



MICHIGAN NURSING
UNIVERSITY OF MICHIGAN

PROFESSIONAL GRADUATE PROGRAMS

Handbook of Academic Policies and Procedures (Master's & DNP)

2026-2027

Revised August 2026



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Graduate Programs Academic Policies & Procedures Handbook

Welcome to the University of Michigan School of Nursing!

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

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

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

Note that the information in this handbook is updated annually. Changes may also be made throughout the academic year and these changes will be posted on the School of Nursing website. Students will be notified of any changes to the handbook via to their @umich.edu address and published in *The Pulse*, the School of Nursing monthly electronic newsletter. The information in this handbook is accurate as of August 2026. The *Master's Handbook of Academic Policies & Procedures* is available electronically in the [Handbooks & Policies](#) section of the University of Michigan, School of Nursing's [official website](#).

2026-2027 Academic Calendar

2026 FALL TERM

Classes begin	Aug 31, Mon
Labor Day (Holiday)	Sept 7, Mon
Fall Study Break	Oct 19 – 20, Mon - Tues
Thanksgiving recess 5:00 p.m.	Nov 25 - 27, Wed - Fri
Classes end	Dec 11, Fri
Study Days	Dec 12 - 13, Sat - Sun
Examinations	Dec 14 - 18, Mon - Fri; 21, Mon
Commencement	Dec 20, Sun

69 class days: M=13, T=14, W=14, TH=14, F=14

2027 WINTER TERM

Classes begin	Jan 13, Wed
Martin Luther King, Jr. (Holiday) University Symposia	Jan 18 Mon
No Regular Classes	
Vacation begins 12:00 noon	Mar 6, Sat
Classes resume	Mar 15, Mon
University Honors Convocation	Mar 21, Sun
Classes end	Apr 27, Tues
Study Days	Apr 28, Wed; May 1 - 2, Sat - Sun
Examinations	Apr 29 - 30, Thurs - Fri; May 3 - 6, Mon - Thurs
Commencement Activities	May 6 – 9, Thurs – Sun

69 class days: M=13, T=14, W=14, TH=14, F=14

2027 SPRING/SUMMER TERM

Classes begin	May 11, Tues
Memorial Day (Holiday)	May 31, Mon
Juneteenth (Holiday)	June 18, Fri
Classes end (Spring Half Term) 5:00 pm	June 28, Mon
Study Day	June 29, Tues
Examinations	June 30 - July 1, Wed - Thurs
Spring Half Term end	July 1, Thurs
Summer Half Term Classes begin	July 2, Tues
Independence Day (Holiday)	July 5, Mon
Classes end (Summer Half)	Aug 17, Tues
Study Day	Aug 18, Wed
Examinations	Aug 19 - 20, Thurs - Fri
Full & Summer Half Terms end	Aug 20, Fri

*Students enrolling in Business Administration, Dentistry, Law, Pharmacy, Social Work, and Medicine should check with their respective schools for academic calendar information including registration. This calendar is subject to change.

Visit the [Office of the Registrar website](#) for the most up-to-date information.)

Chapter 1

School of Nursing

We Dare

Daring comes in many forms. It's taking risks, challenging the status quo, and pushing the boundaries of what is possible. It's calm in the face of adversity, perseverance through failure and selflessness in the pursuit of excellence. For each person and in each moment, daring may look different. At the University of Michigan School of Nursing, we dare every day, using our knowledge, skills, innovation, and compassion to advance the public good and prepare the next generation of nurses to change the world.

Vision

To be the world's leading source of high-impact research, evidence and education that will develop the knowledge and nurses necessary to address healthcare's biggest challenges and provide health for all.

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.

Core Values

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

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

UMSN E.P.I.C. Feedback Communication Guidelines for Students

A crucial part of learning at UMSN involves participating in classroom dialogues and clinical learning experiences where a diversity of perspectives, opinions, questions, and experiences can be shared. This guide is intended to help you use the E.P.I.C. Feedback Model to communicate in ways that are both honest and true to yourself, as well as kind and compassionate to others.

1. Stay engaged Actively, consciously listen as much as possible. Be honest. When you are unable to be honest in the classroom or clinical context, take time to think about what might help you get there and what you might say, and then share your feedback directly with the individual.
2. Own your impact Communicate in ways that align with our UMSN E.P.I.C. and DEI values but accept that mistakes will happen so be generous with yourself and with others. Your intent matters less than the harm you might cause. Move forward responsibly and empathetically.
3. Strive toward vulnerability and openness. Be honest about your feelings and opinions, both to yourself and to others. Think about what you want to say, how that might come across to another,

anticipate potential harmful impacts, then refine your words to mitigate any potential harm, while still being true to yourself. Remember, not all things need to be said, think about what you are trying to achieve with your words and make sure you have the best intentions for helping the other person.

4. Make sure everyone is heard. Step up into space if you find yourself regularly contributing too little. Step back if you find yourself contributing too much.
5. Address ideas and not people. Understand we feel the ways we feel because of different experiences we've had. Feelings and ideas are not 100 percent definitive of the characters of the people who hold them. We can discuss the pros and cons of different ideas but remember that this is not reflective of the pros and cons of people. Don't gossip. Always treat people with civility and dignity, even when they are not present.

Experiences of Maltreatment in the Learning Environment

The faculty, staff, students and leadership within the U-M School of Nursing, as well as our clinical learning and community partners, collectively strive to foster an equitable and inclusive environment that builds on the strengths of our diversity, including our visible and invisible identities, experiences, interests and perspectives. We understand that students may encounter challenges to our diversity, equity and inclusion values, including our commitment to antiracism, and we must address those challenges to restore the environment for learning. The School of Nursing has updated resources and information to support students who may experience various forms of mistreatment and/or unprofessionalism to seek immediate help and/or resources they need to address challenges to our values on the School of Nursing website [maltreatment link](#). We are committed to fostering a positive learning environment in the classroom and clinical setting. If you have any questions, concerns or challenges, please reach out to your course faculty member, program lead, the Graduate Advisors at UMSN-GradAdvisors@med.umich.edu, Senior Associate Dean for Professional Graduate Studies and Professional Relations, Dr. Lisa Kane Low at kanelow@umich.edu.

In addition, the Office of Strategic Education, led by Dr. Rushika Patel, the Associate Dean for Strategic Education is an additional resource. Under Dr. Patel's leadership, this office provides organizational leadership in a continuous process of weaving diversity, equity, and inclusion priorities throughout the academic, co-curricular and administrative functions of the UMSN. The Office of Strategic Education also serves as a resource to individual students, faculty and staff and support their efforts to meet their academic, professional, and personal goals. If you experience challenges in the learning environment not conducive to our diversity, equity and inclusion goals, this office may also be a resource and Dr. Patel can be reached at rushika@umich.edu

Accreditation

Accreditation

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

The Nurse-Midwifery programs are accredited by the Accreditation Commission on Midwifery Education to offer both a Master's and Doctor of Nursing Practice degree. As part of the accreditation process and in the development of our graduate curriculum across all of our programs, the following documents are referenced to support meeting the Master and Doctor of Nursing Practice Essentials and the Advanced Practice Specialty Criteria for our advanced practice programs.

- [The Essentials of Master's Education in Nursing \(AACN, 2021\)](#);
- [The Essentials of Doctoral Education for Advanced Nursing Practice](#) (American Association of Colleges of Nursing [AACN], 2006); and
- [The Criteria for Evaluation of Nurse Practitioner Programs \[National Task Force on Quality Nurse](#)

Practitioner Education (NTF), 2016].

- National Council of State Boards of Nursing (2008). *Consensus model for APRN Regulation: Licensure, accreditation, certification and education*. APRN Consensus Work Group. Chicago: Author.
- American College of Nurse-Midwives (2021). *The Practice Doctorate*. Silver Spring, MD: Author.
- American College of Nurse-Midwives (2019). *Core Competencies*. Silver Spring, MD: Author.
- American Academy of Nursing (2015). *The Doctorate of Nursing Practice: Current Issues and Clarifying Information*. Washington D.C; Author.
- Adult-Gerontology NP Competencies Work Group. *Adult-Gerontology Acute Care and Primary Care Core Competencies (2016)*.
- Population-Focused Competencies Task Force. *Population-Focused Nurse Practitioner Competencies: Family/Across the Lifespan, Neonatal, Pediatric Acute Care, Pediatric Primary Care, Psychiatric-Mental Health, Women's Health/Gender-Related (2013)*.
- *E.P.I.C. Feedback Model (2021)*

Memberships Held By the School of Nursing

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

Non-Discrimination Policy Notice

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or 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/ADA 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.

Chapter 2

Student Services and Resources

Office of Graduate Studies

The Office of Graduate Studies provides service and support to help students to be successful academically and offers opportunities for students to enrich their leadership experiences. The Office of Graduate Studies provides academic services including academic advising for graduate students, degree audits, and credit transfers.

The Office of Graduate Studies also plans, funds, and manages student activities such as orientation, Welcome Week, commencement and other school-wide activities.

Academic Advising

Specialty Program Leads

The School of Nursing Specialty Programs Leads and/or DNP Director make themselves available for students to discuss career goals, approve course transfers, and to serve as mentors. Talk with your Program Lead if you are considering dropping a course or if you are changing the sequence of courses from your original program plan.

Academic Advisors

The Office of Graduate Studies has academic advisors who assist all students with advising, course selection, support with any changes to program plans or program plans of study and help them to utilize the resources available in the school and at the university. Advisors perform degree audits to ensure that students complete requirements for graduation. Degrees are not conferred by the university until approximately a month and a half after the last day of classes.

Students who have other academic questions or concerns about curriculum, transfer credit information, Mcard forms, or are in need of academic-related information should email the academic advisors UMSN-GradAdvisors@med.umich.edu or stop by Room 3172 or 3173, North Ingalls Building. Students are invited to reach out to Graduate Advisors to set up an appointment whether it is virtual, over the phone or face-to-face.

School of Nursing Buildings Information

Buildings

The School of Nursing is housed in two buildings, the School of Nursing Building #1 at 400 North Ingalls and the School of Nursing Building #2, located at 426 North Ingalls.

School of Nursing Computing Site

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

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

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

Site Access: Access to the School of Nursing is restricted to University of Michigan students, staff, faculty, and those having business with the U-M School of Nursing. The School of Nursing Building is equipped with an extensive card access system, which will necessitate frequent use of your M-Card. As such, anyone entering the 426 N. Ingalls Building will be required to prominently display their M-Card.

Normal business hours for the south exterior doors facing Cornwell Street are kept locked. Students must badge in for access Monday – Friday.

Normal business hours for the 1st and 2nd floor classrooms to be unlocked are 6:30 a.m. – 8:00 p.m., Monday – Friday.

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

Student Lounge and Reading Room

Student lounge and study areas are located throughout the School of Nursing Buildings. The fourth floor of the 426 North Ingalls Building hosts a graduate student lounge in Room 4116. The Student Commons area is located on the first floor in the 400 North Ingalls Building, in 11C4. These are areas where students are encouraged to gather, relax and study.

Vending

Vending is available in the School of Nursing, 426 Building on Level 1. Students will also find a microwave for their use in the Level 1 vending area. In the 400 North Ingalls Building, vending and a microwave are located on the ground level (Nick's Café).

Student Lockers

Students may sign out lockers from The Office of Graduate Studies (Room 3160, 400 North Ingalls Building) on a first-come, first-serve basis. Master's students' lockers are located on Floor 2 of the School of Nursing Building. Lockers may be signed out in September, after classes begin. Lockers can only be signed out for the current school year. Student lockers must be emptied by June 30 of each year. On July 1, any items remaining in lockers are moved to the Lost and Found. There is no fee to sign out a locker.

Wellness Rooms

Students may utilize the wellness rooms which are designated for use by nursing mothers. Rooms are available in both School of Nursing buildings. Room 4104 in the new School of Nursing Building #2 is kept locked during normal business hours Mon-Fri, 8:00 a.m. – 5:00 p.m. See the 1st Floor Reception Desk for a key. Room 1185A in 400 North Ingalls Building (NIB) is unlocked and available on a first come first serve basis.

Reflection Room

Students may utilize the reflection room which is designated for students that need a quiet place for personal reflection. Room 1185B in the 400 North Ingalls Building (NIB) is unlocked and available on a first come first serve basis during normal business hours Mon-Fri, 8:00 a.m. – 5:00 p.m.

Lost and Found

Found items should be turned in to the Facilities Manager Office (Room 1343B, 400 North Ingalls Building).

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

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

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

Communication in the School of Nursing

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

Use of Technology and Social Media

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

- Agency computers cannot be used for personal business such as checking email or Facebook.
- Any personal communication such as cell phone use or texting must be done outside of agency clinical areas on the student's personal time.
- Posting or discussing any information about patients or families on social media or on-line space is not permitted and is a violation of the Student Code of Academic and Professional Conduct (see [Appendix A](#)).
- Non-compliance with policies regarding the use of technology and social media may affect course grades and result in the violation of the Student Code of Academic and Professional Conduct, up to and including disenrollment from the School of Nursing.
- Recording of meetings or phone calls is strictly prohibited unless all participants have been informed and have provided their consent prior to the start of the recording. This policy applies to in-person meetings, virtual meetings, and telephone calls. Unauthorized recording is a violation of privacy and may result in disciplinary action.

Email

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

Students should not share School of Nursing student email distribution lists with external parties who wish to contact students. Instead, students should refer all external parties to the Office of Graduate Studies at UMSN-GradAdvisors@med.umich.edu so that information can be distributed if appropriate.

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

Students need to check for email messages frequently. Students are held responsible for School of Nursing, course and University information communicated via email. Students should use their @umich.edu account to communicate on email for any School of Nursing and University business. Personal email addresses will not be used by UMSN faculty or staff.

Level 1 and Level 2 Passwords

A Level-1 password, also referred to as your UMich password or Kerberos password, is used to access your @umich.edu Student Lockers.

Students may sign out lockers from The Office of Graduate Studies (Room 3160, 400 North Ingalls Building) on a first-come, first-serve basis. Master's students' lockers are located on Floor 2 of the School of Nursing Building. Lockers may be signed out in September, after classes begin. Lockers can only be signed out for the current school year. Student lockers must be emptied by June 30 of each year. On July 1, any items remaining in lockers are moved to the Lost and Found. There is no fee to sign out a locker.

email account and campus resources such as libraries, benefits, and Wolverine Access. To obtain a UMich (Level-1) password, contact the ITS accounts office.

A Level-2 password, also known as your Med, Michigan Medicine Exchange, or Outlook password, is used to access your @med.umich.edu account and other hospital resources. See the Michigan Medicine Outlook Exchange website (<https://michmed.service-now.com>) for more details. This email account also does not forward to your @umich.edu.

Computing and Technology

Computing at the School of Nursing (Fall 2026 Computer System Requirements)

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

The School of Nursing has set computer requirements to ensure that student computers have the functionality needed for their coursework. Students may choose either Option A or Option B below, choosing the best fit for their needs. If you already own a computer, please compare your specifications with the requirements listed below. **At a minimum, your computer must meet the requirements listed for Option B. If your computer does not meet the standards outlined here you must acquire computer hardware and software that is compliant.**

Option A

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

Option B

Though the requirements listed in Option B meet the School of Nursing's minimum computing requirements, these systems are not adequate for more than 2 years of use. Option B is only appropriate for students who

have less than 2 years of coursework to complete. If you are enrolled for longer than two years, you are required to acquire computer hardware and software to meet the School's computing requirements.

Getting Help

School of Nursing Information Technology Support (Nursing IT)

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

Email: nursing-help@umich.edu

Phone: 734-764-6300

On-site Support: 400 N Ingalls St, Ann Arbor 48109, Room: 4237

Technology Policies

Policy	References
Sensitive Data	Sensitive Data Policies http://safecomputing.umich.edu/dataguide/?q=node/49 Proper Use Policy http://www.its.umich.edu/itcsdocs/r1103/
Ethics	UMSN Student Handbook https://nursing.umich.edu/information-for/current-students/handbooks-policies
Netiquette	UM Safecomputing Student Guidelines http://www.safecomputing.umich.edu/students.php URespect https://expectrespect.umich.edu/
Social Media	UM Student Guidelines for Social Media https://socialmedia.umich.edu/policy-and-guidelines/
email policies for UMSN Students	UMSN Student Handbook https://nursing.umich.edu/information-for/current-students/handbooks-policies
UMich IT Policies	UM Student IT Policies https://it.umich.edu/information-technology-policies

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

Computing at the University

The Information Technology Services (ITS) provides a central focus for computing and telecommunications at the University. Within ITS there are a number of units that provide direct services to students. Students can use computers, take advantage of many free educational services including classes and consulting, and benefit from

special purchase plans which make it possible to purchase computers and software at reduced prices. For additional information about all services offered by ITS, please visit the [ITS General Computing website](#). The University of Michigan dictates standard practice and proper use policies for technology resources. These can be reviewed on the [Office of the Chief Information Officer's website](#).

U-M distance Education Disclosures

"Students who will not be located in the state of Michigan when completing coursework can find state-specific complaint resolution policies and procedures on the [U-M Distance Education Disclosures page](#)."

Creating and Changing Uniqnames

After matriculating, new students will receive an email from ITS Accounts instructing them on how to create a uniqname. If students would like to change their uniqname they should contact <https://teamdynamix.umich.edu/TDClient/30/Portal/KB/Article/759/Request-a-Change-for-your-Uniqname>. Students should also notify all their contacts of their uniqname change. Any individual sending an email to an old uniqname will receive a "bounced message" alert. However, by changing your uniqname through the ITS Accounts Office, all U-M Directory membership groups you are a member of will be automatically updated with your new uniqname.

Assistive Technology Resources On-Campus

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

James Edward Knox Center
1114 Shapiro Library
Jane Vincent, Assistive Technology Lead
Phone: 734-936-3794; Knox Center direct line 734-647-6437
Email: sites.knox@umich.edu

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

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

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

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

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

[Ergonomics Awareness Program](#) – "helps increase faculty and staff awareness of, access to, and the effectiveness of ergonomic resources within the U-M community. The program helps departments and employees apply ergonomic principles to everyday work practices. The Ergonomics Team provides a combination of education and ergonomic consultations to minimize the effects of ergonomic risk factors on our

health and productivity and to help us emphasize personal responsibility for safe behavior and environmental factors within our control.”

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

Student Organizations

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

Sigma Theta Tau

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

The criteria for membership for masters and doctoral students are:

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

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

The ceremony for induction into membership is usually held in late October or early November.

Visit the [About Rho Chapter](#) section of the UMSN website for more information.

Michigan Council of Nurse Practitioners

[Michigan Council of Nurse Practitioners, University of Michigan School of Nursing Student Affiliate Chapter](#) (MICNP UMSN) seeks to provide Student Nurse Practitioners a venue to understand the professional issues that impact Advanced Practice Registered Nurse practice in the state of Michigan and advocate for the Nurse Practitioner role. MICNP UMSN seeks to aid in the development of the whole student, his/her professional role, and his/her responsibility for the health care of people from all walks of life. MICNP UMSN aims to increase understanding of the role of a professional organization in improving health care outcomes.

To join MICNP, please visit the [website](#)! You will be contacted by our membership chair after submitting the interest form.

Interprofessional Health Student Organization (IHSO)

Committed to professional development, advocacy, and community to improve interdisciplinary collaboration, [IHSO](#) is open to U-M students pursuing a career in healthcare who wish to enhance their education with experiences they may not otherwise obtain in their studies.

Health Policy Student Association (HPSA)

[HPSA](#) strives to cultivate spaces for students to critically engage with health policy, foster interdisciplinary collaboration across health sciences disciplines, and create dedicated stewards of health policy with strong professional, research, and advocacy skills.

Students can also go to the Center for [IPE website](#) for additional organizations.

LGBTQ+ Nursing

LGBTQ+ Nursing is a student-run organization sponsored by the Office of Strategic Education and is open to all UM students. Our goal is to be a community at the School of Nursing, build connections with students and faculty, and work to make nursing education and practice more inclusive.

School of Nursing and University Resources

Conflict Resolution Officer

The UMSN and University offer several different resources to support students who are experiencing conflict. The UMSN Graduate Student Resolution Officer is available to help graduate students explore the variety of conflict resolution resources available.

The Graduate Student Resolution Officer also handles potential violations to the UMSN Student Code of Academic and Professional Conduct. An alleged violation of the code must be shared with the Resolution Officer by any student, faculty, or staff within 10 days of the relevant incident. If you have a conflict you would like to discuss or would like to report a potential violation of the UMSN Code of Academic and Professional Code of Conduct, please contact UMSN Graduate Student Resolution Officer Katie Nelson (kathrynn@umich.edu or 734-763-4202).

Peer Mentorship Program

The Peer Mentorship Program creates collaborative partnerships among nursing peers to encourage professional development (e.g., academic, career, campus navigation, and knowledge sharing). The program also helps with personal development by providing a source of support (e.g., increased confidence, developing problem-solving, social support) for students as well.

With an emphasis on the importance of personal development, U-M peer mentorship aims to create a professional yet informal space to help with in-coming and current students' transition and navigation into graduate school. Not only will mentees benefit, but mentors will also benefit from the leadership and professional development (i.e., increased confidence, improved communication, improved management skills) the program will provide.

Through peer mentorship, in-coming students [mentees] will be matched with more-experienced U-M Nursing students [mentors] who are currently pursuing their studies in a mentor-mentee format. Email umsn-gradmentorship@med.umich.edu.

Nursing Clinical Learning Center (CLC)

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

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

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

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

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

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

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

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

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

Sweetland Writing Center

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

[Sweetland Writing Center](#)

105 S. State Street

1310 North Quad

Phone: 734-764-0429

Fax: 734-763-9148

sweetlandinfo@umich.edu

Counseling and Psychological Services (CAPS)

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

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

School of Nursing Counseling and Psychological Services

Kristen Adams, Psychologist

426 North Ingalls

Suite 3100

adamskri@umich.edu

Counseling and Psychological Services

530 South State Street, 3100 Michigan Union

Phone: 734-764-8312

Strategic Education Officer

The Office of Strategic Education provides referrals and direct support to individual students and groups who would like to further explore various topics, experiences, and issues related to any aspect of academic inclusion at UMSN and in the larger campus community. The Office of Strategic Education also offers a range of opportunities for students including but not limited to the Office of Strategic Education Speaker series, the Brave Space student dialogues, and the Gateways Fellowship PhD Pipeline Program and a range of other professional development opportunities to grow in one's own ability to demonstrate inclusive leadership. If you are experiencing a conflict, the Office of Strategic Education can also connect you with the UMSN Student Resolutions Officers to talk through various options for conflict resolution.

For more information, please contact Dr. Rushika Patel, Assistant Dean, Office of Strategic Education at rushika@umich.edu or 734-647-0143.

Student Accessibility and Accommodation Services

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

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

Services for Students with Disabilities

G-664 Haven Hall
Phone: 734-763-3000
TDD: 734-615-4461
VP: 734-619-6661
ssdoffice@umich.edu

Chapter 3

Master's Program Details

Objectives of the Master's Degree Program

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

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

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

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

Program Options

The University of Michigan School of Nursing offers the [Master's](#) and [Post-Master's Certificate](#) programs.

Master's Programs

1. Health Behavior and Clinical Sciences Department:
 1. Adult-Gerontology Acute Care Nurse Practitioner
 2. Adult-Gerontology Primary Care Nurse Practitioner (face-to-face and digital education)
 3. Primary Care Pediatric Nurse Practitioner (digital education)
 4. Primary Care Family Nurse Practitioner (face-to-face and digital education)

5. Nurse Midwife
 6. Nurse Midwife and Family Nurse Practitioner (Combined)
2. Systems, Populations, and Leadership:
 7. Leadership, Analytics and Innovation (LAI) (digital education)

Currently we do not offer dual degrees that are not otherwise advertised. There are opportunities for post-master's certificates to obtain additional nurse practitioner certifications.

Certificate Options

- Certificate in Nurse Education
- Certificate in Health Informatics
- Post-Master's Graduate Certificate Options
 1. Post-Master's Certificate Adult-Gerontology Acute Care Nurse Practitioner
 2. Post-Master's Certificate Adult-Gerontology Primary Care Nurse Practitioner
 3. Post-Master's Certificate Primary Care Family Nurse Practitioner
 4. Post-Master's Certificate Primary Care Pediatric Nurse Practitioner
 5. Post-Master's Certificate Nurse Midwife

Master's Concentration Options

- Global Health Concentration
- Global Practice, Policy, & Leadership Concentration
- Occupational Health Nursing

Mini-Certificate Options

- Trauma Informed Practice Mini-Certificate
- LGBTQ+ Health Mini-Certificate

Adult-Gerontology Nursing Programs

Adult Gerontology Acute Care Nurse Practitioner Program

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

1. Pathophysiology
2. Pharmacology
3. Evidence-based management of complex patient problems.

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

Graduates of UMSN's adult acute-care programs have potential employment opportunities in intensive care units, trauma units, specialty practices, emergency department, long-term care facilities, cardiopulmonary/neurology/surgery/oncology fields, home health care, and other options.

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

Curriculum

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

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

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

[MSN 2 - Year Plan](#)

[MSN 3 - Year Plan](#)

[DNP 3 - Year Plan](#)

[DNP 4 - Year Plan](#)

Adult-Gerontology Primary Care Nurse Practitioner Program

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

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

Students in this comprehensive and high-value program:

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

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

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

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

Curriculum

The set program plan for the Adult-Gerontology Primary Care Nurse Practitioner program plan is offered in a 2- or 3-year program length and is offered in the hybrid (2/3 of program face-to-face) or online/Digital Education (entire program online with required on-campus intensives throughout the program) modalities.

[MSN 2 - Year Plan](#)

[MSN 3 - Year Plan](#)

[MSN 2 - Year Plan \(Digital Education\)](#)

[MSN 3 - Year Plan \(Digital Education\)](#)

[DNP 3 - Year Plan](#)

[DNP 4 - Year Plan](#)

Primary Care Pediatric Nurse Practitioner Program

Primary Care Pediatric Nurse Practitioners (PCPNPs) have continuously evolving roles and are highly in demand to meet the primary health care needs of infants, children, adolescents, and young adults. They provide comprehensive, developmentally appropriate primary care in a variety of settings, including pediatric primary care practices, community clinics, school-based health centers, and other ambulatory care environments.

Graduates and students of the University of Michigan School of Nursing (UMSN) PCNP program practice in pediatric primary care practices, nurse-managed clinics, rural and community-based clinics, academic health centers, and other ambulatory care settings. In our high-value program, PCNP students learn to:

- Educate children and families about health promotion, disease prevention, and positive health practices
- Assess, diagnose, and manage common acute, chronic, and developmental health conditions
- Provide family-centered, culturally responsive, and evidence-based pediatric primary care
- Participate in interprofessional collaboration, quality improvement, research, and community-based projects

The result is a focus on the overall health and well-being of children and adolescents that recognizes and respects the strengths, values, and expertise of families as partners in care.

UMSN faculty maintain active clinical practices and bring expertise in pediatric primary and specialty care. Faculty are also engaged in a wide range of leadership, service, scholarly, and research activities that advance pediatric nursing practice, improve child and family health outcomes, and contribute to the profession at local, state, national, and international levels. Students have opportunities to learn from faculty expertise through coursework, clinical experiences, research, quality improvement, and professional engagement.

Curriculum

The program plan for the Pediatric Primary Care Nurse Practitioner curriculum is 2 or 3 years in length.

[MSN 2 - Year Plan \(Digital Education\)](#)

[MSN 3 - Year Plan \(Digital Education\)](#)

Primary Care Family Nurse Practitioner Program

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

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

The high-value FNP program includes emphasis on:

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

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

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

Curriculum

The program plan for the Family Primary Care Nurse Practitioner curriculum is offered in 2- and 3-year lengths and is offered in the hybrid (2/3 of program face-to-face) or online (entire program online with required on-campus intensives throughout the program) modalities.

[MSN 2 - Year Plan](#)

[MSN 3 - Year Plan](#)

[MSN 2 - Year Plan \(Digital Education\)](#)

[MSN 3 - Year Plan \(Digital Education\)](#)

[DNP 3 - Year Plan](#)

[DNP 4 - Year Plan](#)

Nurse Midwife Program

Midwifery as practiced by certified nurse midwives (CNMs) encompasses the independent provision of care during pregnancy, childbirth, and the postpartum period; sexual and reproductive health; gynecologic health; and family planning services, including preconception care. CNMs also provide primary care for individuals from adolescence throughout the lifespan, as well as care for healthy newborns during the first 28 days of life. Midwifery care is available to all individuals who seek it, and is inclusive of all gender identities and sexual orientations.

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

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

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

Curriculum

The Midwifery MSN program can be completed in either two or three years. The DNP program requires an additional year to obtain DNP-specific skills and is either 3 or 4 years. The combined Midwife and Family Nurse Practitioner (FNP) MSN program is structured as a three-year, primarily full-time course of study. The DNP pathway for this combined program is four years in duration. Students in the Nurse Midwife and Family NP combined program will be placed in clinical settings appropriate to the Nurse Midwife and to the Family NP role.

For more information regarding expectations and clinical requirements, please refer to the midwifery program handbook.

[MSN 2 - Year Plan](#)

[MSN 3 - Year Plan](#)

[DNP 3 - Year Plan](#)

[DNP 4 - Year Plan](#)

Nurse Midwife and Family Nurse Practitioner (Combined) Program

Program Focus

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

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

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

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

Curriculum

The combined Midwife and Family Nurse Practitioner (FNP) MSN program is structured as a three-year, primarily full-time course of study. The DNP pathway for this combined program is four years in duration. Students in the Nurse Midwife and Family NP combined program will be placed in clinical settings appropriate to the Nurse Midwife and to the Family NP role.

[MSN 3 - Year Plan](#)

[DNP 4 - Year Plan](#)

Systems, Populations and Leadership Program

Leadership, Analytical and Innovation

University of Michigan School of Nursing (UMSN) Department of Systems, Populations and Leadership offers a Master's Degree in Nursing (MSN) in Leadership, Analytics and Innovation (LAI). This program is fully digital and provides the opportunity for students to experience the Michigan difference from the flexibility of their home and workplace. The program uses comparisons and context to improve individual and population-level care based upon application of the best possible evidence. We prepare graduates for leadership in complex organizations to improve care delivery, health outcomes, and to apply health analytics, innovation and informatics in multiple settings across the continuum of care delivery and in industry.

The fully digital or online LAI program provides opportunities for every student to build confidence and competence to apply a wide range of tools to appraise system challenges at the level of the health of individuals and populations. Students apply real world value-based and data-driven approaches to improve the quality, safety, and effectiveness of care delivery and strategically lead interprofessional teams. The LAI curriculum also offers an access point for collaborative research and development of methods for integrating evidence-based practice in clinical, community and industry settings.

Leadership, Analytics and Innovation (LAI) graduates are able to apply knowledge, demonstrate innovation, and use business planning, strategic and critical thinking, in day-to-day operations. Graduates develop confidence in the use, analysis and interpretation of data to build the clinical and financial case for change, patient care delivery and health program development throughout the continuum. Foundational courses focus on application of leadership and analytics in a variety of settings and situations. Courses also incorporate the application of innovation development and informatics for creating transformative approaches to health and health care delivery via health information technologies (HIT), and on using these approaches to influence and effect change in health-related environments. Students participate in observational placements in practice areas including health care system, hospitals, accountable care organizations, ambulatory care facilities, public health settings, research facilities, health information technology corporations, educational institutions, and government agencies. LAI graduates practice as data-driven and innovative nurse leaders in traditional and non-traditional practice settings.

Curriculum

Students in the LAI program complete a series of Foundational courses (26 credits) with an immersion of 224 hours (2 credits) in a variety of placement areas of interest individualized for each student. The program is rounded out by student-driven electives (6 credits) selected to complement the interests, areas of growth or career path for each student.

Each area of focus is offered in an 18-24 month (full-time) or 3 year (part-time) set program plan of study. Students in this program attend approximately four days of on-site intensive classes during their program curriculum (see dates below), supplemented by virtual learning experiences.

[MSN 2 - Year Plan](#)

[MSN 3 - Year Plan](#)

Note: The Leadership, Analytics and Innovation (LAI) is no longer accepting new students.

Certificate in Nursing Education

Certificate in Nursing Education

Description

The School of Nursing Certificate in Nursing Education (CNE) is offered to students who are currently enrolled in a Master's, DNP, or PhD program in the School of Nursing. Students will work with the Graduate Advisors to develop an individualized plan to fulfill the CNE requirements.

The Associate Dean, Graduate Studies coordinates this program in collaboration with the Graduate Advisors and meets with students in yearly group advising sessions to answer questions (see below).

Objectives

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

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

The CNE has five required components:

1. Intent and Approval Form;
2. Didactic component:
 1. course work in an approved nursing education course;
 2. mentored teaching experience taken as an independent study for 1-4 credits (N697);
3. Completion of at least two Center for Research on Teaching and Learning (CRLT) modules, with documentation;
4. Experiential observations of faculty role with documentation and a reflective summary (e.g., Curriculum Committee, Faculty Meeting)

Didactic Component

Coursework in Nursing Education

Successful completion of a graduate level course in Nursing Education fulfills this requirement. Other proposed equivalent courses will be considered on an individual basis; to do so, students must submit a course syllabus to the Graduate Advisor for review. Graded courses must be successfully completed with a grade of "B-" or higher. Upon successful completion of an approved course, students should submit an official transcript for an outside university course or a "Statement of Accomplishment" for the U-M Coursera.

Mentored Teaching Experience (N697 1-4 credits)

The mentored teaching experience allows the student to practice teaching skills in either a clinical or classroom setting under the supervision of an experienced faculty. The mentored teaching experience should be arranged with the mentoring faculty. Students enrolling in a N697 course should read/follow the Independent Study instructions listed on page 1 of the [Master's Independent Study Form](#) and complete/submit page 2 to the Graduate Advisor

Certificate in Nursing Education: Mentored Teaching Experience

Students who choose to receive a Certificate in Nursing Education (CNE) are required to complete a Mentored Teaching Experience with a member of the UMSN faculty (undergraduate or graduate) to learn more about the behind the scenes requirements of teaching and get some hands-on experience.

How to Complete the Mentored Teaching Experience:

1. Find a faculty member to work with.
 1. UMSN-Grad Advisors may be able to provide you with a list of faculty who have been a faculty mentor for other students for their Mentored Teaching Experience. You may also reach out to other faculty you would be interested in working with.
2. email or call the faculty member to express your interest in working with them for your mentored teaching experience and ask if they have any courses coming up that they would be willing/able to work with a CNE student.
3. Schedule a meeting with the faculty member to discuss the opportunity and identify the faculty member's needs for course support and possible activities to complete (i.e. giving a lecture, writing quiz questions, running specific activities, grading assignments, etc.)
4. Identify your individual goals as a CNE student (i.e. what do you hope to accomplish during your experience)
5. Determine the number of credits you would like to complete. CNE students are required to complete a minimum of 1-credit up to a maximum of 4-credits for the Mentored Teaching Experience. *Some students choose to work with multiple faculty members in different courses over different terms to get the most exposure to different courses and teaching styles (this is optional).*
 1. 1-credit = 56 hours of work (in person and at home)
 2. 2-credits = 112 hours of work
 3. 3-credits = 168 hours of work
 4. 4-credits = 224 hours of work
6. Complete an Independent Study Form (N697) with your faculty mentor (attached)
 1. Write out the goals, specific activities, hour expectations, grading criteria (P/F or letter grade – *most students choose P/F*) – note that the faculty will need to submit the final grade in Wolverine Access Faculty Portal for this N697 Mentored Teaching Experience
 2. This gets signed by the student and faculty mentor
7. Submit the form to the Department Chair for signature and UMSN-GradAdvisors
8. Then the student completes the agreed upon activities during the planned term for the Mentored Teaching Experience.

Attending a Faculty Meeting:

HBBS Department Meeting:

Contact Chris Connelly, the HBBS Department Administrative Assistant (mwolvie@med.umich.edu) to request approval to attend.

Full Faculty Meeting:

Contact Coreen Abston, Executive Secretary (cabston@umich.edu) to request permission to join. A signed student confidentiality agreement is all that is required and she can help you with that.

Program Leads Meeting:

Another option for a meeting to attend is the Faculty Leads meeting, but sometimes we do not allow students to join if we are discussing sensitive topics. They occur on the 3rd Thursday of the month from 3 - 5pm.

Contact Michelle Pineau (pineaurmi@umich.edu) and Dr. Beth Kuzma (ekuzma@umich.edu) to ask if you can join the meeting.

Other Options:

- Curriculum Committee
- CAASS
- FPAC
- Executive Committee
- UG Department Meeting
- SPL Department Meeting
- Team Meetings

CRLT Sessions

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

Tracking attendance on the CRLT website:

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

Experiential Component

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

Certificate in Health Informatics

Practice Appeal

Practice Appeal Health informatics continues to be a developing and growing field of practice. Professional practice opportunities are evolving in analytics, information systems, technology optimization and development. Individuals with a deep understanding of leadership in information-enabled healthcare organizations are in high demand. This Certificate Program is designed to enhance the knowledge and expertise of those who see the challenges of technology drive and evolving health care systems.

Leaders who want to bring positive transformation to our healthcare system will come from many different fields – health professionals, health librarians, engineers, legal professionals, business-focused individuals, sociologists, and others to learn from exceptional faculty and one another in world-class facilities.

Focus The certificate in health informatics is an interdisciplinary program designed for individuals who seek to enhance their understanding and application of informatics to health and health care, and help drive the improvement and innovation that is necessary in today's health.

The program is available to those who have already completed a bachelor's degree from an accredited institution and who have at least one year of experience in a health related position. We do not require licensure as a health professional, although a solid understanding of health systems is strongly advised.

Students who complete the certificate in the health informatics program obtain content and practice hours that may qualify them to sit for a variety of informatics certifications.

This (online learning) curriculum incorporates self-paced learning with industry engagement. Interaction with our world-class faculty and other students occurs online and during synchronous class sessions each semester and is supplemented by virtual learning experiences.

Requirements Currently-enrolled graduate students at the University of Michigan School of Nursing should contact their advisor for application information. All other students should apply for this certificate through the post-master's application process.

Curriculum

Students will need to complete the following courses and select one elective course within the Informatics area (minimum of 3 credits) as approved by their advisor.

Certificate in Health Informatics			
Course Number	Course Name	Credits	Semester Offered
HS510	Foundations of Informatics	3	Winter
HS610	Sociotechnical Approaches in Practice	3	Fall
HS612	Evaluation in Health Systems	3	Fall
HS782	Immersion in Informatics are of focus (336 practice hours)	3	All
Elective in Informatics focus area as approved by faculty and advisor (Minimum of 3 Credits)			

Total Number of Credits for Health Informatics Certificate	15	
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This certificate was based for the majority on the ANCC Informatics Nursing Certification (RN-BC) requirements using the eligibility requirements of:

- Have completed 30 hours of continuing education in informatics nursing within the last 3 years (continuing education is not defined by the ANCC specifically) and/or
- Have completed a graduate program in informatics (graduate program in informatics is not defined by the ANCC specifically) nursing containing a minimum of 200 hours of faculty-supervised practicum in informatics nursing (the 200 hours, Patty believes is being revised to 300 hours, I could not get further clarification from our MM ANCC liaison)

Endorsed Systems, Population and Leadership – Faculty Implementation Team 3/10/2020.
 Endorsed Systems, Population and Leadership – Faculty 3/18/2020
 Endorsed UMSN Curriculum Committee – March 2020
 Endorsed UMSN Faculty – April, 2020

Global Health Concentration (GHC)

The Global Health Concentration (GHC) is open to any UMSN graduate student. It is designed to educate students about global health issues and provide an opportunity for practical field experience. The program promotes multidisciplinary approaches and community-based service.

The GHC is a combination of coursework, an immersion experience, and a mentored independent study. The GHC has three required components:

- 1) Administrative: Complete the GHC Intent & Approval Form, with signatures from OGA and the UMSN Graduate Advising Office
- 2) Didactic
 - a) Two 3-credit courses on Global Health
- b) Independent study project 2 cr.
- 3) Experiential:
 - a) Global health immersion experience approved by faculty and advisors in the OGA
 - b) Mandatory pre-departure training and a post travel session

Didactic Component

NURS 521, Introduction to Global Health: Issues and Challenges (3 cr.)

It is recommended (but not required) that students complete this course before immersion experience.

Graduate level elective in Global Health: (3 cr.)

Independent Study (N697 2 credits)

Students will select a mentor who will work with the student to develop the goals and objectives of the independent study. The final product might be a paper, a position statement, a grant proposal, or any other mutually agreed upon project.

Experiential Component

Pre-departure training

All students must attend a mandatory pre-departure training through the Office of Global Affairs in addition to any program or research group specific meetings. After travel, students will attend an individual or group post travel discussion.

The Global Health Immersion Experience

The immersion experience is defined as a “live and work” experience of sufficient length and/or cultural distance to challenge the student to develop self-awareness and critical thinking about culture and social determinants of health, and to gain first-hand insight into the challenges of global health care. Potential experiences will be reviewed and approved by the Office of Global Affairs.

Option A: An approved substantive experience that results in University of Michigan credit.

- UMSN or other U-M study abroad program
- Work, internship or volunteering for which U-M credit is awarded (including independent study with a UMSN faculty member)
- A non-U-M study abroad program for which U-M transfer credit results

Option B: An approved substantive experience that does not result in University of Michigan credit.

- A study abroad program that does not result in U-M credit
- An international work, volunteer, or internship experience that does not result in U-M credit
- An independently proposed international research or service project

Potential experiences will be reviewed and approved by GHC Faculty Advisor and the Director of Graduate and Professional Programs. The Office of Global Affairs will be consulted to provide input into the proposed experience.

Regardless of which option students choose to fulfill the immersion experience requirement, an OGA advisor must sign off on their completion of mandatory pre-travel education sessions and post-travel. Students interested in the Global Health Concentration should inform their academic advisor, meet with the OGA advisor and complete the GHC Intent & Approval Form.

For questions and to schedule an appointment, please contact UMSN-GlobalOutreach@med.umich.edu UMSN-GlobalOutreach@med.umich.edu

Global Practice, Policy, and Leadership Concentration (For DNP Students)

Program Overview

The Global Practice, Policy and Leadership Concentration is designed for DNP students who wish to complete their DNP project with a global lens. This 8-credit concentration provides students with coursework, global residency, and mentorship opportunities to help expand their understanding of evidence-based practice, policy, and leadership related to global health. Global residency options include custom travel or non-travel collaboration opportunities with global partners.

Occupational Health Nursing Concentration

Students interested in the Occupational Health Concentration should Associate Professor, Marie Anne Sanon, at sanon@umich.edu.

Requirements

Students accepted into the OHN concentration must take additional credits of coursework in interdisciplinary occupational health and public health courses, including, but not limited to, occupational and environmental health, occupational diseases, ergonomics, and safety to fulfill the concentration in addition to all required courses to complete the Master's program.

Trauma-Informed Practice (TIP) Mini-Certificate

The Trauma-Informed Practice Mini-Certificate supports future practitioners in their efforts to educate and care for children and youth whose lives have been impacted by trauma.

The program has two foci: (1) understanding and applying trauma knowledge to inform practice and leadership, and (2) understanding and enacting roles and functions in interprofessional collaboration. A primary goal of the program is to prepare students for interprofessional and team-based approaches to prevention and intervention strategies in schools and other systems that serve children and families.

Because creating safe and nurturing school environments requires that all professionals who interact with students understand the impacts of adversity and how trauma manifests in the body, the focus of this trauma-informed practice mini-certificate is interprofessional practice. Holders of this certificate will have knowledge and skills needed to provide interprofessional responses to the consequences of trauma and traumatic stress in the lives of children and youth.

The Trauma-Informed Practice Mini-Certificate is offered jointly by the Schools of Education, Nursing, and Social Work.

Eligibility

Students in the Elementary and Secondary Teacher Education Undergraduate and Master's programs, the Leadership and Policy Master's with Administrator Certification, and the Michigan Alternate Route to Certification program are eligible for the mini-certificate.

Format

The mini-certificate comprises a series of three 1-credit courses. Each course in the sequence involves pre-learnings, participation in a full-day Saturday workshop, and completion of a final reflective or debriefing paper.

During the full-day workshop, students will interact with content in a variety of ways including work in interprofessional small groups on case studies in which they contribute knowledge from within their professional role. Pre-learning involves interprofessional group discussion of course readings via video conferencing.

There will be a variety of short assignments throughout the course, and each student will submit a final reflective essay, with the question tailored to the course. Courses are graded S/U.

Course #1 Trauma Basics: Course #NURS 540

This course will provide basic foundational knowledge from trauma research and from practitioners' expertise about the adverse cognitive, social-emotional, behavioral, and health outcomes of children and youth who experience trauma. A key focus will be applying new knowledge about trauma to better perceive trauma's effects on young people in schools and other settings.

Trauma Basics must be completed prior to courses #2 and #3.

Course #2 Trauma-Informed Practice: Course #NURS 541

This course will provide foundational knowledge about trauma-informed practice, including key principles of a trauma-informed approach. A key focus will be on teachers, social workers, and nurses collaborating to use specific trauma-informed practices for addressing young people's academic, social-emotional, behavioral, and health needs. An additional focus will be on the impact of trauma on practitioners.

Course #3 Creating and Sustaining Trauma-informed Systems: Course #NURS 542

This course will provide foundational knowledge about developing and sustaining a school or organizational culture that is trauma-informed. A key focus will be on teachers, social workers, and nurses going beyond their practice role to collaborate on organizational work. Examples include educating colleagues, planning for a long-

term project, evaluating programs, and obtaining resources to sustain collaborative models and programs to address trauma in schools.

Request permission to enroll in Trauma Basics

Transfer of Credit

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

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

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

Change of Master's Program

Students interested in being considered for a change of program should contact UMSN-GradAdvisors@med.umich.edu. This change requires full consideration by the new program's Program Lead. International students must supply documentation of additional funding if a change of field will result in an extension of the expected study period. In the first academic year of an MSN student in a face to face program are eligible to be considered to pursue the DNP degree November 1st, March 1st and August 1st. All official program changes will be made by the Office of Records and Registration once a year.

Degree Requirements and Program Time Limit

All degree requirements must be completed within five years from the date of first enrollment in the program. The minimum credit requirement for the master's degree varies by program. Students must take the required core courses plus additional required specialization courses as specified in each program description.

Program Interruptions and Readmission

A student in good academic standing, who interrupts their program for any reason including approved Leave of Absences (LOA), after 2 consecutive semesters (not including Spring/Summer), must apply for readmission. Students looking to take a LOA must successfully complete at least one semester in their current Program, and be in good standing. Students who were not in good academic standing at the time they left the program, or who need more than 5 years to complete their program, may seek permission from their Program Lead and/or petition CAASS to request readmission. Readmission is dependent upon approval by the graduate program and upon availability of space and facilities for the term in which readmission is requested. International students seeking readmission will need to certify proof of adequate funding in order for Admissions to issue the appropriate documents to obtain a visa. Students with questions regarding program interruptions and/or readmission should contact the Graduate Advisors at UMSN-GradAdvisors@med.umich.edu.

Chapter 4

Doctor of Nursing Practice Degree

Program Focus

VISION:

Graduates will be dynamic leaders, policy influencers, and practice innovators who advance health and well-being across the globe.

MISSION:

The University of Michigan School of Nursing Doctor of Nursing Practice (DNP) program engages a diverse student body to advance the health and well-being of society. This is achieved by developing advanced nursing practice nursing skills in understanding the needs of individuals, communities, populations, and systems of care.

Students will address challenges along the healthcare continuum that impact people across the life course within their unique context, recognizing personal, local, and global perspectives. In doing so, the student will appreciate the influence of political, environmental, and social determinants of health, how these impact the health and healthcare delivery landscape and use this information to improve outcomes.

A critical aspect of this approach is interprofessional collaboration to optimize contributions of the various disciplines involved in the development and implementation of comprehensive healthcare delivery.

The DNP program strives to achieve these outcomes by developing the skills of graduates in the following domains:

LEADERSHIP:

- promoting ethical, inclusive, and creative solutions to advance equitable health outcomes
- motivating and engaging key stakeholders and collaborators
- developing and evaluating forward thinking strategies to facilitate quality, safe, and affordable care for all populations across the globe

POLICY:

- leading and advocating for social justice and equity globally
- critically analyzing, influencing, and collaboratively transforming policies at all levels

PRACTICE INNOVATION:

- serving as practice pioneers/innovators
- creating inclusive and creative practice environments
- using unconventional and pioneering techniques
- adapting to unique practice environments
- evaluating and synthesizing high quality research evidence to uncover new ways of approaching clinical problems
- collaborating with scientists to identify new ways to foster health and wellness

Program Description

The DNP is a practice-focused doctoral degree. The DNP program is designed to prepare expert nurse clinicians and executive leaders for the highest level of practice to improve health care outcomes at the individual, community, and systems level. The curricular emphasis is on innovative and evidence-based nursing practice, applying quality improvement and research processes to decision-making, and translating research findings to increase the effectiveness of both direct and indirect patient care interventions.

This degree will prepare students to translate evidence into practice in a variety of settings, such as health systems, communities, and in primary care. Inspired to make a meaningful impact on health outcomes, our graduates lead changes in health care delivery and public policy. As a result, they are highly sought after by the world's best health systems.

Program Outcomes

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

- Design and evaluate new models of care based on integration of theoretical and empirical knowledge from nursing and related disciplines.
- Translate evidence to guide practice and improve outcomes of care.
- Analyze data that predicts and explain variations in practice.
- Provide inter-professional leadership within an increasingly complex health care delivery system.
- Prepare leaders to use information systems and technology to support and improve patient care and health care systems.
- Prepare leaders to direct and deliver high quality, cost-effective care, high value care.
- Provide leadership and advocacy to inform policy and systems of health care that provide compassionate, ethical, and socially responsive care.

All of the courses that are in service to the School of Nursing Degree programs are listed on the School of Nursing website under the [courses link](#). The most up to date credit allocation, mode of course delivery and pre-requisites are provided.

The University of Michigan School of Nursing offers two pathways to the DNP: [post-BSN-to-DNP](#) and [post-Master's-to-DNP](#).

Post Master's DNP Program Details

[DNP 2 - Year Plan](#)

[DNP 3 - Year Plan](#)

Curriculum

The Post-Master's DNP program is specifically designed to prepare expert level clinicians. The curriculum is based on an analytic sequence consisting of four courses: HS700 Biostatistics for Health Professional (3 credits); N802 Epidemiology for Health Professionals (3 credits); N900 Seminar on Research Synthesis (3 credits); and N910 Translation, Implementation Science, and Comparative Effectiveness (3 credits). This sequence provides the foundation for students to identify a clinical problem of interest, synthesize and evaluate the research evidence on this problem, and design a project to implement the evidence and evaluate its effectiveness in a clinical setting. Where possible, students will identify a clinical problem of interest, and the courses will help build the skills needed to carry out their scholarly project. The courses are articulated closely and are intended to be completed in a sequence, beginning in the fall term. N802 and HS700 serve as prerequisites to N900 and N910. This course sequence enables students to begin to focus as early as possible on their clinical problem of interest and thus begin working on the DNP scholarly project while completing the remaining program requirements.

On-Campus Dates

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

Semester	On-Campus Dates
Fall 2026	TBD
Winter 2027	
Spring/Summer 2076	

DNP Residency Hours

All candidates enrolled in the DNP Program complete mentored leadership experiences through DNP residency. Residency placements are individualized based on students' learning objectives, leadership experiences, and career goals. All DNP students must complete a minimum of 5 credits: 560 hours in residency (N950, N960, N965). PM-DNP students will submit documentation from their master's program indicating the number of clinical hours completed to the DNP Program Director. Clinical hours are defined as any direct patient care, leadership, or community-based experiences credited in the student's previous master's program. Up to 500 clinical hours can be counted from the student's master's degree program. Students vary in the number of clinical hours completed in their master's program. A minimum of 5 credits of residency (N950, N960, N965) are required for all PM-DNP Students with additional credits required to fulfill the initial 500 hours of their master's program. For details about specific residency requirements, see Appendix H DNP Residency Guidelines.

All BSN-DNP students complete 560 residency hours beyond their initial clinical hours for their specialty certification which must meet a minimum of 1060 hours required at graduation. The DNP Program Director assigns placements for student residency experiences. Students can propose residency placements and project options which are approved by the DNP Program Director prior to N900.

Chapter 5

Academic Rules, Policies and Procedures: MSN & DNP Programs

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

Graduate Programs Attendance Policy

Attendance and Participation Policy and Student Success Plan

Becoming an Advanced Practice Registered Nurse (APRN) carries significant professional responsibility. Because you will be increasingly accountable for the health and well-being of patients, consistent attendance and active participation are essential to your learning, clinical development, and readiness for practice.

Attendance and participation are required in all course formats, whether in-person, digital, or hybrid. While participation may look different depending on the modality, students are expected to be fully engaged and to complete all required course activities.

What Counts as Class Attendance and Participation?

Digital education courses:

- Attending scheduled online classes, meetings, and labs
- Attending all in-person clinical development sessions (intensives)
- Attending all scheduled clinical practicum days and arriving on time to attend all scheduled clinical practicum days.
- Completing all assigned Canvas course work, including video lectures, readings, activities, class discussions and module assignments
- Engaging with required course technologies, such as Anoto or other tools used to document completion of video lectures or learning activities
- Virtual meetings: camera on, engaged in the topic of conversation, professional etiquette.

Traditional face-to-face courses:

- Arriving on time and remaining for the full class session
- Coming prepared for weekly lectures, discussions, and activities
- Completing all assigned Canvas course work, including videos, readings, activities, and module assignments
- Attending scheduled online classes, meetings, or labs when required
- Attending all required in-person clinical development sessions or intensives
- Attending all scheduled clinical practicum days
- Virtual meetings: camera on, engaged in the topic of conversation, professional etiquette.

Attendance is required for all class sessions, labs, clinical development experiences, and clinical practicum days. Because these learning experiences are essential to developing course proficiency, absences may affect the final course grade as follows:

- **One unexcused absence** will result in the final course grade being lowered by one step. For example, a grade of **B** would become a **B-**.
- **Two unexcused absences** will result in failure to meet the course attendance requirements, and the highest possible final grade will be a **C+**.

If you must be absent for any reason, you are required to contact and meet with the instructor as soon as possible. You must also complete a **Student Absentee Success Plan**, which will include the reason for the absence, any relevant documentation if you are requesting the instructor consider an absence be excused, and the Module(s) missed and the work required to demonstrate proficiency in the missed content or experience.

Absence Process

If you must be absent for any reason, you are required to complete the following steps:

1. **Contact the instructor as soon as possible.**
Prompt communication is expected so that a plan can be made to support your learning and continued progress in the course.
2. **Complete the Student Absentee Success Plan within 48 hours.**
The Student Absentee Success Plan is intended to help ensure that you remain on track in the course and are able to demonstrate mastery of the required course and clinical competencies. Final determination regarding whether an absence is excused rests with the instructor, based on the information and documentation provided.
3. **Student Absentee Success Plan must include the following information:**
 - Your name
 - The course missed
 - The date(s) of the absence
 - The reason for the absence
 - The lecture, module topics, lab, clinical development activity, or clinical practicum experience missed
 - A plan for how you will obtain the missed information or content and for the work you will complete to demonstrate proficiency in the missed content or experience
 - If you are requesting that the instructor consider the absence as excused, please provide relevant documentation if such as a medical excuse or other appropriate documentation.
4. **Meet with your instructor to review the Student Absentee Success Plan.**
During this meeting, you and your instructor will review the plan, clarify expectations, and ensure that you have the resources and guidance needed to meet the required competencies.
5. **Submit the signed success plan to the graduate office.**

This policy is intended to support your success, promote professional accountability, and ensure mastery of essential course and clinical competencies. If you experience challenges that may affect your attendance or participation, please communicate with the instructor promptly so that appropriate support can be provided.

School of Nursing Student Code of Academic and Professional Conduct

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

first begins classes and is coordinated by the Office of Graduate Studies (Grad Office). Proof of certification will be placed in the student's file.

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

Plagiarism

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

A required resource for APA formatting and citation is the *Publication Manual of the American Psychological Association*, 7th Edition, Washington, DC, by the American Psychological Association. This reference guide is available at the University libraries, local bookstores, and may be purchased online at [APA Style](#). The Shapiro Library [citation guide](#) also contains helpful information about APA style, as well as information about RefWorks.

School of Nursing Technical Standards

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

I. Observation

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

A. Visual

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

B. Auditory

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

C. Tactile

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

2. Motor

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

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

3. Communication

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

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

4. Intellectual-Conceptual (Integrative and Quantitative) Abilities

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

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

5. Physical abilities

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

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

6. Behavioral and social attributes

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

- Function effectively and with good judgment under stressful and demanding clinical situations
- Adapt to changing environments
- Display flexibility and function in environments inherent with uncertainties in the clinical problems and situations of patients and others
- Care for individuals in a respectful, sensitive, and effective manner regardless of gender, age, race, sexual orientation, religion, disability, or any other status identified in the University's Non-Discrimination Policy.
- Engage consistently in providing care to patients in rapidly changing, stressful, and demanding environments without current evidence of behaviors of addiction or abuse of, or dependence on alcohol or other drugs that can impair behavior or judgment.
- Exhibit emotional stability that enables full utilization of abilities to engage in safe care to patients and participate effectively with peers, faculty, and other health care professionals
- Demonstrate compassion, integrity, concern for others, and effective interpersonal skills
- Demonstrate interest and motivation in providing health care and interacting with the health care team and faculty

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

Definitions of Professionalism and Safety

Professionalism

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

Safety

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

Travel

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

Expected Student Competencies

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

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

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

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

Professional Image is the appearance of an individual or profession outside the discipline. Students are guided to uphold a positive professional image by portraying a compassionate demeanor and demonstrating a respect of others with behaviors that are focused on patient care and learning. Students entering the program will be cordial to peers and demonstrate flexibility, professional etiquette, and

civility. They will adhere to the Clinical Uniforms and Dress Code policy or agency's policies along with the Student Code of Academic and Professional Conduct.

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

School of Nursing Student Grievance Process

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

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

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

Committee on Academic Admissions and Scholastic Standing

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

The purpose of a petition to CAASS is to request an exception to an academic policy or a modification of academic program plan/progression. As a first step, the student must meet with an academic advisor to discuss the matter. If a decision is reached with the academic advisor that a petition to CAASS is warranted, the student will prepare a draft of the petition form and review it with the academic advisor before submission. CAASS meets once per month (unless otherwise noted), during the fall and winter terms, and follows an "ad hoc" schedule during the spring/summer term. Petitions must be completed by all parties concerned and returned with pertinent supportive documentation to the academic advisor no later than one week prior to the scheduled committee meeting.

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

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

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

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

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

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

Academic Disciplinary Action by CAASS

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

1. **Action Pending:** A student will be placed on "Action Pending" if the student's academic record for a term just concluded is incomplete. The transcript is reviewed again when final grades have been reported or after incomplete grades have lapsed.
2. **Academic Warning:** A student will be sent a letter of Academic Warning if the student has a 3.0 (B) cumulative grade point average but has achieved less than a 3.0 grade point average in a given semester.
3. **Continued Academic Warning:** If any of the above circumstances occur in the next semester of enrollment of a student on Academic Warning, the student is given the status of "Continued Academic Warning."
4. **Probation:** A student will be placed on academic probation if a grade of less than "B-" is earned in a course required in the nursing program, or if the student's cumulative grade point average and/or professional grade point average is/are less than 3.0. For a student to be removed from academic probation, he or she must earn a grade no less than "B-" and repeat the deficient course.

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

5. **Ineligible to Register in the School of Nursing:** The CAASS requires a student to withdraw from the School of Nursing when a student has failed two (2) required courses and/or is unable to achieve a cumulative 3.0 grade point average in the following terms after they are placed on academic probation. If it is determined, after grades are available to the School of Nursing, that a student is not eligible to be in classes for which they are registered, he or she will be disenrolled from said classes.

Notification of Academic Disciplinary Action

The Graduate Advisors will email a formal letter to the students Umich account informing him or her of the decision, any stipulations and/or conditions for progression, and a copy is placed in his or her academic file.

Extenuating Circumstances

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

Extenuating Circumstances are those that are:

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

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

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

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

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

Transfer of Credit

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

If a required DNP or MSN course was taken outside of U-M, and the student has transferred in the maximum of 6 or 9 credits, the student may petition the DNP or MSN Program for equivalency. If the course is approved as equivalent, and the maximum of 6 or 9 credits has been met through transfer, the student will not be required to repeat the required MSN or DNP courses.

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

Coursework and Grading Policies

Compliance Policy

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

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

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

School of Nursing Course Grading Scale

A+ = 97-100%	B+ = 87-89.99	C+ = 77-	D+ = 67-
A = 93-	B = 83-	C = 79.99%	D = 69.99%
A- = 90-92.99%	B- = 80-82.99%	C- = 73-76.99%	D- = 63-66.99%
			E = 60-62.99%
			= <60%

Transcript Notations and Grade Point Average

Letter Grade	Honor Points	<u>Pass/Fail</u>
		P (passed) credit, no honor points
		F (failed) no credit, no honor points
A+ 4.3		
A 4.0		<u>Satisfactory/Unsatisfactory</u>
A- 3.7		S (satisfactory) credit, no honor points
B+ 3.3		U (unsatisfactory) no credit no honor points
B 3.0		
B- 2.7		<u>Credit /No Credit</u>
C+ 2.3		CR (credit) credit, no honor points
C 2.0		NC (no credit) no credit no honor points
C- 1.7		
D+ 1.3		
D 1.0		
D- 0.7		

Incomplete/Work in Progress

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

Official Audit (VI)

VI (visitor) no credit, no honor points

Miscellaneous Notations (NR)

NR (no report) no credit, no honor points

Withdrawal/Drop

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

A notation of P, F, CR, NC, S, or U does not affect a student's term or cumulative grade point average. A notation of I or Y, if not replaced by a passing grade, eventually lapses to E and, for graded elections, is computed into the term and cumulative grade point averages. The highest term and cumulative Grade Point Average that a student can earn is a 4.0.

Course Assignment Policies

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

Course Examination Policies

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

Credit Hour Policy

The School of Nursing program adheres to the Rackham "Assignment of Credit hours" for all courses. Details about the definition of credit hours can be found at: <https://rackham.umich.edu/faculty-and-staff/resources-for-directors/guidelines-for-graduate-course-approval/assignment-of-credit-hours/#:~:text=Credit%20hours%20for%20graduate%20courses,in%20general%2C%20on%20contact%20hours.&text=It%20is%20assumed%20that%20each,%2C%20papers%2C%20etc.>).

Incomplete ("I") Grade Policy

The grade of incomplete (I) indicates that a student has been unable to complete course requirements during the standard period of time allotted for the term of enrollment in that course. The reasons for the inability to complete the course requirements are considered by the faculty of the course and should be extenuating and beyond the student's control (e.g., missing the final examination because of an illness or family emergency, having an unanticipated illness that prevents completion of work during the semester or natural disaster that impacts access to classes or online content).

The grade of incomplete (I) should not be assigned in circumstances where the student's performance to date indicates an inability to pass the course as defined in the original syllabus, nor as replacement for a failing grade. The student should be in good academic standing (at least a "B-" grade) in the course requirements completed to date. It should also not be assigned as an option because the student stopped attending/participating in classes, instead these circumstances would qualify for a withdrawal from the course. Incomplete grades may not be changed to withdrawals (W) later due to non-participation in the course.

To be granted a grade of incomplete (I), a student should have met the following:

- a. At least 70% of the work for the course is completed and in a satisfactory manner;
- b. Attendance through the course has been otherwise satisfactory; and
- c. Faculty of record has provided approval of eligibility for an incomplete

A student who anticipates the need for an incomplete or who is unsure of the option must contact the faculty member of record prior to the end of the last day of classes for the course. The student and the faculty member should discuss a plan, including a timeline, for completing the remaining work prior to the conferral of an "I" in the course. The faculty and student should outline the resources available to the student and faculty availability for the student during the timeline for completion. It is not the intention that a faculty member would have to provide repeat course content or lectures but would be in a support role to aid the student who needs a longer timeframe to complete assignments to be successful.

The outcome of the faculty/student discussion should be converted into a written “Incomplete” Learning Contract or Academic Success Plan and signed by the student and the faculty member before the last class meeting. A copy of the contract should be retained by the student, faculty member and given to the graduate advisors to be placed in the student’s file.

The graduate advisors can assist a student in identifying if the option of an incomplete may be possible and can work with the faculty and student to support next steps in this process as outlined above. If you desire support from the advisors in this process, you can email UMSN-GradAdvisors@med.umich.edu for assistance.

An Incomplete grade must be made up before the last day of classes of the next full term beyond the term in which the “I” mark was recorded including spring/summer term for those enrolled year-round. Spring/Summer term is excluded if the student is not enrolled year-round (e.g. only enrolled in classes in Fall and Winter terms). 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” and the earned grade is computed into the grade point average. An “I” grade not finished by the incomplete deadline lapses to an “E” grade. In such cases, no degree credit is earned, and the course is then computed as an “E” in the term and in the 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.

Withdrawals

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

Requests for a retroactive withdrawal from a course after the last day of the term will be considered only in exceptional circumstances and will not be approved after a grade has been submitted.

A request for retroactive withdrawal must be made within 12 months from the end of the term and usually applies to all classes in the term. The retroactive withdrawal will apply to all classes in the term unless a physical or mental health problem prevented the student from finishing a particular class. Applications for retroactive withdrawal require documentation of the compelling circumstances under which the student was unable to complete the course and unable to request a withdrawal during the term.

A student must submit a “Registration Adjustment Request” to The Associate Dean of Graduate Programs that includes documentation confirming extenuating circumstances, including a sufficient explanation of why the student did not seek an incomplete or withdrawal during the term. At no point after the term has ended will a course be removed from a student’s record; it will remain on the transcript and noted as “W”. The Graduate Advisors can assist you with this process by contacting UMSN-GradAdvisors@med.umich.edu

International students should consult with the International Center before dropping courses as this may affect their visa status.

Minimum Grade Requirement

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

School of Nursing MSN and DNP students are required to meet a minimum grade of “B-” in all School of Nursing Courses. To maintain satisfactory academic standing, Master’s and DNP students must make satisfactory progress toward their degrees and have a minimum cumulative grade point average (GPA) of B (3.0 on a 4-point scale). Students will be required to repeat any required courses receiving a grade lower than a “B-”. Programs and departments may have separate requirements for grades necessary to maintain satisfactory academic standing. Students who fall below this average are placed on academic probation. In some cases, students will have to petition the Committee on Academic Admissions and Scholastic Standing (CAASS) to

determine progression in the program. Courses in which grades of "D" or "E" are earned cannot be used to fulfill degree requirements (see [Section 4](#) of *Graduate School Academic Policies*).

Academic/Clinical Course Warnings

Students are provided an Academic Success Plan by their faculty instructors if they are at risk of failing a required course, if there is concern about the student's progression, or if there is concern about the student's professional behavior. The plan will list specific areas in which the student is failing to meet course objectives, clinical competence, or professional behavior, and will list specific steps the student must take to obtain a passing grade. The plan is discussed with the student who participates in this process through completing the self reflection portions of the document. Once both parties have signed the document, it is provided to the academic advisors and uploaded to the students electronic file. Academic success plans may be given at any time during the course as determined by the course faculty. Failure to fully comply with the academic plan may result in a reduction of your course grade, failure of the course, or dismissal from the program.

Academic Standing/Discipline

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

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

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

A student whose cumulative grade-point average is below a "B" or who has not satisfactorily met all program requirements cannot be recommended for a degree. When a student is not meeting program requirements, the Department Chair will determine whether the student will be permitted to continue in the program and, if so, what further requirements must be met. A maximum of three credits of independent study such as N697 will be counted in computing the School of Nursing grade-point average.

The Office of Graduate Studies administers computation of grade-point average for School of Nursing courses and formal notification of probationary status. The Graduate Advisors tracks and formally notifies students of deficiency in the overall grade-point average and notifies students within three weeks of a new semester starting of any changes in Academic Standing.

Academic Assistance

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

Disability Statement

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

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

The School of Nursing's policy and practice is to provide equitable educational opportunities for students with documented disabilities in all programs and activities, including internships or field placements. In general, it is the responsibility of the student to make their disability status and subsequent need for an accommodation known. Students with documented disabilities who require accommodations must register with Services for Students with Disabilities (SSD). SSD will review disability-related documentation, evaluate the unique attributes and requirements of the course, program, or activity. Instructors may be consulted about the application of accommodations for their specific course content. Students who have been approved for accommodations will use Accommodate to make and track supplemental accommodation requests, manage their accommodation letters, and check the status of other service requests. The student must provide accommodation letters to each of their faculty and provide sufficient lead-time to allow the requested accommodation(s) to be provided. If students do not follow the aforementioned procedure, they may not be eligible for an accommodation in that course.

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

Graduate Student [MSN & DNP] Enrollment Requirements

Continuous Enrollment

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

Leave of Absence

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

A student on a Nursing-approved leave of absence suspends progress toward the graduate (MSN or DNP) degree for a minimum of one fall or winter term. No tuition or fees are charged for the period during which a student is on a leave of absence. A leave of absence may have implications for a student's federal financial aid

or loans. Students should consult with the Office of Financial Aid to determine how a leave status might affect their aid and eligibility to defer loan repayment.

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

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

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

The following general policies apply to all leaves of absence. The Leave of Absence form housed within the Office of Graduate Studies is also required for any of the policies noted below. This form needs to be signed and returned to the Academic Advisors by the DNP Program Director and respective student involved:

1. The Office Graduate Studies advisors review and forward all requests for leaves with recommendations to the DNP Program Director and/or MSN Specialty Program Lead for review and approval.
2. A leave of absence is not required for the spring/summer since students maintain active status during these terms whether or not they are enrolled in courses.
3. A student can request a leave for up to 2 consecutive fall or winter terms, or 12 consecutive months, and may request an extension for up to an additional 12 months.
4. A student may submit a request to return early from an approved leave of absence, which is subject to the recommendation from the graduate advisor and approval of the DNP Program Director and/or MSN Specialty Program Lead.
5. Leaves of absence will not be approved for prior terms.
6. Students returning from an approved leave must enroll for the next fall or winter term that follows the leave. Students who are at the end of a term of an approved leave and do not either request a new leave to register for the next fall or winter term will be considered to have withdrawn and be discontinued from the program at the end of the term that follows the leave.
7. Students on leave may finish work from previous terms, such as completing unfinished work for a prior course in which grades of incomplete have been assigned but may not complete other requirements for their degree.
8. The time limit for completing the MSN or DNP degree will be extended by that number of terms the student is on leave, but cannot exceed the five year completion timeline.
9. A student who has been suspended for academic or non-academic reasons is not eligible to apply for a leave of absence. A student on an approved leave of absence who subsequently is suspended will have the leave rescinded.

When a student is preparing to return to the graduate (MSN or DNP) Program after an approved leave of absence, they must meet with the DNP Program Director and/or Specialty Program Lead (when applicable) as well as a Graduate Academic Advisor to create a re-integration plan. This will include a review of their previous plan of study and an individualized competence assessment (for students re-entering their clinical sequence). If appropriate, the plan of study will need to be updated to reflect correct dates and to incorporate any new requirements or program revisions that may have been approved while the student was on leave.

Leave of Absence for Military Service

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

Leave of Absence for Medical Reasons

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

Leave of Absence for Family Necessity or Dependent Care

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

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

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

Leave of Absence for Personal Reasons

After completing at least one full term in the MSN or DNP program, a student may request a one-term non-renewable leave of absence for personal reasons. A student should request this leave before the beginning of the term for which this leave is requested. A leave of absence for personal reasons may be taken only once during the graduate career, even if the student begins a leave mid-term. A student considering a personal leave is encouraged to discuss other possible arrangements with an OFFICE OF GRADUATE STUDIES advisor and the DNP Program Director and/or MSN Specialty Program Lead.

Leave of Absence for Parental Reasons

Under Title IX, you can request reasonable academic adjustments to your program to accommodate the birth or adoption of your child. These requests can be made regardless of whether you request to take a voluntary leave of absence. Some of the most common adjustments include adjustments to academic requirements and/or schedule. See Parental Leave Policy in Appendix F.

Program Time Limits

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

Program Interruptions

A student in good academic standing, who interrupts their program for any reason including approved Leave of Absences (LOA), after 2 consecutive semesters (not including Spring/Summer), must apply for readmission. Students looking to take a LOA must successfully complete at least one semester in their current Program and be in good standing. Students who were not in good academic standing at the time they left the program, or who need more than 5 years to complete their program, may seek permission from their Program Lead and/or petition CAASS to request readmission. Readmission is dependent upon approval by the graduate program and upon availability of space and facilities for the term in which readmission is requested. International students seeking readmission will need to certify proof of adequate funding in order for Admissions to issue the appropriate documents to obtain a visa. Students with questions regarding program interruptions and/or readmission should contact the Graduate Advisors at UMSN-GradAdvisors@med.umich.edu.

Readmission

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

Students who were not in good standing at the time they left the program, or who need more than 5 years to complete their program, may seek permission from their Program Lead and/or petition CAASS to request admission.

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

- A letter of re-application which addresses why re-application is sought, a description of the kinds of activities the applicant has been engaged in since leaving the doctoral program, and a detailed plan and timeline for completing the degree requirements;
- A current CV;
- A goal statement which addresses the student's professional goals and scholarly interests;
- Two letters from faculty supportive of the applicant's re-admission;
- A copy of the University of Michigan transcript.

After the materials are received, the DNP Program Director or MSN Specialty Program Lead and an Admissions Committee will review the reapplication materials. This review will be coordinated by the DNP Program Director or MSN Specialty Program Lead (who will be non-voting in the re-admission decision). The review process will consider various factors including the applicant's academic standing at the time he/she left the program, the length of time since the applicant has been engaged in coursework, the relevancy of that coursework to the student's current goals, the professional activities the applicant has been engaged in since leaving the MSN or DNP program, a fit between the applicant's scholarly interests and a potential mentor on the faculty, and an assessment of what has changed in the applicant's circumstances that will now permit successful re-engagement in MSN or DNP studies. A meeting will also be held with the applicant and the review committee to provide any additional information needed for the readmission assessment.

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

Readmission to the full standing with a list of the remaining requirements to be met in the student's program plan;

- Identification of any additional coursework that the student will be required to meet;

- Identification of coursework that the student had completed previously but will need to be repeated due to performance issues or lack of currency of content.

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

Chapter 6

Compliance

Compliance Policy

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

In order for a student to be considered in full compliance, all of the School of Nursing compliance requirements (with the exception of the flu shot) must be valid for the entire academic year. Compliance requirements may not expire at any time during the academic year.

Students will receive multiple notifications from the UMSN Placement team and from Complio prior to and after compliance requirements expire. Students are expected to check their umich e-mail regularly (including their junk mail) for timely receipt of and response to these notifications.

All compliance requirements, except for the flu shot, must be uploaded to Complio and approved by Complio as the requirements expire. Fall admits have until August 14 to complete requirements. Flu shots for the 2026 - 2027 academic year must be uploaded to Complio and approved by October 31, 2026. Failure to fulfill the compliance requirements by the deadlines will be charged the following fees:

Out of Compliance: \$200 fee

\$100 late fee will be assessed for every month out of compliance. There is no grace period.

Students who are out of compliance or who have accrued fines will not be allowed to register or participate in nursing courses or receive a clinical placement until compliance requirements have been met and fines have been paid. Any assignments or exams submitted during this time will not be accepted, which has the potential to negatively impact the course grade (e.g., student will receive a "0"). Those who are in a clinical placement at the time of non-compliance will be immediately removed from the clinical site.

Students in clinical practice may be required by a clinical agency to meet additional compliance requirements. Additional requirements may include (but are not limited to) additional student fees for fingerprinting, an additional drug screen, an ACE account, a nursing license in a different state, or a valid driver's license/state ID. Students will not be allowed to begin clinical experiences if the additional compliance requirements are not met by the agencies' deadlines, which may be different than the UMSN deadline. Students who do not meet agency deadlines for additional compliance requirements may lose their clinical placements.

Students must notify Graduate Compliance of any changes to their criminal record after submitting the criminal background check*, including arrests. Graduate Compliance should be notified within three business days of any arrests, plea bargains, sentencing, convictions, or other criminal activity. In addition, issues with a student's criminal background check may also prevent that student from being able to participate in clinical experiences, or being able to sit for certification(s)/licensure. The inability to become certified/licensed may prevent a student from working in his/her desired area. The School of Nursing is not able to guarantee that any student will qualify for certification(s)/licensure.

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

Graduate Student Compliance Requirements List

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

Compliance documents are managed by a third party vendor Complio - <http://www.umichcompliance.com>. All students must create an online account and upload all compliance documents into the online account. **New** graduate students will use Complio to upload their compliance documents as they expire.

DUE BY AUGUST 14 AND YEARLY THEREAFTER	
Technical Standards	Both pages of the signed and dated form must be uploaded to Complio in order for the document to be valid for the entire academic year.
Cardiopulmonary Resuscitation Certification (CPR)	Only the American Heart Association Healthcare Providers Course will be accepted. This certification is valid for two years.
	The front and back of a signed certification card OR an official digital certificate of completion must be uploaded to Complio.
	The certification must be valid for the entire academic year.
Tuberculin Skin Test (also called TB or PPD) or blood test	Complete documentation must be uploaded to Complio and includes the date that a TB skin test was administered, the date that it was read, and negative results OR a lab report showing a negative QuantiFERON TB Gold or T-SPOT blood test and test date.
	A positive result requires a clear chest x-ray. A lab report is required. Chest x-rays are valid for one year.
Drug Screen	Drug screens (10-panel) are available in Complio. Instructions on how to obtain drug screens will be sent directly via email. Drug screens are required yearly. Please note that some of our clinical partners may require additional drug screens prior to allowing students to participate in clinical experiences.
Handbook Certification	The Handbook is to be reviewed yearly. The signed and dated form must be uploaded to your Complio account.
State of Residence Change Notification	State of Residence must be completed yearly. The document must be filled out accordingly and uploaded to Complio.

DUE ONCE	
Nursing License	A current, valid RN license obtained from any state within the USA must be uploaded to Complio. All students must upload a valid license prior to the semester admitted (by the compliance due date). International students must hold a nursing license from a recognized jurisdiction. If admitted to the University of Michigan School of Nursing, students must obtain a U.S. nursing license prior to the semester admitted (by the compliance due date). To begin this process, the most important thing to do is obtain CGFNS Certification for the State of Michigan. If you have questions, please reach out to the International Office for assistance.
Hepatitis B	The Hepatitis B vaccine is a series of three doses.
	Complete documentation must be uploaded to Complio and includes the dates of the first, second, and third doses of the vaccine OR a lab report for a positive Hepatitis B titer.
MMR (Measles, Mumps, and Rubella)	The MMR vaccine is two doses.
	Complete documentation must be uploaded to Complio and includes the dates of the first and second doses of the vaccine after 12 months of age OR a lab report for a positive antibody titer for each of the three components (Measles, Mumps, and Rubella).
Varicella Zoster (Chicken Pox)	The Varicella vaccine is two doses.
	Complete documentation must be uploaded to Complio and includes the date of the first and second doses of the vaccine OR a lab report for a positive Varicella titer.
Tdap (Tetanus, Diphtheria, and Pertussis)	Documentation of a Tdap vaccine at age 11 or after is required.
	Tdap vaccines are only valid for ten years, Td booster may be required prior to first term or at some point during enrollment.
Criminal Background Check	A criminal background check must be completed through Complio. Additional background checks may be required by clinical placement sites.
Authorization to Disclose Information Statement	Both pages of the signed form must be uploaded to Complio. Must check the boxes at the bottom of Page 1 and top of Page 2.
Flu Shot	Flu shots will be available on campus.
	Instructions detailing when the flu shots will be available and how to provide proof of compliance with this requirement will be sent every fall.
	The administered date must be between September 1 and October 31 to be accepted for the 2026-2027 academic year. <u>Notification of the actual due date will be emailed.</u>

COVID Vaccine Card	Upload current COVID vaccine card showing completion of COVID vaccine. Students requesting exemption must complete waiver documentation.
NPI Number	Upload screenshot documentation of NPI number. Instructions on how to obtain an NPI number are available in Complo under the NPI requirement.

Public Health Informed Compliance

University of Michigan School of Nursing aims to deliver its mission while seeking to protect the health and safety of our students and minimizing the spread of disease within the community. All students are required to comply with all school of nursing policies. The very nature of an in-person educational experience in the school of nursing 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 the University or the school of nursing that relate to infectious diseases. Adherence to health and safety requirements applies to all School of Nursing students and extends to all aspects of the facilities, clinical labs, classrooms, bathrooms and other spaces within the school of nursing, on the school of nursing property, in the school of nursing clinical experiences, or at school of nursing sponsored events/programs.

School of Nursing Drug 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). The University of Michigan School of Nursing (UMSN) is committed to the safety of patients, students, faculty, and staff. Michigan Medicine 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. The UMSN supports wellness, restoration, and rehabilitation of students to promote optimal personal and professional functioning. The UMSN supports students in caring for themselves in order to safely care for others.

In an effort to promote patient safety and to facilitate early identification and interventions for students with substance use and related disorders, as well as compliance with mandates of affiliated clinical agencies, it is the policy of the UMSN to test for substance use among all of its students annually. For more information regarding School of Nursing Drug Policy and Procedure, please see [Appendix B](#).

Chapter 7

Clinical Placements

Here at the University of Michigan, clinical placements are managed entirely through the Clinical Placement Office. You will not be required to secure your own clinical placements or preceptors. In fact, due to the complexity of the process, students are asked NOT to seek preceptors on their own. Should you have suggestions or requests regarding clinical sites and/or preceptors, they can be requested through the Clinical Query Form. Student requests will be considered. However, other factors must be taken into account when making student placements, and placement at a requested site cannot be guaranteed..

Arrangement of Clinical Placements

Clinical placements are a combined effort that involves several offices, including the Clinical Placement Office, your Specialty Program Lead(s), as well as system level legal contracts. Many systems have processes in place for student rotations and discourage outreach by individual students. Students should not reach out to clinical preceptors, offices, or hospital systems on their own. However, in general, if you have any questions, please contact Jill McFarland, Director of Clinical Partnerships, at 734-764-0659 or email her jillynn@umich.edu

More detailed information on clinical placements can be found in the Student Clinical Handbook which is distributed during the semester before the start of your clinical rotations. At that time you will have the opportunity to request clinical sites, preceptors, and/or any specialty interests you have. Additional information can also be found on Canvas under your Orientation course.

Clinical Locations

Clinical and observational experiences for nursing students take place in a wide range of health agencies both in and outside of Ann Arbor. Examples of clinical placements may include hospitals, physician's offices, federal agencies, professional organizations, city and county health departments, and schools.

As a result of the various clinical course locations, nursing students may be required to travel up to 150 miles one-way for clinical and observational experiences. ***Please note: Students are responsible for their own transportation to clinical sites.*** Students also are required to provide their own automobile insurance. Although students will need to drive to clinical locations, they should be aware that parking in Ann Arbor and around the School of Nursing is extremely limited.

Clinical placements cannot be on the same unit or in the same practice where you currently work. However, if you identify a clinician who you feel would be a good preceptor for one of your classmates, please provide that information to the Clinical Placement Office. Additionally, students cannot be precepted by family members.

Clinical Query Form

During the semester prior to the start of clinical rotations, students will be asked to complete and submit a Clinical Placement Query Form. This form will be used to guide clinical placements based on student preferences, geographic location, and course requirements. Preceptor and site requests can be made by providing information on this form or by notifying the Clinical Placement Office by email. ***Every effort is made to secure placements that match student requests that align with their program requirements, but there are a number of factors that influence the match process. Requests are not guaranteed.***

Match Letters

A Match Letter is the official notification of your assigned clinical placement and includes your clinical site, preceptor (when available), and other placement details. **Match Letters are typically released 4–6 weeks prior to the start of the semester** once placements have been finalized and all necessary approvals have been received. Because clinical placements depend on factors outside the University's control—including site availability, preceptor confirmation, and affiliation agreements—the timing of Match Letter distribution may vary. Students should not contact clinical sites or preceptors until they have received their official Match Letter. We appreciate your patience throughout the placement process and are committed to providing placement information as soon as it is finalized.

Onboarding

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

There may be additional agency-specific mandatory requirements the student must satisfy that are identified by placement sites to assure adequate baseline, training and information for students before entering their facilities.

All graduate students must complete agency-specific mandates **before** the first clinical day. **Nursing students are not allowed to provide patient care if mandates are not complete.**

Repetition of a Clinical Course

There may be restrictions on which clinical placements are most suited to a student repeating a clinical course. These restrictions will be communicated to the student by the Program Lead Faculty, Director of Clinical Partnerships or Senior Associate Dean of Professional Graduate Studies and Professional Relations after consultation with the involved course faculty. When repeating a clinical course, registration is offered only on a space available basis and may require a longer period of time in the program to be able to repeat a clinical course.

Clinical Uniforms and Dress Codes

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

Dress code for any specific agency and in any specific program will be communicated to you by your clinical faculty and the agency during clinical on-boarding. However, in general, nursing students are expected to wear professional attire when giving nursing care, unless a different policy is specifically defined by the clinical unit. Lab coats may be worn over business casual attire. A student must abide by any uniform or dress codes set by the agency in which the student is having a clinical experience.

School of Nursing Clinical Uniforms and Dress Code

Acceptable Clothing

- Scrubs (matching tops or bottoms), properly fitted.
- White lab coat
- Dress of appropriate length for bending and stretching activities

- Religious, cultural or medical head coverings for men and women (e.g., yarmulke, hijab)

Shoes

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

Hair

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

Appearance

- If artificial or gel nails are worn nail polish should be well maintained (e.g., little to no chips) to limit places where bacteria can collect. Additionally, to ensure patient comfort during physical examinations fingernails must be kept cleaned and trimmed so they do not extend beyond the fingertip. No excessive jewelry around necks, wrists, or hands, which could harbor bacteria or pose a safety hazard to the student or patients, may be worn.

Identification

- Students must always wear University of Michigan identification consisting of their magnetic name tag (provided by the SON), and MCard as well as any name pin or other identification given by the clinical agency.

Inappropriate Attire

Inappropriate attire, including t-shirts, tank tops, denim, shorts, skirts more than 2" above the knee, tight fitting or suggestive clothing, flip flops, sneakers, sandals, athletic wear including hoodies, leggings, bare midriffs or low-cut garments (low-cut necklines or low-rise pants), should not be worn to any clinical placement. With clinical uniforms, professional, or casual business attire, make-up should be moderate and fragrance should be minimal. Perfumes should not be worn. All clothing should be clean and in good repair. Students must follow the dress code of the agency when the agency has more restrictions. Students will be asked to leave the clinical site if faculty or agency personnel have determined the attire is not appropriate.

Confidentiality and Use of Medical Records

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

Clinical Documentation and HIPAA Compliance

All clinical documentation removed from a clinical site for educational purposes—including, but not limited to, **SOAP notes, case studies, reflective assignments, patient logs, presentations, and any other**

clinical documentation—must be completely de-identified before leaving the clinical agency or being uploaded to any University system.

De-identification requires the removal of **all protected health information (PHI)** as defined by the Health Insurance Portability and Accountability Act (HIPAA). This includes, but is not limited to:

- Patient names and initials
- Dates of birth
- Medical record or account numbers
- Addresses
- Telephone numbers and email addresses
- Social Security numbers
- Photographs or other identifying images
- Dates of service (unless specifically permitted by the clinical site)
- Any other information that could reasonably identify a patient

Canvas is not a HIPAA-compliant platform. Therefore, students must **never upload documents containing PHI to Canvas**. All assignments submitted through Canvas—including SOAP notes, case studies, reflections, and other clinical documentation—must be fully de-identified before submission. Likewise, PHI must not be stored or transmitted through personal email, cloud storage, text messages, or any other non-HIPAA-compliant application or device.

Students are responsible for ensuring that no identifiable patient information is included in assignments submitted to faculty or stored on personal devices or non-approved platforms.

Consequences of HIPAA Violations

Failure to protect patient privacy and confidentiality is considered a serious violation of professional, ethical, and legal standards. A HIPAA violation may result in one or more of the following:

- Immediate removal from the clinical site
- Failure of the clinical course
- Referral to the School of Nursing for disciplinary action under the Student Code of Conduct
- Loss of future clinical placement opportunities
- Reporting to the clinical agency and/or applicable regulatory bodies
- Civil penalties, including substantial monetary fines
- Criminal penalties, including fines and imprisonment, for knowing or intentional violations of HIPAA
- Delayed program progression or dismissal from the nursing program, depending on the severity of the violation

Students are expected to maintain the highest standards of patient confidentiality and privacy at all times. When in doubt about whether documentation is sufficiently de-identified, students should consult their course faculty **before** removing or submitting any clinical documentation.

Note: While Canvas itself is not HIPAA compliant, some clinical agencies may have their own secure, HIPAA-compliant systems for educational documentation. Students must always follow the policies of both the University and the clinical agency regarding the handling of patient information.

Use of Technology and Social Media in a Clinical Setting

Any technology, tool, or on-line space in clinical agencies cannot be used for personal business. This applies to social media platforms. Students must follow clinical agency policies regarding use of technology or social media. At times, a clinical setting may allow use of technology or on-line space or use of social

media for work purposes. They are only to be used as they relate directly to patient care or specified agency activities.

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

Accidents during Clinical Experiences

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

Students must also report **occupational exposures** occurring during clinical experiences, including:

- Needlestick or sharps injuries
- Blood or body fluid exposures
- Mucous membrane or non-intact skin exposure to blood or other potentially infectious materials

Students should immediately follow the clinical agency's exposure protocol, notify their clinical instructor or preceptor, and report the incident to the School of Nursing in accordance with University policy.

Failure to report a communicable disease or occupational exposure may result in removal from the clinical site and may delay progression until the student is medically cleared to return.

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

Additionally, the instructor should provide a copy of all paperwork to Graduate Clinical Placements. A copy will be placed in the student's file.

Malpractice Insurance

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

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

[U-M Risk Management Office](#)

Phone: 734-764-2200

Unexpected Events in Clinicals

In all health care settings, events may occur in the environment or with an individual patient that may be outside of expected standards or procedures. If at any time a student has any questions or concerns during their placement, please reach out to your clinical faculty or program lead faculty as soon as possible. This includes experiences of mistreatment related to diversity, equity and inclusion in the learning environment (see [Appendix M](#)) for more information and/or follow the “mistreatment” link on the School of Nursing website leading to guidance for [reporting mistreatment in the learning environment](#). You may also reach out to the Director of Clinical Partnerships at jillynn@med.umich.edu.

Chapter 8

Registration Information

Wolverine Access

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

Schedule of Classes

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

How to Register

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

1. Check the RO's [Schedule of Classes](#) for a list of the course offerings in a semester as well as specific course details (e.g., days, time, location, instructor). Course descriptions for School of Nursing Master's courses are available on the website under the Nursing [Courses](#) section.
2. Register via Wolverine Access during your University designated date and time.
3. Academic advisors will provide overrides for clinical or section based courses. All other courses students will register based on the set program plan. Students must be in compliance in order to receive overrides for course registration.
4. Students must confirm that there are no "holds" on their account that could prevent them from registering.
5. Students will register for classes via Wolverine Access. Students may view their student information by going to Wolverine Access; on the side bar click Campus Collections – Students. On the Students page under Link/Pages click on Student Business – Student Center. There students will be able to view their classes, see their enrollment date and view holds. =
6. Overrides are not issued for any electives outside of the School of Nursing. Students will need to register for those courses independently.

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

Drop/Add Deadline

After the drop/add deadline, students must obtain approval from the School of Nursing to make any schedule changes. Contact the Graduate Advisors UMSN-GradAdvisors@med.umich.edu to request approval. For deadline information, please see the [Academic Calendar](#).

Verification of Enrollment

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

Chapter 9

Graduation and Licensure Information

Applying for Graduation

All students must apply for graduation on [Wolverine Access](#). The School of Nursing Office of Graduate Studies (Grad Office) will notify students via email of the deadline to apply for graduation. Students must have completed the online graduation application and have met all degree requirements by the end of the term of expected graduation to be eligible to graduate.

University of Michigan Commencement

The University of Michigan holds two graduation ceremonies each calendar year, one in April or May and one in December. April/May graduates participate in April/May graduation. August graduates participate in the May ceremony. For more detailed information, see the University of Michigan's [Commencement](#) page.

School of Nursing Commencement Ceremony

The School of Nursing holds one commencement ceremony in late April or early May of each year. If a student chooses to participate in the UMSN commencement ceremony prior to completion of her/his degree, the commencement program will indicate when the degree will be awarded.

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

Graduate Licensure and Certification

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

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

For DNP Students: Applicants may be eligible to sit for the National Certification Examination in the area of their specialty after all of the advanced practice clinical requirements of their DNP program are completed. To be eligible to test, DNP candidates must have completed all of their NP program's didactic courses and all of the faculty-supervised clinical practice hours required for that program. Under these circumstances, an applicant's certification is not released until an official transcript showing DNP degree conferral date is received by the certifying body (e.g., AANPCP). This will vary based on what board exam they are intending on taking.

Appendix A

Student Code of Academic and Professional Conduct

I Introduction

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

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

I. Applicability

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

Nursing students are also required to comply with the [Statement of Student Rights and Responsibilities](#).

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

A. Definitions of Unacceptable Behavior

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

1. Plagiarism

Taking credit for someone else's work or ideas regardless of the media, stealing others' results or methods, copying the writing of others without proper citations, quotation marks, or other forms of proper acknowledgment, or otherwise taking credit falsely. Previously submitted work cannot be resubmitted for another course or assignment without instructor approval as this may constitute self-plagiarism.

2. Cheating

Using or attempts to use unauthorized notes, study aids, technology, and/or information from another person on an examination, report, paper, or other evaluative document; unauthorized altering of a graded work after it has been returned, then submitting the work for re-grading; and

allowing another person to do all or part of one's work and to submit the work under one's own name.

3. Falsification of data

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

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

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

5. Aiding and abetting dishonesty

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

6. Violating instructions regarding completion of assignments

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

7. Falsification of academic records and official documents

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

8. Violating computer, technology or social media use policies

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

9. Misuse of Technology

Misuse of technology including cell phones, iPads, laptops, etc. for cheating.

10. Providing nursing care in an unsafe or harmful manner

This includes carrying out a procedure without competence or without the guidance of a qualified person (e.g. preceptor overseeing the care); 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.

11. 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.

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

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

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

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

14. Using drugs and alcohol

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

15. 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 program. The results of criminal proceedings will not be determinative of proceedings under this Conduct Policy.

16. Other professional misconduct

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

17. Disrespectful verbal and written communication

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

18. Disruptive behavior

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

19. 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 school program or activity. The University's definition of sexual harassment can be found in the [University of Michigan Policy and Procedures on Student Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#).

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

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

B. Reporting Procedures for an Alleged Infraction

All members of the Nursing community – faculty, administrators, staff and students – have a responsibility to report any reasonable suspicion that a student has violated this Conduct Policy. A

report must be immediately made to the Resolution Officer who will interface with the appropriate academic administrator. Anyone not sure of whether or not to report a suspicion should consult with the Resolution Officer before making a decision not to formally report the suspicious behavior.

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

C. Preliminary Inquiry

1. If there is an alleged violation, the faculty member, student, or staff reporting the possible violation will submit a written description of the potential violation and the circumstances to the Resolution Officer within ten (10) business days.
2. The Resolution Officer will meet with the student as soon as possible after alleged misconduct is reported but no later than ten (10) business days. In this meeting, the Resolution Officer will (a) inform the student of the nature of the allegations; (b) explain the process for evaluating potential conduct violations; and (c) explain the student's options.
3. The Resolution Officer will provide the student with written notice of the allegation of misconduct within ten (10) business days of receiving the alleged violation.
4. A letter containing the findings of the preliminary inquiry will be sent to the student within ten (10) business days of the meeting with the student. The possible outcomes are listed below:
 - a. The student, faculty, and Resolution Officer agree to an informal resolution of the matter. An informal resolution may include activities for the student and/or faculty to complete to address harm caused by the situation. An informal resolution does not require a finding of responsibility.
 - b. The Resolution Officer determines that no violation occurred, and the matter is resolved.
 - c. The student accepts responsibility for the alleged violation and sanctions and either the student or the Resolution Officer refer the matter to Committee on Academic Admission and Scholastic Standing (CAASS).
 - d. The student accepts responsibility for the alleged violation and the sanctions, as determined by the Resolution Officer, and signs a statement indicating his or her agreement.
 - e. The student signs a statement indicating he or she does not accept the responsibility for the alleged violation, nor the sanctions as determined by the Resolution Officer, and the matter is referred to CAASS for a hearing by the Resolution Officer.
5. If the matter is referred to CAASS for a hearing, the Resolution Officer, in conjunction with the appropriate academic administrator, will determine whether the student can proceed in the program until CAASS has issued their findings. This will be considered and determined on a case-by-case basis.

D. Hearing

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

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

Hearing Participant Roles

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

Participant	Role Description During the Hearing
Student	Active participant
Individual reporting the conduct concern (faculty, administrator, staff, or student)	Active participant
Hearing panel	
Faculty panel member (chair)	Principle facilitator
Faculty panel member	Active participant
Student panel member	Active participant
Resolution officer	Active participant
Academic advisor (Grad Office)	Observer
Witness(es)	Participant (one called at a time and present only during witness portion of hearing)
Personal advisor (to the student)	Observer (provides support and advises the student; not an active participant)

Hearing Procedures

1. No later than ten (10) business days before the hearing, the accused student and the reporting faculty must submit, in writing, to the Resolution Officer:
 - a) all documents that each party would like the hearing panel to consider, and
 - b) a list of all relevant witnesses whom they would like to have to submit testimony before the hearing panel.
 - c) written testimony of witnesses, if they are not available

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

No later than five (5) business days before the hearing, the Chair of CAASS and/or the Resolution Officer will provide each party with a hearing packet that includes:

- a) all documentation that has been submitted for review by the student and reporting faculty,
 - b) the list of expected attendees, including hearing panelists, witnesses, and personal advisor, and
 - c) any relevant information about the hearing.
2. All expected attendees (i.e., any additional witnesses and/or personal advisor) must be identified and communicated, in writing, to the Resolution 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.

3. In addition to hearing testimony from the witnesses identified by the student and the reporting faculty and/or Resolution 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.
4. The accused student will have an opportunity to appear before the hearing panel to present his or her case and remain present while all testimony and information is presented to the hearing panel. The accused student may review all documents considered by the hearing panel and may question witnesses who appear before the hearing panel. The accused student may also present his or her own evidence and witnesses.
5. Persons reporting the violation have the right to be present, provide relevant information, and make recommendations regarding the sanctions.
6. The hearing panel may conduct the hearing even if the accused student is absent and there have been reasonable attempts to contact the student and will make its findings and recommendations based on the information presented to the hearing panel.
7. If the accused student fails or declines to appear before the panel, the panel will proceed to hear the case and make findings and recommendations without the student's participation.
8. The hearing panel may limit any testimony based on redundancy or lack of relevance.
9. The hearing will be closed to the public and will be recorded. A party to the proceeding Participants in the hearing may request a copy of the recording. The hearing panel will deliberate in private. All recordings of proceedings will be controlled by the School of Nursing. No court reporters, stenographers, videographers, or similar professionals are permitted without the prior consent of the School of Nursing.
10. 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.
11. After hearing the case, the hearing panel will deliberate in private. The vote of the majority of the hearing panel members, including the panel chair, will determine whether the student is found responsible for the alleged violation, and sanctions will be determined by the hearing panel with input from the reporting faculty and the Resolution Officer. The hearing panel's decision that the accused student is responsible for an alleged violation will be the sole discretion of the hearing panel if, based on the totality of the evidence presented, it is more likely than not that the violation occurred. The chair of the hearing panel will prepare a written report containing factual findings and stating any sanctions to be imposed.
12. The hearing panel's determination will be communicated in writing by the chair of the hearing panel to the Resolution Officer, who will send a letter of findings and sanctions to the student by email and certified letter, delivered by the postal service

to the local address on file in Wolverine Access. Copies will be distributed to the appropriate faculty member, the Chair of CAASS, the Resolution Officer, the Associate Dean for Graduate Studies, and the student's record. This will complete the process unless the student appeals the decision (see Appeals below).

13. 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 Resolution Officer for a delay in implementation of the sanction until the appeal process is completed. The Resolution Officer's decision as to whether or not to delay the implementation of the sanction is final.
14. In situations in which there was 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 Resolution Officer and the Associate Dean for Graduate 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.

E. Appeals

Within five (5) business days of receiving the written notification of the hearing panel's decision from the Resolution 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 Resolution Officer. Appeals must be based on at least one of the following arguments:

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

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

F Sanctions

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

1. **Educational project:** Completion of a class, workshop, or project to help the student understand why his or her behavior was inappropriate and/or how to avoid a future violation (e.g., a workshop on ethical behavior).
2. **Service:** Performance of one or more tasks designed to benefit the school or the nearby community and to help the student understand why her or his behavior was inappropriate.

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

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

G. Confidentiality and File Retention Policy

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

H. Waiver of Deadlines

All deadlines, as provided for in this policy, may be waived at the discretion of the Director of Student Enrichment, appropriate academic administrator, or Chair of CAASS. Requests for extensions or waiver of deadlines should be submitted in writing to the appropriate person, depending on the stage in the process. The appropriate academic administrator, or Chair of CAASS may, on his or her own initiative or in response to a request of a party, alter deadlines when it is in the best interest of all parties to do so. Some circumstances such as holidays or scheduling difficulties may impact the time frames for the conduct code meetings/letters/hearing/responses. All parties, however, should make reasonable efforts to complete the conduct code process within the designated time.

Revised and approved by faculty on April 21, 1999.

Revised and approved by faculty on May 14, 2003.

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

Updated August 2015.

Updated November 2016.

Updated March 2017.
Updated August 2020.
Updated August 2024 to note cross coverage by CRO.

Appendix B

School of Nursing Undergraduate and Graduate Drug Testing Policy and Procedure

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). The University of Michigan School of Nursing (UMSN) is committed to the safety of patients, students, faculty, and staff. Michigan Medicine 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. The UMSN supports wellness, restoration, and rehabilitation of students to promote optimal personal and professional functioning. The UMSN supports students in caring for themselves in order to safely care for others.

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

All Students

All students enrolled at the UMSN must complete an annual drug screening test.

- Students must provide a viable urine specimen to be tested for substances, consistent with industry standards in the health care field on dates specified by the UMSN.
- Some clinical site guidelines may be more stringent than industry standards and require 12 panel drug screening tests.
- Refusal to provide a specimen for drug testing will be considered a positive drug test and subject to the established procedures for positive tests (see below for policy regarding positive screens).
- Diluted test results (as determined by the Medical Review Officer), including diluted negatives, will require a follow-up drug screen at the student’s expense. This screen may be obtained by an alternative collection method such as blood or hair.
- In special circumstances, the UMSN may request, at any time, the collection of an alternative specimen such as blood or hair.
- Testing must occur at a facility specified by the UMSN.
- Testing will be at the expense of the student.
- 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) and 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 students. For claims related to purported prescription medications, e.g. benzodiazepines, opioids, the students will sign any and all releases of information (ROI) as requested by the MRO to allow for communication with the identified prescriber and to facilitate fact finding by the MRO. The MRO will make a determination regarding the legitimacy of any prescriptions or evidence of illicit substance use. Students who do not provide ROI will be treated as if their screen is positive (see below for policy regarding positive screens).
- If the MRO attempts to contact a student about the results of their drug screen and the student fails to respond within 3 business days, the school will again contact the student by email and / or by telephone. If the student still does not respond to the MRO within 2 business days, this will be treated as a positive drug screen (see below for policy regarding positive screens).
- Clinical agencies must also approve placements for students with positive drug screens or the placement will be cancelled. If the MRO cleared the positive test, then that documentation along with the health provider's note documenting the prescription use must also be sent to the Clinical agency for review and clearance for placement. If the placement is not approved, another placement option will be considered for that individual. Agencies that are members of the ACEMAPP placement system require that they be informed of positive drug screens.
- To ensure confidentiality, one undergraduate and one graduate liaison within the UMSN will be identified as the contact people to receive positive drug screen reports and will convey that information to the appropriate program Associate Dean or designee.
- Any clinical or research related activity will immediately be suspended pending the outcomes of an inquiry.
- The drug screen results and details of these or related findings remain the sole responsibility and privilege of the UMSN for the sake of confidentiality. The results are maintained within the compliance documentation system maintained by the vendor and are not placed in the student academic files. Positive results 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. However, as stated earlier, the positive results would be shared with the clinical or research agency per agency guidelines if the MRO clears the student for placements.
- The student will be interviewed by the Associate Dean and any other UMSN officials relevant to the situation and referred for a substance use evaluation to a facility and/or

health provider professional specializing in substance use disorder treatment, as specified by the UMSN.

- The student will be responsible for any expenses related to the substance use evaluation and treatment.

Undergraduate Students (students with RN Licensure see below) • The student must be evaluated for substance use by the health professional and must sign a ROI allowing the evaluator to report findings and recommendations for treatment related to the substance use to the Associate Dean of the student's respective program at UMSN.

- If the student refuses to obtain a substance use evaluation or sign a ROI allowing the UMSN access to recommendations from the evaluation, this will result in the inability to continue in the clinical or research areas in any affiliated agency until these are completed.
- The Associate Dean or designee will review the recommendations and make a determination regarding the student's ability to continue their clinical or research activities at that point in time. Consideration will be given to the nature of the substance use, impairment, treatment recommendations, and affiliated agency requirements.
- Students for whom no treatment recommendations are made will be referred to an education program related to substance use such as those on alcohol or marijuana use. • In the event that the results of the substance use evaluation indicate need for treatment, the UMSN will require that the student sign a ROI from the health professional conducting the treatment. The UMSN will request recommendations from the health provider as well as a negative drug screen in order for the student to return to any clinical or research activity in an agency.
 - A return to any clinical placement or research activity in an affiliated agency will require a negative drug screen and satisfactory recommendations by the health care provider. The student must also meet with Technical Standards as stated in the UMSN Undergraduate and Graduate Student Handbooks of Academic Policies and Procedures.
 - Students who have had a positive drug screen that was not cleared by the MRO, as well as those with a positive drug screen and subsequent intervention, must submit to random drug screening for one year at times designated by the UMSN. Another positive drug screen will initiate the steps of the drug policy procedure again. Subsequent positive tests and subsequent delays in completing program requirements may result in an inability to complete the program and can be considered a violation of the Student Code of Conduct.

Students with RN Licensure

- Under Sections 333.16222 and [333.16223 of the Public Health Code](#), licensed/registered health professionals are required to make good faith reports of suspected violations of the Public Health Code to the Department of Licensing and Regulatory Affairs (LARA), Bureau of Professional Licensing, including violations of Michigan controlled substances laws and incidents of impairment.
- A student who is a licensed Registered Nurse (RN) and who has a positive drug screen test that is not cleared by the Medical Review Officer (MRO) will be offered an opportunity to self-report to the Michigan Health Professional Recovery Program (HPRP) for subsequent evaluation and treatment recommendations.
- If an RN licensed student refuses a drug screen or provides a positive test that is not cleared by the MRO and declines to self-report to the HPRP and follow treatment recommendations fully, then UMSN may suspend indefinitely the enrollment and participation of the student in any or all courses, clinical placements, or research settings, pending positive resolution at the discretion of the UMSN.
- If an RN licensed student refuses a drug screen or provides a positive test that is not cleared by the MRO and declines to self-report to the HPRP, the UMSN will report the licensee to LARA.

Students Choosing to Self-Report to HPRP:

- The Health Professional Recovery Program (HPRP) is a State of Michigan program administered through a contract with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Health Care Services, which supports the recovery of its participants so that they may safely return to practice and protect the safety of the general public. Go to <https://hprp.org> for more information.
- For students choosing the option to self-report to HPRP the following process applies:
 - Students are expected to comply with all applicable UMSN requirements, as well as HPRP requirements and recommendations, throughout the assessment process.
 - HPRP will conduct an initial assessment by telephone and assign the student to a risk category based on the individual circumstances of the case.
 - Students determined by HPRP to be at medium or high risk will be required to participate in a daily check-in program and may be selected for random drug screening.
 - Students participating in this process will also be required to sign a safety agreement, which will remain in effect until the HPRP assessment process is completed.
 - The assessment period may take up to approximately 90 days. During this time, students are responsible for complying with all HPRP requirements, including required check-ins and drug testing.

- **All costs associated with HPRP-required drug screening are the responsibility of the student and may represent a significant financial expense.**
- As part of the HPRP evaluation process, the student will complete a formal assessment with an addiction specialist provider.
 - Following this assessment and a review of the student's individual circumstances, HPRP will determine whether the student has a qualifying diagnosis that requires ongoing monitoring or whether the student does not meet the criteria for continued monitoring.
 - If the student does not meet the criteria for ongoing monitoring, the HPRP case will be closed.
- In the event that an RN licensed student has enrolled and successfully participated in a structured monitoring program and suffers a lapse or relapse, then communication will ensue between the UMSN and HPRP and a determination will be made on a case-by-case basis regarding an appropriate response.
- If an RN licensed student participates in the HPRP, the UMSN will follow the treatment recommendations from the health provider that may include activities such as monitoring the student while in the practice setting and observing for impairment**.
- The RN licensed students' ability to practice or conduct research activities safely must be established by a specialist in addictions.

Students may be allowed to resume their nursing education under the following circumstances:

- Provision of any and all appropriate Release of Information (ROI) forms between the HPRP, the MRO, and UMSN
- Adherence to all restrictions, e.g. access to opioid medications for a specified period of time, as determined by the HPRP and conveyed to a designated UMSN liaison
- Full participation in random drug screens, the results of which will be reported to the MRO and UMSN liaison

**Impairment: Diminished functioning or competence, demonstrated by changes in a student's clinical or academic performance, work habits, appearance, or other behaviors. Impairment may occur in any role or setting and may result from a substance use disorder or another mental or physical condition.

Adapted from the American Nurses Association, 2025 Code of Ethics for Nurses, Glossary: "Impaired practice."

Appendix C

School of Nursing Student email Group Guidelines

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

A listing of UMSN Student Email Groups is available on the UMSN website's Current Students page.

To verify the email groups that your Uniquename is listed in, follow these steps:

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

This will display a listing of all email groups in the MCommunity directory that include your Uniquename as a member and that you will be receiving email from.

Students should not share USMAN student email distribution lists with external parties who wish to contact students. Instead students should refer all external parties to the School of Nursing Front Desk at UMSN-FrontDesk@med.umich.edu so that information can be distributed if appropriate. Students also should contact the Office of Graduate Studies about problems with School of Nursing user groups.

Students **are required** to observe the following guidelines on the use of email groups:

School of Nursing email groups **may NOT** be used to:

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

Tips for successful group emails:

1. Target your address list carefully. Too broad a distribution is a form of spamming and will simply annoy most people who receive it. For example, if your message is for Undergraduate students, do not use the sn-all students group which sends to nursing graduate students as well.
2. Write a meaningful subject line.
3. Keep the message focused and readable – the use of bullets and numbering helps!
4. Avoid attachments – use links / URLs to websites when possible.
5. Avoid using "Reply All" when responding to an email sent to a group.
6. Identify yourself clearly.
7. Proofread...then proofread again to ensure your message is clear / concise and that there are no spelling or grammar mistakes within the text.
8. Do not use all capital letters (IT LOOKS LIKE YOU ARE SHOUTING)

9. For event related emails, send just one reminder email 1-2 days before the event.
10. Use good judgment and common sense. It is up to each member to ensure that these groups are used in a respectful and beneficial manner. Students are expected to display maturity, integrity and mutual respect in all HUMAN interactions. Inappropriate, disrespectful, aggressive, or threatening emails may be considered in violation of the Student Code of Academic and Professional Conduct.

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

Appendix D

Plagiarism

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

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

What Is The Penalty for Plagiarism?

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

Do I Have To Footnote Every Fact?

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

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

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

Why Does Plagiarism Matter?

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

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

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

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

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

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

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

Is This Plagiarism?

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

“In prison Malcolm was introduced by his younger brother Reginald to the teachings of the Lost-Found Nation of Islam, the sect led until 1975 by Elijah Muhammad and known popularly as the Black

Muslims. Malcolm quickly became a convert, took the Muslim “X” in place of the “slave name” Little, shed his past and entered upon his own reeducation, beginning by copying words out of a dictionary from A to Z. He was ordained a minister after his release, and over the next twelve years he became the best known and most effective evangelist of the Nation of Islam, heading its Harlem mosque, organizing dozens more temples from Connecticut to California, building its following from 400 to perhaps 10,000 registered members and countless additional sympathizers.”

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

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

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

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

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

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

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

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

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

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

Appendix E

School of Nursing Student Grievance Process

I. Introduction

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

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

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

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity, and Title IX/Section 504/ADA Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, MI 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817.

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 the Committee on Academic Admissions and Scholastic Standing, CAASS**, is not grievable unless the student brings forth specific new information that supports the basis for a grievance as listed above.

Students enrolled in courses in other schools and colleges should utilize the Grievance Process within those respective units if there is a grievance regarding courses in those schools. In cases where a student's complaint or grievance may be heard or reviewed in more than one university forum, the student may have the matter heard or reviewed in one forum of his or her choice. Student resources include their academic advisors, the University Ombudsperson, and the Resolution Officer. Faculty may consult with their unit representative.

II. Grievance Process

A. Initial Steps

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

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity, and Title IX/Section 504/ADA Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, MI 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817.

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

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

2. If the student does not find that the matter is resolved, the student should meet with the Resolution Officer within ten (10) business days of meeting with the faculty member responsible for leading/directing the course or the committee chair. The Resolution Officer will interface with the Senior Associate Dean for Graduate Studies and Professional Relations. The Resolution Officer may request a separate meeting with the faculty member or committee chair involved prior to a meeting with both student and faculty.
3. If, at this point, there is no resolution, the student may elect to begin the formal grievance process.

B. Formal Grievance Process

Step 1: Written Grievance: The Written Grievance initiates the Formal Grievance Process. The student must submit a written grievance to the Resolution Officer, requesting a grievance hearing. In order to move forward, the written grievance must include:

- a) the specific reason for the grievance as it relates to one of the four issues noted in Section I,
- b) circumstances surrounding the situation,
- c) any mitigating factors, and
- d) specific requested outcomes of the grievance

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

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

Step 3: Grievance Hearing: The grievance hearing will be scheduled by the Resolution Officer within thirty (30) business days after receiving the respondent's written statement. The grievance hearing is conducted by a three-person panel ("grievance panel"), established by the Resolution Officer and composed of two (2) faculty members and one (1) student. The Resolution 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 a Resolution Officer is involved in the substance of the grievance, another Resolution Officer or the Associate Dean for Graduate Studies will make arrangements for the grievance hearing. If a student has concerns about potential bias of a member of the grievance panel, the student can submit a written request to the Resolution Officer, with rationale, for substitution of another member. The Resolution 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 respondent) will submit, in writing, all relevant documentation to the Resolution Officer:

- a) all relevant documentation that each party would like the grievance panel to consider, and
- b) a list of all relevant witnesses whom they would like to have to submit testimony before the hearing panel.

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

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

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

All expected attendees (i.e., any additional witnesses and/or personal advisor) must be identified and communicated, in writing, to the Resolution 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 below table is to serve as a guideline for a basic grievance hearing. Actual participants and roles may vary.

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

Step 4: The Findings: After hearing the case, the grievance panel will deliberate in private. Within ten (10) business days, the grievance panel's findings and recommendations for resolution will be communicated, in writing, by the grievance panel chair to the Resolution Officer. The Resolution Officer

will inform the student of the grievance panel's decision, in writing, by email and certified letter, delivered by the postal service to the local address on file in the Wolverine Access, within ten (10) business days of receiving the grievance panel's reported recommendations. Copies will be distributed to the respondent, the Resolution Officer, and the Associate Dean for Graduate Studies. This will complete the process; unless the student appeals the decision (see below).

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

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

Approved by Faculty with amendments, May 16, 1979
Amendments incorporated and final typing, September 27, 1979
Updated August 1994
Updated October 1998
Updated September 2000
Updated June 2001
Updated September 2002
Updated and Approved by Faculty May 2010
Updated August 2014
Updated August 2015
Updated October 2016
Updated August 2024

Appendix F

Parental Leave Policies

Parental Leave Policies

Under Title IX, you can request reasonable academic adjustments to your program to accommodate the birth or adoption of your child. These requests can be made regardless of whether you request to take a voluntary leave of absence. Some of the most common adjustments include adjustments to academic requirements and/or schedule.

Pregnancy/Parenting

A student experiencing a pregnancy or parenting of a newborn should refer to the UMSN (MSN & DNP) [Parental Academic Adjustment Request Form](#). Clinical agencies may have policies that determine the placement of students during pregnancy; assignments will be made accordingly.

UMSN Graduate Student Parental Leave Policy Reasonable academic accommodations/adjustments

A student who wishes or needs an alternative plan of study due to pregnancy or newborn care is encouraged to meet with their program lead and one of the Graduate Academic Advisors (umsn-gradadvisors@med.umich.edu) as soon as possible to discuss individualized options. Earlier in the planning process or identification of pregnancy is encouraged for advanced program planning. These adjustments can be made for any student who will be welcoming a new child into their family, including both birth parents (pregnant student) and non-birth parents (such as the father, parent through surrogacy, adoptive parent or foster parent).

A period of academic accommodation will only be considered for the academic term immediately impacted following the birth or adoption of a child and may not be deferred to any academic term beyond this. The general duration of an accommodation is up to 6-8 weeks.

***Please Note:** You are under no obligation to declare your pregnancy or expected adoption. However, if you want to request academic adjustments, you need to give your program lead, Graduate Academic Advisors, and course faculty a reasonable amount of time (minimum of 4 weeks) to determine what reasonable accommodations they will approve/support.

****Special Notice to International Students:** Students who are attending the University of Michigan with a F-1 student visa or J-1 Exchange Visitor visa are strongly encouraged to consult in advance with the International Center about their plans during the period of Parental Accommodation.

Alternative Plan of Study:

Alternative plans of study are individualized based on the student's program and course load at the time of need.

**If requesting a Leave of Absence or accommodations/academic adjustments graduate students must submit a completed [form](#) (see below) at least four weeks in advance of the proposed leave period. Shorter timelines will only be considered in extenuating circumstances.*

There are 2 Options:

1. You may choose to take a Leave of Absence from your program. *Please refer to the Leave of Absence Policy in the Student Handbook for next steps and plan to meet with a Graduate Advisor to confirm the options.*
2. You can choose to continue your enrollment with or without a request for reasonable accommodations/academic adjustments.
 - a. Without accommodations/academic adjustments means you will continue your full plan of study as is with no adjustments.
 - b. With accommodations/academic adjustments means you will continue your plan of study with an individualized plan of reasonable accommodations determined by your program lead in collaboration with you, the Graduate Academic Advisors, and your course faculty.

Some examples of reasonable accommodations/adjustments may include but are not limited to:

- Extending deadlines and/or allowing the student to make up tests, assignments, and/or the ability to participate in select class sessions remotely via Zoom (when possible and only with the approval of the course faculty) within reason.
 - A formal incomplete for a course will only be offered following the UMSN incomplete policy in the UMSN handbook, requiring at least 70% of the coursework to be completed to be eligible for an incomplete.
- Excusing medically necessary absences related to pregnancy, childbirth, and postpartum care (with appropriate documentation and within reason)
 - Depending on the number and frequency of absences, an individualized alternative plan of study may need to be developed and could include a Leave of Absence from the program or an extension of the program plan.
- Students in their LAI Immersion may choose to defer or decrease their Immersion credit load, spreading it out over multiple semesters.
- Students in their APRN clinical sequence may be allowed to front-load a limited number of hours in a term prior to the expected due date and/or pick up additional hours in a term following the clinical term of the expected due date to reduce the total number of clinical hours needed to complete in the term of the expected due date.
 - The number of clinical hours that can be front loaded or carried over may vary depending on the type of program, the timing in the clinical sequence and the number of hours necessary for the clinical course. The general recommendation is to not front load or carry over clinical hours and it should not be more than 1 credit (70 hours) at any time.
 - The ability to front load or carry over clinical hours is also dependent upon being clinically ready to meet the course/clinical objectives for that term. Course faculty and the program leads will establish the options available for the individual course/program and student.
 - The ability to adjust clinical hours is dependent upon availability of a clinical placement and preceptor that can accommodate the needed change.
 - The individual plan is dependent upon the program specialty and number of hours needed to complete and/or competency-based expectations for clinical rotations.
- Students in the project sequence of the Doctor of Nursing Practice Program may have limited options for adjustments due to the nature of the DNP project progression and trajectory. Students who will be entering the DNP project coursework and residency who are requesting academic accommodations must meet with the DNP Program Director to identify options and or may consider an LOA depending on the timing in their project sequence.

The process for requesting an alternative plan of study is as follows:

1. Meet with your Specialty Program Lead and/or DNP Program Director and a Graduate Academic Advisor to discuss your individual situation, discuss the options, and ask questions.
2. The Specialty Program Lead(s) and/or DNP Program Director will meet with the student's course faculty to discuss the formal request and confirm the accommodations that are appropriate for the course and would be approved.
3. Once the options have been confirmed, the Specialty Program Lead(s) and/or DNP Program Director and a Graduate Academic Advisor meet with the student again to review final options.

4. Following the meeting the student will complete, sign, and date the formal request [form](#) with outlined accommodations.
5. The completed [form](#) will be reviewed, signed, and dated by Grad Advisors, Program Lead(s) and/or DNP Program Director, and the course faculty (this needs to be completed ideally at a minimum of 4 weeks prior to requested academic adjustments/accommodations) and kept in their academic file.

Appendix G

Guidelines for the Doctor (DNP) Scholarly Project

Overview

These guidelines are provided to help the DNP student engage in preparing a proposal and a written final report or submission ready manuscript for the required DNP scholarly project.

The student's DNP project is a culmination of learning from the DNP course work. Through the project, DNP students demonstrate the ability, as an independent leader, to synthesize evidence in an advanced practice specialty or an area of health leadership. All DNP scholarly projects should:

- Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- Have a systems (micro-, meso-, or macro- level) or population/aggregate focus.
- Demonstrate implementation in the appropriate arena or area of practice.
- Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).
- Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
- Provide a foundation for future practice scholarship.

scholarly projects include (1) Improving an aspect of healthcare

Examples of DNP systems (e.g. model of care delivery, a program to decrease hospital readmission of high risk patients); (2) Improving practice for a patient population with respect to a clinical topic (e.g. fall prevention practices for older adults; symptom management for women with cancer; acute pain management for pediatric patients); or (3) Improving population health in communities (e.g. exercise to decrease obesity in school age children; decreasing bullying in young adolescents). The scholarly project involves two phases for satisfactory completion: a project proposal and a final report. Details for each are provided in the following sections.

The DNP Scholarly Project Proposal

For the proposal, students prepare a written paper describing the problem and the plan for addressing this problem. This proposal needs to be approved by the student's project committee and the Human Subjects Review Committee in the University of Michigan before proceeding to the project implementation, data collection and evaluation stages (See **DNP Scholarly Project Proposal Process**). The project proposal should contain essential components of the project, including the purpose, synthesis of the evidence, implementation plan, and proposed evaluation and sustainability plan. Each component is further described in the DNP Scholarly Project Proposal section that follows.

The DNP Scholarly Project Brief Report

The final report is a paper that describes the actual conduct of the project reflecting all the revisions and updates since the proposal with presentation of results, discussion, conclusions and summary. This can be either a brief report or submission ready manuscript. These components are further described in the DNP Scholarly Project Brief Report section.

Manual of Style

All students are expected to follow the Publication Manual of the American Psychological Association (APA) unless the committee approves another format. Students are expected to submit both the project proposal and the final report using standardized margins and double-spaced as outlined in APA.

DNP SCHOLARLY PROJECT PROPOSAL

The proposal should contain the components described below. Appendices with relevant material (e.g. questionnaire, interview guides, and evidence tables) should be included in the proposal.

The DNP project proposal will include:

- i. Introduction/Background/significance
- ii. Problem statement
- iii. Literature review
- iv. Implementation framework/model identified
- v. Purpose and objectives
- vi. Project description
 - a. methodology
 - b. ethical considerations (IRB approval)
 - c. settings
 - d. participants
 - e. intervention
 - f. measures/tools/instruments
 - g. analysis
 - h. sustainability plan

The DNP policy proposal will include:

- i. Problem statement
- ii. Significance to nursing
- iii. State of the science/literature
- iv. Implementation model (policy relevant)
- v. Purpose and objectives
- vi. Project description
 - a. methodology
 - b. ethical considerations (IRB approval)
 - c. settings
 - d. participants
 - e. intervention
 - f. measures/tools/instruments
 - g. analysis

DNP Scholarly Project Final Written Document

There are two options for the final written document that describes the scholarly project, its findings and recommendations. The first option is a brief report and the second is a submission ready manuscript. Students will work with their residency faculty to choose which option to complete

DNP Scholarly Project Brief Report

The DNP Scholarly Project brief report describes the actual conduct of the project reflecting all the revisions and updates since the proposal with presentation of results/findings, discussion, and summary/conclusions. Appendices with relevant material (e.g. questionnaire, interview guides-evidence tables) can be included. The brief report should follow the outline below and will be approximately 10 – 15 pages (no longer than 20 pages total). This will be shared with the residency site.

Title Page

1. Introduction
2. Background & Significance
3. Problem Statement
 - a. Include importance for Nursing, DNP
4. Literature/Evidence Review
 - a. Research support for project
5. Theoretical Framework/Model
 - a. Description
 - b. How it guides the project
6. Project purpose and objectives
7. Project Description
 - a. Ethical consideration (IRB)
 - b. General description
 1. Population of interest
 2. Site – unit, organization
8. Project design/methods
 - a. Plan – detailed information
 - i. Intervention
 - ii. Instruments
 - b. Timeline
 - c. Resources (personnel, technology, budget...)
 - d. Informed consent (if necessary)
9. Results
 - a. Analysis/Evaluation for each objective
 - i. Data storage plan
10. Discussion
11. Conclusion

Manual of Style

All students are expected to follow the Publication Manual of the American Psychological Association (APA) 7th Edition unless the committee chair approves another format. Students are expected to submit the final paper using standardized margins, headings, and double-spaced as outlined in APA. The final paper should not be over 20 pages excluding appendices and references.

Submission ready manuscript

Students are encouraged to publish their project. Students should work with their residency faculty or project chair to discuss publication, choose an appropriate journal, author requirements and who to be included on the manuscript early in the development of the project.

Students will follow the journal's author guidelines and work with their residency faculty and site mentor or committee to finalize the manuscript.

Submission of the Final Paper

A copy of the final paper (pdf) should be uploaded in Canvas site for N965. including a one page abstract outlining the project. The abstracts will be made available for access by other students and faculty.

Appendix H

Residency Hours

General Guidelines for Residency Hours

All DNP students will complete a total of 560 hours at the completion of the DNP program regardless of entry (BSN-DNP, PM-DNP).

Post-master's students may require additional N950 credits if they do not have a baseline of 500 hours from their master's program. Any additional credits will be determined upon admission with the DNP Program Director.

General Guidelines:

The majority of DNP hours should be spent at the project site or engaging in activities directly related to the DNP project. DNP residency is not intended to be a precepted clinical experience where you are conducting patient assessments or making clinical decisions about individual patients.

Conference Attendance: Provide foundational information and expertise in the topic area specific to your project, leadership skill development and quality/safety initiatives. If there are questions about options please check with the DNP Director or Residency Faculty.

Clinical Care: This can be used as part of the residency hours if it is linked to the student project. It is not anticipated or expected that you would be using clinical hours that are not related to your project. For example volunteering at Student Run Free Health Clinic in Pinkney can be a positive clinical experience, however unless your project is at the SRFHC, you cannot count those toward your residency.

Meetings that relate to the development, implementation of your project and or leadership experiences (e.g., IRB, committee meetings at site, meetings with Leadership/Staff at site to prepare for project, general executive or higher-level leadership meetings within an organization or health system)

Advocacy/Policy work e.g. meetings with legislators, conferences on advocacy topics, advocacy day in state or national capitol. If there are questions about options please check with the DNP Director or Residency Faculty.

Hours that cannot be used:

Preparation of project resources for example literature review searches, writing reports, review of analysis or data unless these are done specifically with your mentor.

Travel time to and from meetings, conferences or events

Completing assignments or peer reviews for N950 or N951/960/965 does not count as residency hours

Appendix I

Health Sciences Institutional Review Board Review of Research Proposals Involving Human Subjects

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

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

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

Dr. Riann Palmieri-Smith, Co-Committee Chair
Dr. Thad Polk, Co-Committee Chair
Telephone: 734-936-0933, Fax: 734-936-1852
email: irbhsbs@umich.edu

Goals of IRB-HSBS

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

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

The schools submitting proposals to the IRB-HSBS include:

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

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

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

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

Committee Information

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

Definition of Human Subjects of Research

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

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

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

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

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

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

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

Monitoring of Research

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

Informed Consent

The IRB-HSBS will ascertain that the investigators of a research project will obtain from the human subjects, or their legally authorized representative, a legally effective informed consent document.

Basic Elements of Informed Consent are as follows: 1) a statement that the study involves research; 2) a description of possible risks or discomforts and measures to be taken to minimize them; 3) a description of any benefits to subjects or others; 4) a disclosure of appropriate alternative procedures or courses of treatment, if any; 5) a statement describing the manner of how confidentiality will be maintained; 6) for research involving more than minimal risk, explanation as to whether any medical treatments are available if injury occurs, or where further information may be obtained; 7) names and phone numbers of whom to contact for answers to pertinent questions about the research; 8) a statement that participation in voluntary, refusal to participate will involve no penalty or loss of benefits to which the subject is entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled; 9) a

statement on the likelihood for the subject's health carrier to encounter any financial burdens resulting from the research; and 10) a statement on any financial benefit which the subject can expect for participating in the research.

Authority of IRB-HSBS

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

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

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

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

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

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

At any time during the course of a project, should changes in the protocols, sponsor, investigator or informed consent procedures become necessary, a memo must be sent to the administrator for processing and then will be forwarded to the committee chair for authorization to continue under the revised protocol. If, during the course of the research, a human subject develops a health problem that may be attributable to the research, the investigator must suspend the experiment immediately, and report the circumstances promptly to the IRB Health Sciences Committee.

Please Note: The IRB Application can be completed only [online](#).

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

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

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

Kindra Cooper, Director
Telephone: 734-763-4768, Fax: 734-763-1234
email: irbmed@umich.edu

Goals of IRBMED

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

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

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

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

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

Region of Supervision of IRBMED

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

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

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

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

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

Application Process

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

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

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

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

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

Appendix J

Responsible Conduct of Research and Scholarship

School/College/Center/Institute: School of Nursing

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

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

Graduate Programs

Master of Science in Nursing (MSN) students

- All students are informed about the Professional Graduate Studies Handbook (available on the website) at new student orientation which outlines the School of Nursing's Student Code of Academic and Professional Conduct, content on plagiarism, and the School and University IRB requirements. These requirements are discussed fully at orientation.

Doctor of Nursing Practice (DNP) Students

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

PhD Students

- All students are informed about the PhD Program Handbook (online) at new student orientation which outlines the School of Nursing's Student code of Academic and Professional Conduct, content on plagiarism, and the School and University IRB requirements. These requirements are discussed fully at orientation. (Documented 2 hours; attendance roster; signed receipt for handbook in academic file).
- At orientation all students receive a hard copy of On Being a Scientist: A Guide to Responsible Conduct in Research (3rd Edition; National Academy of Sciences) and Guidelines for Scientific Integrity (2nd Edition; Published by the Midwest Nursing Research Society).

- All PhD students are required to complete all PEERRS modules during their first year in the program. Certificates of completion are maintained in students' academic files. (Certificate files in student academic file).
- PhD students all complete a semester-long mentored research experience with a faculty mentor, working on the mentor's research and discussing various aspects of scientific integrity as they relate that experience. (Report filed by PhD student and mentor addressing how research experience was completed and what aspects of scientific integrity were addressed; filed in student academic record).
- All PhD students on NIH training grants participate in an hourly seminar (3 weeks per month) to discuss various aspects of research. This includes presentations by faculty and student peers on their research and related topics on scientific integrity. (Documented: signed attendance rosters).
- Dissertation research, N995: individualized mentoring between student and faculty advisors as students carry out their dissertation requirement; mentoring includes appropriate citation of sources, authorship and publication practice, management and ownership of data, protection of human research participants
- As of September 2014, all PhD students are required to complete N803: Responsible Conduct of Research and Scholarship that meets national requirements for research training.

Post-Doctoral Fellows

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

Grant Employees

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

Appendix K

University of Michigan School of Nursing

Clinical Learning Center and Simulation Lab Code of Conduct for Students

- I will treat the Clinical Learning Center (CLC) like a real clinical environment and treat all manikins and standardized patients as if they were real patients.
- I will maintain confidentiality regarding all patient information, case details, and debriefing discussions.
- I will not discuss the details of simulation scenarios with peers who have not yet completed them to preserve the integrity of the learning experience for others. Violation is considered cheating and subject to appropriate disciplinary action.
- I will wear (have available) my UMSN ID badge and follow the appropriate dress code by wearing proper clinical attire.
- I will behave respectfully and professionally at all times and treat faculty, staff, peers, and simulated patients with dignity and respect.
- I will use professional language and communication and refrain from using inappropriate, offensive, or non-professional language.
- I will foster an inclusive and supportive learning environment and treat everyone with respect, regardless of their background, ethnicity, gender, sexual orientation, religion, or other differences.
- I will arrive on time for all scheduled sessions, simulations, and meetings.
- I will complete all assigned pre-learning activities before attending the simulation or clinical session to prepare to participate fully and effectively.
- I will collaborate effectively with my peers and contribute positively to group activities by giving and receiving constructive feedback during simulation.
- I understand that I may be required to complete a post-lab or post-simulation evaluation.
- I understand that during some lab activities, I may play the role of either the nurse or the patient. I will allow non-invasive activities to be performed on me (e.g., assessment of heart sounds, lung sounds, blood pressure, vision, hearing).
- I will follow all safety protocols when using equipment and performing procedures and will report any equipment malfunctions or safety concerns to the instructor immediately.
- I will handle all simulation equipment and lab materials with care.
- Wash hands/hand sanitize before using equipment, manikins, task trainers, or standardized patients.
- Refrain from using ink pens around manikins.
- No food or drink allowed in the simulation lab, skills lab, anatomy lab, or near any CLC equipment, manikins, or task trainers. Only covered beverages are permitted in health assessment rooms and other areas of the CLC.
- I will keep the learning center and simulation labs clean and organized. Please clean up after yourself and return equipment/supplies to their designated place.
- Dispose of used sharps in approved sharps containers.
- Dispose of non-reusable supplies in trash containers.
- Dispose of reusable supplies (scissors, towels, basins, etc.) in designated containers.
- Students are not authorized to remove any supplies from the CLC. Violation of this instruction may result in disciplinary actions.
- I will take responsibility for my actions, learning, and conduct and report any mistakes or errors to the instructor immediately.
- Consent to Photograph or Record Electronically:
I permit the University of Michigan to record a photographic image, video or audio of me for educational, academic, or research purposes. If the faculty or staff of the University judge that education or research may benefit from the use of the photographs and/or recordings, the University may publish (not for profit) them for academic purposes, or use them in any other professional manner that the University

believes is proper, including, but not limited to print publications, video streaming on U-M websites, podcasting, and broadcast media.

I understand that any photographs or video/audio recordings taken in the CLC belong to the university. I will not receive payment or any other compensation in connection with the photographs and recordings.

I have had the opportunity to discuss any questions or issues related to the CLC Code of Conduct with UMSN faculty or staff and have received clear and complete answers to all my questions.

My signature below indicates my agreement to abide by the above guidelines.

Print Name

Unique Name

Signature

Date

Appendix L

UMSN Guidance on Student Academic and Professional Misconduct and Resolution Officer (RO) Resources 11.29.2021

Our Community Values

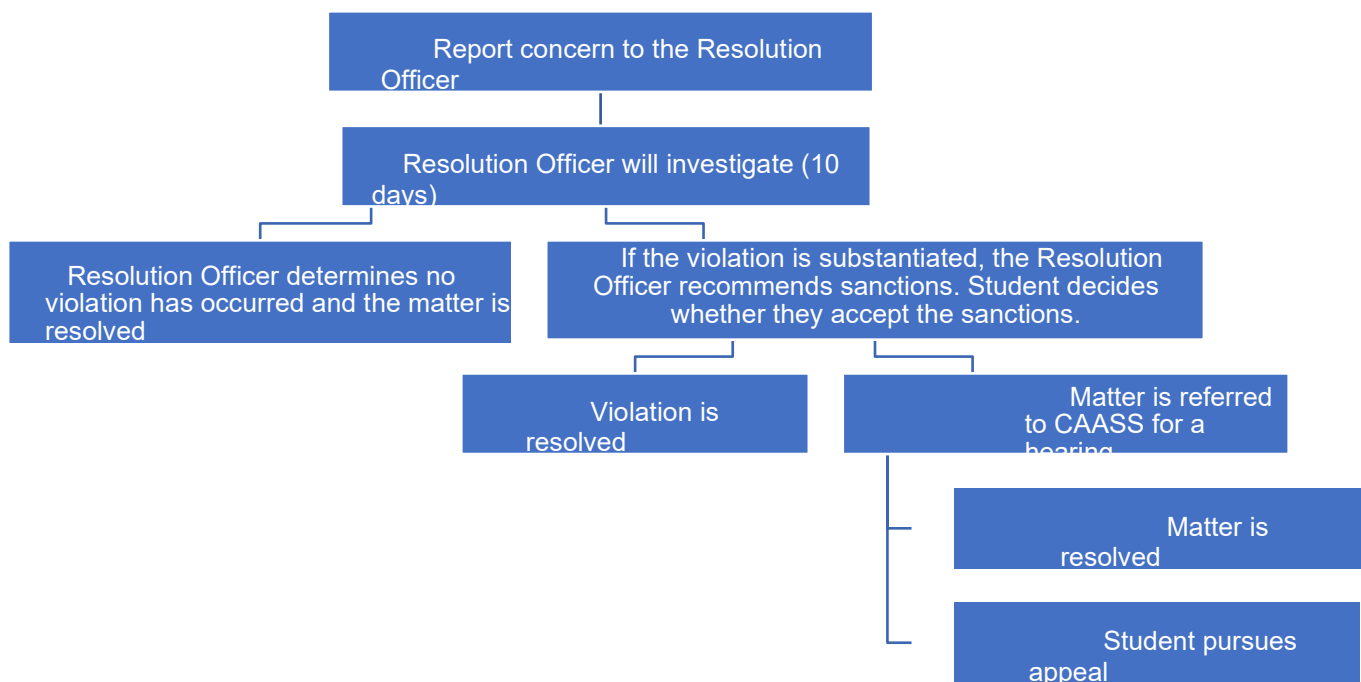
The UMSN culture is an empathy and values-driven environment for student learning and growth. The values we share include - accountability, diversity, excellence, initiative, integrity, and respect. To this we add equity and inclusion (DEI) as well as the EPIC values which guide our daily behaviors and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

Academic and Professional Code of Conduct

The 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

The UMSN has two RO's within the UMSN Office for Community Connection. Dr. Kelly Shakoar (ksusewit@umich.edu/763-5360) supports undergraduates and Dr. Katie Nelson (kathrynn@umich.edu/763-4202) professional graduate (MSN/DNP) and PhD students. Questions and concerns related to the code can be sent to RO's by email or phone. 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 specific situation. However, please see below visual description of the formal resolution pathway:



RO's 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 a grievance under this policy.

Additional Resources

Further detail 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 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 concern where possible, please see the EPIC Feedback Model and Communication Guidelines.

Non-Academic Concerns

Most matters involving non-academic concerns related to the University of Michigan-wide Statement of Student Rights and Responsibilities can be discussed directly with the University Office of Student Conflict Resolution. The Office website provides information that further defines these concerns, options for reporting, and depending on the situation, access to facilitated resolution services. If you are a student, faculty or staff member with a concern and you are still not sure which pathway is best, check with your RO to see which procedures you should follow as soon as possible as there may be a time limitation on the process. Please see these additional linked resources for Guidance on Sexual and Gender-based Misconduct or DEI-Related Mistreatment as needed.

In cases of emergency and/or when appropriate, any violation may also be reported 24/7 to the University of Michigan Compliance Hotline and/or law enforcement:

- UM Compliance Hotline 866-990-0111
- Follow hyperlink to: UM Compliance Online Reporting Form
- U-M Public Safety & Security (DPSS) 734-763-1131 (non-emergency) 911 (emergency)
- Ann Arbor Police Department 734-994-2911

- [Sexual Misconduct and Mistreatment](#)

Appendix M

UMSN Guidance for Reporting Mistreatment in the Learning Environment

2.7.2021

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 the strengths of our diversity, including our visible and invisible identities, experiences, interests, and perspectives. 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, 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 UM Counseling and Psychological Services (CAPS). All CAPS professionals have extensive 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.

- Call CAPS during regular business hours at 734-764-8312
- Schedule an initial consultation online 24/7 by visiting the website at caps.umich.edu.
- Reach out to the UMSN CAPS counselor Dr. Kristen Adams at adamskri@umich.edu.
- Access anonymous, peer-to-peer support, supervised 24/7 by licensed mental health practitioners via [Togetherall](#), a free service available to UM students.
- For urgent and/or after-hours support, please contact 734-764-8312 and Press 0 to speak with a licensed mental health professional.

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 resolution, or direct resolution is otherwise not possible, it is appropriate for this student to use one of the mechanisms described below. Suggested options include:

- 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.

- You can 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 the School of Nursing and the University.
- You may also discuss the challenge with the Senior Associate Dean for Professional Graduate Students for guidance and information on UMSN and UM-wide student-driven reporting options (confidential, non- confidential, and/or anonymous options), conflict resolution, and restorative justice-based options, as well as resources for social and emotional support. Dr. Lisa Kane Low can be reached at (734) 647-0134 or kanelow@umich.edu

Every action will be taken to respect wishes for confidentiality; however, as Responsible Employees, the suspicion of some forms of misconduct will be promptly reported.

- If you are more comfortable, you can seek support external to the UMSN with the University Ombuds. As an off-the-record resource on campus, the Ombuds can provide resources, referrals, and guidance. The University Ombuds can be reached at ombuds.umich.edu.

REPORT it.

- You can file a confidential or self-identified [UM Campus Climate Concern](#).
- You can file an anonymous report on the University of Michigan Compliance Hotline at (866) 990 - 0111, via the [University of Michigan Compliance website](#), or via the [University of Michigan Health System Compliance website](#).
- You can file a report with the UM Office of Student Conflict Resolution and request consultation, support, and conflict resolution services (www.oscr.umich.edu)
- You can also choose to pursue unlawful discrimination or harassment claims in compliance with the University's Nondiscrimination Policy Statement by filing a report with the Equity, Civil Rights, and Title IX Office (ECRT). Equity, Civil Rights, and Title IX Office (ECRT) can be contacted by telephone or in-person by appointment during regular office hours (Monday – Friday: 8:00 a.m. – 5:00 p.m.) or by email 24 hours a day, 7 days a week. Online reporting is also available on a 24/7 basis. Contact information is as follows:

Equity, Civil Rights and Title IX Office (ECRT) 2072 Administrative Services Building
1009 Greene Street
Ann Arbor, Michigan 48109 (734) 763-0235 (telephone)
(734) 647-1388 (TTY)
ecrtoffice@umich.edu

Follow the hyperlink to: [Online Discrimination, Discriminatory Harassment, and Sexual Misconduct Reporting Form](#)

- You can also report to the Department of Public Safety and Security. For emergencies, dial 911; for non-emergencies dial 734-763-1131. You can also report to the Ann Arbor Police Department at 734-994-2911.

Nursing students requesting complete anonymity via any of these mechanisms should know that doing so may interfere with the University'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.

Appendix N

Attendance Success Plan Documentation

Student Name:	
Date(s) of absence:	
Course:	
Program:	
Faculty:	
Program Lead:	
Reason for Absence: ☐ Class missed ☐ Excessive tardiness ☐ Early departures from class ☐ Need for multiple absences ☐ Other: Describe	Documentation: If you are requesting for your instructor to consider the absence as excused, please provide relevant documentation if such as a medical excuse or other appropriate documentation.) ☐ Documentation included ☐ No Documentation included
Subject(s)/Content Missed (The lecture, module topics, lab, clinical development activity, or clinical practicum experience missed)	
Attendance Success Plan: (A plan for how you will obtain the missed information or content and for the work you will complete to demonstrate proficiency in the missed content or experience).	
Acknowledgment of Receipt of Attendance Success Plan:	

By signing this form, you acknowledge that you and your faculty member have discussed your individualized Student Attendance Success Plan. This form, along with any supporting documentation, will become part of your student file, and the appropriate program director will be notified.

Program leadership will monitor repeated attendance concerns across multiple courses. Students with attendance concerns in more than one course may be required to complete a program-level Attendance Success Plan. Repeated attendance concerns may result in progressively serious consequences, including formal referral to the Resolution Officer for possible sanctions, up to and including course failure and/or dismissal from the program.

Student Signature		Date:
Faculty Signature		Date:
Program Lead Signature		Date:
Graduate Advisor Signature		Date: