance documentation system and are not placed in the student's academic files. Results of the screen are not specifically reported, but all external and internal communication would indicate that the student is "not in compliance" with requirements for clinical placement or research activity.

The student will be required to meet with the Associate Dean and any other UMSN officials relevant to the situation and will be referred for a substance use evaluation with a professional health provider/professional specializing in substance abuse treatment at the [U-M Addiction Treatment Services \(UMATS\)](#). The student will be responsible for any expenses related to the substance use evaluation and treatment.

The student must sign an ROI that allows the evaluator to report findings and recommendations for treatment related to the substance use to the Associate Dean.

If the student refuses to obtain a substance use evaluation or sign an ROI granting UMSN access to the evaluation's recommendations, the student will be unable to continue in the clinical/lab/simulation or research areas within UMSN or at any affiliated agency.

The Associate Dean or their designee will review the recommendations and, in partnership with the health provider, determine the student's ability to continue their clinical/lab/simulation or research activities at that point in time. Consideration will be given to the nature of the substance use, impairment, and treatment recommendations.

Students may be referred to an education program related to substance use, such as those regarding alcohol or marijuana use. If the results of the substance use evaluation indicate the need for additional treatment (beyond education), UMSN will require that the student sign an ROI from the health professional who will provide the treatment. UMSN will request recommendations from the health provider, as well as a negative drug screen, for the student to return to any clinical/lab/simulation or research activity within an agency.

A return to any clinical/lab/simulation placement or research activity will require a negative drug screen and **satisfactory recommendations by the healthcare provider**. The student must also meet [Technical Standards](#) as outlined in the UMSN Undergraduate Handbook of Academic

## Policies and Procedures.

Students who have had a positive drug screen that was not cleared by the MRO and those with a positive drug screen and subsequent intervention must submit to random drug screening for one year, at times designated by UMSN. These additional screenings are at the student's expense. Another positive drug screen will initiate the steps of the drug policy procedure again. Subsequent positive tests and delays in completing program requirements may result in an inability to complete the program and constitute a violation of the [Code of Academic and Professional Conduct](#).

## Appendix F: Course Descriptions

---

### Courses Outside of UMSN

---

Descriptions of required and elective U-M College of Literature, Sciences, and the Arts courses are listed in the [LSA Course Guide](#).

#### **PSYCH 111**

##### ***Introduction to Psychology***

Traditional, Core

**Level:** 1

**Credits:** 4 (Lecture)

**Prerequisite:** none

Designed to introduce students to the major topics studied by psychologists including sensation, perception, learning, motivation, physiological and cultural bases of behavior, development, personality, and social psychology.

#### **ENG 124/125**

##### ***College Writing: Writing and Literature*** or other First-Year Writing course

Traditional, Core

**Level:** 1

**Credits:** 4 (Lecture)

**Prerequisite:** none

The goal of the First-Year Writing Requirement is to prepare students to write in diverse academic contexts. As a broad preparation for the range of writing tasks students will encounter at U-M and beyond, FYWR courses emphasize evidenced, academic writing in a variety of genres and rhetorical situations. This course is foundational for students to master the kind of analysis and argumentation found in sophisticated academic writing.

#### **BIOLCHEM 212**

##### ***Fundamentals of Organic and Biological Chemistry***

Traditional, Core

**Level:** 1

**Credits:** 4 (Lecture)

**Prerequisite:** none

A basic course in biochemistry that includes fundamental organic chemistry, biological information transfer processes, energy conservation metabolism, and special topics such as membrane transport and the biochemistry of vision. Intended for nurses and allied health professionals.

#### **PSYCH 250**

##### ***Introduction to Developmental Psychology***

Traditional, Core

**Level:** 1

**Credits:** 4 (Lecture)

**Prerequisite:** PSYCH 111

This course provides an overview of the milestones of human development from conception to death. We examine the physical, cognitive, social, and emotional growth of children, adolescents, and adults, and the various factors (e.g., genetics, parenting, peer groups, schooling, and the media) that influence development. Our goal is to give you an initial introduction to the main issues, central theories, and dominant research methods in developmental psychology. We hope that students can integrate their knowledge of psychology and their observations of human development with the content of this course. We also will discuss the implications of course content for child-rearing, education, and social policy so that you can apply your knowledge to meaningful problems.

## UMSN Courses

---

**NURS 142*****Nursing Seminar***

Traditional, Core

**Level:** 1

**Credits:** 2 (Lecture)

**Prerequisite:** none

This course will inform students about their thinking and guide decision-making and practice by allowing the student to examine the framework of the ANA Standards of Professional Nursing and formulate a personal identity of the role. This role includes leadership and the importance of nursing in monitoring patient outcomes and safety. Students will be exposed to nurse researchers and their work to recognize and appreciate the value of knowledge generation, evidence translation, and advancing the nursing profession and improving patient care outcomes. Course content will include and emphasize a code of conduct and behaviors expected of students throughout the BSN program. They will be introduced to technology that enables them to use accepted online resources and those required for academics. Students will be expected to engage in activities that promote their wellness and explore the importance of self-care.

**NURS 192*****Selected Concepts of Human Physiology***

Traditional, Core (Sophomore Transfer Only)

**Level:** 1

**Credits:** 1 (Lecture)

**Prerequisite, by advisory:** Biochemistry, Human Anatomy, and Physiology with Lab or Permission of Instructor

The purpose of this course is to review selected concepts in human physiology that are essential to understanding functional changes that occur during the development of diseases. Emphasis will be placed on reviewing the normal physiology of selected organ systems, specifically the musculoskeletal system, nervous system, endocrine system, cardiovascular system, respiratory system, and urinary system. This course is designed for students who have already completed coursework in biochemistry and anatomy and physiology.

**NURS 194*****Intrapersonal Contexts of Population Health***

Traditional, Core

**Level:** 1

**Credits:** 2 (Lecture)

**Prerequisite:** none

This foundational course introduces the socioecological model, emphasizing the intrapersonal level context. Through the incorporation of intrapersonal behavioral change theories, students will explore how core population health concepts influence person-centered care. Students will apply these concepts to design intrapersonal-level intervention plans to support health for all.

**NURS 196**

***Communication, Groups, and Teams***

Traditional, Core

**Level:** 1

**Credits:** 2 (Lecture)

**Prerequisites:** none

This course introduces students to communication skills that build and maintain connections to foster therapeutic versus social relationships and promote interpersonal effectiveness. It also explores the elements of group functioning, intra and interprofessional collaboration and teamwork, and their importance in the delivery of safe and effective nursing care. Students will discuss how communication is important within and across the various contexts of care. The role of personal values, beliefs, and biases will be examined. The influence of culture and the media in using and interpreting communication will be considered. They will explore how communication can be used for patient advocacy. Students will be expected to demonstrate appropriate use of written and verbal communication.

**NURS 210**

***Structure and Function of the Human Body***

Traditional, Core

**Level:** 1

**Credits:** 5 (Lecture)

**Prerequisites:** none

The purpose of this course is to relate structure and function at the organ system level and demonstrate the contribution of each system to the maintenance of homeostasis of the entire body. Physical and chemical principles are used explaining structure and function. Organ systems are explored from the cellular level upward. Hands-on laboratory experiences using a plastinated cadaver and plastinated body parts, human skeletons, plastic models, computer programs, and other technology are incorporated into this course.

**NURS 211**

***Anatomy and Physiology Lab***

Traditional, Core

**Level:** 1

**Credits:** 1 (Lab)

**Prerequisites:** NURS 210

This course consists of hands-on laboratory experience using plastinated body parts, human skeletons, plastic models, computer programs, anatomage table, and other technology. Students are expected to apply knowledge of anatomy to observations and identification of normal versus abnormal anatomy and physiology.

## **NURS 218**

### ***Applied Statistics***

Traditional, Core

**Level:** 1

**Credits:** 3 (Lecture)

**Prerequisites:** none

This is an applied statistics course that examines approaches to the analysis and interpretation of health data. Major topics covered in the course include descriptive statistics, probability theory, statistical inference, hypothesis testing, correlation, regression, and survival analysis. The relevance of key concepts and analytic techniques to patient care, evaluation of nursing interventions, and assessment of clinical outcomes will be emphasized throughout the course. Students will learn how to analyze health data using statistical software. Students will also consider ethical issues involved in collecting and using data.

## **NURS 220**

### ***Perspectives in Women's Health***

BSN Elective

**Credits:** 3 (Lecture)

**Prerequisites:** none

This elective course examines women's health issues across the life span from a feminist and sociopolitical perspective. Attention will be paid to the historical, economic, and political factors that influence the well-being of women. Students will gain a greater knowledge of women's bodies and the health/illness issues most relevant to women. A major emphasis will be to educate and empower students to become pro-active within the health care system.

## **NURS 232**

### ***Health Assessment Lecture***

Traditional, Core

**Level:** 2

**Credits:** 2 (Lecture)

**Prerequisites:** All Level 1 courses, BIOLCHEM 212 and NURS 194, 196, 210, 211 (all undergrads), NURS 192 (Sophomore Transfers); co-requisite with NURS 233 (all undergrads)

This course is designed to provide the student with the beginning knowledge and skills needed to assess the health status of individuals across the lifespan. Emphasis is on the assessment of physical, developmental, psychosocial (cognitive, affective, and behavioral), cultural, social, and spiritual dimensions of the client. Attention will be placed on distinguishing normal from abnormal findings and evaluating the functional abilities of the client. Students will be exposed to the concepts of physiological systems, cognition, and functional status.

## **NURS 233**

### ***Health Assessment Lab***

Traditional, Core

**Level:** 2



**Credits:** 2 (Lab)

**Prerequisites:** All Level 1 courses, BIOLCHEM 212 and NURS 194, NURS 196, NURS 210, NURS 211 (all undergrads), NURS 192 (Sophomore Transfers); co-requisite with NURS 232 (all undergrads)

Engaged learning and diverse simulated clinical experiences will be used to create opportunities to integrate the knowledge and skills necessary for history taking, physical and psychosocial examination. Students will practice assessing physiological systems, using therapeutic communication to examine cognition, affect, social and cultural determinants of health, lifespan, development, and functional status. Communication is stressed as critical to effective assessment. Students will work towards integrating knowledge about assessment into practice using a variety of innovative strategies.

## **NURS 234**

### ***Introduction to Clinical Practice***

Traditional, Core

**Level:** 2

**Credits:** 2 (Lab)

**Prerequisites:** All Level 1 courses, BIOLCHEM 212 and NURS 194, NURS 196, NURS 210, NURS 211 (all undergrads), NURS 192 (Sophomore Transfers)

Engaged learning and diverse simulated clinical experiences will be used to create opportunities to learn basic care concepts and implement care evidence into lab demonstration. Students will practice demonstrating psychomotor, interpersonal communication, and professional behavior to prepare to care for patients. Students will be expected to demonstrate skills learned in the course while incorporating skills from Health Assessment. Students will also integrate an awareness of social and cultural determinants of health, lifespan development, and functional status. Communication is stressed as critical to effective nursing skill performance.

## **NURS 236**

### ***Microbiology and Infectious Diseases***

Traditional, Core

**Level:** 2

**Credits:** 2 (Lab)

**Prerequisites:** All Level 1 courses, BIOLCHEM 212 and NURS 194, NURS 196, NURS 210, NURS 211 (all undergrads), NURS 192 (Sophomore Transfers)

This course will primarily focus on the concepts of general microbiology that are essential to maintaining environments free of contamination, and for protecting both patients and providers from common infectious diseases. Morbidity and mortality associated with infectious diseases assume great significance in both developed and developing regions of the world. Furthermore, health care- associated infections represent a serious, yet often preventable, threat to patient safety. Students will learn about the major bacterial, fungal, viral and parasitic infections that affect humans, both locally and globally. Basic epidemiological principles and procedures useful in the surveillance and investigation of health-related states or events pertaining to infectious diseases, including immunizations will also be introduced. The relationships among disease, communities, societies, and culture, including global, will be discussed.

## **NURS 238**

### ***Interpersonal Contexts of Population Health***

Traditional, Core

**Level:** 2

**Credits:** 3 (Lecture)

**Prerequisites:** All Level 1 courses, NURS 232, NURS 233, NURS 234, NURS 236, NURS 245

This course offers students an in-depth exploration of the interpersonal contexts that influence population health with the foundation in the socioecological model. Through exploration of cultural influences, students will gain a comprehensive understanding of interpersonal relationships in the contexts of the home, school, workplace, community, and populations, as each relates to achieving optimal health outcomes. Students will design an interpersonal-level intervention plan for a chosen health problem in an identified target population.

## **NURS 240**

### ***Pharmacology***

Traditional, Core

**Level:** 2

**Credits:** 4 (Lecture)

**Prerequisites:** All Level 1 Courses, NURS 232, NURS 233, NURS 234, NURS 236, NURS 245

The purpose of this course is to examine pharmacological concepts relevant to the scope of practice for an entry-level professional generalist nurse. General principles of pharmacotherapeutics, including pharmacokinetics and pharmacodynamics are the conceptual framework of this course, built on the biological and physiological sciences. Emphasis is on knowing the different prototypes or classifications of pharmacologic agents used to prevent and treat common diseases and injuries across the lifespan and health care settings. Current and investigational drugs, alternative medicine, genetics, genomics and economic implications are explored. Concepts related to clinical reasoning and judgment, patient safety and quality use of technology, effective and therapeutic communication techniques, patient and family caregiver education, diversity, ethical and legal issues, professional nursing responsibility and accountability are threaded throughout the course. Students' enactment of professional nursing values related to pharmacology is a fundamental component of the outcome of this course.

## **NURS 244**

### ***Evaluating Data Sources for Evidence for Nursing Practice***

Traditional, Core

**Level:** 2

**Credits:** 3 (Lecture)

**Prerequisites:** All Level 1 courses, NURS 232, NURS 233, NURS 234, NURS 236, NURS 245

This course introduces students to the scholarly process of research, evidence-based practice, and quality improvement. Students will use this knowledge to build upon their understanding of statistics and use of data to examine and evaluate evidence for practice and processes for improving quality of care. They will have the opportunity to find, evaluate, and interpret resources for evidence-based practice and quality improvement. Ethical issues in research, scholarship, and quality improvement will be discussed.

## **NURS 245**

### ***Pathophysiology***

Traditional, Core

**Level: 2**

**Credits: 6 (Lecture)**

**Prerequisites:** BIOCHEM 212, NURS 194, NURS 196, NURS 210, NURS 211 (all undergrads), NURS 192 (Sophomore Transfers)

This course presents mechanisms and theories related to the development of diseases and conditions of the human body throughout the lifespan. Emphasis is placed on common diseases and conditions related to functional health patterns. Cellular and system wide alterations in body structure and function are discussed. Students will examine relationships among heredity (genetics), age, physical mobility, lifestyle, cultural background and pathophysiology. Principles of immunology have been integrated into this course.

## **NURS 262**

### ***Therapeutic Nursing Care I***

Traditional, Core

**Level: 2**

**Credits: 3 (Lecture)**

**Prerequisites:** All Level 1 courses, NURS 232, NURS 233, NURS 234, NURS 236, NURS 245

This course is the first in a series of three Therapeutic Nursing Care courses. Therapeutic Nursing I serves as an introduction to clinical nursing practice including critical thinking, clinical reasoning, and clinical decision-making. The importance of clinical judgment will be stressed. Content includes concepts involving pain, mobility, infection, thermoregulation, tissue integrity, and elimination. Concepts related to the ecological model of nursing care. Therapeutic Nursing Care I clinical is concurrent to this lecture and provides experiences to complete the concepts presented throughout the course.

## **PNE 200–230**

### ***Therapeutic Nursing Care I***

Traditional, Core

**Level: 2**

**Credits: 4 (Clinical)**

**Prerequisite:** All Level 1 courses, NURS 232, NURS 233, NURS 234, NURS 236, NURS 245

This is the first of three sequential clinical courses to apply knowledge gained in previous science and nursing courses to the care of individuals and families. Emphasis will be on clinical reasoning, decision making, critical thinking, and clinical judgment; communication; and use of evidenced based information within the clinical care setting. Students will learn to apply strategies within the clinical setting necessary to manage illness responses, evaluate client outcomes of care, and promote health. Concepts including pain, mobility, infection, thermoregulation, tissue integrity, and elimination will be emphasized. Concepts related to person, significant others, community, society, and culture are integrated within the course to direct the student to provide safe, optimal care.

## **NURS 295**

### ***Honors Seminar***

Honors, Required

**Level: 2**

**Credits: 1 (Seminar)**

**Prerequisites:** Honors Program Admission, All Level 1 courses

The undergraduate nursing honors seminar is an opportunity for honors students to benefit from scholarly enrichment and to gain an understanding of research practices. This seminar places an emphasis on providing students with essential research knowledge to prepare for junior and senior year honors courses (N395 and N495). Students will learn knowledge, skills and values to articulate fundamentals of research with special attention devoted to cultural considerations and social determinants in research methodology, legal and ethical issues, and policy implications of research.

**NURS 370**

***Care of the Family: Reproductive Health***

Traditional, Core

**Level:** 3

**Credits:** 3 (Lecture)

**Prerequisites:** All Level 2 courses

In this course, students will be challenged to think critically about aspects of female and male reproductive health using a continuum of care approach from health promotion to health restoration. The effect that culture, society, policy, environment, technology, economic and ethical factors have on childbearing and reproductive health will be analyzed. The factors influencing the expression of human sexuality in the context of gender and age will be explored. Students will examine the physiological and psychosocial basis of reproductive health, pregnancy, birth, postpartum period. The importance of communication, reflection of personal beliefs and values will be discussed. Students will evaluate current research and evidence that informs nursing care related to reproductive health.

**PNE 301–316**

***Care of the Family: Reproductive Health***

Traditional, Core

**Level:** 3

**Credits:** 3 (Clinical)

**Prerequisites:** All Level 2 courses

The primary focus of this clinical is to provide care to women and their families within the context of the developing family. Students will care for women in the prenatal, birthing, and postpartum periods. They will care for newborns and provide safe assessments and interventions. The relationships between pregnancy, birth, families, community, and culture will be explored within the clinical context. Students will examine issues such as prenatal loss, addiction, and trauma. They will provide patient and family education to maximize the health of the woman, newborn, and family.

**NURS 371**

***Care of the Family: Infants, Children & Adolescents***

Traditional, Core

**Level:** 3

**Credits:** 3 (Lecture)

**Prerequisites:** All Level 2 courses

This course focuses on infants, children and adolescent health and illness within the context of their families, communities, and culture. Students will be expected to apply scientific principles and growth and development to develop and evaluate nursing care of children and families using evidence. Students will examine the impact of the health care system, policy, and economics, as well as legal and ethical issues that affect caring for children and their families.

## **PNE 325–337**

### ***Care of the Family: Infants, Children & Adolescents***

Traditional, Core

**Level:** 3

**Credits:** 3 (Clinical)

**Prerequisites:** All Level 2 courses

This clinical course focuses on providing nursing care across the developmental stages, infant through adolescent, based on evidence and basic scientific and psychosocial principles. Students will integrate clinical care, evidence-based practice, advocacy, family integrity, and patient/family education within the context of family, community, and culture. Students will apply principles of growth and development, health promotion, and health care needs of children and their families for both wellness and illness in a variety of settings.

## **NURS 372**

### ***Therapeutic Nursing Care II***

Traditional, Core

**Level:** 3

**Credits:** 4 (Lecture)

**Prerequisites:** All Level 2 courses

This course builds upon previous knowledge to enable the student to integrate and apply scientific care concepts to patients/families who are experiencing acute and chronic health challenges. Emphasis will be placed on the role of the nurse to guide transitions, collaborate and implement care across the context of the patient/family experience, including inpatient, outpatient, and community settings. Major content focuses include themes of physiologic regulation; oxygenation and hemostasis; protection; bodily and cognitive function in response to environmental changes. Concepts related to person, significant other, community, society and culture are integrated throughout the course. Students will examine patient transitions across care environments. Therapeutic Nursing Care II provides experience to complement the content in this course.

## **PNE 350–366**

### ***Therapeutic Nursing Care II & Community Health***

Traditional, Core

**Level:** 3

**Credits:** 5 (Clinical)

**Prerequisites:** All Level 2 courses

*Therapeutic Nursing Care II* (4 credits) builds upon previous knowledge applying scientific care concepts to patients/families that experience acute and chronic health challenges. Emphasis is on progression to competence using clinical reasoning; decision-making; and judgment to individualize care; modify interventions; and evaluate patient/family health needs. The student will demonstrate knowledge and

application of the themes of physiologic regulation; oxygenation and hemostasis; protection; bodily and cognitive function in response to environmental changes in the care of patients/families during acute and chronic illness. Students will demonstrate professional and ethical standards of care using cultural considerations. They will comply with legal standards, in the clinical setting across the patient/family care continuum.

*Community Health* (1 credit) within this clinical experience provides students with an overview of the community level context, emphasizing the role of nurses within an interprofessional team in fostering person-centered, community-oriented care. Students use key concepts from community health to interview patients on the medical-surgical unit about their social determinants of health to develop a discharge plan.

## **NURS 373**

### ***Behavioral Health***

Traditional, Core

**Level:** 3

**Credits:** 3 (Lecture)

**Prerequisites:** All Level 2 courses

This theory course focuses on the influence of biology and the environment on people's emotions, behavior, and cognition. The emphasis is on promotion of mental health and intervention with people who are experiencing behavioral, emotional, or cognitive difficulties. It incorporates psychological, emotional, biological, social and spiritual elements, including discussion of genetics and social determinants that impact mental health and mental illness. Students will examine how behavioral health issues are related to other conditions such as medical illnesses. Topics such as addiction, stigma, and suicide are addressed. Importance in learning skills to create meaningful relationships through communications, skills that promote healthy functioning. Students will explore how families, communities, societies, and culture impact mental health and interventions.

## **PNE 375–387**

### ***Behavioral Health***

Traditional, Core

**Level:** 3

**Credits:** 3 (Clinical)

**Prerequisites:** All Level 2 courses

This clinical nursing course focuses on the care of individuals with emotional, behavioral, and cognitive difficulties that affect functioning. Students will provide care for individuals in acute, outpatient, and community settings. Emphasis will be on building therapeutic communication skills that allow for safe, holistic, and evidence-based care for those with mental illness or in need of interventions that assist people in their daily functioning and promote mental health, considering the influence of developmental stage, families, communities, and culture.

## **NURS 390**

### ***Honors Seminar***

Honors, Required

**Level:** 3

**Credits:** 1 (Seminar)

**Prerequisites:** Honors Program admission, All Level 2 courses

The undergraduate nursing honors seminar is an opportunity for honors students to benefit from scholarly and leadership enrichment in addition to their faculty-mentored scholarly project. This seminar will provide students with foundational knowledge and skills in critically evaluating research, effective communication of research findings, and identifying sources of evidence to support research objectives. Students examine strategies for communication and dissemination of research and apply information technology in developing scholarly projects.

## **NURS 395**

### ***Honors-Directed Research***

Honors, Required

**Level:** 3

**Credits:** 1 (Seminar)

**Prerequisites:** All Level 2 courses, NURS 295, NURS 390

The undergraduate nursing Honors-directed research course is an opportunity for Honors students to benefit from close mentorship by a faculty member actively engaged in research. This seminar will focus on facilitating student understanding of various aspects of research strategies and methodologies to prepare students for their scholarly projects. Students will gain knowledge and skills in study design, developing research aims and objectives, and identifying appropriate research methods that will be applied to their faculty-mentored scholarly project.

## **NURS 480**

### ***Population Health and Public Health Nursing***

Traditional, Core

**Level:** 4

**Credits:** 3 (Lecture)

**Prerequisite:** All Level 3 courses

This course examines the concept of populations as clients within the framework of public health nursing. The course highlights the public health nurse's role in advocating for vulnerable populations and addressing socio-economic, environmental, and global health factors that influence health outcomes for all. Considering the population-level context within the socioecological model, students will critically analyze population-level theories, interventions, and policies that shape health across various settings. Students will explore evidence-based methods for assessing, planning, implementing, and evaluating population-focused health interventions aimed at promoting health for all.

## **PNE 401–412**

### ***Population Health and Public Health Nursing Clinical***

Traditional, Core

**Level:** 4

**Credits:** 3 (Clinical)

**Prerequisites:** All Level 3 courses

During this clinical course, students will apply concepts of population health and public health nursing in a community setting. Students will utilize the nursing process in the development, implementation, and evaluation of evidence-based strategies to improve health in a community clinical context, incorporating economic, social, ethical, and political factors.

## **NURS 481**

### ***Leadership for Professional Practice***

Traditional, Core

**Level:** 4

**Credits:** 2 (Lecture)

**Prerequisites:** All Level 3 courses

This course focuses on leadership and management concepts relevant to clinical settings and other health care contexts. The course will build on previously learned concepts of teamwork, quality, delegation, motivation, negotiation, problem solving, and safety and apply these concepts to organization and system contexts. Students will examine interprofessional practice and teamwork in care delivery systems and study management structures and processes that enable an organization or unit to deliver efficient and effective nursing care. Moreover, course content focuses on use of data for quality improvement and practice change with specific attention to emerging science, innovative technologies, political and cultural environments, ethical implications, and financial considerations. Students will examine the Quality and Safety Education in Nursing (QSEN) competencies and their importance in care delivery and outcomes.

## **PNE 426–442**

### ***Leadership for Professional Practice***

Traditional, Core

**Level:** 4

**Credits:** 2 (Clinical)

**Prerequisites:** All Level 3 courses

The clinical course focuses on the application of leadership and management concepts for the inpatient, acute care, and community settings. The clinical portion of the course provides for the development of the student's skills and practical application of concepts such as team, quality, delegation, innovation, negotiation, problem solving, safety, and quality within the organizations. The course also offers an applied view of the organization's management structure and processes that enable the delivery of efficient and effective nursing care. The use of data, quality improvement, and service delivery models are examined with consideration of the scientific, technological, financial, political, and cultural context of the clinical setting. Compliance and ethics related to leadership for professional practice will also be explored. Students will have the opportunity to work with interprofessional teams.

## **NURS 482**

### ***Therapeutic Nursing Care III***

Traditional, Core

**Level:** 4

**Credits:** 3 (Lecture)

**Prerequisites:** All Level 3 courses



This course is an advanced nursing course with a focus on evaluating the complex needs of patients and families within the total context of care. Emphasis is on demonstrating synthesis of prior knowledge, and proficient use of evidenced based practice. Particular attention will be placed on student's ability to anticipate patient needs to refine clinical judgment, clinical reasoning, and clinical decision-making. Content includes advanced concepts such as homeostasis and regulation, oxygenation, cognitive function and transitions of care. Concepts related to person, family, significant other(s), community, society, and culture are integrated within the course. Professional standards of care, professional ethics, socioeconomics, and compliance with legal standards are integrated within the context of care.

## **PNE 451–471**

### ***Therapeutic Nursing Care III***

Traditional, Core

**Level:** 4

**Credits:** 8 (Clinical)

**Prerequisites:** All Level 3 courses

This clinical course builds upon previous and developing knowledge to apply scientific, population, system, and interdisciplinary role concepts to the safe care of patients/families who experience complex health challenges. Emphasis is on demonstrating interprofessional communication, collaboration, and evaluation of outcomes within a changing health care environment. The student will demonstrate application of knowledge and skills in many advanced concepts, as well as progress towards proficiency in the application of critical thinking, decision making, clinical reasoning, and anticipation of patient/family needs across the continuum of care.

## **NURS 494**

### ***Systems Approaches in Population Health***

Traditional, Core

**Level:** 4

**Credits:** 3 (Lecture)

**Prerequisites:** All Level 3 courses

This course emphasizes the principles, processes, and applications of systems thinking within the context of nursing, health care, and population health. This course provides an in-depth examination of complex, dynamic health care systems and equips students with the analytical tools necessary to address intricate population health problems. Through exploration of health and health care, students will learn to apply systems thinking to improve health care delivery, health policy, and patient outcomes. Students will design multilevel intervention for a relevant public health problem in an affected target population.

## **NURS 495**

### ***Undergraduate Nursing Honors Project***

Honors, Required

**Credits:** 2+ (Independent Study)

**Prerequisites:** Honors Program Admission; All Level 1 and 2 courses; NURS 495 “Honors Project Approval Form”

The undergraduate nursing honors directed research course is an opportunity for honors students to develop and present a faculty-mentored scholarly project. This seminar will focus on dissemination communication of

scholarly research. Students will explore strategies for presenting research findings, identify structure and format for data presentation, and development skills in effective research communication. Skills developed in this course will be applied to completion and presentation of the faculty-mentored scholarly project.

## **NURS 496**

### ***Role Transition***

Traditional, Core

**Level:** 4

**Credits:** 2 (Lecture)

**Prerequisites:** All Level 3 courses

In this course, students will synthesize role and professional concepts presented throughout the curriculum. Concepts will include crucial conversations, standards of practice, law, ethics, networking, mentoring, policy, and advocacy for self and patients/families. These will be applied to ideas related to their upcoming transition into practice. Students will generate strategies for successful practice as a novice professional nurse. During the course, the students will integrate professional practice standards into their beginning practice. They will reflect on personal beliefs and responses to entering professional practice and examine how organizational culture affects transition into practice. The course also includes the importance of personal accountability and self-care. Furthermore, leadership and innovation in transforming professional nursing will be explored with consideration of continued personal career progression.

## **NURS 499**

### ***Independent Study in Nursing***

Independent Study

**Credits:** 1-3

**Prerequisites:** Junior-Level standing; NURS 499 "Independent Student Approval Form"

Under the guidance and with the approval of a selected faculty member, the student develops behavioral objectives appropriate to the topic being studied and a plan of action to achieve objectives. The number of credit hours for which a student registers is determined by the nature of the projected outcome (i.e., project, paper, etc.). The independent study may be experiential, directed reading, study, or research.

## **HS 301**

### ***Exploring Palliative Care***

Elective

**Credits:** 3 (Lecture; web-blended)

**Prerequisites:** All Level 1 and 2 courses

This course is designed to provide graduate and undergraduate nursing students with an in-depth understanding of palliative care focusing on delivery of patient/family centered care in a variety of health care practice environments. Using the ELNEC (End of Life Nursing Education Consortium) undergraduate nursing student curriculum or APRN curriculum, students will gain knowledge about the comprehensive delivery of quality palliative care during curative concurrent therapies through transitions to comfort-focused care. Ethical aspects, values, and self-awareness will be explored as it influences delivery of care. Students will gain enhanced appreciation for a multidisciplinary team approach to care of the seriously ill patient. Students will develop interpersonal communication skills that are valuable when caring for patients with serious illness and working with families and interdisciplinary providers. This course will teach components of holistic care used along the palliative care continuum addressing spiritual, social, physical, and psychological needs. Student will obtain a palliative care nursing education certificate of completion that can be placed in their portfolio.

## **HS 404**

### ***Gender-Based Violence: From Theory to Action***

Undergraduate Nursing Elective

**Credits:** 2–3 (Seminar)

**Prerequisite:** none

In this course, we will examine gender-based violence and the skills necessary to provide advocacy services to survivors. This course will introduce students to the roots of gender-based violence, the social and cultural context in which it occurs, the mental and physical health impacts, justice and restitution frameworks, and will explore approaches to changing those structures to reduce or end it. Students will develop the skills to think critically about the local and global impact of gender-based violence, how it intersects with other forms of oppression, and to develop an understanding of these issues that will be useful intellectually, personally, and professionally. Students will be required to participate in experiential learning hours outside of class. Registering for 2 credits will require 10 hours of attendance at camp events related to gender-based violence. Registering for 3 credits will require 30 hours of training that provides in-depth information on issues related to sexual and intimate partner violence.

## **NURS 420**

### ***Introduction to Global Health: Issues and Challenges***

Elective

**Credits:** 2–3 (Seminar)

**Prerequisite:** none

This course introduces the student to global health concepts and the network of organizations working to advance health care internationally. The emphasis for this course is on the global burden of disease and determinants of health. 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.

## **NURS 421**

### ***Perspectives in Global Health***

Elective

**Credits:** 2 (Lecture)

**Prerequisite:** Advisory Prerequisite: NURS 420

This is an interdisciplinary clinically focused elective. It will explore the issues that directly or indirectly affect health in low and middle resource countries from an interdisciplinary approach. This year we will focus on South America and India, and students will have the opportunity to travel to either Ecuador or India as part of Global Course Connections for an introduction to the health care delivery system of those countries, focused on global and public health concepts and on health promotion and risk reduction. Students who are not traveling are encouraged to use course assignments to explore how the issues being discussed impact health in another country of particular interest to them. The purpose of the course is to broaden the students' worldview and global perspective on health care issues. The Emphasis for this course is on health equity among nations and for all people.

## Appendix G: Responsible Conduct of Research & Scholarship

---

UMSN uses a variety of strategies for training students and postdoctoral fellows. We view this training as an integral part of its educational programming from undergraduate through postdoctoral levels. We build principles of ethical practice that are embedded in all aspects of nursing; our students and faculty, as either pre-licensure or licensed nurses, have ample opportunity to discuss professional norms and ethical principles in that regard. Selected groups of students who are supported on NIH or other grant funds have additional requirements.

This plan outlines a variety of structured and unstructured approaches to addressing the continuum of responsible conduct of research and scholarship. All faculty members are made aware of the curricular resources available in the U-M [Responsible Conduct of Research \(RCRS\)](#).

All students complete the required nursing research course dependent on the track they are in and complete [NURS 244 Evaluating Data Sources and Evidence for Nursing Practice](#) (3 credits). This course examines the research process and various requirements that must be met when conducting research with human subjects (documented through course syllabi, registration rosters, and transcripts).

Honors Program students complete seminars at various levels in the curriculum, as well as a supervised honors research project. All honors students complete training through [PEERRS \(Program for Education and Evaluation in Responsible Research and Scholarship\)](#); certificates of completion are maintained in student files. All honors students attend research team meetings and are mentored by established researchers, who also supervise their Honors research project. The appropriate [Institutional Review Board \(IRB\)](#) review is obtained for all projects. All information is documented through course syllabi, attendance, registration rosters, and transcripts.

## Appendix H: Misconduct & Resolution Resources

---

### Our Community Values

---

UMSN culture is an empathy- and values-driven environment for student learning and growth. The values we share include accountability, diversity, excellence, initiative, integrity, and respect. To this we add the [EPIC values](#) which guide our daily behaviors and interactions. UMSN has resources to support students, faculty, and staff when a challenge or concern arises. Following is a brief overview of resources for concerns related to the [Code of Academic and Professional Conduct](#).

UMSN has a Code of Academic and Professional Conduct that all students are expected to uphold. The code can be found in these linked program specific student handbooks. Please see each Table of Contents for your convenience. Examples of academic and professional misconduct described in the code include, but are not limited to, plagiarism, cheating, falsification of data, and violating patient privacy. An alleged violation of the code must be shared with a Resolution Officer (RO) by any student, faculty or staff within 10 days of the relevant incident.

### Resolution Officers (ROs)

---

#### Undergraduate students

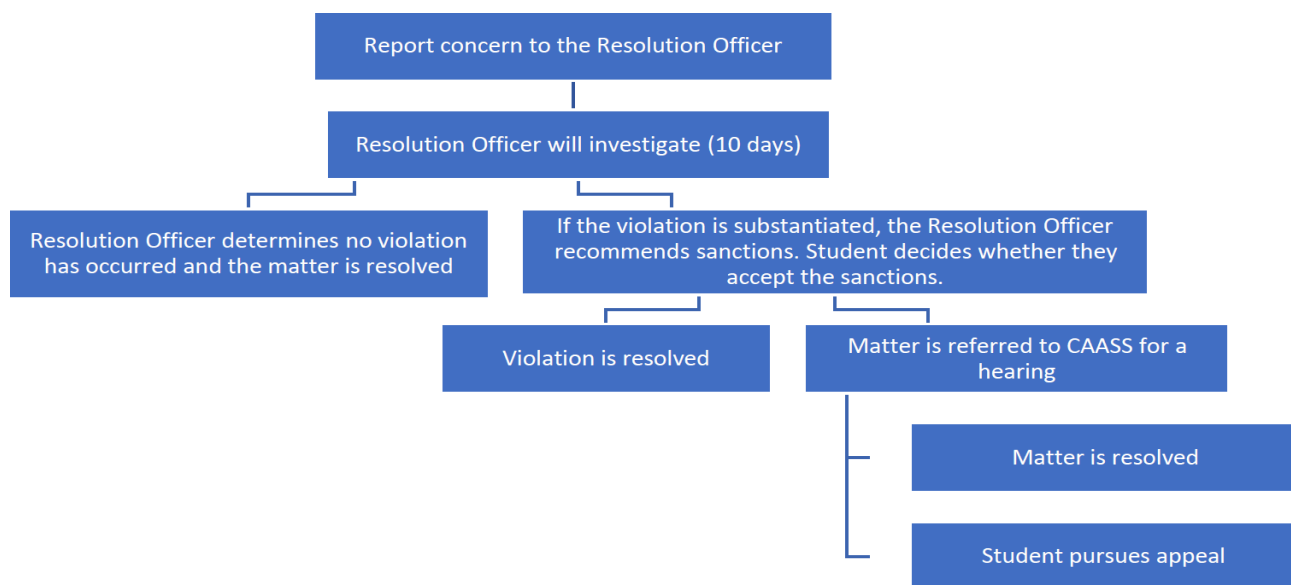
Dr. Jenna Allen  
[jchiampi@umich.edu](mailto:jchiampi@umich.edu)  
734-936-8382

#### Graduate students

Dr. Katie Nelson  
[kathrynn@umich.edu](mailto:kathrynn@umich.edu)  
734-763-4202

During the initial intake discussion, and using a framework for restorative justice, a variety of resources and pathways can be explored by students, faculty and staff depending on the situation. The following graphic outlines the formal resolution pathway.

ROs also support the UMSN student grievance process. This process provides an objective internal review of faculty and staff actions or UMSN committee decisions. The review is conducted by a panel of faculty and a student. For matters that may involve an RO, the appropriate administrator will convene the panel with the opportunity for input from the student initiating grievance under this policy.



### Additional Resources

Further details about our community values, expected behaviors and responsibilities, Academic and Professional Code of Conduct, student grievance process, and related student resources can be found in each of these linked program specific student handbooks. Those with concerns related to Graduate and PhD students can additionally access Rackham's Academic Dispute and Resolution Policy linked here. For students, faculty, and staff seeking support and guidance for resolving their own concerns where possible, please see the [EPIC Feedback Model and Communication Guidelines](#).

## Non-Academic Concerns

---

Most matters involving non-academic concerns related to the [Statement of Student Rights and Responsibilities](#) can be directed to the [Office of Student Conflict Resolution](#). If you are unclear which pathway is best, check in with the USMN Undergraduate RO as soon as possible to see which procedures you should follow. Please consult [Guidance on Sexual and Gender-based Misconduct Mistreatment](#) as needed.

## Emergencies

---

[U-M Compliance Hotline](#)

866-990-0111

[U-M Division of Public Safety & Security \(DPSS\)](#)

734-763-1131 or text 377911 (non-emergency)

911 (emergency)

[Ann Arbor Police Department](#)

734-994-2911

911 (emergency)

---

As of 06/26/2025

# Appendix I: Sexual and Gender-Based Misconduct

---

UMSN is committed to creating and maintaining a safe and non-discriminatory community for learning and working that is free from sexual and gender-based misconduct and that enables all to participate fully in the scholarly, research, educational, patient-care, and service missions of the School and University. It is the responsibility of every member of UMSN and the U-M community to foster an environment free of prohibited conduct; all members are encouraged to take reasonable and prudent actions to prevent or stop such behavior.

## Examples of Misconduct

---

The [U-M Sexual and Gender-Based Misconduct Policy](#) prohibits the following types of conduct:

- **Federal Rule Sexual and Gender-Based Misconduct** (i.e., Quid Pro Quo Sexual Harassment; Severe, Pervasive and Objectively Offensive Sexual Harassment; Sexual Assault; Intimate Partner Violence; and Sex or Gender-Based Stalking that allegedly occurred on campus or other property owned or controlled by the University and/or in the context of a University PROGRAM OR ACTIVITY as defined below in the United States; as defined by and within the scope of Title IX); and
- **Other Sexual and Gender-Based Misconduct** (i.e., Sexual Assault, Sexual Harassment, Sex- or Gender-Based Harassment, Sex- or Gender-Based Stalking, and Intimate Partner Violence that allegedly occurred off campus or on property not owned or controlled by the University and/or outside the context of a University PROGRAM OR ACTIVITY as defined below and/or outside the United States, but that potentially poses a serious threat of harm, has a continuing adverse effect on, or creates a hostile environment for Students, Employees, or Third Parties while on campus or other property owned or controlled by the University, or in any University Program or Activity, as determined at the University's discretion as explained below; and Sexual Exploitation).
- **Sex or Gender-Based Discrimination**, whether within or outside the scope of Title IX, as defined in Section III below. When the University receives an allegation that an individual subject to this Policy has engaged in discrimination on the basis of sex, pregnancy or related conditions, gender identity, gender expression and/or sexual orientation in violation of the University's prohibition of Other Sex or Gender-Based Discrimination (including but not limited to an allegation that such discrimination has occurred in, e.g., a PROGRAM OR ACTIVITY conducted by the University for individuals who are neither University employees nor students (such as, e.g., sports or academic camps offered to K-12 students), or that a University program or activity, policy, or practice (such as, for example, the University's provision of athletics or a University employment or student life policy) may be discriminatory on such bases, the University will, in accordance with Section 106.8 of the Title IX regulations and/or this Policy, promptly and equitably review that concern pursuant to the Student Procedures or the Employee Procedures as applicable, even if there is no identified decisionmaker(s) who would reasonably be identified as a Respondent. Other



Prohibited Conduct (i.e., Retaliation and Violation of SUPPORTIVE MEASURES, as defined in Section III below).

All members of UMSN and the U-M community are encouraged to share information they receive about possible misconduct with [U-M Equity, Civil Rights, and Title IX \(ECRT\)](#), whether or not they have an obligation to share such information under the [U-M Sexual and Gender-Based Misconduct Policy](#). Examples of Sexual and Gender-Based Misconduct may include, but are not limited to, the following.

- Pressure for a dating, romantic, or intimate relationship
- Unwanted touching or sexual advances
- Pressure to engage in sexual activity
- Inappropriate references to sexualized parts of the body
- Harassing conduct about a person's gender, gender identity, gender expression, or sexual orientation
- Sexually suggestive comments, jokes, or innuendos
- Obscene gestures reasonably understood to be sexual in nature
- Stalking or cyberbullying in the context of a current, former, or potential intimate relationship
- Emailing, texting, "sexting," and internet use that violates this policy
- Intimate partner (a person with whom you share a close personal, romantic, or sexual relationship) violence
- Sexual assault (nonconsensual touching involving breasts, buttocks, and/or genitals)

## Reporting to the University

---

Students are strongly encouraged to report prohibited conduct to U-M and/or to law enforcement. Reports filed with U-M and/or Ann Arbor Police Department are criminal complaints and not University complaints. Information shared with confidential resources is also not a university complaint. To make a complaint to the University, contact ECRT using the information below.

All U-M and UMSN employees who learn about misconduct shared by a student should connect students with the support services and resources below. Individuals with Reporting Obligations (IRO) are required to report any details they receive about prohibited conduct directly with ECRT. All employees are highly encouraged to share their reporting obligations with students up-front, so students can make an informed choice about what is shared. For more information about who is an IRO and mandatory reporting please see the [University Sexual and Gender Misconduct Policy](#).

## Resources

[Equity, Civil Rights, and Title IX Office \(ECRT\)](#)

2072 Administrative Services  
1009 Greene Street  
[ecrtoffice@umich.edu](mailto:ecrtoffice@umich.edu)  
(734) 763-0235

### **Anonymous Reporting**

You may prefer to make reports of prohibited conduct to ECRT without disclosing your name by using the [ECRT Reporting Form](#), or by accessing the [U-M Compliance Reporting Form](#). Depending on the level of information available about the incident and the individuals involved, U-M's ability to respond to an anonymous report may be limited. U-M will, however, take whatever steps it deems appropriate and in the best interests of the overall U-M community, consistent with the information available.

Supportive resources are available at U-M to provide assistance, support, and information. We encourage you to access these resources whether or not you choose to report.

[U-M Ethics, Integrity, and Compliance Office](#)  
[Compliance Reporting Form](#)

866-990-0111

[The Sexual Assault Prevention & Awareness Center \(SAPAC\)](#) provides direct support including crisis intervention, advocacy, assistance in navigating academic, personal, medical, and community impact, and referrals to campus and community resources.

4130 Michigan Union  
530 South State Street  
[sapac@umich.edu](mailto:sapac@umich.edu)  
734-936-3333 (24 hours)

Sexual Assault Services at [University Health Service](#)  
734-764-8320

[CAPS \(Counseling & Psychological Services for Students\)](#)

[Office of the Student Ombuds](#)

6015 Fleming Admin Bldg.  
503 Thompson Street  
[ombuds.umich.edu](http://ombuds.umich.edu)  
734-763-3545

[U-M Division of Public Safety & Security \(DPSS\)](#)

734-763-1131 or text 377911 (non-emergency)

911 (emergency)

[Ann Arbor Police Department](#)

734-994-2911

911 (emergency)

---

As of 06/25/2025

## Appendix J: Reporting Mistreatment

---

The faculty, staff, students, and leadership within the UMSN, as well as our clinical learning and community partners, collectively strive to foster an equitable and inclusive environment that builds on our strengths, including our visible and invisible identities, experiences, interests, and perspectives. This commitment is further reflected within the following.

- UMSN Core Value
- Non-Discrimination Policy
- Code of Academic and Professional Conduct
- Disability Statement
- Campus Commitment to Anti-Racism
- Protection from Retaliation Policy

We understand that students may encounter challenges to our values, including our commitment to antiracism and discrimination and we must address those challenges to restore the environment for learning. The purpose of this resource is to describe the pathways for students experiencing various forms of mistreatment and/or unprofessionalism.

Students are encouraged to use this guidance to address alleged discriminatory, disrespectful, unprofessional, unethical, biased, racist, or otherwise mistreatment they encounter or observe others encountering in curricular, clinical, online and/or co-curricular contexts of learning. This includes behavior that stereotypes, excludes, harasses, or otherwise harms on the bases of visible and invisible social identities including, but not limited to, race, ethnicity, gender identity, sex, ability, sexual identity, immigration status, linguistic identity, age, weight, political identity, religion.

It is highly recommended that any student who experiences maltreatment make an appointment with [CAPS \(Counseling and Psychological Services\)](#). All CAPS professionals have extensive cultural training. Taking the time to reach out to CAPS is an act of self-care that is incredibly important. There are many ways to connect with CAPS.

### Discuss It

The individual experiencing mistreatment should first, when possible and comfortable, attempt to resolve the matter directly with the alleged offender. The direct communication and conflict resolution strategies outlined in the [UMSN EPIC Feedback Model and Communication Guidelines](#), or other similar communication resources for those experiencing or witnessing microaggressions and bias, can be utilized. The individual can also bring a support person if helpful. If the student is unsatisfied with the attempted direct on, or direct resolution is otherwise not possible, it is appropriate for this student to use one of the mechanisms

described below. Suggested options include the following.

- Discuss the challenge with your clinical or course faculty member or, if more comfortable, program lead, coordinator, or director. They will facilitate the reporting of issues to the relevant departmental leadership and assist with developing and implementing appropriate supportive and restorative measures.
- Reach out to your academic advisor, who can provide information to support your reporting and connect you with supportive resources for social and emotional support within UMSN and U-M.
- You may also discuss the challenge with the [Assistant Dean for Community Culture](#) for guidance on student-driven reporting options (confidential, non-confidential, and/or anonymous options), conflict resolution, as well as resources for social and emotional support.
- You can seek external support with the [University Ombuds](#). As an off-the-record resource on campus, the Ombuds provide resources, referrals, and guidance.

### **Report It**

- Contact any of the agencies noted in [U-M and UMSN Reporting Resources](#).
- Contact the [UMSN Resolution Officers](#) or the [U-M Office of Student Conflict Resolution](#).
- You can also choose to pursue unlawful discrimination, or harassment claims in compliance with U-M's Nondiscrimination Policy Statement by filing a report with the [Equity, Civil Rights, and Title IX Office \(ECRT\)](#).
- You can also report to the [Department of Public Safety and Security \(DPSS\)](#).

UMSN students requesting complete anonymity via any of these mechanisms should know that doing so may interfere with U-M's ability to investigate a concern, respond to a concern, and the ability to receive information about the follow-up investigation and/or actions taken to restore and sustain a positive learning environment. Therefore, we recommend using one of the confidential options and considering leaving your name and contact information so that we can follow up and ask questions and provide updates on our actions.