



**Undergraduate Handbook  
of  
Academic Policies and Procedures  
2022-2023**

Updated June 23rd, 2022

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# ***Undergraduate Academic Policies & Procedures Handbook***

Welcome to the University of Michigan School of Nursing!

This handbook for undergraduate students at the School of Nursing provides information regarding policies, procedures, available resources, and issues that pertain to student academic life. It also outlines the rights and responsibilities of the School of Nursing undergraduate 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 non-academic policies and procedures. All students are required to sign the Handbook Certification document and upload it to their online compliance tracker with American DataBank/Complio. 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 in policies may be implemented immediately throughout the academic year, and these changes will be posted on the School of Nursing website. These changes have the potential to affect student educational programs. Students will be notified of any changes to the handbook via the Undergraduate Student Resources Canvas page. The *Undergraduate Handbook of Academic Policies & Procedures* is available electronically in the Handbooks & Policies section of the University of Michigan School of Nursing's official website.

## ***Academic Calendar 2022-2023***

<b>Fall Term</b>	<b>2022</b>
Classes begin	Aug. 29, Mon.
Labor Day (Holiday)	Sept. 5, Mon
Fall Study Break	Oct, 17-18, Mon-Tues.
Thanksgiving Recess, 5:00 pm	Nov. 22, Tues.
Classes Resume	Nov 28, Mon
Classes End	Dec. 9, Fri.
Study Days	Dec 10-11, Sat.-Sun.
Examinations	Dec. 12-16, Mon.-Fri. Dec. 19, Mon.
Commencement	Dec. 18, Sun.
<b>Winter Term</b>	<b>2023</b>
Classes begin	Jan 4, Wed
Martin Luther King, Jr Day <i>University Symposia. No Regular Classes.</i>	Jan 16, Mon
Vacation begins 12:00 noon	Feb. 25, Sat.
Classes Resume	Mar. 6, Mon.
University Honors Convocation	Mar. 19, Sun.
Classes End	Apr. 18, Tues.
Study Days	Apr. 19, Wed. Apr. 22-23, Sat.-Sun.
Examinations	Apr. 20-21, Thurs.-Fri. Apr 24-27, Mon.-Thurs.
Commencement Activities	Apr. 27-30, Thurs.- Sun.
<b>Spring-Summer Term</b>	<b>2023</b>
Classes begin	May 2, Tues.

Memorial Day (Holiday)	May 29, Mon.
Classes End (Spring Half)	Jun. 19, Mon.
Study Days	June 20-21, Tues.-Wed.
<b>Examinations</b>	June 22-23, Thurs.-Fri.
Summer Half Term classes ends	June 23, Fri.
Summer Half Term classes begin	June 28, Wed.
Independence Day (Holiday)	July 4, Mon.
Classes End	Aug. 15, Tues.
Study Day	Aug. 16, Wed.
<b>Examinations</b>	Aug. 17-18, Thurs.-Fri.
Full Term and Summer Half Term-End	Aug. 18, Fri.

# ***Chapter 1: School of Nursing***

## ***The Michigan Difference - A Statement of Aspiration***

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

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

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

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

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

### ***Mission***

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

### ***Vision***

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



## **Diversity, Equity & Inclusion**

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

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

## **Teaching and Learning Statement**

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

## **Philosophy of Nursing**

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

### **a. Beliefs About the Central Phenomena of the Discipline**

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

### **b. How Phenomena Are Addressed**

Nurses support clients' rights to self-determination, to complete information, and to active participation in all aspects of care. They strive to promote familial, societal, and environmental conditions through education, research, and service, which contribute to health and well-being and inform healthcare policy. Nurses work both independently and in collaboration with consumers of healthcare, members of each of the health

professions, and other individuals and organizations concerned with health to provide high quality, cost-effective care. Nursing shares with other health professions the goals of promotion and maintenance of wellness, prevention of illness and disability, restoration of the ill and disabled to health, and provision of support through the life cycle including a dignified death.

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

### **c. Values of the Discipline**

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

## **Declaration of Values**

Our values at the School of Nursing define how we will work and interact with others.

### **EPIC**

- Empower each other to interrupt or disrupt disrespect
- Practice communication that is beneficial, kind, and true
- Inspire and be inspired by our members' worth, significance, and integrity
- Cultivate respect for ourselves and others routinely, publically, and privately

## **Accreditation**

The University of Michigan is accredited by the North Central Association of Colleges and Schools. The baccalaureate and master's degree programs in the School of Nursing are accredited by the Commission on Collegiate Nursing Education and approved by the Michigan State Board of Nursing. The Doctor of Nursing Practice program at the University of Michigan School of Nursing also is accredited by the Commission on Collegiate Nursing Education. The Nurse-Midwifery Master's Degree and Post Master's option are accredited by the Accreditation Commission for Midwifery Education (ACME).

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

Education. The School is also a sustaining member of the National Student Nurses' Association and Sigma Theta Tau International (Rho Chapter).

### **Non-Discrimination Policy Notice**

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

\*Includes discrimination based on gender identity and gender expression.

### **Guidelines for Mistreatment Reporting**

The University of Michigan School of Nursing (UMSN) is committed to creating and maintaining a safe and non-discriminatory community for learning and working that is free from any form of bias or discrimination. Every member of the UMSN community must foster an equitable and inclusive environment building on our strengths of diverse backgrounds and experiences. UMSN Guidelines for student academic and professional misconduct, mistreatment related to diversity, equity, inclusion, sex or gender can be found in Appendix I and J.

## ***Chapter 2: Undergraduate Student Services & Resources***

The Undergraduate Studies Program (USP) Office (400 NIB, Suite 1160) provides services and support to help students be successful academically and offers opportunities for students to enrich their leadership experiences. The USP Office provides academic services including academic advising for undergraduate students, degree audits, credit transfers, clinical placements, and compliance.

The USP Office also plans, funds and manages undergraduate student activities including, but not limited to, orientations, Welcome Week, and career development events.

### **Academic Advisors**

The USP Office has academic advisors who assist all students with administrative academic processes and help them to utilize the resources available at the School and the University. Advisors work closely with all students to assist with course planning, career preparation, and student navigation of the University of Michigan resources and programming. Additionally, the advisors perform degree audits to ensure that students complete requirements for graduation. Academic advisors also process course transfer credit. Degrees are not conferred by the University until approximately a month and a half after the last day of classes.

Students who have academic questions or concerns about curriculum, progression or require academic-related information should email the academic advisors [UMSN-Undergradadvisors@med.umich.edu](mailto:UMSN-Undergradadvisors@med.umich.edu), make an appointment with their advisor, or stop by the USP Office, 400 NIB Suite 1160.

## **School of Nursing Buildings Information**

### **Buildings**

The School of Nursing is housed in two buildings: the 426 School of Nursing Building (426 SNB) located at 426 North Ingalls, and the 400 North Ingalls Building (400 NIB). Most classrooms are located in the 426 SNB, although some classes may be scheduled for 400 NIB.

### **Site Access**

Access to the School of Nursing is restricted to University of Michigan students, faculty, staff, and those having business with the University of Michigan School of Nursing. The School of Nursing building is equipped with an extensive card access system, which will necessitate the frequent use of your M-Card. As such, anyone entering the 426 North Ingalls building will be required to prominently display their M-Card. During weekdays access will be granted from 8 a.m. to 5 p.m. by swiping your valid MCard at the right side front doors. Everyone will be required to swipe in. Faculty, staff, and student access to the building will otherwise remain unchanged. Outside of normal business hours, all doors will be locked, including weekends, holidays, and seasonal days. After hours card access to the building is available to School of Nursing affiliated M-Cards only. After-hours access includes:

- 426 SNB Building
  - 7:00 am – 11:00 pm every day, including weekends and holidays.

- Clinical Learning Center (CLC)
  - Simulation Labs - 7:30am – 5:00pm, M-F
  - Office Suite - 7:30am – 8:00pm, M-F
  - No access to the CLC is permitted on weekends, holidays, or seasonal days.
- Classrooms
  - Classrooms 1000 and 2250, 7:30am – 11:00pm, M-F and weekends from 7:30am – 5:00pm.
    - After-hours reservations for Classrooms 1000 and 2250 are strongly recommended to avoid conflict with scheduled events - contact [UMSN-ClassroomRequests@med.umich.edu](mailto:UMSN-ClassroomRequests@med.umich.edu).
  - Classrooms A150, A160, A170, 7:30am – 6:00pm (first-come, first-served only if not in use), M-F.
    - No access to classrooms is permitted on weekends, holidays, or seasonal days.

## School of Nursing Computing Site

The School of Nursing computing site is located in Room 4210 of 400 NIB. This is a card-key accessible Site which contains 15 Windows workstations. You must have a valid M-Card to access the Site. The Site may be reserved by faculty for exams and class meetings. Faculty can also request that specific software is installed on the computers in the Site (See <https://webapps.ccs.itd.umich.edu/criss/> for details on the request process).

Reservations can be made through [Classroom Reservations and Software Submissions](#); however, the Site is not equipped with an instructor station or AV projection equipment. Faculty can reserve a laptop to be used with the two LCDs in the lab to serve as an instructor computer.

**Scanners:** There are several flatbed scanners at this location. These scanners are available for all students, faculty, and staff to use during normal operating hours.

**4-HELP:** The School of Nursing Computing Site is an unstaffed Site. If the Site needs 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.

**Printers:** M-Print printers are available for student use 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 Areas:** Student lounge and study areas are located throughout the School of Nursing Building. These are areas where students are encouraged to gather, relax, and study.

**Vending:** Vending is available in the School of Nursing Building on the Lower Level and Level 2. Students will also find a microwave for their use in the Lower Level, Level 1, and Level 2 vending areas and a refrigerator located in the Lower Level. A mini-fridge is located in the Wellness Room (4014 SNB). A self-serve area that offers refrigerated food, vending, snacks, and coffee are located on Level 1 of the School of Nursing Building.

**Student Lockers:** Students may sign out lockers from the USP Office (400 NIB, Suite 1160) on a first-come, first-serve basis. Undergraduate lockers are located on Floor 2 of **400 NIB**. Lockers

may be signed-out in September after classes begin. Lockers can only be signed-out for the current school year. Student lockers must be emptied by June 30 of each year. On July 1, any items remaining in lockers are moved to the Lost and Found. There is no fee to sign-out a locker.

**Privacy Rooms:** Students may utilize the designated privacy rooms in both the School of Nursing buildings. Room 4014 in 426 **SNB** and room 3337 in 400 **NIB** are designated for use by nursing mothers.

**Lost and Found:** Found items should be turned into the 426 SNB Front Desk (first floor). Please provide the person at the front desk information about where and when the item was found.

For inquiries about lost or misplaced items in the School of Nursing or surrounding grounds, please visit the 426 SNB Front Desk (first floor) or call 734-763-7045. 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 at the 426 SNB Front Desk (first floor). After one month, they will be sent to the University of Michigan Division of Public Safety and Security (DPSS).

**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 by the end of the following day that they are found.

If you are looking for items you have lost, contact DPSS 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](mailto: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 professionally when communicating with one another in person, email, or on the telephone.

### **Use of Technology and Social Media**

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

- Agency computers cannot be used for personal use 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 online space **is not** permitted and is a violation of the Student Code of Academic and Professional Conduct (see **Appendix A: Student Code of Academic and Professional Conduct**).
- Non-compliance with policies regarding the use of technology and social media may affect course grades and result in the violation of the Student Code of Academic and Professional Conduct, up to and including disenrollment from the School of Nursing.

## E-Mail

All students automatically become members of the School of Nursing user group. Students' campus email address (username@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 School of Nursing is not responsible for any information not received from e-mails sent to the UMSN student body e-mail groups that may be of importance to students, including scholarship, employment, and event and class information.

Students should not share the School of Nursing student email distribution lists with external parties who wish to contact students. Instead, students should refer to all external parties to [umsn-frontdesk@med.umich.edu](mailto:umsn-frontdesk@med.umich.edu) so that information can be distributed, if appropriate.

Contact the USP office via e-mail at [umsn-frontdesk@med.umich.edu](mailto:umsn-frontdesk@med.umich.edu) about problems with the School of Nursing user groups. Usage guidelines, which are included in **Appendix D: School of Nursing Student Email Group Guidelines**, address the management of student user groups. All students must review and abide by these guidelines.

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

## Level 1 and Level 2 Passwords

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

A Level-2 password, also known as 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://hits.medicine.umich.edu/communication/collaboration/outlook>) for more details. This email account also does not forward to your @umich.edu.

## **Computing and Technology**

### **Computing at the School of Nursing 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 these standards each term as they may change to stay current with technology upgrades.**

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

### **Option A**

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

### **Option B**

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

### **Getting Help**

UMSN IT 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 UMSN IT if you need assistance identifying systems that meet UMSN computing requirements.

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

**Phone:** 734-764-6300

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

Phone: 734-764-6300

## Computer Requirements

COMPONENT	OPTION A REQUIREMENTS	OPTION B REQUIREMENTS
Operating Systems	<ul style="list-style-type: none"><li>• Windows 10</li><li>• Mac OS (current release)</li></ul>	<ul style="list-style-type: none"><li>• Windows 10</li><li>• Mac OS (current release)</li></ul>
Laptop Hardware	<ul style="list-style-type: none"><li>• Processor: i7 (or equivalent)</li><li>• RAM: 8GB (expandable to 16GB or more)</li><li>• HD: 256GB</li><li>• Built-in Wifi</li><li>• Webcam</li><li>• 4 Hour Battery</li><li>• 3-4 Year Warranty</li></ul>	<ul style="list-style-type: none"><li>• Processor: i5 Quad core (or equivalent)</li><li>• RAM: 8GB RAM</li><li>• HD: 256GB</li><li>• Built-in Wifi</li><li>• Webcam</li><li>• 4 Hour Battery</li><li>• 3-4 Year Warranty</li></ul>
Software	<ul style="list-style-type: none"><li>• Microsoft Office Suite<ul style="list-style-type: none"><li>◦ Available free with umich account</li></ul></li><li>• Adobe Acrobat Reader</li><li>• Chrome Web Browser</li><li>• Antivirus Software (current release)</li></ul>	<ul style="list-style-type: none"><li>• Microsoft Office Suite<ul style="list-style-type: none"><li>◦ Available free with umich account</li></ul></li><li>• Adobe Acrobat Reader</li><li>• Chrome Web Browser</li><li>• Antivirus Software (current release)</li></ul>

## Optional Accessories/Peripherals

Accessory	Recommended Use
Laptop/Mobile Device Bag or Case	Recommended for protecting laptops and mobile devices when traveling.
Laptop Security Cable	Recommended for securing laptops when in use in public spaces.
Webcam	Recommended for use with desktop systems when using collaboration and web conferencing software.

<b>Headset w/Microphone</b>	Recommended for reducing feedback when using web conferencing software. <b>REQUIRED if participating in online synchronous class (check your course syllabi for details).</b>
<b>External Backup Drive</b>	Recommended for backup of data and data sharing when connectivity is not readily available.
<b>Laptop Video Adapters (DVI/VGA/HDMI)</b>	Recommended for students who will use their laptops and mobile devices to connect to various projection systems.

**NOTE:** Students should be able to perform basic computing tasks such as performing internet searches, uploading and downloading documents, using email, and installing the 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**

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

### **Creating and Changing Uniqnames**

After matriculating, new students will receive an email from ITS Accounts instructing them on how to create a uniqname. If students would like to change their uniqname they should contact the ITS Accounts Office at 734-764-HELP (4357) and select option three. Students should also notify all their contacts of their uniqname change. Any individual sending an e-mail to an old uniqname will receive a "bounced message" alert. However, by changing your uniqname through the ITS Accounts Office, all U-M Directory membership groups you are a member of will be automatically updated with your new uniqname.

### **Assistive Technology Resources On-Campus**

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

James Edward Knox Center  
2064 Shapiro Library  
Phone: 734-647-6437

Email: [sites.knox@umich.edu](mailto: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 the University of Michigan accommodations and alternative options." Questions about the accessibility of the University of Michigan's implementation of Google Apps for Education or other ITS-provided applications can be directed to Jane Vincent at [jbvincen@umich.edu](mailto:jbvincen@umich.edu).

M+Google Accessibility – Provides information about known accessibility barriers and workarounds. 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](mailto:4HELP@umich.edu)

Assistive Technology Funding Sources – 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](mailto:ssdoffice@umich.edu)

#### **Testing Accommodations Center**

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

#### Testing Accommodations Center

B129 Modern Languages Building

Lisa Clark, Coordinator

Phone: 734-763-1334

Email: [lsa.testcenter@umich.edu](mailto:lsa.testcenter@umich.edu)

#### **Student Organizations**

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

#### **Sigma Theta Tau**

Undergraduate students are eligible for selection for membership to Sigma Theta Tau, the international nursing honor society, during their junior and senior years, provided they have met the criteria for scholastic achievement, leadership, and capacity for professional growth,

and have completed at least half of their program. The society establishes chapters at degree-granting colleges and universities and has established the Rho Chapter at the University of Michigan. Visit the [About Rho Chapter](#) section of the UMSN website for more information.

### **Nursing Student Government**

The Nursing Student Government's (NSG) purpose is to coordinate and facilitate communication between faculty, administration, and the student body. NSG seeks to unify all undergraduate nursing classes into a functioning student body and provide leadership and philanthropic opportunities to all students.

### **Student Nurses' Association**

The Student Nurses' Association (SNA) is a student organization that focuses on empowering student nurses to explore their future career options. The group organizes monthly meetings that all nursing students are invited to attend. These meetings include speakers from a variety of nursing-related professions to enhance student's knowledge and exposure to what different types of job opportunities exist after graduation. SNA also hosts meetings for students to learn about experiences students can engage in over the summer, such as externships and study abroad programs.

## **School of Nursing and University Resources**

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

The Clinical Learning Center (CLC), is located on the lower level of the 426 School of Nursing Building. This Center is equipped with staff and equipment that works with faculty to support simulation-based clinical education for UMSN students at all levels. Training opportunities range from learning skills on task-training equipment to demonstrate critical thinking and teamwork via complex simulations with human patient simulators.

The CLC Student Resources Canvas site is our central location for information.

Students will take part in opportunities to learn and practice skills and receive feedback from faculty. Students will also have events in which they are required to demonstrate competency as part of a course grade or progression. Open practice opportunities with graduate student instructional aides are available weekly via a sign-up document (in Canvas).

Simulation education is a vital component of clinical training across health professions. The UMSN treats the CLC as a healthcare setting. Professionalism is expected at all times. The CLC Code of Conduct describes expectations.

Student evaluation of simulations is very important. The link to the "post-evaluation survey" to complete after every sim is located at this URL:

<https://nursing.umich.edu/academics/clinical-learning>

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.

### **Sweetland Writing Center**

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

#### Sweetland Writing Center

1310 North Quad

Phone: 734-764-0429

Fax: 734-763-9148

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

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

UMSN has a Staff Clinician from Counseling and Psychological Services (CAPS), embedded within the School of Nursing. The embedded CAPS counselor offers free and confidential services to enrolled students, including short-term individual counseling, referral to specialized services and resources in the greater University of Michigan and/or Ann Arbor community, wellness programming, outreach presentations, mental health consultation, and crisis management. Enrolled students can arrange an initial consultation appointment, or ask questions, by emailing the embedded CAPS counselor directly. Presenting concerns include, but are not limited to, experiences of anxiety and depression, academic distress, self-esteem and self-confidence issues, relationship difficulties, eating and body image concerns, substance use, and experiences of trauma.

#### School of Nursing Counseling and Psychological Services

Kristen Adams, Psychologist

426 North Ingalls

Office 4018

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

Students also have access to the University of Michigan Counseling and Psychological Services (CAPS) that also 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 includes 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, and interns from graduate programs in Psychology and Social Work. More information is available at:

#### Counseling and Psychological Services

Michigan Union

Suite 4079

Phone: 734-764-8312

Fax: 734-763-0454

### **Diversity, Equity, and Inclusion Officer**

The Chief Inclusion Officer provides referrals and direct support to individual students and groups who would like to further explore various topics, experiences and critical issues related to any aspect of inclusion at UMSN and in the larger campus community, and that bear relevance to the pursuit of their academic, professional and personal goals. The Chief Inclusion Officer also offers a range of opportunities for students who are interested in offering service to the School by participating and leading in the School's ongoing commitment to creating an inclusive learning environment where all can grow and thrive. These opportunities include, but are not limited to, participation in the Gateways Fellowship Program, Nursing Story Slams Project, Diversity, Equity, and Inclusion Innovation Grants program, Brave Spaces, and professional development opportunities to grow in one's own ability to demonstrate inclusive leadership and work towards organizational well-being.

For more information please contact:

Dr. Rushika Patel at [rushika@med.umich.edu](mailto:rushika@med.umich.edu)

To make an appointment, please contact: (734) 647-0147

### **Services for Students with Disabilities (SSD)**

The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for disabled students. Students who are experiencing a barrier due to a physical, mental, medical, or sensory condition, should contact Services for Students with Disabilities <https://ssd.umich.edu/>; 734-763-3000 or [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)) to explore reasonable accommodations and supports for the academic environment.

Students initiate the process by completing the initial information form through the SSD website and working with a Coordinator to explore aspects of the course design, course learning objects, and the individual academic and course barriers experienced by the student. Upon request of the student, accommodations approved by SSD are communicated to instructors through an Accommodation Letter via the Accommodate platform. Further conversation between SSD, instructors, and the student may be warranted to ensure an accessible course experience.

For more information, contact:

#### Services for Students with Disabilities

G-664 Haven Hall  
Phone: 734-763-3000  
TDD: 734-615-4461

Fax: 734-936-3947  
[ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

## ***Chapter 3: Undergraduate Program Details***

### **Vision**

Graduates from the University of Michigan School of Nursing make a significant difference in shaping health and healthcare throughout the world through leadership, research, and education and practice innovations.

### **Mission**

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

### **Major Conceptual Threads**

The undergraduate program is based on the following major conceptual threads:

- **People:** Unified whole beings who each reflect a unique and dynamic integration of biopsychosocial properties unfolding over time and within a changing, but culture-bound, context. This thread encompasses empirical, aesthetic, ethical, and personal knowledge that illuminates the nature of people.
- **Focus:** Refers to the category of people receiving nursing care ranging from a single person to groups, communities, cultures, and society at large.
- **Health Outcomes:** Desired and optimal states of being (or potential being) achievable for people in a given context. This thread addresses bio-psycho-social-cultural information that collectively defines health.
- **Nursing Actions:** The range of activities undertaken in the interests of people to define and address concerns within the scope of nursing practice. Further, this thread includes the innovative use of methods, technologies, and data for enabling communication, fostering discovery and exchange of information and ideas, and creatively addressing nursing concerns.
- **Context:** Is the sum of environmental systems operating upon a person or shaping a bounded situation or the surroundings in which action takes place. This thread includes physical, social, ethical, legal, economic, political, organizational, and cultural dimensions.
- **Scope:** The nature and range of problems, states, conditions, and transitions within the (actual or potential) domain of nursing for a given category of clients. Dimensions of scope vary with regard to complexity, acuity, stability, risk, and potency from self-limiting to life-threatening.

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

## **Program Outcomes**

At the completion of the undergraduate program, students will have met the following outcomes, essential for professional nursing practice in the 21st century:

1. Provide compassionate care to diverse people and populations, respecting their physical, psychosocial, spiritual, and cultural and belief systems.
2. Provide safe and quality comprehensive acute and chronic care to people across the lifespan and the health and illness continuum in families, communities, in dynamic contexts including acute, community, global, and virtual settings.
3. Use technology, information, and data in a continuously evolving scientific, social, economic, and political world to improve health outcomes through evidence-based practice.
4. Provide high-quality evidence-based care to individuals, families, groups, and populations based on behavioral and basic sciences, the humanities, liberal arts, and evidence from nursing science.
5. Be reflective practitioners, paying attention to the care of self and to the behaviors, values, attitudes, and knowledge that inform practice and promote on-going personal and professional growth.
6. Demonstrate leadership in organizations, systems, and populations as a team member and future designer, coordinator, and manager of care.
7. Practice from an ethical framework, demonstrating integrity and accountability in practice and leadership.
8. Promote people's self-care management of their health status to facilitate risk reduction and optimal quality of life.
9. Provide leadership in addressing health disparities, inclusiveness, and promoting social justice.
10. Adapt to rapidly changing environments in which there is ambiguity, unpredictability, and complexity.
11. Use effective communication skills to provide safe care and optimize healthcare outcomes working collaboratively in intra-and inter-professional teams.



## **Entry into the Undergraduate Program**

There are two types of entry into the undergraduate program at the School of Nursing:

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

## **Traditional Undergraduate Bachelor of Science in Nursing**

In the overall Traditional Bachelor of Science in Nursing (BSN) program, all students complete a curriculum that balances nursing courses with humanities and social and biological sciences. Traditional BSN students must complete all science and clinical nursing courses in residence at the University of Michigan, Ann Arbor with the exception of Introduction to Psychology (PSYCH 111), Introduction to Developmental Psychology (PSYCH 250), First-Year Writing Requirement, and Applied Statistics (NURS 218). Please note that you must take the approved course equivalent based on U-M's transfer website. Additionally, all Level 1 courses (including the courses listed above) must be completed prior to the start of Level 2 courses.

## **Sophomore Transfer Bachelor of Science in Nursing**

UMSN admits transfer students directly into the sophomore level of the traditional Bachelor of Science in Nursing (BSN) program. Transfer students can build on previous coursework and immediately begin the BSN curriculum, pending the successful completion of prerequisite courses. Accepted transfer students must begin coursework during the Summer term. Sophomore Transfer students are required to take all Level 2 nursing courses and above in residence at the University of Michigan, Ann Arbor.



	FALL TERM				WINTER TERM		
YEAR ONE	English 124/125 or other FYWR course**	4	credits		English 124/125 or other FYWR course**	4	credits
	Introduction to Psychology (PSYCH 111)*	4	credits		Context of Care I (NURS 194)	3	credits
	Descriptive Biochemistry (BIOLCHEM 212)	4	credits		Anatomy & Physiology (NURS 210)	5	credits
	Nursing Seminar (NURS 142)	2	credits		Anatomy & Physiology lab (NURS 211)	1	credits
	Communication, Groups, and Teams (NURS 196)	2	credits		Applied Statistics (NURS 218)*	3	credits
	Applied Statistics (NURS 218) <b>OR</b>	3	credits		Introduction to Developmental Psychology (PSYCH 250)	4	credits
	Elective	3	credits		Elective	3	credits
	<b>Total</b>	12-17	credits		<b>Total</b>	13-18	credits
<b>Students are required to complete 12 credits of electives minimum to complete the program.</b>							
YEAR TWO	Health Assessment (NURS 232)	2	credits		Culture of Health (NURS 238)	3	credits
	Health Assessment lab (NURS 233)	2	credits		Pharmacology (NURS 240)	4	credits
	Introduction to Clinical Practice (NURS 234)	2	credits		Using data in Nursing: Research and Evidence-based Practice (NURS 244)	3	credits
	Microbiology & Infectious Diseases (NURS 236)	3	credits		Therapeutic Nursing Care I - Lecture (NURS 262)	3	credits
	Pathophysiology (NURS 245)	6	credits		Therapeutic Nursing Care I - PNE (PNE 200-223)	4	credits
	<b>Total</b>	15	credits		<b>Total</b>	17	credits
YEAR THREE	Therapeutic Nursing Care II - Lecture (NURS 372)	4	credits		Care of the Family: Reproductive Health Lecture (NURS 370)	3	credits
	Therapeutic Nursing Care II - PNE (PNE 350-366)	5	credits		Care of the Family: Reproductive Health PNE (PNE 300-316)	3	credits
	Behavioral Health - Lecture (NURS 373)	3	credits		Care of the Family: Infants, Children & Adolescents - Lecture (NURS 371)	3	credits
	Behavioral Health - PNE (PNE 375-387)	3	credits		Care of the Family: Infants, Children & Adolescents - PNE (PNE 325-377)	3	credits
	Elective/Minor	1-3	credits		Elective/Minor	1-4	credits
	<b>Total</b>	15-18	credits		<b>Total</b>	12-16	credits
YEAR FOUR	Population Health - (NURS 480)	2	credits		Therapeutic Nursing Care III - (NURS 482)	3	credits
	Population Health - (PNE 401-410)	3	credits		Therapeutic Nursing Care III - PNE (PNE 451-471)	8	credits
	Leadership for Professional Practice - (NURS 481)	2	credits		Role Transition - (NURS 496)	2	credits
	Leadership for Professional Practice (PNE 426-442)	2	credits		Elective/Minor	1-4	credits
	Context of Care II - (NURS 494)	3	credits				
	Elective/Minor	1-4	credits				
	<b>Total</b>	12-16	credits		<b>Total</b>	13-17	credits

\*Students that receive a 4 or 5 in AP Psychology will satisfy PSYCH 111 requirement and may elect to take NURS 218 Fall term.

\*\*Students may elect to take English 124/125 or other First Year Writing Requirement course either Fall or Winter term pending course availability.

**Minimum Required Credits for Graduation: 128**

**12 Elective Credits Required to Complete Program**

*Program plan subject to change*

### Sophomore Transfer Degree Program Plan

YEAR ONE	SUMMER TERM			
	Context of Care I (NURS 194)	3 credits		
	Communications, Groups and Teams (NURS 196)	2 credits		
	Selected Concepts in Human Physiology (NURS 192)	1 credit		
	<b>Total</b>	<b>6 credits</b>		
<i>Students are required to complete 13 credits of electives minimum to complete the program.</i>				
YEAR TWO	Health Assessment (NURS 232)	2 credits	Culture of Health (NURS 238)	3 credits
	Health Assessment lab (NURS 233)	2 credits	Pharmacology (NURS 240)	4 credits
	Introduction to Clinical Practice (NURS 234)	2 credits	Using data in Nursing: Research and Evidence-based Practice (NURS 244)	3 credits
	Microbiology & Infectious Diseases (NURS 236)	3 credits	Therapeutic Nursing Care I - Lecture (NURS 262)	3 credits
	Pathophysiology (NURS 245)	6 credits	Therapeutic Nursing Care I - PNE (PNE 200-223)	4 credits
	<b>Total</b>	<b>15 credits</b>	<b>Total</b>	<b>17 credits</b>
YEAR THREE	Therapeutic Nursing Care II - Lecture (NURS 372)	4 credits	Care of the Family: Reproductive Health - Lecture (NURS 370)	3 credits
	Therapeutic Nursing Care II - PNE (PNE 350-366)	5 credits	Care of the Family: Reproductive Health - PNE (PNE 300-316)	3 credits
	Behavioral Health - Lecture (NURS 373)	3 credits	Care of the Family: Infants, Children & Adolescents - Lecture (NURS 371)	3 credits
	Behavioral Health - PNE (PNE 375-387)	3 credits	Care of the Family: Infants, Children & Adolescents - PNE (PNE 325-377)	3 credits
	Elective/Minor	1-3 credits	Elective/Minor	1-4 credits
	<b>Total</b>	<b>15-18 credits</b>	<b>Total</b>	<b>12-16 credits</b>
YEAR FOUR	Population Health - (NURS 480)	2 credits	Therapeutic Nursing Care III - (NURS 482)	3 credits
	Population Health - (PNE 401-410)	3 credits	Therapeutic Nursing Care III - PNE (PNE 451-471)	8 credits
	Leadership for Professional Practice - (NURS 481)	2 credits	Role Transition - (NURS 496)	2 credits
	Leadership for Professional Practice (PNE 426-442)	2 credits	Elective/Minor	1-4 credits
	Context of Care II - (NURS 494)	3 credits		
	Elective/Minor	1-4 credits		
	<b>Total</b>	<b>12-16 credits</b>	<b>Total</b>	<b>13-17 credits</b>

Minimum Required Credits for Graduation: 128  
13 Elective Credits Required to Complete Program  
*Program plan subject to change*

## **Honors Program in Nursing**

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

For additional information about the Honors program, please see the [Honors Program Handbook](#).

## **Minor**

### **Population Health in a Global Context**

The Population Health in a Global Context minor will expand the undergraduate content area to provide opportunities for students to more fully explore global health through a variety of courses and required field experience.

Objectives of the Minor:

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

### **Credits Required:**

15 credits focused on global health. Students can choose from approved global health electives both at the School of Nursing, and across U-M campus. Up to 6 credits of language courses can be applied. A field experience that results in the University of Michigan credit can be included in the 15-credit allotment. Students may also choose a non-credit, co-curricular for their field experience, such as an internship, in which case they would still need to earn 15 credits through coursework

### **Criteria for Approval of Global Field Placement:**

Field experience can be completed in the US, abroad or virtually. Domestic field placements must be in a community that differs substantially from the student's own by ethnicity, dominant language, and socioeconomic status. Likewise, international students may not fulfill the requirements in their home countries.

In keeping with objectives 5 and 6, to articulate the impact of low resources on access to and provision of healthcare and to describe the relationship between human rights and health, any field experience that includes time in a clinical setting must be with UMSN faculty supervision

OR with an organization recognized by the School of Nursing as an ethical provider of global health learning experiences.

**Field Experience Options Include:**

- Nursing or other University of Michigan study abroad program
- Work, internship, or volunteer program for which University of Michigan credit is awarded
- Research on a University of Michigan faculty-led project
- Approved non-University of Michigan study abroad, research, work, internship, or volunteer program\*

\*For approval, students must submit a proposal to a faculty committee.

**Prerequisites, Corequisites, Required Cognates, If Applicable:**

- Good academic standing based on an earned University of Michigan GPA (minimum 3.0)
- First-year students should wait until their second semester to declare
- Transfer students are eligible to declare during their first semester at the University of Michigan

## ***Chapter 4: Academic Rules, Policies, and Procedures***

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

### ***School of Nursing Student Code of Academic and Professional Conduct***

The University of Michigan School of Nursing has a Code of Academic and Professional Conduct that all students are expected to follow. Any questions regarding this code should be addressed immediately to relevant faculty, academic advisors, or the School Resolutions Officer. 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 USP office. Proof of certification will be placed in the student's file.

**NOTE:** The University of Michigan Statement of Student Rights and Responsibilities apply 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.

### **2022-2023 Public Health Informed COVID 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. As students return for the 2022-23 academic year, all students are required to comply with all school of nursing policies, including any public health guidance related to COVID-19. 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, including the coronavirus. The University of Michigan School of Nursing is committed to public health and similarly expects that all students will act in a manner that demonstrates respect and consideration for the health and safety of all community members.

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 COVID-19 or other infectious diseases. This guidance will evolve as the public health crisis unfolds and may include the following: health screening protocols, participation in contact tracing, use of face coverings, COVID-19 diagnostic testing, disinfection protocols, limitations on gatherings, and social distancing. 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”

## **Plagiarism**

The School of Nursing follows the American Psychological Association (APA) citation guidelines. A proper citation of referenced material is required. Not following proper citation guidelines may constitute plagiarism and be subject to academic discipline.

A required resource for APA formatting and citation is the Publication Manual of the American Psychological Association, 7th Edition, Washington, DC, by the American Psychological Association. This reference guide is available at the University libraries, local bookstores, Amazon, 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. See Appendix D for more specific information about plagiarism.

## **School of Nursing Technical Standards**

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

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:

### **1. Observation**

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

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

#### **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 the 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 healthcare 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 to provide safe patient care.

- Ability to measure, calculate, reason, plan, analyze, integrate, synthesize, and evaluate complex information for problem-solving.



- Comprehend three-dimensional relationships and understand the spatial relationships of structures.
- Exercise appropriate judgment with analysis of situations and anticipation of consequences.

## **5. Physical Abilities**

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

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

## **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 healthcare professionals.
- Demonstrate compassion, integrity, concern for others, and effective interpersonal skills.
- Demonstrate interest and motivation in providing healthcare and interacting with the healthcare 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 consists of behaviors, practices, and communication styles that demonstrate the core values of nurses working to achieve optimal health outcomes in patients, families, and communities. This includes conduct that applies the principles of altruism, excellence, caring, ethics, respect, communication, inclusion, and accountability. Students learn these principles through self-assessment, self-reflection, responsible learning, accountability, effective communication, and continuous professional engagement. Unprofessional behavior may be addressed through the Student Code of Academic and Professional Conduct (**Appendix A**).

### **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.

## **Expected Student Behaviors**

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

**Self-Awareness** 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 accurate strengths and learning needs to build confidence with realistic perspectives about capabilities. Students are held accountable to defend their perspectives, including unpopular or unsafe practices.

**Self-Care** 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 of learning. This is displayed by being engaged in academic tasks, persistent in self-learning, seeking feedback, and notifying faculty if not achieving course or program objectives. Efforts are made to follow the agency's clinical policies, procedures, and principles by

adhering to the submission of clinical requirements. Students must practice within their scope of knowledge and skills and recognize personal limitations while working under appropriate supervision.

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

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

### **Students Traveling Abroad for Clinical Experience**

Students who engage in volunteering or service-learning opportunities abroad, whether accompanied by UMSN faculty or not, are expected to follow the same codes of professionalism that apply in the U.S.

In other countries, particularly those with lower resources, policies about the kinds of procedures that can be performed by students may be less clearly defined and/or uniformly regulated than they are in the U.S. Staff at these sites may not be familiar enough with the U.S. educational system to know the level of training volunteers bring and may assign tasks that students would never be allowed to perform at home. This situation can put both patients' and students' health at risk and should be avoided at all costs. Furthermore, the learning needs of students are always secondary to the safety and the healthcare needs of the host community. Students who are found to have practiced outside the scope of their training while volunteering or interning abroad will be subject to the same disciplinary measures that apply to such violations at home.

### **HIPAA Guidelines for Travelers**

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

### **International Travel Registry**

Students, faculty, and staff from all University of Michigan campuses who travel abroad for University-related purposes must enter their itineraries and travel plans at the University of Michigan travel registry. The University of Michigan provides a secure system to record travel plans and contact information. The registry is a convenient, one-stop service that facilitates emergency communications and access to University-approved travel abroad health insurance. To learn more and complete a registration for international travel, visit the [U-M international travel registry](#).

### **Global Programs at UM and UMSN**

UMSN lists all global programs on <https://mcompass.umich.edu/>. M-Compass is the University of Michigan's campus-wide gateway for engaged learning opportunities on-campus, in nearby communities, across the United States, and abroad. If you plan to use a study abroad experience as your global immersion requirement for the Global Health minor, it is highly recommended that you check with the Office of Global Affairs (UMSN-GlobalOutreach@med.umich.edu) before committing. Global Health minor students are required to attend all pre-departure meetings, as well as a post-arrival session, and complete the Global Ambassadors for Patient Safety Oath.

### **School of Nursing Student Grievance Process**

The purpose of the Grievance Process is to provide a mechanism for an objective internal review of faculty and staff actions or 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, including grades, is not a grievable matter. Only the process that is believed to be inequitably applied, within the referent group, is grievable. Implicit in this process is the need for cooperation, openness, and good faith of all parties involved. Please refer to **Appendix B**.

### **Committee on Academic Admissions and Scholastic Standing**

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;
2. Act on petitions for exceptions to the School of Nursing admissions, progression, and graduation policies.

CAASS has the authority to administer academic discipline and grant or deny requests for waivers and modifications of standard academic policies, including progression policies and degree requirements. Committee members are charged with the interpretation and supervision of the School's academic policies for students enrolled in the School of Nursing. If a student presents extenuating circumstances, CAASS will consider exceptions to standard policy on an individual basis (see section Extenuating Circumstances for more information). CAASS will not recognize requests for a petition for reapplication or re-enrollment from disenrolled students except for demonstration of extenuating circumstances and approval from The Chair of CAASS after one term of disenrollment (See "n" under Progression Requirements for Traditional BSN Program).

The purpose of a petition to CAASS is to request an exception to academic policy or a modification of an academic program plan/progression. As a first step, the student must meet with an academic advisor to discuss the matter. 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 before 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 or her academic file. The letter is mailed (certified mail, return receipt required) to the local address on file in Wolverine Access within five (5) business days of the meeting.

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. There is a School of Nursing Grievance Policy that provides a mechanism for the objective internal review of faculty and staff actions or school committee decisions (see **Appendix B: School of Nursing Student Grievance Process**).

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

### **Academic Disciplinary Action by CAASS**

Academic disciplinary actions are consistent with established policies and guidelines. Conditions or requirements to be fulfilled are determined on an individual student basis. Any student on academic discipline is urged to contact an academic advisor 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 2.0 (C) cumulative grade point average, but has achieved less than a 2.0-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 “C” is

earned in a course required in the nursing program, or if the student's cumulative grade point average and/or professional grade point average is/are less than 2.0. For a student to be removed from academic probation, they must earn no grade less than "C" and repeat the deficient nonelective course. The following semester, the student must earn a "C" or higher in all courses to be taken off probation. If the course is a clinical or science course, the grade must be a "B- " or higher, and must raise the cumulative grade point average and/or professional grade point average to at least a 2.0 to be taken off probation.

5. **Ineligible to Register in the School of Nursing:** The School of Nursing requires a student to withdraw when they have failed two (2) required courses in the nursing program and/or are unable to achieve a cumulative 2.0-grade point average in the following term after they are placed on academic probation. A student's second attempt in a different term is equivalent to failing two courses. If, after grades are available to the School of Nursing, it is determined 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 academic advisor will mail a letter to the student's local address on file in Wolverine Access informing him or her of the Committee's (CAASS) decision and any stipulations and/or conditions for progression. A copy is placed in his or her academic file and emailed to the student.

### **Extenuating Circumstances**

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

Extenuating Circumstances are those that are:

- severe and exceptional;
- unforeseen or unavoidable;
- close to the time when the exception is requested, or where the student can demonstrate that the circumstances continued to have an impact on their academic performance.

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

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

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

An exception may prevent the student from fulfilling the required course and progression requirements to the extent that they are unable to achieve the required learning objectives.

This type of situation will be evaluated by faculty, the Resolutions Officer, the Associate Dean for Undergraduate Studies, or the Director of the Undergraduate Program.

## **Coursework and Grading Policies**

### **Compliance Policy**

Before beginning any School of Nursing course, including all didactic, clinical, and lab components, all students are required to satisfy all health and safety requirements. For a student to be considered in full compliance, all of these requirements (except for the flu shot) must be valid for 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 the School of Nursing courses. None of these requirements may expire at any time during the academic year. Often, students in clinical are required by a clinical agency to meet additional onboarding and compliance requirements.

If these requirements are not fulfilled by the deadline each year, students may be removed from their clinical placements (if applicable) and/or will be subject to a registration hold for winter term.

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

### **Course Load**

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

The Office of Financial Aid requires that a traditional student carrying 12 credit hours per semester to receive maximum aid for which the student is eligible. This is true of most private scholarships and insurance as well. University Housing also requires students living in their facilities to maintain full-time status (12 credits per term). Any nursing student desiring to take more than 18 credit hours must secure the approval of their academic advisor. This **will** include additional tuition.

Students who wish to elect part-time status must file a plan of study with an undergraduate advisor. They are encouraged to prepare this with the assistance of an academic advisor. Because such part-time study requires adjustments in the School's enrollment management plans, the full-time plan of study will be presumed to be in effect until revisions to it are approved by the Associate Dean for Undergraduate Studies or his/her designee. The part-time status will only be approved with extenuating circumstances.

A student who does not register for School of Nursing courses at least once a year is considered by the University as withdrawn and must apply for readmission.

### **Traditional and Sophomore Transfer BSN Requirement**

Any course taken for credit at the University of Michigan will meet the elective requirement, and 100 level courses are particularly designed for freshmen. Students are strongly encouraged to read course descriptions, available in the [LS&A Course Guide](#), and to consult the School of Nursing course description in **Appendix F**. Before making a final decision, it is recommended that students consult with their academic advisor at the School of Nursing.

Students must have a minimum of 12 credits of electives or School of Nursing electives must be earned to meet graduation requirements. Based on credit transfer, sophomore transfer students need 13 elective credits to graduate. Courses designated as electives for the School of Nursing undergraduate program may be selected from any course offered for credit at the University of Michigan, provided the prerequisites for the specific course have been met.

- A. Independent Study, N499, may only be taken by those students who have junior or higher standing, as determined by accrued credit hours (55 or more). In unique circumstances, the Associate Dean for Undergraduate Programs may approve N499 for students below junior standing.
- B. Independent Study may not be used to make up deficits in required courses. Requests for Independent Studies must be developed in conjunction with and approved by a faculty member. Students interested in N499 Independent Study should review the approval process and guidelines contained in the Independent Study Form (N499), meet with an undergraduate advisor, and then submit their completed form to their advisor.
- C. The Pass/Fail option is available to undergraduate students who do not wish to receive a letter grade in an elective course. This option is not available for any required nursing, science, First-Year Writing Requirement, social sciences, nursing elective, and statistics courses. (A required nursing course is any course listed on the curriculum plan, except for electives). During the first three weeks of the semester, students can change an elective course outside the School of Nursing from graded to Pass/Fail in Wolverine Access. During weeks 4-14 of the semester, students must get a form from their academic advisor to change elective courses from graded to Pass/Fail. The Pass/Fail option may be instated or removed up to the last day of classes.

**A maximum of 4 credit hours of electives may be elected pass/fail, credit/no credit, or satisfactory/unsatisfactory by a student during his/her enrollment period in the program.**

- D. No course may be taken for credit toward graduation which is determined to be a significant repetition of a course previously taken for credit.

### **Retroactive Foreign Language Credits**

Nursing students may earn up to four credits in either AP credit or retroactive credit for prior foreign language experience. Students should contact their academic advisor for details regarding this policy.

### **Transfer Courses**



An undergraduate student who plans to take a course at another college or university should consult a School of Nursing academic advisor **before** taking the course to determine if it will transfer to the University of Michigan and if it will meet graduation requirements. A grade of “C” (2.0) or better must be earned for the course credit to transfer. 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 obtain the total credit hours needed for graduation. Students repeating a course at another institution that they previously took at the University of Michigan must earn a “B-” or higher for the credit to transfer. These courses must be taken at an accredited institution.

If you are interested in taking courses at another Michigan college or university, please review the Michigan Guest Application Instructions and fill out the Michigan Uniform Undergraduate Guest Application. This form will serve as your application for admission as a guest student at a Michigan college or university. Particular attention should be paid to all prerequisite and corequisite course requirements of the Guest Institution where the course is to be taken to determine if there are additional requirements for admission or enrollment. This form does not ensure the transferability of courses taken at the Guest Institution to the Home Institution. The School of Nursing is not responsible for recognizing courses taken elsewhere that do not transfer to the University of Michigan or the nursing program.

To complete the form, fill out Part I of the application. Meet with your academic advisor to have the course approved for transfer. Then, take the form to the University of Michigan Office of the Registrar where Part II will be completed and signed. The Office of the Registrar will send the completed Guest Application to the school to which you are applying.

Upon completion of a course intended for transfer credit, undergraduate students **must** submit an official copy of the transcript sent to their academic advisor in the School of Nursing at Suite 1160, 400NIB, Ann Arbor, MI 48109-0482. Transcripts should **not** be sent to the Office of Undergraduate Admissions. The course will appear on the student’s University transcript with the name of the school where the course was taken. However, these course grades are not calculated into the Michigan honor point average and will not affect your GPA.

## University of Michigan Minors

School of Nursing students in the traditional and Sophomore Transfer BSN programs may elect the University of Michigan minors. Steps to take when considering a minor:

1. Investigate the School webpage for available minors and related requirements.
2. Identify where the appropriate courses might fit given your current and future course schedules.
3. Print the Academic Minor Approval Request Form.
4. Meet with the appropriate advisor in the program you are interested in.
5. Meet with your School of Nursing academic advisor (and bring minor form).

Your academic advisor must approve the minor. While some portion of a minor may be met through BSN requirements (ex: social science studies or electives), it is highly likely that the student pursuing a minor will need an additional term to complete both the requirements for the

BSN degree and the minor. Minor requirements must be met before the BSN is conferred. The student must ensure proper documentation of completion is received in the Undergraduate Studies Program Office.

### **School of Nursing Course Grading Scale**

A+	= 97-100%	B+	= 87-89%	C+	=77-79%	D+	=67-69%
A	= 93-96%	B	= 83-86%	C	=73-76%	D	=63-66%
A-	= 90-92%	B-	= 80-82%	C-	=70-72%	D-	=20-62%
						E	= <60%

### **Course Assignment Policies**

All assignments are expected on the designated due dates. Extensions must be negotiated with the faculty before the scheduled date of submission. Late submission of assignments may result in a grade reduction or 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 an emergency are responsible for notifying the course instructor before the examination period. Documentation substantiating the illness or emergency may be required. Make-up options for examinations, including denial for exam make-up, are provided at the discretion of the faculty. Final examination periods for freshmen follow the University Examination Calendar. Final examinations for sophomores, juniors, and seniors are generally scheduled on the last day of class or at a time designated by the faculty. **Faculty do not round up grades.**

### **Clinical Course Grading**

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

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

### **Incomplete "I" Grade Policy**

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

A student who requests an incomplete must contact the faculty member before the last week of class. The student and the faculty member should discuss a plan, including a schedule for completing the remaining work before the conferral of an "I". ***Progression requirements apply regardless of the Incomplete Grade.*** The table below illustrates the make-up

deadlines for incompletes:

Program	Recorded Term	Make-up Deadline for Incompletes
BSN	Fall	Last day of classes of next Winter term
BSN	Winter	Last day of classes of next Fall term
BSN	Spring/Summer	Last day of classes of next Fall term

If there are extenuating circumstances, a one-term extension may be granted with approval by the faculty member and Associate Dean for Undergraduate Studies or his/her designee.

An Incomplete appears on the transcript as an "I" and will not be calculated into the student's grade point average until the deadline has lapsed. Once the work is completed, the final course grade is posted alongside the "I" (which remains on the transcript) and the earned grade is computed into the grade point average.

An "I" grade not finished by the incomplete deadline lapses to an "E" grade. In such cases, no degree credit is earned and the course is then computed as an "E" in the term and cumulative grade point averages. An unfinished Incomplete, for courses elected on a non-graded basis ("Pass/Fail," "Credit/No Credit," etc.), lapses to "Fail" or "No Credit" but does not affect the term or cumulative grade point averages.

### **Academic/Clinical Course Performance**

Students are given verbal and/or written documentation by their faculty if they require performance improvement in a required course, if there is concern about the student's progression, or if there is concern about the student's professional behavior. The documentation 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 documentation is discussed with the student who may make comments in the electronic version. A copy of the documentation is sent electronically to the academic advisor who places it in the student's academic record. A copy of the documentation is also sent to the Director of the Undergraduate Program and relevant course faculty. Academic/clinical course performance documentation may be given at any time during the course as determined by the course faculty.

Types of academic clinical/course performance documentation that may be provided are as follows:

- Performance Improvement Plan (PIP): PIP is warranted when a student's behavior does not align with standards outlined in the course syllabus, handbook, and/or other UMSN expectations but has not reached the level of necessitating a clinical warning. Formal documentation and implementation of a plan for improvement established by the instructor and student is required.
- Clinical warning: Students receive a written warning by their faculty if they perform poorly in a required clinical course, if there is concern about the student's progression or professional behavior. The warning will list specific areas in which the student is failing to meet course objectives, clinical competence, or professional behavior, and will list

specific steps the student must take to obtain a passing grade. The warning is discussed with the student who may make comments in the electronic version. Often associated with formal remediation per the "CLC Remediation and Safety Evaluation Policy." Clinical warnings may be given at any time during the course as determined by the course faculty.

- Undergraduate Academic Progress Report (didactic): Didactic course warnings are completed by the faculty using "LSA Undergraduate Academic Progress Report" and the student will receive a copy.

Of note, there may be instances where an automatic failure is warranted. This occurs when there are blatant safety concerns or egregious unprofessional behavior. In these cases, remediation is not possible.

### **Dean's List**

After completing at least 12 graded (not Pass/Fail) credit hours in residence as degree candidates in the School of Nursing, undergraduate students will be considered for the Dean's List honors in the fall and winter terms only.

To be placed on the Dean's List, undergraduates must have completed a minimum of 12 credits (taken for a grade, "A"-"E") in the given term with a minimum term grade point average of 3.5 or better and no grades less than a "B". This will be posted on transcripts at the end of the academic year.

### **Progression Requirements for Traditional BSN Program**

The following requirements must be met to advance through the undergraduate traditional BSN program:

1. Traditional BSN students must earn at least 128 credits.
2. Undergraduate students:
  - a. Must earn a grade of "C" or higher in all courses required in the nursing program. A passing grade per University policy is required for elective courses to count as an elective credit.
  - b. Must achieve a combined weighted average of 73% on all examinations to pass the course in each of the School of Nursing didactic courses.
  - c. Must meet all course prerequisites before starting each course.
  - d. During Level 1 and 2 of the BSN Program, students must successfully complete the fall term nursing and science courses before proceeding to winter term nursing and science courses. Students must successfully complete all Level 1 required courses before proceeding to Level 2 of the program.
  - e. Must provide evidence of successful completion of prerequisite courses to be given a clinical placement. Students repeating a prerequisite science course will be given

their clinical placement after proof of successful completion of the class is submitted to the School of Nursing. Clinical placements are contingent upon space availability and cannot be guaranteed.

- f. Must maintain a minimum cumulative GPA of 2.0. If a student receives a GPA below 2.0 for a term, they are placed on academic probation. If a 2.0 cumulative GPA is not achieved in the following term, the student will be disenrolled from the program.
- g. Will be disenrolled from the program if they fail any two courses in the program.
- i. Must repeat science courses at an accredited institution.
- j. If a didactic course is repeated at the School of Nursing, a grade of "C" or better must be achieved. If the didactic course is approved and repeated at another institution, a grade of "B-" or better must be achieved.
- k. Must achieve a minimum of "B-" in a repeated clinical course or will be dis-enrolled from the program.
- l. Will be placed on probation if they fail a required course.
- m. Must repeat clinical nursing courses at the UMSN, Ann Arbor campus.
- n. Must petition CAASS for permission to reapply or be reinstated after disenrollment from the school. This petition will only be allowed by the Chair of CAASS if the student can demonstrate extenuating circumstances. Petitions are not automatically accepted for review since the student is no longer enrolled in the School of Nursing. If the Chair allows the petition to be submitted, CAASS will determine whether this petition requires reapplication or reinstatement. The CAASS decision regarding permission to either reapply or reenroll is final. Reapplication does not ensure acceptance for readmission or reinstatement. If the student is allowed to be reinstated, the faculty, in conjunction with the Associate Dean or Director of the Undergraduate Studies Program will determine the plan of study that may include repeating courses.
- o. Will be admitted or enrolled in courses dependent on space availability.
- p. Must complete all BSN coursework within seven years from the time of admission or will be disenrolled. Students may petition CAASS for an extension, readmission, or reactivation to complete the program. The petition should include a specific time request. Students may be required to take additional courses if the curriculum has changed, or repeat courses if it is determined that they require current content or skills. Students may be asked to pass a skills competency test or medication calculation test to return.
- q. May request a leave of absence (LOA) from the program if there are extenuating circumstances. LOA requests should be made in writing to the Associate Dean for

Undergraduate Studies and include the reason and specific timeframes for returning. LOAs may not exceed three consecutive terms (fall, winter, spring/summer). If the LOA is longer than three terms, the student must petition CAASS for reactivation in the program. Return is dependent on class and space availability. Students may be required to pass skills tests and medication calculation exams. Upon return, placement into courses will be determined by the Associate Dean for Undergraduate Studies, Director of the Undergraduate Program, and faculty.

- r. May have one term of withdrawals during which they withdraw from one or more courses. Withdrawals shall be made within the designated School of Nursing withdrawal period.
- s. Must petition CAASS with extenuating circumstances to continue the progression and remain enrolled in the School of Nursing for any additional withdrawals in subsequent terms. The student may be asked to leave the School or be disenrolled for a specified period. Return to the School of Nursing requires adequate documentation from appropriate sources. The type and adequacy of the documentation are determined by the School of Nursing. Students must be able to meet the School of Nursing's Technical Standards.
- t. Students who request a withdrawal from a course for extenuating circumstances after the designated School of Nursing time period, are in good standing in the course (e.g. passing the course) and have no previous terms of course withdrawals, may be granted withdrawal status by the Associate Dean for Undergraduate Studies.
- u. Students who request a withdrawal from a course after the designated School of Nursing time period, and are failing the course, may petition CAASS if the request is denied by the Associate Dean for Undergraduate Studies.
- v. Students may request a retroactive course withdrawal after the semester is over. Documentation of significant extenuating circumstances will be expected. Approvals are made by the Associate Dean of Undergraduate Studies on an individual basis.
- w. A student may be asked to leave any course at any time during the term and will receive a failing grade, no higher than a "C-", without completing the course. This is done with a recommendation from the faculty with approval from the Associate Dean for Undergraduate Studies or Director of the Undergraduate Program, in certain situations including, but not limited to, unsafe clinical practice, failure to meet minimum performance requirements indicating the failure to progress, or unprofessional behavior.
- x. A student may obtain a course grade of Incomplete ("I") only if they are in good academic and clinical standing; an incomplete must be negotiated with the faculty by the last week of class.
- y. A student must finish an Incomplete by the end of the following term or during a time frame established by faculty if necessary to begin another course.

- z. A student may be asked to leave the program permanently or for a designated period of time by the Associate Dean for Undergraduate Studies, if they are unable to meet the requirements of the Technical Skills policy. Conditions for return may be determined by the Associate Dean for Undergraduate Studies, and include requirements such as letters from health care providers or other relevant documentation. Adequacy of documentation is determined by the School of Nursing.

## **Standardized Assessment/Testing and Surveys**

### **NCLEX Practice Examination**

Senior students are required to take a standardized NCLEX practice examination. Research has indicated that remediation on standardized NCLEX practice or NCLEX predictor exams has a significant positive effect on increasing scores on the NCLEX examination. As a result, graduating seniors are required to complete remediation. Senior students who do not take required practice examinations or complete the remediation as assigned may have their final grades withheld until the requirements are met.

### **The Skyfactor Educational Benchmark Index (EBI)**

The Skyfactor EBI is a national survey that asks students about their experiences in the School of Nursing. It provides the School with feedback about areas where improvement is needed, in addition to its strengths. The School uses the results to make changes to improve students' learning experiences in their programs. This is given to graduating seniors, usually in the winter term of their senior year.

### **The AACN Confidence Survey**

The AACN Confidence Survey asks students the extent to which they feel confident performing the competencies set forth by the American Association of Colleges of Nursing for baccalaureate programs. Information gathered helps the School to identify areas in which students feel confident about performing as an RN and areas to be examined in the curriculum. Seniors complete this survey winter term before graduation.

### **Kaplan**

Kaplan is a web-based program used by schools of nursing nationally to help students pass the NCLEX examination upon graduation. Kaplan is used all four (4) years of the BSN program. It provides learning content, testing, remediation, national benchmarking data, and an NCLEX review upon graduation. The fees for Kaplan for 2022-2023 are as follows:

<b>Freshmen</b>	<b>\$150 fee</b>
<b>Sophomores</b>	<b>\$150 fee</b>
<b>Juniors</b>	<b>\$150 fee</b>
<b>Seniors</b>	<b>\$150 fee</b>

Kaplan is purchased through the Barnes and Noble University Bookstore with an additional 10% bookstore fee.

### **Academic Assistance**

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

### **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 Americans with 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 based on physical handicaps. However, any applicant with a significant physical or emotional problem is asked 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 courses.

The School of Nursing's policy and practice is to provide equitable educational opportunities with reasonable accommodations for students with documented disabilities in all programs and activities. Students with documented disabilities who require accommodations must register with the Office of Services for Students with Disabilities (SSD). Students will receive a letter detailing their specific needs from SSD. The student must present this letter to each of their faculty and provide sufficient lead-time to allow the requested accommodation(s) to be provided. Students may submit a copy of the documentation of disability for their academic file to their advisor. If students do not follow the aforementioned procedure, they may not be eligible for 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 academic advisor for guidance and assistance.



## Chapter 5: Compliance

### Compliance Policy

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

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

All compliance requirements, except for the flu shot, must be uploaded to and be in a “**meets requirements**” status by Complio, our compliance certification vendor, by the dates determined for the 2022/2023 academic year (see a detailed list of Compliance Requirements by academic level located in the School of Nursing website). Flu shots for the 2022/2023 academic year must be uploaded to and in a “**meets requirements**” status with Complio by the end of the day on November 28th for all undergraduate students. Students are advised to upload their compliance materials **at least 2 weeks prior to the due date to allow processing time for approval**. Any student who does not have all requirements needed for the academic year in a “meets requirements” status by the required deadlines listed below may be subject to the following conditions:

**Will not be able to attend scheduled clinical or subject to a registration hold for the winter term.**

<b><u>Fall 2022</u></b>	<b><u>Deadline for Compliance Requirements</u></b> <i>“Meets Requirements”</i>
<b>Freshmen</b>	no later than September 30th, 2022
<b>Sophomore Transfers</b> <i>(entering program summer 2022)</i>	no later than September 30th, 2022
<b>Sophomore, Junior, and Seniors</b>	no later than August 1st, 2022
<b>Flu Vaccine</b> <i>(all undergraduate students)</i>	no later than November 28th, 2022

Students in clinical practice may also be required by a clinical agency to meet additional compliance requirements. Some of the requirements may include a fee, which students are responsible for paying, such as for fingerprinting. Students will not be allowed to begin their

clinical experiences if all of the additional compliance requirements are not met by the agencies' deadlines. These are often different from the UMSN deadline. Students who do not meet agency deadlines for additional compliance requirements may lose their clinical placement for the term.

Students must notify the Undergraduate Studies Program Office of any changes to their criminal record after submitting the criminal background check\*, including arrests. This notification should be made within three business days of any arrests, plea bargains, sentencing, convictions, or other criminal activity. In addition, issues with a student's criminal background check may also prevent that student from being able to sit for state licensure. The School of Nursing is not able to guarantee that any student who graduates will qualify for licensure.

*\*Please note 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 the Undergraduate Studies Program Office and advisors to explore alternative placements or degree programs. Under certain circumstances, students may not be eligible to graduate from the School of Nursing.*

To promote patient safety and to facilitate early identification and intervention 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.

The University of Michigan School of Nursing is committed to the safety of patients, students, faculty, and staff. The UMSN is also dedicated to the promotion of health of its community members, including those with physical, psychiatric, and substance use concerns, and establishes consistent policies and procedures that foster safety and health. 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.

### **Undergraduate Student Compliance Requirements List**

The University of Michigan School of Nursing Compliance Policy requires all School of Nursing students who take any course to be in full compliance. This includes courses without a clinical component. Freshman students with outstanding compliance items in the Fall term will be ineligible to register for the Winter term, inhibiting their progression in the program.

Compliance documents are managed by a third party vendor, [Complio](#). All students must purchase and create an online account to upload all compliance documents while enrolled in the School of Nursing Undergraduate Program. Complio accounts are a one-time purchase of \$35 for freshmen students for 48 months. For sophomore transfer students the cost is \$30 for 36 months. All students are required to purchase a background check for \$31. In addition, undergraduate students during their sophomore year will purchase and create an online account with the Nursing School's placement vendor, ACEMAPP. The cost is \$50.00 and must be renewed annually prior to expiration.

All compliance requirements must be valid for the entire upcoming academic year. This means that no compliance requirements may expire before the last day of class which for the academic year 2022/2023 will be April 18, 2023.

Students will not be allowed to begin their clinical rotation until all bsn compliance and clinical placement site on-boarding requirements are met by the established deadline date.

<b><u>Undergraduate Student Compliance Requirements List</u></b>	
<b><u>Drug Screening</u></b>	<p><b>Drug screening is mandatory</b> and only accepted at a specific time in August, not stated in advance. Students will receive an announcement with specifics as the event approaches.</p> <ul style="list-style-type: none"> <li>• Please see Appendix E for the School of Nursing's updated student drug screening policy.</li> <li>• <b>Diluted test results, including diluted negatives, will require follow-up drug screening at the student's expense. This sample may be collected using an alternative collection method such as blood or hair.</b></li> </ul>
<b><u>State of Residence Change Notification</u></b>	<ul style="list-style-type: none"> <li>• Please complete both sections of the form <b><u>if you are living in a state other than Michigan during the course of your Undergraduate program</u></b>. This includes all of the following: First Name, Last Name, New Address, username, umid#. Please also complete the acknowledgement of receipt area including: First Name, Last Name, Signature and Date. <b><u>If you are not living in a state other than Michigan during the course of your Undergraduate program</u></b> you only need to complete the acknowledgement of receipt area including: First Name, Last Name, Signature and Date.</li> </ul>
<b><u>Technical Standards for Degree Completion Form</u></b>	<ul style="list-style-type: none"> <li>• The student must read and sign the form.</li> <li>• Both pages must be uploaded to Complio/American DataBank.</li> <li>• The document must be signed and dated on or after the last day of class in April to be valid for the entire upcoming academic year.</li> </ul>

<p><b><u>Cardiopulmonary Resuscitation Certification (CPR)</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Only BLS certification through the American Heart Association is accepted.</b></li> <li>• BLS certification must be valid for two years. Please check your Complio/American DataBank account to determine when you need to renew your certification.</li> <li>• You must submit both sides of the signed e-card or a digital certificate.</li> <li>• Locations and information regarding the American Heart Association BLS for the Healthcare Provider Course are available using the link below: <a href="http://ahainstructornetwork.americanheart.org/AHAEC/C/classConnector.jsp?pid=ahaecc.classconnector.home">http://ahainstructornetwork.americanheart.org/AHAEC/C/classConnector.jsp?pid=ahaecc.classconnector.home</a></li> </ul>
<p><b><u>TB Skin Test (also called PPD) or blood test</u></b></p> <p><b>Important Notice:</b> <b>In order to ensure an accurate test result, do not schedule a TB test within four weeks of a Covid-19 Immunization</b></p>	<ul style="list-style-type: none"> <li>• Complete documentation includes the date that a TB skin test was administered, the date that it was read, and negative results <b>OR</b> a lab report showing a negative QuantiFERON TB Gold or T-SPOT blood test and test date. Blood tests are valid for three years.</li> <li>• The facility that administers a skin test is the location to return to for the read results.</li> <li>• In the event of a positive skin test, please contact the Undergraduate Compliance team at <a href="mailto:UMSN-UndergradCompliance@med.umich.edu">UMSN-UndergradCompliance@med.umich.edu</a></li> <li>• A positive result from a skin test requires negative results QuantiFERON TB Gold or T-SPOT blood test. A full lab report is required. Blood tests are valid for three years.</li> <li>• The tests must be administered on or after the last day of class in April, to be valid for the entire upcoming academic year.</li> </ul>
<p><b><u>Hepatitis B</u></b></p>	<ul style="list-style-type: none"> <li>• The <b>Hepatitis B</b> vaccine is a series of 3 doses.</li> <li>• Complete documentation includes the dates of the first, second, and third doses of the vaccine <b>OR</b> a lab report for a positive Hepatitis Titer.</li> <li>• Students deemed as “non-converters” or “non-responders” immunization activity records must state for the Hep B requirement “non-converter” or “non-responder.”</li> </ul>

<p><b><u>MMR</u></b> <b>(Measles, Mumps, and Rubella)</b></p>	<ul style="list-style-type: none"> <li>• The MMR (Measles, Mumps, and Rubella) vaccine has 2 doses.</li> <li>• Complete documentation includes the dates of the first and second doses of the vaccine after 12 months of age <b>OR</b> a lab report for a positive antibody titer for each of the three components (Measles, Mumps, and Rubella).</li> </ul>
<p><b><u>Varicella Zoster</u></b> <b>(Chicken Pox)</b></p>	<ul style="list-style-type: none"> <li>• The <b>Varicella Zoster (Chicken Pox)</b> vaccine has 2 doses.</li> <li>• Complete documentation includes the date of the first and second doses of the vaccine <b>OR</b> a lab report for a positive Varicella titer.</li> <li>• The State of Michigan immunization record often lists “Varicella” followed by “Immune.” What is not clear is how you are immune.</li> <li>• You need to submit a note on the letterhead from your physician’s office that clearly states that you received the Varicella vaccine and on what date.</li> <li>• If you are immune because you had positive titers, you need to submit a copy of the actual lab report for the titers.</li> </ul>
<p><b><u>Tdap (Tetanus, Diphtheria, and Pertussis)</u></b></p>	<ul style="list-style-type: none"> <li>• Documentation of a valid <b>Tdap (Tetanus, Diphtheria, and Pertussis)</b> vaccine after age 11 is required. Tdap vaccines are valid for ten years.</li> <li>• If a student’s Tdap vaccine will expire in the upcoming year, the <b>Td (Tetanus) booster</b> should be administered and must be valid for the entire upcoming year. Td boosters are valid for ten years.</li> <li>• The State of Michigan immunization record lists a series of five vaccines (DTP, DTaP, DT, Td, and Tdap) followed by a series of dates. What is not clear is which of the five vaccines you received. You must submit a note on letterhead from your physician’s office that clearly states that you received the Tdap vaccine and on what date.</li> </ul>
<p><b><u>Criminal Background Check</u></b></p>	<ul style="list-style-type: none"> <li>• The student must order a criminal background check through Complio/American DataBank.</li> </ul>



## ***Chapter 6: Clinical Placements***

### **Clinical Locations**

Clinical and observational experiences for nursing students take place in a wide range of health agencies, both in and outside of Ann Arbor. Clinical placements may include but are not limited to, hospitals, extended care facilities, city, and county health departments, schools, preschool enrichment programs, child health centers, community mental health agencies, and senior citizen centers.

Sometimes our clinical agencies make unexpected changes that require us to find different placements for students. This may mean that the clinical placements may need to be changed at the last minute.

Agencies use ACEMAPP to determine what schools are accepted for clinicals in their facility. ACEMAPP does not let the school know until the end of June for Fall, and November for Winter, as to whether or not we can use a specific agency. Thus, we cannot make assignments to specific units or areas until this point in time. Please see our School of Nursing Undergraduate Student Resources Canvas Site for more information regarding clinical placements.

As a result of the various clinical course locations, nursing students may be required to travel within Ann Arbor and surrounding areas for clinical and observational experiences. Some of the clinical locations may be at a distance such as those that require one-hour travel time.

**Please note: Students are responsible for their own transportation to clinical sites.**

Students are also required to provide their own automobile insurance. Although students will need to drive to clinical locations, they should be aware that parking in Ann Arbor and around the School of Nursing is extremely limited. Many students have found success with the following possible strategies to meet transportation requirements for clinical:

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

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

### **Onboarding**

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

- Students may be required by a clinical agency to meet additional onboarding requirements, such as those requiring additional fees (badging, additional online

agency profiles, etc.).

- Some onboarding requirements for clinical agencies may include, but are not limited to:
  - Fingerprinting;
  - Additional online training outside the ACEMAPP account through the clinical agency website.

In-person training/orientations (or mandatories) set forth by clinical agencies are part of the onboarding process. Onboarding provides information deemed vital to faculty, students, and other health center personnel who participate in providing direct patient care.

Mandatories may include, but are not limited to:

- Fire/Safety for Students
- Infection Control
- Patient Safety
- HIPAA

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

## **Clinical Skills Preparation and Medication Calculation**

### **Clinical Skills**

Students must be able to perform the designated skills and competencies for their program level before the beginning of their clinical experiences. Juniors and seniors must pass competency checks and simulations before beginning clinical (as applicable). Students are notified in advance of the specific skills and competencies they are required to perform. Assistance and practice opportunities will be available up to the time of assessment. Students who do not pass the competency check-off will be given a second opportunity and receive a clinical warning. Students who fail the second competency check will not be able to attend clinical during that term and will need to retake the clinical course.

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

The Clinical Learning Center provides skill training, simulation, and competency testing for nursing students as well as open practice opportunities. The CLC Undergraduate Faculty Lead works closely with the clinical faculty to assist students with their training. A clinical instructor may identify concerns about a student's performance and refer them to practice sessions in the CLC. The faculty may also refer the student for remediation. During remediation, the student must demonstrate progress and achieve performance expectations. A student is referred for a safety evaluation when there is non-satisfactory progress in performance or when the clinical faculty is concerned about the student's ability to practice safely. Students will have time to practice before the evaluation. If the student is unable to pass the safety evaluation, they will fail the course.



## Medication Calculation

Students are expected to be able to accurately calculate all medication dosages for patients across the lifespan. Medication calculation exams will be given in junior and senior clinical courses each term during the first week of classes via the SafeMedicate web-based program. Sophomores will begin taking the medication calculation exam at the start of the term in which they will be expected to pass medications which are usually the winter semester.

1. Students are required to purchase a license for use of SafeMedicate. Fees are as follows:
  - 6-month license - \$35
  - 12-month license - \$55
  - 24-month license - \$99
  - 36-month license - \$124 (\*recommended purchased as a Sophomore)
2. Students are required to use SafeMedicate learning modules and practice exams to prepare themselves for the assessment exams.
3. The grades from the medication calculation exams are considered part of the PNE (clinical) grade.
4. Before the start of the semester, a set of diagnostic exams is administered to all students.

### Sophomores (Winter semester only)

- Sophomores must achieve **90%** or better for all diagnostic assessments
- Students must remediate and retake any exam when **90%** or better is not achieved.
- Students will not be able to proceed with authentic assessments if they fail to achieve **90%** with diagnostic assessments.

### Juniors

- Juniors must achieve **95%** or better for all diagnostic assessments
- Students must remediate and retake any exam when **95%** or better is not achieved.
- Students will not be able to proceed with authentic assessments if they fail to achieve **95%** with diagnostic assessments.

### Seniors

- Seniors must achieve **100%** for all diagnostic assessments.
- Students must remediate and retake any exam when **100%** is not achieved.
- Students will not be able to proceed with authentic assessments if they fail to achieve **100%** with diagnostic assessments.

5. At the start of the winter semester, a set of authentic assessments are administered to all students.

### **Sophomores**

- Sophomores must achieve **90%** or better for all authentic assessments
- Students must remediate and retake any exam when **90%** or better is not achieved.
- Students who do not achieve 90% on the second try will complete remediation and pass the authentic assessment before they are allowed to pass medications in clinical. If unable to pass, progression in the program may be delayed.
- The retake of any exam must be scheduled with the student's clinical instructor.

### **Juniors**

- Students are provided two attempts to achieve **95%** or better for all authentic assessments.
- Students will be given a clinical warning if the authentic assessment is not passed on the second attempt.
- Students who fail to achieve **95%** or better after two attempts will not be able to pass medications and will need to meet with the Assistant Director and/or Director of Undergraduate Studies Program.
- Students who do not achieve 95% on the second try will complete remediation and pass the authentic assessment before they are allowed to pass medications in clinical. If unable to pass, progression in the program may be delayed.

### **Seniors**

- Students are provided two attempts to achieve **100%** for all authentic assessments.
- Students will be given a clinical warning if the authentic assessment is not passed on the second attempt.
- Students who fail to achieve **100%** after two attempts will not be able to pass medications and will need to meet with the Assistant Director and/or Director of Undergraduate Studies Program.
- Students who do not achieve 100% on the second try will complete remediation and pass the authentic assessment before they are allowed to pass medications in clinical. If unable to pass, progression in the program may be delayed.

## **Attendance**

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

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

- Not calling in advance;
- Not showing up for clinical;

- Taking personal vacations;
- Taking a day off to study;
- Missing clinical because compliance and/or mandatories are not completed;
- Being asked to leave clinical for reasons such as lack of preparation or unprofessional behavior.

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

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

It is the responsibility of a student to promptly inform his/her preceptor in the event of an absence or illness. If students in a clinical course cannot reach their preceptor, the student should call the nurse in charge of the unit to which she/he is assigned at least one hour (or earlier, if possible) before the scheduled assignment. Please refer to specific guidelines in course syllabi regarding the faculty's preference and instructions for reporting absences or late arrivals.

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

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

After a student misses 3 clinical days or a significant component of their required clinical or seminar experiences for any reason, the Associate Dean for Undergraduate Studies may be notified by the course faculty. The course faculty will recommend whether the student will be allowed to complete the course or should withdraw from the course. This decision will be made on a case-by-case basis considering factors such as nature and centrality of the missed experiences, opportunity to make up the experience/time, current standing in the course, and projected length of time absent. An Incomplete ("I") grade will only be assigned at the discretion of the course faculty. If there is doubt about the student's ability to meet the course requirements, a failing grade may be assigned at any point in the term.

The student is responsible for informing the course faculty regarding anticipated prolonged illness or situations resulting in an interruption of the program and/or involving convalescence at home. Anticipated absences of more than 3 days are reviewed by the course faculty to determine the student's ability to complete the course based on the factors listed above. For extended absences, the Associate Dean for Undergraduate Studies will be consulted by the course faculty regarding the student's academic standing.

Occasionally, students will have special health concerns. Students are required to report any

type of health problems that could affect their ability to safely care for patients or their safety. Examples include, but are not limited to: unstable diabetes, seizures, being immunocompromised, fainting episodes, contagious infections, and severe clinical depression.

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

### **Repetition of a Clinical**

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

### **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 rapport and working relationships with patients, families, and other care providers. Please reference Nurse-Patient Relationships & Professional Conduct sections of the Student Code of Academic and Professional Conduct, located in **Appendix A**. Nursing students are expected to wear student uniforms when giving nursing care unless a different policy is specifically defined by the clinical unit or agency. A student must abide by any uniform or dress codes set by the agency in which the student is having a clinical experience.

## **School of Nursing Clinical Uniforms and Dress Code**

### **Acceptable Clothing**

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

### **Shoes**

- Shoes with closed-toe and closed low heel, without mesh, 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 they are long enough to touch the patient or if they could potentially harbor bacteria.

## **Appearance**

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

## **Identification**

- Students must wear a University of Michigan identification at all times and any name pin or other identification given by the clinical agency.
- The School of Nursing Patch must be sewn on the left sleeve of each uniform, lab coat, and a sweater that is worn on the clinical unit. Sophomore students will receive their first patch free of charge from the Undergraduate Nursing Program. Additional patches can be purchased for \$5 each.

## **Dress Code Requirements**

For some placements, students do not wear the School of Nursing clinical uniform but are expected to adhere to placement and faculty requirements. This occurs in Community Health and Leadership/Management.

## **Community Health & Leadership/Management Dress Code**

### **Professional Business Attire**

- Suit or jacket and pants/ skirt (skirt knee length or below); tailored dress
- Blouse/Shirt
- Shoes – comfortable with a low heel to complement suit; coordinate with attire, clean and shined
- Stockings or socks – to complement the attire
- Jewelry (if applicable) – simple and in good taste
- Tie (if applicable) – in good taste to fit the occasion and complement the outfit
- Belt (if applicable) – coordinate with shoes and suit

### **Casual Business Attire**

- Shirt or blouse with a collar or polo style

- Slacks
- Chinos or khakis – neatly pressed
- Skirt (knee length or below)
- Blazer or sweater
- Loafers or lace-up shoes – cleaned and shined

### **Psychiatric Mental Health Nursing Dress Code**

Scrubs. Shoes should be comfortable for walking and allow for participation in a variety of activities with patients. Please abide by the dress code or you can be asked to leave the clinical setting. Identification should always be worn.

The following are prohibited:

- Exposed midriff or cleavage
- Dangling earrings, necklaces, or bracelets
- Sandals or shoes with exposed toes

### **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, makeup should be moderate and fragrance should be minimal. All clothing should be clean and in good repair. Students must follow the dress code of the agency when the agency has more restrictions. Students will be asked to leave the clinical site if faculty or agency personnel have determined the attire is not appropriate.

### **Equipment Needed**

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

### **Purchasing Clinical Uniforms**

Scrubs may be purchased at local retailers or online. The School of Nursing identification patches can be purchased at the School in the Undergraduate Studies Office. Incoming sophomore students will receive one free patch.

### **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. All students and faculty with any access to a clinical setting must comply with HIPAA rules and regulations. This includes understanding HIPAA and training in HIPAA that meets the clinical agency's requirements. Students also must follow agency policies regarding the use of and access to electronic medical records.

### **Use of Technology and Social Media**

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

- Agency computers cannot be used for personal business, such as checking e-mail or social media platforms.
- 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 online space is not permitted.
- Non-compliance with policies regarding the use of technology and social media may affect course grades and result in the violation of the Student Code of Academic and Professional Conduct, up to and including disenrollment from the School of Nursing.

### **Accidents During Clinical Experiences**

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

The student may be sent to Student Health Services or Employee Health Services; or, if the injury is serious, the student may be sent to an Emergency Department. 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 the Undergraduate Studies Program office. The copy will be placed in the student's file.

### **Malpractice Insurance**

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

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

**U-M Risk Management Office**

Phone: 734-764-2200

Fax: 734-763-2043

Email: [RiskMgmt.General@umich.edu](mailto:RiskMgmt.General@umich.edu)

**Pregnancy**

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



## ***Chapter 7: Registration Information***

### **Wolverine Access**

This is a web-based information system used to access and update your student information online by using Wolverine Access. You can change your address and phone number, register for classes, 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 Office of the Registrar'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, and instructor). Course descriptions for the School of Nursing Undergraduate courses are available in Appendix E: Undergraduate Course Descriptions.
2. Register via Wolverine Access during your University designated date and time.
3. Academic advisors will provide overrides for students to register for nursing courses based on the set program plan.

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

### **Drop/Add Deadlines**

Nursing students must follow the School of Nursing's drop/add policy for **ALL COURSES** while registered through the School of Nursing.

#### **A. First three weeks of a term (weeks one through two of a half-term)**

Drops can be made by students in Wolverine Access. Adds require the approval of the instructor and academic advisor. Students must understand that they are responsible for all work assigned from the beginning of the term. Students need also to be aware that dropping below 12 credit hours per term will jeopardize their University housing and financial arrangements.

Students who wish to add above the 18 credit hours must meet with the academic advisor for approval and will be charged additional tuition fees.

#### **B. Weeks four through nine of a term (three through four of a half-term)**

Drop/adds require the approval of the instructor and the academic advisor. The late drop request is to be made in Wolverine Access. Courses dropped will be listed on the student transcript with a "W." Please refer to the University guidelines regarding tuition adjustment.

#### **C. Weeks ten through the last day of class (after week four for half term)**

Permission to drop will be given during this time period for only the most serious reasons. Failing a course does not constitute a "serious" reason or an extenuating circumstance.

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

#### **D. Official Drops (W), Unofficial Drops (ED), No Grade Report (NR)**

Any course for which a student registers will appear on the transcript unless the student drops the course during the first three weeks of the term. This does not affect the student's honor point average. A student who unofficially drops a course will either receive an "ED" (Unofficial Drop) or an "NR" (No Grade Reported) on the transcript. A student who officially drops a course after the first three weeks will receive a "W" on the transcript. Both EDs and NRs are calculated into the student's honor point average as an E.

### **Verification of Enrollment**

If a student needs a letter verifying his/her enrollment in the School of Nursing, or a certificate of "good standing" or "full-time student", he/she should contact the academic advisors in the Undergraduate Studies Program (USP) Office at [UMSN-UndergradAdvisors@med.umich.edu](mailto:UMSN-UndergradAdvisors@med.umich.edu) and include their name, student ID number, and any details about the request.

### **Special Student Status and Transfer**

Students who become ineligible to register may initially request one term of Special Student Status. Special Student Status allows students to register for courses outside the School of Nursing in order to raise their term grade point average and cumulative grade point average for transfer to another University of Michigan unit. Special Student Status may be granted by a School of Nursing academic advisor. Students may request a second term of Special Student Status; however, they must have demonstrated significant progress towards raising their term grade point average and cumulative grade point average for transfer. The second term of Special Student Status may be granted by the academic advisor after approval from the

Associate Dean for Undergraduate Studies.

The School of Nursing reserves the right to deny Special Student Status to any student whose academic standing, clinical performance, professional behavior, health, or general fitness makes it inadvisable for the student to register.

Those wishing to transfer from the School of Nursing to another school on campus should adhere to the following guidelines:

- A student should see their advisor as soon as they think they might want to transfer to discuss the process.
- During a freshman's first semester at the School of Nursing, they must take the required nursing classes (please see the Traditional BSN program plan for course requirements) unless they obtain special permission from an academic advisor.
- A student should schedule an appointment with an advisor in the school to which they are considering transferring, and follow that school's application procedure.
- After a student has been accepted to another school on campus, the student should meet with their advisor at the School of Nursing to fill out the withdrawal paperwork to officially withdraw from the School of Nursing.

## ***Chapter 8: Graduation and RN Licensure Information***

### **Graduation Requirements**

In order to qualify for the Bachelor of Science in Nursing every student must:

1. Successfully complete the course requirements, including professional, basic science, social science, and elective courses. Elective course credits must include a minimum of 11 credit hours for students using the previous progression and 12 credits for students beginning the program in 2018-2019.
2. Earn a cumulative honor point average of at least 2.0 and 2.0 honor point average in professional courses.
3. Earn at least 128 credits of which at least 64 credits are in residence.
4. All undergraduate students must complete their BSN program within seven years from the time of admission.

### **Residency Requirements for the Degree in Nursing**

To be eligible for the Bachelor of Science in Nursing degree from the University of Michigan School of Nursing students are required to complete half of the required program credits in residence. In addition, BSN students must complete all science and clinical nursing courses in residence at the University of Michigan, Ann Arbor.

### **Applying for Graduation**

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

### **University of Michigan Commencement**

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

### **School of Nursing Commencement Ceremony**

The School of Nursing holds one commencement ceremony in April or May of each year. In order to participate in the commencement ceremony, students must have completed the application for graduation by the deadline announced by the USP Office and be eligible to graduate in April, August, or December of the same year.

Information will be provided to graduating students and posted on the UMSN's Graduation page. Specific School of Nursing convocation ceremony dates will be posted closer to the time of the date of the event.

## **Recognition of Superior Scholarship at Commencement**

Students who have excelled in their program may qualify to graduate with honors. Final honor awards will be calculated based on *the final cumulative GPA after a student's final term*.

Graduating with honors will be determined as follows:

- Top 5% (GPA) = Summa Cum Laude
- Next 10% (GPA) = Magna Cum Laude
- Next 10% (GPA) = Cum Laude

Students who achieve a 3.8 or above GPA will be recognized as receiving Dean's Honors.

## **National Council Licensure Examination (NCLEX)**

Following successful completion of the program of study, the Nursing graduate may apply to take the National Council Licensure Examination (NCLEX) for licensure as a registered nurse (RN).

### **NCLEX Application**

The NCLEX Candidate Bulletin and Information can be downloaded online from Pearson Vue's The NCLEX Examination page.

Prior to beginning the application process, it is strongly recommended that students visit the Department of Licensing and Regulatory Affairs (LARA)'s Health Professions Licensing Division (select on the Professional Licensing tab, and then select Health Licensing (apply and renew).

### **To Apply for Michigan Licensure:**

1. Apply online to the Michigan Board of Nursing [www.michigan.gov/miplus](http://www.michigan.gov/miplus). The State of Michigan is no longer accepting paper applications.
2. The **MI Nursing School Certification of Education form** is required by the Michigan Board of Nursing (MBN). This form will be completed and sent by the School of Nursing to the MBN once all requirements are posted on the student transcript. This usually occurs mid-May for winter graduates, early September for summer graduates, and mid-January for fall graduates. Please Note: The MBN will match the MI Nursing School Certification form with the student's application.
3. Register with Pearson Professional Testing NCLEX and pay the examination fee. See the following website for more information: <http://www.vue.com/nclex/>. The University of Michigan School of Nursing school code is 09-559.

4. Once Pearson Professional Testing receives your eligibility to test from the Board of Nursing, you will receive an Authorization to Test (ATT) from Pearson Professional Testing. DO NOT LOSE THIS FORM.
5. Schedule your exam. You must sit for the NCLEX within 90 days of receiving ATT.

**To Apply for RN licensure in a State Other than Michigan:**

1. A student may apply for RN licensure in the state he/she wishes to practice. Contact examination the State Board of Nursing in the state you wish to sit for licensure. Specific information regarding examination requirements in states other than Michigan may be procured from the appropriate State Board of Nursing. For more information, visit the National Council of State Boards of Nursing.
2. Read all the instructions carefully.
3. Complete a **Certificate of Completion/Certification of Education** from the application packet and bring it with the instructions to the School of Nursing Undergraduate Studies Program Office. It is important to give specific instructions with the certificate, as various State Boards of nursing have different procedures.
4. Once the student completes all BSN program requirements, the School of Nursing form will be sent to the appropriate State Board of Nursing by the school or by the student per instructions.

If an official copy of the student transcript **with the BSN degree posted** is required for state licensure, a student is able to order an official copy of his/her transcript from the University of Michigan's Office of the Registrar. For more detailed information about transcript ordering, see the Registrar's Ordering Transcripts from the Ann Arbor Campus page. **NOTE:** The BSN degree is usually posted to the academic transcript about one month after graduation. When ordering your transcript, please be sure that you select the 'hold for degree conferral' box so that your transcript will include your degree completion.

# **Appendix A: Student Code of Academic and Professional Conduct**

## **I. Introduction**

The education of the students at the University of Michigan School of Nursing 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 promote 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 the physical and mental condition to provide safe nursing care and for the knowledge and skills necessary to give this care.

## **II. Applicability**

The Student Code of Academic and Professional Conduct (also referred to as the 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 Resolutions Officer, who will interface with the Associate Dean for Undergraduate 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 the basic ethical or professional 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 citation, quotation marks, or other forms of proper acknowledgment; or otherwise taking credit falsely.

## **2. Cheating**

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

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

## **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 Responsible Use of Information Resources Policy (Standard Practice Guide, 601.07) that define the proper and ethical use of computers at the University of Michigan. Violation of clinical partner's policies as it pertains to use of computers, technology or social media.

## **9. Misuse of Technology**

Misuse of technology including cell phones, iPads, laptops, etc. This may include sharing links/codes unauthorized for distribution.

## **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; 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 the fabrication of 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 profession. The results of criminal proceedings will not be determinative of proceedings under this Conduct Policy.

## **16. Other Professional Misconduct**

Violation of the American Nurses' Association (ANA) Code of Ethics for Nurses is unacceptable. Nursing students are expected to "maintain compassionate and caring relationships with colleagues and others with a commitment to the fair treatment of individuals, to integrity-preserving compromise, and to resolving a conflict. This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one's actions on others" (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 and obstructing access to School community assets or to similar resources in other parts of the University. Excluded is any behavior protected by the University's policy on "Freedom of Speech and Artistic Expression" (Standard Practice Guide, 601.01).

## **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 e-mails; 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 Resolutions Officer, who will interface with the Associate Dean for Undergraduate Studies. Anyone not sure of whether or not to report a suspicion should consult with the Resolutions 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, and violation of nursing standards) that occur in their course to the Resolutions Officer. 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**

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 Resolutions Officer within ten (10) business days.

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

The Resolutions Officer or their designee will meet with the accused student as soon as possible after the notice of alleged misconduct has been received by the student, but no later than ten (10) business days. In this meeting, the Resolutions Officer will (a) inform the student of the nature of the allegations; (b) explain the honor code violation process, and (c) explain the student's options.

After the preliminary meeting with the student, the Resolutions Officer will meet with the faculty member, the student, and an advisor or an administrative designee within ten (10) business days. A letter containing the findings of this meeting and sanctions for the student to complete (if applicable) will be sent to the student within ten (10) business days of the meeting. The possible outcomes are listed below:

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

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

If the matter is referred to CAASS for a hearing, the Resolutions Officer, in conjunction with the Associate Dean for Undergraduate Studies, will determine whether the student can proceed in the program until the CAASS hearing panel has issued their findings. This will be considered

and determined on a case-by-case basis.

## **D. Hearing**

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

If a student has concerns about the potential bias of a member of the hearing panel, the student can submit a written request to the Resolutions Officer, with rationale, for substitution of another member. The Resolutions 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 CAASS hearing. Actual participants and roles may vary.

<b>Participant</b>	<b>Role description during the hearing</b>
Resolutions Officer	Observer
Student	Active participant
Reporting faculty member(s)	Active participant
Hearing Panel	
Faculty panel member (chair)	Principle facilitator
Faculty panel member	Active participant
Student panel member	Active participant
Academic advisor (USP 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 Resolutions Officer:
  - a) all documents that each party would like the hearing panel to consider;
  - b) a list of all relevant witnesses whom they would like to have submitted 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 Resolutions 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 Resolutions 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;
- c) any relevant information about the hearing.

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

In addition to hearing testimony from the witnesses identified by the student and the reporting faculty and/or Resolutions Officer, the hearing panel may, at its discretion, hear testimony from any other party whose testimony it deems relevant to the proceeding, including other witnesses and course faculty. The hearing panel may also review any other documents or evidence that it deems relevant to the proceeding.

The 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.

Persons reporting the violation have the right to be present, provide relevant information, and make recommendations regarding the sanctions.

The hearing panel may conduct the hearing even if the 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.

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.

The hearing panel may limit any testimony based on redundancy or lack of relevance.

The private hearing will be closed to the public and will be recorded. Participants in the hearing may request a copy of the recording. The hearing panel will deliberate in private.

All recordings of proceedings will be controlled by the School of Nursing. No court reporters, stenographers, videographers, or similar professionals are permitted without the prior consent

of the School of Nursing. Records and documents that will be available, in advance, to all parties may be redacted to protect the privacy rights of individuals who are not directly involved in the hearing process.

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 Resolutions Officer. The hearing panel's decision that the accused student is responsible for an alleged violation will be at the sole discretion of the hearing panel if, based on the totality of the evidence presented, it is more likely than not that the violation occurred. The chair of the hearing panel will prepare a written report containing factual findings and stating any sanctions to be imposed.

The hearing panel's determination will be communicated in writing by the chair of the hearing panel to the Resolutions 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 Resolutions Officer, the Associate Dean for Undergraduate Studies, and the student's record. This will complete the process unless the student appeals the decision (see Appeals below).

The decision of the hearing panel is effective immediately. If the student plans to make an appeal, the student has the option of asking the Resolutions Officer for a delay in implementation of the sanction until the appeal process is completed. The Resolutions Officer's decision as to whether or not to delay the implementation of the sanction is final.

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

## **E. Appeals**

Within five (5) business days of receiving the written notification of the hearing panel decision from the Resolutions Officer, the student may submit a written appeal of the decision or sanction (or both) to the full Committee on Academic Admissions and Scholastic Standing (CAASS) and the Resolutions Officer. Appeals must be based on at least one of the following arguments:

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

The Chair of CAASS will determine if the appeal meets 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:

**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).

**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.

**Warning:** A formal reprimand informing the student in writing that he or she has violated the code and that any future violations will be dealt with more severely.

**Grade Change:** A lowering of the student's grade, up to and including failure (E, F, No credit, or U).

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

**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.

**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.

**Withholding a Degree:** Withholding of the student's degree until stated sanction requirements have been met. There may be a deadline set for meeting the requirements which, if not met, will result in the student's loss of eligibility to receive the degree at any time in the future.

**Suspension:** Temporary removal of a student from the program for a specified or unspecified period, which will be permanently noted on the transcript. There can be stipulated conditions for readmission to the student's program as well as a time limit for meeting those stipulations to be eligible to receive a degree in the future.

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

**Rescinding a Degree:** Annulment of a degree previously awarded by 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 Resolutions Officer, Associate Dean for Undergraduate Studies, or the Chair of CAASS. Requests for extensions or waivers of deadlines should be submitted in writing to the appropriate person, depending on the stage in the process. The Resolutions Officer, Associate Dean for Undergraduate Studies, or the Chair of CAASS may, on 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 honor code meetings/letters/hearing/responses. All parties, however, should make reasonable efforts to complete the honor 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.



## ***Appendix B: School of Nursing Student Grievance Process***

### **I. Introduction**

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

1. Discriminatory<sup>1</sup>, unfair, arbitrary, or capricious treatment by faculty, staff, or committee.
2. Research misconduct or plagiarism of student intellectual property by faculty or staff.
3. Failure to accommodate verified disabilities.
4. Violation of the School of Nursing or University Policy (e.g. Student Records Policy)

A student's disappointment or disagreement about a **grade or course placement** is not a grievable matter unless the student brings forth specific information in support of the grounds for grievance listed above. 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 Resolutions Officer. Faculty may consult with their unit representative.

### **II. Grievance Process**

#### **A. Initial Steps**

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

member responsible for leading/directing the course, the staff supervisor, or the committee chair. The Resolutions Officer will interface with the Associate Dean for Undergraduate Studies. The Resolutions Officer may request a separate meeting with the faculty member, supervisor, or committee chair involved prior to a meeting with both student and faculty or staff member.

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 Resolutions 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) specifically requested outcomes of the grievance.

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

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

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

If the Resolutions Officer is involved in the substance of the grievance, the Associate Dean for Undergraduate Studies will make arrangements for the grievance hearing. If a student has concerns about the potential bias of a member of the grievance panel, the student can submit a written request to the Resolutions Officer, with rationale, for substitution of another member. The Resolutions Officer will approve or disapprove the request and that decision is final.

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

No later than ten (10) business days prior to the hearing, all parties (including the student and respondent) will submit, in writing, to the Resolutions 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 submitted testimony before the hearing panel.

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

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

- 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 Resolutions Officer no less than three (3) business days prior to the hearing. If additional attendees are identified, an updated list of attendees will be distributed to hearing participants.

### **Grievance Hearing Participant Roles**

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

<b>Participant</b>	<b>Role description during the hearing</b>
Resolutions Officer	Observer
Student	Active participant
Respondent (faculty member, staff member, or committee chair)	Active participant
Grievance panel	
Faculty panel member	Principle facilitator
(chair) Faculty panel member	Active participant
Student panel member	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 Resolutions

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

Students or respondents may appeal the findings to the Dean in writing. The Dean will determine the 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.

## **Appendix C: Plagiarism**

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

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

### **What Is The Penalty for Plagiarism?**

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

### **Do I Have To Footnote Every Fact?**

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

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

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

### **Why Does Plagiarism Matter?**

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

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

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

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

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

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

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

## Is This Plagiarism?

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

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

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

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 re-education, beginning by copying "words out of a dictionary A to Z."

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

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)<sup>2</sup>.

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

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

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

## ***Appendix D: School of Nursing Student Email Group Guidelines***

The University of Michigan School of Nursing 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. Only students' `username@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 School of Nursing will not be responsible for any information not received from e-mails sent to the UMSN student body e-mail groups that may be of importance to students, including scholarship, employment, event, and class information.

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

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

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

Students should not share UMSN student email distribution lists with external parties who wish to contact students. Instead, students should refer to all external parties to [umsn-frontdesk@med.umich.edu](mailto:umsn-frontdesk@med.umich.edu) so that information can be distributed if appropriate. The student also should contact the Undergraduate Studies Program Office about problems with School of Nursing user groups.

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

### **School of Nursing Managed 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:**

- Target your address list carefully. Too broad a distribution is a form of spamming and will simply annoy most people who receive it. For example, if your message is for undergraduate students, do not use the `sn-allstudents` group which sends to nursing graduate students as well.
- Write a meaningful subject line.



- Keep the message focused and readable – the use of bullets and numbering helps!
- Avoid attachments – use links / URLs to websites when possible.
- Avoid using “Reply All” when responding to an email sent to a group.
- Identify yourself clearly.
- Proofread...then proofread again to ensure your message is clear/concise and that there are no spelling or grammar mistakes within the text.
- Do not use all capital letters (IT LOOKS LIKE YOU ARE SHOUTING).
- For event-related emails, send just one reminder email 1-2 days before the event.
- Use good judgment and common sense. It is up to each member to ensure that these groups are used respectfully and beneficially. Students are expected to display maturity, integrity, and mutual respect in all UMSN interactions. Inappropriate, disrespectful, aggressive, or threatening emails may be considered in violation of the Student Code of Academic and Professional Conduct.

Email error messages (‘over quota’, ‘user unknown’, etc.) for members of the School of Nursing managed groups are received by the School in the event of a problem with the student’s email address. The School of Nursing 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 Central Services (ITCS) at the University of Michigan at [online.consulting@umich.edu](mailto:online.consulting@umich.edu) or by calling 734-764-4357 (4-HELP).

## ***Appendix E: UMSN Undergraduate Student Drug Screening 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 is committed to the safety of patients, students, faculty, and staff. The UMSN is also dedicated to the promotion of health of its community members, including those with physical, psychiatric, and substance use concerns and establishes consistent policies and procedures that foster safety and health. 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 intervention 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 enrolled at UMSN must complete an annual drug screening test. **Drug screening is mandatory** and only accepted at a specific time in August, not stated in advance. Students will receive an email with specifics as the event approaches. **Diluted test results, including diluted negatives, will require follow-up drug screening at the student’s expense. This sample may be collected using an alternative collection method such as blood or hair.**

- Students must provide a viable urine specimen to be tested for substances, consistent with industry standards in the healthcare 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 screening will be considered a positive drug test and subject to the established procedures for positive tests.
- In special circumstances, the UMSN may request the collection of an alternative specimen such as blood or hair.
- Screening must occur at a facility specified by the UMSN.
- The screening 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) retained by the compliance vendor. MROs may access the Michigan Automated Prescription (MAPS) or alternatives as indicated, to corroborate the existence of a legitimate prescription for the students. For claims related to purported prescription medications, e.g. benzodiazepines, 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 the screens are positive.

- Clinical agencies must also approve placements for students with positive drug screens or the placement will be canceled. 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.
- Any clinical or research-related activity will immediately be suspended pending the outcome of an inquiry.
- The drug screen results and details of these or related findings remain the sole responsibility and privilege of the UMSN and for sake of confidentiality. The results are maintained within the compliance documentation system controlled by the vendor and are not placed in the student academic files. Results of the screen are not specifically reported but all external and internal communication would indicate that the student is "not in compliance" with requirements for clinical placement or research activity. 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 may be referred for a substance use evaluation or to a facility and/or health provider professional specializing in substance abuse treatment, as specified by the UMSN.
- The student will be responsible for any expenses related to the substance use evaluation and treatment.
- The student must be evaluated for substance use by the health professional and must sign an 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 an 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 his/her 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 the need for treatment, the UMSN will require that the student sign an 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 healthcare provider. The student must also meet Technical Standards as stated in the UMSN Undergraduate Student Handbook of Academic Policies and Procedures.
- Students who have had a positive drug screen which was not cleared by the MRO and those with a positive drug screen and subsequent intervention must submit to random drug screening for one year at times designated by 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.

## ***Appendix F: Undergraduate Course Descriptions***

Descriptions of selective and elective courses offered in the College of Literature, Science and the Arts may be found in the [LSA Course Guide](#).

### **Required Courses Offered in Other Schools and Colleges:**

#### **English 124/125 or other First Year Writing Requirement course**

##### **College Writing: Writing and Literature**

Traditional Program Core; Level 1
4 Total Credits (4 Lecture)
Prerequisite: None

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

#### **Psychology 111**

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

Traditional Program Core; Level 1
4 Total Credits (4 Lecture)
Prerequisites: None

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

#### **Biological Chemistry 212**

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

Traditional Program Core; Level 1
4 Total Credits (4 Lecture)
Prerequisites: None

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

## **Psychology 250**

### **Introduction to Developmental Psychology**

Traditional Program Core; Level 1
4 Total Credits (4 Lecture)
Prerequisite: Psychology 111

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

## **Nursing Courses:**

### **Nursing 142**

#### **Nursing Seminar**

Traditional Program Core: Level I
2 Total Credits (2 Lecture)
Prerequisites: none

This course will inform student thinking and guide decision-making and practice by allowing the student to examine the framework of the ANA Standards of Professional Nursing and formulate a personal identity of the role. This role includes leadership and the importance of nursing in monitoring patient outcomes and safety. Students will be exposed to nurse researchers and their work to recognize and appreciate the value of knowledge generation, evidence translation, and advancing the nursing profession and improving patient care outcomes. Course content will include and emphasize a code of conduct and behaviors expected of students throughout the 4 years BSN program. They will be introduced to technology that enables them to use accepted online resources and those required for academics. Students will be expected to engage in activities that promote their wellness and explore the importance of self-care.

### **Nursing 194**

#### **Context of Care I**

Traditional Program Core: Level I
3 Total Credits (3 Lecture)
Prerequisites: none

This course introduces the ecological framework as a basis for nursing practice. Concepts include patient-centered care and patient experience, family, community, populations, culture, global health, social justice, and diversity. Students will examine

transitions of care within and across the contexts in which care is provided and the health-illness continuum. They will be expected to reflect on who their personal beliefs may affect nursing care and describe the importance of respect, compassion, and empathy. Students have experiences in the community to introduce the broad scope in which nursing care is provided and to consider social determinants of health. They will be expected to engage in wellness activities to promote self-care.

### **Nursing 196** **Communication, Groups, and Teams**

Traditional Program Core: Level I
2 Total Credits (2 Lecture)
Prerequisites: none

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

### **Health Sciences 200** **Enhanced Clinical Competency Course**

Undergraduate Nursing Elective
1-2 Total Credits (1-2 Lab)
Prerequisite: All Level 1 Courses

This elective course will utilize theoretically-based teaching strategies and simulated clinical experiences to provide development of enhanced clinical competencies with leveled complexity for undergraduate nursing students who are self and/or faculty referred. The course will focus on assessing student learning needs and application of classroom theory to the clinical environment, psychomotor skills, judgment, and clinical reasoning. Students will integrate research evidence, professional standards and principles from sciences and humanities into nursing care. The opportunity for repetitive practice and the contextual application will be provided to students in the simulated clinical setting, allowing for assessment, cue recognition, problem identification, priority setting, decision-making, implementation of appropriate nursing actions and evaluation of patient outcomes. Systematic faculty assessment and student self- assessment of knowledge, skills, and attitudes will occur throughout the course.

### **Professional Nursing Education (PNE) 200-223** **Therapeutic Nursing Care I**

Traditional Program Core; Level 2
4 Total Credits (4 Clinical/Lab)
Prerequisite: All Level 1 Courses, co-requisite Nursing 232, Nursing 233, and Nursing 245

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

## **Nursing 210**

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

Traditional Program Core; Level 1
5 Total Credits (5 Lecture)
Prerequisites: Biochemistry 212

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

## **Nursing 211**

### **Anatomy and Physiology Lab**

Traditional Program Core: Level I
1 Total Credits (1 Lab)
Prerequisites: Biochemistry 212

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

## **Nursing 218**

### **Applied Statistics**

Traditional Program Core: Level I
3 Total Credits (3 Lecture)
Prerequisites: none

This is an applied statistics course that examines approaches to the analysis and



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

## **Nursing 220**

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

Undergraduate Nursing Elective
3 Total Credits (3 Lecture)
Prerequisites: None

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

## **Nursing 232**

### **Health Assessment Lecture**

Traditional Program Core; Level 2
2 Total Credits (2 Lecture)
Prerequisites: All Level 1 Courses

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

## **Nursing 233**

### **Health Assessment Lab**

Traditional Program Core: Level 2
2 Total Credits (2 Lecture)
Prerequisites: All Level 1 Courses

Engaged learning and diverse simulated clinical experiences will be used to create opportunities to integrate the knowledge and skills necessary for history taking, physical and psychosocial examination. Students will practice assessing physiological systems,

using therapeutic communication to examine cognition, affect, social and cultural determinants of health, lifespan, development, and functional status. Communication is stressed as critical to effective assessment. Students will work towards integrating knowledge about assessment into practice using a variety of innovative strategies.

**Nursing 234**  
**Introduction to Clinical Practice**

Traditional Program Core: Level 2
2 Total Credits (2 Lecture)
Prerequisites: All Level 1 Courses

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

**Nursing 236**  
**Microbiology and Infectious Diseases**

Traditional Program Core: Level 2
3 Total Credits (3 Lecture)
Prerequisites: All Level 1 Courses

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

**Nursing 238**  
**Culture of Health**

Traditional Program Core: Level 2
3 Total Credits (3 Lecture)
Prerequisites: All Level 1 Courses

This course focuses on wellness and health for individuals, communities, and populations. Students will explore health across populations; personal values, beliefs and practices

around health; and the need for social sectors to partner together for health promotion. This course will be guided by the Robert Wood Johnson Foundation's Culture of Health framework as applied to ecological model nursing. Students will examine the issues of health equity, improving well-being, integration of health services, and continuum of health. The relationship between personal health and a culture of health will be discussed. Strategies to improve well-being such as sleep, nutrition, and physical activities will be explored. Interprofessional practice will be discussed as a key component of health promotion.

## **Nursing 240**

### **Pharmacology**

Traditional Program Core; Level 2
4 Total Credits (4 Lecture)
Prerequisites: All Level 1 Courses, Nursing 245, and Nursing 254

The purpose of this course is to examine pharmacological concepts relevant to the scope of practice for an entry-level generalist professional nurse. The nursing process and general principles of pharmacotherapeutics are the conceptual framework of this course built on the biological, physiological, pathological and social sciences. Emphasis is on knowing the different prototypes or classifications of pharmacologic agents used to prevent and treat common diseases and injuries across the life-span and healthcare settings. Current and investigational drugs, alternative medicine genetics, genomics, and economic implications are explored. Concepts related to clinical reasoning and judgment, patient safety and quality, research and evidence-based practice, use of technology, effective and therapeutic communication techniques, patient and family caregiver education, collaborative practice, health promotion and risk reduction, diversity, ethical and legal issues, professional nursing responsibility and accountability are threaded throughout the course. Student's enactment of professional nursing values ("good habit formation") is a fundamental component of the outcome of this course.

## **Nursing 244**

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

Traditional Program Core; Level 2
3 Total Credits
Prerequisites: All Level 1 Courses

This course introduces students to the scholarly process of research, evidence-based practice, and quality improvement. Students will use this knowledge to build upon their

understanding of statistics and use of data to examine and evaluate evidence for practice and processes for improving quality of care. They will have the opportunity to find, evaluate, and interpret resources for evidence-based practice and quality improvement. Ethical issues in research, scholarship, and quality improvement will be discussed.

## **Nursing 245**

### **Pathophysiology**

Traditional Program Core; Level 2
6 Total Credits (6 Lecture)
Prerequisites: Nursing 210

This course presents mechanisms and theories related to the development of disease and alterations in body function of individuals throughout the lifespan. Emphasis is placed on common conditions related to functional health patterns. Principles of disease transmission and immunological responses have been integrated into this course.

### **Nursing 245** **Pathophysiology**

Undergraduate Nursing Elective
6 Total Credits (6 Lecturer)
Prerequisites: All Level 1 Courses

This course presents mechanisms and theories related to the development of disease and conditions of the human body throughout the lifespan. Emphasis is placed on common diseases and conditions related to functional health patterns. Cellular and system wide involvement of disease are emphasized. Students will examine relationships among heredity (genetics), age, physical mobility, lifestyle, culture and disease and pathophysiology. Principles of microbiology concerning disease transmission and immunological responses have been integrated into this course.

### **Nursing 262** **Therapeutic Nursing Care I**

Traditional Program Core: Level 2
3 Total Credits (3 Lecturer)
Prerequisites: All Level 1 Courses

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

### **Nursing 295** **Honors Seminar**

Honors Required
2 Total Credits (2 Seminar)
Prerequisites: Honors Program Admission, All Level 1 Courses

The undergraduate nursing honors seminar is an opportunity for honors students to benefit from scholarly enrichment. Seminar meetings, facilitated by an active nurse researcher, will facilitate student-faculty interaction around issues of science, research, and policy. Students will develop foundational knowledge, skills, and attitudes, essential to future success in scholarly pursuits.

Special attention will be devoted to the following issues: cultural and gender considerations in practice and research, legal and ethical issues, policy implications, and the associate role of information technology in scholarly communication and dissemination of research.

### **Health Sciences 300**

#### **Spanish for Healthcare Professionals**

Undergraduate Nursing Elective
6 Total Credits (6 seminar)
Prerequisite: 1 Year of College Level Spanish or the equivalent

This is an interdisciplinary elective course integrating Spanish language with a clinical focus on health and healthcare in Oaxaca, Mexico. The purpose of this course is to strengthen the student's Spanish language skills while introducing them to global health concepts and organizations working to improve health in Mexico. The student will travel for six weeks to a supervised international site in Oaxaca, Mexico. The first four weeks are spent in intensive Spanish instruction, including medical Spanish, and language and cultural immersion experiences in the region. The last two weeks are spent volunteering at a clinical or social services site in Oaxaca and continued instruction in medical Spanish. Learning modules will introduce the student to Mexico's healthcare delivery system as well as global and public health concepts of health promotion, risk reduction, and determinants of health in the Mexican population.

### **Nursing 370**

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

Traditional Program Core; Level 3
3 Total Credits (3 Lecture)
Prerequisites: All Level 2 Courses

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

**Professional Nursing Education 300-316**  
**Care of the Family: Reproductive Health**

Traditional Program Core; Level 3
3 Total Credits (3 Clinical)
Prerequisites: All Level 2 Courses

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

**Nursing 371**  
**Care of the Family: Infants, Children & Adolescents**

Traditional Program Core; Level 3
3 Total Credits (3 Lecture)
Prerequisites: All Level 2 Courses

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

**Professional Nursing Education 325-377**  
**Care of the Family: Infants, Children & Adolescents**

Traditional Program Core; Level 3
3 Total Credits (3 Clinical)
Prerequisites: All Level 2 Courses

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

**Nursing 372**  
**Therapeutic Nursing Care II**

Traditional Program Core; Level 3
4 Total Credits (4 Lecture)
Prerequisites: All Level 2 Courses

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

**Professional Nursing Education 350-366**  
**Therapeutic Nursing Care II**

Traditional Program Core; Level 3
5 Total Credits (5 Clinical)
Prerequisites: All Level 2 Courses

This course builds upon previous knowledge applying scientific care concepts to patients/families that experience acute and chronic health challenges. Emphasis is on progression to competence using clinical reasoning; decision-making; and judgment to individualize care; modify interventions; and evaluate patient/family health needs. The student will demonstrate knowledge and application of the themes of physiologic regulation; oxygenation and hemostasis; protection; bodily and cognitive function in response to environmental changes in the care of patients/families during acute and chronic illness. Students will demonstrate professional and ethical standards of care using cultural considerations. They will comply with legal standards, in the clinical setting across the patient/family care continuum.

**Nursing 373**  
**Behavioral Health**

Traditional Program Core; Level 3
3 Total Credits (3 Lecture)
Prerequisites: All Level 2 Courses

This theory course focuses on the influence of biology and the environment on people's

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

### **Professional Nursing Education 375-387** **Behavioral Health**

Traditional Program Core; Level 3
3 Total Credits (3 Clinical)
Prerequisites: All Level 2 Courses

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

### **Nursing 395** **Honors Directed Research**

Honors Program Required
2 Total Credits (2 Seminar)
Prerequisites: All Level 2 Courses, Nursing 295

The undergraduate nursing honors directed research course is an opportunity for honors students to benefit from close mentorship by a faculty member actively engaged in nursing research. Honors students will join the faculty's research team and become a contributing member pending available opportunities within the School of Nursing. In addition honors students will attend a weekly research seminar designed to facilitate their understanding of various aspects of the research project. Faculty of guest colleagues will share aspects of their research programs, specific methodologies, research questions, findings, and/or practice and policy implications during weekly seminars.

### **Professional Nursing Education 401-410** **Population Health**

Traditional Program Core; Level 4
3 Total Credits (3 Clinical)



Prerequisites: All Level 3 Courses
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During this clinical course, the nursing process is applied to individuals, families, aggregates, and communities within a diverse population and ecological contexts. Students assess physical, social, and cultural environments, identify populations at risk, and implement and evaluate appropriate nursing interventions. During clinical practice, they apply the nursing process in delivering community health nursing services in partnership with health agencies and communities.

#### **Health Sciences 404**

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

Undergraduate Nursing Elective
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2-3 Total Credits (2-3 Seminar)
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Prerequisite: None
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In this course, we will examine gender-based violence and the skills necessary to provide advocacy services to survivors. This course will introduce students to the roots of gender-based violence, the social and cultural context in which it occurs, the mental and physical health impacts, justice and restitution frameworks, and will explore approaches to changing those structures in order to reduce or end it. Students will develop the skills to think critically about the local and global impact of gender-based violence, how it intersects with other forms of oppression, and to develop an understanding of these issues that will be useful intellectually, personally, and professionally. Students will be required to participate in experiential learning hours outside of class. Registering for 2 credits will require 10 hours of attendance at camp events related to gender-based violence. Registering for 3 credits will require 30 hours of training that provides in-depth information on issues related to sexual and intimate partner violence.

#### **Nursing 420**

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

Undergraduate Nursing Elective
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2-3 Total Credits (2-3 Lecture)
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Prerequisites: None
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This course introduces the student to global health concepts and the network of organizations working to advance healthcare internationally. The emphasis for this course is on the global burden of disease and determinants of health. It will provide the student with a broad introduction to programs, systems, and policies affecting global health. Students will explore facets of the global healthcare delivery system, health care economics, and the political process and its impact on the health of individuals and populations.

#### **Nursing 421**

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

Undergraduate Nursing Elective
--------------------------------

2-4 Total Credits (2 Lecture or 2 Lecture and 2 Lab)
Prerequisites: None

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

### **Professional Nursing Education 426-442** **Leadership for Professional Practice**

Traditional Program Core; Level 4
2 Total Credits (2 Clinical)
Prerequisites: All Level 3 Courses

During this clinical course, the nursing process is applied to individuals, families, aggregates, and communities within a diverse population and ecological contexts. Students assess physical, social, and cultural environments, identify populations at risk, and implement and evaluate appropriate nursing interventions. During clinical practice, they apply the nursing process in delivering community health nursing services in partnership with health agencies and communities.

### **Professional Nursing Education 451-471** **Therapeutic Nursing Care III**

Traditional Program Core; Level 4
8 credits (8 Clinical)
Prerequisites: All Level 3 Courses

This course focuses on the delivery of outcome-based clinical nursing care for individuals across the life span with complex (multifaceted biological, psychological, and social) health care needs and their families. Students will learn to critically assess patients within complex contexts, and implement appropriate therapies to restore, maintain, or promote health or peaceful death. Students will incorporate recent technological advances in care of patients with complex needs. Clinical experiences are selected to enhance mastery of critical reasoning, communications and collaboration, and clinical skills necessary for providing holistic nursing care across settings to individuals with complex health care needs and/or in complex contexts.

### **Nursing 477**

## **Cultural Aspects of Health and Illness**

Undergraduate Nursing Elective
3 Total Credits (3 Lecture)
Prerequisites: None

This course focuses on the health attitudes, beliefs, and practices of patients and healthcare professionals of culturally diverse populations in the United States. Socioeconomic-political factors that influence healthcare delivery and health-seeking behavior will be explicated. Emphasis will be placed on strategies to facilitate inter/intracultural communication and inter/intragroup dynamics in healthcare settings.

## **Nursing 480 Population Health**

Traditional Program Core; Level 4
2 Total Credits (2 Lecture)
Prerequisites: All Level 3 Courses

During this theory course, students will be guided to think critically about the role and core competencies of community health nursing in promoting health, preventing disease, and restoring health. Emphasis is placed on the synthesis of concepts, theories, knowledge, and practice from nursing and public health sciences to determine the health status, needs, and assets of communities and their members. Strategies for health care delivery, application of health-related technologies and databases, and multidisciplinary collaboration are emphasized.

## **Nursing 481 Leadership for Professional Practice**

Traditional Program Core; Level 4
2 credits (2 Lecture)
Prerequisites: All Level 3 Courses

The didactic portion of the course will build on the concepts of team, delegation, motivation, negotiation, problem solving, and address those concepts within an organizational context. The study of management structures and processes that enable an organization to deliver efficient and effective nursing care is also included. Additionally, the course context focuses on quality improvement within the context of changing service delivery models, and scientific, technological, financial, political and cultural environments. In clinical, students will work in partnership with preceptors and faculty to apply concepts of leadership and management in the practice setting and develop a clinical leadership project.

## **Nursing 482 Therapeutic Nursing Care III**

Traditional Program Core; Level 4
3 credits (3 Lecture)

Prerequisites: All Level 3 Courses
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This course focuses on care for individuals across the life span with complex (multifaceted biological, psychological, and social) health care needs and their families, as well as assisting students with the transition from student to professional nurse. Knowledge from the basic and clinical sciences, evidence-based research, and other relevant sources including the patient and family will be used to develop and evaluate the effectiveness of nursing interventions. The influence of life-stage, genetics, family, racial-ethnic, and cultural variables, as well as those of the larger social context as they impact selection and implementation of therapies and their associated clinical outcomes, will be highlighted. Just and equitable care for individuals and families regardless of personal or social circumstances will be emphasized.

### **Nursing 494**

#### **Context of Care II**

Traditional Program Core; Level 4
3 credits ( 3 lecture)
Prerequisites: All Level 3 Courses

Building on N457, this course will assist students to synthesize knowledge required of new graduates. Students will identify and implement strategies for resolving conflicts arising from diversity issues and moral, ethical, and legal dilemmas in clinical practice. Elements of social justice including access to health care, equity, racism, sexism, and ageism will be incorporated into addressing the complex needs of patients and their significant others. Issues related to professional development including competency development, career strategies, and involvement in professional organizations will be discussed.

### **Nursing 495**

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

Honors Program Required
1-4 Total Credits (Independent Study)
Prerequisites: All Level 1 and Level 2 Courses and Honors Program Admission
Nursing 495: Honors Project Approval Form

The undergraduate nursing honors directed research course is an opportunity for honors students to benefit from close mentorship by a faculty member actively engaged in nursing research. Honors students will join a faculty research team and become a contributing member of the team, pending available opportunities within the School of Nursing. In addition, honors students will attend a weekly research seminar designed to facilitate their understanding of various aspects of the research project. Faculty of guest colleagues will share aspects of their research programs, specific methodologies, research questions, findings, and/or practice and policy implications during weekly seminars.

**Nursing 496**  
**Role Transition**

Traditional Program Core; Level 4
2 credits (2 Clinical)
Prerequisites: All Level 3 Courses

Building on previous coursework, this course will assist students to synthesize knowledge and skills required of new graduates including refinement of clinical judgment and reasoning, problem-solving, priority-setting, time management, and interdisciplinary collaboration and communication. Students are expected to demonstrate increased independence in planning, implementing, and evaluating nursing care for multiple patients with complex needs based on nurse-sensitive outcomes.

**Nursing 499**  
**Independent Study in Nursing**

Independent Study
1-3 Total Credits
Prerequisite: Junior Level Standing
Nursing 499: Independent Student Approval Form

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

**Nursing 501**  
**Care of Adults with Cancer**

Undergraduate Nursing Elective
3 total hours (3 Lecture, Web-Blended)
Prerequisites: All Level 1 and Level 2 Courses

Given the considerable burden of cancer on patients, families, and society, this course aims to prepare students in the care of this complex collection of diseases. In this fourth-year elective, undergraduate nursing students will build upon a strong foundation of medical-surgical, psychiatric, and community health nursing to examine the spectrum of cancer, from detection and risk reduction, through active treatment and side effect management, to survivorship and end-of-life. Undergraduates and graduate students in other disciplines are welcome to take the course to understand the essential clinical issues faced by patients with cancer and their families. Students will identify the biological and genetic determinants of cancer, examine the pertinent issues surrounding diagnosis, treatment, and supportive care, and formulate plans of care for advanced disease, psychosocial support, survival, and palliative care. Evidence-based

interventions will be highlighted throughout the course. Cancer care is inherently interdisciplinary; faculty and guest lectures will include several disciplines. There will be opportunities for students to engage with different teaching modalities, including experiential learning, case studies, and didactic presentations.

## ***Appendix G: Responsible Conduct of Research and Scholarship***

### **School/College/Center/Institute: School of Nursing**

The School of Nursing uses a variety of strategies for training all students, postdoctoral 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 postdoctoral 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 members are aware of the curricular resources available in the University of Michigan's Responsible Conduct of Research section.

### **Undergraduate Programs**

- All baccalaureate students complete a required nursing research course, dependent on the track they are in. Traditional students complete N244, Evaluating Data Sources and Evidence for Nursing Practice (3 credits). This course examines the research process and various requirements that must be met when conducting research with human subjects (documented through course syllabi, registration rosters, and transcripts).
- Honors students complete seminars at various levels in the curriculum as well as a supervised honors research project. All honors students complete PEERRS training (Program for Education and Evaluation in Responsible Research and Scholarship) and their certificates of completion are maintained in their student files. All honors students are mentored by established researchers and attend research team meetings; they carry out an Honors research project under the supervision of their mentor. Mentoring includes an appropriate citation of sources, authorship and publication practice, management and ownership of data, and protection of human research participants. The appropriate IRB review is obtained for all projects. All information is documented through course syllabi, attendance, registration rosters, and transcripts).

## Appendix H: UMSN Guidance on Student Academic and Professional Misconduct and Resolution Officer (RO) Resources

### 11.29.2021

#### Our Community Values

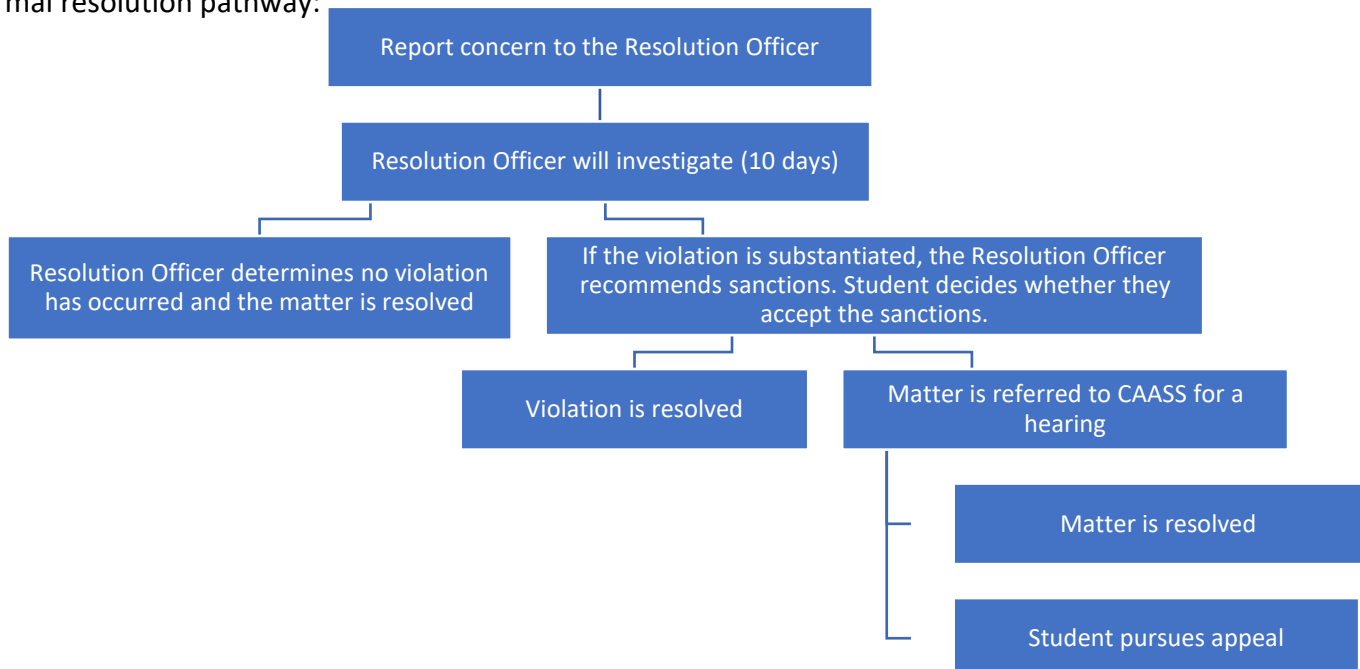
The UMSN culture is an empathy and values-driven environment for student learning and growth. The values we share include - accountability, diversity, excellence, initiative, integrity, and respect. To this we add equity and inclusion (DEI) as well as the EPIC values which guide our daily behaviors and 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 Health Equity and Inclusion. Dr. Kelly Shakoor ([ksusewit@umich.edu](mailto:ksusewit@umich.edu)/763-5360) supports undergraduates and Dr. Katie Nelson ([kathrynn@umich.edu](mailto: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

## **Appendix I: UMSN Guidance for Reporting Sexual and Gender-Based Misconduct in the Learning Environment**

**11.16.2021**

The University of Michigan School of Nursing (UMSN) is committed to creating and maintaining a safe and non-discriminatory community for learning and working that is free from Sexual and Gender-Based Misconduct and that enables all to participate fully in the scholarly, research, educational, patient care, and service missions of the School and University. It is the responsibility of every member of the UMSN and University Community to foster an environment free of prohibited conduct and all members are encouraged to take reasonable and prudent actions to prevent or stop such behavior.

The University of Michigan Policy on Sexual and Gender-Based Misconduct prohibits the following types of conduct:

- Sexual and Gender-Based Misconduct (i.e., Sexual Assault; Sexual Exploitation; Sexual Harassment; Gender-Based Harassment; Sex and/or Gender-Based Stalking; Intimate Partner Violence; Sex and Gender-Based Discrimination; Retaliation and Violation of supportive measures)
- Title IX Misconduct (i.e., Quid Pro Quo Sexual Harassment; Severe, Pervasive and Objectively Offensive Sexual Harassment; Sexual Assault; Intimate Partner Violence and Sex and Gender-based Stalking; as defined by and within the scope of Title IX).

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

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

### **REPORTING TO THE UNIVERSITY**

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

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

- 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](mailto:ecrtoffice@umich.edu)

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

- U-M Public Safety & Security (DPSS) 734-763-1131 (non-emergency) 911 (emergency)
- Ann Arbor Police Department 734-994-2911

## ANONYMOUS REPORTING

You may, if you prefer, make reports of prohibited conduct to ECRT without disclosing your name, by using the online reporting form listed in the above, or on a 24/7 basis, by accessing the UM Compliance Hotline and/or online reporting form below. Depending on the level of information available about the incident and the individuals involved, the University's ability to respond to an anonymous report may be limited. The University will, however, take whatever steps it deems appropriate and in the best interests of the overall University community, consistent with the information available.

- UM Compliance Hotline  
866-990-0111  
Follow hyperlink to: [UM Compliance Online Reporting Form](#)

## CONFIDENTIAL RESOURCES

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

- The Sexual Assault Prevention & Awareness Center (SAPAC) provides direct support including crisis intervention; advocacy; assistance in navigating academic, personal, medical, and community impact; and referrals to campus and community resources. [sapac@umich.edu](mailto:sapac@umich.edu), 1551 Michigan Union (business hours), 530 South State Street 734-936-3333 (24 hours)
- CAPS Counseling & Psychological Services for Students, [caps.umich.edu](http://caps.umich.edu), 3100 Michigan Union (business hours), 530 South State Street, 734-764-8312 (24 hours)
- Office of the Ombuds, [ombuds.umich.edu](http://ombuds.umich.edu), 6015 Fleming Admin Bldg., 503 Thompson Street, 734-763-3545 (business hours)
- [Sexual Assault Services at University Health Service](#), 734-764-8320
- Additional information about these and other resources can be found in the UM Ann Arbor [Our Community Matters Resource Guide](#).

## **Appendix J: UMSN Guidance for Reporting Mistreatment related to Diversity, Equity and Inclusion (DEI) 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. This commitment is further reflected within:

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

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

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

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 DEI 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](https://caps.umich.edu).
- Reach out to the UMSN CAPS counselor Dr. Kristen Adams at [adamskri@umich.edu](mailto: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 Chief Health and Academic Equity Officer 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. Rushika Patel can be reached at (734) 647-0143 or [rushika@umich.edu](mailto:rushika@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](http://ombuds.umich.edu) or [tlehker@umich.edu](mailto:tlehker@umich.edu).

## **REPORT** it.

- You can also make an anonymous statement to the Office of Health Equity and Inclusion using the [UMSN Virtual DEI Suggestion Box](#) or by leaving a message at 1-844-SON-TALK. The UMSN-OHEI staff will facilitate reporting any issues to the relevant departmental leadership and/or authorities to take the appropriate measures.
- 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](http://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](mailto: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.**