



SCHOOL OF NURSING
UNIVERSITY OF MICHIGAN

**Undergraduate Handbook
Of
Academic Policies and Procedures
2017-2018**

Updated November 13, 2017

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Undergraduate Academic Policies & Procedures Handbook

Welcome to the University of Michigan School of Nursing!

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

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

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

Note that the information in this handbook is updated annually. Changes in policies may be implemented immediately throughout the academic year and these changes will be posted on the School of Nursing website. These changes have the potential to affect the student educational programs. 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 electronic newsletter. The information in this handbook is accurate as of October, 2017. *Undergraduate Handbook of Academic Policies & Procedures* is available electronically in the [Handbooks & Policies](#) section of the University of Michigan School of Nursing's [official website](#).

2017-2018 Academic Calendar

2017 FALL TERM

Labor Day (Holiday)	Sept 4, Mon
Classes begin	Sept 5, Tues
Fall Study Break	Oct 16-17, Mon-Tues
Thanksgiving recess 5:00 p.m.	Nov 22, Wed
Classes resume 8:00 a.m.	Nov 27, Mon
Classes end	Dec 12, Tues
Study Days	Dec 13, Wed & Dec 16-17, Sat-Sun
Examinations	Dec 14-15, Thur-Fri & Dec 18-21, Mon-Thur
Grades Due	72 Hours After Exam
Commencement	Dec 17, Sun

2018 WINTER TERM

Classes begin	Jan 3, Wed
Martin Luther King, Jr. Day University Symposia. No Regular Classes.	Jan 15, Mon
Vacation begins 12:00 noon	Feb 24, Sat
Classes resume	Mar 5, Mon
University Honors Convocation	Mar 18, Sun
Classes end	Apr 17, Tues
Study Days	Apr 18, Wed & Apr 21-22, Sat-Sun
Examinations	Apr 19-20, Thur-Fri & Apr 23-26, Mon-Thur
Grades Due	72 Hours After Exam
Commencement Activities	Apr 26 – Apr 29, Thur-Sun

2018 SPRING/SUMMER TERM

Classes begin (Spring and Spring/Summer Terms)	May 1, Tues
Memorial Day (Holiday)	May 28, Mon
Classes end (Spring Half Term) 5:00 pm	June 18, Mon
Study Days	June 19-20, Tues-Wed
Examinations	June 21-22, Thur-Fri
Spring Half Term ends	June 22, Fri
Grades Due	72 Hours After Exam
Classes begin (Summer Half Term)	June 27, Wed
Independence Day (Holiday)	July 4, Wed
Classes end 5:00 p.m.	Aug 14, Tues
Study Day	Aug 15, Wed
Examinations	Aug 16-17, Thur-Fri
Grades Due (Full and Summer Half Terms)	72 Hours After Exam
Full & Summer Half Terms end	Aug 17, Fri

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

Chapter

1

Chapter 1: 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 ourselves and our students, and accountability for continuous quality. We are committed to diversity and have a global reach in our research, education, practice and professional service. We prepare our students to be leaders and thinkers who also have cutting edge skills. The graduates of all of our programs are the 'best of the best' and populate leadership positions locally, regionally and around the world. We value interdisciplinary activity and are leaders on campus in areas of our expertise.

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

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.

Mission

Our mission is to improve the health of society through the education of nurses for leadership in science, education, and practices roles; to generate new knowledge through science and scholarship; and to have positive impact through service to communities local, national, and global.

Vision

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

Diversity, Equity & Inclusion

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

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

Teaching and Learning Statement

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

Philosophy of Nursing

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

a. Beliefs About the Central Phenomena of the Discipline

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

b. How Phenomena Are Addressed

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

Rapidly changing health care systems have greatly expanded opportunities and ventures for the profession. Nurses recognize that optimal health care balances scientific knowledge and technology with effective resource utilization. Further, professional nursing practice includes

leadership in local, state, and national professional organizations and in other health-related enterprises. Professional nurses collaborate with health professionals and other concerned persons in identifying the health needs of society and provide leadership in developing effective health care delivery systems and building the body of scientific knowledge to inform practice.

c. Values of the Discipline

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

Core Values

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

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

Accreditation

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

Memberships Held by the School of Nursing

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

Non-Discrimination Policy Notice

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

*Includes discrimination based on gender identity and gender expression.

Chapter

2

Chapter 2: Undergraduate Student Services & Resources

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

The USP Office also plans, funds and manages undergraduate student activities such as orientations, Welcome Week, and other school-wide undergraduate activities.

Academic Advisors

The USP Office has academic advisors who assist all students with administrative academic processes and help them to utilize the resources available at the school and the university. Advisors perform degree audits to ensure that students complete requirements for graduation. Academic advisors also process course transfer credit. Degrees are not conferred by the university until approximately a month and a half after the last day of classes.

Students who have academic questions or concerns about curriculum, Mcard forms, progression or are in need of academic-related information should e-mail the academic advisors UMSN-Undergradadvisors@med.umich.edu or stop by the USP Office, Suite 1160, 400NIB, 400 North Ingalls.

School of Nursing Buildings Information

Buildings

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

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

Normal business hours for the **south exterior doors facing Cornwell Street** to be **unlocked** are **7:30am – 5:30pm M-F**.

Normal business hours for the **1st and 2nd floor classrooms** to be **unlocked** are **7:30am – 6pm M-F**.

Outside of normal business hours, all doors will be locked including weekends, holidays, and seasonal days. After hours card access to the building is available to School of Nursing affiliated M-Cards only. After hours access includes:

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

School of Nursing Computing Site

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

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

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

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

Printers

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

Student Lounge Areas

Student lounge and study areas are located throughout the School of Nursing Building. These are areas where students are encouraged to gather, relax and study.

Vending

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

the School of Nursing Building.

Student Lockers

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

Privacy Rooms

Students may utilize the designated privacy rooms in both School of Nursing buildings. Room 4014 in the new School of Nursing Building and room 3337 in 400 North Ingalls Building are designated for use by nursing mothers.

Lost and Found

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

For inquiries about lost or misplaced items in the School of Nursing or surrounding grounds, please visit the SNB Front Desk (first floor) or call 734-763-7045. In the event your item has not yet been turned in, you may leave a brief description of the item and your contact information at the front desk where it will be posted for two weeks.

Most lost and found items will be held at the SNB Front Desk (first floor). 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 by the end of the following 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 respectful communication on social media sites (e.g. twitter, Facebook, etc.). Any technology, tool, or online space in clinical agencies cannot be used for personal business. This applies to social media platforms. Students must follow clinical agency policies regarding use of technology and social media. At times, a clinical setting may allow use of technology or online 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 use such as checking email or Facebook.
- Any personal communication such as cell phone use or texting must be done outside of agency clinical areas on the student's personal time.

- Posting or discussing any information about patients or families on social media or on-line space is not permitted and is a violation of the Student Code of Academic and Professional Conduct (see Appendix A: Student Code of Academic and Professional Conduct).
- Non-compliance with policies regarding the use of technology and social media may affect course grades and result in the violation of the Student Code of Academic and Professional Conduct, up to and including disenrollment from the School of Nursing.

E-Mail

All students automatically become members of 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 School of Nursing is not responsible for any information not received from e-mails sent to the UMSN student body e-mail groups that may be of importance to students, including scholarship, employment, and event and class information.

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

Contact the USP office via e-mail at umsn-frontdesk@med.umich.edu about problems with School of Nursing user groups. Usage guidelines, which are included in Appendix B: School of Nursing Student E-Mail Group Guidelines, 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, texts, or CANVAS sites. 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 UMICHS 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 UMICHS (Level-1) password, contact the ITS accounts office. A Level-2 password, also known as Novell (UMMED) or UMHS Exchange password, is used to access your @med.umich.edu account ([UMHS Exchange](#)) and other hospital resources. Please Note: your @med.umich.edu account is only available while in clinical at University of Michigan Hospital System (UMHS). This email account also does not forward to your @umich.edu.

Computing and Technology

Computing at the School of Nursing (Fall 2017 Computer System Requirements)

School of Nursing students must have access to a laptop while enrolled to complete the coursework. 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.

School of Nursing Information Technology Support (Nursing-IT)

General Support

A wide range of Technology support is available to School of Nursing students. Students can submit general computing support requests to 4HELP via phone, email, and chat. For more details see (<http://its.umich.edu/help>).

Classroom Support

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

UMSN IT Support Contact Information:

General Computing: 734-764-HELP

Classrooms and Learning Spaces: 734-764-HELP (Option 2)

Email: 4help@umich.edu

Computer Requirements

COMPONENT	OPTION A REQUIREMENTS	OPTION B REQUIREMENTS
Operating Systems	Windows (current release) Mac OS (current release)	Windows (current release) Mac OS (current release)
Laptop Hardware	Processor: i7 2.4 GHz RAM: 8G (expandable to 16GB or more) HD: 250GB (Solid State optional) Built-in Wifi (802.11 ac/g/n) Webcam Built-in ethernet jack or external USB ethernet jack 5 Hour Battery 3-4 Year Warranty	Processor: i5 Quad core 2.4 GHz RAM: 8GB HD: 250GB (Solid State optional) Built-in Wifi (802.11 g/n) Webcam Built-in ethernet jack or external USB ethernet jack 4 Hour Battery 3-4 Year Warranty
Software	Microsoft Office Suite (current release) Adobe Acrobat Reader Chrome Web Browser (current release) Antivirus Software (current release) WARNING **Do not use Kaspersky products** For more details See https://www.safecomputing.umich.edu/security-alerts/avoid-use-kaspersky-software	Microsoft Office Suite (current release) Adobe Acrobat Reader (current) Chrome Web Browser (current release) Antivirus Software (current release) WARNING **Do not use Kaspersky products** For more details See https://www.safecomputing.umich.edu/security-alerts/avoid-use-kaspersky-software

Optional Accessories/Peripherals

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

Technology Policies

POLICY	REFERENCE
Sensitive Data	Sensitive Data Policies Responsible Use of Information Resources Policy
Ethics	UMSN Student Handbooks
Netiquette	UM Safe Computing Student Guidelines URespect
E-Mail policies for UMSN Students	UMSN Student Handbooks
UMich IT Policies	UM Student IT 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

Information Technology Services (ITS) provides a central focus for computing and telecommunications at the University. Within ITCS are a number of units that provide direct services to students. Students can use computers, take advantage of many free educational services including classes and consulting, and benefit from special purchase plans which make it possible to purchase computers and software at reduced prices. For additional information about all services offered by ITCS, please visit the [ITS General Computing website](#). The University of Michigan dictates standard practice and proper use policies for technology resources. These can be reviewed on the [Office of the Chief Information Officer's 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 email to an old uniqname will receive a "bounced message" alert. However, by changing your uniqname through the ITS Accounts Office, all U-M Directory membership groups you are a member of will be automatically updated with your new uniqname. Problems occur when other units, such as UMHS, change someone's uniqname and do not contact ITS Directory Accounts.

Assistive Technology Resources On-Campus

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

James Edward Knox Center 2064

Shapiro Library

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 workarounds. For general information about Information Technology (IT) Accessibility at the University of Michigan, please see the CIO's IT [Accessibility](#) page.

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

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

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

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

Testing Accommodations Center
B129 Modern Languages Building
Lisa Clark, Coordinator
Phone: 734-763-1334
Email: lsa.testcenter@umich.edu

Student Organizations

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

Sigma Theta Tau

Undergraduate students are eligible for selection for membership in Sigma Theta Tau, the international nursing honor society during their junior and senior years provided they have met the criteria of scholastic achievement, leadership, and capacity for professional growth, and have completed at least half of their program. The society establishes chapters at degree-granting colleges and university schools and has established the Rho Chapter at the University of Michigan. Visit the [About Rho Chapter](#) section of the UMSN website for more information.

Nursing Student Government

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

Student Nurses' Association

The Student Nurses' Association is a student group that focuses on empowering student nurses to explore their future career options. The club organizes monthly meetings that all nursing students are

invited to attend. These meetings include speakers from a variety of nursing related professions to enhance student's knowledge and exposure to what different types of job opportunities exist after graduation. SNA also hosts meeting for students to learn about experiences students can engage in over the summer, such as externships and study abroad programs.

School of Nursing and University Resources

Nursing Clinical Learning Center (CLC)

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

Two Physical Assessment Labs are equipped with a conference table in the center and an overhead projection system. There are eight exam tables in each lab with Welch-Allyn diagnostic tools and bedside computers. Anatomical charts and models are provided as visual aids to enhance learning and practice.

The Anatomy Lab is equipped with a Plasticized full body model, an Anatomage table and various skeletal and bone models.

The Nursing Skills Lab 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 is equipped with various task trainers to support advanced skill development.

The Simulation Suite has 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 three cameras and vital signs/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.

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

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

Sweetland Writing Center

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

[Sweetland Writing Center](#)

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

3100 Michigan Union
Phone: 734-764-8312
Fax: 734-763-0454

Diversity, Equity and Inclusion Officer

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

For more information please contact Dr. Rushika Patel at rushika@med.umich.edu. To make an appointment, please contact Coreen Abston at cabston@med.umich.edu.

Services for Students with Disabilities (SSD)

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

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

Services for Students with Disabilities
G-664 Haven Hall
Phone: 734-763-3000
TDD: 734-615-4461

VP: 734-619-6661
Fax: 734-936-3947
ssdoffice@umich.edu
AIM: SSDFrontDesk

Chapter

3

Chapter 3: Undergraduate Program Details

Vision

The graduate of the University of Michigan School of Nursing (UMSN) Baccalaureate program will be a knowledgeable, innovative, professional nurse leader prepared to practice humanistically at the forefront of health care.

Major Conceptual Threads

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

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

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

Program Outcomes

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

1. Think critically to plan and manage outcome-based care.
2. Promote, maintain, and restore people's health and provide end-of-life care using evidence-based nursing knowledge.
3. Acquire and integrate data, knowledge, and skills from the sciences and the humanities to inform the practice of professional nursing.
4. Document the effect of system resources on nursing practice.
5. Demonstrate technical competencies in providing nursing care based on theoretical and empirical knowledge.
6. Demonstrate personal accountability for professional nursing practice.
7. Demonstrate the leadership ability to effect change through bold, innovative ideas and practices within a variety of systems.
8. Utilize knowledge about the societal context of health care to provide quality health care within the limited resources of society.
9. Demonstrate respect for human dignity in the practice of professional nursing.
10. Communicate effectively with others to promote successful human relationships that advance the care of diverse persons.
11. Practice nursing based on the professional code of ethics and moral and ethical principles.
12. Utilize knowledge of differences in providing equitable care to diverse national and international populations.

Entry into the Undergraduate Program

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

1. Traditional: Students enter at the freshman level
2. Sophomore Transfer: Students who have completed their first (or more) years at a college or university and have completed the courses required in Level 1 of the school's curriculum. Transfer students may be required to take summer courses to complete the Level 1 nursing requirements prior to entering sophomore year.

Traditional Undergraduate Bachelor of Science in Nursing

In the Traditional Bachelor of Science in Nursing (BSN) program incoming freshmen complete a curriculum that balances nursing courses with humanities and social and biological sciences.

Program Plan Effective Fall 2017

FALL TERM		WINTER TERM	
FIRST YEAR		FIRST YEAR	
Nursing as a Societal & Interpersonal Profession (NURS 122)	3 credits	Health Assessment (NURS 152)	4 credits
Organic & Biol Chem (BiolChem 212)	4 credits	Structure & Function of Human Body (NURS 210)	6 credits
Intro to Psychology (Psych 111)	4 credits	Intro to Developmental Psych (Psych 250)	4 credits
First-Year Writing Requirement or Elective	4 credits	First-Year Writing Requirement or Elective	4 credits
Total	15 credits	Total	18 credits

SECOND YEAR		SECOND YEAR	
Health Promotion & Risk Reduction (NURS 230)	3 credits	Pharmacology (NURS 240)	4 credits
Pathophysiology (NURS 245)	6 credits	Health Maintenance II – Lecture (NURS 256)	2 credits
Health Maintenance I – Lecture (NURS 254)	2 credits	Health Maintenance II – Clinical (PNE 250-299)	3 credits
Health Maintenance I – Clinical (PNE 200-249)	3 credits	Intro to Research Approach in Nursing (NURS 257)	3 credits
Elective	2-3 credits	Intro to Statistics & Data Analysis (Stats 250)	4 credits
		Elective	1-2 credits
Total	16-17 credits	Total	17-18 credits

Before proceeding to the third year, it is recommended that students complete 8 credits of electives.

THIRD YEAR		THIRD YEAR	
Health & Illness in Young, Middle & Older Adults – Lecture (NURS 356)	5 credits	Childbearing & Reproductive Health – Lecture (NURS 352)	3 credits
Health & Illness in Young, Middle & Older Adults – Clinical (PNE 350-374)	4 credits	Childbearing & Reproductive Health – Clinical (PNE 300-324)	4 credits
Mental Health & Illness Across Lifespan – Lecture (NURS 358)	3 credits	Infant, Child & Adolescent Health & Illness – Lecture (NURS 354)	5 credits
Mental Health & Illness Across Lifespan – Clinical (PNE 375-399)	4 credits	Infant, Child & Adolescent Health & Illness – Clinical (PNE 325-349)	4 credits
Total	16 credits	Total	16 credits

FOURTH YEAR		FOURTH YEAR	
Community Health Nursing – Lecture (NURS 456)	2 credits	Care of Patients with Complex Needs I – Lecture (NURS 457)	2 credits
Community Health Nursing – Clinical (PNE 400-424)	6 credits	Care of Patients with Complex Needs I – Clinical (PNE 425-449)	4 credits
Leadership & Management – (NURS 454)	5 credits	Care of Patients with Complex Needs II – Lecture (NURS 459)	2 credits
Elective	1-2 credits	Care of Patients with Complex Needs II – Clinical (PNE 450-474)	5 credits
		Elective	1-2 credits
Total	14-15 credits	Total	14-15 credits

Minimum required credits for graduation: 128

Program plan subject to change

Sophomore Transfer Bachelor of Science in Nursing

UMSN admits transfer students directly into the sophomore level of the traditional Bachelor of Science in Nursing (BSN) program. Transfer students are able to build on previous coursework and immediately begin the BSN curriculum, pending the competition of prerequisite courses. Accepted transfer students must begin coursework during the Summer term.

Program Plan Effective Fall 2017

SUMMER TERM	
FIRST YEAR	
Health Assessment (NURS 152)	4 credits
Total	4 credits

FALL TERM	WINTER TERM
SECOND YEAR	SECOND YEAR
Health Promotion & Risk Reduction (NURS 230)	Pharmacology (NURS 240)
Pathophysiology (NURS 245)	Health Maintenance II – Lecture (NURS 256)
Health Maintenance I – Lecture (NURS 254)	Health Maintenance II – Clinical (PNE 250-299)
Health Maintenance I – Clinical (PNE 200-249)	Intro to Research Approach in Nursing (NURS 257)
Elective	Intro to Statistics & Data Analysis (Stats 250)
Total 16-17 credits	Total 17-18 credits

Before proceeding to the third year, it is recommended that students complete 8 credits of electives.

THIRD YEAR	THIRD YEAR
Health & Illness in Young, Middle & Older Adults – Lecture (NURS 356)	Childbearing & Reproductive Health – Lecture (NURS 352)
Health & Illness in Young, Middle & Older Adults – Clinical (PNE 350-374)	Childbearing & Reproductive Health – Clinical (PNE 300-324)
Mental Health & Illness Across Lifespan – Lecture (NURS 358)	Infant, Child & Adolescent Health & Illness – Lecture (NURS 354)
Mental Health & Illness Across Lifespan – Clinical (PNE 375-399)	Infant, Child & Adolescent Health & Illness – Clinical (PNE 325-349)
Total 16 credits	Total 16 credits

FOURTH YEAR	FOURTH YEAR
Community Health Nursing – Lecture (NURS 456)	Care of Patients with Complex Needs I – Lecture (NURS 457)
Community Health Nursing – Clinical (PNE 400-424)	Care of Patients with Complex Needs I – Clinical (PNE 425-449)
Leadership & Management – (NURS 454)	Care of Patients with Complex Needs II – Lecture (NURS 459)
Elective	Care of Patients with Complex Needs II – Clinical (PNE 450-474)
Total 14-15 credits	Total 14-15 credits

Minimum required credits for graduation: 128

Program plan is subject to change

Honors Program in Nursing

The Honors program in Nursing is available to rising sophomore nursing students who demonstrate the potential for exceptional scholarship and leadership in the BSN program. Selection for the Honors program is competitive. In order to remain in the Honors program, students must achieve a term GPA of 3.5 each term.

Sophomore and junior Honors students are required to take one Honors course each year. As seniors, Honors students take a graduate level course. They are required to work with a nurse researcher and produce a scholarly paper and poster. Nursing Honors students also receive a merit scholarship each year.

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

Minor

Population Health in a Global Context

The Population Health in a Global Context minor will expand undergraduate content area to provide opportunities for students to more fully explore global health through a variety of courses and a required field experience. The purpose of this minor is to provide students the opportunity to examine health care processes and systems at the global level.

Objectives of the Minor:

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

Credits required:

15 credits focused on global health. Field experience that results in U-M credit can be included in the 15-credit allotment, however, credits cannot be double counted for courses. Students may also choose a non-credit, co-curricular for their field experience, such as an internship, in which case they would still need to earn 15 credits through coursework.

Criteria for approval of global field placement:

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

In keeping with Objectives 5 and 6 to articulate the impact of low resources on access to and provision of health care and describe the relationship between human rights and health, any field experience that includes time in a clinical setting must be with UMSN faculty supervision OR with an organization recognized by the School of Nursing as an ethical provider of global health learning experiences.

Field Experience options include:

- Nursing or other U-M study abroad program
- Work, internship, or volunteer program for which U-M credit is awarded
- Research on a U-M faculty-led project
- Approved non-UM study abroad, research, work, internship, or volunteer program*

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

Prerequisites, co requisites, required cognates if applicable:

- Good academic standing based on an earned UM GPA (minimum 2.0)
- First-year students should wait until their second semester to declare
- Transfer students are eligible to declare during their first semester at UM

Chapter

4

Chapter 4: Academic Rules, Policies and Procedures

The following academic policies as well as any additional School of Nursing policies and operating procedures relative to student records, publications, grievances, and discipline, are consistent with the federal Family Educational Rights and Privacy Act of 1974 ("FERPA" or the "Buckley Amendment") and the Michigan Freedom of Information Act. Additional information can be found on the [University of Michigan Student Rights and Student Records](#) page of the Office of the Registrar's website and 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 school Resolutions Officer. The complete Code of Academic and Professional Conduct may be found in [Appendix A](#). The student must electronically certify that he or she has received a copy of the code and that he or she will abide by it. The certification process occurs when the student first begins classes and is coordinated by the USP office. Proof of certification will be placed in the student's file.

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

Plagiarism

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

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, Amazon, and may be purchased online at [APA Style](#). The Shapiro Library [citation guide](#) also contains helpful information about APA style, as well as information about RefWorks.

School of Nursing Technical Standards

The School of Nursing faculty members are responsible for determining, at any point in the student's academic program, whether they have demonstrated or are able to demonstrate appropriate levels of skills and abilities as delineated in the Technical Standards. The faculty has the right to request expert consultation as deemed appropriate. Students who fail to demonstrate appropriate levels of skills and abilities may have their progression interrupted until they 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.

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

Safety

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

Expected Student Behaviors

Communication is the exchange of ideas, thoughts or feelings 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 or grade in the course.

Students Traveling Abroad for Clinical Experience

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

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

HIPAA Guidelines for Travelers

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

International Travel Registry

Students, faculty and staff from all U-M campuses who travel abroad for University-related purposes must enter their itineraries and travel plans in the U-M travel registry. This online database facilitates communication in the event of an emergency. To learn more and complete a registration for international travel, visit [U-M international travel registry](#).

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, including grades, is not a grievable matter. Only the process that is believed to be inequitably applied, within the referent group, is grievable. Implicit in this process is the need for the cooperation, openness, and good faith of all parties involved. Please refer to [Appendix C](#).

Committee on Academic Admissions and Scholastic Standing

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

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

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 for students enrolled in the School of Nursing. If a student presents extenuating circumstances, CAASS will consider exceptions to standard policy on an individual basis (see section [Extenuating Circumstances](#) for more information). CAASS will not recognize requests for petition for reapplication or reenrollment from disenrolled students except for demonstration of extenuating circumstances and approval from The Chair of CAASS. (See "n" under Progression Requirements for Traditional BSN Program).

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 or her academic file. The letter is mailed (certified mail, return receipt required) to the local address on file in Wolverine Access within five (5) business days of the meeting.

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

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

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

Academic Disciplinary Action by CAASS

Academic disciplinary actions are consistent with established policies and guidelines. Conditions or

requirements to be fulfilled are determined on an individual student basis. Any student on academic discipline is urged to contact an academic advisor to discuss a plan for academic success. The following are possible disciplinary actions:

1. **Action Pending:** A student will be placed on “Action Pending” if the student's academic record for a term just concluded is incomplete. The transcript is reviewed again when final grades have been reported or after incomplete grades have lapsed.
2. **Academic Warning:** A student will be sent a letter of Academic Warning if the student has a 2.0 (C) cumulative grade point average, but has achieved less than a 2.0 grade point average in a given semester.
3. **Continued Academic Warning:** If any of the above circumstances occur in the next semester of enrollment of a student on Academic Warning, the student is given the status of “Continued Academic Warning”.
4. **Probation:** A student will be placed on academic probation if a grade of less than “C” is earned in a course required in the nursing program, or if the student's cumulative grade point average and/or professional grade point average is/are less than 2.0. For a student to be removed from academic probation, he or she must earn no grade less than “C” and repeat the deficient course. If the course is a clinical or science course, the grade must be a “B-” or better, and must raise his or her cumulative grade point average and/or professional grade point average to at least a 2.0. A student may have only 1 elective course in which they receive a “C-”. A student must achieve a “C” or better in all other electives. If the student receives a “C-” in two (2) elective courses the student will be placed on academic probation.

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 2.0 grade point average be earned, depending upon the circumstances in the individual case.

5. **Ineligible to Register in the School of Nursing:** The School of Nursing requires a student to withdraw when they have failed two (2) required courses in the Nursing program and/or is unable to achieve a cumulative 2.0 grade point average in the following term after they are placed on academic probation. A failure to pass Clinical Skills Competency check-offs after 2 sequential attempts in a term is equivalent to one course failure. If a student fails twice after a second attempt in a different term, this is equivalent to failing two courses. If, after grades are available to the School of Nursing, it is determined that a student is not eligible to be in classes for which they are registered, he or she will be disenrolled from said classes.

Notification of Academic Disciplinary Action

The academic advisor will mail a letter to the student's local address on file in Wolverine Access informing him or her of the Committee's (CAASS) decision and any stipulations and/or conditions for progression. A copy is placed in his or her academic file and emailed to the student.

Extenuating Circumstances

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

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

Requests for exceptions must be verified by documents that may include, but 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 required 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 Resolutions Officer, the Associate Dean for Undergraduate Studies, or Director of the Undergraduate Program.

Coursework and Grading Policies

Compliance Policy

Before beginning any School of Nursing course, including all didactic, clinical and lab components, all students are required to satisfy all health and safety requirements. 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. Often, students in clinical are required by a clinical agency to meet additional compliance requirements.

If these requirements are not fulfilled by the deadline each year, students will be assessed a late fee.

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

Course Load

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

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

Students who wish to elect part-time status must file a plan of study with the undergraduate advisors. They are encouraged to prepare this with the assistance of the academic advisor. Because such part-time study requires adjustments in the School's enrollment management plans,

the full time plan of study will be presumed to be in effect until revisions to it are approved by the Associate Dean for Undergraduate Studies or designee. Part time status will only be approved with extenuating circumstances.

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

Traditional and Sophomore Transfer BSN Elective Requirement

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

A minimum of 11 credits of electives must be earned to meet graduation requirements. Based on credit transfer, sophomore transfer students need 14 elective credits to graduate. Courses designated as electives for the School of Nursing undergraduate program may be selected from any course offered for credit at U-M, provided the prerequisites for the specific course have been met.

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

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

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

Retro-Active Foreign Language Credits

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

Transfer Courses

An undergraduate student who plans to take a course at another college or university should consult a School of Nursing academic advisor **before** taking the course to determine if it will transfer to this

University and if it will meet graduation requirements. A grade of “C” (2.0) or better must be earned for the course credit to transfer. If a course is transferred into the School of Nursing with fewer credit hours than is listed in the School of Nursing curriculum, the student must earn additional credit in elective courses to obtain the total credit hours needed for graduation. Students repeating a course at another institution that they previously took at the University of Michigan must earn a “B-” or higher for the credit to transfer. These courses must be taken at a 4-year institution.

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

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

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

University of Michigan Minors

School of Nursing students in the Traditional and Sophomore Transfer BSN programs may elect University of Michigan (U-M) minors. Steps to take when considering a minor:

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

The Associate Dean for Undergraduate Studies must approve the minor. While some portion of a minor may be met through BSN requirements (ex: social science studies or electives), it is highly likely that the student pursuing a minor will need an additional term to complete both the requirements for the BSN degree and the minor. Minor requirements must be met before the BSN is conferred. Student must ensure proper documentation of completion is received in the Undergraduate Studies Program Office.

School of Nursing Course Grading Scale

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

Course Assignment Policies

All assignments are expected on the designated due dates. Extensions must be negotiated with the faculty 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 an 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 for Freshmen follow the University Examination Calendar. Final examinations for Sophomores, Juniors, and Seniors are generally scheduled the last day of class or at a time designated by the faculty.

Clinical Course Grading

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

1. achievement of clinical performance standards
2. collectively earning a passing grade on required clinical assignments

Incomplete “I” Grade Policy

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

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

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

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

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

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

Academic/Clinical Course Warnings

Students are given written warning by their faculty if they perform poorly in a required course, if there is concern about the student's progression, or if there is concern about the student's professional behavior. The warning will list specific areas in which the student is failing to meet course objectives, clinical competence, or professional behavior, and will list specific steps the student must take to obtain a passing grade. The warning is discussed with the student who may make comments in the electronic version. A copy of the warning is sent electronically to the academic advisor who places it in the student's academic record. A copy of the warning is also sent to the Director of the Undergraduate Program and relevant course faculty. Academic/clinical course warnings may be given at any time during the course as determined by the course faculty.

Dean's List

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

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

Progression Requirements for Traditional BSN Program

The following requirements must be met in order to advance through the Undergraduate Traditional BSN program.

1. Traditional BSN Students must earn at least 128 credits, of which 64 credit hours must be in residence.
2. Undergraduate students:
 - a. Must earn a grade of "C," or higher in all courses required in the nursing program. A student may have only one elective course in which they receive a "C-". A student must achieve a C or better in all other electives. If the student receives a "C-" in 2 or more electives, that student will be placed on probation.
 - b. Must achieve a combined average of 73% on all of the tests in each of the School of Nursing courses in order to pass the course.
 - c. Must meet all course prerequisites before starting in a course.
 - d. Must successfully complete all fall term Level 1 nursing and science courses before proceeding to winter term Level 1 nursing and science courses.
 - e. Beginning in Level 2, all courses with clinicals have both a parent didactic and associated clinical course (PNE course). In order to progress to the next level, both parent didactic and associated clinical (PNE) courses must be passed.
 - f. Must provide evidence of successful completion of failed prerequisite courses in order to be given a clinical placement. Students repeating a prerequisite science course will be given their clinical placement after proof of successful completion of the class is submitted to the School of Nursing. Clinical placements are contingent upon space availability and cannot be guaranteed.

- g. Must maintain a minimum cumulative GPA of 2.0. If a student receives a GPA below 2.0 for a term, they are placed on academic probation. If a 2.0 cumulative GPA is not achieved in the following term, the student will be disenrolled from the nursing program.
- h. Must maintain a minimum passing grade of a "C".
- i. Will be disenrolled from the Nursing Program if they fail 2 courses required in the Nursing Program. When a failed course has been repeated and then passed the original failure is still considered a failed course for progression.
- j. Must repeat science courses at a 4-year university.
- k. Must achieve a minimum of "B-" the second time in which all didactic and clinical courses are repeated or will be disenrolled from the program.
- l. Will be placed on probation if they fail a required course.
- m. Must repeat clinical nursing courses at the UMSN, Ann Arbor campus.
- n. Must wait one full year to petition CAASS for permission to reapply or be reinstated after disenrollment from the school. This petition will only be allowed by the Chair of CAASS if the student can demonstrate extenuating circumstances. Petitions are not automatically accepted for review since the student is no longer enrolled in the School of Nursing. If the Chair allows the petition to be submitted, CAASS will determine whether this petition requires reapplication or reinstatement. The CAASS decision regarding permission to either reapply or reenroll is final. Reapplication does not ensure acceptance for readmission or for reinstatement. If allowed to reapply and accepted, students will begin at the freshmen level unless permission to do otherwise is granted by the Associate Dean for Undergraduate Studies or the Director of the Undergraduate Program. If the student is allowed to be reinstated, the faculty, in conjunction with the Associate Dean or Director of the Undergraduate Studies Program will determine the plan of study.
- o. Will be admitted or enrolled in courses dependent on space availability.
- p. Must complete all BSN coursework within seven years from the time of admission or will be disenrolled. Students may petition CAASS for an extension, readmission, or reactivation to complete the program. The petition should include a specific time request. Students may be required to take additional courses if the curriculum has changed, or repeat courses if it is determined that they require current content or skills. Students may be asked to pass a skills competency test or medication calculation test in order to return.
- q. May request a leave of absence (LOA) from the program if there are extenuating circumstances. LOA requests should be made in writing to the Associate Dean for Undergraduate Studies and include the reason and specific timeframes for returning. LOAs may not exceed three consecutive terms (fall, winter, spring/summer). If the LOA is longer than three terms, the student must petition CAASS for reactivation in the program. Return is dependent on class and space availability. Students may be required to pass skills tests or and medication calculation exams. Upon return, placement into courses will be determined by the Associate Dean for Undergraduate Studies, Director of the Undergraduate Program, and faculty.
- r. May have one term of withdrawals during which they withdraw from one or more courses. Withdrawals shall be made within the designated university term withdrawal period.

- s. Must petition CAASS with extenuating circumstances to continue progression and remain enrolled in the School of Nursing for any additional withdrawals in subsequent terms. The student may be asked to leave the school or be disenrolled for a specified period. Return to the School of Nursing requires adequate documentation from appropriate sources such as health care providers. The type and adequacy of the documentation is determined by the School of Nursing. Students must be able to meet the School of Nursing's Technical Standards.
- t. Who request a withdrawal from a course for extenuating circumstances after the designated university period, is in good standing in the course, and has no previous terms of course withdrawals, may be granted withdrawal status by the Associate Dean for Undergraduate Studies. Final approval of the withdrawal is contingent upon the University of Michigan's policy for "*Retroactive Withdrawals: Endorsed Model for Institutional Consistency*" approved February, 2009.
- u. Who requests withdrawal from a course after the designated university time period but prior to the end of the term, and is failing the course, may request permission from the Associate Dean if there are extenuating circumstances. The Student may petition CAASS if the request is denied by the Associate Dean for Undergraduate Studies.
- v. Who request a retroactive course withdrawal after the last day of classes and has documented failure of a course will be considered by CAASS as outlined in U-M's policy for "*Retroactive Withdrawals.*"
- w. May be asked to leave any course at any time during the term and receive a failing grade, no higher than a "C-", without completing the course. This is done with recommendation from the faculty with approval from the Associate Dean for Undergraduate Studies or Director of the Undergraduate Program, in certain situations including but not limited to unsafe clinical practice, failure to meet minimum performance requirements indicating failure to progress, or unprofessional behavior.
- x. May obtain a course grade of Incomplete ("I") only if they are in good academic and clinical standing; an incomplete must be negotiated with the faculty by the last week of class.
- y. Must finish an incomplete by the end of the following term or during a time frame established by faculty if necessary to begin another course.
- z. May be asked to leave the nursing program permanently or for a designated period of time by the Associate Dean for Undergraduate Studies, if they are unable to meet the requirements of the Technical Skills policy. Conditions for return may be determined by the Associate Dean for Undergraduate Studies, and include requirements such as letters from health care providers or other relevant documentation. Adequacy of documentation is determined by the School of Nursing.
- aa. For students seeking a transfer out of the School of Nursing to another school or college at the University of Michigan, there is an option to request one semester of Special Student Status. Students granted Special Student Status may register for non-School of Nursing classes while completing requirements for cross-campus transfer. Students under Special Student Status are still subject to all School of Nursing Academic Policies and Procedures and remain on all School of Nursing email lists until official transfer. Students seeking Special Student Status should meet with an academic advisor.

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

- Please see your advisor as soon as you think you might want to transfer to discuss the process.
- Freshmen must wait until the Winter semester after their initial enrollment to begin the transfer procedures.
- During a Freshman's first semester at the School of Nursing, they must take the required nursing classes (please see the Traditional BSN program plan for course requirements).
- During a Freshmen's second semester at the School of Nursing, they must take NURS 210. They may take other electives to fill out the rest of their course schedule.
- During the Winter semester, a student should schedule an appointment with an advisor in the school to which they are considering transferring, and follow that school's application procedure.
- After a student has been accepted to another school on campus, the student should meet with their advisor at the School of Nursing to fill out the Withdrawal paperwork to officially withdraw from the School of Nursing.

Standardized Assessment/Testing and Surveys

NCLEX Practice Examination

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

The Educational Benchmark Index (EBI)

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

The AACN Confidence Survey

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

Kaplan

Kaplan is a web-based program used by schools of nursing nationally to help students pass the NCLEX examination upon graduation. Kaplan is used all four (4) years of the BSN program. It provides learning content, testing, remediation, national benchmarking data, and an NCLEX review upon graduation. The fees for Kaplan for 2017-2018 are as follows:

Freshmen:	\$165
Sophomores:	\$165
Juniors:	\$220
Seniors:	\$220

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

Academic Assistance

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

Disability Statement

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

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

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

Chapter

5

Chapter 5: Compliance

Compliance Policy

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

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

All compliance requirements, except for the flu shot, must be uploaded to and in an **approved or completed status** by Castle Branch, a compliance certification vendor prior to July 1. Flu shots for the 2016-2017 academic year must be uploaded to and in an approved or completed status by Castle Branch before the end of the day on October 26. Students are advised to upload their compliance materials at least 2 weeks prior to the due date to allow processing time for approval. Any student who does not fulfill the compliance requirements by the deadlines, including having their documents submitted and in an **approved or completed status** will be charged the following fees:

July 1	\$200 fee
July 20	Additional \$100 fee
August 3	Additional \$100 fee
August 17	Additional \$100 fee
September 2 (for drug screen only)	\$100
September 6 (first day of class)	Additional \$100 fee
October 26 (for flu shot only)	\$100 fee

Students in clinical may also be required by a clinical agency to meet additional compliance requirements. Some of the requirements may include a fee, which students are responsible for paying. I.e., examples of an additional requirement for which there is a fee is fingerprinting and drug screening. Students will not be allowed to begin their clinical experiences if all of the additional compliance requirements are not met by the agencies' deadlines, which are often different than the UMSN deadline. Students who do not meet agency deadlines for additional compliance requirements may lose their clinical placement for the term.

Students must notify The Undergraduate Studies Program Office of any changes to their criminal record after submitting the criminal background check*, including arrests. This notification should be made within three business days of any arrests, plea bargains, sentencing, convictions, or other criminal activity. In addition, issues with a student's criminal background check may also prevent that student

from being able to sit for state licensure. The School of Nursing is not able to guarantee that any student who graduates will qualify for licensure.

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

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

The University of Michigan School of Nursing (UMSN) is committed to the safety of patients, students, faculty, and staff. The UMSN is also dedicated to the promotion of health of its community members including those with physical, psychiatric, and substance use concerns and establishes consistent policies and procedures that foster safety and health. The UMSN supports wellness, restoration and rehabilitation of students to promote optimal personal and professional functioning. The UMSN supports students in caring for themselves in order to safely care for others.

Undergraduate Student Compliance Requirements List

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

Compliance documents are managed by a third party vendor, www.Castlebranch.com. All students must purchase and create an online account to upload all compliance documents into the online account while enrolled in any UM Nursing School Programs. Castle Branch accounts are a one-time purchase. Newly admitted Undergraduate students should use package code UB58 to order a background check and create a new account. All Undergraduate students are also required to purchase and create an online account with the Nursing School’s placement vendor, ACEMAPP which is different than the compliance vendor. ACEMAPP accounts require an annual fee of \$50.

All compliance documents must be uploaded and in an approved or completed status by July 1 each year (except the flu shot and drug screen) to the Castle Branch website. All compliance requirements must be valid for the entire upcoming academic year. This means that no compliance requirements may expire before the last day of classes in April*

DUE BY SEPT 1 EVERY YEAR		
1	Drug Screening	<ul style="list-style-type: none"> - Recently completed drug screens will not qualify, must go through UM School of Nursing vendor and MRO process - Only use the specified vendor communicated by UMSN - Done at a specified time in August and details are communicated to students by UMSN Undergrad Compliance Team

		DUE BY JULY 1 EVERY YEAR
2	Physical Examination Form	<ul style="list-style-type: none"> - A licensed health care professional must complete and sign the form. The school form must be used. - The document must be signed and dated on or after April 18, 2018 in order to be valid for the entire upcoming 2018 - 2019 academic year.
3	Technical Standards for Degree Completion Form	<ul style="list-style-type: none"> - The student must read and sign the form. <u>Both pages</u> must be uploaded to Castle Branch. - The document must be signed and dated on or after April 18, 2018 in order to be valid for the entire upcoming 2018 - 2019 academic year.
4	Cardiopulmonary Resuscitation Certification (CPR)	<ul style="list-style-type: none"> - ONLY the following courses are accepted. Each of these certifications is valid for two years. <ul style="list-style-type: none"> 1. American Heart Association BLS Course for Healthcare Providers - American Red Cross BLS for Healthcare Providers Course. Students who take the AHA course must submit the front and back of the signed AHA certification card to Castle Branch. - Students who take the Red Cross course must submit the Red Cross digital certificate of completion to Castle Branch - The certification must be valid for the entire upcoming academic year (an academic year is September to April).

DUE BY JULY 1 EVERY YEAR

5	TB Skin Test (also called PPD) or blood test	<ul style="list-style-type: none"> - Complete documentation includes the date that a TB skin test was administered, the date that it was read, and negative results OR a lab report showing a negative QuantiFERON TB Gold or T-SPOT blood test and test date. Blood tests are valid for three years. - The facility that administers a skin test is the location to return to for the read results. - In the event of a positive skin test, please contact the Undergraduate Compliance team at UMSN- UndergradCompliance@med.umich.edu - A positive result from a skin test requires a negative results QuantiFERON TB Gold or T-SPOT blood test. A full lab report is required. Blood tests are valid for three years. - The tests must be administered on or after April 18, 2018 in order to be valid for the entire upcoming 2018 - 2019 academic year.
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DUE ONCE BY JULY 1 PRIOR TO YOUR FIRST FALL TERM OF ENROLLMENT

6	Hepatitis B	<ul style="list-style-type: none"> - The Hepatitis B vaccine is a series of three doses. - Complete documentation includes the dates of the first, second, and third doses of the vaccine OR a lab report for a positive Hepatitis B titer. - For students deemed as “non converters” or “non responders”, immunization activity records must state for the Hep B requirement “non converter” or “non responder”
7	MMR (Measles, Mumps, and Rubella)	<ul style="list-style-type: none"> - The MMR vaccine is two doses. - Complete documentation 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).

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

8	Varicella Zoster (Chicken Pox)	<ul style="list-style-type: none"> - This compliance requirement can be met one of two ways: - Complete documentation showing date of the first and second doses administered OR - A complete lab report for a positive Varicella titer.
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9	Tdap (Tetanus, Diphtheria, and Pertussis)	<ul style="list-style-type: none"> - Documentation of a valid Tdap vaccine after age 11 is required. Tdap vaccines are valid for ten years. - If a student's Tdap vaccine will expire for the upcoming year, the Tdap booster should be administered and must be valid for the entire upcoming academic year. Tdap boosters are valid for ten years as well.
10	Criminal Background Check	<ul style="list-style-type: none"> - The student must order a criminal background check through Castle Branch at www.castlebranch.com.
11	Handbook Certification	<ul style="list-style-type: none"> - The student must read, sign the form and upload to Castle Branch account.
12	Authorization to Disclose Information Statement	<ul style="list-style-type: none"> - The student must read and sign the form. Both pages must be uploaded to Castle Branch.
DUE BY OCTOBER 25, 2017		
13	Flu Shot	<ul style="list-style-type: none"> - Flu shots will be available on campus. - Instructions detailing how to provide proof of compliance with this requirement will be sent every fall. - The administered date must be between September 1 and October 25, 2017 to be accepted for the 2017 – 2018 academic year. - Flu shots administered before September 1 will not be accepted. Failure to adhere to administration date can result in a course warning and/or grade reduction

Chapter

6

Chapter 6: Clinical Placements

Clinical Locations

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

As a result of the various clinical course locations, nursing students may be required to travel within Ann Arbor and surrounding areas for clinical and observational experiences. Some of the clinical locations may be at a distance such as those that require a one-hour travel time. **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. Many students have found success with the following possible strategies to meet transportation requirements for clinical:

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

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

Onboarding

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

- Students may be required by a clinical agency to meet additional onboarding requirements. Some onboarding requirements for clinical agencies may include but are not limited to: Additional Fees – students are responsible to pay (badging, additional online agency profiles, etc.)
- Fingerprinting
- Additional online training outside of ACEMAPP account thru clinical agency website.

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

Mandatories may include, but are not limited to:

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

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

Clinical Skills Preparation and Medication Calculation

Students must be able to perform the designated skills and competencies and pass medication calculation testing for their program level prior to the beginning of their clinical experiences.

Students are notified in advance of the specific skills and competencies check-offs they are required to perform. Assistance and practice opportunities will be available.

Medication Calculation

Students are expected to be able to accurately calculate medication dosages for patients across the lifespan. A medication calculation exam will be given in junior and senior clinical courses each term during the first week of classes. Sophomores will begin taking the medication calculation exam at the start of their winter term.

1. The grade on the medication calculation test is the score entered into the PNE grade.
2. Students who fail the first medication calculation exam will be given an academic warning.
3. All students must achieve 100% after medication calculation remediation.
4. Sophomore students are required, and all other students are strongly encouraged, to use clinical calculation textbooks and software to complete progressive self-study medication-related activities. Students are encouraged to take any practice exams that are provided. Please refer to individual course syllabi for specific instructions and guidelines.

Skills Competencies Check-offs

Students are required to pass skills and competency check-offs prior to beginning each term. These begin in the sophomore year. Students are provided preparation materials, as well as practice time in the clinical learning center.

1. Students who fail a skills competency check-off will receive an academic warning. Students who fail their first competency check-offs will have one more opportunity to pass prior to beginning their clinical courses that term. Assistance and practice opportunities will be available.
2. If a student fails on the second attempt, that student will be withdrawn from the clinical courses for that term and placed on academic probation.

Undergraduate progression policies will apply to students who fail their medication calculation tests or competency check-offs. Failure after two attempts on competency check-offs is considered equivalent to a failed course. If the student has failed a previous required course in the School of Nursing, they will be disenrolled from the School of Nursing.

3. Prior to beginning their clinical courses, upon return from failing skill competency testing, students must successfully pass the designated skills and competencies check-offs and medication calculation test.
 - a. If a returning student successfully passes the skills and competencies check-offs and medication calculation test, they will be removed from academic probation and can begin their next clinical nursing courses.
 - b. Students who fail their first skills and competencies check-offs upon return will have one more opportunity to pass prior to beginning their clinical courses that term. Assistance and practice opportunities will be available.
4. If a returning student fails on the second attempt to pass the skills and competencies check-offs, that student will not be eligible to continue in the School of Nursing program.
5. All students who fail the skills and competencies check-offs must meet with an academic advisor to adjust their plan of study and to discuss the next steps in detail.

Students who miss more than one scheduled semester of clinical nursing coursework for any reason will need to be re-evaluated in the Clinical Learning Center to determine the appropriate course placement. Students might be required to retake courses to ensure competency.

Attendance

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

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

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

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

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

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

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

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

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

The student is responsible for informing the course faculty regarding anticipated prolonged illness or situations resulting in an interruption of the program and/or involving convalescence at home. Anticipated absences of more than 2 days are reviewed by the course faculty to determine the student's ability to complete the course based on factors listed above. For extended absences, the Associate Dean for Undergraduate Studies will be consulted by the course faculty regarding the student's academic standing.

Occasionally, students will have special health concerns. Students are required to report any type of health problems that could affect their ability to safely care for patients or their own safety. Examples include but are not limited to: Unstable diabetes, seizures, being immune compromised, fainting episodes, contagious infections, and severe clinical depression.

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

Repetition of a Clinical

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

Clinical Uniforms and Dress Codes

A clinical placement dress code has been established in recognition of the fact that the mode of dress does affect the establishment of 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](#). Nursing students are expected to wear student uniforms when giving nursing care, unless a different policy is specifically defined by the clinical unit or agency. A student must abide by any uniform or dress codes set by the agency in which the student is having a clinical experience.

School of Nursing Clinical Uniforms and Dress Code

Acceptable Clothing

- Navy blue scrubs (matching tops or bottoms), properly fitted.
- White lab coat
- Professional appearing washable sweaters
- Professional appearing turtleneck or crewneck shirts to wear under scrubs
- 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

- Shoes with closed toe and closed low heel, without mesh are acceptable. Socks or stockings are required.

Hair

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

Appearance

- Artificial or gel nails, visible tattoos or any visible body piercings (except for one piercing per ear) are not allowed. Nail polish, if used, should be clear or pale pink/white coated. Nails are to be clean and of a length that could not scratch 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.
- The School of Nursing Patch must be sewn on the left sleeve of each uniform, lab coat and sweater that is worn on the clinical unit.

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

Dress Code Requirements

Community Health Nursing and Leadership/Management Placements

Professional Business Attire

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

Casual Business Attire

- Shirt or blouse with collar or polo style
- Slacks
- Chinos or khakis – neatly pressed
- Skirt (knee length or below)
- Blazer or sweater
- Loafers or lace-up shoes – cleaned and shined

Psychiatric Mental Health Nursing

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

The following are prohibited:

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

Inappropriate Attire

Inappropriate attire, including t-shirts, tank tops, denim, shorts, skirts more than 2” above the knee, tight fitting or suggestive clothing, flip flops, sneakers, sandals, athletic wear including hoodies, leggings, bare midriffs or low-cut garments (low-cut necklines or low-rise pants), should not be worn to any clinical placement. With clinical uniforms, professional, or casual business attire, 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

Equipment Needed

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

Purchasing Clinical Uniforms

Scrubs may be purchased at local retailers or online. Scrubs bearing the School of Nursing logo and School of Nursing identification patches can be purchased at the school during specified times that will be announced.

Confidentiality and Use of Medical Records

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

Use of Technology and Social Media

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 in charge of the unit. The clinical instructor and the student should together fill out and submit an injury report.

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

Additionally, the instructor should provide a copy of all paperwork to the Undergraduate Studies Program office. The copy will be placed in the student's file.

Malpractice Insurance

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

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

U-M Risk Management Office

Phone: 734-764-2200

Fax: 734-763-2043

Email: RiskMgmt.General@umich.edu

Pregnancy

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

Chapter

7

Chapter 7: Registration Information

Wolverine Access

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

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

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

Drop/Adds require the approval of the academic advisor. Students must understand that they are responsible for all work assigned from the beginning of the term. Students need also to be aware that dropping below 12 credit hours per term will jeopardize their University housing and financial arrangements. Students who wish to add above the 18 credit hours must meet with the academic advisor for approval and will be charged additional tuition fees.

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

Drop/adds require the signature and recommendation of the instructor and the approval of the academic advisor. Students must bring to the academic advisor their instructor's signed statement on their academic standing in the class and the instructor's recommendation. Students must be in good academic standing in the class and present extenuating circumstances. Reasons for dropping a course must be educationally valid to warrant the advisor's approval. The drop request is to be made on a form obtained from the USP Office, which requires the signature of the above parties. Courses dropped will be listed on the student transcript with a "W." The University does not adjust tuition after the start of the fourth week.

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

Permission to drop will be given during this time period for only the most serious reasons. Failing a course does not constitute a "serious" reason or an extenuating circumstance. Students must obtain a signed statement on their academic standing (grade) in the class and the instructor's recommendation. The request must then be approved by the academic advisor, Associate Dean for Undergraduate Studies, and Chair of the Committee on Academic Admissions and Scholastic Standing (CAASS). The drop request is to be made on a form obtainable from the USP Office which requires the signatures of all of the above parties. Review of the initial request may take two to three weeks. Students should continue pursuing their existing academic schedules and meeting course requirements until they receive written confirmation of an approved change. If consensus is not reached, the request will be reviewed by the full CAASS Committee.

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

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

Verification of Enrollment

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

Special Student Status

Students who become ineligible to register in the School of Nursing Undergraduate program may initially request one term of Special Student Status. Special Student Status allows students to register for courses outside the School of Nursing in order to raise their Term Grade Point Average and Cumulative Grade Point Average for transfer to another University of Michigan unit. Special Student Status may be granted by the School of Nursing academic advisor. Students may request a second term of Special Student Status; however, they must have demonstrated significant progress towards raising their Term Grade Point Average and Cumulative Grade Point Average for transfer. A second term of Special Student Status may be granted by the academic advisor after approval from the Associate Dean for Undergraduate Studies.

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

This change is effective: February 4, 2011.

Chapter

8

Chapter 8: Graduation and RN Licensure Information

Graduation Requirements

In order to qualify for the degree, Bachelor of Science in Nursing (BSN), every student must:

1. Successfully complete the course requirements including professional, basic science, social science, and elective courses. Elective course credits must include a minimum of 11 credit hours.
2. Earn a cumulative honor point average of at least 2.0 and 2.0 honor point average in professional courses.
3. Earn at least 128 credits of which basic undergraduates must take 64 credits in residence. Accelerated Second Career students must earn at least 121 credits and have 57 credits in residence.
4. All undergraduate students must complete their BSN program within seven years from the time of admission.

Residency Requirements for the Degree in Nursing

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

Applying for Graduation

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

University of Michigan Commencement

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

School of Nursing Convocation Ceremony

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

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

School of Nursing Graduating Class Photograph

Students graduating in any given calendar year can be a part of the class composite usually taken in the winter term. You will receive information on how to participate in this opportunity.

Recognition of Superior Scholarship at Commencement

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

Graduating with honors will be determined as follows:

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

Students who achieve a 3.5 or above GPA will be recognized as receiving Dean's Honors.

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Students who achieve a 3.5 or above GPA will be recognized as receiving Dean's Honors.

National Council Licensure Examination (NCLEX)

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

NCLEX Application

The NCLEX Candidate Bulletin and Information can be downloaded online from Pearson Vue's [The NCLEX Examination](#) page.

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

To apply for Michigan licensure:

1. Apply online to the Michigan Board of Nursing www.michigan.gov/miplus. The State of Michigan is no longer accepting paper applications.
2. A **MI Nursing School Certification** of Education form is required by the Michigan Board of Nursing (MBN). This form will be completed and sent by the School of Nursing to the MBN once all requirements are posted on the student transcript. This usually occurs mid-May for winter graduates, early September for summer graduates, and mid-January for fall graduates. Please Note: The MBN will match the MI Nursing School Certification form with student's application.
3. Register with Pearson Professional Testing NCLEX and *pay the examination fee*. See the following website for more information: <http://www.vue.com/nclex/>. The University of Michigan School of Nursing school code is 09-559.
4. Once Pearson Professional Testing receives your eligibility to test from the Board of Nursing, you will receive an Authorization to Test (ATT) from Pearson Professional Testing. **DO NOT LOSE THIS FORM.**
5. Schedule your exam. You must sit for the NCLEX within 90 days of receiving ATT.

To apply for RN licensure in a state other than Michigan:

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

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

Appendix A: Student Code of Academic and Professional Conduct

I. Introduction

The education of the students at the University of Michigan School of Nursing (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.

II. Applicability

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

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

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

A. Definitions of Unacceptable Behavior

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

1. Plagiarism

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

2. Cheating

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

3. Falsification of data

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

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

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

5. Aiding and abetting dishonesty

Providing material, information, or assistance to another person with the knowledge or reasonable expectation that the material, information, or assistance will be used to commit an act that would be prohibited by this Code or that is prohibited by law or another applicable code of conduct. Students are responsible for reporting cheating or dishonesty if they observe a breach in the honor code.

6. Violating instructions regarding completion of assignments

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

7. Falsification of academic records and official documents

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

8. Violating computer, technology or social media use policies

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

9. Misuse of technology

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

10. Providing nursing care in an unsafe or harmful manner

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

11. Disrespecting the privacy of a client

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

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

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

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

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

14. Using drugs and alcohol

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

15. Commission of a crime

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

16. Other professional misconduct

Violation of the American Nurses' Association (ANA) Code of Ethics for Nurses is unacceptable. Nursing students are expected to "maintain compassionate and caring relationships with colleagues and others with a commitment to the fair treatment of individuals, to integrity-preserving compromise, and to resolving conflict. This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one's actions on others" ([ANA Code of Ethics for Nurses with Interpretive Statements](#), 2015, pg. 9).

17. Disrespectful verbal and written communication

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

18. Disruptive behavior

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

19. Sexual and other unlawful harassment

This includes not only sexual harassment, but also hazing, stalking, repeatedly sending e-mails, making phone calls or transmitting documents that are uninvited and unwanted, making threats, and any other wrongful conduct that seriously interferes with the work or study of any member of the school community, guest or any person with whom the offender is interacting in connection with any school program or activity. The University's definition of sexual harassment can be found in the [University of Michigan Policy and Procedures on Student Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#).

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

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

B. Reporting Procedures for an Alleged Infraction

All members of the Nursing community – faculty, administrators, staff and students – have a responsibility to report any reasonable suspicion that a student has violated this Conduct Policy. A report must be immediately made to the Resolutions Officer, who will interface with the

Associate Dean for Undergraduate Studies. Anyone not sure of whether or not to report a suspicion should consult with the Resolutions Officer before making a decision not to formally report the suspicious behavior.

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

C. Preliminary Inquiry

1. If there is an alleged violation, the faculty member, student, or staff reporting the possible violation will submit a written description of the potential violation and the circumstances to the Resolutions Officer within ten (10) business days.
2. The Resolutions Officer will provide the accused student written notice of the allegation of misconduct within ten (10) business days of receipt of the written report alleging misconduct.
3. The Resolutions Officer or their designee will meet with the accused student as soon as possible after the notice of alleged misconduct has been received by the student, but no later than ten (10) business days. In this meeting, the Resolutions Officer will (a) inform the student of the nature of the allegations; (b) explain the honor code violation process; and (c) explain the student's options.
4. After the preliminary meeting with the student, the Resolutions Officer will meet with the faculty member and the student together within ten (10) business days. A letter containing the findings of this meeting and sanctions for the student to complete (if applicable) will be sent to the student within ten (10) business days of the meeting. The possible outcomes are listed below:
 - a. the relevant parties determine that no infraction occurred and the matter is resolved,
 - b. the accused accepts responsibility for the alleged violation and the sanctions, as determined by the Resolutions Officer and reporting faculty, and signs a statement indicating his or her agreement, or
 - c. the accused signs a statement indicating he or she does not accept the responsibility for the alleged violation and sanctions as determined by the Resolutions Officer and faculty, and the matter is referred to CAASS for a hearing by Resolutions Officer.
5. If the student accepts responsibility and completes the sanctions, those sanctions will be evaluated by the Resolutions Officer and reporting faculty for completeness, appropriateness, applicability, and quality. The student may be required to modify his/her completed sanctions based on this evaluation.
6. If the matter is referred to CAASS for a hearing, the Resolutions Officer, in conjunction with the Associate Dean for Undergraduate Studies, will determine whether the student can proceed in the program until the CAASS hearing panel has issued their findings. This will be considered and determined on a case-by-case basis.

D. Hearing

If the matter is referred to a CAASS hearing panel, the Chair of CAASS will be notified by the Resolutions Officer and a hearing will be held. The hearing is conducted by a three-person panel ("hearing panel"), established by the Resolutions Officer and comprised of two (2) faculty

members (at least one being a member of CAASS) and one student representative. The Resolutions Officer will select one of the two faculty members to serve as chair of the hearing panel.

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

Hearing Participant Roles

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

Participant	Role description during the hearing
Resolutions Officer	Observer
Student	Active participant
Reporting faculty member(s)	Active participant
Hearing Panel	
Faculty panel member (chair)	Principle facilitator
Faculty panel member	Active participant
Student panel member	Active participant
Academic advisor (USP Office)	Observer
Witness(es)	Participant (one called at a time and present only during witness portion of hearing)
Personal advisor (to the student)	Observer (provides support and advises the student; not an active participant)

Hearing Procedures

1. No later than ten (10) business days before the hearing, the accused student and the reporting faculty must submit, in writing, to the Resolutions Officer:
 - a) all documents that each party would like the hearing panel to consider, 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 Resolutions Officer and the student must state whether the advisor is an attorney.

2. No later than five (5) business days before the hearing, the Chair of CAASS and/or the Resolutions Officer will provide each party with a hearing packet that includes:
 - a) all documentation that has been submitted for review by the student and reporting faculty,

- b) the list of expected attendees, including hearing panelists, witnesses, and personal advisor, and
 - c) any relevant information about the hearing.
3. All expected attendees (i.e., any additional witnesses and/or personal advisor) must be identified and communicated, in writing, to the Resolutions Officer no less than three (3) business days prior to the hearing. If additional attendees are identified, an updated list of attendees will be distributed to hearing participants.
 4. In addition to hearing testimony from the witnesses identified by the student and the reporting faculty and/or Resolutions Officer, the hearing panel may, at its discretion, hear testimony from any other party whose testimony it deems relevant to the proceeding, including other witnesses and course faculty. The hearing panel may also review any other documents or evidence that it deems relevant to the proceeding.
 5. The accused student will have an opportunity to appear before the hearing panel to present his or her case and remain present while all testimony and information is presented to the hearing panel. The accused student may review all documents considered by the hearing panel and may question witnesses who appear before the hearing panel. The accused student may also present his or her own evidence and witnesses.
 6. Persons reporting the violation have the right to be present, provide relevant information, and make recommendations regarding the sanctions.
 7. The hearing panel may conduct the hearing even if the accused student is absent and there have been reasonable attempts to contact the student, and will make its findings and recommendations based on the information presented to the hearing panel.
 8. If the accused student fails or declines to appear before the panel, the panel will proceed to hear the case and make findings and recommendations without the student's participation.
 9. The hearing panel may limit any testimony based on redundancy or lack of relevance.
 10. The hearing will be closed to the public and will be recorded. A party to the proceeding Participants in the hearing may request a copy of the recording. The hearing panel will deliberate in private.
 11. All recordings of proceedings will be controlled by the School of Nursing. No court reporters, stenographers, videographers, or similar professionals are permitted without the prior consent of the School of Nursing. Records and documents that will be available, in advance, to all parties may be redacted to protect the privacy rights of individuals who are not directly involved in the hearing process.
 12. After hearing the case, the hearing panel will deliberate in private. The vote of the majority of the hearing panel members, including the panel chair, will determine whether the student is found responsible for the alleged violation, and sanctions will be determined by the hearing panel with input from the reporting faculty and the Resolutions Officer. The hearing panel's decision that the accused student is responsible for an alleged violation will be the sole discretion of the hearing panel if, based on the totality of the evidence

presented, it is more likely than not that the violation occurred. The chair of the hearing panel will prepare a written report containing factual findings and stating any sanctions to be imposed.

13. The hearing panel's determination will be communicated in writing by the chair of the hearing panel to the Resolutions Officer, who will send a letter of findings and sanctions to the student by email and certified letter, delivered by the postal service to the local address on file in Wolverine Access. Copies will be distributed to the appropriate faculty member, the Chair of CAASS, the Resolutions Officer, the Associate Dean for Undergraduate Studies, and the student's record. This will complete the process unless the student appeals the decision (see Appeals below).
14. The decision of the hearing panel is effective immediately. If the student plans to make an appeal, the student has the option of asking the Resolutions Officer for a delay in implementation of the sanction until the appeal process is completed. The Resolutions Officer's decision as to whether or not to delay the implementation of the sanction is final.
15. 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 Resolutions Officer and the Associate Dean for Undergraduate Studies may take appropriate emergency action. Such actions may include but are not limited to not allowing the student back into a clinical agency until the matter has been addressed through the process, suspension, or disenrollment.

E. Appeals

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

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

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

F. Sanctions

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

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

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

G. Confidentiality and File Retention Policy

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

H. Waiver of Deadlines

All deadlines, as provided for in this policy, may be waived at the discretion of the Resolutions Officer, Associate Dean for Undergraduate Studies, or the Chair of CAASS. Requests for extensions or waiver of deadlines should be submitted in writing to the appropriate person, depending on the stage in the process. The Resolutions Officer, Associate Dean for Undergraduate Studies, or the Chair of CAASS may, on his or her own initiative, or in response to a request of a party, alter deadlines when it is in the best interest of all parties to do so. Some

circumstances such as holidays or scheduling difficulties may impact the time frames for the honor code meetings/letters/hearing/responses. All parties, however, should make reasonable efforts to complete the honor code process within the designated time.

Revised and approved by faculty April 21, 1999.

Revised and approved by faculty May 14, 2003.

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

Updated August 2015.

Updated November 2016.

Updated March 2017.

Appendix B: School of Nursing Student E-Mail Group Guidelines

The University of Michigan School of Nursing 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' unquename@umich.edu address is used in these groups. If students choose to forward their mail to another account, they are responsible for ensuring that their e-mails are being received in this other account. The School of Nursing will not be responsible for any information not received from e-mails sent to the UMSN student body e-mail groups that may be of importance to students, including scholarship, employment, event and class information.

To verify the e-mail groups that your Uniquname 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 Uniquname and password
4. Type your Uniquname 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 Uniquname 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 umsn-frontdesk@med.umich.edu so that information can be distributed if appropriate. Student also should contact the Undergraduate Studies Program Office about problems with School of Nursing user groups.

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

School of Nursing managed 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 School of Nursing managed groups are received by the School in the event of a problem with the student's e-mail address. The School of Nursing 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 Central Services (ITCS) at the University of Michigan at online.consulting@umich.edu or by calling 734-764-4357 (4-HELP).

Appendix C: School of Nursing Student Grievance Process

I. Introduction

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

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

A student's disappointment or disagreement about a **grade or course placement** is not a grievable matter unless the student brings forth specific information in support of the grounds for grievance listed above. A decision made by a **school committee, including the Committee on Academic Admissions and Scholastic Standing, CAASS**, is not grievable unless the student brings forth specific new information that supports the basis for a grievance as listed above.

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

In cases where a student's complaint or grievance may be heard or reviewed in more than one university forum, the student may have the matter heard or reviewed in one forum of his or her choice.

Student resources include their academic advisors, the University Ombudsperson, and the Resolutions Officer. Faculty may consult with their unit representative.

II. Grievance Process

A. Initial Steps

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

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

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 Resolutions Officer within ten (10) business days of meeting with the faculty member responsible for leading/directing the course or the committee chair. The Resolutions Officer will interface with the Associate Dean for Undergraduate Studies. The Resolutions Officer may request a separate meeting with the faculty member or committee chair involved prior to a meeting with both student and faculty.
3. If, at this point, there is no resolution, the student may elect to begin the formal grievance process.

B. Formal Grievance Process

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

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

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

If the Resolutions Officer is involved in the substance of the grievance, the Associate Dean for Undergraduate 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 Resolutions Officer, with rationale, for substitution of another member. The Resolutions Officer will approve or disapprove the request and that decision is final.

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

No later than ten (10) business days prior to the hearing, all parties (including the student and respondent) will submit, in writing, all relevant documentation to the Resolutions Officer:

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

Each party may invite one (1) personal advisor to the 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 Resolutions Officer, including whether the personal advisor is an attorney.

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

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

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

Grievance Hearing Participant Roles

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

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

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

Students or respondents may appeal the findings to the Dean in writing 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 D: Undergraduate Course Descriptions

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

Required Courses Offered in Other Schools and Colleges:

English 124

College Writing: Writing and Literature

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

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

English 125

College Writing

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

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

Psychology 111

Introduction to Psychology

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

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

Biological Chemistry 212

Fundamentals of Organic and Biological Chemistry

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

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

Statistics 250
Introduction to Statistics and Data Analysis

Traditional program Core; Level 2
4 Total Credits (4 Lecture)
Prerequisites: None

In this course students are introduced to the concepts and applications of statistical methods and data analysis. STATS 250 has no prerequisite and has been elected by students whose mathematics background includes only high school algebra. Examples of applications are drawn from virtually all academic areas and some attention is given to statistical process control methods.

Psychology 250
Introduction to Developmental Psychology

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

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

Nursing Courses:

Nursing 122
Nursing as a Societal Interpersonal Profession

Traditional Program Core; Level 1
3 Total Credits (3 Seminar)
Prerequisites: None

This required course for all first year undergraduate nursing students explores and introduces the scope of the nursing profession, with emphasis on the societal mandate for nursing, legal parameters of practice, critical thinking, and interpersonal relationships and communication. Students will begin to develop a model of self as a professional nurse, and will explore ways of knowing as a nurse.

Nursing 152
Assessment of Health and Illness

Traditional Program Core; Level 1
4 Total Credits (1 Lecture + 2 Lab + 1 Clinical)
Prerequisites/Corequisites: Nursing 122, Biochemistry 212, and corequisite Nursing 210

This course is designed to provide the student with the beginning knowledge and skills needed to assess the health status of individuals from infancy through old age. Emphasis is on the assessment of physical, developmental, psychosocial (cognitive, affective, and behavioral), cultural, and spiritual dimensions of the client.

Nursing 210
Structure and Function of the Human Body

Traditional Program Core; Level 1
6 Total Credits (6 Lecture)
Prerequisites: Nursing 122, Biochemistry 212 or Permission of the Instructor

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

Nursing 220
Perspectives in Women's Health

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

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

Nursing 230
Health Promotion and Risk Reduction Across the Lifespan

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

In this course, students gain an understanding of the concepts of health, healthy lifestyle behavior, health promotion, levels of prevention, diversity and risk; factors that influence health and healthy lifestyle behaviors; basic dynamics of behavioral change; and substantive content in nutrition, physical activity, and psychological well-being. Theoretical and empirical support for promoting health and reducing risk behaviors is examined as a basis for understanding ways that diverse individuals can positively influence their own health and wellness. The role of professional nursing in promoting health behavior is examined. Using substantive content, exemplar behaviors of nutrition, physical activity, and coping and adaptive behaviors will be examined from the student's perspective to gain an understanding of their contribution to health and wellness. Underlying dynamics, such as self-efficacy and resilience, will be examined within the context of the theoretical and empirical literature and standards for the nursing profession. Students will examine potential strategies for influencing health behavior change.

Nursing 240
Pharmacology

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

The purpose of this course is to examine pharmacological concepts relevant to the scope of practice for an entry-level generalist professional nurse. The nursing process and general principles of pharmacotherapeutics are the conceptual framework of this course built on the biological, physiological, pathological and social sciences. Emphasis is on knowing the different prototypes or classifications of pharmacologic agents used to prevent and treat common diseases and injuries across the life-span and health care settings. Current and investigational drugs, alternative medicine,

genetics, genomics and economic implications are explored. Concepts related to clinical reasoning and judgment, patient safety and quality, research and evidence-based practice, use of technology, effective and therapeutic communication techniques, patient and family caregiver education, collaborative practice, health promotion and risk reduction, diversity, ethical and legal issues, professional nursing responsibility and accountability are threaded throughout the course. Student's enactment of professional nursing values ("good habit formation") is a fundamental component of the outcome of this course.

**Nursing 245
Pathophysiology**

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

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

**Nursing 254
Health Maintenance and Restoration I**

Traditional Program Core; Level 2
2 Total Credits (2 Lecture)
Prerequisite: All Level 1 Courses, corequisite Nursing 245

This is the first of two sequential courses to introduce students to the role of critical reflective thinking as a process to synthesize knowledge and master basic nursing skills needed to promote, maintain and restore health in clients. The course will integrate nursing process, principles of therapeutic communication, decision-making and basic nursing skills necessary for applying research to the experience of health and illness of individuals, families and groups from diverse ethnic cultural and geographic backgrounds. Concepts drawn from basic, physical, psychological, social, applied and nursing sciences will be used to organize a framework for students to compare and contrast influences of social, cultural and environmental factors on health maintenance and restoration in health and illness. Lectures, seminars, clinical settings, self-direction, and state of art technologically-based individual and group projects will provide experiences for gaining knowledge to assess, plan, implement and evaluate basic nursing interventions.

**Professional Nursing Education 200-249
Health Maintenance and Restoration I**

Traditional Program Core; Level 2
3 Total Credits (3 Clinical/Lab)
Prerequisite: All Level 1 Courses, co-requisite Nursing 245

The clinical settings, self-direction and state of the art technologically-based individual and group projects will provide experiences for gaining knowledge to assess, plan, implement and evaluate basic nursing interventions. This is the first of two sequential courses to introduce students to the role of critical reflective thinking as a process to synthesize knowledge and master basic nursing skills needed to promote, maintain and restore health in clients. The course will integrate nursing process, principles of therapeutic communication, decision-making and basic nursing skills necessary for applying research evidence to understanding and managing the experience of health and illness of individuals, families and groups from diverse ethnic cultural and geographic backgrounds. Concepts drawn from basic, physical, physiological, social, applied, and nursing sciences will be used to organize a framework for students to compare and contrast influences of social, cultural and environmental factors on health maintenance and restoration in health and illness.

Nursing 256
Health Maintenance and Restoration II

Traditional Program Core; Level 2

2 Total Credits (2 Lecture)

Prerequisites: All Level 1 Courses, Nursing 254, Nursing 245, and co-requisites Nursing 240 and Nursing 257

This course builds on basic sciences and content introduced in N254: Health Maintenance and Restoration I. The course will be framed to integrate content from health assessment, pharmacology, and pathophysiology to the care of clients from diverse ethnic, cultural and geographic backgrounds. Lectures, seminars, and self-directed and technologically based individual and group projects will provide students experiences that enable them to provide and evaluate basic nursing care to maintain and restore health.

Professional Nursing Education 250-299
Health Maintenance and Restoration II

Traditional Program Core; Level 2

3 Total Credits (3 Clinical)

Prerequisites: All Level 1 Courses, Nursing 245, Nursing 210, Nursing 252, Nursing 254

This course builds on basic sciences and content introduced in N254: Health Maintenance and Restoration I. Students will have expanded opportunities to use critical and reflective processes to guide decisions to care for clients hospitalized and plan medical and surgical interventions to prepare clients for discharge following hospital care. The course will be framed to integrate content from health assessment, pharmacology, and pathophysiology to the care of clients from diverse ethnic, cultural and geographic backgrounds.

Nursing 257
Introduction to the Research Approach in Nursing

Traditional Program Core; Level 2

3 Total Credits (3 Lecture)

Prerequisites: All Level 1 Courses, Nursing 245, Nursing 254, Co-requisites Nursing 256 and Nursing 240

Building on earlier content in critical thinking and the scientific process, this course will expand students' knowledge by providing an introduction to the research methodology essential to providing evidence based nursing care. Students will acquire the basic competencies necessary to identify, critically evaluate, and synthesize research findings, and will explore ways to refine their competencies in later course as they utilize research findings in specific clinical applications. Therefore, consistent with professional standards, students will become consumers of research who critically evaluate and base their nursing care on evidence.

Nursing 295
Honors Seminar

Honors Required

2 Total Credits (2 Seminar)

Prerequisites: Honors Program Admission, All Level 1 Courses

The undergraduate nursing honors seminar is an opportunity for honors students to benefit from scholarly enrichment. Seminar meetings, facilitated by an active nurse researcher, will facilitate student-faculty interaction around issues of science, research and policy. Students will develop foundational knowledge, skills, and attitudes, essential to future success in scholarly pursuits. Special attention will be devoted to the following issues: cultural and gender considerations in practice and research, legal and ethical issues, policy implications, and the associate role of information technology in scholarly communication and dissemination of research.

Nursing 352
Childbearing and Reproductive Health

Traditional Program Core; Level 3

3 Total Credits (3 Lecture)

Prerequisites: All Level 2 Courses

Students will be challenged to think critically about aspects of female reproductive health using a continuum of care approach from health promotion through restoration. The effects that culture, society, technology, and economics have on childbearing and reproductive health will be discussed. We will explore factors influencing expression of human sexuality in the context of gender and age.

Professional Nursing Education 300-324
Childbearing and Reproductive Health

Traditional Program Core; Level 3

4 Total Credits (4 Clinical)

Prerequisites: All Level 2 Courses

Childbearing, in the context of the developing family, will be the primary focus of the course. Students will examine factors influencing conception, pregnancy, and birth (i.e., genetics, therapeutic nutrition, perinatal loss, and fertility). Students will examine reproductive health issues in the context of immediate (family) environments to more distal (extended/societal) environments.

Nursing 354
Infant, Child and Adolescent Health and Illness

Traditional Program Core; Level 3

5 Total Credits (5 Lecture)

Prerequisites: All Level 2 Courses

This nursing care course focuses on infants', children's, and adolescents' health and illness within the context of their families and relevant environments. Students will be challenged to think and respond critically and comprehensively regarding a variety of infant, child and adolescent health and illness situations from health promotion through end-of-life care. Course content will build on foundational knowledge from the basic and social sciences, humanities, and previous clinical courses.

Professional Nursing Education 325-349
Infant, Child and Adolescent Health and Illness

Traditional Program Core; Level 3

4 Total Credits (4 Clinical)

Prerequisites: All Level 2 Courses

Students will integrate physical/emotional/cognitive growth and development, pharmacodynamic, sociocultural, personal, communication, and nutritional differences in order to assess and analyze data, develop nursing care strategies, and evaluate outcomes regarding a variety of health and illness situations throughout infancy, childhood, and adolescence. Along with this, students will examine the influences they themselves exert on infants, children, adolescents, and their families when providing health and illness care. Students will also examine the impact of, and respond effectively to, the health care system and personnel, including legal, ethical and advanced informational and monitoring technologies when delivering health and illness care to infants, children, and adolescents.

Nursing 356
Health and Illness in Young, Middle and Older Adults

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

This course provides theoretical perspective, evidence-based nursing knowledge, and critical thinking experiences basic to providing research-based nursing care directed towards promoting, maintaining and restoring health in or providing end-of life care for young, middle and older adults. The course uses the concepts of Environment, Health and Illness, Family and Self, Developmental Processes, Therapeutic Nutrition, Ethics, Genetics and Nursing to assist students to prevent illness and restore and maintain wellness in acutely and chronically ill young, middle and older adults.

Professional Nursing Education 350-374
Health and Illness in Young, Middle and Older Adults

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

This course places emphasis on the acquisition and integration of evidence, knowledge and skills basic to identifying biological, physiological, psychological, sociological and/or environmental interactions that disrupt or enhance health or functional wellness in adult and geriatric individuals within the context of the family system. Students will be asked to consider multiple variables from varied sources as well as health policy information, in identifying nursing diagnoses and planning evidence-based interventions for young, middle and older adults under threat of or with acute and chronic health alterations.

Nursing 358
Mental Health and Illness Across the Lifespan

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

In this course, students will examine the constructs of mental health and mental illness. They will analyze factors that contribute to the development, expression, and course of mental illness, including genetics, brain functioning, developmental level, self, relatedness, and social and physical environments. Students will examine factors that modify behavior, cognition, and emotion and promote restoration of health and functioning. They will conduct psychosocial assessments, develop evidence-based nursing prevention and intervention strategies, and evaluate achievement of outcomes for individuals, family, and groups across the lifespan. Students will also examine systems in which mental health care is provided and the availability of relevant resources. Ethical and legal concerns will be integrated throughout the course. There will be opportunities for students to engage with different teaching modalities, including web-based, case study, work group, and didactic presentations. Clinical experiences will take place in a variety of institutional and community settings.

Professional Nursing Education 375-399
Mental Health and Illness Across the Lifespan

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

Students will conduct psychosocial assessments, develop evidence-based nursing prevention and intervention strategies, and evaluate achievement of outcomes for individuals, families, and groups across the lifespan. Students will also examine systems in which mental health care is

provided and the availability of relevant resources. Ethical and legal concerns will be integrated throughout the course. Clinical experiences will take place in a variety of institutional and community settings.

**Nursing Second Career 300
Health Assessment Across the Lifespan**

Accelerated Second Career
1 Total Credits (1 Lecture)
Prerequisite: Concurrently with Nursing Second Career 313

This course is designed to provide the student with the beginning knowledge and skills needed to assess the health status and the experience of health and illness of individuals from infancy through old age. Emphasis is on the assessment of physical, developmental, psychosocial (cognitive, affective, and behavioral), cultural, and spiritual dimensions of the client and/or families, as well as factors that influence behavioral responses to health and illness. This course is taken concurrently with NSC313 Nursing Therapies 1. Assessment is foundational in this course, while planning and implementation based on the assessment is the basis for Nursing Therapies 1. This allows for significant integration of the content between the two courses.

**Nursing Second Career 313
Nursing Therapies I**

Accelerated Second Career
5 Total Credits (3 Lecture + 2 Lab)
Prerequisite: Concurrently with Nursing Second Career 300

This course introduces students to the role of critical reflective thinking in applying the nursing process and basic nursing skills to promote, maintain and restore health in clients. The course will integrate the key aspects of the nursing process, therapeutic communication, decision-making, professional nursing behaviors, and basic nursing skills in the provision of nursing care to individuals and families from diverse cultural and geographic health and illness backgrounds. Concepts drawn from basic, physical, physiological, pharmacologic, social, and nursing sciences will be used to organize a framework for students to recognize influences of social, cultural, and environmental factors on health maintenance and restoration.

**Nursing Second Career 314-324
Nursing Therapies I**

Accelerated Second Career
8 Total Credits (8 Clinical)
Prerequisite: Concurrently with Nursing Second Career 313

This course will provide experiences for gaining knowledge to assess, plan, implement and evaluate basic nursing interventions with increasing complexity. This course will be taken concurrently with NSC300 – Health assessment through the lifespan. Assessment information is foundational to the planning and implementation of nursing care, which is the focus of this course. Significant integration of the content will occur between the two courses.

**Nursing Second Career 373
Nursing Therapies II**

Accelerated Second Career Program Core; Level 3
2 Total Credits (2 Lecture)
Prerequisites: All Level 2 Accelerated Second Career Program Courses

Course content will build on foundational knowledge from basic and social sciences, humanities, pharmacology, as well as previous clinical courses and will be integrated with Nursing Therapies III and Care Transitions, moving along a continuum of complexity in acuity.

Nursing Second Career 374-384
Nursing Therapies Clinical II

Accelerated Second Career Program Core; Level 3

7 Total Credits (7 Clinical)

Prerequisites: All Level 2 Accelerated Second Career Program Courses
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Building upon Nursing Therapies I, this course will focus on the delivery of outcome-based clinical nursing care through the lifespan with an emphasis on young, middle, and older adults and their families with increasingly complex health care needs. Students will learn to apply evidence-based nursing knowledge directed towards promoting, maintaining, and restoring health for patients. Emphasis will be on the development and integration of evidence, knowledge, clinical judgment skills, and collaborative practice to enhance health and functional wellness in adults. Clinical experiences will utilize settings and experiences to enhance clinical judgment, communication, and clinical skills necessary for providing professional, holistic nursing care to this adult population.

Nursing Second Career 330
Childbearing and Reproductive Health Nursing Across the Lifespan

Accelerated Second Career; Level 2

3 Total Credits (3 Lecture)

Prerequisite: All Level 1 Accelerated Second Career Program Courses

Students will also explore issues related to reproductive health needs such as women and men's reproductive health, contraception, sexually transmitted infections including HIV. Key concepts include nutrition, family, communication, genetics, social support, ethics, cultural diversity, pain, health disparities, grief and loss, patient education, hygiene, infection, infertility and sexuality. Students will also explore the influences of physiological, psychosocial, cultural, and environmental factors that impact nursing care and patient outcomes.

Nursing Second Career 331-341
Childbearing and Reproductive Health Nursing Across the Lifespan

Accelerated Second Career; Level 2

3 Total Credits (3 Clinical)

Prerequisite: All Level 1 Accelerated Second Career Program Courses

This course builds on the concepts of previous nursing courses with emphasis on providing evidence-based nursing care focusing on prenatal, intrapartum, and postnatal care of mother and baby. Students will examine needs of healthy mothers and babies as well as the health needs of childbearing patients at risk for illness or injury. Students will be challenged to think critically about aspects of reproductive health using a continuum of care approach from health promotion to restoration of health. Students will examine reproductive health issues in the context of immediate (family) environments to more distal (extended/societal) environments.

Nursing Second Career 358
Mental Health and Illness Across the Lifespan

Accelerated Second Career; Level 2

3 Total Credits (3 Lecture)

Prerequisite: All Level 1 Accelerated Second Career Program Courses

In this course, students will examine the constructs of mental health and mental illness. They will analyze factors that contribute to the development, expression, and course of mental illness, including genetics, brain functioning, developmental level, self, relatedness, and social and physical environments.

Nursing Second Career 359-369
Mental Health and Illness Across the Lifespan

Accelerated Second Career; Level 2

3 Total Credits (3 Clinical)

Prerequisite: All Level 1 Accelerated Second Career Program Courses

Students will examine factors that modify behavior, cognition, and emotion and promote restoration of health and functioning. They will conduct psychosocial assessments, develop evidence-based nursing prevention and intervention strategies, and evaluate achievement of outcomes for individuals, family, and groups across the lifespan. There will be opportunities for students to engage with different teaching modalities, including web-based, case study, work group, and didactic presentations. Clinical experiences will take place in a variety of institutional and community settings.

Nursing Second Career 344
Infants, Children, and Adolescents Across the Lifespan

Accelerated Second Career; Level 2

3 Total Credits (3 Lecture)

Prerequisite: All Level 1 Accelerated Second Career Program Courses

This course focuses on the theoretical and clinical application of concepts related to the care of healthy and at-risk infants, children, and adolescents. Key concepts and knowledge areas include family, health, vulnerability, communication, genetics, environment, nutrition, safety, oxygenation, infection, injury, circulation, stress and coping, and interdisciplinary collaboration. Clients and their families are discussed within the context of their interdependence with elements of their environment. Students will incorporate factors that influence health and illness such as growth and development, nutrition, culture, healthcare systems, technology, legal and ethical issues, personal characteristics and socioeconomic status, in the planning and implementation of nursing care.

Nursing Second Career 345-355
Infants, Children, and Adolescents Across the Lifespan

Accelerated Second Career; Level 2

3 Total Credits (3 Clinical)

Prerequisite: All Level 1 Accelerated Second Career Program Courses

Evidenced-based care will be provided for patients and their families across the health/illness continuum, including prevention of illness and living well with chronic conditions. Students will assess health and illness with infants, children, and adolescents, develop nursing care strategies, and evaluate outcomes. Students are expected to integrate foundational knowledge from the basic and social sciences as well as from previous clinical courses.

Nursing 395
Honors Directed Research

Honors Program Required

2 Total Credits (2 Seminar)

Prerequisites: All Level 2 Courses, Nursing 295

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

Nursing 420
Introduction to Global Health: Issues and Challenges

Undergraduate Nursing Elective
2-3 Total Credits (2-3 Lecture)
Prerequisites: None

This course introduces the student to global health concepts and the network of organizations working to advance health care internationally. Emphasis for this course is on the global burden of disease and determinates of health. It will provide the student with a broad introduction to programs, systems and policies affecting global health. Students will explore facets of the global health care delivery system, health care economics, and the political process and its impact on the health of individuals and populations.

Nursing 421
Perspectives in Global Health

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

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

Nursing 454
Leadership and Management.

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

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

Nursing 456
Community Health Nursing

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

During this theory course, students will be guided to think critically about the role and core competencies of community health nursing in promoting health, preventing disease, and restoring health. Emphasis is placed on the synthesis of concepts, theories, knowledge, and

practice from nursing and public health sciences to determine the health status, needs, and assets of communities and their members. Strategies for health care delivery, application of health-related technologies and databases, and multidisciplinary collaboration are emphasized.

**Professional Nursing Education 400-424
Community Health Nursing**

Traditional Program Core; Level 4
6 Total Credits (6 Clinical)
Prerequisites: All Level 3 Courses

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

**Nursing 457
Nursing Care of Patients with Complex Needs**

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

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

**Professional Nursing Education 425-449
Nursing Care of Patients with Complex Needs**

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

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

Nursing 459

Nursing Care of Patients with Complex Needs II

Traditional Program Core; Level 4

2 credits (2 Lecture)

Prerequisites: All Level 3 Courses, Nursing 457

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

Professional Nursing Education 450-474

Nursing Care of Patients with Complex Needs II

Traditional Program Core; Level 4

5 credits (5 Clinical)

Prerequisites: All Level 3 Courses, Nursing 457

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

Nursing Second Career 400

Care Transitions

Accelerated Second Career; Level 3

2 Total Credits (2 Seminar)

Prerequisite: All Level 2 Accelerated Second Career Program Courses

This seminar examines the transitions that occur when clients in health care systems move from one setting, status, or environment to another. Students will analyze these passages across the lifespan and the resulting disequilibrium and assess how the changes affect health, families, self-care, and health care systems. Students will examine issues associated with transitions such as health status, interpersonal relationships, health system access, and caregiving. Evidence-based healthcare interventions that support safety, risk reduction, and health promotion will be discussed.

Nursing Second Career 413

Nursing Therapies III

Accelerated Second Career; Level 3

2 Total Credits (2 Lecture)

Prerequisite: All Level 2 Accelerated Second Career Program Courses

Nursing Therapies III --- Building on Nursing Therapies II, this course focuses on the delivery of outcome-based professional clinical nursing practice to provide care for individuals across the life span with complex (multifaceted biological, psychological, and social) health care needs and their families. Knowledge from the basic and clinical sciences, evidenced-based research, and other relevant sources including the patient and family will be used to develop and evaluate the effectiveness of nursing interventions.

Nursing Second Career 414-424
Nursing Therapies III

Accelerated Second Career; Level 3

5 Total Credits (5 Clinical)

Prerequisite: All Level 2 Accelerated Second Career Program Courses

Building upon Nursing Therapies I and Nursing Therapies II, this course will focus on the delivery of outcome-based clinical nursing care through the lifespan with an emphasis on young, middle, and older adults and their families with increasingly complex health care needs. Students will learn to apply evidence-based nursing knowledge directed towards promoting, maintaining, and restoring health for patients. Emphasis will be on the development and integration of evidence, knowledge, clinical judgment skills, and collaborative practice to enhance health and functional wellness in adults. Clinical experiences will utilize settings and experiences to enhance clinical judgment, communication, and clinical skills necessary for providing professional, holistic nursing care to this adult population.

Nursing Second Career 430
Population Health

Accelerated Second Career; Level 4

2 Total Credits (2 Lecture)

Prerequisite: All Level 3 Accelerated Second Career Program Courses

This course is a capstone experience in which learning from prior and concurrent courses (leadership and management; clinical intensive) is synthesized with a public health and population perspective to develop comprehensive understanding of the role of nursing within complex health care systems. Students will use publicly available data to define population parameters and identify multi-level interventions targeting individuals, families, aggregates and populations. Cultural diversity and global health will be addressed through virtual experiences with international locations.

Nursing Second Career 431-441
Population Health

Accelerated Second Career; Level 4

2 Total Credits (2 Clinical)

Prerequisite: All Level 3 Accelerated Second Career Program Courses

During this clinical course, the nursing process is applied at the population and community levels. Students will assess population-level indices of health in the context of social-ecological theory and apply public health and nursing science to nursing roles with individuals, families and aggregates in the community. In partnership with communities and inter-professional teams in various clinical settings, students will experience public health and community health nursing roles with individuals, families, and groups, and learn basic strategies for community assessment and organizing, interventions, policy development and advocacy. Cultural diversity and global health will be addressed through engagement with local ethnic or vulnerable communities.

Nursing Second Career 445
Leadership

Accelerated Second Career; Level 4

1 Total Credits (1 Lecture)

Prerequisite: All Level 3 Accelerated Second Career Program Courses

This course will build on the concepts of leadership; team building and communication, delegation, motivation, negotiation and decision-making. These concepts will be addressed within an organizational context. Students will also study of management structures and processes that enable an organization to deliver efficient and effective nursing care. The course

content focuses on quality improvement within the context of diverse populations, changing service delivery models and scientific, technological, financial, political and cultural environments.

**Nursing Second Career 446-456
Leadership**

Accelerated Second Career; Level 4
1 Total Credits (2 Clinical)
Prerequisite: All Level 3 Accelerated Second Career Program Courses

In clinical, students will work in partnership with mentors and faculty to apply concepts of leadership and management in the practice setting and develop a clinical leadership project. Student will develop leadership and communication skills toward effective implementation of patient safety and quality improvement initiatives within the context of the inter-professional team and the organization.

**Nursing Second Career 465
Clinical Intensive**

Accelerated Second Career; Level 3
2 Total Credits (2 Lecture)
Prerequisite: All Level 3 Accelerated Second Career Program Courses

Building on previous nursing courses this course focuses on the synthesis of outcome-based professional clinical nursing practice in the context of complex health care systems. Concepts including genomics, frailty, and vulnerability will be applied as students analyze client and family outcomes. Knowledge from the basic, clinical and decision sciences will be used to evaluate evidenced-based research and be used to critically analyze and evaluate the effectiveness of nursing interventions and outcomes.

**Nursing Second Career 466-476
Clinical Immersion**

Accelerated Second Career; Level 3
6 Total Credits (6 Clinical)
Prerequisite: All Level 3 Accelerated Second Career Program Courses, knowledge of unit profile, passing of CLC competency for this course, compliance with institutional requirements for students, the ability to apply previous coursework

In this clinical course previously developed knowledge and skills will be further refined as the student prepares for clinical practice. Emphasis will be placed on, inter-professional teamwork and delivering care across the life span. Students will learn to critically assess the client in complex contexts, and implement and evaluate the effectiveness of therapies used to restore, maintain, or promote health or peaceful death. Students will incorporate ethical reasoning in the care of patients with complex needs. Clinical experiences are selected to enhance development of critical reasoning, communications and emphasize inter-professional collaboration, and teamwork skills necessary for providing care across settings for individuals with complex health care needs and/or in complex contexts.

Nursing 477
Cultural Aspects of Health and Illness

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

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

Nursing 495
Undergraduate Nursing Honors Project

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

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

Nursing 499
Independent Study in Nursing

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

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

Nursing 501
Care of Adults with Cancer

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

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

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

**Health Sciences 200
Enhanced Clinical Competency Course**

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

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

**Health Sciences 300
Spanish for Healthcare Professionals**

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

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

**Health Sciences 404
Gender Based Violence: From Theory to Action**

Undergraduate Nursing Elective
2-3 Total Credits (2-3 Seminar)
Prerequisite: None

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

events related to gender-based violence. Registering for 3 credits will require 30 hours of training that provides in-depth information on issues related to sexual and intimate partner violence.

Appendix E: 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 members are aware of the curricular resources available in the University of Michigan's [Responsible Conduct of Research](#) section.

Baccalaureate students

Undergraduate Programs

- 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 PEERS training (Program for Education and Evaluation in Responsible Research and Scholarship) 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, and transcripts).