M | SCHOOL OF NURSING
UNIVERSITY OF MICHIGAN

Professional Graduate Programs Handbook
Of
Academic Policies and Procedures
(Master's and DNP)

2022-2023

Revised July 2022

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Graduate Programs Academic Policies & Procedures Handbook

Welcome to the University of Michigan School of Nursing!

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

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

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

Note that the information in this handbook is updated annually. Changes may also be made throughout the academic year and these changes will be posted on the School of Nursing website. Students will be notified of any changes to the handbook via e-mail to their @umich.edu address and published in *The Pulse,* the School of Nursing biweekly electronic newsletter. The information in this handbook is accurate as of August 2022. The *Master's Handbook of Academic Policies & Procedures* is available electronically in the Handbooks & Policies section of the University of Michigan, School of Nursing's official website.

2022-2023 Academic Calendar

2022 FALL TERM

Classes begin	Aug 29, Mon
Labor Day (Holiday)	Sept 5, Mon
Fall Study Break	Oct 17 – 18, Mon - Tues
Thanksgiving recess 5:00 p.m.	Nov 23 - 25, Wed - Fri
Classes end	Dec 9, Fri
Study Days	Dec 10 - 11, Sat - Sun
Examinations	Dec 12 - 16, Mon-Fri;
	Dec 19, Mon
Commencement	Dec 18, Sun

2023 WINTER TERM

Classes begin	Jan 4, Wed
Martin Luther King, Jr. (Holiday) **University Symposia. No Regular Classes**	Jan 16, Mon
Vacation begins 12:00 noon	Feb 25, Sat
Classes resume	Mar 6, Mon
University Honors Convocation	Mar 19, Sun
Classes end	Apr 18, Tues
Study Days	Apr 19, Wed; Apr 22 - 23, Sat - Sun
Examinations	Apr 20 - 21,Thurs - Fri; Apr 24 - 27, Mon -Thurs
Commencement Activities	Apr 27 - 30, Thurs - Sun

2023 SPRING/SUMMER TERM

Classes begin	May 2, Tues
Memorial Day (Holiday)	May 29, Mon
Classes end (Spring Half Term) 5:00 pm	June 19, Mon
Study Days	June 20 - 21, Tues-Wed
Examinations	June 22- 23, Thurs-Fri
Spring Half Term ends	June 23, Fri
Classes begin (Summer Half Term)	June 28, Wed
Independence Day (Holiday)	July 4, Tues
Classes end	Aug 15, Tues
Study Day	Aug 16, Wed
Examinations	Aug 17 - 18, Thurs - Fri
Full & Summer Half Terms end	Aug 18, Fri

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

School of Nursing

The Michigan Difference - A Statement of Aspiration

Spirited Leaders Who Make a Difference Everyday

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

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

Vision

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

Mission

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

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

Background Information Regarding Our Mission

Education

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

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

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

Research

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

Service

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

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

Philosophy of Nursing

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

   a. Beliefs About the Central Phenomena of the Discipline

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

   b. How Phenomena Are Addressed

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

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

c. Values of the Discipline

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

Core Values

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

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

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

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

1. Stay engaged Actively, consciously listen as much as possible. Be honest. When you are unable to be honest in the classroom or clinical context, take time to think about what might help you get there and what you might say, and then share your feedback directly with the individual.

2. Own your impact Communicate in ways that align with our UMSN E.P.I.C. and DEI values, but accept that mistakes will happen so be generous with yourself and with others. Your intent matters less than the harm you might cause. Move forward responsibly and empathetically.

3. Strive toward vulnerability and openness Be honest about your feelings and opinions, both to yourself and to others. Think about what you want to say, how that might come across to another, anticipate potential harmful impacts, then refine your words to mitigate any potential harm, while still being true to yourself. Remember, not all things need to be said, think about what you are trying to achieve with your words and make sure you have the best intentions for helping the other person.

4. Make sure everyone is heard Step up into space if you find yourself regularly contributing too little. Step back if you find yourself contributing too much.

5. Address ideas and not people Understand we feel the ways we feel because of different experiences we've had. Feelings and ideas are not 100 percent definitive of the characters of the people who hold them. We can discuss the pros and cons of different ideas, but remember that this is not reflective of pros and cons of people. Don't gossip. Always treat people with civility and dignity, even when they are not present.

6. Be generous in understanding We are all products of different experiences we have and feel different ways because of that. Affirm your understanding before judging, and be empathetic in understanding why people may feel the way they do.

7. Respect processing styles and honor silence Different people have different needs. Give others and yourself time to think and space to process information, conversations and experiences.

8. Understand your positionality when contributing, understand how your own social identities might affect your viewpoint, be considerate and make space for diverse viewpoints. Think about how your unintentional biases may impact what you are hearing and perceiving.

9. Take care of yourself If you encounter a difficult situation, communicate it directly with the other individual or group. The steps on page three of this guide will help you ("Steps for direct communication about difficult issues"). If direct communication efforts are still unsuccessful, contact one of the resources on page four. These resources and individuals offer you listening opportunities and can help coach you on how to address communication and personal challenges.

Experiences of Maltreatment in the Learning Environment

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

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

Accreditation

Accreditation

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

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

- *The Essentials of Master's Education in Nursing (AACN, 2011);*
- *The Essentials of Doctoral Education for Advanced Nursing Practice* (American Association of Colleges of Nursing [AACN], 2006); and
- *The Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2016].*
- National Council of State Boards of Nursing (2008). *Consensus model for APRN Regulation: Licensure, accreditation, certification and education.* APRN Consensus Work Group. Chicago: Author.
- American College of Nurse-Midwives (2011). *The Practice Doctorate.* Silver Spring, MD: Author.
- American College of Nurse-Midwives (2019). Core Competencies. Silver Spring, MD: Author.
- American Academy of Nursing (2015). The Doctorate of Nursing Practice: Current Issues and Clarifying Information. Washington D.C; Author.
- Adult-Gerontology NP Competencies Work Group. *Adult-Gerontology Acute Care and Primary Care Core Competencies (2016).*
- Population-Focused Competencies Task Force. *Population-Focused Nurse Practitioner Competencies: Family/Across the Lifespan, Neonatal, Pediatric Acute Care, Pediatric Primary Care, Psychiatric-Mental Health, Women's Health/Gender-Related (2013).*
- *E.P.I.C. Feedback Model (2021)*

Memberships Held By the School of Nursing

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

Non-Discrimination Policy Notice

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

Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504/ADA Coordinator, Office for Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432; (734) 763-0235 (TTY (734) 647-1388). For other University of Michigan information, call (734) 764-1817.

Student Services and Resources

Office of Graduate Studies

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

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

Academic Advising

Specialty Program Leads

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

Academic Advisors

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

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

School of Nursing Buildings Information

Buildings

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

School of Nursing Computing Site

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

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

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

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

> Normal business hours for the south exterior doors facing Cornwell Street to be unlocked are 7:30 a.m. – 5:30 p.m., Monday – Friday.

> Normal business hours for the 1st and 2nd floor classrooms to be unlocked are 7:30 a.m. – 600 p.m., Monday – Friday.

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

Student Lounge and Reading Room

Student lounge and study areas are located throughout the School of Nursing Buildings. The fourth floor of the 426 North Ingalls Building hosts a graduate student lounge in Room 4116. A reading room for quiet study space is located on the first floor in Room 1219 of the 400 North Ingalls Building. These are areas where students are encouraged to gather, relax and study.

Vending

Vending is available in the School of Nursing Building on the Lower Level and Level 2. Students will also find a microwave for their use in the Level 2 vending area. In the 400 North Ingalls Building, vending, a microwave and a refrigerator are located in the undergraduate student lounge in Room 1188.

Entering the Buildings in the School of Nursing during COVID19 restrictions

- When on campus in route to your classes and once inside we ask you to continue to maintain a **six foot social distance** when others are in the same space. This includes only having two in the elevators at a time with floor markings to indicate the appropriate spacing. Routes for moving within the building are also marked on the floors to assure movement is on single directions in more narrow spaces.
- You will need to have your **UM MCard identification** with you to enter into any building on campus. This includes the UMSN buildings, both of which have MCard entry access.
- There will be a **health screening check** for individuals as they enter the building. We will be using the University of Michigan ResponsiBLUE Screening Check
  One of the steps is to confirm your temperature. You can complete the survey questions at home before you travel to campus. When you go to enter the building you can show your phone screen with the completed survey to the staff who are stationed at the door. Here is the link to the survey https://healthscreen.umich.edu/
- We ask that you enter and exit buildings according to posted signs. For the **School of Nursing Building at 426 Ingalls** you will enter in the front door that is on the right side when you face the front of the building and you will exit out of the doors on the left.   For the **400 North Ingalls Building**, the

entrance is in the back of the building near the loading dock. You will not be able to enter the 400 North Ingalls building from the front main door. A photo of this entrance is provided below.

- All of the classrooms have been adjusted to meet the recommended spacing and reduced capacity in responses to public health recommendations for spacing. This has included adjustments of seating in rooms or when seating is permanent, there are signs to indicate which seats are available for your use. As you are entering and exiting the classrooms, we ask you to continue to maintain the necessary social distance spacing as well.
- If you are in the Clinical Learning Center for some of your sessions, there will be additional guidance provided regarding the use of Personal Protective Equipment as necessary. This information will be provided by your course faculty for your specific needs and further information about the updates to the CLC practices given COVID19 are found here. There is a specific student code of conduct that applies when you are in the CLC that is also included on that link for your information and review.

Student Lockers

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

Wellness Rooms

Students may utilize the wellness rooms which are designated for use by nursing mothers. Rooms are available in both School of Nursing buildings. Room 4104 in the new School of Nursing Building (SNB) is kept locked during normal business hours Mon-Fri, 8:00 a.m. – 5:00 p.m. See the 1st Floor Reception Desk for a key. Room 3337 in 400 North Ingalls Building (NIB) is unlocked and available on a first come first serve basis.

Lost and Found

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

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

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

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

Communication in the School of Nursing

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

Use of Technology and Social Media

All students are responsible for respectable communication on social media sites (e.g. twitter, Facebook, etc.). Any technology, tool, or on-line space in clinical agencies cannot be used for personal business. This applies to

social media platforms. Students must follow clinical agency policies regarding use of technology and social media. At times, a clinical setting may allow use of technology or on-line space or use of social media for work purposes. They are only to be used as they relate directly to patient care or specified agency activities.

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

E-Mail

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

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

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

Students need to check for 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 your Med, Michigan Medicine Exchange, or Outlook password, is used to access your @med.umich.edu account and other hospital resources. See the Michigan Medicine Outlook Exchange website (https://hits.medicine.umich.edu/communication/collaboration/outlook) for more details. This email account also does not forward to your @umich.edu.

Computing and Technology

Computing at the School of Nursing (Fall 2021 Computer System Requirements)

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

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

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

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

Getting Help
UMSN IT is available to assist you in selecting a system that is compatible with the University's computing environment and meets the School's computing requirements. Please contact the UMSN IT if you need assistance identifying systems that meet UMSN computing requirements.

Email: help-nursing@umich.edu
Phone: 734-764-6300

Computer Requirements

COMPONENT	OPTION A REQUIREMENTS	OPTION B REQUIREMENTS
Operating Systems	- Windows (Windows 10 or 11) - Mac OS (current release)	- Windows 10 or 11 - Mac OS (Current Release)
Laptop Hardware	- Processor: i7 (or equivalent) - RAM: 8GB (expandable to 16GB or more) - HD: 256GB - Built-in Wifi - Webcam 4 Hour Battery 3-4 Year Warranty	- Processor: i5 Quad core (or equivalent) - RAM: 8GB RAM - HD: 256GB - Built-in Wifi - Webcam 4 Hour Battery 3-4 Year Warranty
Software	- Microsoft Office Suite (Available free with umich account) - Adobe Acrobat Reader - Chrome Web Browser - Antivirus Software (current release)	- Microsoft Office Suite(Available free with umich account) - Adobe Acrobat Reader - Chrome Web Browser - Antivirus Software (current release)

Optional Accessories/Peripherals

Accessory	Recommended Use
Laptop/Mobile Device Bag or Case	Recommended for protecting laptops and mobile devices when traveling.
Laptop Security Cable	Recommended for securing laptops when in use in public spaces.
Webcam	Recommended for use with desktop systems when using collaboration and web conferencing software.
Headset w/Microphone	Recommended for reducing feedback when using web conferencing software. REQUIRED if participating in online synchronous class (check course syllabi for details).
External Backup Drive	Recommended for backup of data and data sharing when connectivity is 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.

Technology Policies

Policy	References
Sensitive Data	**Sensitive Data Policies** http://safecomputing.umich.edu/dataguide/?q=node/49 **Proper Use Policy** http://www.its.umich.edu/itcsdocs/r1103/
Ethics	**UMSN Student Handbook** https://nursing.umich.edu/information-for/current-students/handbooks-policies
Netiquette	**UM Safecomputing Student Guidelines** http://www.safecomputing.umich.edu/students.php **URespect** http://www.urespect.umich.edu/
Social Media	**UM Student Guidelines for Social Media** http://studentlife.umich.edu/article/social-media
E-Mail policies for UMSN Students	**UMSN Student Handbook** https://nursing.umich.edu/information-for/current-students/handbooks-policies
UMich IT Policies	**UM Student IT Policies** https://it.umich.edu/information-technology-policies

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

Computing at the University

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

Creating and Changing Uniqnames

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

Assistive Technology Resources On-Campus

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

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

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

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

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

Assistive Technology Funding Sources – lists several assistive technology funding sources for students with specific types of disabilities.

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

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

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

Student Organizations

There are a number of ways for students to become involved with 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.

Visit the About Rho Chapter section of the UMSN website for more information.

Michigan Council of Nurse Practitioners

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

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

School of Nursing and University Resources

Student Mental Health Faculty Lead

The UMSN Student Mental Health Faculty Lead supports programming aimed at enhancing the mental health and wellness of UMSN students. If you have questions, suggestions, or would like to get involved in activities to support student mental health, please reach out to Student Mental Health Faculty Lead Katie Nelson at kathrynn@umich.edu.

Conflict Resolution Officer

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

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

Peer Mentorship Program

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

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

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

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 at tables.

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

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

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

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

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

For more information on the Nursing Clinical Le4arning Center, visit the Clinical Learning Center section of the UMSN website.

Sweetland Writing Center

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

Sweetland Writing Center
105 S. State Street
1310 North Quad
Phone: 734-764-0429
Fax: 734-763-9148
sweetlandinfo@umich.edu

Counseling and Psychological Services (CAPS)

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

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

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

Counseling and Psychological Services
530 South State Street, Suite 4079
Phone: 734-764-8312

Health and Academic Equity Officer

The Office of Health and Academic Equity provides referrals and direct support to individual students and groups who would like to further explore various topics, experiences, and issues related to any aspect of health equity and academic inclusion at UMSN and in the larger campus community. The Office of Health and Academic Equity also offers a range of opportunities for students including but not limited to the Health and Academic Equity Speaker series, the Brave Space student dialogues, and the Gateways Fellowship PhD Pipeline Program and a range of other professional development opportunities to grow in one's own ability to demonstrate inclusive leadership....(here include anything you like Megan, such as student organizations, science learning circles, and any other opportunity that might be important for grads)... If you are experiencing a conflict, the Office of Health and Academic Equity can also connect you with the UMSN Student Resolutions Officers to talk through various options for conflict resolution.

For more information, please contact Dr. Rushika Patel, Chief Health and Academic Equity Officer.

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, SDD is able to assist students in assessing needs for modified housing, attendants, interpreters, transportation, classroom accommodations, note-takers, and adaptive equipment. For more information, contact:

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

Master's Program Details

Objectives of the Master's Degree Program

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

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

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

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

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

Program Options

The University of Michigan School of Nursing offers the Master's and Post-Master's Certificate programs.

Master's Programs

1. Health Behavior and Biological Sciences Department:
    1. Adult-Gerontology Acute Care Nurse Practitioner
    2. Adult-Gerontology Primary Care Nurse Practitioner (face-to-face and digital education)

3. Acute Care Pediatric Nurse Practitioner
4. Primary Care Pediatric Nurse Practitioner
5. Primary Care Family Nurse Practitioner (face-to-face and digital education)
6. Nurse Midwife
7. Nurse Midwife and Family Nurse Practitioner (Combined)
8. Nurse Midwife and Primary Care Pediatric Nurse Practitioner (Combined)

2. Systems, Populations, and Leadership:
   9. Leadership, Analytics and Innovation (LAI) (digital education)

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

Certificate Options

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

Master's Concentration Options

- Global Health Concentration
- Occupational Health Nursing (Adult-Gerontology Primary Care Nurse Practitioner, Primary Care Family Nurse Practitioner and Systems, Populations Health and Leadership only)

Mini-Certificate Options

- Trauma Informed Practice Mini-Certificate

Adult-Gerontology Nursing Programs

Acute Care Nurse Practitioner

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

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

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

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

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

Curriculum

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

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

Adult-Gerontology Nursing Programs
Acute Care Nurse Practitioner

Fall Start, 2 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPRING-SUMMER 2023	CREDITS
YEAR 1	HS700 Applied Biostatistics for Clinical Practice	3	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4	N523: Role Transition to APRN	3
	N502: Advanced Physiology and Pathophysiology	4	N573: Adult-Gerontology Acute Care Nurse Practitioner Theory I	4	N553: Advanced Practice Specialty Procedures and Skills for Acute Care	3
	N503: Advanced Health Assessment for Advanced Practice Nurses	4	P621: Pharmacotherapeutics II	3	N575: Adult-Gerontology Acute Care Nurse Practitioner and Clinical Nurse Specialist Theory II	4
	P620: Pharmcotherapeutics I	3				3
	Total	14	Total	11	Total	10

	FALL 2023	CREDITS	WINTER 2024	CREDITS
YEAR 2	AGACNPREQ 001: Inter-professional Education Course	2	N579: Adult-Gerontology Acute Care Advanced Practice Nursing Clinical Practicum II, (280 hrs)	5
	N577: Adult-Gerontology Acute Care Advanced Practice Nursing Clinical Practicum I (244 hrs)	5		
	Total	7	Total	5

Total credits: 47

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] Interprofessional Education Course options are available from the Graduate Advisors.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. All lectures are recorded.

Adult-Gerontology Nursing Programs
Acute Care Nurse Practitioner

Fall Start, 3 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPRING-SUMMER 2023	CREDITS
YEAR 1	N502: Advanced Physiology and Pathophysiology	4	P621 : Pharmacotherapeutics II	3	N503: Advanced Health Assessment for Advanced Practice Nurses	4
	P620: Pharmcotherapeutics I	3			N523: Role Transition to APRN	3
	Total	**7**	**Total**	**3**	**Total**	**7**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPRING-SUMMER 2024	CREDITS
YEAR 2	AGACNPREQ 001: Inter-professional Education Course	2	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4	N553: Advanced Practice Specialty Procedures and Skills for Acute Care	3
	HS 700: Applied Biostatistics for Clinical Practice	3	N573: Adult-Gerontology Acute Care Nurse Practitioner Nursing Theory I	4	N575: Adult-Gerontology Acute Care Nurse Practitioner and Clinical Nurse Specialist Nursing Theory II	4
	Total	**5**	**Total**	**8**	**Total**	**7**

	FALL 2024	CREDITS	WINTER 2025	CREDITS
YEAR 3	N577: Advanced Practice Nursing Clinical Practicum I, (224 hrs)	5	N579: Advanced Practice Nursing Clinical Practicum II, (280 hrs)	5
	Total	**5**	**Total**	**5**

Total credits: 47

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] Interprofessional Education Course options are available from the Graduate Advisors.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. All lectures are recorded.

Adult-Gerontology Primary Care Nurse Practitioner Program

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

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

Students in this comprehensive and high-value program:

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

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

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

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

Curriculum

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

Adult-Gerontology Primary Care Nurse Practitioner Program

Fall Start, 2 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPRING-SUMMER 2023	CREDITS
YEAR 1	HS 700: Applied Biostatistics for Clinical Practice	3	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4	N523: Role Transition to APRN	3
	N502: Advanced Physiology and Pathophysiology	4	N566: Advanced Primary Care I	3	N554: Advanced Practice Specialty Procedures and Skills for Primary Care	2
	N503: Advanced Health Assessment for Advanced Practice Nurses	4	P621: Pharmacotherapeutics II	3	N594: Advanced Primary Care Nursing Practicum 1 - AGPCNP	2
	P620: Pharmacotherapeutics I	3		3		
	Total	**14**	**Total**	**10**	**Total**	**7**

	FALL 2023	CREDITS	WINTER 2024	CREDITS
YEAR 2	N666: Advanced Primary Care Nursing of Chronically Ill Adults and their Families	3	HS505: Team-Based Clinical Decision Making	2
	N671: Special Populations in Primary Care	3	N674: Advanced Primary Care Nursing of Adults and Families with Complex Systems (224 clinical hrs)	7
	N694: Advanced Primary Care Practicum II – AGPCNP (Clinical 168 Hours)	3		
	Total	**9**	**Total**	**9**

Total credits: 49

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. All lectures are recorded.

Adult-Gerontology Primary Care Nurse Practitioner Program

Fall Start, 3 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPRING-SUMMER 2023	CREDITS
YEAR 1	N502: Advanced Physiology and Pathophysiology	4	HS505: Team-Based Clinical Decision Making	2	N523: Role Transition to APRN	3
	HS 700: Applied Biostatistics for Clinical Practice	3	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4		
	Total	**7**	**Total**	**6**	**Total**	**3**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPRING-SUMMER 2024	CREDITS
YEAR 2	N503: Advanced Health Assessment for Advanced Practice Nurses	4	N566: Advanced Primary Care I	3	N554: Advanced Practice Specialty Procedures and Skills for Primary Care	2
	P620: Pharmacotherapeutics I	3	P621: Pharmacotherapeutics II	3	N594: Advanced Primary Care Practicum I - AGPCNP (clinical 112 Hours)	2
	Total	**7**	**Total**	**6**	**Total**	**4**

	FALL 2024	CREDITS	Winter 2025	
YEAR 3	N666: Advanced Primary Care Nursing of Chronically Ill Adults and their Families	3	N674: Advanced Primary Care Nursing of Adults and Families with Complex Systems (224 hrs)	7
	N671: Special Populations in Primary Care	3		
	N694: Advanced Primary Care Practicum II – AGPCNP (Clinical 168 Hours)	3		
	Total	**9**	**Total**	**7**

Total credits: 49
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Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. All lectures are recorded.

Digital Adult-Gerontology Primary Care Nurse Practitioner Program

Fall Start, 2 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPRING-SUMMER 2023	CREDITS
YEAR 1	HS 700: Applied Biostatistics for Clinical Practice	3	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4	N523: Role Transition to APRN	3
	N502: Advanced Physiology and Pathophysiology	4	N566: Advanced Primary Care I	5	N554: Advanced Practice Specialty Procedures and Skills for Primary Care	2
	N503: Advanced Health Assessment for Advanced Primary Care	4	P621: Pharmacotherapeutics II	3	N594: Advanced Primary Care Practicum I – AGPCNP (112 Clinical Hours)	2
	P620: Pharmacotherapeutics I	3				
	Total	14	Total	10	Total	7

	FALL 2023	CREDITS	WINTER 2024	CREDITS
YEAR 2	N666: Advanced Primary Care Nursing of Chronically Ill Adults and their Families	3	HS687: Interprofessional Team-Based Care	2
	N671: Special Populations in Primary Care	3	N674: CDM III: Advanced Primary Care Nursing of Adults and Families with Complex Systems (224 clinical hrs)	7
	N694: Advanced Primary Care Practicum II – AGPCNP (Clinical 168 Hours)	3		
	Total	9	Total	9

Total credits: 49

The full-time (2-year) online AGNP MSN students come to campus 2-days for intensives EVERY term. Exact dates for each program will be available on the digital education page. Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

On-Campus Dates:

YEAR	FALL TERM	WINTER TERM	SPRING/SUMMER TERM
1	12/1 - 12/3/22 (N503)	4/6 – 4/7/23 (N566)	6/15-6/16/23 (N554 & N594)
2	11/9 - 11/10/23* (N671, N694, N666)	2/5 - 2/6/24 (N674)	

Please note that 11/11/23 overlaps with a Home UM football game – will impact lodging options, we strongly encourage you reserve a room early for these dates.

Digital Adult-Gerontology Primary Care Nurse Practitioner Program

Fall Start, 3 Year Plan
Effective Fall 2022

YEAR 1

FALL 2022	CREDITS	WINTER 2023	CREDITS	SPRING-SUMMER 2023	CREDITS
HS 700: Applied Biostatistics for Clinical Practice	3	HS687: Interprofessional Team-Based Care	2	N523: Role Transition to APRN	3
N502: Advanced Physiology and Pathophysiology	4	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4		3
Total	**7**	**Total**	**6**	**Total**	**3**

YEAR 2

FALL 2023	CREDITS	WINTER 2024	CREDITS	SPRING-SUMMER 2024	CREDITS
N503: Advanced Health Assessment for Advanced Practice Nurses	4	N566: Advanced Primary Care I	3	N554: Advanced Practice Specialty Procedures and Skills for Primary Care	2
P620: Pharmacotherapeutics I	3	P621: Pharmacotherapeutics II	3	N594: Advanced Primary Care Practicum I – AGPCNP (112 Clinical Hours)	2
Total	**7**	**Total**	**6**	**Total**	**4**

YEAR 3

FALL 2024	CREDITS	Winter 2025			
N666: Advanced Primary Care Nursing of Chronically Ill Adults and their Families	3	N674: Advanced Primary Care Nursing of Adults and Families with Complex Systems (224 hrs)	7		
N694: Advanced Primary Care Practicum II – AGPCNP (Clinical 168 Hours)	3				
N671: Special Populations in Primary Care	3				
Total	**9**	**Total**	**7**	**Total**	

Total credits: 49

The part-time (3-year) online AGNP MSN students come to campus for 1-3-day intensives every term (depending on the term) beginning in their 4th term (Fall-Year 2). Exact dates for each program will be available on the digital education page.

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

On-Campus Dates:

YEAR	FALL TERM	WINTER TERM	SPRING/SUMMER TERM
1	NONE	NONE	NONE
2	11/30-12/2/23 (N503)	4/4-4/6/24 (N566)	6/13-6/14/24 (N554, N594)
3	11/7-11/9/24* (N671, N694, N666)	4/10-4/12/25 (N674)	

Please note that 11/11/23 & 11/9/24 overlap with Home UM football games – will impact lodging options, we strongly encourage you reserve a room early for these dates.

Primary Care Pediatric Nurse Practitioner Program

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

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

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

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

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

Curriculum

The set program plan for the Pediatric Primary Care Nurse Practitioner curriculum is 2 year and 2.5 years in length, primarily at part-time enrollment status (9 credits or less each fall, winter and SPR-SUM term of the curriculum).

Primary Care Pediatric Nurse Practitioner Program

Fall Start, 2 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
YEAR 1	N700: Applied Biostatistics for Clinical Practice	3	HS 505: Team-Based Clinical Decision Making	2	N523: Role Transition to APRN	3
	N502: Advanced Physiology and Pathophysiology	4	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4	N555: Advanced Practice Specialty Procedures and Skills for Primary Care Peds	1
	N503: Advanced Health Assessment for Advanced Practice Nurses	4	N621: Pharmacotherapeutics II	3	N557: CDM I: Infant, Child and Adolescent Health: Wellness and Management of Common Illness (Clinical 112 hrs)	6
	N620: PharmacotherapeuticsI	3				
	Total	**14**	**Total**	**9**	**Total**	**10**

	FALL 2023	CREDITS	WINTER 2024	CREDITS
YEAR 2	N589: Advanced Pediatric Nurse Practitioner Clinical Practicum (224 hrs)	4	N617: CDMII: Infant, Child and Adolescent Health: Primary Health Care Across Multiple Settings (Clinical 224 hrs)	7
	Total	**4**	**Total**	**7**

Total credits: 44

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. All lectures are recorded.

Primary Care Pediatric Nurse Practitioner Program

Fall Start, 3 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS
YEAR 1	N700: Applied Biostatistics for Clinical Practice	3	HS505: Team-Based Clinical Decision Making	2
	N502: Advanced Physiology & Pathophysiology	4	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4
	Total	**7**	**Total**	**6**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS
YEAR 2	N503: Advanced Health Assessment for Advanced Practice Nurses	4	N621: Pharmacotherapeutics II	3	N523: Role Transition to APRN	3
	N620: Pharmacotherapeutics I	3			N555: Advanced Practice Specialty Procedures and Skills for Pediatric Primary Care	1
					N557: CDM I: Infant, Child and Adolescent Health: Wellness and Management of Common Illness (Clinical 112 hrs)	6
	Total	**7**	**Total**	**3**	**Total**	**10**

	FALL 2024	CREDITS	WINTER 2025	CREDITS
YEAR 3	N589: Advanced Pediatric Nurse Practitioner Clinical Practicum (224 hrs)	4	N617: CDM II: Infant, Child and Adolescent Health: Primary Health Care Across Multiple Settings (Clinical 224 hrs)	7
	Total	**4**		**7**

Total credits: 44

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. All lectures are recorded.

Primary Care Family Nurse Practitioner Program

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

The high-value FNP program includes emphasis on:

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

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

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

Curriculum

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

Primary Care Family Nurse Practitioner

Fall Start, 2 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPRING-SUMMER 2023	CREDITS
YEAR 1	HS 700: Applied Biostatistics for Clinical Practice	3	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4	N523: Role Transition to APRN	3
	N502: Advanced Physiology and Pathophysiology	4	N566: Advanced Primary Care I	3	N554: Advanced Practice Specialty Procedures and Skills for Primary Care	2
	N503: Advanced Health Assessment for Advanced Practice Nurses	4	Pharm 621: Pharmacotherapeutics II	3	N557: (CDM I) Infant, Child and Adolescent Health: Wellness and Management of Common Illness	4
	Pharm 620: Pharmacotherapeutics I	3			N593: Advanced Primary Care Practicum I – FNP (168 hrs)	3
	Total	**14**	**Total**	**10**	**Total**	**12**

	FALL 20234	CREDITS	WINTER 2024	CREDITS	Spring-Summer 2024	CREDITS
YEAR 2	N666: Advanced Primary Care Nursing of Chronic Illness in Adults and their Families	3	H505: Team-Based Clinical Decision Making	2		
	N671: Special Populations in Primary Care	4	N674: Advanced Primary Care Nursing of Adults and Families with Complex Systems (CDM) 224 hrs	7		
	N693: Advanced Primary Care Practicum II – FNP (168 Clinical Hours)	3				
	Total	**10**	**Total**	**9**	**Total**	

Total credits: 55

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. All lectures are recorded.

Primary Care Family Nurse Practitioner

Fall Start, 3 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPRING-SUMMER 2023	CREDITS
YEAR 1	HS 700: Applied Biostatistics for Clinical Practice	3	H505: Team-Based Clinical Decision Making	2	N523: Role Transition to APRN	3
	N502: Advanced Physiology and Pathophysiology	4	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4	N554: Advanced Practice Specialty Procedures and Skills for Primary Care	2
	Total	**7**	**Total**	**6**	**Total**	**5**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	Spring-Summer 2024	CREDITS
YEAR 2	N503: Advanced Health Assessment for Advanced Practice Nurses	4	N566: Advanced Primary Care I	3	N557: CMD I: Infant, Child and Adolescent Health: Wellness and Management of Common Illness	4
	Pharm 620: Pharmacotherapeutics I	3	Pharm 621: Pharmacotherapeutics II	3	N593: Advanced Primary Care Practicum I – FNP (168 hrs)	3
	Total	**7**	**Total**	**6**	**Total**	**7**

	FALL 2024	CREDITS	WINTER 2025	CREDITS
YEAR 3	N666: Advanced Primary Care Nursing of Chronically Ill Adults and Their Families	3	N674: Advanced Primary Care Nursing of Adults and Families with Complex Systems (CDM) 224 hrs	7
	N671: Special Populations in Primary Care	4		
	N693: Advanced Primary Care Practicum II – FNP (168 hrs)	3		
	Total	**10**	**Total**	**7**

Total credits: 55

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. All lectures are recorded.

Digital Primary Care Family Nurse Practitioner

Fall Start, 2 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPRING-SUMMER 2023	CREDITS
YEAR 1	N502: Advanced Physiology and Pathophysiology	4	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4	N523: Role Transition to APRN	3
	N503: Advanced Health Assessment	4	N566: Advanced Primary Care Nursing (CDM I)	3	N554: Advanced Practice Specialty Procedures and Skills for Primary Care	2
	HS 700: Applied Biostatistics for Clinical Practice	3	Pharm 621: Pharmacotherapeutics II	3	N557: Infant, Child and Adolescent Health: Wellness and Management of Common Illness	4
	Pharm 620: Pharmacotherapeutics I	3			N593: Advanced Primary Care Practicum I – FNP (168 hrs)	3
	Total	**14**	**Total**	**10**	**Total**	**12**

	FALL 2023	CREDITS	WINTER 2024	CREDITS
YEAR 2	N666: Advanced Primary Care Nursing of Chronically Ill Adults and Their Families	3	HS 687: Interprofessional Team-Based Care	2
	N671: Special Populations in Primary Care	4	N674: Advanced Primary Care Nursing of Adults and Families with Complex Systems (CDM) 224 hrs	7
	N693: Advanced Primary Care Practicum II – FNP (168 hrs)	3		
	Total	**10**	**Total**	**9**

Total credits: 55

The full-time (2-year) online FNP MSN students come to campus 2-3-days for intensives EVERY term. Exact dates for each program will be available on the digital education page. Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

DATES FOR ON-CAMPUS INTENSIVES:

YEAR	FALL TERM	WINTER TERM	SPRING/SUMMER TERM
1	12/1-12/3/22 (N503)	4/6-4/7/23 (N566)	6/15-6/17/23 (N554,N593, & N557)
2	11/9-11/11/23* (N671, N693, N666)	4/11-4/13/24 (N674)	

Digital Primary Care Family Nurse Practitioner

Fall Start, 3 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPRING-SUMMER 2023	CREDITS
YEAR 1	HS 700: Applied Biostatistics for Clinical Practice	3	HS 687: Interprofessional Team-Based Care	2	N523: Role Transition to APRN	3
	N502: Advanced Physiology and Pathophysiology	4	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4	N554: Advanced Practice Specialty Procedures and Skills for Primary Care	2
	Total	**7**	**Total**	**6**	**Total**	**5**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	Spring-Summer 2024	CREDITS
YEAR 2	N503: Advanced Health Assessment for Advanced Practice Nurses	4	N566: Advanced Primary Care I	3	N557: Infant, Child and Adolescent Health: Wellness and Management of Common Illness - Didactic Only	4
	Pharm 620: Pharmacotherapeutics I	3	Pharm 621: Pharmacotherapeutics II	3	N593: Advanced Primary Care Practicum I – FNP (168 hrs)	3
	Total	**7**	**Total**	**6**	**Total**	**7**

	FALL 2024	CREDITS	WINTER 2025	CREDITS
YEAR 3	N666: Advanced Primary Care Nursing of Chronically Ill Adults and Their Families	3	N674: Advanced Primary Care Nursing of Adults and Families with Complex Systems (CDM) 224 hrs	7
	N671: Special Populations in Primary Care	4		
	N693: Advanced Primary Care Practicum II – FNP (168 hrs)	3		
	Total	**10**	**Total**	**7**

Total credits: 55

The part-time (3-year) online FNP MSN students come to campus for 1-3 day intensives every term beginning in their 3rd term (Spring/Summer-Year 1). Exact dates for each program will be available on the digital education

page. Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

DATES FOR ON-CAMPUS INTENSIVES:

YEAR	FALL TERM	WINTER TERM	SPRING/SUMMER TERM
1	NONE	NONE	6/15/23 (N554)
2	11/30-12/2/23 (N503)	4/4-4/5/24 (N566)	6/14-6/15/24 (N593 & N557)
3	11/7-11/9/24* (N671, N693, N666)	4/10-4/12/25 (N674)	

Nurse Midwife Program

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

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

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

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

Curriculum

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

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

Nurse Midwife Program

Fall Start, 2 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
YEAR 1	HS 700: Applied Biostatistics for Clinical Practice	3	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4	N523: Role Transition to APRN	3
	N502: Advanced Physiology and Pathophysiology	4	N561: Introduction to Midwifery Care	3 - 4		
	N503: Advanced Health Assessment for Advanced Practice Nurses	4	N566: Advanced Primary Care I	3	N546: Antepartum Care of Essentially Normal Women (Clinical 168 hrs)	6
	PHARM 620: PharmacotherapeuticsI	3				
	Total	**14**	**Total**	**10 - 11**	**Total**	**9**

	FALL 2023	CREDITS	WINTER 2024	CREDITS
YEAR 2	N676: Intrapartum, Postpartum and Newborn (Clinical 225 hrs)	7	N677: Integration of Midwifery Care to the Woman, Mother, and/or Newborn with Complex Health Conditions (Clinical 225 hrs)	5
	Total	**7**	**Total**	**5**

Total credits: 47 - 48

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. All lectures are recorded.

Nurse Midwife Program

Fall Start, 3 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
YEAR 1	HS 700: Applied Biostatistics for Clinical Practice	3	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4	N523: Role Transition to APRN	3
	N502: Advanced Physiology and Pathophysiology	4				
	Total	**7**	**Total**	**4**	**Total**	**3**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS
YEAR 2	N503: Advanced Health Assessment for Advanced Practice Nurses	4	N561: Introduction to Midwifery Care	3 - 4	N546: Antepartum Care of the Essentially Normal Woman (Clinical 168 hrs)	6
	PHARM 620: PharmacotherapeuticsI	3	N566: Advanced Primary Care I	3		
	Total	**7**	**Total**	**6 - 7**	**Total**	**6**

	FALL 2024	CREDITS	WINTER 2025	CREDITS
YEAR 3	N676: Intrapartum, Postpartum and Newborn Care (Clinical 225 hrs)	7	N677: Integration of Midwifery Care to the Woman, Mother, and/or Newborn with Complex Health Conditions (Clinical 225 hrs)	5
	Total	**7**	**Total**	**5**

Total credits: 47 - 48

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. All lectures are recorded.

Nurse Midwife and Family Nurse Practitioner (Combined) Program

Program Focus

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

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

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

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

Curriculum

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

Nurse Midwife and Family Nurse Practitioner (Combined) Program

Fall Start, 3 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
YEAR 1	HS 700: Applied Biostatistics for Clinical Practice	3	N500: Models and Theories to Inform Advanced Nursing Practice with individuals, Communities, and Complex Systems	4	N523: Role Transition to APRN	3
	N502: Advanced Physiology and Pathophysiology	4	N561: Introduction to Midwifery Care	3 - 4	N554: Advanced Practice Specialty Procedures and Skills for Primary Care	2
	N503: Advanced Health Assessment for Advance Practice Nurses	4	N566: Advanced Primary Care I	3	N557: CDM I: Infant, Child, and Adolescent Health: Wellness and Management of Common Illness	4
	Pharm 620: Pharmacotherapeutics I	3	Pharm 621: Pharmacotherapeutics II	3		
	Total	14	Total	13 - 14	Total	9

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS
Year 2	N666: Advanced Primary Care Nursing of Chronic Illness in Adults and Their Families (Clinical 168 hrs)	3	HS 505: Team-Based Clinical Decision Making	2	N546: Antepartum Care of the Essentially Normal Woman (Clinical 168 hrs)	6
	N671: Special Populations in Primary Care	3	N674: Advanced Primary Care Nursing of Adults and Families with Complex Systems (CDM III)	7		
	N693: Advanced Primary Care Practicum II – FNP 168 clinical hrs	3				
	Total	9	Total	9	Total	6

	FALL 2024	CREDITS	WINTER 2025	CREDITS
YEAR 3	N676: Intrapartum, Postpartum, and Newborn Care	7	N677: Integration of Midwifery Care to the Woman, Mother, and/or Newborn with Complex Health Conditions	5
	Total	7	Total	5

Total credits: 72

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. All lectures are recorded.

Systems, Populations and Leadership Program

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

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

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

Curriculum

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

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

Semester	Immersion Hours	On-Campus Dates
4-Day Intensive	24 of 224	2023 Dates: May 16 - 18th (Tuesday 12N - Friday 12N)
4-Day Intensive	24 of 224	2024 Dates: May 14 - 17th (Tuesday 12N - Friday 12N)

Leadership, Analytics & Innovation Master's Program

Fall Start, 2 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
YEAR 1	HS700:Biostatistics for Health Professionals	3	HS510: Foundations of Health Informatics	3	**NOTE 003:** MAY SELECT DESIRED ELECTIVES BEGINNING THIS SEMESTER*	
	N504: Foundations of Leadership	3	N533: Strategic Resources and Healthcare Operations Leadership	3	**NOTE 005:** MAY BEGIN IMMERSION THIS SEMESTERr*	
	N509: Foundations of Innovation and Implementation in Health and Healthcare	3	N539: Foundations of Quality Science and Performance Analytics	3	N782: LAI Immersion	2
	Total	**9**	**Total**	**9**	**Total**	**2**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS
YEAR 2	N681: Decision Science for Complex Systems	2	LAIREQ 001: LAI ELECTIVE REQUIREMENT			
	HS612: Monitoring and Evaluation in Health Care Systems	3		6		
	HS610: Sociotechnical Approaches in Practice	3				
	Total	**8**	**Total**	**6**	**Total**	

Total credits: 34

This is your set program plan. School of Nursing courses are closed and therefore require an override to register. You will be issued these overrides each term for the courses identified on this program plan. Please note that this program plan is accurate as of May 2022 as far as course sequencing and the term in which each course will be offered. It is possible that there could be a change in the term that a specific course is offered. If this is the case, you will be notified of the change and provided with a new program plan that matches any scheduled change.

Please Note: Electives totaling a minimum of six credit hours can be selected beginning with year one of the Spring-Summer term. Immersions may be available once core & foundational courses are completed. These experiences can be completed during the Spring-Summer term, or throughout multiple terms with variable credit. Successful completion of an immersion includes a minimum of 224 hours and two credit hours.

Leadership, Analytics & Innovation Master's Program

Fall Start, 3 Year Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS
YEAR 1	HS700: Applied Biostatistics for Clinical Practice	3	HS510 Foundations of Health Informatics	3
	N504: Foundations in Leadership	3	N533: Strategic Resources and Healthcare Operations Leadership	3
	Total	**6**	**Total**	**6**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS
YEAR 2	N509: Foundations in Innovation and Implementation in Health and Healthcare	3	Note 003: May select desired electives beginning this semester	0	Note 005: May select desired electives beginning this semester	0
	HS612: Monitoring and Evaluation in Health Care Systems	3	N539: Qual Sci & Perf Analytics	3	N782: LAI Immersion	2
	Total	**6**	**Total**	**3**	**Total**	**2**

	FALL 2024	CREDITS	WINTER 2025	CREDITS	SPR-SUM 2025	CREDITS
YEAR 3	N681: Decision Science For Complex Health Systems	2	*LAIREQ 001: LAI ELECTIVE REQUIREMENT*	6		
	HS610: Sociotechnical Approaches in Practice	3				
	Total	**5**	**Total**	**6**	**Total**	

Total credits: 34

This is your set program plan. School of Nursing courses are closed and therefore require an override to register. You will be issued these overrides each term for the courses identified on this program plan. Please note that this program plan is accurate as of May 2022 as far as course sequencing and the term in which each course will be offered. It is possible that there could be a change in the term that a specific course is offered. If this is the case, you will be notified of the change and provided with a new program plan that matches any scheduled change.

Please Note: Electives totaling a minimum of six credit hours can be selected beginning with year one of the Spring-Summer term. Immersions may be available once core & foundational courses are completed. These experiences can be completed during the Spring-Summer term, or throughout multiple terms with variable credit. Successful completion of an immersion includes a minimum of 224 hours and two credit hours.

Leadership, Analytics & Innovation Master's Program

Winter Start, 2 Year Plan
Effective Winter 2023

	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS	FALL 2023	CREDITS
YEAR 1	HS510: Foundations of Health Informatics	3	*LAIREQ 001: LAI ELECTIVE REQUIREMENT*	6	HS700:Biostatistics for Health Professionals	3
	N533: Strategic Resources and Healthcare Operations Leadership	3	NOTE 003: *MAY SELECT DEIRED ELECTIVES BEGINNING THIS YEAR*		N504: Foundations of Leadership	3
					N509: Foundations of Innovation and Implementation in Health and Healthcare	3
	Total	**6**	**Total**	**6**	**Total**	**9**

	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS	FALL 2024	CREDITS
YEAR 2	*NOTE 003: MAY BEGIN IMMERSION THIS YEAR*	0	NOTE 005: *MAY BEGIN IMMERSION THIS YEAR*	0	HS610: Sociotechnical Approaches in Practice	3
	N539: Quality Science and Performance Analytics	3	N782: LAI IMMERSION	2	HS612: Monitoring and Evaluation in Health Care Systems	3
					N681: Decision Science for Complex Systems	2
	Total	**3**	**Total**	**2**	**Total**	**8**

Total credits: 34

This is your set program plan. School of Nursing courses are closed and therefore require an override to register. You will be issued these overrides each term for the courses identified on this program plan. Please note that this program plan is accurate as of May 2022 as far as course sequencing and the term in which each course will be offered. It is possible that there could be a change in the term that a specific course is offered. If this is the case, you will be notified of the change and provided with a new program plan that matches any scheduled change.

Please Note: Electives totaling a minimum of six credit hours can be selected beginning with year one of the Spring-Summer term. Immersions may be available once core & foundational courses are completed. These experiences can be completed during the Spring-Summer term, or throughout multiple terms with variable credit. Successful completion of an immersion includes a minimum of 224 hours and two credit hours.

Leadership, Analytics & Innovation Master's Program

Winter Start, 3 Year Plan
Effective Winter 2023

	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS	FALL 2023	CREDITS
YEAR 1	HS510: Foundations of Health Informatics	3	*LAIREQ 001: LAI ELECTIVE REQUIREMENT*	6	HS700:Biostatistics for Health Professionals	3
	N533: Strategic Resources and Healthcare Operations Leadership	3	*NOTE 003: MAY SELECT DEIRED ELECTIVES BEGINNING THIS YEAR*		N504: Foundations of Leadership	3
	Total	**6**	**Total**	**6**	**Total**	**6**

	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS	FALL 2024	CREDITS
YEAR 2	N539: Foundations of Quality Science and Performance Analytics	3	*NOTE 005: MAY BEGIN IMMERSION THIS YEAR*		N509: Foundations of Innovation and Implementation in Health and Healthcare	3
			N782: LAI IMMERSION	2	N681: Decision Science for Complex Systems	2
	Total	**3**	**Total**	**2**	**Total**	**5**

	WINTER 2025	CREDITS	SPR-SUM 2025	CREDITS	FALL 2025	CREDITS
YEAR 3	*NOTE 005: MAY BEGIN IMMERSION THIS YEAR*	0	*NOTE 005: MAY BEGIN IMMERSION THIS YEAR*	0	HS610: Sociotechnical Approaches in Practice	3
					HS612: Monitoring and Evaluation in Health Care Systems	3
	Total	**0**	**Total**	**0**	**Total**	**6**

Total credits: 34

This is your set program plan. School of Nursing courses are closed and therefore require an override to register. You will be issued these overrides each term for the courses identified on this program plan. Please note that this program plan is accurate as of May 2022 as far as course sequencing and the term in which each course will be offered. It is possible that there could be a change in the term that a specific course is offered. If this is the case, you will be notified of the change and provided with a new program plan that matches any scheduled change.

Please Note: Electives totaling a minimum of six credit hours can be selected beginning with year one of the Spring-Summer term. Immersions may be available once core & foundational courses are completed. These experiences can be completed during the Spring-Summer term, or throughout multiple terms with variable credit. Successful completion of an immersion includes a minimum of 224 hours and two credit hours.

Certificate in Nursing Education

Certificate in Nursing Education

Description

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

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

Objectives

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

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

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

Didactic Component

Coursework in Nursing Education

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

Mentored Teaching Experience (N697 1-4 credits)

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

Certificate in Nursing Education: Mentored Teaching Experience

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

How to Complete the Mentored Teaching Experience:

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

Attending a Faculty Meeting:

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

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

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

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

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

CRLT Sessions

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

Tracking attendance on the CRLT website:

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

Experiential Component

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

Certificate in Health Informatics

Practice Appeal

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

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

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

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

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

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

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

Curriculum

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

Certificate in Health Informatics			
Course Number	Course Name	Credits	Semester Offered
HS510	Foundations of Informatics	3	Winter
HS610	Sociotechnical Approaches in Practice	3	Fall
HS612	Evaluation in Health Systems	3	Fall
HS782	Immersion in Informatics are of focus (336 practice hours)	3	All
Elective in Informatics focus area as approved by faculty and advisor (Minimum of 3 Credits)			
Total Number of Credits for Health Informatics Certificate		15	

This certificate was based for the majority on the ANCC Informatics Nursing Certification (RN-BC) requirements using the eligibility requirements of:

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

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

Global Health Concentration (GHC)

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

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

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

Didactic Component

NURS 521, Introduction to Global Health: Issues and Challenges (3 cr.)
It is recommended (but not required) that students complete this course before immersion experience.

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

Independent Study (N697 2 credits)
Students will select a mentor who will work with the student to develop the goals and objectives of the independent study. The final product might be a paper, a position statement, a grant proposal, or any other mutually agreed upon project.

Experiential Component

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

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

Option A: An approved substantive experience that results in University of Michigan credit.
- UMSN or other U-M study abroad program
- Work, internship or volunteering for which U-M credit is awarded (including independent study with a UMSN faculty member)
- A non-U-M study abroad program for which U-M transfer credit results

Option B: An approved substantive experience that does not result in University of Michigan credit.
- A study abroad program that does not result in U-M credit
- An international work, volunteer, or internship experience that does not result in U-M credit
- An independently proposed international research or service project

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

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

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

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

Program Overview

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

Occupational Health Nursing Concentration

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

- Adult-Gerontology Primary Care Nurse Practitioner
- Primary Care Family Nurse Practitioner
- Leadership, Analytics and Innovation

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

Requirements

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

Trauma-Informed Practice (TIP) Mini-Certificate

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

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

Because creating safe and nurturing school environments requires that all professionals who interact with

students understand the impacts of adversity and how trauma manifests in the body, the focus of this trauma-informed practice mini-certificate is interprofessional practice. Holders of this certificate will have knowledge and skills needed to provide interprofessional responses to the consequences of trauma and traumatic stress in the lives of children and youth.

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

<u>Eligibility</u>

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

<u>Format</u>

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

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

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

Course #1 Trauma Basics: Course #EDUC 540
This course will provide basic foundational knowledge from trauma research and from practitioners' expertise about the adverse cognitive, social-emotional, behavioral, and health outcomes on children and youth who experience trauma. A key focus will be applying new knowledge about trauma to better perceive trauma's effects on young people in schools and other settings.
Trauma Basics must be completed prior to courses #2 and #3.

Course #2 Trauma-Informed Practice: Course #EDUC 541
This course will provide foundational knowledge about trauma-informed practice, including key principles of a trauma-informed approach. A key focus will be on teachers, social workers, and nurses collaborating to use specific trauma-informed practices for addressing young people's academic, social-emotional, behavioral, and health needs. An additional focus will be on the impact of trauma on practitioners.

Course #3 Creating and Sustaining Trauma-informed Systems: Course #EDUC 542
This course will provide foundational knowledge about developing and sustaining a school or organizational culture that is trauma-informed. A key focus will be on teachers, social workers, and nurses going beyond their practice role to collaborate on organizational work. Examples include educating colleagues, planning for a long-term project, evaluating programs, and obtaining resources to sustain collaborative models and programs to address trauma in schools.

Request permission to enroll in Trauma Basics

Transfer of Credit

Students who enroll, with their Faculty Advisor's approval in courses offered at other colleges or universities can receive up to 6 credits toward the program if the course is transferable and the student earns at least a "B". The courses will appear on the Michigan transcript with the name of the school where the course was taken. However, such courses are not calculated into the Michigan honor point average and will not affect this average.

Transfer courses cannot have been applied in whole or in part toward a bachelor's, previous master's degree, or certificate, and cannot have been taken more than 5 years prior to the current Rackham enrollment.

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

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

Change of Master's Program

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

Degree Requirements and Program Time Limit

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

Program Interruptions and Readmission

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

Doctor of Nursing Practice Degree

Program Focus

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

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

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

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

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

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

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

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

Program Description

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

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

Program Objectives

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

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

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

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

Post Master's DNP Program Details

Curriculum

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

On-Campus Dates

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

Semester	On-Campus Dates
Fall 2022	September 1-2, ; October 6-7; November 3-4; December 1-2 (classes end December 9, 2022)
Winter 2022	January 5-6; February 2-3, March 9-10, April 6-7 (classes end April 18, 2023)
Spring/Summer 2022	TBD

PM DNP Residency Hours

All candidates enrolled in the DNP Program complete mentored leadership experiences through the DNP residency. Residency placements are individualized based on students' learning objectives, leadership experiences, and career goals. All DNP students must complete a minimum of 5 credits in residency (N950) and a minimum of 1,000 hours (combination of clinical hours from master's degree and residency during the DNP program) of mentored experiences. Clinical hours are defined as any direct patient care, leadership, or community-based experiences credited in the student's previous master's program. Up to 500 clinical hours can be counted from the student's master's degree program.

Students vary in the number of clinical hours completed in their master's program. A minimum of 5 credits of residency (N950) are required for all PM-DNP Students with additional credits required to fulfill the initial 500 hours their master's program. For details about specific residency requirements, see the **DNP Residency Guidelines** section.

PM-DNP Scholarly Project Requirement

All candidates will prepare a DNP scholarly project that demonstrates a synthesis of the student's abilities, lays the groundwork for future practice scholarship and that demonstrates mastery of leadership in an advanced practice specialization. The scholarly project is 5 credits of N955 for all PM DNP students.

Sample Program Plans

The curriculum for post masters DNP students has been designed to be completed over two to three years, depending on whether a student enrolls full-time (2 year) or part-time (3 year).

Post-Master's DNP Program Plan
Fall Start, 2 Year Program Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
	HS700: Biostatistics for Health Professionals	3	N832: Clinical Leadership in Complex Systems	3	N910: Translation, Implementation, Science and Comparative Effectiveness	3
	HS802: Epidemiology for Health Professionals	1	N900: Seminar on Research	3	N950: Residency	1-3
YEAR 1	N815: Quality and Safety	4		3	N955: DNP Scholarly Project	1-2
	Total	**8**	**Total**	**6**	**Total**	**5 - 8**

	FALL 2023	CREDITS	WINTER 2024	CREDITS
	N803: Responsible Conduct of Research and Scholarship	1	N950: Residency*	1-3
YEAR 2	N950: DNP Residency (Term 2)	1 -3	N955: Scholarly Project	1-2
	N955: DNP Scholarly Project (Term 2)	1-2		
	Total	**3-6**	**Total**	**2-5**

Total credits: 24 - 33

All Post-Master DNP plan courses are offered as hybrid or digital, with no weekly face-to-face meetings. Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. All lectures are recorded.

[2] One credit of residency is equal to 112 hours. A minimum of five credits is needed to satisfy the DNP residency requirement. Please refer to the student handbook for information on how many hours are required from your master's degree prior to beginning the DNP residency hours.

[3] A minimum of 5 credits (and completion of the project itself) is needed to satisfy the DNP Scholarly Project requirement.

Post-Master's DNP Program Plan
Fall Start, 3 Year Program Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
YEAR 1	HS700: Applied Biostatistics for Clinical Practice	3	N900: Seminar on Research Synthesis	3	N910: Translation, Implementation, Science and Comparative Effectiveness	3
	HS802: Epidemiology for Health Professionals	1				
	Total	**4**	**Total**	**3**	**Total**	**3**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS
YEAR 2	N803: Responsible Conduct of Research and Scholarship	1	N832: Clinical Leadership for Effective Resource Management	3	N950: DNP Residency (Term 2)	1-3
	N815: Quality and Safety	4	N950: DNP Residency*	1-3	N955: DNP Scholarly Project	1-2
	Total	**5**	**Total**	**4 - 6**	**Total**	**2 - 5**

	FALL 2024	CREDITS	WINTER 2025	CREDITS
YEAR 3	N950: Residency*	1-3	N950: Residency*	1-3
	N955: Scholarly Project	1-2	N955: Scholarly Project	1-2
	Total	**2 - 5**	**Total**	**2 - 5**

Total credits: 25 - 36

All Post-Master DNP plan courses are offered as hybrid or digital, with no weekly face-to-face meetings. Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. All lectures are recorded.

[2] One credit of residency (N950) is equal to 112 hours. A minimum of five credits is needed to satisfy the DNP of residency requirement. Please refer to the student handbook for information on how many hours are required from your master's degree prior to beginning the DNP residency hours.

PM-DNP Residency Guidelines

The purpose of the DNP residency is to provide mentored experiences in leadership opportunities as well as development, implementation and evaluation of the DNP project. The residency placement will be individualized based on the students' learning objectives, previous clinical and leadership experiences, and career goals. The residency can be completed in a variety of provider or organizational settings in either the private or public sector, in local to international settings. It is intended that students will become actively involved in senior leadership roles and apply knowledge and skills learned in the program. In addition, the residency may be in an environment where the student complete the scholarly project requirement.

Learning Objectives for the Residency

All students are expected to meet general learning objectives during their residency. Upon completion of the residency requirement, students are expected to be able to:

- Analyze challenges and issues faced in organizations and propose theory and evidence based solutions to address them.
- Demonstrate competencies of a DNP-prepared nurse using a theoretical foundation as they apply to senior leadership roles and responsibilities.
- Reflect on their leadership abilities and identify areas for continued growth and development.
- Evaluate the role of the DNP in improving population health outcomes.
- Collaborate with systems and organizations to define ways to apply DNP skills for application to real-world problems.

Students will participate in a seminar when enrolled for residency credits N950. This course is offered regularly to accommodate part-time students or students who need additional clinical and leadership experiences. All DNP students must complete a minimum of 5 credits of N950 (560 residency hours) in a residency as a capstone experience. Students will work closely with the DNP Program Director to identify goals for their residency experiences. Students will then develop individualized learning objectives for the residency. The DNP Program Director, the student, and the clinical placement office will work together to identify potential placement opportunities, a potential match with a preceptor, and ensure that the appropriate contracts are in place. Once a preceptor has been identified, students will work with them to refine the specific goals and activities that will be carried out within the residency.

Planning for the PM DNP Residency

As students meet with the DNP Program Director regarding academic program planning, they are advised to begin to think about how the residency credits will fit into their program of study. Residency placements can take 6 months to a year to finalize so discuss the residency experience early to ensure placement deadlines are met.

Student must understand that residency hours must correspond with the academic semesters. All placements must be approved by faculty and communicated to the Clinical Placement Administrator at least six weeks prior to the start of the semester in which the student wishes to complete residency. Students will complete onboarding requirements that are required by the organization, prior to entering any facility.

In general, each residency credit will require 8 hours per week for residency-related activities. During a 14-week semester, this would total a minimum of 112 hours of activities for 1 credit hour. Students complete 5 credits of residency (totaling a minimum of 560 hours), which includes activities to complete their scholarly project. The actual contact hours in the residency setting will vary depending on the setting and the type of activities in which the student is involved. Students are required to keep a detailed log of their hours in Typhon during the residency experience.

Residency requirements cannot be met in a unit of the organization where a student is employed. However, a student can complete residency hours within the same organization but within a different department or unit. The clinical mentor for the residency may not be a student's employment supervisor. Finally, the clinical agency must have a clinical contract in place with the School of Nursing.

In general, the DNP Program Director will work with the student and the School of Nursing Clinical Placement Office to assist with placement of a student in their residency. Students actively participate in identifying a preceptor or organization for consideration. The student or the School will contact the organization or proposed mentor to discuss the potential residency placement and expectations for the residency experience.

Evaluation Methods

When students are enrolled in residency credits (N950), they are required to maintain an electronic log in Typhon, where students record the hours completed. At the end of the semester, students will complete a self-evaluation of the experience and turn this in to their preceptor/mentor for their evaluation of the student. The completed evaluation form and residency hour log must be turned into the faculty of record of N950 prior to receiving a passing grade for the residency credit(s). The residency will be graded on a Satisfactory/ Unsatisfactory (S/U) basis by the faculty of record.

PM-DNP Scholarly Project Guidelines

Overview and Purpose of Scholarly Project

The DNP scholarly project is a culminating experience which demonstrates the student's ability to synthesize scholarship in an advanced practice specialty or an area of health leadership. It may lay the foundation for future scholarship as well. The emphasis in the scholarly project addresses some aspect of translation of research, evidence-based practice or the implementation of a project designed to address a problem of relevance to nursing practice and healthcare delivery. The DNP scholarly project provides the student with opportunities to independently lead a project and demonstrate competencies related to leadership in innovation and translation of evidence to improve care and nursing practice. The scholarly project can focus on a variety of areas that address practice. Whatever the nature of the project, it is expected that the student will apply evidence, to the development and implementation of an intervention aimed to address the identified problem. The intervention will be evaluated using data obtained during implementation.

Students carry out their DNP scholarly project as part of their residency. It is recommended that the student complete a portion of their residency credits during the first year of their program so that they can begin to identify opportunities for their project during the first year in the program. Students can then work on their proposal and plan for agency and IRB approvals as required before they implement their project.

The written submission for the DNP scholarly project can take the form of a product that can be disseminated, such as a manuscript suitable for publication or brief report. It is intended that the results will also be disseminated through clinical and scientific meetings. The project will be supervised by a faculty committee (see guidelines below). The final project will be publicly presented and the supervising committee is responsible for certifying that it meets acceptable scholarly standards.

Five scholarly project credits (N955) are required for the degree. It is expected that students will register for the number of credits that reflect their and the faculty chair's effort and direction each semester they are working on their scholarly project. A student who completes all coursework and still has not completed the DNP scholarly project must be enrolled for 1 project credits each term until the scholarly project is completed.

It is expected that, upon completion of the scholarly project, students will be able to:

- Demonstrate the skill, knowledge, and ability to lead future quality improvement or change initiatives directed at improving patient care and population health.
- Develop a proposal which defines a problem from the clinical setting and synthesizes the evidence related to that problem.
- Apply analytic and evaluation techniques to examine the effectiveness of the quality improvement or practice change initiative.
- Present and defend a scholarly treatise that synthesizes the evidence and presents recommendations based on findings.
- Develop a plan to disseminate findings in scholarly journals and other forums to improve practice and patient care.

What is not considered appropriate for a DNP final Project?

Research assistantship for faculty's research projects (even when an outside organization may be involved).

Planning or evaluation for a School of Nursing project.

Planning, implementing or evaluating an educational project aimed at teaching or student education.

Stand-alone intellectual exercise that does not involve any organization/community collaboration (e.g., comprehensive review of best practices on websites; stand-alone review of the literature).

Knowledge generation that is expected of a PhD dissertation.

Selection of the PM-DNP Scholarly Project Committee Chair and Committee

The PM-DNP Scholarly Project is supervised by a faculty committee comprised of a minimum of three qualified members. Guidelines for preparation and structure of the proposal can be found in **Appendix J**. The chair for the student's scholarly project must be a member of the School of Nursing faculty (clinical or tenure track) with the requisite expertise and experience to provide substantive assistance and direction to the student. Additional members for the scholarly project committee are selected based on their specific strengths and perspective they will bring to the problem or topic being addressed in the scholarly project, and can be from within the School and/or practice setting.

Requirements to serve as a committee member are as follows:

- At least three committee members must hold doctoral degrees. A minimum of two of these committee members must be members of the School of Nursing faculty.
- The chair must be a School of Nursing faculty member (clinical or tenure track).
- The third member of the committee may hold either a regular or adjunct faculty appointment in the University of Michigan or be a qualified individual outside the University who is nominated by the student. This could be someone from a clinical agency or a content expert from another university.

The student will discuss committee membership with the chair of the scholarly project committee. If the student wishes to have a 4th member who is not doctorally prepared but who has contributed in a substantive way to the implementation of the scholarly project, they may nominate this individual for consideration as a committee member. All committee nominations must be approved by the DNP Program Director. All committee nominations for individuals outside of the School of Nursing must be accompanied by a current curriculum vitae and a justification for their nomination.

The student submits a nomination form proposing the membership for the Scholarly Project Committee to the DNP Program Director for approval. The full committee should be nominated and approved in a timely fashion to allow all members the opportunity to contribute to the shaping and direction of the proposal for the scholarly project.

PM-DNP Scholarly Project Proposal Process

The student must prepare and present a proposal for the scholarly project before the approved project committee members. The student will develop drafts of the proposal for review by the committee chair. As the student prepares to circulate drafts to the chair and committee members, turnaround times for review and comment must be negotiated between the student and the faculty. In general, two to three weeks should be allowed for faculty to review and return drafts. When the committee chair agrees that a draft is ready for committee review, the student will circulate the draft to other committee members for review and input. When all committee members agree the proposal is ready. The student will arrange for a meeting for presentation of the proposal.

At the proposal meeting, the student will present a synopsis of the clinical issue, scope of the problem, plan for addressing the project, and the implementation and evaluation plan for assessing the project outcomes. The

committee will have an opportunity to clarify any questions as well as to offer recommendations. If revisions in the proposal are required, those will be detailed at the time of the meeting and a plan and timeline for addressing those will be developed by the committee and presented to the student at that time (with follow up in writing). The outcome of the proposal meeting is 1) approval to proceed without revisions; 2) approval to proceed with minor revisions; 3) major revisions needed with the committee deciding if a) these can be guided by your chair or b) if the committee wished to read and approve the proposal prior to proceeding; or 4) disapproval. Working closely with your committee chair is important to have a successful proposal meeting.

The candidate may not proceed with project implementation until all committee members have approved the final proposal. Once approved, the chairperson must submit the proposal approval form to the DNP Program Director for approval and processing.

After the proposal is approved, the student will proceed to consult with the U-M Institutional Review Board (IRB) to determine whether IRB review and approval is required for the scholarly project.
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 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 advisor 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.

IRBMED must be consulted for any projects that will be conducted at Michigan Medicine. IRB-HSBS and Behavioral Sciences must be consulted for any projects that will be conducted in any setting other than MICHIGAN MEDICINE. If IRB approval is required, this must be obtained before commencing with the project. In addition, any approvals that may be required from the clinical agency where the project will be implemented must also be obtained. For example, all projects that are proposed for MICHIGAN MEDICINE must be submitted to the Nursing Research and Translation Committee in the Department of Nursing for review and approval. A policy entitled "Conducting Research within the Department of Nursing" (MICHIGAN MEDICINE Nursing Services, approved November 2013) presents the policy and the necessary forms. The project cannot be implemented until all necessary agency approvals have been received. The scholarly project committee chairperson will monitor these approvals with the

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, irbmed@umich.edu , or visit their website.

The Institutional Review Boards of the University of Michigan Medical School (IRBMED) oversee human subjects research conducted at the Medical School and MICHIGAN MEDICINE. 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 IRBMED 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 at 734-764-5500 or visit their website.

PM-DNP Scholarly Project Presentation and Final Paper

The committee chairperson, in consultation with committee members, determines when the final draft of the scholarly project is ready to be presented. Guidelines for preparation and structure of the final paper can be found in **Appendix I**. The DNP scholarly project is publicly presented at the completion of the project. This presentation is open to the public, including faculty, students and individuals outside of the University. The oral presentation should include statement of the problem, review and synthesis of the literature, a description of the project implementation to address the problem, the evaluation results and implications for future work in this area. The presentation needs to be completed prior to the deadline for grades in the semester which the student expects to graduate. Notice of the scholarly project presentation, including the candidate's name, project title, committee members, date, time, and

location should be posted within the School of Nursing at least one week prior to the presentation. The student, in consultation with the committee chairperson, is responsible for reserving a room and posting the notice for the presentation. The notices should be sent out by email to all faculty and students within the School of Nursing plus any additional outside members the student would like to have in attendance.

The committee chair will conduct the presentation by introducing the purpose of the event, the student, and the committee members. The chair will coordinate the time and discussion period. After the student presents the scholarly project, questions are asked by the project committee members. This is followed by an opportunity to address questions from the audience. Upon completion of all questions, the chair will wrap up the event.

Grading of the Final Presentation

The scholarly project committee will determine when the project is acceptable for the oral presentation. The committee determines the adequacy of the oral presentation and written product.

The following grades are possible after the oral presentation:

> Pass–no revisions
> Pass–revisions required
> Unacceptable

The requisite forms reporting the results of the presentation are to be forwarded to the DNP Program Director for processing.

Scholarly Project Final Submission

After all revisions specified by the student's scholarly project committee have been addressed satisfactorily and final approval has been given by the committee chair, the student is required to submit a final electronic copy of the scholarly project. This should be in PDF form and submitted to the Graduate Advisors (UMSN-GradAdvisors@med.umich.edu) and DNP Program Director .

BSN-DNP Program Details

Program Focus

The BSN-DNP program prepares expert nurse clinicians and leaders to perform at the most advanced level of their specialties. The program's clinically focused approach helps nurses translate evidence into practice. In addition to completing curriculum requirements for the chosen APRN clinical specialty, BSN-DNP students complete additional doctoral program curriculum that is integrated throughout the three or four year program including statistics and epidemiology for advanced practice and research, advanced leadership, quality and safety and other courses to prepare graduates for advanced leadership in the clinical arena, health systems and the health care industry. In addition, graduates of the BSN to DNP program complete the specialty clinical requirements to qualify to take a nationally recognized clinical specialty as an FNP, AGPCNP, ACAGNP, ACPNP, PNP or nurse-midwifery. The courses are integrated throughout the curriculum plan in a three year or four year model. Sequence of courses begin in a similar fashion for students pursuing an APRN specialty certification and then they vary when the clinical sequence begins depending on the chosen clinical specialty, however the final year in the program is the same for all students regardless of specialty as the DNP residency and scholarly project are completed.

Curriculum

The BSN-DNP program is specifically designed to prepare expert level clinicians. The curriculum builds on four course series: the graduate program core courses, the APRN core course, the selected specialty clinical course series and then the DNP specific course series. Figure 1 depicts the course series followed by the listing of the

courses which all students share in the program. Each specialty clinical course series is outlined in the MSN program section.

The curriculum for BSN to DNP students has been designed to be completed over three or four years depending on the specialty APRN program(s) a student is also completing.

The courses common to the MSN and BSN-DNP program include:

- N500 Models and Theories (4 credits)
- N502 Advanced Physiology and Pathophysiology (4 credits)
- N503 Advanced Physical Assessment (4 credits)
- HS505 Interprofessional Clinical Decision Making (2 credits)
- N523 Transition to the Advanced Practice Role (3 credits)
- HS700 Biostatistics for Health Professionals (3 credits)
- Advanced Pharmacotheraputics Pharm 620 1 credits Pharm 621 3 credits*

  * Note midwifery does not complete the second pharmacology course. Instead, they have integrated pharmacology content in their clinical coursework.

Then there is the series of clinically focused courses for each APRN specialty that are listed in the program plans by specialty. The clinical courses are common to both the MSN and the BSN to DNP Program. During the specialty clinical courses students will complete a minimum of 500 hours of clinical experience. This clinical experience is to meet the students selected clinical specialty certification requirements. These hours do not count towards the residency hours described below.

The DNP specific courses for the BSN-DNP program include:

- N803 Responsible Conduct of Research and Scholarship (1 credit)
- N815 Quality and Safety (4 credits)
- N832 Clinical Leadership for Effective Resource Management (3 credits)
- N900 Seminar on Research for DNP Scholarly Inquiry (3 credits)
- N910 Translation, Implementation, Effectiveness (3 credits)
- N950 Residency (2 credits)
- N960 Capstone Residency and Seminar II (4 credits)
- N965 Capstone Residency and Seminar II (4 credits)

BSN-DNP Residency Hours

All students enrolled in the BSN-DNP Program complete mentored clinical/leadership experiences through the DNP residency (N950, N960, N965) as they are fulfilling their scholarly project requirements. Residency placements are individualized based on students' learning objectives, clinical or population foci, desired leadership experiences or health care delivery model exposure, and career goals. All BSN-DNP students complete a minimum of 500 residency hours beyond their initial clinical hours for their specialty certification, for a total of 1000 hours required at graduation. Placements for student residency experiences are assigned by the DNP Program Director. Students can propose residency placements and project options which are approved by the DNP Program Director prior to N900.

BSN-DNP Scholarly Project Requirement

All candidates will prepare a DNP scholarly project that demonstrates a synthesis of the student's abilities, and that demonstrates mastery of leadership in an advanced practice specialization. The scholarly project is completed as part of the courses N950, N960, N965 in the final year for all BSN to DNP students. This is also the time when students will be completing their residency hours as described above. Their residency will be in a location or setting that will facilitate their scholarly project work. Students also complete N803 Responsible

Conduct of Research and Scholarship (1 credit). The DNP scholarly project cannot be implemented on the unit/clinic where they are employed. However, it can be completed within the organization on a different unit/clinic.

BSN-DNP projects will be accomplished during DNP coursework (N900, N910, N950, N960, N965). Faculty mentors will work with students and a mentor from the organization to develop, implement, evaluate and write up the project.

Project idea/literature review

During N900, students will begin to look at project ideas, do a review and synthesis of the literature and identify a potential theoretical framework or model for their project.

Project Proposal

Project development will continue in N910 as they are learning about translation, implementation science and application to a specific patient population or system of healthcare delivery. In N960, students will present their proposal for approval and evaluation of the necessity for IRB.   Feedback will be given by course faculty, peer students, and DNP Program Drector.

The proposal will include:
  i.   Introduction
  ii.   Problem/issue identified
  iii. Literature review & synthesis
  iv.   Implementation framework/model identified
  v.   Project
        a. Population/system
        b. Timeline
        c. Measurable objectives
        d. Implementation plan
        e. Evaluation plan

Project Implementation/Evaluation

Students will implement and evaluate their DNP project during N960 & N965 under the guidance of their faculty and organizational mentors. The final written product will be submitted by the end of N965 with an oral presentation occurring during class. The final written project and oral presentation will be evaluated by course faculty and peer review by N965 classmates.   Students are encouraged to invite the organizational mentor, colleagues, faculty and family as desired.

Final Project Report

The final project report will be a written document, either a brief report or submission ready manuscript.

The brief report consists of the following sections:
        i.   Introduction & background of the problem/issue
        ii.   Implementation framework
        iii. Project
              a. Objectives
              b. Implementation
              c. Evaluation Findings
        iv.   Implication
        v.   Conclusion

Dissemination

Dissemination of the project includes providing the manuscript, or the brief report and/or a presentation to the organization; a poster for research day, or another professional organization; or a submission ready manuscript based on the type of project that was done.

What is not considered appropriate for a DNP final project:

- Research assistantship for faculty's research projects (even when an outside organization may be involved).
- Planning or evaluation for a School of Nursing project.
- Planning, implementing or evaluating an educational project aimed at teaching or student education.
- Stand-alone intellectual exercise that does not involve any organization/community collaboration (e.g., comprehensive review of best practices on websites; stand-alone review of the literature).
- Knowledge generation that is expected of a PhD dissertation.

The Guidelines for the DNP Scholarly Project are as follows:

DNP Project

The scholarly project requirement will demonstrate the skill sets that enable leadership and expertise to improve clinical practice, evaluate the impact of practice change, and inform practice standards and policies as well as health policy. Projects will focus on clinical practice problems and/or organizational systems, and the promotion of effective, efficient and accessible care for individuals, groups, or populations. In conducting the scholarly project, students will articulate the state of the science in an identified area of inquiry, apply methods of scholarly inquiry consistent with identified area of interest, and synthesize and disseminate results of inquiry in an oral presentation and final written report or manuscript.

DNP scholarly projects should:
- Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- Have a systems (micro-, meso-, or macro- level) or population/aggregate focus.
- Demonstrate implementation in the appropriate arena or area of practice.
- Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).
- Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
- Provide a foundation for future practice scholarship. (AACN, 2015, pg. 4)

Exemplars of DNP projects:
- Process or Practice Environment Improvement
- Quality/Safety Initiative or Improvement
- Implement and Evaluate Evidence Based Guidelines
- Design and Evaluate New Models of Care
- Policy Evaluation – Federal/State/Local, Employer

Sample Program Plans for the BSN to DNP program

The curriculum has been designed to be completed over three or four years, depending on the specialty APRN program(s) a student is completing. See sample programs plans for Fall 2022 admitted students.

Adult Gerontology Acute Care Nurse Practitioner
BSN-DNP Program Plan
Fall Start, 3 Year Program Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
Year 1	N700: BIOSTATISTICS FOR HEALTH PROFESSIONALS	3	HS505: TEAM-BASED CLINICAL DECISION MAKING	2	N523: ROLE TRANSITION TO APRN	3
	HS 802: Epi for Health Professionals	1	N500: MODELS AND THEORIES	4	N553: ADVANCED PRACTICE SPECIALTY PROCEDURES AND SKILLS	3
	N502: ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY	4	N573: ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER NURSING THEORY I	4	N575: ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER AND CLINICAL NURSE SPECIALIST NURSING THEORY II (CDM II)	4
	N503: ADVANCED HEALTH ASSESSMENT	4	P621: PHARMACOTHERAPEUTICS II	4		
	P620: PHARMACOTHERAPEUTIC I	3				
	Total	**15**	**Total**	**13**	**Total**	**10**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS
YEAR 2	N577: ADVANCED PRACTICE NURSING CLINICAL PRACTICUM I (224 hours)	5	N579: ADVANCED PRACTICE NURSING CLINICAL PRACTICUM ii (280 HRS)	5	N910: TRANSLATION, IMPLEMENTATION, EFFECTIVENESS	3
	N815: QUALITY AND SAFETY	4	N832: CLINICAL LEADERSHIP FOR EFFECTIVE RESOURCE MANAGEMENT	3	N950: DNP RESIDENCY (112 HRS)	2
			N900: CRITICAL APPRAISAL FOR DNP SCHOLARLY INQUIRY	3		
	Total	**9**	**Total**	**11**	**Total**	**5**

	FALL 2024	CREDITS	WINTER 2025	CREDITS
YEAR 3	N803: RESPONSIBLE CONDUCT OF RESEARCH AND SCHOLARSHIPS (RCRS)	1	N965: CAPSTONE RESIDENCY AND SEMINAR II (224 hours)	4
	N960: CAPSTONE RESIDENCY AND SEMINAR I (224 hours)	4		
	Total	**5**	**Total**	**4**

Total credits: 72

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. All lectures are recorded.

Adult Gerontology Acute Care Nurse Practitioner
BSN-DNP Program Plan
Fall Start, 4 Year Program Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
Year 1	N502: ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY	4	HS505: TEAM BASED CLINICAL DECISION MAKING	2	N503: ADVANCED HEALTH ASSESSMENT FOR ADVANCED PRACTICE NURSES	4
	P620: PHARMACOTHERAPEUTICS I	3	P621: PHARMACOTHERAPEUTICS II	3	N523: ROLE TRANSITION TO APRN	3
	Total	**7**	**Total**	**5**		**7**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	Spring 2024	Credits
Year 2	HS 700: APPLIED BIOSTATISTICS FOR CLINICAL PRACTICE	3	N500: MODELS AND THEORIES TO INFORM ADVANCED NURSING PRACTICE WITH INDIVIDUALS, COMMUNITIES, AND COMPLEX SYSTEMS	4	N553: PROCEDURES AND SKILL FOR ACUTE CARE	3
	HS 802: Epi for Health Professionals	1	N573: ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER NURSING THEORY I	4	N575: ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER AND CLINICAL NURSE SPECIALIST NURSING THEORY II	4
	N803: RESPONSIBLE CONDUCT OF RESEARCH AND SCHOLARSHIP	1				
	Total	**5**	**Total**	**8**	**Total**	**7**

	FALL 2024	CREDITS	WINTER 2025	CREDITS	SPR-SUM 2025	CREDITS
YEAR 3	N577: ADULT-GERONTOLOGY ACUTE CARE ADVANCED PRACTICE NURSING CLINICAL PRACTICUM I (224 hours)	5	N579: ADULT-GERONTOLOGY ACTURE CARE ADVANCED PRACTICE NURSING CLINICAL PRACTICUM II (280 hours)	5	N910: TRANSLATION, IMPLEMENTATION, SCIENCE AND COMPARATIVE EFFECTIVENESS	3
	N815: QUALITY AND SAFETY	4	N832: CLINICAL LEADERSHIP FOR EFFECTIVE RESOURCE MANAGEMENT	3	N950: DNP RESIDENCY (112 HRS)	2
			N900: SEMINAR ON RESEARCH SYNTHESIS	3		
	Total	**9**	**Total**	**11**	**Total**	**5**

	FALL 2025	CREDITS	WINTER 2026	CREDITS
YEAR 4	N960: CAPSTONE RESIDENCY AND SEMINAR I (224 hours)	4	N965: CAPSTONE RESIDENCY AND SEMINAR II (224 hours)	4
	Total	**4**	**Total**	**4**

Total credits: 72

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings.

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Adult-Gerontology Care Primary Care Nurse Practitioner
BSN-DNP Program Plan
Fall Start, 3 Year Program Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
	HS700: APPLIED BIOSTATISTICS FOR CLINICAL PRACTICE	3	HS505: TEAM-BASED CLINICAL DECISION MAKING	2	N523: ROLE TRANSITION TO APRN	3
	HS802: EPI FOR HEALTH PROFESSIONALS	1	N500: MODELS AND THEORIES TO INFORM ADVANCED NURSING PRACTICE WITH INDIVIDUALS, COMMUNITIES, AND COMPLEX SYSTEMS	4	N554: PROCEDURE SKILLS PRIMARY	2
YEARr 1	N502: ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY	4	N566: ADVANCED PRIMARY CARE I	3	N594: AGPCNP PRACTICUM I (112 CLINICAL HRS)	2
	N503: ADVANCED HEALTH ASSESSMENT	4	P621: PHARMACOTHERAPEUTICS II	3		
	P620: PHARMACOTHERAPEUTICS I	3				
	Total	**15**	**Total**	**12**	**Total**	**7**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS
	N666: PRIMARY CARE III ADULTS	3	N674: ADVANCED NURSE ADULTS & FAMILY (224 CLINICAL HRS)	7	N910: TRANSLATION, IMPLEMENTATION, SCIENCE AND COMPARATIVE EFFECTIVENESS	3
YEAR 2	N671: SPECIAL POPULATIONS	3	N832: CLINICAL LEADERSHIP FOR EFFECTIVE RESOURCE MANAGEMENT	3	N950: DNP RESIDENCY (112 HRS)	2
	N694: AGPCNP PRACTICUM II (168 CLINICAL HRS)	3	N900: SEMINAR ON RESEARCH	3		
	N815: QUALITY AND SAFETY	4				
	Total	**13**	**Total**	**13**	**Total**	**5**

	FALL 2024	CREDITS	WINTER 2025	CREDITS
	N803: RESPONSIBLE CONDUCT OF RESEARCH AND SCHOLARSHIPS	1	N965: CAPSTONE RESIDENCY AND SEMINAR II (250 hours)	4
YEAR 3	N960: CAPSTONE RESIDENCY AND SEMINAR I (224 hours)	4		
	Total	**5**	**Total**	**4**

Total credits: 74

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings.

Adult-Gerontology Care Primary Care Nurse Practitioner
BSN-DNP Program Plan
Fall Start, 4 Year Program Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
YEAR 1	HS700: APPLIED BIOSTATISTICS FOR CLINICAL PRACTICE	3	HS505: TEAM-BASED CLINICAL DECISION MAKING	2	N523: ROLE TRANSITION TO APRN	3
	HS802: EPI FOR HEALTH PROFESSIONALS	1	N500: MODELS AND THEORIES TO INFORM ADVANCED NURSING PRACTICE WITH INDIVIDUALS, COMMUNITIES, AND COMPLEX SYSTEMS	4		
	N502: ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY	4	P621: PHARMACOTHERAPEUTICS II	3		
	P620: PHARMACOTHERAPEUTICS I	3				
	Total	11	Total	9	Total	3

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS
YEAR 2	N503: ADVANCED HEALTH ASSESSMENT	4	N566: ADVANCED PRIMARY CARE I	3	N554: PROCEDURE SKILLS PRIMARY	2
	N803: RESPONSIBLE CONDUCT OF RESEARCH AND SCHOLARSHIPS	1	N832: CLINICAL LEADERSHIP FOR EFFECTIVE RESOURCE MANAGEMENT	3	N594: AGPCNP PRACTICUM I (112 CLINICAL HRS)	2
	N815: QUALITY AND SAFETY	4				
	Total	9	Total	6	Total	4

	FALL 2024	CREDITS	WINTER 2025	CREDITS	SPR-SUM 2025	CREDITS
YEAR 3	N666: PRIMARY CARE III ADULTS	3	N674: ADVANCED NURSE ADULTS & FAMILY (224 CLINICAL HRS)	7	N910: TRANSLATION, IMPLEMENTATION, SCIENCE AND COMPARATIVE EFFECTIVENESS	3
	N671: SPECIAL POPULATIONS	3	N900: SEMINAR ON RESEARCH	3	N950: DNP RESIDENCY (112 HRS)	2
	N694: AGPCNP PRACTICUM II (168 CLINICAL HRS)	3				
	Total	9	Total	10	Total	5

	FALL 2025	CREDITS	WINTER 2026	CREDITS
YEAR 4	N960: CAPSTONE RESIDENCY AND SEMINAR I (224 hours)	4	N965: CAPSTONE RESIDENCY AND SEMINAR II (250 hours)	4
	Total	4	Total	4

Total credits: 74

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. .

Primary care Family Nurse Practitioner
BSN-DNP Program Plan
Fall Start, 3 Year Program Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
YEAR 1	HS 700: APPLIED BIOSTATISTICS FOR CLINICAL PRACTICE	3	HS505: TEAM-BASED CLINICAL DECISION MAKING	2	N523: ROLE TRANSITION TO APRN	3
	HS802: EPI FOR HEALTH PROFESSIONALS	1	N500: MODELS AND THEORIES TO INFORM ADVANCED NURSING PRACTICE WITH INDIVIDUALS, COMMUNITIES, AND COMPLEX SYSTEMS	4	N554: PROCEDURES AND SKILLS FOR PRIMARY CARE	2
	N502: ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY	4	N566: ADVANCED PRIMARY CARE NURSING I	3	N557: CDM I: INFANT, CHILD, AND ADOLESCENT HEALTH: WELLNESS AND MANAGEMENT OF COMMON ILLNESS	4
	N503: ADVANCED HEALTH ASSESSMENT FOR ADVANCED PRACTICE NURSES	4	P621: PHARMACOTHERAPEUTICS II	3	N593: ADVANCE PRIMARY CARE PRACTICUM I – FNP (168 HOURS)	3
	P620: PHARMACOTHERAPEUTICS I	3				
	Total	**15**	**Total**	**12**	**Total**	**12**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS
YEAR 2	N666: ADVANCED PRIMARY CARE NURSING OF CHRONIC ILLNESS IN ADULTS AND THEIR FAMILIES	3	N674: ADVANCED PRIMARY CARE NURSING OF ADULTS AND FAMILIES WITH COMPLEX SYSTEMS (CDM III) 224 clinical hours	7	N910: TRANSLATION, IMPLEMENTATION, SCIENCE AND COMPARATIVE EFFECTIVENESS	3
	N671: SPECIAL POPULATIONS IN PRIMARY CARE	4	N832: CLINICAL LEADERSHIP FOR EFFECTIVE RESOURCE MANAGEMENT	3	N950: DNP RESIDENCY (112 HRS)	2
	N693: ADVANCED PRIMARY CARE PRACTICUM III 168 HRS	3	N900: SEMINAR ON RESEARCH SYNTHESIS	3		
	N815: QUALITY AND SAFETY	4				
	Total	**14**	**Total**	**13**	**Total**	**5**

	FALL 2024	CREDITS	WINTER 2025	CREDITS		
YEAR 3	N803: RESPONSIBLE CONDUCT OF RESEARCH AND SCHOLARSHIP	1	N965: CAPSTONE RESIDENCY AND SEMINAR II (224 hours)	4		
	N960: CAPSTONE RESIDENCY AND SEMINAR I (224 hours)	4				

		81			
Total	**5**	**Total**	**4**	**Total**	

<div align="right">

Total credits: 80

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Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. .

Family Nurse Practitioner
BSN-DNP Program Plan
Fall Start, 4 Year Program Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
YEAR 1	HS 700: APPLIED BIOSTATISTICS FOR CLINICAL PRACTICE	3	HS505: TEAM-BASED CLINICAL DECISION MAKING	2	N523: ROLE TRANSITION TO APRN	3
	HS802: EPI FOR HEALTH PROFESSIONALS	1	N500: MODELS AND THEORIES TO INFORM ADVANCED NURSING PRACTICE WITH INDIVIDUALS, COMMUNITIES, AND COMPLEX SYSTEMS	4	N554: ADVANCED PRACTICE SPECIALTY PROCEDURES AND SKILLS FOR PRIMARY CARE	2
	N502: ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY	4	P621: PHARMACOTHERAPEUTICS II	3		
	P620: PHARMACOTHERAPEUTICS I	3				
	Total	**11**	**Total**	**9**	**Total**	**5**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS
YEAR 2	N503: ADVANCED HEALTH ASSESSMENT FOR ADVANCED PRACTICE NURSES	4	N566: ADVANCED PRIMARY CARE NURSING I	3	N557: CDM I: INFANT, CHILD, AND ADOLESCENT HEALTH: WELLNESS AND MANAGEMENT OF COMMON ILLNESS	4
	N815: QUALITY AND SAFETY	4	N832: CLINICAL LEADERSHIP FOR EFFECTIVE RESOURCE MANAGEMENT	3	N593: ADVANCE PRIMARY CARE PRACTICUM I – FNP (168 HOURS)	3
	Total	**8**	**Total**	**6**	**Total**	**7**

	FALL 2024	CREDITS	WINTER 2025	CREDITS	SPR-SUM 2025	
YEAR 3	N666: ADVANCED PRIMARY CARE NURSING OF CHRONIC ILLNESS IN ADULTS AND THEIR FAMILIES	3	N674: ADVANCED PRIMARY CARE NURSING OF ADULTS AND FAMILIES WITH COMPLEX SYSTEMS (CDM III) 224 clinical hours	7	N910: TRANSLATION, IMPLEMENTATION, SCIENCE AND COMPARATIVE EFFECTIVENESS	3
	N671: SPECIAL POPULATIONS IN PRIMARY CARE	4	N900: SEMINAR ON RESEARCH SYNTHESIS	3	N950: DNP RESIDENCY (112 HRS)	2
	N693: ADVANCED PRIMARY CARE PRACTICUM III 168 HRS	3				
	Total	**10**	**Total**	**10**	**Total**	**5**

	FALL 2025	CREDITS	WINTER 2026	CREDITS
YEAR 4	N803: RESPONSIBLE CONDUCT OF RESEARCH AND SCHOLARSHIP	1	N965: CAPSTONE RESIDENCY AND SEMINAR II (224 hours)	4
	N960: CAPSTONE RESIDENCY AND SEMINAR I (224 hours)	4		
	Total	**5**	**Total**	**4**

Total credits: 80

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. .

Nurse Midwifery
BSN-DNP Program Plan
Fall Start, 3 Year Program Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
YEAR 1	HS700: BIOSTATISTICS FOR HEALTH PROFESSIONALS	3	N500: MODELS AND THEORIES TO INFORM ADVANCED NURSING PRACTICE WITH INDIVIDUALS, COMMUNITIES, AND COMPLEX SYSTEMS	4	N523: ROLE TRANSITION TO APRN	3
	HS802: EPI FOR HEALTH PROFESSIONALS	1	N561: INTRODUCTION TO MIDWIFERY CARE	3 - 4	N546: ANTEPARTUM CARE OF THE ESSENTIALLY NORMAL WOMAN (168 CLINICAL HOURS)	6
	N502: ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY	4	N566: ADVANCED PRIMARY CARE I	3		
	N503: ADVANCED HEALTH ASSESSMENT FOR ADVANCED PRACTICE NURSES	4				
	P620: PHARMACOTHERAPEUTICS I	3				
	Total	**15**	**Total**	**10 - 11**	**Total**	**9**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS
YEAR 2	N676: INTRAPARTUM, POSTPARTUM, AND NEWBORN CARE (225 hours)	7	N677: MIDWIFERY I (225 CLINICAL HOURS)	7	N910: TRANSLATION, IMPLEMENTATION, SCIENCE AND COMPARATIVE EFFECTIVENESS	3
	N815: QUALITY AND SAFETY	4	N832: CLINICAL LEADERSHIP FOR EFFECTIVE RESOURCE MANAGEMENT	3	N950: DNP RESIDENCY (112 HRS)	2
			N900: SEMINAR ON RESEARCH	3		
	Total	**11**	**Total**	**13**	**Total**	**5**

	FALL 2024	CREDITS	WINTER 2025	CREDITS
YEAR 3	N803: RESPONSIBLE CONDUCT OF RESEARCH AND SCHOLARSHIP	1	N965: CAPSTONE RESIDENCY AND SEMINAR II (224 hours)	4
	N960: CAPSTONE RESIDENCY AND SEMINAR I (224 hours)	4		
	Total	**5**	**Total**	**4**

Total credits: 72 - 73

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. .

Nurse Midwifery
BSN-DNP Program Plan
Fall Start, 4 Year Program Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2024	CREDITS
YEAR 1	HS700: BIOSTATISTICS FOR HEALTH PROFESSIONALS	3	N500: MODELS AND THEORIES	4	N523: ROLE TRANSITION TO APRN	3
	HS802: EPI FOR HEALTH PROFESSIONALS	1	N832: CLINICAL LEADERSHIP FOR EFFECTIVE RESOURCE MANAGEMENT	3		
	N502: ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY	4				
	Total	**8**	**Total**	**7**	**Total**	**3**

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS
YEAR 2	N503: ADVANCED HEALTH ASSESSMENT FOR ADVANCED PRACTICE NURSES	4	N561:NTRODUCTION TO MIDWIFERY CARE	3 - 4	N546: ANTEPARTUM CARE (168 CLINICAL HOURS)	6
	P620: PHARMACOTHERAPEUTICS I	3	N566: ADVANCED PRIMARY CARE I	3		
	Total	**7**	**Total**	**6 - 7**	**Total**	**6**

	FALL 2024	CREDITS	WINTER 2025	CREDITS	SPR-SUM 2025	CREDITS
YEAR 3	N676: INTRAPARTUM, POSTPARTUM, AND NEWBORN CARE (225 hours)	7	N677: INTRODUCTION OF FULL-SCOPE MIDWIFERY CARE (225 CLINICAL HOURS)	7	N910: TRANSLATION, IMPLEMENTATION, SCIENCE AND COMPARATIVE EFFECTIVENESS	3
	N815: QUALITY AND SAFETY	4	N900: SEMINAR ON RESEARCH	3	N950: DNP RESIDENCY (112 HRS)	2
	Total	**11**	**Total**	**10**	**Total**	**5**

	FALL 2025	CREDITS	WINTER 2026	CREDITS
YEAR 4	N803: RESPONSIBLE CONDUCT OF RESEARCH AND SCHOLARSHIP	1	N965: CAPSTONE RESIDENCY AND SEMINAR II (224 hours)	4
	N960: CAPSTONE RESIDENCY AND SEMINAR I (224 hours)	4		
	Total	**5**	**Total**	**4**

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings..

Nurse Midwifery/Family Nurse Practitioner Combined
BSN-DNP Program Plan
Fall Start, 4 Year Program Plan
Effective Fall 2022

	FALL 2022	CREDITS	WINTER 2023	CREDITS	SPR-SUM 2023	CREDITS
YEAR 1	HS700: BIOSTATISTICS FOR HEALTH PROFESSIONALS	3	N500: MODELS AND THEORIES	4	N523: ROLE TRANSITION TO APRN	3
	HS802: EPI FOR HEALTH PROFESSIONALS	1	N561:NTRODUCTION TO MIDWIFERY CARE	1	N554: ADVANCED PRACTICE SPECIALTY PROCEDURES AND SKILLS FOR PRIMARY CARE	2
	N502: ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY	4	N566: ADVANCED PRIMARY CARE I	3	N557: CDM I: INFANT, CHILD, AND ADOLESCENT HEALTH: WELLNESS AND MANAGEMENT OF COMMON ILLNESS	4
	N503: ADVANCED HEALTH ASSESSMENT FOR ADVANCED PRACTICE NURSES	4	P621: PHARMACOTHERAPEUTICS II	3		
	P620: PHARMACOTHERAPEUTICS I	3				
	Total	15	Total	13 - 14	Total	9

	FALL 2023	CREDITS	WINTER 2024	CREDITS	SPR-SUM 2024	CREDITS
YEAR 2	N666: PRIMARY CARE III ADULTS	3	HS505: TEAM-BASED DECISIONS	2	N546: MIDWIFERY CAR DURING PREGNACY AND PRIMARY CARE (168 CLINICAL HOURS)	6
	N671: SPECIAL POPULATIONS	3	N674: ADVANCED NURSE ADULTS & FAMILIES	7		
	N693: FNP PRACTICUM II (224 CLINICAL HRS)	3	N832: R EFFECTIVE RESOURCE MANAGEMENT	3		
	N815: QUALITY AND SAFETY	4				
	Total	13	Total	12	Total	6

	FALL 2024	CREDITS	WINTER 2025	CREDITS	SPR-SUM 2025	CREDITS
YEAR 3	N676: INTRAPARTUM, POSTPARTUM, AND NEWBORN CARE (225 hours)	7	N677: MIDWIFERY I (225 CLINICAL HOURS)	7	N910: TRANSLATION, IMPLEMENTATION, SCIENCE AND COMPARATIVE EFFECTIVENESS	3
			N900: SEMINAR ON RESEARCH	3	N950: DNP RESIDENCY (112 HRS)	2
	Total	7	Total	10	Total	5

	FALL 2025	CREDITS	WINTER 2026	CREDITS
YEAR 4	N803: RESPONSIBLE CONDUCT OF RESEARCH AND SCHOLARSHIP	1	N965: CAPSTONE RESIDENCY AND SEMINAR II (224 hours)	4
	N960: CAPSTONE RESIDENCY AND SEMINAR I (224 hours)	4		
	Total	**5**	**Total**	**4**

Total credits: 99 - 100

Program plan content and sequencing may change based on national standards, curriculum evaluation, and the incorporation of emerging best practices for educational course delivery.

[1] HS 700 meets synchronously 4 times each term on Friday mornings. .

Enrollment Requirements

Continuous Enrollment

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

Leave of Absence

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

A student on a Nursing-approved leave of absence suspends progress toward the DNP degree for a minimum of one fall or winter term. No tuition or fees are charged for the period during which a student is on a leave of absence. A leave of absence may have implications for a student's federal financial aid or loans. Students should consult with the Office of Financial Aid to determine how a leave status might affect their aid and eligibility to defer loan repayment.

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

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

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

The following general policies apply to all leaves of absence:

1. The Office Graduate Studies advisors review and forward all requests for leaves with recommendations to the DNP Program Director for review and approval.
2. A leave of absence is not required for the spring/summer, since students maintain active status during these terms whether or not they are enrolled in courses.
3. A student can request a leave for up to 2 consecutive fall or winter terms, or 12 consecutive months, and may request an extension for up to an additional 12 months, or a maximum leave of 24 months.
4. A student may submit a request to return early from an approved leave of absence, which is subject to the recommendation from the graduate advisor and approval of the DNP Program Director.
5. Leaves of absence will not be approved for prior terms.
6. A newly admitted student who has registered may seek a leave of absence, if the request and approval occur before the end of the third week of classes in the initial term of registration.
7. Students returning from an approved leave must enroll for the next fall or winter term that follows the

leave. Students who are at the end of a term of an approved leave and do not either request a new leave to register for the next fall or winter term will be considered to have withdrawn and be discontinued from the program at the end of the term that follows the leave.

8. Students on leave may finish work from previous terms, such as completing unfinished work for prior course in which grades of incomplete have been assigned, but may not complete other requirements for their degree.

9. The time limit for completing the DNP degree will be extended by that number of terms the student is on leave.

10. A student who has been suspended for academic or non-academic reasons is not eligible to apply for a leave of absence. A student on an approved leave of absence who subsequently is suspended will have the leave rescinded.

When a student is preparing to return to the DNP Program after an approved leave of absence, they must meet with the DNP Program Director to review their previous plan of study. If appropriate, the plan of study will need to be updated to reflect correct dates and to incorporate any new requirements or program revisions that may have been approved while the student was on leave.

Leave of Absence for Military Service

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

Leave of Absence for Medical Reasons

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

Leave of Absence for Family Necessity or Dependent Care

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

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

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

Leave of Absence for Personal Reasons

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

Program Time Limits

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

Readmission

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

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

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

After the materials are received, the DNP Program Director and an Admissions Committee made of members from the DNP Advisory Committee will review the reapplication materials. This review will be coordinated by the DNP 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 sine leaving the DNP program, a fit between the applicant's scholarly interests and a potential mentor on the faculty, and an assessment of what has changed in the applicant's circumstances that will now permit successful re-engagement in DNP studies. A meeting will also be held with the applicant and the review committee to provide any additional information needed for the readmission assessment.

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

- Readmission to the full standing with a list of the remaining requirements to be met in the student's program plan;
- Identification of any additional coursework that the student will be required to meet;
- Identification of coursework that the student had completed previously but will need to be repeated due to performance issues or lack of currency of content.

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

Academic Rules, Policies and Procedures

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

School of Nursing Student Code of Academic and Professional Conduct

The University of Michigan, School of Nursing has a Code of Academic and Professional Conduct that all students are expected to follow. Any questions regarding this code should be addressed immediately to relevant faculty, academic advisors, or the Director of Student Enrichment. The complete Code of Academic and Professional Conduct may be found in **Appendix A**. The student must electronically certify that he or she has received a copy of the code and that he or she will abide by it. The certification process occurs when the student first begins classes and is coordinated by the Office of Graduate Studies (Grad Office). Proof of certification will be placed in the student's file.

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

Plagiarism

The School of Nursing follows the American Psychological Association (APA) citation guidelines. Proper citation of referenced material is required. Not following proper citation guidelines my 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.

School of Nursing Technical Standards

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

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

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

- Observe written documents and visualize information as presented in images from paper, films, slides, video, or other media
- Interpret visual and graphic images and digital and analog representations of physiologic phenomena with or without the use of assistive devices

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

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

2. Motor

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

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

3. Communication

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

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

4. Intellectual-Conceptual (Integrative and Quantitative) Abilities

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

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

5. Physical abilities

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

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

6. Behavioral and social attributes

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

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

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

Definitions of Professionalism and Safety

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

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

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

Expected Student Competencies

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

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

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

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

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

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

School of Nursing Student Grievance Process

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

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

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

Committee on Academic Admissions and Scholastic Standing

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

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

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

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

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

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

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

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

Academic Disciplinary Action by CAASS

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

1. **Action Pending:** A student will be placed on "Action Pending" if the student's academic record for a term just concluded is incomplete. The transcript is reviewed again when final grades have been reported or after incomplete grades have lapsed.

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

3. **Continued Academic Warning:** If any of the above circumstances occur in the next semester of enrollment of a student on Academic Warning, the student is given the status of "Continued Academic Warning."

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

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

5. **Ineligible to Register in the School of Nursing:** The CAASS requires a student to withdraw from the School of Nursing when a student has failed 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.

Transfer of Credit

Students in the DNP Program can transfer a maximum of nine credits to meet program requirements. Students in the MSN Program can transfer a maximum of six credits to meet program requirements. Courses are considered transfer credit if they are taken outside of the School of Nursing at any institution outside of the University of Michigan (U-M). Any course outside of the DNP or MSN Program requirements that a student wishes to take to meet requirements for the DNP or MSN must receive approval from the graduate student advisor (UMSN-gradadvisors@med.umich.edu) or program lead. All transfer courses must have been completed at a grade of a "B" or better for transfer and documented with an official transcript. When seeking approval of a course for equivalency, a syllabus must be submitted with the request. School of Nursing faculty teaching this course will be asked to review the syllabus for equivalency and to provide that assessment to the Graduate Student Services Offices. It is required that a request to enroll in a course not offered by the DNP Program at U-M be received and approved prior to registration for that course.

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

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

Coursework and Grading Policies

Compliance Policy

Before beginning any School of Nursing course, including all didactic, clinical and lab components, 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+	= 87-89.9%	C+	= 77-79%	D+	= 67-69%
A	= 93-96.9%	B	= 83-86.9%	C	= 73-76.9%	D	= 63-66%
A-	= 90-92.9%	B-	= 80-82.9%	C-	= 70-72.9%	D-	= 60-62%
						E	= <60%

Transcript Notations and Grade Point Average

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

Pass/Fail
P (passed) credit, no honor points
F (failed) no credit, no honor points

Satisfactory/Unsatisfactory
S (satisfactory) credit, no honor points
U (unsatisfactory) no credit no honor points

Credit /No Credit
CR (credit) credit, no honor points
NC (no credit) no credit no honor points

Incomplete/Work in Progress　　　　　　**Official Audit (VI)**

I (incomplete)　　　　　　no credit,　　　　　VI (visitor)　　　　　　no credit,
　　　　　　　　　　　　　no honor points　　　　　　　　　　　　　no honor points

Y (work in progress,　　　no credit
　approved courses only)　no honor points **Miscellaneous Notations (NR)**
　　　　　　　　　　　　　　　　　NR (no report)　no credit,
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　no honor points

Withdrawal/Drop

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

ED (dropped unofficially)　no credit,
　　　　　　　　　　　　　no honor points

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

Course Assignment Policies

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

Course Examination Policies

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

Credit Hour Policy

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

Incomplete ("I") Grade Policy

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

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

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

   a. At least 60% of the work for the course is completed and in a satisfactory manner;
   b. Attendance through the course has been otherwise satisfactory; and
   c. Faculty of record has provided approval of eligibility for an incomplete

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

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

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

An Incomplete grade must be made up before the last day of classes of the next full term beyond the term in which the "I" mark was recorded including spring/summer term for those enrolled year-round. Spring/Summer term is excluded if the student is not enrolled year-round (e.g. only enrolled in classes in Fall and Winter terms). An Incomplete appears on the transcript as an "I" and will not be calculated into the student's grade point average until the deadline has lapsed. Once the work is completed, the final course grade is posted alongside the "I" and the earned grade is computed into the grade point average. An "I" grade not finished by the incomplete deadline lapses to an "E" grade. In such cases, no degree credit is earned, and the course is then computed as an "E" in the term and in the cumulative grade point averages. An unfinished Incomplete, for courses elected on a non-graded basis ("Pass/Fail," "Credit/No Credit," etc.), lapses to "Fail" or "No Credit" but does not affect the term or cumulative grade point averages.

Withdrawals

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

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

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

A student must submit a "Registration Adjustment Request" to The Associate Dean of Graduate Programs that includes documentation confirming extenuating circumstances, including a sufficient explanation of why the student did not seek an incomplete or withdrawal during the term. At no point after the term has ended will a

course be removed from a student's record; it will remain on the transcript and noted as "W". The Graduate Advisors can assist you with this process by contacting UMSN-GradAdvisors@med.umich.edu

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

Minimum Grade Requirement

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

School of Nursing Masters and DNP students are required to meet a minimum grade of "B-' in this and all School of Nursing Courses. To maintain satisfactory academic standing, Masters and DNP students must make satisfactory progress toward their degrees and have a minimum cumulative grade point average (GPA) of B (3.0 on a 4-point scale). Students will be required to repeat all required courses receiving a grade lower than a "B-". Programs and departments may have separate requirements for grades necessary to maintain satisfactory academic standing. Students who fall below this average are placed on academic probation. In some cases, students will have to petition the Committee on Academic Admissions and Scholastic Standing (CAASS) to determine progression in the program. Courses in which grades of "D" or "E" are earned cannot be used to fulfill degree requirements (see Section 4 of *Graduate School Academic Policies*).

Academic/Clinical Course Warnings

Students are given written warning by their faculty instructors if they are failing a required course, if there is concern about the student's progression, or if there is concern about the student's professional behavior. The warning will list specific areas in which the student is failing to meet course objectives, clinical competence, or professional behavior, and will list specific steps the student must take to obtain a passing grade. The warning is discussed with the student who may add comments and then signs the warning and receives a copy. A copy of the warning is sent to the academic advisor who places it in the student's academic record. A copy of the warning is also sent to the Associate Dean of Professional Graduate Programs and relevant course faculty. Academic/clinical course warnings may be given at any time during the course as determined by the course faculty.

Academic Standing/Discipline

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

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

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

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

The Office of Graduate Studies administers computation of grade-point average for School of Nursing courses and formal notification of probationary status. The Graduate Advisors tracks and formally notifies students of

deficiency in the overall grade-point average, and notifies students within three weeks of a new semester starting of any changes in Academic Standing.

Academic Assistance

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

Disability Statement

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

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

The School of Nursing's policy and practice is to provide equitable educational opportunities for students with documented disabilities in all programs and activities, including internships or field placements. Students with documented disabilities who require accommodations must register with the Office of Services for Students with Disabilities (SSD). Students will receive a letter detailing their specific needs from SSD. The student must present this letter to each of their faculty and provide sufficient lead-time to allow the requested accommodation(s) to be provided. Original documentation of disability will be kept in the Office of Student, Academic, & Multicultural Services, Room 1160. If students do not follow aforementioned procedure, they may not be eligible for an accommodation in that course.

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

Compliance

Compliance Policy

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

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

All compliance requirements, except for the flu shot, must be uploaded to Castle Branch or Complio and approved by Castle Branch or Complio as the requirements expire. Fall admit have until August 15 to complete requirements. Flu shots for the 2022 - 2023 academic year must be uploaded to Castle Branch or Complio and approved by Castle Branch by October 31, 2022. Failure to fulfill the compliance requirements by the deadlines will be charged the following fees:

Out of Compliance: $200 fee
$100 late fee will be accessed for every month out of compliance

Students who are out of compliance or who have accrued fines will not be allowed to register for nursing courses or receive a clinical placement until compliance requirements have been met and fines have been paid. Those who are in a clinical placement at the time of non-compliance will be immediately removed from the clinical site.

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

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

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

Graduate Student Compliance Requirements List

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

Compliance documents are managed by a third party vendor Castle Branch - www.castlebranch.com (students prior to Fall 2022) and students from Fall 2022 and beyond Complio - https://umich.complio.com/UserRegistration.aspx. All students must create an online account and upload all compliance documents into the online account. **New** graduate students (students starting in Fall 2022) should use Complio to upload their compliance documents as they expire (except the flu vaccine).

DUE BY AUGUST 15 AND YEARLY THEREAFTER	
Technical Standards	**Both** pages of the signed form must be uploaded to Castle Branch or Complio.
	In order for the document to be valid for the entire 2022-2023 academic year.
Cardiopulmonary Resuscitation Certification (CPR)	American Heart Association or American Red Cross BLs for Healthcare Providers Course will be accepted. This certification is valid for two years. Please note that AHA is preferred by health care institutions.
	The front and back of a signed certification card **OR** an official digital certificate of completionmust be uploaded to Castle Branch or Complio.
	The certification must be valid for the entire 2022-2023 academic year.
Tuberculin Skin Test (also called TB or PPD) or blood test	Complete documentation must be uploaded to Castle Branch or Complio and includes the date that a TB skin test was administered, the date that it was read, and negative results **OR** a lab report showing a negative QuanitiFERON TB Gold or T-SPOT blood test and test date.
	A positive result requires a clear chest x-ray. A lab report is required. Chest x-rays are valid for one year.
Drug Screen	Drug screens (10-panel) are available in Castle Branch or Complio. Instructions on how to obtain drug screens will be sent directly via email. Drug screens are required yearly.
Handbook Certification	Handbook is to be reviewed yearly. The signed and dated form must be uploaded to Castle Branch.
State of Residence Change Notification	State of Residence must be completed yearly. The document must be filled **out accordingly** and uploaded to Castle Branch or Complio.
DUE BY AUGUST 15 AND YEARLY THEREAFTER	

Nursing License	A current, valid RN license obtained from any state within the USA must be uploaded to Castle Branch or Complio.
	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.
Hepatitis B	The Hepatitis B vaccine is a series of three doses.
	Complete documentation must be uploaded to Castle Branch or Complio and includes the dates of the first, second, and third doses of the vaccine **OR** a lab report for a positive Hepatitis B titer.
MMR (Measles, Mumps, and Rubella)	The MMR vaccine is two doses.
	Complete documentation must be uploaded to Castle Branch or Complio and includes the dates of the first and second doses of the vaccine after 12 months of age **OR** a lab report for a positive antibody titer for each of the three components (Measles, Mumps, and Rubella).
Varicella Zoster (Chicken Pox)	The chicken pox vaccine is two doses.
	Complete documentation must be uploaded to Castle Branch or Complio and includes the date of the first and second doses of the vaccine **OR** a lab report for a positive Varicella titer.
Tdap (Tetanus, Diphtheria, and Pertussis)	Documentation of a Tdap vaccine at age 11 or after is required.
	Tdap vaccines are only valid for ten years, Td booster may be required prior to first term or at some point during enrollment.
Criminal Background Check	A criminal background check must be completed through Castle Branch or Complio at www.castlebranch.com or https://umich.complio.com/UserRegistration.aspx. Additional background checks may be required by clinical placement sites.
Authorization to Disclose Information Statement	**Both** pages of the signed form must be uploaded to Castle Branch or Complio.
Flu Shot	Flu shots will be available on campus.
	Instructions detailing when the flu shots will be available and how to provide proof of compliance with this requirement will be sent every fall.
	The administered date must be between September 1 and October 31 to be accepted for the 2022-2023 academic year. Notification of actual due date will be emailed.
COVID Vaccine Card	Upload current COVID vaccine card showing completing of COVID vaccine.

COVID-19 Policy

University of Michigan School of Nursing aims to deliver its mission while seeking to protect the health and safety of our students and minimizing the spread of disease within the community. As students return for the 2022-2023 academic year, all students are required to comply with all school of nursing policies, including any public health guidance related to COVID-19. The very nature of an in-person educational experience in the school of nursing means our faculty, staff and students, particularly those participating in clinical experiences, will be exposed to contagious viruses, including the coronavirus. The University of Michigan School of Nursing is committed to public health and similarly expects that all students will act in a manner that demonstrates respect and consideration for the health and safety of all community members.

Students are required to comply with public health guidance, including any protocols, guidelines or policies adopted by the University or the school of nursing that relate to COVID-19 or other infectious diseases. This guidance will evolve as the public health crisis unfolds and may include the following: health screening protocols, participation in contact tracing, use of face coverings, COVID-19 diagnostic testing, disinfection protocols, limitations on gatherings, and social distancing. Adherence to health and safety requirements applies to all school of nursing students and extends to all aspects of the facilities, clinical labs, classrooms, bathrooms and other spaces within the school of nursing, on school of nursing property, in school of nursing clinical experiences, or at school of nursing sponsored events/programs

School of Nursing Drug Policy

The use of "alcohol and other substances potentially places patients, the public, and nurses themselves at risk for serious injury or death" (International Nurses Society on Addictions, 2017). The University of Michigan School of Nursing (UMSN) is committed to the safety of patients, students, faculty, and staff. Michigan Medicine is also dedicated to the promotion of health of its community members including those with physical, psychiatric, and substance use concerns and establishes consistent policies and procedures that foster safety and health. The UMSN supports wellness, restoration, and rehabilitation of students to promote optimal personal and professional functioning. The UMSN supports students in caring for themselves in order to safely care for others.

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

School of Nursing Technical Standards

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

Clinical Placements

Here at the University of Michigan, clinical placements are managed entirely through the Clinical Placement Office. You will not be required to secure your own clinical placements or preceptors. In fact, due to the complexity of the process, students are asked NOT to seek preceptors on their own. Should you have suggestions or requests regarding clinical sites and/or preceptors, they can be requested through the Clinical Query Form. Every attempt will be made to honor student requests but cannot be guaranteed.

Arrangement of Clinical Placements

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

More detailed information on clinical placements can be found in the Student Clinical Handbook which is distributed during the semester before the start of your clinical rotations. Additional information can also be found on Canvas under your Orientation course.

Clinical Locations

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

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

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

Clinical Query Form

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

Onboarding

Onboarding is composed of various institutional requirements. For a successful placement, students must complete all onboarding items by communicated deadlines. If onboarding items are not completed by the

communicated deadlines, students will be removed from clinical placement for the term and have to wait until the following term. **Student onboarding requirements must be valid during dates of clinical placement/term.**

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

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

Attendance

All missed placements including excused and unexcused absences must be made up.

An **unexcused** clinical absence is absence from the scheduled clinical activity. Examples of this include:

- Not calling in advance
- Not showing up for clinical
- Taking personal vacations when scheduled
- Taking a day off to study when scheduled
- Missing clinical because compliance and/or mandatories are not completed

It is the responsibility of a student to promptly inform his/her preceptor in the event of an absence or illness. If students in a clinical course cannot reach their preceptor, the student should notify graduate clinical placements office and request assistance.

When calling to report an illness or absence, give the location the name of student, name of preceptor to whom the message should be given, and anticipated duration of illness.

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

The student is responsible for informing the course faculty regarding anticipated prolonged illness or situations resulting in an interruption of the program and/or involving convalescence at home. For extended absences, the course faculty will consult with the Associate Dean of Practice and Professional Graduate Program regarding the student's academic standing.

Occasionally, students will have special health concerns that could affect their ability to safely provide patient care or that would jeopardize the student's health and safety. Students are required to report any type of health concern affecting patient care or student performance. Examples include: Unstable diabetes, seizures, being immune compromised, contagious infections, clinical depression.

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

Arrangement of Clinical Placements

Clinical placements are a combined effort that involves several offices, including the Graduate Clinical Placement Office, your Program Leads, as well as system level legal contracts. Therefore, students must

use clear communication related to placements to ensure that contracts are in place and all parties are aware of changes or irregularities. Many systems have processes in place for student rotations and discourage outreach by individual students. Students should not reach out to clinical preceptors, offices, or hospital systems on their own. However, in general, if you have any questions, Please contact Jill McFarland, Director of Clinical Partnerships, at 734-764-0659 or email her jilllynn@umich.edu

More detailed information on clinical placements can be found in the Student Clinical Handbook which is distributed during the semester before the start of your clinical rotations.

Repetition of a Clinical Course

There may be restrictions on which clinical placements are most suited to a student repeating a clinical course. These restrictions will be communicated to the student by the Associate Dean of Practice and Professional Graduate Program after consultation with the involved course faculty. When repeating a clinical course, registration is offered only on a space available basis.

Clinical Uniforms and Dress Codes

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

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

School of Nursing Clinical Uniforms and Dress Code

Acceptable Clothing

- Scrubs (matching tops or bottoms), properly fitted.
- White lab coat
- Dress of appropriate length for bending and stretching activities worn with white or neutral hose
- Religious, cultural or medical head coverings for men and women (e.g. yarmulke, hijab)

Shoes

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

Hair

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

Appearance

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

Identification

- Students must wear University of Michigan identification at all times and any name pin or other identification given by the clinical agency.

Inappropriate Attire

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

Confidentiality and Use of Medical Records

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

Use of Technology and Social Media in a Clinical Setting

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

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

Accidents during Clinical Experiences

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

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

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

Malpractice Insurance

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

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

U-M Risk Management Office

Phone: 734-764-2200

Pregnancy

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

Unexpected Events in Clinicals

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

Registration Information

Wolverine Access

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

Schedule of Classes

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

How to Register

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

1. Check the RO's Schedule of Classes for a list of the courses offerings in a semester as well as specific course details (e.g., days, time, location, instructor). Course descriptions for School of Nursing Master's courses are available in **Appendix F** and on the UMSN website's Nursing Courses section.

2. Register via Wolverine Access during your University designated date and time.

3. Academic advisors will provide overrides for students to register for the Nursing courses based on the set program plan.

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

Drop/Add Deadline

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

Verification of Enrollment

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

Graduation and Licensure Information

Applying for Graduation

All students must apply for graduation on Wolverine Access. The School of Nursing Office of Graduate Studies (Grad Office) will notify students via 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 graduates participate in the May ceremony. For more detailed information, see the University of Michigan's Commencement page

School of Nursing Commencement Ceremony

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

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

Graduate Licensure and Certification

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

Credentialing Information for Graduate Students

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

> Students in the BSN-DNP program may be eligible to sit for their boards upon successful completion of their clinical rotation, prior to graduation of their DNP. This will vary based on what board exam they are intending on taking.

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

Appendix A

Student Code of Academic and Professional Conduct

I. Introduction

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

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

I. Applicability

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

Nursing students are also required to comply with the Statement of Student Rights and Responsibilities.

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

A. Definitions of Unacceptable Behavior

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

1. **Plagiarism**
    Taking credit for someone else's work or ideas regardless of the media, stealing others' results or methods, copying the writing of others without proper citations, quotation marks, or other forms of proper acknowledgment, or otherwise taking credit falsely.

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

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

4. **Falsification of data or information to university officials, faculty members, staff, or clinical areas**
   Dishonesty in reporting verbally or in written material, false data or information.

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

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

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

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

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

10. **Providing nursing care in an unsafe or harmful manner**
    This includes carrying out a procedure without competence or without the guidance of a qualified person; 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 maintain a professional license or employment in the nursing program. The results of criminal proceedings will not be determinative of proceedings under this Conduct Policy.

16. **Other professional misconduct**
Violation of the ANA Code of Ethics for Nurses is unacceptable. Nursing students are expected to "maintain professional, respectful, and caring relationships with colleagues and others, with a commitment to the fair treatment of individuals, to integrity-preserving compromise, and to resolving conflict…This standard of conduct includes an affirmative duty to act to prevent harm. 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 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 Resolution Officer who will interface with the appropriate academic administrator. Anyone not sure of whether or not to report a suspicion should consult with the Resolution Officer before making a decision not to formally report the suspicious behavior.

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

C. Preliminary Inquiry

1. If there is an alleged violation, the faculty member, student, or staff reporting the possible violation will submit a written description of the potential violation and the circumstances to the Resolution Officer within ten (10) business days.

2. The Resolution Officer will 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 Resolution 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 Resolution Officer will (a) inform the student of the nature of the allegations; (b) explain the hearing process; and (c) explain the student's options.

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

   a. the relevant parties determine that no violation occurred and the matter is resolved,
   b. the accused accepts responsibility for the alleged violation and sanctions and either the student or the Resolution Officer can refer the matter to CAASS,
   c. the accused accepts responsibility for the alleged violation and the sanctions, as determined by the Resolution Officer and reporting faculty, and signs a statement indicating his or her agreement, or
   d. the accused signs a statement indicating he or she does not accept the responsibility for the alleged violation nor the sanctions as determined by the Resolution Officer and faculty, and the matter is referred to CAASS for a hearing by Resolution Officer.

5. If the matter is referred to CAASS for a hearing, the Resolution Officer, in conjunction with the appropriate academic administrator, will determine whether the student can proceed in the program until CAASS has issued their findings. This will be considered and determined on a case-by-case basis.

D. Hearing

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

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

Hearing Participant Roles

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

Participant	Role Description During the Hearing
Director of Student Enrichment	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

Academic advisor (Grad Office)	Observer
Witness(es)	Participant (one called at a time and present only during witness portion of hearing
Personal advisor (to the student)	Observer (provides support and advises the student; not an active participant

Hearing Procedures

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

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

   a) No later than five (5) business days before the hearing, the Chair of CAASS and/or the Resolution Officer will provide each party with a hearing packet that includes: all documentation that has been submitted for review by the student and reporting faculty,
   b) the list of expected attendees, including hearing panelists, witnesses, and personal advisor, and
   c) any relevant information about the hearing.

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

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

4. The accused student will have an opportunity to appear before the hearing panel to present his or her case and remain present while all testimony and information is presented to the hearing panel. The accused student may review all documents considered by the hearing panel and may question witnesses who appear before the hearing panel. The accused student may also present his or her own evidence and witnesses.

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

6. The hearing panel may conduct the hearing even if the accused student is absent and there have been reasonable attempts to contact the student, and will make its findings and recommendations based on the information presented to the hearing panel.

7. If the accused student fails or declines to appear before the panel, the panel will proceed to hear the case and make findings and recommendations without the student's participation.

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

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

10. All recordings of proceedings will be controlled by the School of Nursing. No court reporters, stenographers, videographers, or similar professionals are permitted without the prior consent of the School of Nursing. Records and documents that will be available, in advance, to all parties may be redacted to protect the privacy rights of individuals who are not directly involved in the hearing process.

11. After hearing the case, the hearing panel will deliberate in private. The vote of the majority of the hearing panel members, including the panel chair, will determine whether the student is found responsible for the alleged violation, and sanctions will be determined by the hearing panel with input from the reporting faculty and the Resolution Officer. The hearing panel's decision that the accused student is responsible for an alleged violation will be the sole discretion of the hearing panel if, based on the totality of the evidence presented, it is more likely than not that the violation occurred. The chair of the hearing panel will prepare a written report containing factual findings and stating any sanctions to be imposed.

12. The hearing panel's determination will be communicated in writing by the chair of the hearing panel to the Resolution Officer, who will send a letter of findings and sanctions to the student by email and certified letter, delivered by the postal service to the local address on file in Wolverine Access. Copies will be distributed to the appropriate faculty member, the Chair of CAASS, the Resolution Officer, the Associate Dean for Graduate Studies, and the student's record. This will complete the process unless the student appeals the decision (see Appeals below).

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

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

E. Appeals

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

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

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

F. Sanctions

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

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

2. **Service:** Performance of one or more tasks designed to benefit the school or the nearby community and to help the student understand why her or his behavior was inappropriate.

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

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

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

6. **Disciplinary probation:** Designation of a period of time during which the student will not be in good standing with the school. The terms of the probation may involve restrictions of student privileges and/or may delineate expectations of behavior. Consequences may also be spelled

out if the student fails to meet the terms. A record of the probationary period will be included in the student's academic file.

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

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

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

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

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

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

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

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

Revised and approved by faculty on April 21, 1999.
Revised and approved by faculty on May 14, 2003.
Updated and approved by Faculty May 19, 2010, for implementation spring/summer term 2010, and to continue in effect thereafter unless and until altered or revoked by faculty.
Updated August 2015.
Updated November 2016.
Updated March 2017.
Updated August 2020.

Appendix B

School of Nursing Undergraduate and Graduate Drug Testing Policy and Procedure

The use of "alcohol and other substances potentially places patients, the public, and nurses themselves at risk for serious injury or death" (International Nurses Society on Addictions, 2017). The University of Michigan School of Nursing (UMSN) is committed to the safety of patients, students, faculty, and staff. Michigan Medicine is also dedicated to the promotion of health of its community members including those with physical, psychiatric, and substance use concerns and establishes consistent policies and procedures that foster safety and health. The UMSN supports wellness, restoration, and rehabilitation of students to promote optimal personal and professional functioning. The UMSN supports students in caring for themselves in order to safely care for others.

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

All Students

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

- Students must provide a viable urine specimen to be tested for substances, consistent with industry standards in the health care field on dates specified by the UMSN.
- Some clinical site guidelines may be more stringent than industry standards and require 12 panel drug screening tests.
- Refusal to provide a specimen for drug testing will be considered a positive drug test and subject to the established procedures for positive tests (see below for policy regarding positive screens).
- Diluted test results (as determined by the Medical Review Officer), including diluted negatives, will require a follow-up drug screen at the student's expense. This screen may be obtained by an alternative collection method such as blood or hair.
- In special circumstances, the UMSN may request, at any time, the collection of an alternative specimen such as blood or hair.
- Testing must occur at a facility specified by the UMSN.
- Testing will be at the expense of the student.
- The following may be screened for including but not limited to: amphetamines, barbiturates, benzodiazepines, cocaine, fentanyl, hydrocodone, marijuana, methadone, methaqualone, opiates, oxycodone, phencyclidine (PCP), propoxyphene, and tramadol

- Drug tests are reviewed by the Medical Review Officer (MRO) and retained by the compliance vendor. MROs may access the Michigan Automated Prescription (MAPS) or alternatives as indicated, to corroborate the existence of a legitimate prescription for students. For claims related to purported prescription medications, e.g. benzodiazepines, opioids, the students will sign any and all releases of information (ROI) as requested by the MRO to allow for communication with the identified prescriber and to facilitate fact- finding by the MRO. The MRO will make a determination regarding the legitimacy of any prescriptions or evidence of illicit substance use. Students who do not provide ROI will be treated as if their screen is positive (see below for policy regarding positive screens).
- If the MRO attempts to contact a student about the results of their drug screen and the student fails to respond within 3 business days, the school will again contact the student by email and / or by telephone. If the student still does not respond to the MRO within 2 business days, this will be treated as a positive drug screen (see below for policy regarding positive screens).
- Clinical agencies must also approve placements for students with positive drug screens or the placement will be cancelled. If the MRO cleared the positive test, then that documentation along with the health provider's note documenting the prescription use must also be sent to the Clinical agency

for review and clearance for placement. If the   placement is not approved, another placement option will be considered for that   individual. Agencies that are members of the ACEMAPP placement system require that   they be informed of positive drug screens.

- To ensure confidentiality, one undergraduate and one graduate liaison within the UMSN   will be identified as the contact people to receive positive drug screen reports and will   convey that information to the appropriate program Associate Dean or designee.

- Any clinical or research related activity will immediately be suspended pending the   outcomes of an inquiry.

- The drug screen results and details of these or related findings remain the sole responsibility and privilege of the UMSN for the sake of confidentiality. The results are   maintained within the compliance documentation system maintained by the vendor and   are not placed in the student academic files. Positive results are not specifically reported   but all external and internal communication would indicate that the student is "not in   compliance" with requirements for clinical placement or research activity. However, as   stated earlier, the positive results would be shared with the clinical or research agency per   agency guidelines if the MRO clears the student for placements.

- The student will be interviewed by the Associate Dean and any other UMSN officials   relevant to the situation and referred for a substance use evaluation to a facility and/or   health provider professional specializing in substance use disorder treatment, as specified   by the UMSN.

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

Undergraduate Students (students with RN Licensure see below)

- The student must be evaluated for substance use by the health professional and must sign   a ROI allowing the evaluator to report findings and recommendations for treatment   related to the substance use to the Associate Dean of the student's respective program at   UMSN.

  - If the student refuses to obtain a substance use evaluation or sign a ROI allowing the   UMSN access to recommendations from the evaluation, this will result in the inability to   continue in the clinical or research areas in any affiliated agency until these are   completed.

  - The Associate Dean or designee will review the recommendations and make a   determination regarding the student's ability to continue their clinical or research   activities at that point in time. Consideration will be given to the nature of the substance   use, impairment, treatment recommendations, and affiliated agency requirements.

  - Students for whom no treatment recommendations are made will be referred to an   education program related to substance use such as those on alcohol or marijuana use.

  - In the event that the results of the substance use evaluation indicate need for treatment,   the UMSN will require that the student sign a ROI from the health professional   conducting the treatment. The UMSN will request recommendations from the health   provider as well as a negative drug screen in order for the student to return to any clinical   or research activity in an agency.

  - A return to any clinical placement or research activity in an affiliated agency will require   a negative drug screen and satisfactory recommendations by the health care provider. The   student must also meet with Technical Standards as stated in the UMSN Undergraduate   and Graduate Student Handbooks of Academic Policies and Procedures.

  - Students who have had a positive drug screen that was not cleared by the MRO, as well   as those with a positive drug screen and subsequent intervention, must submit to random   drug screening for one year at times designated by the UMSN. Another positive drug   screen will initiate the steps of the drug policy procedure again. Subsequent positive tests   and subsequent delays in completing program requirements may result in an inability to   complete the program and can be considered a violation of the Student Code of Conduct.

Students with RN Licensure

- A student who is a licensed Registered Nurse and who has a positive drug screen test that is not cleared by the MRO will be offered an opportunity to self-report to the Michigan Health Professional Recovery Program (HPRP)* for subsequent evaluation and treatment recommendations and may be allowed to resume his or her nursing education under the following circumstances:
  - Provision of any and all appropriate ROIs between the HPRP, the MRO, and UMSN
  - Adherence to all restrictions, e.g. access to opioid medications for a specified period of time, as determined by the HPRP and conveyed to a designated UMSN liaison
  - Full participation in random drug screens, the results of which will be reported to the MRO and UMSN liaison
- If an RN licensed student refuses a drug screen or provides a positive test that is not cleared by the MRO and declines to self-report to the HPRP and follow treatment

  recommendations fully, then UMSN may suspend indefinitely the enrollment and participation of the student in any or all courses, clinical placements, or research settings, pending positive resolution at the discretion of the UMSN.
- If an RN licensed student refuses a drug screen or provides a positive test that is not cleared by the MRO and declines to self-report to the HPRP, the UMSN will report the licensee to the Department of Licensing and Regulatory Affairs (LARA).

Under Sections 333.16222 and 333.16223 of the Public Health Code, licensed/registered health professionals are required to make good faith reports of suspected violations of the Public Health Code to the Department of Licensing and Regulatory Affairs, Bureau of Professional Licensing, including violations of Michigan controlled substances laws and incidents of impairment.

- In the event that an RN licensed student has enrolled and successfully participated in a structured monitoring programs and suffers a lapse or relapse, then communication will ensue between the UMSN and HPRP and a determination will be made on a case-by-case basis regarding an appropriate response.
- If an RN licensed student participates in the HPRP, the UMSN will follow the treatment recommendations from the health provider that may include activities such as monitoring the student while in the practice setting and observing for impairment**.
- The RN licensed students' ability to practice or conduct research activities safely must be established by a specialist in addictions.

*The Health Professional Recovery Program (HPRP) is a State of Michigan program administered through a contract with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Health Care Services, which supports the recovery of its participants so that they may safely return to practice and protect the safety of the general public. Click here for more information.

** Impairment: the reduced ability of an individual to perform duties while acting in the scope of educational or research responsibilities for the UMSN, while on-call or while treating or offering treatment advice for patients or research participants. Examples of behaviors that suggest possible impairment include but are not limited to: loss of balance, stumbling, staggering, l e a n i n g on objects for support, red or glassy eyes, pupillary changes, unkempt appearance, and odor of alcohol, observed to be in possession of or using substances.

Administrative Group Approved May 2017; Updated October 3, 2019

Appendix C

School of Nursing Student E-Mail Group Guidelines

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

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

To verify the e-mail groups that your Uniqname is listed in, follow these steps:

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

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

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

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

School of Nursing e-mail groups *may NOT* be used to:

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

Tips for successful group e-mails:

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

respect in all UMSN interactions. Inappropriate, disrespectful, aggressive, or threatening emails may be considered in violation of the Student Code of Academic and Professional Conduct.

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

Appendix D

Plagiarism

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

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

What Is The Penalty for Plagiarism?

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

Do I Have To Footnote Every Fact?

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

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

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

Why Does Plagiarism Matter?

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

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

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

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

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

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

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

Is This Plagiarism?

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

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

members and countless additional sympathizers."

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

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

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

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

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

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

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

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

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

Appendix E

School of Nursing Student Grievance Process

I. Introduction

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

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

A student's disappointment or disagreement about a **grade or course placement** is not a grievable matter unless the student brings forth specific information in support of the grounds for grievance listed above. A decision made by a **school committee, including the Committee on Academic Admissions and Scholastic Standing, CAASS**, is not grievable unless the student brings forth specific new information that supports the basis for a grievance as listed above.

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

In cases where a student's complaint or grievance may be heard or reviewed in more than one university forum, the student may have the matter heard or reviewed in one forum of his or her choice.

Student resources include their academic advisors, the University Ombudsperson, and the Resolution Officer. Faculty may consult with their unit representative.

II. *Grievance Process*

A. Initial Steps

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

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

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

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity, and Title IX/Section504/ADA Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, MI 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817.

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

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

B. Formal Grievance Process

Step 1: Written Grievance: The Written Grievance initiates the Formal Grievance Process. The student must submit a written grievance to the Resolution Officer, requesting a grievance hearing. In order to move forward, the written grievance must include:
   a) the specific reason for the grievance as it relates to one of the four issues noted in Section I,
   b) circumstances surrounding the situation,
   c) any mitigating factors, and
   d) specific requested outcomes of the grievance

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

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

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

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

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

No later than ten (10) business days prior to the hearing, all parties (including the student and respondent) will submit, in writing, all relevant documentation to the Resolution Officer:
   a) all relevant documentation that each party would like the grievance panel to consider, and
   b) a list of all relevant witnesses whom they would like to have submit testimony before the hearing panel.

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

No later than five (5) business days before the hearing, the Resolution Officer will provide grievance hearing participants with a hearing packet that includes:
   a) the student's formal written grievance and relevant documentation,
   b) the respondent's written response and relevant documentation,

c) the list of expected attendees, including hearing panelists, witnesses, and personal advisor, and
d) any additional relevant information about the hearing.

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

Grievance Hearing Participant Roles

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

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

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

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

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

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

Appendix F

Skills and Abilities for Degree Completion

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

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

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

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

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

Communication Skills:
- Communicate with maximum accuracy, clarity, and efficiency with patients and their families, other members of the health care team, and faculty within rapidly changing and often stressful health-related settings.
- Effectively give and/ or receive verbal directions about or to a patient, their family, members of the health team or faculty within rapidly changing and often stressful settings
- Assess situation conditions, identify potential course of action and make decisions that lead to appropriate actions on behalf of patients and families, other health care professionals, faculty, and peers

Physical abilities:
- Provide safe nursing care by physically performing activities that meet the patient's and family's needs
- Lift objects that reflect a range of weight
- Grasp small or large objects

- Manipulate a variety of objects
- Respond to patient needs in a timely way

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

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

Student Signature: _____ Date: _____

Print Student Name: _____ U-M ID: _____

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

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Appendix G

Guidelines for the DNP Scholarly Project

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

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

- Focus on a change that impacts healthcare outcomes either through direct or indirect care.

- Have a systems (micro-, meso-, or macro- level) or population/aggregate focus.

- Demonstrate implementation in the appropriate arena or area of practice.

- Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).

- Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.

- Provide a foundation for future practice scholarship. (AACN, 2015, pg. 4)

Examples of DNP scholarly projects include (1) Improving an aspect of healthcare systems (e.g. model of care delivery, a program to decrease hospital readmission of high risk patients); (2) Improving practice for a patient population with respect to a clinical topic (e.g. fall prevention practices for older adults; symptom management for women with cancer; acute pain management for pediatric patients); or (3) Improving population health in communities (e.g. exercise to decrease obesity in school age children; decreasing bullying in young adolescents). The scholarly project involves two phases for satisfactory completion: a project proposal and a final report. Details for each are provided in the following sections.

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

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

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

DNP SCHOLARLY PROJECT PROPOSAL

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

OUTLINE:

Title Page
1. Introduction
   a. Background & Significance
2. Problem Statement
   a. Include importance for Nursing, DNP
   b. Clinical question, PICOT format
3. Literature/Evidence Review
4. Implementation Framework/Model
   a. Description
   b. How it guides the project
5. Purpose Statement
   a. Project objectives
6. Project Description (what you plan to do)
   a. General description
      i. Population of interest
      ii. Site – unit, organization
      iii. Intervention
 b. Project Design (how you plan to do it)
   a. Plan – detailed information
      iv. Instruments
   b. Timeline
   c. Resources (personnel, technology, budget)
   d. Informed consent (if necessary)
   e. Proposed evaluation
      v. Statistics/Analysis
      vi. Data storage plan
      vii. Including feasibility and sustainability

Introduction
This should be a brief introduction to the paper so the reader knows the topic of the paper, including background and significance of the topic. This section should include a brief synthesis of the problem nationally. Note that many federal agencies and other national organizations/societies (e.g. CDC, AHRQ, NAM) have reports that will be helpful to synthesize the nature of the problem nationally. The introduction should be about one page.

Problem Statement
This section is concise and clearly articulates the breadth of the problem and why it is a concern. Substantiate with factual information. Discuss trends or potential trends.

Clinical question, PICOT format: The problem statement leads to the clinical question that is relevant to practice. Identify the population, intervention, comparison, outcome, and timeframe. Comparison may be to the current practice, how will this intervention improve patient outcomes.

Literature/Evidence Synthesis for the Clinical Topic, Program, or Innovation
A comprehensive literature review provides the evidence to defend a logical argument supporting the need and value of the scholarly project. Divide this into headings and themes related to the clinical question and future purpose section, synthesizing overall findings

Refrain from listing a summary of studies one by one. The evidence should be synthesized across studies or other evidence sources. Evidence table may be added as an appendix to support your narrative. However, it is

essential that the narrative synthesize the evidence across studies. N900 provides a foundation for this synthesis. This section should be 3 – 4 pages in total.

Implementation Framework/Model
This section should provide overview of the framework/conceptual model that will guide the project. This should be integrated into this section so that it is clear to the reader how the framework/model was used to develop the implementation intervention components.

Purpose Statement and Objectives
Purpose Statement and Objectives: Project purpose should be limited to one or two key areas that are clearly articulated. It should describe what the project will involve and what it will accomplish. (e.g., The purpose of this project is to perform a policy analysis on [policy/population impacted] and provide recommendations to key stakeholders.) Objectives are specific statements that define measurable outcomes, i.e., what steps will be taken to achieve the desired outcome.

Project Description
Remember, this is not conduct of research. This section will provide a general description of the project including the population, site/unit and the type of intervention you are proposing (what you plan to do).

The specific project design will include the details of how you plan to do the project and are guided by the chosen framework/model and project objectives. You will include the following details:
  a) Plan – detailed information
      i) instruments
  b) Timeline
  c) Resources (personnel, technology, budget…)
  d) Informed consent (if necessary)
  e) Proposed evaluation
      i) Analysis
      ii) Data storage plan
      iii) Including feasibility and sustainability

This section may be about 4 – 5 pages and, potentially tables, figures, and/or appendices in order to clearly articulate the proposed intervention components, process, and timeline.

Summary and Conclusion
This section, approximately ½ page, should include a brief summary of your project.

Manual of Style
All students are expected to follow the Publication Manual of the American Psychological Association (APA) unless the committee chair approves another format. Students are expected to submit the project proposal using standardized margins, headings, and double-spaced as outlined in APA. The project proposal should be about 10 - 15 pages excluding title page, references and appendices.

DNP Scholarly Project Final Written Document

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

Brief Report

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

Title Page
  1. Introduction

        a. Background & Significance
2. Problem Statement
        b. Include importance for nursing, DNP
        c. Clinical question, PICOT format
3. Literature/Evidence Review
4. Implementation Framework/Model
        d. Description
        e. How it guides the project
5. Purpose Statement
        f. Project purpose and objectives
6. Project Description (what you plan to do)
        g. General description
            i. Population of interest
            ii. Site – unit, organization
            iii. Intervention
        h. Project Design (how you plan to do it)
        i. Plan – detailed information
            i. Instruments
        j. Timeline
        k. Resources (personnel, technology, budget)
        l. Informed consent (if necessary)
        m. Proposed evaluation
            i. Statistics/Analysis
            ii. Data storage plan
            iii. Including feasibility and sustainability
        n. Results
            i. Analysis/Evaluation
            ii. For each aim
        o. Discussion
            i. Implication for practice
            ii. Recommendations
            iii. Sustainability
7. Conclusion

Introduction
This should be a brief introduction to the paper so the reader knows the topic of the paper, including background and significance of the topic. This section should include a brief synthesis of the problem nationally. Note that many federal agencies and other national organizations/societies (e.g. CDC, AHRQ, NAM) have reports that will be helpful for you to synthesize the nature of the problem nationally. The introduction should be about one page or less.

Problem statement
The problem statement included in the proposal.

Literature/Evidence Review for the Clinical Topic, Program, or Innovation
This section should be a narrative of the synthesis of the evidence to support your interventions or program for your topic or healthcare innovation. Refrain from listing a summary of studies one by one. The evidence should be synthesized across studies or other evidence sources. This section may need updating since the proposal if you acquired and used more recent evidence since the proposal approval. The literature synthesis should be no more than 2 – 3 pages.

Implementation Framework/Model
Provide an overview of the conceptual model that guided your project. The conceptual model should be integrated into this section so that it is clear to the reader how the model was used to develop the implementation intervention components.

Purpose Statement and Objectives:
Include the project objectives and purposes from the approved proposal.

Project Description
This section describes how you accomplished the project, based on the project design you outlined in the proposal. This is where you describe what you did during implementation and evaluation.

Results
The data results that you measured guided by the identified aims and purpose of the project. Students may use graphs, tables, or other illustrations to display the data. HS800 provides a foundation for presentation of findings.

Discussion
This section should discuss the results of the project and should include recommendations for practice, lessons learned, sustainability and recommendations for the practice site. This section, approximately 3-4 pages, and should not be a repeat of the findings/result section.

Summary and Conclusion
This section, approximately 1 page in length, should include a brief summary of your project and an overall conclusion.

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

Submission ready manuscript

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

Students will follow the journals author guidelines and work with their committee to finalize the manuscript.

Submission of the Final Paper

A copy of the final paper (pdf) should be sent to the DNP Program Director, including a one page abstract outlining the project. The abstracts will be made available for access by other students and faculty.

Appendix H

Residency Hours

General Guidelines for Residency Hours

All DNP students will complete a total of 1000 hours at the completion of the DNP program regardless of entry (BSN-DNP, PM-DNP). All DNP students will complete a minimum of 500 hours in N950 (5 credits).

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

Activities that count for residency hours:
- Meetings with onsite Mentor and/or committee chair/members

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

- **Clinical Care:** This can be used as part of the hours but should not be the dominant use of hours for example not more than 120 hours to support clinical practice that is not specific to their project and residency experiences.

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

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

Activities that do not count:
- Preparation of project resources for example literature review searches, writing reports, review of analysis or data unless this are done specifically with your mentor.
- Travel time to and from meetings, conferences or events

Appendix I

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

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

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

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

Dr. Thad Polk, Committee Chair
Telephone: 734-936-0933, Fax: 734-936-1852
E-mail: irbhsbs@umich.edu

Goals of IRB-HSBS

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

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

The schools submitting proposals to the IRB-HSBS include:

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

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

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

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

Committee Information

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

Definition of Human Subjects of Research

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

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

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

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

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

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

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

Monitoring of Research

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

Informed Consent

The IRB-HSBS will ascertain that the investigators of a research project will obtain from the human subjects, or their legally authorized representative, a legally effective informed consent document.
Basic Elements of Informed Consent are as follows: 1) a statement that the study involves research; 2) a description of possible risks or discomforts and measures to be taken to minimize them; 3) a description of any benefits to subjects or others; 4) a disclosure of appropriate alternative procedures or courses of treatment, if any; 5) a statement describing the manner of how confidentiality will be maintained; 6) for research involving more than minimal risk, explanation as to whether any medical treatments are available if injury occurs, or where further information may be obtained; 7) names and phone numbers of whom to contact for answers to pertinent questions about the research; 8) a statement that participation in voluntary , refusal to participate will involve no penalty of loss of benefits to which the subject is entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled; 9) a statement on the likelihood for the subject's health carrier to encounter any financial burdens resulting from the

research; and 10) a statement on any financial benefit which the subject can expect for participating in the research.

Authority of IRB-HSBS

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

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

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

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

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

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

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

Please Note: The IRB Application can be completed <u>only</u> <u>online.</u>

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

Judy Birk, Director
Telephone: 734-763-4768, Fax: 734-763-1234
E-mail: irbmed@umich.edu

Goals of IRBMED

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

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

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

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

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

Region of Supervision of IRBMED

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

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

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

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

Application Process

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

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

An application to the IRBMED is to be submitted, using forms prepared by the IRBMED. These forms are:
1. Initial Project Application for approval of a new project;
2. Application to report the emergency use of a test article;
3. Previously Approved Project Application for scheduled continuation review (renewal) or amendments (changes) of a previously approved project;
4. Written Informed Consent Document Template.

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

Appendix J

Responsible Conduct of Research and Scholarship

School/College/Center/Institute: School of Nursing

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

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

Undergraduate Programs

Baccalaureate students

- All baccalaureate students complete a required research course, dependent on the track they are in. Traditional students complete N257, Introduction to the Research Approach in Nursing (3 credits); second degree students complete N529, Scientific and Analytic Approaches for Advanced Practice (3 credits). These courses examine the research process and various requirements that must be met when conducting research with human subjects. (documented through course syllabi, registration rosters, transcripts)
- Honors students complete seminars at various levels in the curriculum as well as a supervised honors research project. The seminars include N295, Honors Seminar (2 credits); N395, Honors Directed Research (1 – 4 credits); in addition, all students complete N495, Honors Project (1 – 4 credits). All honors students complete PEERRS training and their certificates of completion are maintained in their student files. In addition, all honors students are mentored by established researchers and attend research team meetings; they carry out an Honors research project under the supervision of their mentor. Mentoring includes appropriate citation of sources, authorship and publication practice, management and ownership of data, protection of human research participants. The appropriate IRB review is obtained for all projects. (documented through course syllabi, attendance, registration rosters, transcripts).

Graduate Programs

Master of Science students

- All students are informed about the Master's Handbook (available on the website) at new student orientation which outlines the School of Nursing's Student code of Academic and Professional Conduct, content on plagiarism, and the School and University IRB requirements. These requirements are discussed fully at orientation. (Documented: 1 hour; attendance rosters; signed receipt for handbook in academic files).
- Formal instruction in N529, Scientific and Analytic Approaches for Advanced Practice (3 credits).
- N699, Nursing Scholarly Project, is an optional requirement that few students select. If a student does select N699, it is completed as an individualized mentoring project between student and faculty advisor. Mentoring includes appropriate citation of sources, authorship and publication practice, management and ownership of data, protection of human research participants. The appropriate IRB review is obtained for all projects.

Doctor of Nursing Practice (DNP) Students

- All students are informed about the DNP Program Handbook (online) at new student orientation which outlines the School of Nursing's Student code of Academic and Professional Conduct, content on

plagiarism, and the School and University IRB requirements. These requirements are discussed fully at orientation. (documented 2 hours; attendance roster; signed receipt for handbook in academic file).

- At orientation all students receive a hard copy of Guidelines for Scientific Integrity (2nd Edition; Published by the Midwest Nursing Research Society). Students are oriented to this and then the documents are discussed in three required DNP core courses (N810, N811, N910). (documented 11 hours; registration rosters; transcript).
- All DNP students are required to complete all PEERRS modules during their first year in the program. Certificates of completion are maintained in students' academic files (certificate files in student academic file).
- DNP Scholarly Project, N955: individualized mentoring between student and faculty advisors as students carry out their scholarly project; mentoring includes appropriate citation of sources, authorship and publication practice, management and ownership of data, protection of human research participants.

PhD Students

- All students are informed about the PhD Program Handbook (online) at new student orientation which outlines the School of Nursing's Student code of Academic and Professional Conduct, content on plagiarism, and the School and University IRB requirements. These requirements are discussed fully at orientation. (Documented 2 hours; attendance roster; signed receipt for handbook in academic file).
- At orientation all students receive a hard copy of On Being a Scientist: A Guide to Responsible Conduct in Research (3rd Edition; National Academy of Sciences) and Guidelines for Scientific Integrity (2nd Edition; Published by the Midwest Nursing Research Society).
- All PhD students are required to complete all PEERRS modules during their first year in the program. Certificates of completion are maintained in students' academic files. (Certificate files in student academic file).
- PhD students all complete a semester long mentored research experience with a faculty mentor, working on the mentor's research and discussing various aspects of scientific integrity as they relate that that experience. (Report filed by PhD student and mentor addressing how research experience was completed and what aspects of scientific integrity were addressed; filed in student academic record).
- All PhD students on NIH training grants participate in an hourly seminar (3 weeks per month) to discuss various aspects of research. This includes presentations by faculty and student peers on their research and related topics on scientific integrity. (Documented: signed attendance rosters).
- Dissertation research, N995: individualized mentoring between student and faculty advisors as students carry out their dissertation requirement; mentoring includes appropriate citation of sources, authorship and publication practice, management and ownership of data, protection of human research participants
- As of September 2014, all PhD students are required to complete N803: Responsible Conduct of Research and Scholarship that meets national requirements for research training.

Post-Doctoral Fellows

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

Grant Employees

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

Appendix K

University of Michigan School of Nursing

Clinical Learning Center and Simulation Lab Code of Conduct for Students

- I will treat the Clinical Learning Center (CLC) like a real clinical environment.
- In order to improve my clinical skills, I will treat the task trainers and mannequins as if they are my patients.
- I must adhere to the dress code. Violation will result in a 'zero' for the day.
- In order to get the most out of lab and simulation experiences, I commit to completing assigned pre- and post-learning activities.
- I understand I may be required to complete a post-lab or post-simulation evaluation.
- Food and drink are not allowed in the Simulation Lab or Skills Lab. Covered drinks are allowed in Assessment Rooms A and B.
- Hand washing or use of hand sanitizer is expected prior to the use of equipment, task trainers, or mannequins.
- Ink pens are not allowed in the Simulation Lab.
- All used sharps are to be disposed of in approved sharps containers.
- All used non-reusable supplies are to be disposed of in trash containers.
- All used reusable supplies (scissors, basins, sterile towels, etc...) are to be placed in designated containers.
- Students are not authorized to remove the supplies from the CLC. Students who violate this instruction will be subject to the Conduct Policy
- I am aware that during some lab activities, I will play the role of either the nurse or the patient. I allow non-invasive activities to be performed on me. Examples of such activities include listening to heart sounds, taking blood pressure, vision and hearing testing.
- In order to support my learning experience and ensure that all students have the best possible experience with simulation scenarios, I will not share any information with other students about the simulations I participate in or observe.
- I will adhere to the no-cellphone policy in the CLC which includes the classrooms and the common areas. Cell phone usage by students must be limited to the stairwells or the other floors of the building. Use of a cell phone during simulation will result in a 'zero' for the day and a clinical make-up.
- All feedback I give to peers will be constructive in nature and intended to support others in the development of skills, critical thinking, and professionalism.
- Consent to Photograph or Record Electronically:
  I permit the University of Michigan to record a photographic image and or audio or video of me for educational, academic, or research purposes. If the faculty or staff of the University judges that education or research may benefit from the use of the photographs and/or recordings, the University may publish or sell (not for profit) them for academic purposes, or use them in any other professional manner that the University believes is proper, including, but not limited to: print publications, video streaming on U-M websites, podcasting, and broadcast media.

  I understand that the pictures and recordings belong to the University, and I will not receive payment or any other compensation in connection with the pictures and recordings.

  I have had a chance to discuss this form with the University of Michigan staff and have received complete answers to all my questions.

  I release the University of Michigan from any and all liability that may or could arise from the taking or use of the pictures.

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

_____   _____
Print Name   **Unique Name**

_____   _____
Signature   **Date**

Appendix L

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

Our Community Values

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

Academic and Professional Code of Conduct

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

Resolution Officers

The UMSN has two RO's within the UMSN Office for Health Equity and Inclusion. Dr. Kelly Shakoor (ksusewit@umich.edu/763-5360) supports undergraduates and Dr. Katie Nelson (kathrynn@umich.edu/763-4202) professional graduate (MSN/DNP) and PhD students. Questions and concerns related to the code can be sent to RO's by email or phone. During the initial intake discussion, and using a framework for restorative justice, a variety of resources and pathways can be explored by students, faculty and staff depending on the specific situation. However, please see below visual description of the formal resolution pathway:
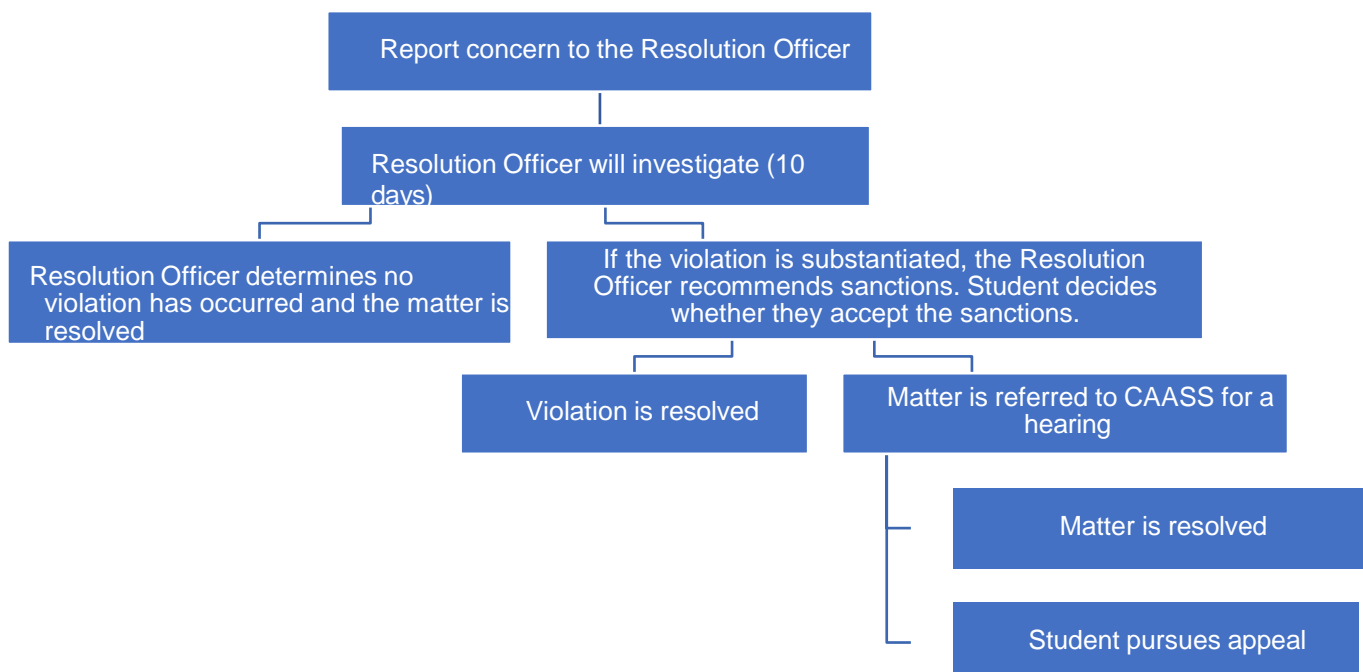
RO's also support the UMSN student grievance process. This process provides an objective internal review of faculty and staff actions or UMSN committee decisions. The review is conducted by a panel of faculty and a student. For matters that may involve an RO, the appropriate administrator will convene the panel with the opportunity for input from the student initiating a grievance under this policy.

Additional Resources

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

Non-Academic Concerns

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

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

• UM Compliance Hotline   866-990-0111

• Follow hyperlink to: UM Compliance Online Reporting Form

• U-M Public Safety & Security (DPSS) 734-763-1131 (non-emergency) 911 (emergency)

• Ann Arbor Police Department 734-994-2911

UMSN Guidance for Reporting Mistreatment related to Diversity, Equity and Inclusion (DEI) in the Learning Environment

2.7.2021

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

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

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

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

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

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

DISCUSS it.

The individual experiencing mistreatment should first, when possible and comfortable, attempt to resolve the matter directly with the alleged offender. The direct communication and conflict resolution strategies outlined in the UMSN EPIC Feedback Model and Communication Guidelines, or other similar communication resources for those experiencing or witnessing microaggressions and bias, can be utilized. The individual can also bring a support person if helpful.

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

- Discuss the challenge with your clinical or course faculty member, or if more comfortable, program lead, coordinator, or director. They will facilitate the reporting of issues to the relevant departmental leadership and assist with developing and implementing appropriate supportive and restorative measures.

- You can reach out to your academic advisor, who can provide information to support your reporting and connect you with supportive resources for social and emotional support within the School of Nursing and the University.

- You may also discuss the challenge with the Chief Health and Academic Equity Officer for guidance and information on UMSN and UM-wide student-driven reporting options (confidential, non- confidential, and/or anonymous options), conflict resolution, and restorative justice-based options, as well as resources for social and emotional support. Dr. Rushika Patel can be reached at (734) 647-0143 or rushika@umich.edu.

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

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

REPORT it.

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

- You can file a confidential or self-identified UM Campus Climate Concern.

- You can file an anonymous report on the University of Michigan Compliance Hotline at (866) 990 - 0111, via the University of Michigan Compliance website, or via the University of Michigan Health System Compliance website.

- You can file a report with the UM Office of Student Conflict Resolution and request consultation, support, and conflict resolution services (www.oscr.umich.edu)

- You can also choose to pursue unlawful discrimination or harassment claims in compliance with the University's Nondiscrimination Policy Statement by filing a report with the Equity, Civil Rights, and Title IX Office (ECRT). Equity, Civil Rights, and Title IX Office (ECRT) can be contacted by telephone or in-person by appointment during regular office hours (Monday – Friday: 8:00 a.m. – 5:00 p.m.) or by email 24 hours a day, 7 days a week. Online reporting is also available on a 24/7 basis. Contact information is as follows:

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

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

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

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