



SCHOOL OF NURSING
UNIVERSITY OF MICHIGAN

**PhD Handbook
Of
Academic Policies & Procedures**

2020-2021

Updated August 2020

COVID-19 Policy

The 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 2020-21 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 clinically-based research, will be exposed to contagious viruses, including the coronavirus. The 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 prohibited from creating a health or safety hazard at the School of Nursing in connection with any of the school's programs or activities, including any research involving contact with human subjects or clinically based research training opportunities. 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 nursing school buildings or property, in clinical locations such as the University of Michigan Health System, or at School of Nursing sponsored events/programs.

UMSN Policy and Procedures for Extended Time to Degree Approval for PhD Students

December 21, 2020, Rackham-Approved Policy

Background

The University of Michigan School of Nursing (UMSN) and the Rackham School of Graduate Studies are committed to facilitating the academic success of all its PhD students. Both entities acknowledge that the COVID pandemic may cause disruptions in PhD students' research and scholarship that will negatively influence the time to degree. Per a recent communication from Rackham:

"Consequences of these disruptions include: (1) lack of access to laboratories, libraries, and fieldwork; (2) restrictions on human subject research; (3) prohibition of travel to pursue research and scholarship at archives, museums, and field research sites; (4) interruption in research progress due to unexpected family and/or self-care responsibilities generated by the COVID pandemic; (5) impeded scholarly progress due to the stress and uncertainty of the interrelated conditions of the pandemic, racial injustice, and federal policy in the last six months."

Given this reality, and our strong commitment to support our students throughout their academic journeys, the School of Nursing will address these disruptions by offering flexible approaches to research discovery in the following ways:

1. Dissertation Committee Chairs and committee members will work with their PhD students to:
 - a. Adopt alternative research directions and methods,
 - b. Adapt preliminary exam formats and timelines,
 - c. Modify the dissertation scope relative to pre-COVID plans,
 - d. Consider and plan for progression delays due to mentors' COVID-related limitations,
 - e. Adapt final defense timelines, and
 - f. Respectfully consider and support all students' needs for adjustment and flexibility due to the COVID-19 pandemic without retribution.
2. The School of Nursing will offer extended financial support (i.e., tuition, stipend, health insurance) to students whose funding commitments have been exhausted and require an additional term(s) to complete degree requirements because the student's degree progression has been disrupted by the COVID-19 pandemic.

Financial Support

The decision to extend additional terms of funding will be the collaborative decision of the faculty, student, and doctoral program. Sources of support can include continuation of grant funding as offered by faculty, instructor positions available to departments, and fellowships offered through departmental resources, including Rackham block grant. This policy will be in place for up to five years, to address the potential need of any student whose time to degree exceeds the funding commitment of their offer letter and who has experienced the consequences of the COVID-related disruptions.

Approval Procedure

1. The UMSN PhD Office will distribute this policy along with a funding extension request form to all PhD students via email. This policy is included in the PhD Student Handbook. The form is also available on PhD Student/Mentor PhD Resources Canvas site and accessible at any time by students and their mentors.
<https://umich.instructure.com/courses/139289>
2. Students, mentors, and the PhD Program Director will work together to determine if a student would benefit from an extension.
3. Students may request a funding extension for 1-3 terms, or a maximum one-year extension.

4. If needed, a new timeline/plan will be developed and shared with the PhD Program Director via a confidential request form.
5. Forms will be stored in the Director's office, and not shared with faculty, students, or staff.
6. Students should consult with their mentors before completing the form. This consultation should be about the need for an extension and the plan for modifying progression benchmarks. The student is not obligated to share with their mentor the specific reasons for their extension request.
7. Within the request form, students will indicate the length of the requested funding extension, and briefly describe (100 words or less) how COVID-19 has disrupted their research and scholarship, and their ability to meet program progression benchmarks. The description of COVID-19 related reasons should be broad. Some examples include:
 - a. The student's dissertation research progression was delayed/stopped because of laboratory or research unit closure, or shelter-in-home requirements during the COVID-19 pandemic.
 - b. The student has not been able to successfully complete the PhD Program requirements (e.g., course work, apprenticeship training, scholarship contributions) within the required timeline because:
 - i. The student provided dependent care during the COVID-19 pandemic.
 - ii. The student or immediate family required care due to COVID-19 infection.
 - iii. The mentor has been unable to support the student due to reasons associated with the COVID-19 pandemic.
8. There is no deadline for requests, as circumstances may change for individuals over time.
9. The UMSN PhD Program Director will review all completed confidential request forms and will schedule a meeting with the requesting student and Dissertation Committee Chair/Primary Mentor to discuss the student's needs. During this meeting, the mentor, student, and Director will discuss the case and devise a modified progression plan. All meeting discussions will be handled confidentially.
10. Following the meeting described above, the PhD Program Director will approve/disapprove the funding extension request, and document the outcome on the request form. The UMSN Finance/Scholarship Office, the Associate Dean for Research, and the Assistant Dean and Chief Administrative Officer will be notified of the decision, but to protect confidentiality, will not be apprised of the circumstances warranting the decision.
11. The student's progress towards degree completion will be reviewed at the end of each term via a meeting with the student, mentor, and PhD Program Director.
12. When the COVID-related situation is severe such that the student is unable to make any progress towards their degree (e.g., severe illness, all-consuming other responsibilities), students should consider taking a formal Leave of Absence per Rackham policy.
13. Extensions may be disapproved if there is strong and indisputable evidence that the student's progression delays were ongoing prior to the COVID pandemic, and are not COVID-related. The Committee on Academic Admissions and Scholastic Standing (CAASS) may review complex cases.

Students whose funding extension requests are disapproved can use the formal grievance processes outlined in the PhD Student Handbook.

https://nursing.umich.edu/sites/default/files/content/page/info/doc/phdhandbook_2020-2021_final.pdf

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PhD Academic Policies & Procedures Handbook

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

Additional references, which contain policies for the PhD program, include the following:

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

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

- [The Dissertation](#)
Horace H. Rackham School of Graduate Studies

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

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

Note that the information in this handbook is updated periodically. Changes may also be made throughout the academic year and these changes will be posted on the School of Nursing website. Students will be notified of any changes to the handbook via e-mail to their @umich.edu address. The information in this handbook is accurate as of May 2019. The *PhD Handbook of Academic Policies & Procedures* is available electronically in the [Handbooks & Policies](#) section of the University of Michigan School of Nursing's [official website](#).

2020 – 2021 Academic Calendar

| 2020 | FALL | TERM |
|-----------------------------------|------|---------------------------|
| Classes Begin | | Aug 31, Mon |
| Labor Day (Holiday) | | Sept 7, Mon |
| Thanksgiving Recess, 5:00 pm..... | | Nov 21, Sat |
| Classes Resume, 8:00 am..... | | Nov 30, Mon |
| Classes End..... | | Dec 8, Tues |
| Study Days | | Dec 9, Wed; |
| | | Dec 12-13, Sat-Sun |
| Examinations | | Dec 10-11, Thu-Fri |
| | | Dec 14-18, Mon-Fri |
| Commencement | | Cancelled |

| 2021 | WINTER | TERM |
|--|--------|-----------------------------|
| Martin Luther King, Jr. Day..... | | Jan 18, Mon |
| (University Symposia - No Regular Classes) | | |
| Classes Begin | | Jan 19, Tues |
| University Honors Convocation..... | | Mar 14 Sun |
| Classes End..... | | Apr 20, Tues |
| Study Days | | Apr 21, Wed; |
| | | Apr 24-25, Sat-Sun |
| Examinations | | Apr 22-23, Thu-Fri; |
| | | Apr 26 – 29, Mon-Thu |
| Commencement Activities..... | | Apr 29-May 2, Thu-Sun |

| 2021 | SPRING-SUMMER | TERM |
|---|---------------|----------------------------|
| Classes Begin | | May 4, Tues |
| Memorial Day (Holiday) | | May 31, Mon |
| Classes End (Spring Half) | | June 21, Mon |
| Study Days | | June 22-23, Tues-Wed |
| Examinations | | June 24-25, Thu-Fri |
| Spring Half Term Ends | | June 25, Fri |
| Summer Half Term Classes Begin | | June 30, Wed |
| Independence Day (Holiday) | | July 5, Mon |
| Classes End..... | | Aug 17, Tues |
| Study Days..... | | Aug 18, Wed |
| Examinations | | Aug 19-20, Thu-Fri |
| Fall Term & Summer Half Term Ends | | Aug 20, Fri |

(This calendar is subject to change. Visit the [Office of the Registrar](#) for the most up-to-date information)

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

Vision

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

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 in our present, and we aim to be a space where we can work together to bridge the divisions among us.

Mission

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

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

Education

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

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

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

Research

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

Service

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

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

Philosophy of Nursing

- a. 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. Beliefs About the Central Phenomena of the Discipline

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

- b. How Phenomena Are Addressed

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

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

- c. Values of the Discipline

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

Core Values

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

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

Accreditation

The University of Michigan is accredited by the North Central Association of Colleges and Schools. The baccalaureate and master's degree programs in the School of Nursing are accredited by the Commission on Collegiate Nursing Education and approved by the Michigan State Board of Nursing. The Doctor of Nursing Practice program at the U-M 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 of Institutional Cooperation, the Midwest Alliance in Nursing, the American Association of Colleges of Nursing, and the Commission on Collegiate Nursing Education. The School is also a sustaining member of the National Student Nurses' Association and Sigma Theta Tau International (Rho Chapter).

Non-Discrimination Policy Notice

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex*, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504 Coordinator, Office for Institutional Equity, 2072 Administrative Services Building, (734) 763-0235 (TTY (734) 647-1388), institutional.equity@umich.edu. Additional information is available at their [website](#).

*Includes discrimination based on gender identity and gender expression.

Student Services and Resources

Research Mentoring and Academic Advising

Primary Faculty Research Mentors

A primary faculty research mentor is assigned by the PhD Program Director in consultation with the Admissions Committee at the time of admission to the program. Mentors are matched to the student's interest areas based on the admission materials and interview process. The primary mentor works with the student in planning coursework and participation in research projects. See [Chapter 3](#) for additional information on Faculty Research Mentors.

The primary mentor and the PhD Program Director assist all students with administrative academic processes and help them to utilize the resources available in the school and at the university. The PhD Program office performs degree audits to ensure that students complete requirements for graduation.

School of Nursing Buildings Information

Buildings and Access

The School of Nursing is housed in two buildings, the 426 North Ingalls Building (426 NIB), located at 426 North Ingalls Street and the 400 North Ingalls Building (400 NIB) located at 400 North Ingalls Street. Access to the School of Nursing is restricted to University of Michigan students, faculty, staff, and those having business with the School of Nursing. The School of Nursing building is equipped with an extensive card access system which will necessitate frequent use of your M-Card. As such, anyone entering the 426 North Ingalls Building will be required to prominently display one's M-Card.

The doors to the 400 North Ingalls Building are unlocked during normal business hours:

- Normal business hours for the **south exterior doors facing Cornwell Street to be unlocked are 7:30 am - 5:30 pm M-F.**
- Normal business hours for the **1st and 2d floor classrooms to be unlocked are 7:30 am – 6:00 pm M-F.**
- All doors will be locked outside of normal business hours including weekends, and university holidays and season days. School of Nursing students can access the building at the building card readers by presenting their UMID. The card reader to 400 NIB is located at the north door off the small gold parking lot on Cornwall Street.

Card access is required for entry to the 426 North Ingalls Building at all times.

School of Nursing Computing Site

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

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

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

Printers: [M-Print](#) printers are available in room 4210 400 NIB, 2320 400 NIB (the Doctoral Student Lounge) and in the lower level of 426 NIB near room A135. Standard student printing charges apply. For more information on M-Print services visit the [Information and Technology Services Printing web page](#).

PhD Student Work Space

All PhD students will be assigned a work desk within the students' mentors' lab (if available) or within NIB 400 rooms 2310 or 2330. The PhD Director will assign each student to specific desks within this space. All desks will be equipped with a computer monitor, mouse, and keyboard which can be used with the student's personal laptop computer. Desktop computers may be available if the student is assigned to their mentor's research space. Upon request, students will also be provided with a lockable file cabinet.

The Doctoral Student Lounge (previously referred to as the Doctoral Student Organization [DSO] Lounge) is located in NIB 400 room 2320. This space is equipped with desktop computers and dual monitors that can be used by students on a drop-in basis. Each computer is equipped with commonly used software, including statistical software. These computers will not be assigned to anyone for sole use, but will be available to all students. Room 2320A provides conference room space which can be reserved for presentations, conference-calls and webinars, or telephone calling. The PhD Program Coordinator should be contacted for space reservations.

A refrigerator and microwave are also available for student use in the Doctoral Student Lounge (2320). Food and drinks should not be consumed at the computer stations. Students are responsible for cleaning the appliances, and maintaining a neat and uncluttered environment in all areas.

The Doctoral Student Lounge is unlocked between 8:00 am - 5:00 pm. If students would like access to the lounge outside of these hours, they can borrow a key for the lounge from the PhD Program Office or obtain their own key by emailing UMSN-facilities@umich.edu.

Vending

Vending is available in the 400 North Ingalls Building at "Nick's Cafeteria" (ground level) and in the 426NIB) (first floor lobby).

Wellness Rooms

Students may utilize the designated wellness rooms in both School of Nursing buildings. Room 4014 in 426 NIB (access available by visiting the front desk, 8:00 – 5:00, M-F) and room 3337 in 400 NIB are designated for use for quiet meditation and for nursing mothers.

Lost and Found

Found items should be turned in to the 426 NIB Front Desk (1st floor lobby). Please give the person at the front desk information about where and when the item was found.

For inquiries about lost or misplaced items in the School of Nursing or surrounding grounds, please visit the 426 NIB Front Desk (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 for one month. After one month they will be sent to the [University of Michigan Police Department \(UMPD\)](#). Please Note: Items such as water bottles, coffee mugs, and food containers, which may easily spread germs and/or grow bacteria, will be thrown away at 5:00pm each day.

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

Communication in the School of Nursing

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

Use of Technology and Social Media

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

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

E-Mail

All students automatically become members of a School of Nursing user group. Students' campus e-mail (uniquename@umich.edu) is the only address used in these groups. Forwarding your @umich.edu email to a personal email account introduces unwelcome challenges and is not recommended. The School 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 School of Nursing student email distribution lists with external parties who wish to contact students. Instead students should refer all external parties to the PhD Program Office so that information can be distributed if appropriate.

Contact the PhD Program Office about problems with School of Nursing user groups. Usage guidelines, which are included in [Appendix B](#), address the management of student user groups. It is important all students review and abide by these guidelines.

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

Level 1 and Level 2 Passwords

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

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

Computing and Technology

School of Nursing Information Technology Support

General Support

A wide range of technology support is available to School of Nursing students. Students can submit general computing support requests to 4-HELP via phone, email and chat. For more information visit the [ITS Service Center web site](#).

Classroom Support

If you have questions about the use of technology in the School of Nursing classrooms or learning spaces call 4-HELP (option 2) for assistance. Classroom support is available Monday-Friday 8am-5pm. After hours classroom support is provided by request only and is subject to staff availability. Send after hours support requests to 4help@umich.edu.

Computing at the School of Nursing (Fall 2020 Computer System Requirements)

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

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

Option A

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

Option B

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

Computer Requirements

| COMPONENT | OPTION A REQUIREMENTS | OPTION B REQUIREMENTS |
|--------------------------|--|--|
| Operating Systems | <ul style="list-style-type: none"> Windows (current release) Mac OS (current release) | <ul style="list-style-type: none"> Windows (current release) Mac OS X (current release) |
| Laptop Hardware | <ul style="list-style-type: none"> Processor: i7 2.4 GHz (or equivalent) RAM: 8G (expandable to 16GB or more) HD: 250GB (Solid State optional) Built-in Wifi (802.11 ac/g/n) Webcam Built-in ethernet jack or external USB ethernet jack 5 Hour Battery 3-4 Year Warranty | <ul style="list-style-type: none"> Processor: i5 Quad core 2.4 GHz (or equivalent) RAM: 8GB HD: 250GB (Solid State optional) Built-in Wifi (802.11 g/n) Webcam Built-in ethernet jack or external USB ethernet jack 4 Hour Battery 3-4 Year Warranty |
| Software | <ul style="list-style-type: none"> Microsoft Office Suite (current release) Chrome Web Browser SAS Statistical Software * Adobe Acrobat Reader (current) Antivirus Software (current release) WARNING **Do not use Kaspersky products** For more details, see: https://www.safecomputing.umich.edu/security-alerts/avoid-use-kaspersky-software | <ul style="list-style-type: none"> Microsoft Office Suite (current release) Chrome Web Browser SAS Statistical Software * Adobe Acrobat Reader (current) Antivirus Software (current release) WARNING **Do not use Kaspersky products** For more details, see: https://www.safecomputing.umich.edu/security-alerts/avoid-use-kaspersky-software |

* Macintosh users must have virtualization software, such as Parallels Desktop or Bootcamp, to run SAS)

Please Note: Additional software for specific courses may include R (www.R-Project.org), SHIVA (<http://goo.gl/EHBTTy>), BrainSuite (<http://goo.gl/OkxEpi>), Stata, Java, Java3D, and webmeeting software at the discretion of instructors.

Optional Accessories/Peripherals

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

Technology Policies

| POLICY | REFERENCE |
|-----------------------------------|--|
| Sensitive Data | <u>Responsible Use of Information Resources</u> <u>Sensitive Data Guide</u> |
| Ethics | <u>UMSN Student Handbooks</u> |
| Netiquette | <u>Safe Computing</u> <u>Expect Respect</u> |
| E-Mail policies for UMSN Students | <u>UMSN Student Handbooks</u> |
| UM Student IT Policies | <u>UM Student IT Policies</u> |

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

Computing at the University

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

Creating and Changing Uniqnames

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

Assistive Technology Resources On-Campus

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

James Edward Knox Center
2064 Shapiro Undergraduate Library
Phone: 734-647-6437 Email: sites.knox@umich.edu

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

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

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

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

Services for Students with Disabilities

G-664 Haven Hall

Phone: 734-763-3000

TDD: (734) 615-4461

VP: (734) 619-6661

Fax: 734-936-3947

ssdoffice@umich.edu

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

Ergonomics Awareness Program – Medical Ergonomics and Occupational Therapy Work Services

2060 Wolverine Tower

Suzanne Bade, Senior Clinical Specialist and Ergonomics Consultant

Phone: 734-647-0852

Email: mhealthvergo@umich.edu

Student Organizations

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

Sigma Theta Tau

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

The criteria for membership for masters and doctoral students are:

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

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

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

Download: [Student endorsement form](#). Visit the [About Rho Chapter](#) section of the UMSN website for more information.

School of Nursing and University Resources

Nursing Clinical Learning Center (CLC)

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

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

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

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

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

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

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

The Clinical Learning Center is accessible through M-Card access only, so be sure to wear your ID card at all times when using the resources in the Lower Level. Access to the CLC is not permitted on weekends and university holidays and season days.

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

Sweetland Writing Center

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

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

Counseling and Psychological Services (CAPS)

UMSN has an embedded staff clinician from Counseling and Psychological Services (CAPS). The CAPS counselor provides students with free and confidential short-term counseling to help address and overcome personal and interpersonal difficulties that interfere with the pursuit of academic and career objectives. Common concerns that CAPS staff work with students about include self-esteem, academic difficulties, test anxieties, stress, problems with relationships, sexuality, anxiety, depression, insomnia, substance abuse, suicide, and others. Services include: brief counseling for individuals, couples and groups; consultation to students, faculty, staff, and parents; assistance with referrals to community resources; and crisis interventions. The staff at CAPS includes professional therapists, psychiatric staff, and interns from graduate programs in Psychology and Social Work. More information is available at:

School of Nursing Counseling and Psychological Services
Kristen Adams, PhD, Psychologist
426 North Ingalls Street, Suite 3100
adamskri@umich.edu
734.764.4525

The [Rackham Graduate School](#) also provides support services:

Rackham Resolution Officer – RackResolutionOfficer@umich.edu / 734.936.1647

Rackham Leave of Absence Coordinator – Rackham.loa@umich.edu / 734.615.5670

Counseling and Psychological Services – 734.764.8312 (24 hrs)

If you are in crisis, experiencing an urgent after hours matter, please call CAPS at 734.764.8312 and select “0” to be connected with a crisis counselor. In case of emergency, please call Psychiatric Emergency Services at 734.936.5900 or dial 911.

Services for Students with Disabilities (SSD)

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

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

[Services for Students with Disabilities](#)
G-664 Haven Hall
Phone: 734-763-3000
TDD: (734) 615-4461
VP: (734) 619-6661
Fax: 734-936-3947
ssdoffice@umich.edu

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, and professional development opportunities to grow in one's ability to demonstrate inclusive leadership and work toward organizational well-being.

For [additional information](#), please contact Dr. Rushika Patel: rushika@med.umich.edu. To schedule an appointment, please contact Guy Barast: wbarast@umich.edu, 734.763.0001.

School Culture

The School of Nursing has adopted a set of values that should guide civil discourse and inclusion among faculty, staff and students, and that are summarized in the acronym E.P.I.C.

- 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, publicly and privately.

Student Safety

Student safety is a priority at the School of Nursing. Students are encouraged to **download the UM DPSS application**, which is available via the App Store and Google Play. This app, developed for UM, helps you stay informed about campus emergencies and allows you to communicate with DPSS regarding safety concerns. You can also receive DPSS updates via **Twitter at @umichdpss**.

After hours transit services available to UM students include Ride Home, Safe Ride, Night Ride, State Street Ride, and Emergency Ride Home. You can find more information on the UM Parking and Transportation website at <https://ltp.umich.edu/transit/after-hours.php>.

Whether in class or clinical, be aware of your surroundings and take note of nearest exits, stairwells, and doors. In the case of a fire, exit the building immediately. In the case of a tornado, seek shelter in a low area away from windows and large, heavy objects. Keep your UM ID with you at all times.

Funding Fellowships for School of Nursing PhD Students

Definition of Full-Time Status

Students should consider funded fellowships as full-time responsibilities. Full-time study within the Graduate School is defined as 8 credit hours of course enrollment per term, or 4 credit hours per half term. Some graduate programs or other University policies may have other minimum credit hour requirements for a student to be considered full-time. Graduate students may be required to be enrolled full-time (8 credits/term) to be eligible for certain University services and to meet the certification requirements of outside agencies such as the Veterans Administration and US Citizenship and Immigration Services. If a student needs to reduce her/his

course load to less than full-time or take a [leave of absence](#) from the program, she/he should first discuss this with the primary mentor and PhD Program Director. The student, mentor and PhD Program Director will work together to plan modifications to the program that accommodate a leave of absence.

For any student enrolled in 2014 or after, exceptions to the 8 credits per term requirement can be negotiated. However, as noted in the previous paragraph, students taking fewer than 8 credits per term may not be eligible for additional funding from Rackham or other outside agencies.

GRSA students funded via an extramural agency such as the National Institutes of Health, please consult with the Grants and Research Office regarding the minimal full-time credit requirement.

For international students, US Citizenship and Immigration Services requires that a student who holds a J-1 or F-1 visa be registered full-time in the fall and winter terms to maintain visa status. For this purpose, the Graduate School defines full-time study for international students as follows:

- Doctoral pre-candidate students must be registered for a minimum of 8 credit hours each fall and winter term.
- Students holding graduate assistantships with appointments of 0.25 or greater must be registered for at least 6 credit hours each fall and winter term to be considered to be enrolled for full-time study.
- International students who wish to be registered less than full-time must obtain permission in advance from the International Center or risk compromising their status with US Citizenship and Immigration Services.

Full-time study also involves regular meetings with the students' mentors. Time with mentors is critical to the learning experience and essential for strong research training.

Student Support

Students receive support from various sources. Some examples follow.

- Student **Fellows** receive support from non-federal sources (e.g., School of Nursing, Rackham, Robert Wood Johnson, other foundations excluding the Hillman Foundation).
- **Graduate Student Research Assistants** (GRSA) receive support from federal research or training grants (e.g., R01, T31, T32).
- **Hillman Scholars** receive support from the Hillman Foundation.

School of Nursing Fellows and Graduate Student Research Assistant (GSRA) Positions

The student will:

1. Meet full-time requirements as defined above;
2. Maintain at least a 3.0 grade point average during the PhD Program;
3. Maintain good academic standing in the PhD program;
4. Study with his/her faculty research mentor and participate in the mentor's research activities approximately 20 hours per week (or as required by the scholarship funder) during fall and winter semesters throughout the PhD program (students receiving a spring/summer stipend also participate in faculty research in the spring/summer terms);
5. Attend Peer Seminars throughout the PhD program;

6. Collaborate with his/her faculty research mentor to publish and present research findings and obtain external funding;
7. Co-create with the mentor, and continually update, an Individual Development Plan (IDP); and
8. Receive satisfactory evaluations from her/his faculty research mentors.

Hillman Scholars Program in Nursing Innovation

Hillman Scholars will:

1. File the [Free Application for Federal Student Aid](#) (FAFSA) annually;
2. Meet full-time requirements as defined above;
3. Maintain at least a 3.0 grade point average during the PhD Program;
4. Maintain good academic standing during the PhD Program;
5. Achieve BSN degree completion at the UMSN;
6. Pass the National Council Licensure Examination (NCLEX) within five months of completion of the BSN Program;
7. Agree to participate in a reasonable number of stewardship activities and events at the request of the Development Office;
8. Attend Peer Seminars throughout the PhD program;
9. Attend annual Hillman Scholars meeting (includes Scholars from all participating Schools);
10. Study with his/her faculty research mentor and participate in mentor's research activities (8-10 hours/week) in the fall, winter, and spring/summer semesters throughout the PhD Program;
11. Meet annual Hillman Scholars benchmarks (as defined by Program Director and Faculty Research Mentors);
12. Co-create with the mentor, and continually update, an Individual Development Plan (IDP); and
13. Receive satisfactory evaluations from her/his faculty research mentors.

Failure to Meet Fellowship Requirements

Students who are not achieving mentor-defined expectations and outcomes will meet together with the mentor and the PhD Program Director to develop plans for continued support, monitoring, and performance expectations for the next term. These plans will be documented in writing and signed by both the mentor and the student.

If a student's performance does not meet expectations and outcomes for two consecutive semesters, she/he will not be allowed to continue in the Fellowship position (See Dismissal Policy).

Employment Guidelines

Substantial resources are provided to students for full-time research training through the GSRA positions, Hillman Scholars Program, Rackham Merit Fellowships, and National Research Service Awards. Therefore, any employment outside of these positions is discouraged.

If a student desires to work outside of the School of Nursing, she/he must provide detailed rationale for the work and amount of work and obtain approval from the PhD Program Director and faculty research mentors. A student should work no more than 8-10 hours/week maximum.

National Research Service Awards (NRSA) Or Equivalent Training Grants

It is expected that all eligible PhD students will submit a National Research Service Award (NRSA) application or an equivalent external grant application during their PhD studies. One of the required seminars, N805, prepares PhD students to submit a NRSA or other comparable external training grant application.

The National Research Service Award is a PhD training program sponsored by the National Institutes of Health. Most nursing students receive their awards through the National Center for Nursing Research. PhD students apply directly to the National Center for Nursing Research for a two to three-year **individual** award. A portion is allocated towards tuition and other training expenses, and the remainder is dispersed in the form of a stipend.

The individual to be trained must be a citizen or a non-citizen national of the United States or have been lawfully admitted for permanent residence at the time of award. A non-citizen national is a person, who, although not a citizen of the United States, owes permanent allegiance to the U.S. They are generally persons born in outlying possessions of the United States (e.g., American Samoa and Swains Island). Individuals who have been lawfully admitted for permanent residence must be in possession of a currently valid Alien Registration Receipt Card (I-551), or must be in possession of other legal verification of such status. Individuals on temporary or student visas are not eligible for support from the NRSA.

An applicant for an individual NRSA fellowship must have a baccalaureate degree and show evidence of both high academic performance in the sciences and significant interest in research in areas of high priority to the participating Institutes. The applicant must be enrolled in a PhD program, and supervised by a mentor in that scientific discipline when the application is submitted. The typical applicant will apply during the first year of school for funding to begin in the second year.

Prospective applicants should contact the relevant Institute program staff at NIH, for a pre-application consultation and information regarding the application process. The Individual National Research Service Award application kits are available on the National Institutes of Health website's [Grants & Funding](#) section. It is important that prospective applicants consult the "[National Research Service Awards Guidelines](#)," and retrieve a **pre-doctoral** trainee packet for nursing.

The following criteria will be used by NIH reviewers in making award decisions: (1) overall merit of the application; (2) relevance of the application to the research priorities and mission of the awarding institute and program balance; and (3) availability of funds. The responsibility for award decisions resides solely with NIH. Deadlines for individual NRSA grant applications are early April, August, and December, yearly.

PhD students must submit a copy of the final version of the NRSA or other external grant to the School of Nursing [Grants and Research Office \(GRO\)](#) and report the status of submission to GRO and the PhD Program Office.

Students Traveling Abroad

Students who engage in volunteer 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 US. 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. Furthermore, 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. Students who are found to have practiced outside the scope of their training while volunteering or interning abroad will be subject to the same Student Code of Academic and Professional Conduct violations that apply in the School of Nursing.

HIPAA Guidelines for Travelers

Regardless of laws and practices at foreign sites, students must comply with HIPAA while abroad. Students should be especially mindful of HIPAA when writing about and posting images of their experiences on social media. (See <http://www.hhs.gov/hipaa/for-professionals/privacy/>)

PhD Program Details

PhD Program Philosophy and Purpose

The philosophy of the School of Nursing is reflected in the PhD program in Nursing. The PhD Program prepares nurses who contribute to developing the theoretical and empirical base of nursing organizations, health service systems, and other health related enterprises. Education at the PhD level builds upon and extends content acquired at the baccalaureate and master's levels and emphasizes theory development and research skills. Students may be admitted post-baccalaureate or post-masters.

PhD study in nursing is designed to prepare scholars who are capable of developing an empirical base for nursing practice in both current and emerging health care systems. A unique strength of the PhD program is the opportunity to study inter-relationships of physiological, psychological and socio-cultural variables, alone or in combination, as they influence health outcomes. The program is predicated on professional preparation in nursing.

To pursue research and theory development in nursing, graduates will be clinically proficient and have advanced preparation in nursing and related sciences, and in research methods and data analysis. In addition to offerings within the School of Nursing, the program draws on the curricular and research resources of other disciplines and institutes within the University.

In order to meet the diverse needs of the field of nursing and the goals of the student, the course of study provides flexibility. The program prepares nurses who are competent in research design, data analysis, and inferential processes, and thus capable of pursuing research related to the delivery of patient care, and of developing theory oriented toward the application of nursing practice.

Core Competencies

Graduates will be prepared as Scientific Scholars and Stewards of the Discipline. Upon completion of the program, graduates will be able to:

Scientific Scholar

1. Critically evaluate and synthesize the scientific literature to formulate new research questions to address gaps in current knowledge
2. Demonstrate mastery of study designs and ability to select a design that is appropriate to address specific aims.
3. Demonstrate a thorough understanding of causal inference, sources of bias, and methods that can improve the rigor of research.
4. Understand key quantitative and qualitative analyses processes, principles and methods of measurement, data-collection, and data management in the design and conduct of research

5. Demonstrate an understanding of methods and processes of theory development and application
6. Demonstrate mastery of scientific knowledge in a substantive research area
7. Routinely is guided by diversity, equity and inclusion principles in scholarship and research

Stewards of the Discipline

8. Understand the historic, philosophic and theoretical foundations, contemporary issues and trends for nursing science
9. Demonstrate an understanding of the evolving discipline of nursing science and the integration of theory, practice and policy
10. Articulates the contributions of nursing science for improvement of health and healthcare.
11. Utilizes professional and research ethics and judgment in the conduct of research
12. Show evidence of excellent written and oral communication in all aspects of the research process with articulation of implications for practice, public policy, and future research.
13. Participates in, engages with, and begins to lead interdisciplinary teams.

Principles

The PhD curriculum is based on the following principles that serve as the general description of the Program:

- This Program is designed to produce nurse scientists.
- Preparation of nurse scientists is accomplished through targeted and general coursework, ongoing guidance and supervision from committed research mentors, and being embedded in a designated and productive research teams.
- Students engage in scientific inquiry and increasing skills-building through “hands on” experience in grant writing and research dissemination.
- Students’ learning is achieved through integration and synergy of scientific processes, analytics, and substantive research foci that is directed by the primary research mentors in partnership with designated mentorship teams.
- To become nurse scientists, students must apply scientific knowledge.

Faculty Research Mentors

High quality doctoral education requires a deep, committed, and mutually beneficial relationship between the student and well-matched mentors. Students and PhD Program faculty will work together to select a primary mentor who has expertise in the student’s desired area of study. This primary mentor, and in some cases a co-primary mentor, will ultimately serve as the chairperson(s) of the student’s dissertation committee. Further, students will be embedded into multi-mentor teams that will provide exposure to diverse viewpoints and comprehensive support to facilitate student achievement of personal and professional goals. Dissertation committee members are selected based on the primary mentor’s recommendations as the student progresses through the program.

To facilitate high-quality and individualized learning for each student, it is highly recommended that primary mentors participate with their student in the [Rackham MORE Mentoring Plan Workshop](#) . As an outcome of workshop participation, the mentor/mentee team will co-develop the student’s Individualized Development Plan (IDP) that will clearly articulate student and mentor expectations and provide a dynamic road map of the student’s training experience.

Occasionally, the initial mentor/mentee match is not optimal. Should a student desire to change faculty research mentors, the student should initially discuss their concerns with their assigned mentor and the PhD Program Director. Changes in mentor/mentee matching, in most circumstances, can be facilitated by the PhD Program Director.

Role of the Research Mentors

The Primary Mentor contributes to their student's planning in the following ways:

- Serves as a main resource for students
- Provides expertise in research content area related to student interests
- Advises on program planning, professional development matters and career counseling
- Co-Develop with the student, and continually update, an Individual Development Plan (IDP)

Primary Sources of Information

- PhD Program Director and School of Nursing Faculty
- [School of Nursing PhD Handbook](#)
- [Rackham Doctoral Degree Process](#)
- Horace H. Rackham Graduate School Staff and Administration
- [Rackham Graduate School Academic Policies](#)
- [School of Nursing PhD Student and Faculty Mentor Resources Canvas site](#)

PhD Program Plan

1. General Requirements

Students must satisfy the general fee, residence, and other requirements of the Rackham School of Graduate Studies. (See the [Rackham Graduate School Academic Policies](#)) All courses taken in fulfillment of program requirements must be Rackham-approved graduate level courses. If the student has had previous graduate level work, certain program requirements may be met by equivalency.

Student Evaluation Process

Students will meet with their primary mentor at the end of each term to re-assess progress toward achieving goals and milestones as defined on the student's IDP. IDPs should be revised at the completion of each term to reflect the iterative nature of the student's training plan. If needed, students and mentors are also encouraged to seek guidance from the PhD Program Director early and frequently in cases when training progression has become compromised.

In addition, all PhD students are required to have an annual evaluation meeting each April/May with their primary faculty research mentor and the PhD Program Director. The purpose of the meeting is to review annual progress and outcomes as outlined in the student's IDP, and identify resources needed for progression. Prior to the meeting, students are required to submit an updated CV and annual progress report via Qualtrics survey.

2. Program Design

The curriculum of the PhD program builds on baccalaureate and/or master's education.

Program requirements are distributed across two areas of knowledge: 1) substantive research focus in nursing; and 2) statistics and methods.

The PhD curriculum involves ongoing mentorship of a faculty mentor who facilitates and promotes the conceptual and research skill development of the student. All students are expected to work directly with their primary mentor in fulfilling requirements for their research experiences. An additional requirement is that the students work directly with their research mentor for a minimum of 8-20 hours per week, depending on funding sources, and will submit an NRSA or other grant during the first or second year of study.

Program Plan of Study

The PhD Program curriculum requires completion of pre-candidacy coursework (42 credits) and dissertation research (minimum 8 credits per term). The two broad areas of coursework are: 1) Statistics and Methods; and 2) Substantive Research Focus. Students without practice experience are required to take an additional 3 praxis credits.

The flexible curriculum aligns with American Academy of Collegiate Nursing Core Competencies for PhD education. All PhD curricular components are aligned with 13 competencies (see Core Competencies) to assure that our graduates demonstrate competence in all phases of research/scientific methods, in-depth knowledge in a substantive area of science, and capacity to conduct research that is grounded in theory, practice, and policy. Selected core courses can be taken in years 1, 2, or 3, based on student readiness. Courses can be completed over 9 – 12 semesters (see 3 and 4 year Program Plans) via a 3-term/year framework. The preliminary/candidacy exam and proposal defense can occur concurrently, or at separate times, based on student readiness.

Students attend several seminars that provide students across all cohorts with opportunities for student-student networking and mentorship. These seminars are designed to (1) orient students to academic culture and program expectations, (2) establish strong mentor/mentee relationships, (3) introduce students to numerous researchers/labs, and (4) provide early access to resources that will foster their success at the beginning of their academic journey, and beyond. The Peer Seminar (mandatory attendance required) is student-led and attended by students from all admission cohorts. It provides opportunities for peer review of scientific products, student-student mentorship, and leadership training. The Research and Professional Development Seminar is attended by all first year PhD students, and facilitates skill building in areas that foster academic success (e.g., CV development, scientific writing, public speaking, peer-review, leadership). These seminars foster strong mentor/mentee relationships; reduce anxiety, mis-information and mis-direction; increase student retention and satisfaction; and foster steady progression to degree.

Analytic Elective Selection Policy

PhD students are required to take 3 credits of a pre-approved analytic elective/cognate. To meet this requirement, students may select any of the following courses (when offered) through the School of Nursing. Other options may also become available as new courses are developed over time.

Enrollment in any of these courses does not require pre-approval.

- HS853 (Scientific Models for Health Sciences: Special Topics)
- HS807 (Management and Analysis of Large US Health Data)

- HS802 (Epidemiology for Health Professionals)
- HS841 (Qualitative Research Methods for the Health Sciences)
- HS695 (Mixed Method Research for the Health Sciences)

Alternatively, a student may select an analytic course(s) offered outside of the School of Nursing. For example, if a PhD student's research will focus on developing a new assessment tool, or missing data will be a concern, relevant course selections offered by other schools (e.g., Psychology, Public Health) could be considered, such as courses about psychometric and item-response analyses, or analytic approaches for addressing missing data.

If a student selects an analytic course offered by another UM school, the course syllabus must be reviewed and approved by the student's primary mentor and the Director of the PhD Program Director, prior to enrolling in the course. If questions arise regarding the true analytic nature of a course selection, the PhD Program Director will make a decision to approve/disapprove based on solicited input provided by the course Faculty of Record and/or an analytic faculty member within the School of Nursing.

Students should email their requests to enroll in the selected course, with an attached syllabus, to the mentor and PhD Program Director. Email confirmation of the mentor's approval is required and should be forwarded to the PhD Program Director. Students will receive an email from the PhD Program Director communicating the approval/disapproval decision, and documentation of approval will be placed in the student's academic record to facilitate degree audits prior to graduation.

Three- and Four-Year Program Plans

Students may select to follow either a three- or four-year program plan as follows.

Three-Year Program Plan

| Year 1 | | | | | |
|---|-----------|---|-----------|---|-------------|
| Fall | Credits | Winter | Credits | Spring/Summer | Credits |
| Research Methods I (HS 888) | 3 | Research Methods II (HS 889) | 3 | Tailored Elective ¹ | 1-4 |
| Statistics I (HS 851) | 4 | Statistics II (HS 852) | 4 | | |
| Theory (NURS 880) | 3 | Literature Synthesis (NURS 804) | 2 | Grant Writing (NURS 805) | 2 |
| Research Ethics (NURS 803) | 1 | | | Clinical Scholarship Praxis I (NURS 595) ² | 3 |
| Seminar I (NURS 856) | 1 | Seminar II (NURS 857) | 1 | | |
| Peer Seminar | 0 | Peer Seminar | 0 | | 0 |
| Total Credit Load | 12 | | 10 | | ~5-8 |
| Year 2 | | | | | |
| Fall | Credits | Winter | Credits | Spring/Summer | Credits |
| Tailored Elective ¹ | 1-4 | Tailored Elective ¹ | 1-4 | Tailored Elective ¹ | 1-4 |
| Publications (NURS 806) | 2 | | | | |
| | | Preliminary Exam Preparation ⁱ (NURS 990) ³ | 1 | | |
| Substantive Research Focus I (NURS 890) | 3 | Substantive Research Focus II (NURS 891) | 3 | | |
| Peer Seminar | 0 | Peer Seminar | 0 | | 0 |
| Total Credit Load | ~8 | | ~7 | | ~3 |
| Year 3 | | | | | |
| Fall | Credits | Winter | Credits | Spring/Summer | Credits |
| Dissertation (NURS 995) | 8 | Dissertation (NURS 995) | 8 | Dissertation (NURS 995) | 8 |
| Peer Seminar | 0 | Peer Seminar | 0 | | 0 |
| Total Credit Load | 8 | Total Credit Load | 8 | Total Credit Load | 8 |

Four-Year Program

| Year 1 | | | | | | | | |
|--|----------------|-----------|--|---------------------------|-----------|---|---------------------------|-------------|
| Fall | Comp. | Credits | Winter | Comp. | Credits | Spring/Summer | Comp. | Credits |
| Research Methods I (HS 888) | 2, 4, 7, 9, 10 | 3 | Research Methods II (HS 889) | 2, 3, 4, 9, 10 | 3 | Tailored Elective ¹ | TBD | 1-4 |
| Statistics I (HS 851) | 2, 3, 4, 7 | 4 | Statistics II (HS 852) | 2, 3, 4 | 4 | | | |
| Theory (N880) | 5, 7, 9/10 | 3 | | | | NURS 595: Clinical Scholarship Praxis ¹² | | 3 |
| Seminar I (NURS 856) | 7,9,10, 12, 13 | 1 | Seminar II (NURS 857) | 7,9,10, 12, 13 | 1 | | | |
| Peer Seminar | | 0 | Peer Seminar | | 0 | | | 0 |
| Total Credit Load | | 11 | | | 8 | | | ~3-6 |
| Year 2 | | | | | | | | |
| Fall | Comp. | Credits | Winter | Comp. | Credits | Spring/Summer | Comp. | Credits |
| Tailored Elective ¹ | TBD | 1-4 | Literature Synthesis (NURS 804) | 1, 6, 7, 8, 9, 10 | 2 | Grant Writing (NURS 805) | 6, 7, 11 | 2 |
| Tailored Elective ¹ | TBD | 1-4 | Tailored Elective ¹ | TBD | 1-4 | | | |
| Research Ethics (NURS 803) | 7, 11 | 1 | Preliminary Exam Preparation ³ (NURS 990) | | 1 | | | |
| | | | Substantive Research Focus I (NURS 890) | 6, 7, 8, 9, 10 | 3 | | | |
| Peer Seminar | | 0 | Peer Seminar | | 0 | | | 0 |
| Total Credit Load | | ~7 | | | ~9 | | | ~2 |
| Year 3 | | | | | | | | |
| Fall | Comp. | Credits | Winter | Comp. | Credits | Spring/Summer | Comp. | Credits |
| Substantive Research Focus II (NURS 891) | 6, 7, 8, 9, 10 | 3 | Dissertation (NURS 995) | 6, 7, 8, 9, 10, 11, 12,13 | 8 | Dissertation (NURS 995) | 6, 7, 8, 9, 10, 11, 12,13 | 8 |
| Publications (N806) | 1, 12 | 2 | | | | | | |
| Peer Seminar ¹ | | 0 | Peer Seminar ¹ | | 0 | | | 0 |
| Total Credit Load | | 5 | Total Credit Load | | 8 | Total Credit Load | | 8 |

| Year 4 | | | | | | | | |
|--------------------------|------------------------------------|----------|-------------------------|------------------------------------|----------|-------------------------|------------------------------------|----------|
| Fall | Comp. | Credits | Winter | Comp. | Credits | Spring/Summer | Comp. | Credits |
| Dissertation (NURS 995) | 6, 7, 8, 9, 10, 11, 12,13 | 8 | Dissertation (NURS 995) | 6, 7, 8, 9, 10, 11, 12,13 | 8 | Dissertation (NURS 995) | 6, 7, 8, 9, 10, 11, 12,13 | 8 |
| Peer Seminar | | 0 | Peer Seminar | | 0 | | | 0 |
| Total Credit Load | | 8 | | | 8 | | | 8 |

1. Tailored Electives (9 credits min): Analytic (3 credits min), Substantive (3 credits min). Four credits of the 9 must satisfy Cognates requirements.
2. For BSN-PhD students with less than 6 months of practice experience
3. Students must take NURS 990 prior or during the semester when they take their candidacy exam; exact timing of the course is flexible based on the student's progress.

3. Research Projects

The required research project is the dissertation. **Students must enroll for a minimum of 8 hours of N995 candidacy/dissertation credits each term (Fall, Winter, Spring/Summer), until all dissertation requirements are met. Students must be enrolled in the semester that they defend.**

4. Cognates (9 credits, minimum)

Students are required to complete nine cognate credits that are tailored to the student's research focus; three of the nine credits must be from an analytic course of the student's choice (see Analytic Elective Selection Policy).

Cognates are courses taken in other schools, departments or institutes within the University, which are selected for their relevance to the student's goals. These courses must demonstrably contribute to the student's goals and must have bearing on his or her ability to pursue research in a selected aspect of nursing. Therefore, they are selected with special attention to these factors, and are jointly determined by the student and the faculty research mentors.

All courses selected as cognates must meet requirements of the Rackham School of Graduate Studies. Approved cognates include courses in Rackham programs, as well as non-Rackham programs, which offer individual courses that are approved for Rackham credit. Such courses, if appropriate for the student's program of student and approved by the faculty research mentors, may be applied toward Rackham degree requirements on the same basis as regular graduate program courses (See the [Rackham Graduate School Academic Policies](#)).

5. Special Topics & Independent Study

The School of Nursing offers courses in special topics (N795) and independent study (N797). Students may select from these and other available courses for program enrichment (For N797, see the [Independent Study Approval Form](#) with instructions).

6. Additional Requirements

In the first year of the PhD Program, students must complete the [PEERRS Training Modules and Certification](#) (see the section **Human Subjects Education Requirement** for more information). PEERRS certification must be maintained throughout the PhD Program.

Equivalency

Students may be granted equivalency for program requirements if the faculty research mentors and PhD Program Director approve the equivalency based on previous graduate-level coursework. This generally applies to 500- and 600- level courses only. Students with graduate-level work from the University of Michigan or other universities, who can show by transcript and syllabi that they have mastered content equivalent to program requirements, must request review for equivalency.

All requests for equivalency must be submitted to UMSN-PhDProgram@med.umich.edu. Appropriate documentation (course descriptions or syllabi, for instance) must accompany the request.

Human Subjects Education Requirement

Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS)

The University of Michigan has had formal mechanisms to assure the rights of human subjects in research since 1966, well before the federal regulation existed. Use of human subjects in research at the University of Michigan is guided by three basic ethical principles – Respect for Persons, Beneficence, and Justice, as currently described in the “Belmont Report” (Report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 4/18/79). Also see guidelines for the Conduct of Research Involving Human Subjects at the National Institute of Health, revised 3/2/95). To bolster the Federal commitment to the protection of human research participants, several new initiatives to strengthen government oversight of medical research were announced by HHS. This announcement also reminds institutions of their responsibility to oversee their clinical investigators and institutional review boards (IRBs). One of the new initiatives addresses education and training.

[PEERRS](#) consists of educational modules and short tests covering basic rules, procedures and professional norms for the responsible conduct of research by anyone involved in research and scholarship at the University of Michigan. Completion of the required modules is required in order to complete the dissertation research and obtain IRB approval. PhD students at the School of Nursing are required to complete all PEERRS modules and pass the tests at the end of each module during their first year in the program. PEERRS provides you with a certificate indicating that you successfully completed the modules. Faculty advisors are responsible for verifying that students maintain current up-to-date certification.

Notes

- **PEERRS does not substitute for the NIH requirements for human subjects training for federally-funded students.**
- **To ensure that you see the correct requirements in PEERRS, you must select the School of Nursing and Graduate Student in your profile.**

Use of Subjects in Research

Federal regulations and University policy require that all investigations using human beings or animals as subjects of research be reviewed and approved by an appropriately constituted committee *before* any such investigations commence. **No dissertation or scholarly project based on the use of human beings or animals as subjects can be accepted without this prior review and approval.** In many instances, the faculty mentors will request the review, but graduate students should verify with their advisors that the necessary review has taken place and approval for the investigation has been granted.

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

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

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

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

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

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

Strategies for Developing Integrated Scholar - Guidance for PhD Students and Faculty Research Mentors

Introduction

A variety of formal and informal strategies are suggested in order to provide students with ongoing experiences that will assist those in becoming integrated scholars and to prepare them for their future roles. It is intended that the activities undertaken fit together and are connected to the substantive focus that the student is pursuing during PhD study, rather than being pursued as isolated events.

Strategies

A. Curriculum Vitae and Biosketch

B. **Research Experience:** This goes beyond formal requirements of the program. Students work with faculty, on an ongoing basis and under their supervision, to extend their experience as they move through the program

C. **Participation in research interest groups:** In this type of participation with faculty, post- PhD fellows and peers provide opportunities for important group learning and mentorship and help cultivate the habits of mind and behavior that signify a scholar.

D. **Submission of research grant application(s):** Examples of funding sources for which students might apply include the individual NRSA, NIH/NINR or other NIH institute, private foundations, STTI, ANF, AAUW or other private and public sources related to individual specialty areas.

E. **Several paper or poster presentations at scientific conferences:** These include various nursing or interdisciplinary and specialty meetings.

F. **Several manuscripts submitted for publication review:** These may be single or multiple-authored collaborative works that result from research undertaken as part of program requirements, from work as a research assistant or from work as a part of an ongoing research experiences.

G. **Manuscript in publishable format** based on the dissertation research at the time of defense.

H. **Attendance at the University's Research Responsibility Curriculum:** This is a year-long series organized by the Graduate School and the Office of Vice President for Research to enable students to learn the norms of science and scholarship. Provided each year.

I. **Demonstrated teaching experience:** This might include serving as teaching assistant, presenting a workshop, or giving a guest lecture. Teaching experiences need to occur under faculty supervision that extends the student's level of competence in this area upon entering the program.

J. **Service to the school and profession:** Experiences included here are those as PhD student involving activities related to school committee membership (e.g., PhD Advisory Committee [PAC], CAASS, Curriculum), participation in Rackham student government or other campus activities, participation in hosting prospective students to campus and other recruitment events, and professional society or honor society leadership roles.

K. **Ongoing attendance at research conferences:** Numerous opportunities exist for local, regional and international professional and scholarly meeting participation.

The Dissertation Committee

The student's dissertation research is guided by the Dissertation Committee. The selection of Dissertation Committee members is of critical importance to the success of PhD degree work. Committee members are expected to have specific and complementary knowledge of the student's area of research and to provide guidance and support throughout the research and writing process. Give careful thought to the people considered for the committee and begin assembling the committee by the end of year 1 or early in year 2. The following guidelines are provided to assist students in the selection of the Dissertation Committee.

Dissertation Committee Membership Guidelines

- A. Dissertation Committees must have at least four members, three of whom are regular members of the Graduate Faculty, and two of whom are from the School of Nursing. (Refer to the [Guidelines for Dissertation Committee Service](#) for definition of Graduate Faculty). In addition, the [Rackham Dissertation Timeline](#) serves as an additional resource.
- B. Each committee must have a sole Chair or two Co-Chairs; the Chair or one of the Co-Chairs must be a Graduate Faculty member from the School of Nursing.
- C. When selecting a committee Chair, students should bear in mind the following Chair attributes: earned PhD degree; tenure-track position, active program of research; publication in refereed journals; expertise in the substantive area of the student's research; and prior experience as a member of dissertation committees.
- D. A cognate member must be appointed who is familiar with the standards for PhD research; holds at least a .50 appointment in a Rackham PhD program; is not a nurse; and does not hold any fraction of an appointment in the School of Nursing.
- E. It is important that intellectual diversity be represented in the composition of the Dissertation Committee. Members should be chosen because they are expected to bring a specific strength and unique perspective to the phenomenon of study.
- F. Students may encounter unique issues that must be resolved; no set of broad guidelines can adequately anticipate every situation that may arise. For special cases, it is suggested that students consult the PhD Program Director.

Dissertation Committee Nomination Procedures

The Dissertation Committee Nomination procedural steps are as follows:

1. The student reviews the policies and time lines established by the School of Nursing and the Horace H. Rackham Graduate School regarding the Dissertation. The dissertation committee nomination for students admitted Fall 2014 or after should be selected by the end of the fall semester of the second year.
2. The student selects the Chairperson (or Co-Chairs) of her/his committee, from the School of Nursing graduate faculty. It is generally the case that the student's primary mentor serves as the Chairperson.

3. The student works with the Chair(s) to refine the focus of the dissertation. The Chair and the student identify eligible graduate program faculty members who have expertise related to the area of interest and who are willing to serve as committee members.
4. The student submits the following to the PhD Program Director:
 - a. A one-page abstract of the dissertation plan (background, objectives, methods, analysis plan);
 - b. Nominations of committee members and rationale for choices. Full name, title, and graduate program affiliation or university affiliation of committee nominees should be included.
 - c. The [Dissertation Committee Worksheet](#) (Refer to the [Guidelines for Dissertation Committee Service](#))
5. The PhD Program Director will review the request and, once approved, the PhD Program Office will submit a nomination form via Rackham's online system on the student's behalf. The student and Committee Chair(s) will be notified of approval by the Graduate School.

Once the Dissertation Committee has been approved, students must work closely with Dissertation Committee members to clarify procedures, methodology, and the timetable for the Dissertation. The student must arrange for Human Subjects or Animal Research Review Committee clearance as appropriate (refer to the **Use of Subject in Research** section). Gaining Institutional Review Board (IRB) approval takes time (typically three to six months), depending on the complexity of the project. Therefore, students are encouraged to complete IRB applications well in advance of the planned start date for their research. For detailed information regarding dissertation requirements, deadlines, procedures, format and evaluation, please refer to the guidelines in the [Rackham Dissertation Handbook](#).

Eligibility for Service on Dissertation Committees

All nominations must be approved by the Rackham Graduate School and the PhD Program Director and are subject to the following guidelines:

- A. **Regular members of the Graduate Faculty** (i.e., tenure-track Professors, Associate Professors, and Assistant Professors) affiliated with a Rackham PhD program and who hold an earned doctorate from an accredited institution may serve as a member of the committee, or as sole Chair, Co-Chair or Cognate member.
- B. **Regular members of the Graduate Faculty not affiliated with a Rackham PhD program** may serve on dissertation committees. They may also serve as Co-Chair with a regular member of the Graduate Faculty affiliated with a Rackham PhD program, but not as sole Chair or Cognate member.
- C. **Instructors and Lecturers** who have no appointment as members of the regular Graduate Faculty may serve on dissertation committees if they hold an earned doctorate from an accredited institution. They may also serve as Co-Chair with a regular member of the Graduate Faculty affiliated with a Rackham PhD program, but not as sole Chair or Cognate member.

- D. **Retired and *emeriti* Professors** who were affiliated with a Rackham PhD program may serve on dissertation committees. They may also serve as Co-Chair or by special arrangement (see [Special Membership form](#)), as sole Chair or Cognate member.
- E. **Senior Research Scientists and Senior Associate Research Scientists who** are affiliated with a Rackham PhD program may serve on dissertation committees if they hold an earned doctorate from an accredited institution. They may also serve as co-Chair, regular member or, by special arrangement (see [Special Membership form](#)), as sole Chair, but not as Cognate member. Those not affiliated with a Rackham PhD program may serve on dissertation committees if they hold an earned doctorate from an accredited institution.
- F. **Regular Primary Research staff** (i.e., Research Scientists, Associate and Assistant Research Scientists, and Research Investigators) of the university who are affiliated with a Rackham PhD program, may serve on dissertation committees if they hold an earned a doctorate from an accredited institution (see [Special Membership form](#)). They may also serve as co-Chair with a regular member. They may not serve as cognate member.
- G. **All those who do not have an earned doctorate**, whether affiliated with a Rackham PhD program or not, must be approved for dissertation committee service on a case-by-case basis. If approved, they may serve as a member of the committee, but not as the sole Chair, Co-Chair, or Cognate member.
- H. **University faculty and staff not included in the preceding categories and qualified individuals outside the University** whose service is desirable may serve on dissertation committees, subject to review on a case-by-case basis. They may also serve as Co-Chair with a regular member of the Graduate Faculty affiliated with a Rackham PhD program, but not as sole Chair or Cognate member.¹

Nomination for Special Assignment on the Dissertation Committee

University faculty and staff who are not regular faculty (which is often the case for physicians) and qualified people from outside the University of Michigan who may or may not hold academic appointments and whose service on the Dissertation Committee would contribute significantly may be nominated for special membership by submitting:

1. The [Special Memberships on the Dissertation Committee Form](#) to Rackham's online system
2. A memo detailing the nominee's expertise in the dissertation topic.
3. A vita or résumé.
4. Dissertation Committee nomination and dissertation plan abstract.

Preliminary/Candidacy Examination and Dissertation Proposal Defense

Please Note: As outlined in Rackham's [Candidacy Requirements](#), a student must be enrolled or otherwise be eligible for campus privileges, for one credit of N990, during the term in which preliminary exams are taken (*section 1.3.1*) or be otherwise eligible for campus privileges.

Purpose

The preliminary/candidacy examination is the mechanism to identify whether the student has substantive expertise regarding a health-care problem that integrates theoretical, methodological and empirical state-of-the science knowledge, and its implications for public health. The student should demonstrate sufficient expertise in the theoretical and methodological issues related to the problem as a basis for pursuing his/her own research topic. The specific purposes of the examination are to: 1) enable the student to move to candidacy; 2) begin work on the dissertation; and 3) engage in scholarly discourse with faculty and obtain expert faculty guidance.

Required Preliminary Examination Seminar

Enrollment in N990 is required for students who are working on their preliminary examinations. Eligible students will register for N990 until they advance to candidacy.

The Preliminary/Candidacy Examination and Dissertation Proposal Defense Components

The Oral Candidacy Examination: The dissertation committee provides the student three to four complex questions (provided to the student **three weeks** before the scheduled examination date). The student will prepare answers to these questions, and then present these answers orally. These questions should test the student's general knowledge of scientific topics that are relevant to their research area, but are not focused on the dissertation proposal. By answering these questions, students will demonstrate a broad breadth and depth of substantive scientific knowledge regarding theoretical, empirical, and methodological topics and/or controversies. Students should also demonstrate general knowledge regarding the public health implications of their work. Students must be prepared to answer other relevant questions proposed by the dissertation committee members during the oral examination. In addition to the student's dissertation committee, faculty members who are not dissertation committee members, and fellow students, may attend the preliminary exam. The student must be prepared to address all questions posed by any faculty member or other attendees. Upon passing the oral candidacy examination, the student becomes a doctoral candidate.

The Oral and Written Dissertation Proposal Defense: The second component of the Preliminary/Candidacy examination requires that the student defend their written dissertation research proposal. Students will write a dissertation proposal outlining the study purpose, significance, research aims, hypotheses and/or questions, the theoretical framework, a comprehensive review of the literature, and the methods. Student give an oral presentation that describes their dissertation proposal and respond to questions from their dissertation committee and others in attendance at the defense.

Preliminary/Candidacy Exam or Dissertation Proposal Defense Timing

Full-time students should take the preliminary/candidacy examination by the end of the winter semester (by the end of May) of the second year of study.

For students enrolled prior to 2019 who intend to complete the PhD Program in 3 years, the candidacy exam and dissertation proposal defense should be scheduled to occur back-to-back on the same day, or within a few weeks apart but before the end of May. Students enrolled in 2019 and later have the option of scheduling the dissertation proposal defense in the term following the candidacy exam (i.e., at the end of the spring/summer term).

For students who intend to complete the PhD Program in 4 years, the candidacy exam should still be taken at the end of the Winter Term of Year 2. However, the dissertation proposal defense can be scheduled at the end of the Fall Term of Year 3.

Procedure

Please see the PhD Preliminary Examination Toolbox for forms and other resources.

1. **Three weeks** prior to the scheduled examination date, the Dissertation Committee provides the student with three or four examination questions (described above).
2. **A minimum of 3 weeks** in advance of the preliminary examination date, the student must reserve a room by contacting UMSN-ClassroomRequests@med.umich.edu. The student also must inform the PhD Program Office. This is critical in order to ensure time to complete the required administrative steps, which includes dissemination of an invitation to attend the exam to all faculty and students. Send the date, time, and location the PhD Program Office
3. **Three weeks** prior to the scheduled dissertation proposal defense, the student distributes copies of the dissertation proposal to the committee.
4. Time estimates for the various examination components are as follows.
 - a. For the oral candidacy exam, the student will have 40 minutes to present answers to the faculty members' previously provided questions about overarching scientific topics. This will be followed by 20 minutes of questioning by faculty and other attendees.
 - b. For the dissertation proposal defense, the student will have 40 minutes to describe and defend their dissertation proposal. This will be followed by 20 minutes of questioning by faculty and other attendees.
 - c. In the final 30 minutes, the student and other attendees are excused from the room so that the committee can discuss its evaluation and formulate recommendations. At the completion of the dissertation committee's deliberation, the student returns to the room to receive feedback about their performance, and further direction regarding the next steps. Upon passing the preliminary/candidacy examination, the student becomes a PhD candidate. In cases where the student's performance is not satisfactory, the dissertation committee will describe additional requirements which must be met by the student before receiving a passing grade.
 - d. Students who do not pass the candidacy exam or dissertation proposal defense after two attempts will be dismissed from the program.

5. Upon completion of the examination, the chairperson of the committee submits the [Preliminary Examination & Dissertation Evaluation Form](#) to the PhD Program Office, notifying in writing the student's date of the examination, the committee members present, the recommended action (Pass or Fail), a summary of the committee's critical evaluation of the paper and oral presentation utilizing the aforementioned criteria, and signatures of all committee members.
6. When notified that the student has passed the Preliminary Examination, the PhD Program Coordinator submits the Preliminary Examination Committee Report to the Rackham Graduate School online system.

Examination Evaluation

To pass the oral component of the candidacy exam and proposal defense, the student must:

1. Demonstrate substantive scientific knowledge regarding theoretical, empirical, and methodological topics and/or controversies;
2. Describe the implications of their work to public health;
3. Describe and apply various methodologies to different types of research questions; and
4. Demonstrate broad conceptualization and doctoral level critical thinking when answering questions.

To pass the dissertation proposal defense, the student's written proposal must:

1. Describe a problem that is significant and relevant to the field of nursing;
2. Include a comprehensive review of theoretical and empirical literature that has been thoroughly evaluated, and meaningfully synthesized;
3. Include research aims and relevant hypotheses or research questions that have emerged from the scientific literature;
4. Include a detailed description of the research methods to be used; and
5. Demonstrate the student's ability to write articulately, succinctly, and professionally, and to be able to build and defend an argument for their proposed inquiry.

In addition, the [Preliminary Examination & Dissertation Evaluation Form](#) should be used as an evaluation rubric.

The Dissertation

Please Note: As outlined in Rackham's "Candidacy Course Registration", a student must register for N995 during the term in which the dissertation defense is conducted and PhD requirements are completed. For more information, see [Section 5: Doctoral Degrees](#) of the *Rackham Graduate School Academic Policies*.

The Horace H. Rackham Graduate School Office of Academic Records and Dissertations (OARD) is the main source of information on dissertation regulations. Students should download a copy of the Rackham [Dissertation Handbook](#).

[Students must complete all the steps required by the Horace H. Rackham Graduate School](#). Close attention to Rackham's requirements and timeline will expedite the process of advancing towards degree completion. The following steps outline the steps to satisfy Rackham's requirements. (Also refer to Rackham's [Doctoral Degree Deadlines video](#).)

Students must:

1. 6 months prior to group pre-defense:

- a. Verify that your committee has been approved by reviewing your unofficial transcript through [Wolverine Access](#).
- b. Review the [Rackham Dissertation Format Guidelines](#).

2. One month or more before the defense:

- a. Arrange the final dissertation oral defense date a month or more in advance by working with the appropriate faculty.
- b. Reserve a room in the Rackham Building by contacting RackhamScheduling@umich.edu or [734.764.8572](tel:734.764.8572) as soon as you determine your date.

3. At least 3 weeks before the defense:

- a. [Register for the required pre-defense meeting with Rackham](#)
- b. Inform the PhD Program Office in advance of the defense date. This is critical in order to ensure time to complete the required administrative steps. Send the date, time and location to PhD Program Office.

4. At least 14 working days prior to your oral defense:

- a. Complete the pre-defense meeting with Rackham, either in person or remotely.
- b. Distribute the dissertation and abstract to your committee members
- c. Apply for graduation for doctoral degree through Wolverine Access
- d. Complete online [Survey of Earned Doctorates](#).

5. 3 days prior to the oral defense:

- a. View Wolverine Access to confirm that dissertation evaluations have been received from ALL committee members. Follow up with committee members as needed.
- b. **After receiving email** from Rackham that it is ready, print Oral Report form from web and take it to your oral defense.

6. AFTER THE ORAL DEFENSE OF DISSERTATION

- a. Verify with Chair/Co-Chair that the Final Oral Exam report has been submitted to Rackham.
- b. Complete any changes/corrections /revisions to your dissertation as required by your Chair/Co-Chair.
- c. Verify with Chair/Co-Chair that he/she has submitted the Certificate of Dissertation Committee Approval to Rackham online.
- d. Register for post-defense meeting with Rackham OARD, either in person or [remotely](#) (referencing [doctoral degree deadlines](#)).
- e. Complete online submission of final dissertation (PDF) and abstract (text). Note that revisions and re-submission may be required. Follow up with any additional outstanding requirements. All requirements must be submitted and approved by Rackham OARD no later than 5:00pm on the deadline day.
- f. Once you have completed all the requirements for your doctoral degree, you are encouraged to submit the final digital copy of your dissertation to [ProQuest/UMI](#) so that an abstract of your dissertation will be listed with the Library of Congress collections and published in Dissertation Abstracts International.

Dissertation Formats

Dissertations in the School of Nursing can follow one of two formats: a) traditional book format or b) a collection of manuscripts. These formats differ only in organization; the extent of the dissertation research is the same for both formats. The choice of the format is made by the PhD candidate in collaboration with the dissertation committee. In either case, the text and format must conform to the guidelines found in Rackham's [Dissertation Handbook](#) and [Dissertation Format Guidelines](#).

Traditional book-style dissertations typically consist of:

- An Abstract
- Table of Contents, lists of tables and figures
- An initial 1-2 chapters presenting the introduction, statement of the problem, background of problem, review of the literature, the research questions or hypotheses to be tested, the theoretical and conceptual framework for the study, and significance of the study
- A Methods chapter which includes design, sampling, data collection, measures and method of analysis
- A Results chapter
- A Discussion, Conclusions, Implications for Practice and the Discipline, and Future Research chapter

A manuscript-style dissertation is an acceptable alternative to the traditional book-style dissertation. This format consists of a collection of papers that have a cohesive, unitary character and serve as a report on a completed research project. Generally, the papers are ready for submission for publication but, in some cases, they may also include papers that have already been submitted, accepted for publication, or already published. However, none of the papers may have been published prior to the student's matriculation into the program. The text of these papers must conform to the formats outlined in Rackham's [Dissertation Handbook](#) and [Dissertation Format Guidelines](#).

This dissertation format is more than a collection of manuscripts. All components must be integrated into a cohesive unit with a logical progression from one chapter to the next. The first chapter serves as an overview and the final chapter discusses all the papers and brings them into a broader focus.

Manuscript-style dissertations typically consist of:

- An abstract
- Table of Contents, list of tables and figures
- A clear succinct global introduction and literature review that links all papers together and states the overall problem addressed in the research along with the purpose of each individual paper
- Three manuscript-style papers, one of which includes report on the completed research (i.e., the problem statement, purpose, research questions or hypotheses, methods, data analysis, results, and discussion); the other two papers can include topics such as a concept analysis, development of a model, an integrative review of the literature, or a particular methodological issue addressed in the research
- A final chapter for the dissertation which synthesizes and discusses all the papers, bringing them into a broader focus. The synthesis chapter should provide:
 1. An overview of the major research findings
 2. A discussion of the significance: the ways in which the research contributes to the field, that is, where it confirms previous work or breaks new ground, or the context in which the research should be placed, and the applications to knowledge development and practice the work suggests;
 3. A discussion of the major strengths and weaknesses of the work;
 4. The directions for future research

5. This format offers the advantage of increasing dissemination of results. As manuscripts for publication frequently are very concise documents, and additional materials should be provided in sufficient detail to allow a clear and precise judgment to be made of the importance and originality of the research reported in the dissertation. This may be done in the introductory or synthesis chapters in appendices.

When previously published copyrighted material is presented in a dissertation, the candidate must obtain a signed waiver from the copyright owner. Then the candidate needs to submit this to the dissertation chair and, if necessary, the Graduate School. When co-authored papers are included in a dissertation, the candidate must be the first author of the paper. In addition, the candidate is required to make an explicit statement about who contributed to such work and to what extent in a preface to the dissertation.

At the time of defense of dissertation proposal, the student and dissertation committee will negotiate the final scope of the dissertation research and the format of the dissertation, based on the appropriateness of the selected format to the research question, the project, and the student's publication plans.

Criteria for Dissertation Defense Evaluation

The oral defense is an exam/test. The following criteria will be used to evaluate the dissertation defense:

Students receive a "satisfactory" or "unsatisfactory" grade based on:

- The quality of the work.
- Oral presentation style.
- Scholarly presentation of the research project, including a discussion of the background, research aims, hypotheses, and/or questions, theoretical framework, methods, results, limitations, and implications for future directions.
- The ability to defend the project in a scholarly manner, responding to all questions proposed by the committee members and other attendees.

In addition, the Preliminary Examination & Dissertation Evaluation Form found in the [Student Forms section of the UMSN website](#) should be used as an evaluation rubric.

Transfer of Credit

All courses taken in fulfillment of Rackham degree requirements must be approved for Rackham graduate credit. No undergraduate course may be used to meet any Graduate School requirement. A student must make sure that any course you plan to take, **especially one numbered in the 400s**, is approved for Rackham credit **before** enrollment. Rackham's policy on courses is as follows:

- Courses at the 300 level and below are not acceptable for graduate credit. (Undergraduate level foreign language courses may occasionally be used in fulfillment of some *departmental* foreign languages requirements.)

Courses at the 400 level and above are acceptable for graduate credit if they have been approved by Rackham.

- If a student is uncertain whether or not a course is approved for Rackham credit, the student is advised to check with the department offering the course, or with the Curriculum area of the Registrar's Office at ro.curriculum@umich.edu or 734-763-2113.

- If a course is elected that has not been approved for Rackham credit, it will appear on the Rackham transcript with the notation "Not for Graduate Credit". The grade will appear on the Rackham transcript, but will not be averaged into the cumulative grade point average or credit toward program (CTP).
- Under unusual circumstances, a student may petition for graduate credit for a graduate level course not regularly approved by Rackham. Since there is no guarantee of approval, the student must petition the Graduate School **before** the course begins. Rackham's [Petition for Modification or Waiver of Regulation](#) must be endorsed by the course instructor and the PhD Program Director. The student will be expected to perform graduate level work in the course and the petition must detail how this will be accomplished.

Enrollment Requirements

Continuous Enrollment

The School of Nursing requires that all PhD students enroll continuously fall and winter semesters until completion of the dissertation. Faculty resources will not be made available to students unless they are enrolled as specified:

- A. All students who have completed course requirements and are working on the preliminary examination requirement must maintain continuing enrollment each semester (Fall and Winter) in N990. This includes enrollment during the term when the preliminary examination is defended (including spring/summer term).
- B. All students who have completed course requirements and are working on the dissertation requirement must maintain continuing enrollment each semester (fall and winter) in N995 (8 credit minimum). This includes enrollment during the term when the dissertation is defended (including spring/summer term).
- C. One (1) credit is sufficient to maintain student status.
- D. The Rackham Graduate School Continuous Enrollment Policy requires that all students register for each fall and winter semester from matriculation to degree completion. One (1) credit is sufficient to maintain student status. Students who do not register or withdraw from a semester will be discontinued from the program and must apply for readmission. Readmission is not automatic. The PhD Program Admissions Committee will carefully review all requests for readmission.

For more information on Rackham's Continuous Enrollment Policy, see [Section 3: Registration](#) of the *Rackham Graduate School Academic Policies*.

Leave of Absence

Under the Continuous Enrollment Policy, students may apply for one Leave of Absence during the program. Leaves of Absence may be taken for medical reasons, family necessity/dependent care, military service, and personal reasons. The length of the leave varies depending on the type of leave, but is typically for two consecutive fall or winter terms or twelve consecutive months. In some cases these leaves may be extended to 24 months. Before applying for a leave of absence, students should consider alternative options. These may include utilizing the Parental Accommodation or the Within-Semester Medical Accommodation Policies. Students are required to discuss their plan for a leave of absence with their chair and PhD Program Director.

For more information on Leaves of Absence, see [Section 3.2.2: Leaves of Absences for Ph.D. Students](#) of the *Rackham Graduate School Academic Policies*.

Program Time Limits

A student must achieve candidacy within **three years** from the date of first enrollment in the PhD program. A student must complete all PhD work within five years of achieving candidacy, but no more than **seven years** from the date of first enrollment. A student who exceeds the maximum time limit to degree or candidacy should submit a [Petition for Modification or Waiver of Regulation Form](#). If the PhD Program Director recommends support for the time extension, the student's petition is forwarded to Rackham for final approval of the extension. The student will be notified directly by Rackham of the Graduate School decision. If a petition is not submitted or is not approved, Rackham may place a student who has not achieved candidacy within three years on academic probation.

The most up-to-date timetable for candidacy deadlines is available in the [Candidacy Deadlines](#) section of the Rackham Graduate School website.

A copy of the deadline schedule is sent to the student when notified of Preliminary Committee membership approval.

PhD Program Academic Dismissal Policy

Policy for academic progress, unsatisfactory academic standing, and academic probation and dismissal from doctoral programs, approved by the Rackham Executive Board, 4/25/18, and the School of Nursing Administrative Group, September 13, 2018.

There are circumstances under which the graduate chair/PhD Program Director can recommend to the Rackham Graduate School that a student be dismissed for academic reasons without probation. Only Rackham has the authority to confirm a recommendation to dismiss a student. The circumstances warranting dismissal include but are not limited to the following:

- Students who become ineligible due to deficiencies in academic progress, including failure to reach candidacy per Rackham's designated time limits.
- Failure to pass the preliminary exam and/or dissertation proposal defense after two attempts
- Failure of dissertation defense as determined by the dissertation committee
- Discontinuous enrollment without program consent
- Failure to identify a PhD primary mentor
- Exceeding Rackham time limits for degree completion
- Code of Conduct violations as outlined in the School of Nursing PhD Handbook section regarding Academic Policies & Procedures, and failure to comply with the School's Compliance Policy.

Students dismissed from the program for any reason will receive no credit for completed work, will be considered as not having completed the program, and will not be entitled to any refund.

A. Deficiencies in academic progress of doctoral students

Students should periodically meet with their primary mentor(s) and the PhD Program Director to discuss their academic performance and progress toward the degree. The PhD Program faculty (e.g., faculty of record for courses) will immediately notify students in writing when their performance falls below an acceptable level. In response to a student's academic deficiencies, the Committee on Academic Admissions and Scholastic Standing (CAASS) may recommend any of the following actions to the Rackham Graduate School:

- place a note of "unsatisfactory academic standing" on the student's academic record

- place a continuing student on academic probation;
- require a student to withdraw from the University; or not confer a degree or certificate.

A.1 Unsatisfactory academic standing

The PhD Program will place a notation of “unsatisfactory academic standing” on the academic record at the end of the term in which a student’s cumulative GPA falls below a B (3.0 on a 4.0 point scale). PhD students also are required to earn a grade of “B-“or better, in all required core and cognate courses. The PhD Program will publish these requirements in the PhD Handbook and notify Rackham OARD when it determines that a student’s performance is unsatisfactory. The program may decide whether unsatisfactory academic standing may be a basis for placing a student on academic probation.

A student with unsatisfactory academic standing may not advance to candidacy and will not be awarded a degree or graduate certificate, and may change programs and transfer credits only with permission of the CAASS.

A.2 Academic probation and dismissal of doctoral students for academic reasons

Academic probation is normally required before a program may recommend that a doctoral student be dismissed for academic reasons. As an exception, and only with advance notice to students, PhD Program policy allows dismissal without probation for a student who fails to pass candidacy or preliminary exams.

Placing a student on academic probation. The primary mentor, advisor or graduate chair or director may recommend that a student be placed on academic probation. The decision to place a student on probation is made jointly by a committee of at least three faculty which includes the PhD Program Director and the student’s primary mentor.

Length of the probationary period. The probationary period may be no shorter than two months of the fall or winter term and ordinarily concludes at the end of that term. For a student placed on probation within two months of the end of the fall term, the probationary period will extend into the winter term for a total of at least two months. For a student placed on probation within two months of the end of the winter term, the probationary period may include the spring or summer half-terms or the following fall term, for a total of at least two months. A student may be placed on probation starting in the spring or summer half term for a minimum of two months, and does not need to be enrolled during these half terms.

Notifications. The graduate chair/PhD Program Director must notify the student and Rackham OARD in writing before the probationary period begins, explaining the reasons and conditions of probation; the start and end dates of the probationary period; funding support (see below); conditions, if any, for returning to satisfactory standing; and options for appeal (see below). A student who has been placed on probation may request a leave of absence from Rackham or withdraw. The leave or withdrawal will stop the clock on the probationary period, which resumes when the student returns to active status or is reinstated. Probation will remain in effect until the conditions are remedied or the student is dismissed.

Funding a student on probation. The level of funding prior to probation will be continued through the probationary period.

End of the probationary period and dismissal. At the end of probation, and upon the recommendation of the graduate chair/PhD Program Director, a student may either be returned to good academic standing or dismissed from the program. The decision to dismiss a student must be made jointly by the CAASS, the PhD Program Director, and the student’s primary mentor. The graduate chair/PhD Program Director must notify Rackham OARD of a recommendation for dismissal.

Option to appeal academic probation or dismissal. Students must be notified of options to appeal academic probation or dismissal. Within five business days of the date of the notice, a student who disputes the reasons for the dismissal must contact the PhD Program Director and the student's primary mentor for informal group discussion of the situation.

If the student remains dissatisfied with the informal discussions described above, he/she may file a formal appeal of the dismissal, no later than 30 days from the notice of the dismissal. The appeal must be made in writing by electronic communication to the PhD Program Director and Associate Dean for Graduate Studies. The letter must include: (a) a statement justifying the grounds for seeking an appeal (e.g., extenuating circumstances that warrant reconsideration); and (2) a description of a plan for successful program completion. Any supporting documentation for the appeal should be clearly organized, labeled, and appended to the letter.

A separate committee will be appointed to consider the appeal. This committee will consist of three PhD program faculty members who were not involved in the previous decision-making process nor have served in an advisory or instructional role with the student, and the Conflict Resolution Officer, and will be coordinated by the PhD Program Director (who will be non-voting in the decision). Students may also use the Graduate School's Academic Dispute Resolution process only for procedural issues of fair and equal treatment under the policy of the program, and not to appeal the academic reasons for the decision.

Students who fail to meet standards of academic or professional integrity or who have been found responsible for violations of other University standards of conduct may be dismissed in accordance with separate procedures described in the Rackham Academic and Professional Integrity Policy (*section 11*).

B. Dismissal of a primary mentor/dissertation chair

Though rare, cases occur when a student's academic performance is satisfactory, but the student's primary mentor/dissertation chair seeks to dismiss the student from his/her research group. This situation may occur for a number of reasons (e.g. intellectual disagreements, conflicting personalities or work styles). In this case, the primary mentor must notify the student and the PhD Program Director in writing of this decision with an explanation for the separation. The primary advisor is expected to continue to mentor and provide financial support (if relevant) for the student for an additional semester beyond the one in which the notice is given, unless another faculty member agrees to take on the primary mentor role prior to that time. Likewise, the student is expected to remain committed to the work outlined by the original mentor until such time that a new mentor is formally appointed. The student will be placed on academic probation during the term in which s/he is seeking a new advisor.

If after one semester, the student is unable to secure a new primary mentor/dissertation chair due to faculty concerns about the student's capacity to successfully complete the program, the PhD Program Director may recommend dismissal of the student from the program.

C. Financial implications of dismissal

When students are dismissed from the PhD program, students are responsible for all following financial obligations:

- Scholarship repayment as stipulated by the funder (e.g., Hillman Foundation).
- Students who withdraw from a program are able to petition for a reduced financial penalty under certain extenuating circumstances by submitting a detailed petition and documentation of their circumstances to the PhD Program Director. The petition will be reviewed by the school's Administrative Group to determine if any reduction or refund of fees is appropriate.

Program Readmission

The PhD program is committed to providing research training and educational experiences that prepare graduates for state of the art knowledge and research methods. Individuals who were previously admitted to the program but have withdrawn voluntarily from active pursuit of their PhD degree requirements are eligible to apply for re-admission consideration. The Rackham School of Graduate Studies requires students who have not been enrolled for more than one year (12 months) to seek readmission with the exception of students who have been on an approved detached study. Re-admission to the program is dependent on School of Nursing review and then, if appropriate, a recommendation is sent to the Rackham Graduate School for an admission decision.

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

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

In addition to these materials, applicants must submit a [Readmission Application to Rackham](#).

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

After the review committee has reviewed all available information, a recommendation will be made to support or deny the re-admission. The application materials and recommendation will be forwarded to the Committee on Academic and Scholastic Standing (CAASS) for review if one or more PhD Admissions Criteria are not met. The degree requirements in place at the time of reapplication will apply if the student is offered readmission. If there is support to re-admit, the committee will identify any stipulations for re-admission. These will be outlined in a letter offering readmission if appropriate. Readmission recommendations will be sent to Rackham for a final decision on whether to re-admit.

Approved May 2008.

Certificate in Nursing Education

Description

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

PhD students interested in the pursuing the Certificate in Nursing Education should submit the [CNE Intent & Approval Form](#) to the PhD Program Office.

Objectives

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

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

Didactic Component

Coursework in Nursing Education

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

Mentored Teaching Experience (N697 1-4 credits)

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

CRLT Sessions

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

Tracking attendance on the CRLT website:

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

Experiential Component

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

Mentorship Meetings

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

Academic Rules, Policies and Procedures

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

School of Nursing Student Code of Academic and Professional Conduct

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

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

Plagiarism

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

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

Rackham Academic and Professional Integrity Policy

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

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

School of Nursing Technical Standards

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

1. Observation

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

A. Visual

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

B. Auditory

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

C. Tactile

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

2. Motor

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

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

3. Communication

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

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

4. Intellectual-Conceptual (Integrative and Quantitative) Abilities

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

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

5. Physical Abilities

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

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

6. Behavioral and Social Attributes

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

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

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

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

Definitions of Professionalism and Safety

Professionalism

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

Safety

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

Travel

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

Expected Student Competencies

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

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

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

Responsible Learning is demonstrated by taking control and ownership for learning. This is displayed by being engaged in academic tasks, persistent in self learning, seeking feedback and notifying faculty if not achieving course or program objectives. Efforts are made to follow the agency's clinical policies, procedures and principles by adhering to submission of clinical requirements.

Students must practice within their scope of knowledge, skills and recognizes personal limitations while working only under the appropriate supervision.

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

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

School of Nursing Student Grievance Process

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

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

Graduate nursing students who are enrolled in the PhD Program should use the [grievance process](#) provided by the Horace H. Rackham School of Graduate Studies. Students enrolled in courses in other schools and colleges should utilize the Grievance Process within those respective units if there is a grievance regarding courses in those schools.

Committee on Academic Admissions and Scholastic Standing

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

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

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

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

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

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

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

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

Academic Disciplinary Action by CAASS

Academic disciplinary actions are consistent with established policies and guidelines. Conditions or requirements to be fulfilled are determined on an individual student basis. Any student on academic discipline is urged to contact their primary mentor and the PhD Program Director 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.

Academic Warning: A student will be sent a letter of Academic Warning if the student has a 3.0 (B) cumulative grade point average, but has achieved less than a 3.0 grade point average in a given semester.

2. **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.”
3. **Probation:** A student will be placed on academic probation if a grade of less than “B-” is earned in a course required in the nursing program, or if the student’s cumulative grade point average and/or professional grade point average is/are less than 3.0. For a student to be removed from academic probation, he or she must earn a grade no less than “B-” and repeat the deficient course.

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

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

Notification of Academic Disciplinary Action

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

Extenuating Circumstances

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

Extenuating Circumstances are those that are:

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

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

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

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

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

Coursework and Grading Policies

Compliance Policy

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

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

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

School of Nursing Course Grading Scale

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

Transcript Notations and Grade Point Average

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

Incomplete/Work in Progress

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

Official Audit (VI)

| | |
|--------------|-------------------------------|
| VI (visitor) | no credit, no honor points |
|--------------|-------------------------------|

Miscellaneous Notations (NR)

| | |
|----------------|-------------------------------|
| NR (no report) | no credit, no honor points |
|----------------|-------------------------------|

Withdrawal/Drop

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

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

Course Examination Policies

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

Credit Hour Policy

The PhD program adheres to the Rackham "Assignment of Credit hours" for all courses. Details about the definition of credit hours can be found at [Rackham Assignment of Credit Hours](#).

Incomplete (“I”) Grade Policy

The Horace H. Rackham School of Graduate Studies Policies and Procedures instructs that you may receive a grade of Incomplete (“I”) for a course only if:

- The unfinished part of your work from the course is small,
- The reason(s) for the unfinished work is acceptable to your instructor, and
- Your standing in the course is that of a grade of “B” or higher.

Should you find that you are unable to complete the work for a course on time, arrange to meet with your instructor and discuss a schedule for completing the remaining work before the instructor assigns you a grade of “I.” Your grade point average will continue to be based on the hours of coursework you have completed ([Rackham Graduate Student Academic Policies](#)).

The School of Nursing policy requires completion of coursework for “I” grades within **two semesters** for all School of Nursing graduate level courses. For cognate courses, the policy of the Graduate School or that of the school/department applies. It is the responsibility of the student to determine which deadline is applicable.

Please Note: **A grade of “I” stays on your academic record permanently.** If you have made up the coursework according to the procedures noted above, your grade for the course will appear on your academic record, for example, as “IB+”.

Minimum Grade Requirement

Effective in the fall 2008 term, PhD students are required to earn a grade of “B-” or better, in all School of Nursing courses. PhD students also must maintain an overall cumulative GPA of “B” (3.0 on a 4-point scale). In addition, current Rackham policy states that graduate students must complete cognate course requirements (for nursing PhD students these are courses taken outside of the School of Nursing) with a grade of “B-“ or better. Rackham maintains that courses in which grades of “D” or “E” are earned cannot be used in the fulfillment of degree requirements.

If a student receives a grade lower than a “B-“ in any course, required or cognate, the student will be placed on probation and must meet with the PhD Program Director and their primary mentor to develop an improvement plan. Please Note: A student’s improvement plan must be signed and approved by the PhD Program Director and advisor, and must be submitted no later than the mid-point of the following term.

A student earning less than a “B-“ grade in a required nursing course may be given one opportunity to repeat that course. The approval to repeat a course requires approval of the PhD Program Director. No course can be repeated more than once. If a graduate student fails two courses, she/he will be disenrolled from the PhD program and the School of Nursing. In some cases, students will have to petition the Committee on Academic Admissions and Scholastic Standing (CAASS) to determine progression in the program.

Grades for Preliminary Examination and Dissertation

Grading for students enrolled in N990 (preliminary examination) and N995 (dissertation) is on a Satisfactory (S) and Unsatisfactory (U) basis. The “Y” grade, used for work that is still in progress, is not acceptable for either N990 or N995. Students will receive an “S” or “U” grade for each registration based on their progress and performance.

The PhD Program follows all Rackham Graduate School Guidelines grading system and policies. These are described in detail in the [Rackham Graduate Student Academic Policies](#).

Academic Course Warning

If a student is failing either a theory or clinical portion of a course, there is concern about the student's progression, or there is concern about the student's professional behavior, the faculty member should provide a written academic warning. The warning should list the specific areas in which the student is failing to meet course objectives or competencies and will list specific steps the student must take to obtain a passing grade in the course. A meeting should then be scheduled to discuss the academic warning with the student. The student may add comments to the form if desired.

The faculty and student should sign the academic warning after the discussion. A copy of the warning is sent to the PhD Program Director. The Director will send a copy of the warning to the student's research faculty mentors. A copy of the warning is also placed in the student's academic record. The academic warning may be given at any time during the course as determined by the course faculty.

Academic Assistance

Students who are having academic difficulty should contact the faculty teaching the course early on. This allows the opportunity to make a plan for improvement, and determine strategies that may be helpful. Students should also contact their primary mentor and the PhD Program Director for additional resources and assistance. A delay in contacting faculty for assistance may make it difficult to ultimately do well in the course.

Disability Statement

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

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

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

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

Compliance

Compliance Policy

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

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

All compliance requirements, except for the flu shot, must be uploaded to [CastleBranch](#) and approved by CastleBranch before the end of the day on July 1. Flu shots for the 2019-2020 academic year must be uploaded to CastleBranch and approved by CastleBranch based upon notification sent via email each fall (or as updated by the School of Nursing). Any student who does not fulfill the compliance requirements by the deadlines will be charged the following fees:

- July 1 -- \$200 fee for the academic year
- An additional fee of \$100 each month will be assessed if the student remains non-compliant.

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

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

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

Graduate Student Compliance Requirements List

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

Compliance documents are managed by a third party vendor, [CastleBranch](#). All students must create an online account and upload all compliance documents into the online account. Graduate students should use package code UB59 to order a background check and a new account. If you need assistance, contact CastleBranch directly (888.723.4263 x7196).

All compliance documents are due on July 1 each year (except the flu shot) and must be valid for the entire upcoming academic year. This means that no compliance documents may expire before the last day of classes in April, which is April 21 for the 2019-2020 academic year.

| DUE BY JULY 1 EVERY YEAR | |
|---|--|
| Physical Examination Form | <p>A licensed health care professional must complete and sign the school form. The school form must be used.</p> <p>In order for the document to be valid for the entire 2019-2020 academic year, the examination cannot be completed before April 21, 2019.</p> |
| Technical Standards | <p>Both pages of the signed form must be uploaded to Castle Branch.</p> <p>In order for the document to be valid for the entire 2019-2020 academic year, the document cannot be completed before April 21, 2019.</p> |
| Cardiopulmonary Resuscitation Certification (CPR) | <p>ONLY the American Heart Association BLS for Healthcare Providers Course will be accepted. This certification is valid for two years.</p> <p>The front and back of a signed certification card OR an official digital certificate of completion must be uploaded to Castle Branch.</p> <p>The certification must be valid for the entire 2019-2020 academic year.</p> |
| Tuberculin Skin Test (also called TB or PPD) or blood test | <p>Complete documentation must be uploaded to Castle Branch and includes the date that a TB skin test was administered, the date that it was read, and negative results OR a lab report showing a negative QuantiFERON TB Gold or T-SPOT blood test and test date. Blood tests are valid for three years.</p> <p>A positive result requires a clear chest x-ray. A lab report is required. Chest x-rays are valid for three years.</p> <p>In order for the test to be valid for the entire 2019-2020 academic year, the test cannot be completed before April 21, 2019.</p> |

DUE ONCE BY JULY 1 PRIOR TO YOUR FIRST FALL TERM OF ENROLLMENT

| | |
|--|---|
| <p>Nursing License</p> <hr/> | <p>A current, valid RN license obtained from any state within the USA must be uploaded to Castle Branch.</p> <p>International students must hold a nursing license from a recognized jurisdiction. If admitted to the University of Michigan School of Nursing, students must obtain a U.S. nursing license by the time their program starts in September. To begin this process, the most important thing to do is obtain CGFNS Certification for the State of Michigan.</p> <p>International PhD students are not required to hold a valid US RN license but those without a license may not perform as an RN while enrolled in the doctoral program. The decision to obtain a license should be informed by the student's research focus and dissertation plans.</p> |
| <p>Hepatitis B</p> | <p>The Hepatitis B vaccine is a series of three doses.</p> <p>Complete documentation must be uploaded to Castle Branch and includes the dates of the first, second, and third doses of the vaccine OR a lab report for a positive Hepatitis B titer.</p> |
| <p>MMR (Measles, Mumps, and Rubella)</p> | <p>The MMR vaccine is two doses.</p> <p>Complete documentation must be uploaded to Castle Branch and includes the dates of the first and second doses of the vaccine after 12 months of age OR a lab report for a positive antibody titer for each of the three components (Measles, Mumps, and Rubella).</p> |
| <p>Varicella Zoster (Chicken Pox)</p> | <p>The chicken pox vaccine is two doses.</p> <p>Complete documentation must be uploaded to Castle Branch and includes the date of the first and second doses of the vaccine OR a lab report for a positive Varicella titer.</p> |
| <p>Tdap (Tetanus, Diphtheria, and Pertussis)</p> | <p>Documentation of a Tdap vaccine at age 11 or after is required.</p> <p>Tdap vaccines are only valid for ten years, Td booster may be required prior to first term or at some point during enrollment.</p> |
| <p>Criminal Background Check</p> | <p>A criminal background check must be completed through Castle Branch at www.castlebranch.com. This background check is included as part of the UB59 package. Additional background checks may be required by clinical placement sites.</p> |
| <p>Handbook Certification</p> <hr/> | <p>The signed form must be uploaded to Castle Branch</p> |
| <p>Authorization to Disclose Information Statement</p> | <p>Both pages of the signed form must be uploaded to Castle Branch.</p> |

DUE EVERY FALL PRIOR TO THE STATED DEADLINE FOR THE ACADEMIC YEAR

| | |
|--------------------|--|
| Flu Shot | Flu shots will be available on campus. Instructions detailing when the flu shots will be available and how to provide proof of compliance with this requirement will be sent every fall. The administered date must be between September 1 and October to be accepted for the 2019-2020 academic year. <u>Notification of actual due date will be emailed.</u> |
| Drug Screen | Drug screens (10-panel) are available in Castle Branch. Instructions on how to obtain drug screens will be sent directly via email. PhD students who attest via a written and signed document (co-signed by their mentor) that they will not undergo training within clinical settings or conduct dissertation research with human subjects may choose to forgo drug testing. |

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 appropriate levels of skills and abilities. The faculty has the right to request expert consultation as deemed appropriate. Students who fail to demonstrate appropriate levels of skills and abilities may have their progression interrupted until they are able to demonstrate skills at the appropriate levels. If the faculty determines that a student cannot meet the appropriate levels even when reasonable accommodations are made, students may be dismissed from their program.

Chapter

6

Registration Information

Wolverine Access

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

Schedule of Classes

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

How to Register

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

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

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

Drop/Add Deadline

After the drop/add deadline, students must obtain approval from the School of Nursing to make any schedule changes. Contact the PhD Program Office to request the paperwork. For deadline information, please see the [Academic Calendar](#).

Verification of Enrollment

If a student needs a letter verifying his/her enrollment in the School of Nursing, or certificate of “good standing” or “full-time student”, he/she should contact the PhD Program Office and include their name, student ID number, and any details about the request.

Graduation

Applying for Graduation

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

University of Michigan Commencement

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

Rackham Graduate Exercises

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

School of Nursing Commencement Ceremony

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

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

Appendix A

Student Code of Academic and Professional Conduct

I. Introduction

The education of the students at the University of Michigan School of Nursing (UMSN) is based on the concept that integrity, sense of responsibility, and self-discipline are inherent to the profession of nursing. The responsibility of the individual student to sustain high ethical standards is parallel to the concept that the professional nurse must be accountable for professional standards in the practice of nursing (published in the [American Nurses Association Code for Nurses with Interpretive Statements](#), 2001). The continuation and enhancement of ethical standards within the academic community and nursing profession are the individual responsibility of each student and faculty member. Mutual respect and trustworthiness between the faculty and students promotes optimal learning.

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

II. Applicability

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

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

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

A. Definitions of Unacceptable Behavior

The following behaviors are examples of violations of the Conduct Policy. This list is not intended to be all-inclusive of behaviors that violate basic ethical 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 citations, quotation marks, or other forms of proper acknowledgment, or otherwise taking credit falsely.

2. Cheating

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

3. Falsification of data

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

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

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

5. Aiding and abetting dishonesty

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

6. Violating instructions regarding completion of assignments

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

7. Falsification of academic records and official documents

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

8. Violating computer, technology or social media use policies

Violating the University's [Responsible Use of Information Resources Policy](#) (Standard Practice Guide, 601.07) that define proper and ethical use of computers at the University of Michigan.

9. Misuse of technology

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

10. Providing nursing care in an unsafe or harmful manner

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

11. Disrespecting the privacy of a client

This includes using sufficient information about a patient (e.g. full name, last name, or position) in written assignments and/or patient data of any sort, (e.g. computer generated forms that will be removed from the clinical area) such that the patient could be identified; discussing confidential information in inappropriate areas, such as elevators; discussing confidential information about a patient with third parties who do not have a clear and legitimate need to know; violation of the Health Insurance Portability and Accountability Act of 1996 (HIPAA); and referencing patients on social networking sites and devices.

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

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

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

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

14. Using drugs and alcohol

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

15. Commission of a crime

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

16. Other professional misconduct

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

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 e-mails, making phone calls or transmitting documents that are uninvited and unwanted, making threats, and any other wrongful conduct that seriously interferes with the work or study of any member of the school community, guest or any person with whom the offender is interacting in connection with any school program or activity. The University's definition of sexual harassment can be found in the [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 e-mails; and any other act that hinders an investigation.

B. Reporting Procedures for an Alleged Infraction

All members of the Nursing community – faculty, administrators, staff and students – have a responsibility to report any reasonable suspicion that a student has violated this Conduct Policy. A report must be immediately made to the Resolutions Officer, who will interface with the appropriate academic administrator. 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, violations of nursing standards) that occur in their course to the Resolutions Officer. The faculty member may impose a sanction within the course only after consulting with the Resolutions Officer. In such cases where the sanction is limited to penalties within the course, and there is agreement among the faculty, student, and Resolutions Officer, the matter can be considered resolved. It is important that all faculty report all misconduct so that there can be fairness in the application of the Conduct Policy across the entire student body.

C. Preliminary Inquiry

1. If there is an alleged violation, the faculty member, student, or staff reporting the possible violation will submit a written description of the potential violation and the circumstances to the Resolutions Officer within ten (10) business days.
2. 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.
3. The Resolutions Officer 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.
4. After the preliminary meeting with the student, the Resolutions Officer will meet with the faculty member and the student together 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 the sanctions as determined by the Resolutions Officer and faculty, and the matter is referred to CAASS for a hearing by Resolutions Officer.
5. If the student accepts responsibility and complete 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.
 6. If the matter is referred to CAASS for a hearing, the Resolutions Officer, in conjunction with the appropriate academic administrator, 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 (“hearing panel”), established by the Resolutions Officer and compromised 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 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.

| Participant | Role Description During the Hearing |
|---|---|
| Resolutions Officer | Observer |
| Student | Active Participant |
| Reporting faculty member(s) | Active participant |
| Hearing panel Faculty panel member (chair) Faculty panel member Student panel member | Principle facilitator Active participant Active participant |
| 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 submit testimony before the hearing panel, and
 - c. written testimony of witnesses, if they are not available for the hearing.

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.

2. No later than five (5) business days before the hearing, the Chair of CAASS and/or Resolutions Officer will provide hearing participants with a hearing packet that includes:
 - a. all documentation that has been submitted for review by the student and reporting faculty,
 - b. the list of all expected attendees, including hearing panelists, witnesses, and personal advisor, and
 - c. any relevant information about the hearing.
3. All expected attendees (i.e. any additional witnesses and/or personal advisor) must be identified and communicated, in writing, to the 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.
4. 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.
5. The accused student will have an opportunity to appear before the hearing panel to present his or her case and remain present while all testimony and information is presented to the hearing panel. The accused student may review all documents considered by the hearing panel and question witnesses who appear before the hearing panel. The accused student may also present his or her own evidence and witnesses.
6. Persons reporting the violation have the right to be present, provide relevant information, and make recommendations regarding the sanctions.
7. The hearing panel may conduct the hearing even if the accused student is absent and there have been reasonable attempts to contact the student, and will make its findings and recommendations based on the information presented to the hearing panel.
8. If the accused student fails or declines to appear before the panel, the panel will proceed to hear the case and make findings and recommendations without the student's participation.
9. The hearing panel may limit any testimony based on redundancy or lack of relevance.
10. The hearing will be closed to the public and will be recorded. Participants in the hearing may request a copy of the recording.

11. All recordings of proceedings will be controlled by the School of Nursing. No court reporters, stenographers, videographers, or similar professionals are permitted without the prior consent of the School of Nursing. Records and documents that will be available, in advance, to all parties may be redacted to protect the privacy rights of individuals not directly involved in the hearing process.
12. After hearing the case, the hearing panel will deliberate in private. The vote of the majority of the hearing panel members, including the panel chair, will determine whether the student is found responsible for the alleged violation, and sanctions will be determined by the hearing panel with input from the reporting faculty and the Resolutions Officer. The hearing panel's decision that the accused student is responsible for an alleged violation will be the sole discretion of the hearing panel if, based on the totality of the evidence presented, it is more likely than not that the violation occurred. The chair of the hearing panel will prepare a written report containing factual findings and stating any sanctions to be imposed.
13. The hearing panel's determination will be communicated, in writing, by the chair of the hearing panel to the Resolutions Officer, who will send the letter of findings and sanctions to the student by email and certified letter, delivered by the postal service to the local address on file in the Wolverine Access. Copies will be distributed to the appropriate faculty member, the chair of CAASS, the Resolutions Officer, the appropriate academic administrator, and the student's record. This will complete the process; unless the student appeals the decision (see Appeals below).
14. The decision of the Hearing panel is effective immediately. In the event the student is in a Rackham Program, and the sanction includes withholding a degree, suspension, or expulsion, then the recommendation is forwarded to Rackham for their consideration. In this case, the decision of the hearing panel would not be effective immediately. If the student plans to make an appeal, the student has the option of asking the 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.
15. If the student is enrolled in a Rackham Program, the Resolution Officer at Rackham should be notified of the outcome by the Resolutions Officer.
16. In situations where there was a serious alleged violation or a serious violation of professional standards affecting the safety or well-being of other students, faculty, clinical staff, or patients, the Resolutions Officer and the appropriate academic administrator may take appropriate emergency action. Such actions may include but are not limited to not allowing the student back into a clinical agency until the matter has been addressed through the process, suspension, or disenrollment.

E. Appeals

Within five (5) business days of receiving the written notification of the hearing panel's decision from the 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:

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

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

F. Sanctions

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

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

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

11. Rescinding a degree: Annulment of a degree previously awarded by the School of Nursing.**

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

G. Confidentiality and File Retention Policy

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

H. Waiver of Deadlines

All deadlines, as provided for in this policy, may be waived at the discretion of the Resolutions Officer, appropriate academic administrator, or the Chair of CAASS. Requests for extensions or waiver of deadlines should be submitted in writing to the appropriate person, depending on the stage in the process. The Resolutions Officer, appropriate academic administrator, 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 April 21, 1999.

Revised and approved by faculty May 14, 2003.

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

Updated August 2015.

Updated November 2016.

Updated March 2017.

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

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

Appendix B

School of Nursing Student E-Mail Group Guidelines

The University of Michigan School of Nursing's (UMSN) creates and maintains student e-mail groups. Important information is disseminated to students via these groups. New students are added to the appropriate group when they enter the School of Nursing (UMSN). Only students' unickname@umich.edu address is used in these groups. If students choose to forward their mail to another account, they are responsible for ensuring that their e-mails are being received in this other account. The School 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 e-mail groups that your Unickname is listed in, follow these steps:

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

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

Students should not share USMSN student e-mail distribution lists with external parties who wish to contact students. Instead students should refer all external parties to the PhD Program Office so that information can be distributed if appropriate. Student also should contact the PhD 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 e-mail 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 e-mails:

- 1.** Target your address list carefully. Too broad a distribution is a form of spamming and will simply annoy most people who receive it. For example, if your message is for Undergraduate students, do not use the sn-allstudents group which sends to nursing graduate students as well.
- 2.** Write a meaningful subject line.
- 3.** Keep the message focused and readable – the use of bullets and numbering helps!
- 4.** Avoid attachments – use links / URLs to websites when possible.
- 5.** Avoid using “Reply All” when responding to an e-mail sent to a group.
- 6.** Identify yourself clearly.
- 7.** Proofread...then proofread again to ensure your message is clear / concise and that there are no spelling or grammar mistakes within the text.
- 8.** Do not use all capital letters (IT LOOKS LIKE YOU ARE SHOUTING)
- 9.** For event related e-mails, send just one reminder e-mail 1-2 days before the event.
- 10.** Use good judgment and common sense. It is up to each member to ensure that these groups are used in a respectful and beneficial manner. Students are expected to display maturity, integrity and mutual respect in all UMSN interactions. Inappropriate, disrespectful, aggressive, or threatening emails may be considered in violation of the Student Code of Academic and Professional Conduct.

Correcting e-mail address errors is the responsibility of the individual student and questions/requests for help regarding errors should be directed to Information Technology Central Services (ITCS) at the University of Michigan at 4HELP@umich.edu or by calling 734-764-4357 (4-HELP).

Appendix C

Plagiarism

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

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

What Is The Penalty for Plagiarism?

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

Do I Have To Footnote Every Fact?

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

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

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

Why Does Plagiarism Matter?

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

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

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

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

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

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

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

Is This Plagiarism?

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

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

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

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

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

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

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

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

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

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

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

Permission to reprint from: Lynn Westbrook, University of Michigan Undergraduate Library, 734-764-7490, July 5, 1994. Modified to reflect APA style, July 2000.

Appendix D

School of Nursing Student Grievance Process

I. Introduction

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

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

A student's disappointment or disagreement about a **grade or course placement** is not a grievable matter unless the student brings forth specific information in support of the grounds for grievance listed above. 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.

Graduate nursing students who are enrolled in the Horace H. Rackham School of Graduate Studies may use either the [grievance process provided by the Graduate School](#) or the School of Nursing Grievance Process. Students enrolled in courses in other schools and colleges should utilize the Grievance Process within those respective units if there is a grievance regarding courses in those schools.

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/her choice.

Student resources include their primary mentor, the PhD Program Director, the University Ombudsperson, and the Associate Dean for Research and Rackham Graduate Studies.

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.

¹

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

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 or the committee chair. The Resolutions Officer will interface with the appropriate academic administrator. The Resolutions Officer may request a separate meeting with the faculty member or committee chair involved prior to a meeting with both student and faculty.
3. If at this point there is no resolution, the student may elect to begin the formal grievance process.

B. Formal Grievance Process

Step 1: Written Grievance: The Written Grievance initiates the Formal Grievance Process. The student must submit a written grievance to the Resolutions Officer, requesting a grievance hearing. The written grievance must include:

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

The Written Grievance shall be submitted within ten (10) business days following the date of the meeting with the 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 ("grievance panel"), established by the Resolutions Officer and comprised of 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 appropriate academic administrator will make arrangements for the grievance hearing. If a student has concerns about potential bias of a member of the grievance panel, the student can submit a written request to the 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 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 submit testimony before the hearing panel.

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

No later than five (5) business days before the grievance 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 grievance 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 grievance hearing. If additional attendees are identified, an updated list of attendees will be distributed to hearing participants.

Grievance Hearing Participant Roles

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

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

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

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

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

Approved by Faculty with amendments, May 16, 1979

Amendments incorporated and final typing, September 27, 1979

Updated August 1994

Updated October 1998

Updated September 2000

Updated June 2001

Updated September 2002

Updated and Approved by Faculty May 2010

Updated August 2014

Updated August 2015

Updated October 2016

Appendix E

PhD Course Descriptions

Health Sciences 851

Scientific Methods for Health Sciences: Applied Inferences

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|---|
| PhD Program |
| 4 Credits (Lecture, Lab) |
| Prerequisites: HS 550 or PhD Program enrollment or Permission of the Instructor |

An intermediate course demonstrating concepts, principals and applications of model construction and statistical inference. This course introduces students to applied inference methods in studies involving multiple variables. Specific methods that will be discussed include linear regression, analysis of variance, and different regression models. This course will emphasize the scientific formulation, analytical modeling, computational tools and applied statistical inference in diverse health-sciences problems. Data interrogation, modeling approaches, rigorous interpretation and inference will be emphasized throughout.

Health Sciences 852

Scientific Methods for Health Sciences: Linear Modeling

| |
|---|
| PhD Program |
| 4 Credits (Lecture, Lab) |
| Prerequisites: HS 851 or Permission of the Instructor |

This is a general linear modeling course, building on HS 851, focusing on commonly employed scientific computing techniques used in health sciences. The primary aim of the course is to provide students with the necessary skills to determine appropriate use, carry out, and interpret general linear modeling. Statistical software will be used to manipulate data, fit models and perform model diagnostics.

Health Sciences 853

Scientific Methods for Health Sciences: Special Topics

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|--|
| PhD Program |
| 4 Credits (Lecture, Discussion) |
| Prerequisites: HS 851 and HS 852 or Permission of the Instructor |

This course will cover a number of modern analytical methods for advanced healthcare research. Specific focus will be on reviewing and using innovative modeling, computational, analytic and visualization techniques to address specific driving biomedical and healthcare applications. The course will cover the 5 dimensions of Big-Data (volume, complexity, time/scale, source and management).

Health Sciences 888

Research Methods I: Foundations of Scientific Inquiry: Observation Research: Special Topics

| |
|--|
| PhD Program |
| 3 Credits (Lecture, Discussion) |
| Prerequisites: HS 851 and HS 852 or Permission of the Instructor |

This course aims to provide fundamental principles of research design and methods in the health sciences, with a particular emphasis on observational research. The course will provide an overview of a range of study designs, including cross-sectional studies, longitudinal studies, and case-control studies. It will also introduce students to quantitative survey and qualitative interview data collection methodologies.

Health Sciences 889

Research Methods II: Special Topics

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|---|
| PhD Program |
| 3 Credits (Lecture, Discussion) |
| Prerequisites: HS 888 or Permission of the Instructor |

Nursing 797

Independent Study

| |
|--|
| PhD Program Elective |
| 1-3 Total Credits (Independent Study) |
| Independent Study Approval Form for Nursing Students |

This course is an independent study in the field of nursing research for students in the PhD program.

Nursing

Peer Seminar

| |
|--|
| PhD Program - Mandatory attendance for all cohorts |
| 0 Total Credits |
| Prerequisite: PhD Program Enrollment |

This seminar series is mandatory for all School of Nursing PhD students from all cohorts. It is developed and directed by the students with guidance from Faculty. At the start of each semester, 1-2 third-year students become leaders and work with all students to design the semester's schedule of presentations and discussions. **Nursing 803**

Responsible Conduct Of Research And Scholarship

| |
|---------------------|
| PhD Program |
| 1 Credit (Seminar) |
| Prerequisites: None |

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

Nursing 804

Systematic Research Synthesis

| |
|---------------------------|
| PhD Program; Seminar 1 |
| 2 Credits (Seminar) |
| Corequisites: Nursing 880 |

This course is one of three PhD seminars designed to provide students with knowledge and skills necessary to meet PhD milestones: conducting a systematic synthesis of research, writing a grant, and preparing publications. This seminar includes three critical components: a) seminars that include in-depth review of processes and components of systematic literature synthesis and reviews; 2) mentored work with research mentors and research teams to set forth the state of the science in a substantive content area; and 3) peer review and critique. General and substantive specific approaches, resources, and methods are reviewed and discussed. The achievement of milestones is foundational to scientific inquiry and to the development of scientists.

Nursing 805

Grant Writing (2 credits)

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|------------------------|
| PhD Program; Seminar 2 |
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|---------------------|
| 2 Credits (Seminar) |
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|----------------------------|
| Prerequisites: Nursing 804 |
|----------------------------|

The course is one of three PhD seminars designed to provide students with knowledge and skills necessary to meet PhD milestones: conducting a systematic synthesis of research, writing a grant, and preparing publications. This seminar includes three critical components: a) seminars that include in-depth review of processes and components of grants; 2) mentored work with research mentors and research teams to develop substantive content; and 3) peer review and critique. General and substantive specific approaches, resources, and methods are reviewed and discussed. The achievement of milestones is foundational to scientific inquiry and to the development of scientists.

Nursing 806

Preparing Publications

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|------------------------|
| PhD Program; Seminar 3 |
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|---------------------|
| 2 Credits (Seminar) |
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|--|
| Prerequisites: Nursing 804, Nursing 805, Nursing 880 and Nursing 881 |
|--|

This course is one of three PhD seminars designed to provide students with knowledge and skills necessary to meet PhD milestones: conducting a systematic synthesis of research, writing a grant, and preparing publications. This seminar includes three critical components: a) seminars that include in-depth review of processes and components of preparing publications including a focus on visual representation of information via tables, figures, and graphs from conceptualization to design to production using software programs; 2) mentored work with research mentors and research teams to develop substantive content; and 3) peer review and critique. General and substantive specific approaches, resources, and methods are reviewed and discussed. The achievement of milestones is foundational to scientific inquiry and to the development of scientists.

Nursing 856

Research and Professional Development Seminar I

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|-------------|
| PhD Program |
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|-----------------|
| 1 Total Credits |
|-----------------|

| |
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| Prerequisites: Permission of Instructor, PhD Program |
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This course introduces first year doctoral students to the policies, practices, and culture of graduate studies at the University and School; presents to students best practices and strategies for academic success; provides students opportunities for research and professional development for the production of independent and original scholarship and investigation; and familiarizes students with multiple resources of support at the University. The course provides opportunities to introduce students to the research activities of faculty, research intensive entities (REIs), and potential mentors and doctoral committee chairs.

Nursing 880

Philosophical Influences and Theory Building in Nursing and the Health Sciences

| |
|------------------------|
| PhD Program; Methods I |
|------------------------|

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|---------------------------|
| 4 Total Credits (Seminar) |
|---------------------------|

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|---|
| Prerequisites: Permission of Instructor, PhD Program Enrollment |
|---|

This PhD level course provides the philosophical and theoretical foundation essential for the development of the scientist in nursing and the health sciences. Students will synthesize empirical observations and relevant theoretical and research literature to develop and evaluate a theoretical product.

**Nursing 881
Intervention Research**

| |
|-----------------------------|
| PhD Program; Methods 2 |
| 3 Credits (Seminar) |
| Corequisites: HS 851, HS852 |

The focus of this course is on the critical examination of individual, systems, and population focused intervention research. The course will provide an overview of types of interventions (e.g. medical, behavioral, systems, implementation). Research designs developed for efficacy, effectiveness and implementation interventions will be compared and contrasted. Special attention is given to achieving positive health outcomes for individuals and groups/populations across the lifespan with special attention to vulnerable populations. Use of technology in the design, testing, and implementation of interventions will be discussed. Students will critique intervention studies related to their substantive areas, propose gaps in the state of the science, and propose future directions in intervention testing significant to advancing knowledge, practice, and policy in their substantive areas.

**Nursing 883
Topics in Bio-Behavior Nursing**

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| PhD Program |
| 3 Total Credits (Independent Study/Special Topics) |
| Prerequisites: Permission of Instructor, PhD Program |

This PhD level course is intended to enable students to identify and pursue special areas of theory and research in bio-behavior. It may be conducted as independent study with individual students or in small groups. Thus, the particular themes addressed will vary somewhat as a function of student interest in phenomena related to the particular concentration.

**Nursing 884
Topics in Health Promotion and Risk Reduction Nursing**

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|---|
| PhD Program |
| 3 Credits (Independent Study/Special Topics) |
| Prerequisites: Permission of Instructor, PhD Program Enrollment |

This PhD level course is intended to enable students to identify and pursue special areas of theory and research in health promotion and risk reduction. It may be conducted as independent study with individual students or in small groups. Thus, the particular themes addressed will vary somewhat as a function of student interest in phenomena related to the particular concentration.

**Nursing 885
Topics in Nursing Systems**

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|---|
| PhD Program |
| 3 Credits (Independent Study/Special Topics) |
| Prerequisites: Permission of Instructor, PhD Program Enrollment |

This PhD level course is intended to enable students to identify and pursue special areas of theory and research in nursing systems. It may be conducted as independent study with individual students or in small groups. Thus, the particular themes addressed will vary somewhat as function of student interest in phenomena related to the concentration.

Nursing 886

Topics in Women's Health

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|-----------------------|
| PhD Program; Elective |
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|--|
| 3 Credits (Independent Study/Special Topics) |
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|---|
| Prerequisites: Permission of Instructor |
|---|

This PhD level course is intended to enable student to identify and pursue special areas of theory and research in women's health. It may be conducted as independent study with individual students or in small groups. Thus, the particular themes addressed will vary somewhat as a function of student interest in phenomena related to the concentration

Nursing 887

Special Topics in Nursing

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|-----------------------|
| PhD Program; Elective |
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| 3 Credits (Seminar) |
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|---------------------------------------|
| Prerequisites: PhD Program Enrollment |
|---------------------------------------|

This PhD-level seminar is offered from time to time to deal with special topics not otherwise covered in the required curriculum. It may be offered by School of Nursing faculty or by visiting faculty

Nursing 990

Dissertation – Pre-candidacy

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|-------------|
| PhD Program |
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|--------------------|
| 1 Credit (Seminar) |
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| Continuous enrollment is required until candidacy is attained. See Rackham's PhD Students and Registration Policy: http://www.rackham.umich.edu/current-students/policies/doctoral/phd-students/phd-students |
|--|

Elected for preliminary examination work by PhD students not yet admitted to status as a candidate. Nursing 995

Dissertation – Candidacy

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|-------------|
| PhD Program |
|-------------|

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|----------------------|
| 8 Credits (Per Term) |
|----------------------|

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|---|
| Continuous enrollment is required until successful defense. See Rackham's Ph.D. Students and Registration Policy: http://www.rackham.umich.edu/current-students/policies/doctoral/phd-students/phd-students |
|---|

Dissertation work by students admitted to PhD candidate status. Full-time enrollment is required for the term in which a candidate takes a final examination on her/his dissertation

ⁱ Students must take NURS 990 prior or during the semester when they take their comprehensive exam; exact timing of the course is flexible based on the student's progress.