



Undergraduate  
Student  
Handbook

2016-  
2017

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McAuley School of Nursing

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## **Introduction**

*The McAuley School of Nursing Undergraduate Student Handbook provides the policies and procedures specific to the undergraduate nursing programs. This includes policies related to both the McAuley School of Nursing and the College of Health Professions. This handbook should be used in conjunction with the University of Detroit Mercy Undergraduate Catalog which provides detailed information regarding programs of study, course descriptions, and University undergraduate program policies and procedures.*

*The information in this handbook reflects the current requirements for all active students and represents the most current information at the time of publication. The McAuley School of Nursing reserves the right to make any necessary changes or revisions to this within reason for the purpose of quality improvement or program enhancement.*

The baccalaureate degree program currently has the following tracks:

Traditional Pre-licensure track: For freshman and transfer students at the Detroit campus and in partnership with Aquinas College and Mercy Health Saint Mary's in Grand Rapids seeking a baccalaureate degree in nursing.

Accelerated/Second Degree Option (SDO) track: For students with a baccalaureate degree in another field (offered only on the Detroit campus) seeking a baccalaureate degree in nursing.

BSN Completion (BSNc) track: For the returning registered nurse seeking a baccalaureate degree in nursing.

The curricular plans for the Traditional Pre-licensure, SDO, and BSNc program can be found in Appendix A-C.

## **Historical Background, Mission, and Philosophy**

### **Historical Background**

The McAuley School of Nursing (MSON) has a long and rich history of educating baccalaureate-prepared, entry-level nursing professionals who exemplify the charismas of the Religious Sisters of Mercy and the Society of Jesus. Emphasis and concern for the dignity and formation of persons, the common good of the world community, competent and compassionate care for the poor and suffering, and commitment to doing justice in generous service of those who are in need of health/nursing care have consistently framed our academic aims and processes.

The formation of the MSON began in 1934 when Mother Carmelita Manning, R.S.M., envisioned the need for nursing education beyond hospital-based, diploma preparation and founded Mercy College. At that time, the college was located at 2200 East Grand Boulevard, the site of a Mercy Hospital and was mainly devoted to the preparation of graduate nurses in nursing education. A five-year BSN degree was an option for students enrolled in the program. Thus, Mercy College was one of the first colleges in Michigan to offer a collegiate nursing program and the first Catholic College in Michigan to offer a BSN degree. After the College moved to 8200 West Outer Drive in 1941, it maintained a very close relationship with the established Mercy Hospital Schools of Nursing in Detroit and neighboring cities. In 1949, the BSN and diploma options were separated with Mercy College retaining a four-year BSN degree program. The first accreditation was granted in 1950 for a Bachelor of Science in Nursing (National Nursing Accrediting Service) and the undergraduate nursing program has received continuous accreditation since that time.

In 1990, upon the consolidation of the University of Detroit (UD) and Mercy College of Detroit (MCD), the McAuley School of Nursing evolved from the combination of Pre-licensure and baccalaureate degree completion programs at MCD and a baccalaureate degree completion program at UD (established in 1982, accredited in 1990). Full accreditation of the consolidated MSON was granted in 1995 subsequent to the graduation of the first class in 1994.

At the invitation of colleagues at Aquinas College and Mercy Health Saint Mary's in Grand Rapids, a three-way partnership was formed in 1999 to implement a BSN nursing program on the west side of the state. University of Detroit Mercy (already with a BSN completion program in Grand Rapids) was approached because the aim of the venture was to operationalize a values-based model of nursing education that was compatible with the missions of the partners in Grand Rapids. The BSN degree is awarded by UDM. In 2005, the McAuley School of Nursing was granted initial accreditation from the Commission on Collegiate Nursing Education (CCNE).

### **Mission**

The mission of the McAuley School of Nursing (MSON) program is to prepare competent baccalaureate and graduate level nurses who are committed to serve, lead, provide high quality, cost-effective and culturally sensitive health care services to diverse individuals, families, communities and populations. Congruent with the University's mission, the program focuses on providing high quality nursing care to the underserved in an urban context.

## **Philosophy**

The faculty of the McAuley School of Nursing (MSON) promotes a values-based education that fosters the spiritual, intellectual, social, psychological and ethical growth of the life-long learner. The faculty is committed to teaching in the context of the Mercy Jesuit traditions to the service of faith, social justice, and compassionate, competent nursing care. Faculty-student relationships are foundational for students' personal and professional development in both the undergraduate and graduate programs. These relationships are based on open, honest, caring interactions, which empower students and faculty to become partners in education. The faculty recognizes the critical importance of caring that occurs, especially as reflected in faculty-student encounters. These encounters are a model for relationship-centered care with patients, families, communities, and other health team members that result in quality outcomes. The Bachelor of Science in Nursing (BSN) is the foundation for professional nursing practice and for the graduate degree programs.

The nursing faculty believes that education is a dynamic, interactional process that involves changes in perception, thinking, feeling, and action. Education is the process of acquiring new knowledge, skills, attitudes, and values to meet the challenges of the communities and populations we serve. Building on the Mercy and Jesuit traditions, the faculty is committed to creating a learning community of discourse and service. Utilizing pedagogy that encourages ongoing reflection on our human experience, faculty and students work together to further the social, political, economic and spiritual well-being of the human community. In that regard, the faculty believes that learners are characterized by a diversity of cultural backgrounds and economic status. The MSON actively recruits and values faculty and students who reflect this diversity. Likewise, partnerships in the community are developed and utilized to provide students with experiences of diversity in clinical settings.

The MSON faculty strives to promote a sense of altruism, integrity, confidence, and autonomy with accountability and a commitment to lifelong learning/learner and professional competency. To meet the complex, multifaceted role of the professional nurse, undergraduate-nursing education must integrate a strong liberal arts core with essential competencies of nursing science and the art of nursing. Such integration establishes a broad-based learning foundation across the health-illness continuum that promotes critical thinking, clinical judgment, and ethical decision-making including evidence-based practice and resources. The graduate program provides experiences for students to develop the necessary knowledge and skills for advanced nursing practice. This includes developing knowledge and expertise in specialty roles, evidence-based practice and leadership. Both professional and graduate nursing education requires respect for the unique traditions, missions, and strengths and needs of our community's partners.

To support professional caring and high quality nursing care, the Faculty utilizes the use of professional standards and guidelines in curricular design. The professional standards, and guidelines that are used throughout the undergraduate and graduate program are:

The Essentials of Baccalaureate Nursing for Professional Nursing Practice (AACN, 2008)  
The Essentials of Master's Education for Advanced Practice Nursing (AACN, 2011)  
The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006)  
Criteria of Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nursing Education, 2012).

A variety of other professional standards and guidelines are incorporated into the curriculum as appropriate. (approved 04.18.2016)

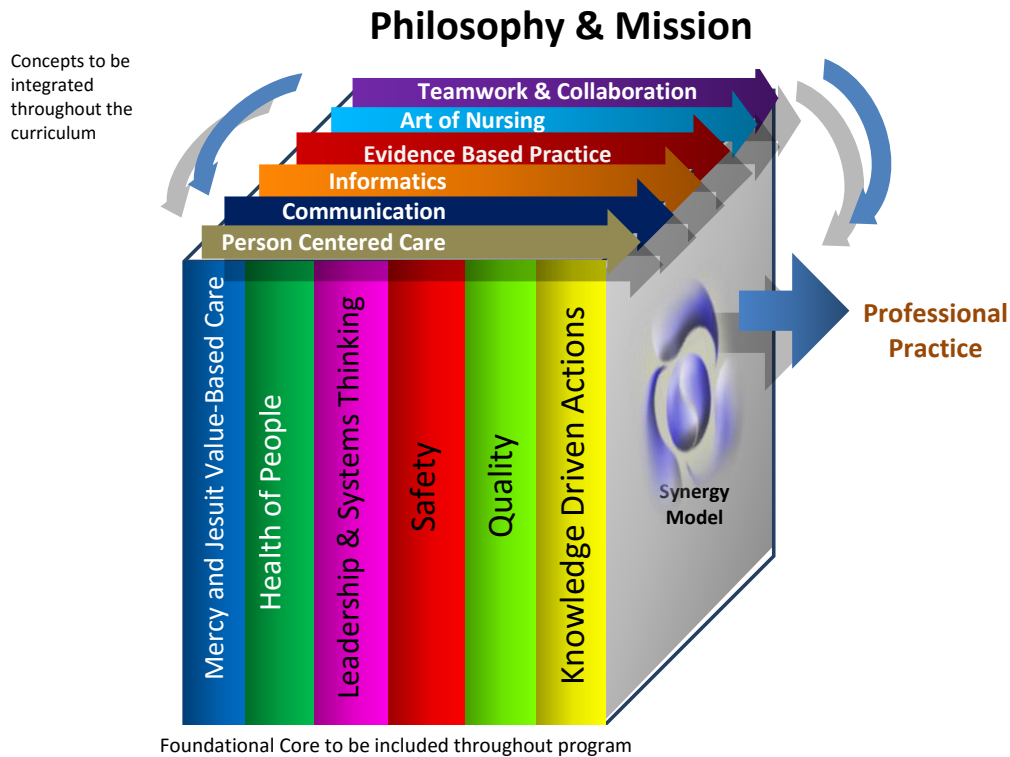
## Accreditation

The Bachelor of Science in Nursing degree, Master of Science in Nursing degree and Doctor of Nursing Practice degree at the University of Detroit Mercy, McAuley School of Nursing are fully accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW Suite 530, Washington DC 20036. Phone: (202) 887-6791. The baccalaureate program has full approval from the Michigan Board of Nursing.

## MSON Conceptual Framework

The [\*Essentials of Baccalaureate Education for Professional Nursing Practice\*](#) (AACN, 2008) provide the foundation for the academic preparation of a baccalaureate prepared nurse. The McAuley School of Nursing in compliance with the accreditation standards utilizes *The Essentials* to guide the curricula. In addition, the MSON utilizes the following conceptual framework to guide nursing programs.

### Theoretical Constructs of the MSON Curriculum



## **Foundational Core Concepts**

### **Mercy and Jesuit Value Based Care**

This is the first and most important of the UDM MSON core objectives and distinguishes MSON graduates from other graduates. This objective includes value based charisms, basis for moral agency, advocacy, notion of good, ethical comportment & professionalism. *Outcomes:* Courage, Compassion, Generosity of Self, Commitment to excellence. The “value” of a Mercy and Jesuit nursing education is the ability to reflect on oneself as a co-creator in the healing mission. This healing mission recognizes the need for the healing of oneself, one’s companions (colleagues), one’s patients, our world (social systems). Thus, a graduate of the McAuley School of Nursing should be a nurse with excellent technical skills, committed to continued growth in knowledge and skill, with a passion for those who are vulnerable and the recognition that one is called to make a difference in the lives of others. The nurse who graduates from MSON should be one who has not only the cognitive skills required, but the “heart” of the nurse who recognizes that the patient is always the center of the healing universe and that the professional caregiver is only able to give to the degree one is able to acknowledge that healing occurs when the nurse listens and responds at the level of the “client’s” need.

### **Health of People**

This pillar is at the heart of nursing and considers patients, families, groups and populations as recipients of nursing care & nursing interventions. Programs should discuss how people, groups, and communities (locally, nationally and globally) are affected. This pillar includes the notion that nurses apply and integrate broad, organizational, patient-centered, culturally appropriate concepts in the planning, delivery, management and evaluation of evidence-based clinical prevention and population care and services to improve or maintain the health of people throughout the world.

*Definition:* Individuals, groups or communities that are continually promoting health and preventing disease while creating and improving their physical and social environments or expanding their community resources in order to enable people to mutually support each other in performing all the functions of life and in developing to their maximum potential.

- *References:* <http://www.healthypeople.gov/2020/default.aspx>;  
[http://www.cdc.gov/nchs/healthy\\_people.htm](http://www.cdc.gov/nchs/healthy_people.htm)
- Fulfills MASTER’S essential # 8 (Clinical prevention and population health for improving health); BSN essential # 7 (Clinical Prevention and Population Health). QSEN essentials; Relationship based Care; Standards of Professional Performance; Standards of Practice; Synergy-Nurse Characteristics

### **Leadership & Systems Thinking**

Leadership is viewed as an interactive process by which a person influences a group of individuals to achieve a common goal (Northhouse, 2010). Leadership is a critical characteristic of nursing practice and embodies accountability, advocacy, innovation and action behaviors that demonstrate the role of the professional nurse within society and health care delivery systems. Leadership perspectives are diverse and grounded in complexity and chaos theory, organizational and systems thinking, interprofessional collaboration and the Mercy and Jesuit values. The capacity for leadership varies by level of nursing practice and is described in standards developed by the discipline. Leadership expectations vary across the spectrum of nursing practice from the responsibility to provide and coordinate the delivery of high quality and safe nursing care services within the health care delivery system at the professional entry level to leading innovation and change to promote positive health outcomes at the practice or system wide level as a doctorally prepared nurse.

## References

- References: Marshall, E. (2011). *Transformational Leadership in Nursing*. Springer Corporation. (2011 Book of the Year for Nursing Leadership and Management); Northhouse, P. (2010). *Leadership: Theory and Practice (5<sup>th</sup> Edition)*. Thousand Oaks, CA: Sage Publications; Porter-O'Grady, T. & Malloch, K. (2011). *Quantum Leadership: Advancing Information, Transforming Health Care (3<sup>rd</sup> Edition)*. Sudbury, MI: Jones & Bartlett.
- Fulfills MASTER'S essential # 2 (Organizational and systems leadership), #6 (Health Policy and Advocacy), #9 (Masters level nursing practice), BSN essential #2 (Basic organizational and systems leadership for quality care and patient safety); QSEN essentials.

## **Safety**

Emphasized throughout all programs as pillar/ foundational objective.

- *Definition*: "Minimizes risk of harm to patients and providers through both system effectiveness and individual performance."
- *Reference*: (QSEN definition, 2012; <http://www.qsen.org/definition.php?id=5>)
  - Fulfills MASTER'S essentials #2 , #3 (Quality Improvement and Safety) and BSN essentials # 2, #6; QSEN essentials

## **Quality**

This objective is a supporting foundational pillar to be emphasized throughout the curriculum. Recognition of quality, implementation of quality and making effective quality improvements are emphasized.

- *Definition*: The degree to which health services for individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge.
  - Fulfills MASTER'S essentials #3; BSN essential # 2 (Basic Organizational and systems leadership for quality care and patient safety); QSEN essentials

## **Knowledge Driven Actions**

This objective includes the nursing process (assessment, diagnosis, planning, intervention, evaluation), clinical reasoning & judgment, integration of knowledge, forethought (etiology & rationale = clinical manifestation leading to nursing action, nursing science and evaluation) and prescriptive interventions (graduate programs).

- *Definition*: Knowledge Driven Actions is defined as professional nursing practice that is grounded in the ability to translate and apply scientific evidence into practice. These actions are characterized by critical and reflective thinking, integration of scientific findings from nursing and related disciplines, and clinical inquisitiveness. Professional nurses are not only consumers of knowledge but also participate in knowledge development (both science and theory) to advance nursing as a profession. Strategies used include both traditional and innovative approaches.
  - Fulfills MASTER'S essential # 6 (Health Policy and Advocacy), #8 (Clinical Prevention and population health for improving health), #9 (Master's-Level Nursing Practice), #4 (Translating and intergrating scholarship into Practice) and BSN essential #1 (Liberal education for baccalaureate generlist nursing practice), #3 (Scholarship for evidence based practice)

**Integrated Core Concepts (ideas and notions to be considered and addressed at various levels in nursing courses throughout the curriculum that build in complexity and depth in linear progression throughout programs)**

 **Person Centered Care**

This concept puts the patient (meaning individual, family, group, community or system, locally, nationally & globally) at the center of nursing and includes the concepts of caring, safe & intelligent practice.

- *Definition:* Person-Centered Care: Nursing is a relational caring process. Focusing on the other involving advocacy, caring practice, and responses to diversity including age-appropriateness. Nurses are engaged in this relational caring process at all levels from individuals to groups, communities, systems, and organizations. In a curriculum with a focus on people-centeredness, authentic, egalitarian, human-to-human relationships are sought.

 **Communication**

- *Implementation:* Written and oral communication should be emphasized in all courses and includes concepts such as nurse as facilitator of learning, therapeutic communication with patients, families, groups and systems, professional collaboration, EHR / electronic communication, and dissemination of knowledge. It links the domains of communication and health and is increasingly recognized as a necessary element of efforts to improve personal and public health. Techniques of how to communicate begin in the early levels and end at the doctoral level with ability to implement therapeutic communication with people, families, communities & groups in order to impact health.
- *Definition:* Health Communication encompasses the study and use of communication strategies to inform, motivate and influence individual and community decisions that enhance health.

 **Informatics**

- *Implementation:* Use and education of informatics should begin early in the program with inclusion of Electronic Health Record (EHR) teaching & utilization and continue throughout the program with utilization of simulation lab, micro simulator, point-of-care technology (begin in 200 level), telehealth and other developing technologies and information sources. Students completing MSON curriculums should have knowledge and skill in information management and patient care technology in order to deliver high quality and safe patient care. Students completing graduate level curriculums should additionally be able to use communication technologies to integrate and coordinate care.
- *Definition:* Informatics: "Use information and technology to communicate, manage knowledge, mitigate error, and support decision making". *Reference:* Quality and Safety Education for Nurses, 2012.

 **Evidenced Based Practice (EBP)**

- *Implementation:* Should be introduced early in the Prelicensure program, at 200 level begin to include what a research article is, how to access evidenced based articles and how to utilize the findings. These concepts should be reinforced throughout the 300 level in theory and clinical courses and culminate in the 400 level with the ability to understand, interpret, translate and conduct research at the undergraduate level to improve patient care. EBP should continue to be evident in all graduate programs with further emphasis on creating new evidence to advance nursing practice and patient care. Students graduating from MSON graduate programs should have participated in scholarly projects yielding new evidence for future nursing practice and be

able to integrate scientific findings from health related fields for the continual improvement of nursing care across diverse settings.

- *Definition:* Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. (QSEN definition).

### **Art of Nursing**

- *Implementation:* This is conceptualized as caring practice, engagement (the work of how the nurse engages with the patients' world). A beginning notion of the art of nursing is introduced at the outset of the program with the understanding that students should have a concrete understanding of the art of nursing at the time of graduation. As the concepts are reinforced throughout the curriculum, the students should graduate with an understanding of the art of nursing as an abstract, fluid concept relating to inherent values of altruism, autonomy, human dignity, integrity and social justice.
- *Definition:* The complementary relationship between art and science is fundamental to the practice of nursing where art is about the whole of the nursing experience and science is the expansion of the body of nursing knowledge. The concepts of art include the knowledge, judgment, engagement, caring practice and skill exercised by nurses in their everyday practice. Nurses develop the ability to sense, feel, perceive and know how to deliver care in ways that increasingly demonstrate mastery in their field which is often unpredictable and spontaneous.

### **Teamwork and collaboration**

- *Implementation:* This concept determines that students will graduate with the notion that they are part of the health care system with an understanding of how to collaborate with a variety of other disciplines & individuals. Communication is emphasized throughout this concept.
- *Definition:* (Teamwork) Work done by several associates with each doing a part but all subordinating personal prominence to the efficiency of the whole. (Collaboration) to work jointly with others or together especially in an intellectual endeavor.

### **Nurses Synergy Model**

- "The Synergy Model provides a framework for nursing practice and leadership driven by the needs and characteristics of patients, and the predicted demands of the health care environment. The fundamental premise of the model is that patient characteristics drive nurses' competencies. When patients' characteristics and nurses' competencies match and synergize, patients' outcomes will be optimized" (Pacini, 2005 p. 113).
- **Characteristics of patients**
- **Resiliency** – The patient's capacity to return to a restorative level of functioning by using a compensatory coping mechanism. The level of resiliency assessed in patients is often dependent upon their ability to rebound after an injury. This ability can be influenced by many factors, including age, co morbidities, and compensatory mechanisms that are intact.
- **Vulnerability** – The level of susceptibility to actual or potential stressors that may adversely affect patient outcomes. Vulnerability can be affected by the patient's physiological makeup or health behaviors exhibited by the patient.
- **Stability** – The patient's ability to maintain a steady state of equilibrium. Response to therapies and nursing interventions can affect the stability of the patient.
- **Complexity** – The intricate entanglement of 2 or more systems. Systems refer to either physiological or emotional states of the body, family dynamics, or environmental interactions with the patient. The more systems involved, the more complex are the patterns displayed by the patient.
- **Resource availability** – The extent of resources brought to the situation by the patient, the patient's family, and community. The resources can be technical, fiscal, personal, psychological,

social, or supportive in nature; the more resources that a person brings to the healthcare situation, the greater the potential for a positive outcome.

- **Participation in care** – The participation by a patient and the patient’s family in the delivery of care; the patient and family participation can be influenced by educational background, resource availability, and cultural background.
- **Participation in decision making** - The level of engagement of the patient and the patient’s family in comprehending the information provided by healthcare providers and acting on the information to execute informed decisions; engagement of patients and their families in clinical decisions can be influenced by the patient’s knowledge level, his or her capacity to make decisions given the injury, the cultural background (e.g., beliefs and values), and the level of inner strength during a crisis.
- **Predictability** – The characteristic that allows one to expect a certain course of events or course of illness.
- **Competencies of nurses**
- **Clinical judgment** – The clinical reasoning used by a healthcare provider in the delivery of care; consists of critical thinking and nursing skills that are acquired through a process of integrating education, experiential knowledge, and evidence-based guidelines. The integration of knowledge brings about the clinical decisions made during the course of care provided to the patient.
- **Advocacy** – Working on another’s behalf when the other is not capable of advocating for him- or herself. The nurse serves as a moral agent in identifying and helping to resolve ethical and clinical concerns within the clinical setting.
- **Caring practices** – The constellation of nursing interventions that create a compassionate, supportive, and therapeutic environment for patients and staff, with the aim of promoting comfort and healing and preventing unnecessary suffering; caring behaviors include compassion, vigilance, engagement, and responsiveness to the patient and family.
- **Collaboration** – The nurse working with others to promote optimal outcomes; the patient, the patient’s family, and members of various healthcare disciplines work toward promoting optimal and realistic goals for patients.
- **Systems thinking** – The tools and knowledge that the nurse uses to recognize the interconnected nature within and across the healthcare or non-healthcare system; the ability to understand how one decision can affect the whole is integral to systems thinking; the nurse uses a global perspective in clinical decision making and has the ability to negotiate the needs of the patient and the patient’s family through the healthcare system.
- **Responses to diversity** – The sensitivity to recognize, appreciate, and incorporate differences into the provision of care. Nurses need to recognize the individuality of each patient while observing for patterns that respond to nursing interventions. Individuality can be observed in the patient’s spiritual beliefs, ethnicity, family configuration, lifestyle values, and use of alternative and complementary therapies.
- **Clinical inquiry** – The ongoing process of questioning and evaluating practice, providing informed practice, and innovating through research and experiential learning; Clinical inquiry evolves as the nurse moves from novice to expert. At the expert level, the nurse improves, deviates from, and/or individualizes standards and guidelines to meet the needs of the patient.
- **Facilitation of learning** – The nurse facilitates learning for patients, patients’ families, nursing staff, physicians and workers in other healthcare disciplines, and the community through both formal and informal methods. Education based on individual strengths and weaknesses of the patient and the patient’s family should be provided. The educational level of the patient should be considered in the design of the plan for educating the patient and the patient’s family to ensure informed decisions. Creative methods should be developed to ensure that the patient and the patient’s family understand the situation (Brewer et al, 2007).

## **Baccalaureate Program Outcomes**

Upon program completion, students are expected to meet the following ***program outcomes***:

1. Provide compassionate care with a commitment to social justice.
2. Evaluate person centered care practices in health promotion, risk reduction, disease prevention and illness management for the health of people across the lifespan.
3. Manage the delivery of person centered care through effective delegation, prioritization and leadership practices.
4. Use transparent person centered nursing interventions in assessing the client's environment, prioritizing care, and following established healthcare (institution/agency) policies and procedures.
5. Use quality improvement models to analyze health care delivery systems and policies that affect the health or people.
6. Implement knowledge driven actions in professional nursing practice derived from a variety of theoretical perspectives.

## Policy and Procedures for Academic Progression of Undergraduate Nursing Students

### Course Grading Policy

1. Successful completion of **all** theory nursing and health profession courses (NUR & HLH) is dependent upon achievement of a minimum of **75%** (grade of C).
2. A student must achieve an overall grade of 75% or better on all essential evaluation criteria in order to pass a nursing and HLH theory course.
3. If a student is successful in the theory course but is unsuccessful in the co-requisite clinical practicum, the student would need to repeat only the clinical practicum. The reverse is also true; if a student is successful in the clinical practicum but unsuccessful in the theory course, the student would need to repeat only the theory course.
4. The student must successfully achieve both theory and practicum objectives with a passing grade in order to be eligible for progression to the next nursing course. Students must complete all of the courses of one level before they can progress to the next level.

### Grading Scale

The following grading scale is used for all undergraduate nursing courses, with the exception of pass/fail clinical courses.

%	GRADE
100-95	A
94-91	A-
90-88	B+
87-84	B
83-81	B-
80-78	C+
77-75	C
74-72	C-
71-69	D+
68-65	D
64-0	F

### Academic Standing

In order to remain in **good standing** and/or to progress in the curriculum in the McAuley School of Nursing, a student must: a) fulfill all prerequisite requirements, b) maintain a cumulative GPA (CGPA) of 2.5 or higher, and c) earn grades of 'C' or better in all nursing and supportive core courses.

When a student's cumulative GPA falls between 2.0 and 2.49, the student will be placed on Academic Warning by the MSON and will be notified by email using your UDM email address and USPS mail.

University of Detroit Mercy requires that students maintain a minimum CGPA of 2.0, so if a student's GPA falls below this standard, the student is no longer in good standing at UDM. The student will be placed on Academic Probation and will be notified of this by email using your UDM email address and USPS mail. Failure to bring the CGPA up to a 2.0 will result in academic dismissal.

When a student earns a grade of less than 'C' in one nursing or required supportive core course, the student will be placed on Academic Probation and will be notified by email using your UDM email address and USPS mail. The student must repeat this course at the first opportunity and earn a grade of C or higher to progress onward in the curriculum. It is the responsibility of the student to follow up with the advisor and academic services if the student receives a poor or failing grade in a course.

The purpose of academic status is to notify the student of his/her academic standing and provide additional support and guidance that will enable the student to improve his/her academic performance and successfully complete the BSN degree.

### **Academic Warning**

Students will be placed on Academic Warning whenever their cumulative GPA falls between 2.0 and 2.49. This warning enables students to take early corrective action concerning their academic performance. **Students whose cumulative GPA's are below 2.5, will be monitored and failure to improve the GPA will result in an administrative withdrawal from nursing.**

### **Academic Probation**

Students who have failed one nursing or supportive core course are placed on Academic Probation. Also, students whose CGPA is less than 2.0 are not considered in good standing at UDM, and will be placed on Academic Probation. Probationary students may register for a maximum of 12 credit hours, may not withdraw from a course or take an incomplete "I" in a course without the Associate Dean's permission, and must earn a grade of C or better in all nursing and support courses. Students on probation are required to meet with their advisors to discuss the terms of probation and complete a Probation Contract. Students must schedule at least two meetings with the academic advisor during the first six weeks of the term. **Failure to adhere to any aspect of the probation contract may result in dismissal from the program.**

### **Academic Dismissal**

Students may be dismissed from the MSON for any of the following reasons:

1. Cumulative GPA remains below 2.0 for three consecutive semesters.
2. Cumulative GPA remains between 2.0 and 2.49 for more than three consecutive semesters.
3. For the traditional baccalaureate and BSN completion program: Failing either two nursing courses, or one nursing and one supportive core course, or two supportive core courses. For the Second Degree Option Program: Failing one nursing or supportive core course required in the program (students have the option to petition for transfer to the Traditional baccalaureate program).
4. Withdrawing from the same course twice and not performing at a 75% level at the point of withdrawal.
5. Withdrawing once from a course having not achieved 75% at the point of withdrawal, and failing the same course once (Any student who meets criteria 4 or 5 may not register a third time in the same course).
6. Failing to demonstrate math calculation competency at a level of 90% after three (3) attempts in the same course over two different semesters.
7. Because of the rigorous professional licensing requirements in the health profession and the state, the faculty and/or Academic Progression Committee reserves the right to recommend at any time

the dismissal of a student due to physical or emotional health, conduct (see Professional and Ethical Conduct Policy), or academic standing.

Students who are dismissed may apply for admission to another college or school within the University. Notice of academic dismissal will be sent by email using your UDM email address and will be mailed from the Office of the Associate Dean by registered mail.

A student who is unsuccessful and dismissed from the Traditional pre-licensure nursing program, may not reenter the program at another time.

A Second Degree Option student may request to transfer to the traditional nursing program under the following circumstances:

1. Unsuccessful in a first course in the SDO program that resulted in dismissal.
2. Voluntary withdrawal from the SDO program for personal or other reasons.

Any SDO student requesting a transfer to the traditional nursing program must meet with the Assistant Dean and complete all necessary application materials for review. The Assistant Dean will review the request and make a recommendation based on the student's potential for success. The recommendation is forwarded to the Associate Dean who will render the final decision.

### **Incomplete Grade Policy**

A student may request an incomplete grade from a faculty if there is a legitimate reason acceptable to the instructor and the student is progressing satisfactorily in the course. The faculty and student agree on the time limit for completion of the course and sign the appropriate form. Requirements must be completed no later than the sixth week of the following semester. A grade of "I" in a nursing course that is a pre-requisite to another course must be resolved by the end of week one of the following semester in order to continue progression. If the grade of "I" is not completed by the end of the first week of the following semester a student takes a sequential course, they will be administratively withdrawn from the course and not allowed to progress.

### **Withdrawal**

Students may officially withdraw from a class and receive a grade of W before 75% of that class is completed. Students in the McAuley School of Nursing are required to obtain their advisor's signature for withdrawal from any nursing course. Examples of these deadlines are as follows:

**For a 15 week course a student must withdraw by week 11**

**For a 10 week course a student must withdraw by week 7**

**For a 7 week course a student must withdraw by week 5**

**For a 4 or 5 week course a student must withdraw by week 3**

Students who officially withdraw from a class between the fourth and twelfth week receive a grade of "W". Nursing students in the MSON are required to obtain the Associate Dean's signature for withdrawal from any nursing course after the twelfth week. The Associate Dean will not approve requests where the student is failing a nursing course at the time of withdrawal.

If a student has withdrawn from the same nursing course twice, permission to register a third time must be obtained from the Associate Dean.

If a student is unable to complete any of his/her classes and is physically unable to come to file the Change of Registration, the student should send a letter or email to the Associate Dean prior to the withdrawal deadline.

### **Administrative Withdrawal**

In some cases a "Change of Registration" may be initiated by the School of Nursing Administration to remove a student from a class or clinical course. This action is taken at the discretion of the Program Chair or Associate/Assistant Dean after consultation with faculty. For example, anytime the safety or well-being of the student, client, other students, or agency is in jeopardy, or if the student has failed to follow the procedures, regulations, prerequisites, or requirements of the College or when the student has gained registration in a class by misrepresentation. Depending upon the circumstances, in consultation with the Dean, a grade of "W" or "WF" will be rendered.

### **Leave of Absence**

Once a student begins the clinical sequence, it is expected that they will continue the program in a continuous sequence until graduation. If a student experiences an extraordinary circumstance (e.g. illness), they may request a leave of absence. The request for a leave of absence should be submitted to the Office of the Associate Dean for review. Only students who are progressing satisfactorily may request a leave of absence. Students who have not met the academic standards or professional standards for progression are **not** eligible for a leave of absence. The leave of absence shall not be granted for a period more than one year. A student may be required to do preparatory work or validation prior to reentry. Students, who leave a program for more than one year, must formally request readmission to the program. The ability to return to the program is at the discretion of the Associate Dean. If more than three (3) academic semesters has elapsed since the student was in a clinical rotation, the student will be required to repeat some or all clinical courses.

## **Academic Appeals Policy and Procedure**

The Academic Appeals policy and procedure can be accessed at <http://healthprofessions.udmercy.edu/about/policies/index.htm>.

**Informal resolution** It is expected that students will take an initial step to resolve a dispute informally and in good faith with the faculty (or with whomever they have an issue) prior to accessing the appeals process. Students are expected to utilize internal mechanisms of dispute resolution, such as this appeals process, before utilizing external.

**Scope** This policy governs appeals for students with academic issues which affect a student's progression in their program. Program handbooks and policy manuals may amplify or modify the procedures detailed below.

**Student responsibility** An appeal of a dismissal from the College of Health Professions (CHP) or the McAuley School of Nursing (MSON) should be accompanied by a description of the student's rationale that the dismissal should be overturned, and identify strategies to improve success. The student has the responsibility to demonstrate why an academic decision or its consequences should be overturned in all appeal procedures. There are specific guidelines for the submission of an appeal. A student is responsible for reading this entire document, and following its guidelines. Any questions about the appeal process should be directed to the program administrator.

**Appealing a Dismissal from the Program** Upon receipt of the appeal letter, the status of the student is considered dismissal pending. While an appeal of a dismissal is pending, students may not attend any program activities (e.g., classroom, clinical placements or internships, student meetings, etc.).

**Assignment of Grade** Grades are assigned by the faculty scheduled to teach a course. Grades are determined based on the evaluation criteria and competencies described in the course syllabus. Faculty utilizes rubrics, specific criteria, clinical expertise and academic judgment when assigning a grade. Grades cannot be assigned by any other person than the faculty teaching that course, and a grade can only be changed by the faculty member who assigned the grade.

**Resources for Non-Academic Issues** Students seeking guidance or resolution of nonacademic issues should seek advice from the Dean of Students at (313) 993-1028. Examples of issues which are nonacademic are listed in the Student Handbook. Additional sources are listed below:

- [Sexual Harassment policy at http://www.udmercy.edu/hr/current-employees/sexual-harassment/index.htm](http://www.udmercy.edu/hr/current-employees/sexual-harassment/index.htm)
- [UDM Student Handbook at http://www.udmercy.edu/slo/office/handbook/index.htm](http://www.udmercy.edu/slo/office/handbook/index.htm)
- [Student Life Office at http://www.udmercy.edu/slo/](http://www.udmercy.edu/slo/)
- [CHP Honor Code/Honor Council at http://healthprofessions.udmercy.edu/about/policies/HonorCode/index.htm](http://healthprofessions.udmercy.edu/about/policies/HonorCode/index.htm)
- [Student wellness \(Personal Counseling & Student Health Center\) at http://www.udmercy.edu/slo/wellness/index.htm](http://www.udmercy.edu/slo/wellness/index.htm)
- Disability Support Services at <http://www.udmercy.edu/uas/disability-support/>

The procedure for appeals can be found online at <http://healthprofessions.udmercy.edu/about/policies/index.htm>.

## **Academic and Professional Integrity**

### **Faculty Responsibilities**

Faculty members are expected to conduct themselves in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community as well as those of the nursing profession. Members of the faculty are expected to (except in cases of illness or other compelling circumstances):

1. Meet scheduled classes and appointments
2. Be available at reasonable times for appointments with students
3. Make appropriate preparation for classes and other meetings
4. Perform grading duties in a timely manner
5. Communicate with students who have earned a failing grade prior to submitting the grade to the Registrar. The purpose of this is to ensure that the grade was arrived at accurately and fairly as well as to allow the student to present information relative to the grades
6. Describe to students in writing at the beginning of a course the content and objectives along with the methods and standards of evaluation. This description of evaluation must include description of the relative weight to be assigned to various factors; base all academic evaluation upon good-faith professional judgment
7. Not consider, in academic evaluations, factors such as race, color, religion, gender, age, national origin, handicap, political or cultural affiliation, lifestyle, activities or behavior outside the classroom unrelated to academic and professional achievement
8. Respect confidentiality of student information contained in University academic records. Faculty may release such information in connection with intra-University business, including releasing information to clinical preceptors and affiliate faculty without student consent, or as may be required by law
9. Not exploit professional relationships with students for private advantage; and refrain from soliciting the assistance of students for private purposes in a manner which infringes upon such students' freedom of choice
10. Give appropriate recognition to contributions made by students in research, publication, service or other activities

11. Refrain from any activity which involves risk to the health and safety of a student, except with the student's informed consent, and, where applicable, in accordance with the University policy relating to the use of human subjects in experimentation
12. Respect the dignity of each student individually and all students collectively in the classroom, laboratory and clinics; in communication, either face to face or electronically; and in all other academic contexts

### **Student Responsibilities**

Students are expected to conduct themselves in a fair and conscientious manner in accordance with the College Honor Code, ethical standards generally recognized within the academic community as well as those of the nursing profession. Members of the student body are expected to (except in cases of illness or other compelling circumstances):

1. Attend all scheduled classes and appointments
2. Prepare for all classes and other meetings
3. Submit all assignments on time
4. When progress in a course is below expected standards, the student should meet with faculty to discuss progress
5. Not exploit professional relationships with students, staff, or faculty for private advantage; and refrain from soliciting assistance of peers for private purposes in a manner which infringes upon each individual's freedom of choice
6. Refrain from any activity which involves risk to health and safety of a peer, faculty or staff.
7. Respect the dignity and diversity of each student, faculty, staff member and preceptor individually and all colleagues collectively in the classroom, laboratory and clinics; in communication, either face to face, electronically, or on social media; and in all other academic contexts
8. Submit course and instructor evaluations providing constructive feedback for course and teaching improvement efforts and to contribute to curriculum assessment, revision and the accreditation process

### **College of Health Professions Honor Code**

Students in the College of Health Professions at University of Detroit Mercy are expected to exhibit behaviors that epitomize academic, professional and personal integrity. They are committed to the traditions of the Sisters of Mercy and the Society of Jesus that emphasize values, respect for others, and academic excellence. Adherence to such high standards is necessary to ensure quality in education and clinical care in all College of Health Professions programs. A student's acceptance into a program of the College of Health Professions is conditional upon signing an affirmation of the Honor Code. The entire document can be accessed online at <http://healthprofessions.udmercy.edu/about/policies/HonorCode/index.htm>.

### **University of Detroit Mercy Academic Misconduct**

Among the most serious academic offenses is plagiarism, submitting the words or style of another author or source without acknowledgement or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph, or longer excerpts, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another that is, retaining another writer's ideas and structure without documentation. Students are advised to always set off another writer's exact words by quotation marks, with appropriate

references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting other's work and ideas when they find their way into the writing. Whenever in doubt, cite the source. Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure in a course to dismissal from the University.

### **MSON Plagiarism Policy**

1. Students must complete the plagiarism module tutorial Indiana University available at: <https://www.indiana.edu/~istd/>.
2. The student must complete the plagiarism test [available at: <https://www.indiana.edu/~istd/test.html>] and pass with the minimum competency in their freshman year (in collaboration with the Freshman Success Series) and/or during enrollment in NUR 2100 course.
3. The student will sign a plagiarism memorandum of understanding as well as provide a copy of their certificate of completion, to be kept in their permanent student file and on file with the Assistant Dean's office.

This memorandum of understanding indicates that the student

- 1) Understands the gravity of plagiarism,
- 2) Agrees that they will not engage in plagiarism, and
- 3) That the 3 infractions and subsequent disciplinary action are cumulative throughout their entire undergraduate career in the McAuley School of Nursing (MSON).

**Courses identified as appropriate for annual review of plagiarism at every level, on both campuses are listed below:**

**Level II: NUR 2500, NUR 2100**

**Level III: NUR 3700**

**Level IV: NUR 4600**

Disciplinary Action Steps for engaging in plagiarism:

Step 1: First Infraction (in nursing or supportive core)

- a. The faculty of record (FOR) will address the student, indicate they have a plagiarism infraction, and initiate the plagiarism protocol disciplinary form (PPDF).
- b. The faculty will review the university standard, the department standard, and professional ethics with the student.
- c. The plagiarism protocol disciplinary form will be in triplicate copy: one copy goes to advisor, one copy goes to Assistant Dean, and one copy goes into the student file. After discussing with the student, the student will sign the form to indicate they were informed they are on Step 1 of the PPDF.
- d. The FOR will be notified that this is the student's first offense. The student may have the opportunity to redo the assignment with a maximum of 75% possible. In addition, the infraction will be documented in the student's permanent file by the Assistant Dean.
- e. A remediation plan will also be completed between the faculty of record and the student, then forwarded to the advisor and Assistant Dean. The remediation plan will detail what the student needs to do, including following up with the writing center for a minimum of 3 sessions.

Step 2: Second Infraction (in nursing or supportive core)

- a. The faculty of record (FOR) will address the student and indicate that they have a plagiarism infraction, which will escalate to step 2. The plagiarism infraction will go to the Assistant Dean's office.
- b. The Assistant Dean will initiate a professional behavioral probation form. Written documentation will be communicated to the advisor, Assistant, and Associate Dean's office. A notation of a "second offense" will be posted in the student's permanent file by the Assistant Dean.
- c. The Assistant Dean will meet with the student where the student will sign the form to indicate they were informed they are on Step 2 of the PPDF. The FOR will be notified that this is the student's second offense.
- d. The student will receive a "0" (zero) for the assignment and be required to write a reflection paper related to plagiarism, including the legal and ethical implications.
- e. The student will also be required to attend 3 sessions in the writing center. A copy of this paper and an updated plagiarism protocol disciplinary form (PPDF) will be placed in the student's permanent file.

Step 3: Third infraction (in nursing or supportive core)

- a. The faculty of record will initiate a plagiarism protocol disciplinary form (PPDF), which will be submitted to the advisor and the Assistant Dean's office.
- b. The Assistant Dean will discuss with the student, the student will sign the form to indicate they were informed they are on Step 3 of the PPDF.
- c. The FOR will be notified that this is the student's 3<sup>rd</sup> infraction, and the student will fail the course.
- d. Documentation of this third infraction will be communicated to the student's advisor, the Assistant Dean, Associate Dean, and Dean of the MSON.
- e. This 3<sup>rd</sup> infraction also will be documented in the student's permanent file.
- f. The guidelines in the MSON student handbook related to appeals and dismissal should be followed in the event that this course failure causes dismissal from the MSON.

(Approved by MSON faculty September 15, 2014)

## **Professional and Ethical Conduct Expectations**

Students enrolled in University of Detroit Mercy nursing programs are expected to adhere to a standard of behavior consistent with the high standards of the nursing profession. Compliance with all institutional rules and regulations, city, state and federal law is expected.

As stated in the ANA Code of Ethics, a successful professional should demonstrate such characteristics as open-mindedness, tolerance of ambiguity, objectivity, emotional stability, personal security, appropriate interpersonal skills to effectively and confidently communicate with others across racial, cultural or gender lines; and a willingness to learn and grow professionally.

**Concern for the welfare of patients (real or simulated), faculty, staff & peers as evidenced by:** A thoughtful and professional attitude manifesting concern for the total person; avoidance of offensive language, offensive gestures, inappropriate remarks, or remarks with sexual overtones; treatment of patients, peers, staff and faculty with respect and dignity both in their presence and in discussions with others.

**Concern for the rights of others, shown by:** Dealing with class peers, professional and staff personnel, and with all other members of the health team in a considerate manner and with a spirit of cooperation; acting with an egalitarian spirit towards all persons encountered in a classroom setting or a professional capacity regardless of race, religion, gender, sexual orientation or disability.

**Responsibility to duty, which involves:** Effectively undertaking duties with alacrity and persevering until complete, or notifying responsible persons of problems; punctual attendance at classes, labs, rounds, conferences and clinical duties, or offering appropriate explanation when unable to be present; notifying course directors and supervising house officers of absence or inability to carry out duties; seeing patients regularly and assuming responsibility for their care with appropriate supervision; identifying emergencies and responding appropriately; insuring that he/she can be located when on duty by faculty or staff personnel; dependability; and assuming an appropriate and equitable share of duties among peers.

**Teach-ability:** Which means accepting teaching, guidance and feedback, the ability to discern one's own strengths and weaknesses and taking steps to correct shortcomings; acknowledging limitations; the ability to work with others and the ability to work with authority.

**Trustworthiness, that is:** Being truthful, ethical and intellectually honest in communication with others; acceptance of responsibility for meeting multiple demands by establishing proper priorities and by completing work; discerning accurately when supervision or advice is needed before acting; and maintaining confidentiality of information concerning patients. This includes strict adherence to the policies set by the Health Insurance Portability and Accountability Act of (HIPAA) Public Law.

**Professional demeanor, which means:** Neat and clean appearance in attire that complies with the MSON dress code; and is acceptable as professional to the patient population; maintaining equilibrium under pressures of fatigue, professional stress, or personal problems; avoidance of the effects of alcohol or of drugs while on duty or while attending class.

It is not possible to enumerate all forms of inappropriate behavior, which would raise serious questions concerning a student's status as a health professional in training. The following, however, are examples of behavior, which would constitute a violation of professional standards:

- Harassment, harm, abuse, damage, or theft to or of any person or property including copying of copy-write materials or plagiarism and copying software on University of Detroit Mercy grounds or property owned by any hospital/clinic, affiliated institution/organization, or individual to which the student may be assigned.
- Entering or using University of Detroit Mercy or affiliated hospital/clinic facilities without authorization or disrupting teaching, research, administrative, or student functions of the University.
- Conviction of a felony.
- Participating in academic or clinical endeavors of University of Detroit Mercy or its affiliated institutions while under the influence of alcohol, a controlled substance, or illicit drugs. Unlawful use, possession, or distribution of illegal drugs and alcohol.
- Placing a patient in needless jeopardy or unethical disclosure of privileged information.
- Behavior or grooming which elicits a lack of respect and confidence from a patient, faculty, and colleagues.
- Abusive, disrespectful or sexually inappropriate conduct (verbal, written or electronically communicated) toward or about members of the faculty, preceptors, administrative or professional staff, employees, students, patients, or visitors to University of Detroit Mercy and/or its affiliated institutions.
- Cheating on exams or assignments.
- Fabrication of research results, transmission of false information to faculty, staff, administration, University officials, preceptors, or clinical site personnel, falsifying or inappropriately altering medical, research, or academic records or documents, forgery of another person's signature or alteration of a medical record, test, or document.
- Violation of any other established rules and regulations of University of Detroit Mercy, hospital, or any affiliated institution (as used in the above examples).
- University of Detroit Mercy premises and property shall include the premises and property of any affiliated institution where University of Detroit Mercy students pursue activities for academic credit.

***Any breach of professional conduct will result in sanction. This may range from counseling by faculty, Chair or Associate/Assistant Dean to the most serious sanction, dismissal. Incidences of repetitive unprofessional behavior or a serious breach of behavior will be reported to the Office of the Associate Dean. The Associate Dean will determine the level of sanction, which can range from reprimand to dismissal. A decision of dismissal for professional behavior is final.***

***If the unprofessional behavior occurs at a clinical site, the student will be sent home immediately from the clinical site and will not return until the incident has been investigated. The clinical instructor will notify the clinical coordinator and the Assistant Dean of the incident.***

For grievances involving all other (non-academic) matters, students are expected to utilize the "Student Non-Code of Conduct Violations Grievance Procedure" in the Student Handbook. The Student Handbook is available online at [www.udmercy.edu/slo/office/handbook](http://www.udmercy.edu/slo/office/handbook).

## University Social Media Policy

Social media tools, which facilitate both one-to-many communications and presumably private communications, have grown to become a significant part of how people interact via Internet. Because social media are widely used as promotional tools, personal postings on public media sites can sometimes blur the line between the individual and the institutional voice. This policy provides guidance for members of the University community to protect both their personal reputations and the public image of the institution.

There are substantial differences between individuals representing themselves on public social media sites, individuals representing the University on public social media sites, and individuals using University-hosted social media. This policy is not intended to regulate how individuals conduct themselves in their personal social media actions and interactions. However, it is clear that even a single instance of improper or ill-considered use can do long-term damage to one's reputation, career and to the University. Furthermore, although not intended, never forget as faculty, staff, or an administrator you may always be perceived as a representative of the University. It is therefore in the best interest of the University and all members of the University Community to provide its employees and students with a roadmap for safe, smart use of social media.

The University has a significant investment in University-owned public social media pages and personal sites on University-hosted services, as content on these pages and sites reflects directly on the institution and how it is seen by the general public. Therefore, this policy regarding posting content must be strictly adhered to in these contexts. Students are responsible for reading and adhering to the UDM Social Media Policy which can be accessed online at [http://www.udmercy.edu/governance/proposals/adopted-proposals/pdf/UDM\\_Social\\_media\\_policy\\_May%202012.pdf](http://www.udmercy.edu/governance/proposals/adopted-proposals/pdf/UDM_Social_media_policy_May%202012.pdf)

### **MSON Policy Related to Social Media**

Students in clinical agencies are expected to follow all clinical agency policies regarding the use of technology. This includes all tools, computers, online platforms or software. All MSON students should keep the following in mind:

- Agency computers cannot be used for any personal business
- Electronic devices (cell phones, tablets, etc.) are not allowed within any clinical facility; this includes community clinical sites. If the clinical instructor finds a student with an electronic device during clinical hours the following consequences will occur:
  1. First offense – full grade deduction for graded clinical in overall clinical grade; for the pass/fail clinical it will be reflected under the professional objective and could result with failure. The Clinical Instructor will document the behavior on the clinical evaluation and the student will be required to meet with the Assistant Dean.
  2. Second offense – Administrative withdrawal will occur. Student will then be referred to Academic Progression committee for possible dismissal from nursing program.
- Students should never post or discuss any information about patients, families or clinical agencies on social media platforms (or verbally convey such information outside clinical course or classroom).
- No pictures of patients, families, staff or units may be taken or posted on any social media platform; even with permission of patient or patient's representative"
- Students should also be cautious about allowing others to take pictures of them in the clinical setting as they can't control who posts this to social media sites.

## **MSON Progression Policies**

### **Medication Calculation Policy**

Students must demonstrate medication calculation competency as they progress through the prelicensure curriculum. The following courses require medication calculation:

#### **Traditional Prelicensure Program**

- Fundamental Practicum – competency will be completed during nursing skills course
- Psych/Mental Health Practicum and Medical Surgical 1 Practicum
- Medical Surgical II Practicum and Maternity Nursing Practicum
- Community Practicum
- Pediatric Nursing Practicum, Community Health Nursing Practicum
- Nursing Leader Immersion.

#### **Second Degree Option Program**

- Psych/Mental Health Practicum and Fundamental Practicum – competency will be done during nursing skills course
- Medical Surgical I Practicum and Medical Surgical II Practicum
- Maternal Child and Pediatric Practicum

Students must achieve a 90% or higher score in order to demonstrate competency. Students have three (3) opportunities to demonstrate competency. Students enrolled in the courses in which medication calculation competency is required will be notified of the dates for achieving medication competency. Students who do not meet deadlines or achieve the required competency (90%) will be withdrawn from both the clinical and lecture course(s) they are registered for. Withdrawing from the clinical and lecture course affects progression in the nursing program. If a student has been withdrawn from the course(s) a second time due to failing the medication math competency, they will be withdrawn from the nursing program.

### **HESI Specialty Case Studies and Examinations**

The MSON requires a series of assessments that determine the student nurse's progress in the program and predicts success on the first attempt at the NCLEX (National Council Licensure Exam). The HESI Specialty Exams have been selected to assist in that assessment. Students who actively participate in the HESI program are more likely to be successful in passing the NCLEX through building of critical thinking and test taking.

***In order to be certified by the McAuley School of Nursing to take the NCLEX after graduation, a score of 750 must be achieved. The steps outlined below are intended to assist students to achieve that benchmark.***

1. **HESI Specialty Exams** will be given across the curriculum. Students must achieve a score of 750 to achieve the benchmark. Specialty Exams that are 50 question multiple choice, computer based, proctored exams. These will take place on campus on a day and time to be arranged by your course faculty. Student will be placed on Academic Probation when they do not meet benchmark of the Specialty HESI exam. Those who do not achieve the benchmark score should meet with the faculty/advisor to discuss a remediation plan. A schedule of HESI specialty exams is outlined in course syllabi.

2. **HESI Case Studies** that are specific to areas of nursing and build critical thinking skills by asking a series of questions on particular patient cases are assigned by faculty. Completion of these Case Studies will be considered a portion of your grade for the corresponding course. HESI case studies account for 5% of the overall grade for each course. Students are allowed to complete the case studies as many of times as they want to, but the grade will be based on the first attempt. A schedule of HESI case study requirements is outlined in course syllabi.
3. **HESI 3 Day Live NCLEX-RN Review** is offered within 2 weeks of the completion of the nursing program. Attendance at the HESI 3 Day Live NCLEX – RN review is mandatory. If the student does not attend the entire HESI Live Review, NCLEX certification to the Michigan Board of Nursing will be delayed. The student is required to meet with the Associate Dean or their designee to determine the appropriate course of action.
4. **HESI Exit Exam** is given approximately 6 weeks prior to the end of the semester. The score on this test will predict your success on your first attempt taking the NCLEX. A score of 900 is predictive of success on the NCLEX. All students will also be required to repeat the HESI Exit exam within one week of the HESI 3 Day Live NCLEX Review. If a student does not meet the benchmark of 750 on the repeat HESI Exit Exam, further remediation will be required and NCLEX certification to the Michigan Board of Nursing will be delayed. The additional remediation will continue for 4 weeks, and students will be required to take a third HESI Exit Exam. There will be a fee associated with this exam.

### **Remediation Activities**

Upon completion of a HESI exam (Specialty or Exit), the student is responsible for reviewing all exam questions, whether found to be correct or incorrect. This review will need to be completed within one week following each exam. The student should use this review time to devise a study plan based on identified content areas of weakness. The student should include his/her faculty adviser in the study plan discussion. The faculty adviser may identify additional study resources and expect student communication every two weeks to monitor progress.

## **MSON Laptop Recommendation**

The MSON continues to be committed to student success and have adopted a SofTest platform for testing. Among the many advantages of the use of this software is the ability of the student to use the product on a personal laptop. Thus, a laptop with the following specifications is recommended for use with SofTest.

### **Macintosh**

- Operating System: OS X 10.7 (Lion), OS X 10.8 (Mountain Lion), OS X 10.9 (Mavericks), OS X 10.10 (Yosemite), and OS X 10.11 (El Capitan). Only genuine versions of Mac Operating Systems are supported
- CPU: Intel processor
- RAM: 2GB
- Hard Drive: 1GB or higher available space
- Server version of Mac OS X is not supported
- A working USB port is required
- Internet connection

### **Tablet**

- ExamSoft does not support Tablet devices other than Surface Pro as detailed below

### **PC Requirements:**

- Operating System: 32-bit and 64-bit Versions of Windows Vista, Windows 7, Windows 8, and Windows 10
- Only genuine, U.S.-English, French, Portuguese, Swedish, and British versions of Windows Operating Systems are supported
- CPU Processor: 1.86Ghz Intel Core 2 Duo or greater
- RAM: highest recommended for the operating system or 2GB
- Hard Drive: highest recommended for the operating system or 1GB of available space
- A working USB port is required
- Internet connection
- Screen Resolution must be 1024x768 or higher
- Adobe Reader (Version 9, 11, or DC)

## **Policies Related to Clinical Participation**

A ratio of 3:1 is used for calculation of clinical/practicum course time. For example, 3 credits of practicum requires 9 hours of clinical time/week, excluding evaluation. These times have been approved by the Michigan Board of Nursing and are required of all students. Students are assigned to a variety of clinical areas and instructors. A clinical instructor will be identified at each site as the person responsible for your supervision. It is your responsibility to have your clinical instructors name and phone number. Students must complete all agency orientation requirements.

### **Requirements for Clinical Participation**

The ability to participate in clinical rotations requires that students meet several conditions. First, they must meet and continue to meet the technical standards for the baccalaureate program. In addition, all students must successfully complete a criminal background check, which includes a urine drug screen. Students must have evidence of CPR certification and meet all health requirements related to preventable disease.

The MSON (***Detroit Campus only***) utilizes the ACE MAPP ([www.acemapp.org](http://www.acemapp.org)) system to certify educational and healthcare institutions that students have completed certain requirements prior to the start of their clinical placement. This is a web-based online learning system and provides the vehicle for centralized record keeping of the HIPPA, OSHA, and Blood Borne Pathogens requirements that all of the health systems in Southwest Michigan require. The ACE MAPP System is also a centralized record keeping system for the student's demographic information and student's immunization, CPR, and TB results. All students will be required to register and pay for the ACE MAPP System once a year. All students will complete the Mandatory exams on the ACE MAPP System the summer before the new academic year. **Failure to complete these mandatory requirements prior to the first day of clinical or the designated date by which students have been notified will result in the administrative withdrawal from the course by the Office of the Associate Dean.**

***AN EMAIL WHICH WILL ENABLE YOU TO REGISTER AND COMPLETE THE MANDATORY EXAMS.***

### **Technical Standards**

A candidate for the College of Health Professions must have the abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral/social. Reasonable accommodation for persons with documented disabilities will be considered on an individual basis, but a candidate must be able to perform in an independent manner. The Technical Standards can be accessed online at <http://healthprofessions.udmercy.edu/about/policies/index.htm>.

### **College of Health Professions Policy for Criminal Background Checks**

Michigan Public Act 303 of 2002 requires that any individual who regularly provides direct services to patients or residents of nursing homes, county medical care facilities, hospital long-term care units, homes for the aged and adult foster care homes must submit to a criminal background check in order to obtain and maintain clinical privileges. Additionally, many clinical sites affiliated with the University for educational purposes have adopted this requirement. The clinical programs of University of Detroit Mercy's College of Health Professions (CHP) require students to participate in the care of patients in various health care settings. Students in the clinical programs are, therefore, subject to this legislation. A student's past criminal history may affect his/her admission to a program, limit or disallow the number of suitable practice placement sites and/or affect ability to obtain licensure as a registered health care provider.

The student has a continual obligation to report any criminal conviction that may impact upon the student's continued ability to participate in the clinical program to the Compliance Officer of the College of Health Professions within 30 days of its occurrence. Failure to do so, or to comply with any other aspect of this policy, will result in immediate dismissal from the program.

### **College of Health Professions Policy for Drug Screening**

The purpose of this policy is to provide a safe working and learning environment for patients, students, clinical and institutional staff and property in the clinical programs of University of Detroit Mercy's College of Health Professions (CHP). Healthcare accreditation organizations mandate that hospitals and other health care agencies require students who participate in the care of patients be subject to the same standards as their employees. Accordingly, submitting a negative urine drug screen is a condition for participation in the clinical component of the undergraduate nursing program.

The policy and procedure for the criminal background check and urine drug screen are available on the program web site and can be accessed online at <http://healthprofessions.udmercy.edu/about/policies/index.htm>. Students are responsible for reading the instructions for the criminal background check and urine drug screen (<http://healthprofessions.udmercy.edu/about/policies/index.htm>).

### **Student Health Policy Related To Vaccine and Other Preventable Disease**

On the basis of documented nosocomial transmission, health care personnel (HCP) are considered to be at significant risk for acquiring or transmitting influenza, hepatitis B, measles, mumps and rubella and varicella. All of these diseases are vaccine preventable. The MSON requires all incoming students to demonstrate immunity to or vaccination for these diseases. **The MSON and our clinical partners reserve the right to withdraw a student who does not demonstrate compliance with vaccine and other health requirements. Students with a documented allergy or adverse event are responsible for providing the appropriate documentation to the clinical agency for review. The clinical agency may or may not allow the student to participate in clinical activities at their site. In the event a student fails to submit proper documentation by the specified date, a registration hold may be placed on the account of or the student may be withdrawn from the clinical course and not allowed to progress.**

The following summarizes the health requirements related to vaccine-preventable disease and nosocomial infection.

#### **Measles, mumps, rubella and varicella**

The MSON requires that each student ensure that they are immune to the usual childhood illnesses; particularly measles (rubeola), mumps and rubella as well as varicella.

#### **Tetanus and Diphtheria**

Healthcare workers under 65 who have direct patient contact in hospitals or clinics must get a dose of Tdap. **There is no minimum interval for tetanus.** All adults must get a booster dose of Td every 10 years.

#### **Hepatitis B**

The MSON's policy on Hepatitis B is consistent with the current CDC guidelines. All students have at least begun the Hepatitis B vaccination prior to the beginning of the program. Post vaccination testing for antibody to Hepatitis B surface antigen (Anti-HBs) response is required, and should be done 1-2 months following the last dose. If the student has documentation that he or she received the Hepatitis B vaccine in the past, but did not have post vaccination testing for the presence of anti-HBs response, that student does not need to show proof of immunity. In the event that a student chooses not to obtain the Hepatitis B vaccination and proof of immunity, a signed declination must be

received prior to the beginning of training. Students who are known to be Hepatitis B Virus-infected are subject to the CDC guidelines for the management of Hepatitis B-Virus infected health-care providers and students (accessed at [http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6103a1.htm?s\\_cid=rr6103a1\\_e](http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6103a1.htm?s_cid=rr6103a1_e)).

### **Tuberculosis Status**

Students must have documentation of current TB status, and will be annually required to update this screening. More frequent screening may be required by some clinical sites where exposure is more likely. Students may be required to obtain X-ray examinations every three years if medically indicated.

### **Influenza**

As of January 2007, the Joint Commission on Accreditation of Healthcare Organizations issued a standard for accredited organizations requiring influenza vaccine for their staff, volunteers, and licensed independent practitioners who have patient contact. All students must receive annual influenza vaccine by **October 31st of each year**.

### **OSHA**

The Program and the University observe and enforce all applicable OSHA standards for blood borne pathogens. The UDM College of Health Professions requires annual education regarding these pathogens and the risks of exposure. The Program utilizes only those clinical training sites which comply with OSHA standards for availability of protective equipment against exposure; the University reserves the right to limit or curtail a student's clinical opportunities in the event that proof of completion of the annual education on blood borne pathogens is not available, and required records of students health are not submitted and/or maintained. The ACE PASSPORT system provides the web-based educational program for OSHA standards and blood borne pathogens.

### **CPR Requirements**

Prior to the start of clinical rotations, all students are required to present evidence of current certification for cardiopulmonary resuscitation (CPR), Healthcare Provider Course. The certification card must indicate you completed the **Healthcare Provider Course**. If the American Red Cross issues the card; it must indicate you completed the CPR for the **Professional Rescuer**. **CPR certification must be current for the entire year in which the student is on clinical rotation.**

CPR courses are available through several agencies, including the American Red Cross and The American Heart Association. In addition, some local hospitals may permit students to enroll in the CPR classes offered through their staff development departments. Certification either on campus or through another provider is at the expense of the student.

### **Liability Insurance**

All students, including registered nurse students, are covered by professional liability insurance through University of Detroit Mercy while they are enrolled in clinical nursing courses. The student nurse is covered by the University of Detroit Mercy malpractice insurance **only** in clinical practica that are a part of the educational program of the MSON.

## **Professional Decorum Policy**

The nursing student is a representative of the nursing profession and University of Detroit Mercy. The maintenance of a professional appearance and demeanor facilitates the acceptance of the profession and the individual by patients and other health professionals. It is expected that students will assume responsibility for observing the guidelines on professional attire and demeanor.

### **Policies Related to Dress and Appearance**

Nursing students serve as role models of the professional nurse. Deviations from accepted professional norms in appearance and behavior are detrimental to maintaining the professional standards that are expected by patients, clients and colleagues. Faculty working in specific clinical sites will notify students of any special agency guidelines related to uniforms or professional dress. If a student's appearance and dress deviates from this written policy, the student will be sent home from clinical and this will constitute a clinical absence.

### **Equipment Required for Clinical Practicum**

- Watch with second hand
- Bandage scissors/trauma sheers
- Double Bell Stethoscope
- Pen with permanent black ink
- Pen light
- Pocket calculator
- White, full-length (mid-thigh to knee-length), long sleeved lab coat
- Official McAuley School of Nursing Student patch, purchased at the Grand Rapids MSON Office, or UDM Bookstore stitched to the left breast pocket of the lab coat
- Official UDM name badge

### McAuley School of Nursing Uniform Code for Clinical Areas

#### Clothing

- White scrub top with pocket at breast line and royal blue scrub pants. The white top may have pockets at the waist line. The uniform must be clean, wrinkle-free uniform with modest undergarments. Should not be form fitting or revealing. White T-shirts are **NOT** acceptable. Garments worn under the uniform may not have logos, colors, or patterns visible.
- When it is necessary to wear a sweater, it should be white or navy blue. It should be removed when performing care.
- Variations to the above related to religious/cultural requirements will be discussed with the Office of the Assistant Dean.

#### Shoes

- Crew cut or knee length white socks and closed heel and toe shoes. Athletic shoes are acceptable if they are completely white.

#### Identification

- Official UDM student identification name tag and University of Detroit Mercy patch on scrub top left breast pocket and lab coat left breast pocket.

#### Hair/Nails

- Hair must be off the shoulder, neat, and in a conservative, professional style of a natural hair color, with no adornments.
- Male students should be either cleanly shaven or have neatly trimmed beards.
- Nails should be clean and trimmed to no more than 1/4" long without adornment or polish. Artificial nails are not allowed.

#### Appearance

- Jewelry is limited to a wristwatch, wedding band, and one pair of small post earrings in ear lobe.
- **A student may not present for a clinical lab or a clinical practicum with any other body piercings, tongue rings, or tattoos that are visible (even through clothing) at any time.**

### McAuley School of Nursing Uniform Code for Clinical Areas (where uniforms are not required)

Business attire will be required for some rotations. This will involve the wearing of:

- Navy colored Skirts or slacks with a waistline (no low-rise or form-fitting garments)
- Red UDM Polo Top.
- Closed heel and toe shoes must be worn with crew or knee length socks or hose. Heels should not exceed two (2) inches.
- Jewelry is limited to a wristwatch, wedding band, and one pair of small post earrings in ear lobe.
- **A student may not present for a clinical lab or a clinical practicum with any other body piercings, tongue rings, or tattoos that are visible (even through clothing) at any time.**

**The following clothing is not acceptable:**

- Low-rise skirts or slacks
- Off the shoulder or spaghetti strapped tops
- Sheer tops
- Bare shoulders, cleavage, or torso/midriff exposed
- Jeans

### **Tardiness and Promptness Policy**

It is expected that students will arrive to clinical on time and prepared for the day. Anything beyond the established starting time set down by the clinical instructor is considered tardy. Clinical instructors have the discretion to consider the impact of severe weather conditions or unusual traffic situations when implementing this policy. A pattern of tardiness and promptness is reflected under the profession objective and can result in failure to meet course expectations.

### **Clinical and Lab Absence Policy**

Each clinical and lab course has a prescribed number of contact hours. It is expected that students will complete all hours. Certification to the MBON for the NCLEX requires the MSON to verify that students have met the prescribed hours. Absences can prevent students from meeting course objectives and jeopardize their success in the course. Clinical absences are non-acceptable. Athletes must communicate their schedule to the Assistant Dean in advance so arrangements may be made. All students who miss clinical must meet with the Assistant Dean or designee (Course Lead, faculty) to determine the appropriate course of action. Students must notify the clinical/lab instructor 1 hour prior to the start time of the course of an impending absence. Students who miss clinical time must make up all hours. Failure to do so will result in a failing grade for the course. Students are required to make up a clinical or lab day in a CAMP (Clinical Absence Make-Up). The CAMP must be scheduled within one month and the students must complete all assignments in preparation and submit on the CAMP day. Once the CAMP is completed, the student will be given verification which must be submitted. A fee will be assigned a fee which is computed annually to cover the cost of staffing and materials. Further details on the process for CAMP are found in course syllabi.

### **Cancellation of Clinical Classes Policy**

The official cancellation of clinical occurs with University or Dean's office approval. Generally, the only time clinical is cancelled is during inclement weather. In order to maintain communication with students, a phone tree will be established on the first clinical day. Each clinical syllabus will contain detailed information of the processes related to clinical cancellation and notification.

### **Policy for Break/Lunch Periods during Clinical Courses**

For every 8 hour shift, nursing students will take a 45 minute break. It is recommended that students take this in the form of one 15 minute break and one 30 minute lunch break or a 45 minute lunch break. Thirty minutes of the break is not counted towards clinical time.

For every 12 hour shift, nursing students will take a 1 hour break. It is recommended that students take two 15 minute breaks (am and pm) and one 30 minute lunch break or one 15 minute break (am or pm) and a 45 minute lunch break. Thirty minutes of the break is not counted towards clinical time.

\*Breaks may be adjusted to times that correspond to the needs of the unit/environment.

### **Policy for Length of Time between Working and Clinical Courses**

Students who work before a set clinical time are required to have at least six hours between work and clinical. This will minimize fatigue and improve patient safety. Failure to follow this policy will result in immediate dismissal from the clinical site as a marked absence and possible failure in the course or dismissal from the program.

## **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

At University of Detroit Mercy, the Registrar coordinates the inspection and review procedures for student education records which include admissions, personal, academic and financial files as well as cooperative education and placement files. No one outside the institution shall have access to information in a student's education record without the written consent of the student. Exception will be granted in special circumstances to officials of other institutions in which students seek to enroll, persons or organizations providing students financial aid, accrediting agencies carrying out their accrediting function, persons in compliance with a judicial order, and persons in an emergency in order to protect the health and safety of students or other persons. A student may review their education records by providing a **written request** to the Registrar. Further information on FERPA can be accessed online at <http://www.udmercy.edu/registrar/ferpa/index.htm>.

### **Services for Students with Disabilities**

If you need an accommodation because of a disability, have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact:

#### **Detroit Campus:**

**Emilie Wetherington, Director**

Disability Support Services.

McNichols Campus Library, Room 328

Email: [gallegem@udmercy.edu](mailto:gallegem@udmercy.edu)

Phone: 313-993-1158

#### **Aquinas/Grand Rapids Campus:**

**Kimberly Arsenault, PhD**

Accessibility Services Coordinator

Wege Student Center, 103C

Email: [kaao3@aquinas.edu](mailto:kaao3@aquinas.edu)

Phone: 616-632-2177

It is very important for students to be proactive with regard to requesting their disability accommodations every semester. While it is never required that you disclose your disability to your professors, all students at UDM are encouraged to talk to their professors to discuss their needs and concerns. However, you must be registered with Disability Support Services, and your faculty must receive official notification from the DSS office before they can make arrangements for your accommodations.

**For more information, go to:** <http://www.udmercy.edu/uas/disability-support/>

## Academic Advising

The McAuley School of Nursing recognizes that the need for guidance continues throughout the learning process. The Assistant Dean or designee assigns faculty advisors. At the beginning of each academic year, a list of students and their advisors will be compiled and made available for students. Academic advising in the McAuley School of Nursing is a **shared** responsibility between students and faculty members. **Only assigned advisors, the Program Chair or the Associate Dean or Dean's office may approve and sign student registration/add-drop forms.**

## UDM Course and Faculty Evaluations

University of Detroit Mercy provides a secure, anonymous and easy to use resource for submitting your faculty/course evaluations. Faculty/course evaluations are used to gather information, which aids faculty in improving courses and the curriculum. Evaluation of faculty and their courses is a part of the overall faculty evaluation and accreditation processes.

The tool is completely anonymous; there is no method by which your evaluation can be linked back to you.

To use the online evaluation tool, go to the course evaluation site at <https://www.udmercy.edu/evaluate/>. A student will sign into the system using their Titan Connect login. CHP Faculty/Course evaluations for the standard 15-week course sections may be completed during the week before final exams to the end of final exam week (from Monday, at 12:00 am - Sunday, at 11:59 pm).

## University Health and Counseling Services

All students are required to carry health insurance coverage for the duration of the program experience. Students assume responsibility for their own medical care. Information and pricing regarding a basic injury and illness insurance plan is available at <http://www.collegiateinsuranceresources.com/sip/index.asp?assnID=840>.

In their capacity as students, students cannot access employee health care services free of charge at program clinical sites. Limited services are available through the Student Health Service. <http://www.udmercy.edu/healthcenter/>

Students are responsible for any health care costs, even those that arise from clinical or laboratory assignments. The University assumes no responsibility for a student's medical care. (Approved by CHP Faculty May, 2013)

### UDM Student Health Center

Nurse practitioners and physician assistants are available for consultation and treatment for some health problems in the UDM Student Health Center on the McNichols Campus (313-993-1185). The UDM Student Health Center is affiliated with Providence Health System for physician coverage/supervision. Students seeking general medical attention also have the option of care at several Metro-Detroit outpatient clinics and hospitals. Students are required to avail themselves of health insurance either individually or through their families.

For Grand Rapids Aquinas College students: Aquinas Health and Wellness Center is located in the Wege Student Center, lower level. Phone (616) 632-2969; Fax (616) 732-4580.

[http://www.aquinas.edu/health\\_center/](http://www.aquinas.edu/health_center/)

### **Counseling Services**

Personal counseling is available to all students. Information on this service can be found at [http://www.udmercy.edu/slo/intra\\_wellness/counseling/index.htm](http://www.udmercy.edu/slo/intra_wellness/counseling/index.htm). In addition, at University of Detroit Mercy Psychology Clinic, students can be seen by advanced graduate students and faculty on a sliding scale, fee-for service basis. This clinic has convenient hours including evening appointments, call (313) 578-0570. More information can be accessed at

<http://liberalarts.udmercy.edu/programs/depts/psychology/clinic/index.htm>.

For Grand Rapids Aquinas College students: Aquinas Counseling is located in the Donnelly Center, lower level. Hours are Monday through Friday, 9am-5pm <http://www.aquinas.edu/ccs/>

### **College of Health Professions Support Center**

The CHP Support Center is an extension of the personal attention our students receive from enrollment to graduation. The Support Center assists students in addressing their immediate concerns while on campus. All Students who come to the Support Center are provided with information on UDM Wellness Center as well as UDM Student Success Center.

## **Student Representation in Governance**

Students have the opportunity to have a responsible voice in their curriculum and the institutional policies through membership on the standing committees in the McAuley School of Nursing.

## **General Information for Students**

### **Detroit Faculty Information**

Faculty offices are located in the College of Health Professions building on the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> floors. A directory is located in the lobby with updated information. All faculty phone numbers and email addresses can be found at <http://it.udmercy.edu/EmployeePhoneDirectory.htm>.

### **Aquinas Faculty Information**

Faculty offices are located in Albertus Hall on the 1<sup>st</sup> and 2<sup>nd</sup> floors. A directory is located in the entry of the west side of the building. All faculty phone numbers and email addresses can be found at <http://it.udmercy.edu/EmployeePhoneDirectory.htm>.

### **Student Communication**

All students are assigned a UDM email through TitanConnect. Your UDM email address is used for all University communication. It is the student's responsibility to regularly access their email account for all information and announcements. The MSON also maintains a blackboard site (Detroit: MSON Student Council and Grand Rapids: Student Nurse Association) for students, which include important information regarding policies, procedures, announcements, and scholarship opportunities.

### **Course Sites**

All courses students are enrolled in are placed on the Blackboard platform (<http://knowledge.udmercy.edu>). Students can access syllabi, course information and handouts on the course site.

### **College of Health Professions and McAuley School of Nursing Clinical Policies, Handbooks and Other Documents**

All CHP and MSON handbooks and policies can be accessed online at <http://healthprofessions.udmercy.edu/about/policies/index.htm>.

### **TitanConnect: UDM's Enterprise System**

UDM's TitanConnect portal is the secure personalized site where all students, faculty and administration may access all available online services through one computer account. The portal is available 24 hours a day—everyday. It is the responsibility of the student to make any necessary changes to their address, phone number or other personal information through this system. More information about TitanConnect services and how to access can be found at <http://www.udmercy.edu/enterprise/index.htm>.

### **UDM Student Clubs and Organizations**

A complete listing of student organizations and leadership opportunities are available online at <http://www.udmercy.edu/slo/clubs-organizations/index.htm>.

### **UDM Student Handbook**

University of Detroit Mercy Student Handbook may be found online at <http://www.udmercy.edu/slo/student-handbook/index.htm>. The Handbook includes a complete directory listing and contact numbers of all services at UDM.

### **Grand Rapids Aquinas Student Services and Resources for Learning**

A complete listing of Grand Rapids Student Services and Resources can be found online at <http://www.aquinas.edu/aac/>.

### **Grand Rapids Aquinas Campus Life and Student Organizations**

For information on campus life and student organizations <https://www.aquinas.edu/campus-life>.

### **Undergraduate Catalog** (available at the UDM website [www.udmercy.edu](http://www.udmercy.edu))

Can be accessed directly at <http://www.udmercy.edu/catalog/>.

For Grand Rapids Aquinas College students, the Aquinas catalog can be accessed at <http://www.aquinas.edu/registrar/>.

## **MSON Nursing Organizations**

### **Student Nurse Association (SNA)**

As a nursing student, you can become involved in your local and national Student Nurse Association and have your voice heard at the school, state, and national levels of the association.

This is an opportunity to influence how you will practice nursing in the future and to learn professionalism. Benefits include *Imprint*, NSNA's official magazine, reduced fees on NCLEX Review, scholarship opportunities and much more.

One student (volunteer) representative from each class is needed. See your SNA bulletin board for more information on the organization, officer duties, and meeting times. Get involved!

### **Sigma Theta Tau**

Sigma Theta Tau is the international Honor Society of Nursing with Lambda Zeta being the local chapter at University of Detroit Mercy. Sigma Theta Tau International is a member of the American College of Honor Societies whose purposes are to:

- Recognize superior achievement
- Recognize the development of leadership qualities
- Foster high professional standards
- Encourage creative work
- Strengthen commitment to the ideals and purposes of the profession

Sigma Theta Tau gives recognition to baccalaureate and higher degree prepared nurses and students who have demonstrated high academic achievement. Students are eligible for Sigma Theta Tau in their junior and senior years. Students must meet eligibility requirements and be in the upper one-third of their class, along with demonstrating leadership qualities.

### **Chi Eta Phi**

Chi Eta Phi Sorority, Inc. is a professional association for registered professional nurses and student nurses (male and female) representing many cultures and diverse ethnic backgrounds. The purposes of the organization are to: 1) Develop a corps of nursing leaders 2) Encourage the pursuit of continuing education 3) Have a continuous recruitment program for nursing and health professions 4) Stimulate a close and friendly relationship among the members 5) Develop working relationships with other professional groups.

University of Detroit Mercy, McAuley School of Nursing is the home of Lambda Chi Beta Chapter of Chi Eta Phi Sorority, Inc. Membership is by invitation for students in the baccalaureate nursing program. Additional information about the sorority can be obtained from their web site <http://www.chietaphi.com/>. Students interested in membership or with questions should contact Dr. Carmon Weekes or Dr. Saran Hollier.

## **Commencement and Award Ceremonies**

### **Commencement**

Graduation is the point at which ALL degree requirements have been met and the degree is awarded. Degrees are awarded on the 30<sup>th</sup> of each month. It is the responsibility of the College/School office to certify that all degree requirements have been met and the degree information is added to your official transcript in the Office of the Registrar. You can access more information on commencement activities at <http://www.udmercy.edu/commencement/faqs/index.htm#when>.

### **Awards for Academic Excellence**

The Academic Excellence award is given to the graduating student in each pre-licensure and BSN completion cohort with the highest GPA.

### **Summative Leadership Awards**

The summative leadership awards are selected by faculty and awarded to the student who exemplifies the mission of the University and the McAuley School of Nursing through excellence in academics,

leadership in clinical practice and community service. The awards are named for esteemed leaders in professional nursing education and practice.

**Catherine McAuley Award**

The Catherine McAuley award is presented to the graduating senior from each class selected by the faculty who demonstrates the most outstanding performance in leadership.

**Sister Theresa Noth Award**

The Sister Theresa Noth award is presented to a graduating Second Degree Option nursing student from each class. The students in each graduating class nominate a student who best exemplifies the qualities of professionalism, caring, selflessness and leadership.

**Sister Margaret Mary Birchmeier, O.P. Award**

Presented to a senior nursing student selected by faculty who best exemplifies service to the community. (UDM Grand Rapids)

**Sister Maurita Sengelaub Award, RSM Award**

Presented to a graduating senior student by faculty who demonstrates excellence in leadership and service. (UDM Grand Rapids)

**Trinity Award**

Presented to a nursing student who demonstrates the values of University of Detroit Mercy, Aquinas College and Saint Mary's Health Care. This award is presented each spring at the Poje Banquet. (UDM Grand Rapids).

## Appendix A

### MSON Traditional BSN Program: Detroit

1000 Level		2000 Level	
Term I: 16 credits	Term II: 13 credits	Term I: 16 credits	Term II: 17 credits
<b>BIO 2300</b> Principles of Human Anatomy & Physiology I (OB 3B) 3 cr	<b>BIO 2320</b> Principles of Human Anatomy & Physiology II (OB 3B) 3 cr	<b>Bio 2410/2420</b> Microbiology & Lab 4 cr	<b>PSY 2500</b> Lifespan Developmental Psychology 3 cr
<b>BIO 2310</b> Principles of Human Anatomy & Physiology Lab I (OB 3B) 1 cr	<b>BIO 2330</b> Principles of Human Anatomy & Physiology Lab II (OB 3B) 1 cr	<b>NUR 3380</b> Pathophysiology 4 cr	<b>NUR 2200</b> Health Assessment & Physical Examination 2 cr
<b>CHM 1025</b> Introductory Chemistry for the Health Sciences (OB 3B) 3 cr	<b>SOC 1000</b> Intro to Sociology (OB 3A) 3 cr	<b>NUR 2100</b> Intro to Nursing Practice in the Mercy & Jesuit Traditions 2 cr	<b>NUR 2500</b> Fundamentals of Nursing Practice 3 cr
<b>MTH 1010</b> Algebra (OB 2) 3 cr	<b>CST 1010</b> Speech (OB 1) 3 cr	<b>BIO 2040</b> Nutrition 3 cr	<b>NUR 2520</b> Fundamental Skills Lab 1 cr
<b>ENG 1310</b> Academic Writing (OB 1) 3 cr	<b>PHL 1000</b> Intro to Philosophy (OB 4A) 3 cr	Core (OB 4B, Religion) 3 cr	<b>NUR 2450</b> Fundamentals of Nursing Practicum 2 cr
<b>PYC 1000</b> Intro to Psychology (OB 3C) 3 cr			<b>NUR 2120</b> Nursing Informatics (OB 2B) 3 cr
			<b>HLH 2250</b> Population Health & Epidemiology 3 cr
3000 Level		4000 Level	
Term I: 19 credits	Term II: 18 credits	Term I: 16 credits	Term II: 15 credits
<b>NUR 3100</b> Mental Health Nursing 3 cr	<b>NUR 3700</b> Med-Surg Nursing II 3 cr	<b>NUR 4100</b> Pediatric Nursing 3 cr	<b>NUR 4600</b> Nursing Leadership 2 cr
<b>NUR 3150</b> Mental Health Nursing Practicum 2 cr	<b>NUR 3750</b> Med-Surg Nursing II Practicum 2 cr	<b>NUR 4150</b> Pediatric Nursing Practicum 2 cr	<b>NUR 4650</b> Nursing Leadership Immersion 3 cr
<b>NUR 3200</b> Med-Surg Nursing I 3 cr	<b>NUR 3310</b> Pharmacology II 2 cr	<b>NUR 4300</b> Community Health Nursing 3 cr	<b>NUR 4755</b> Professional Practice from Mercy and Jesuit Traditions (OB 6B) 3 cr
<b>NUR 3210</b> Med-Surg Nursing Practicum 2 cr	<b>NUR 3800</b> Maternal Child Nursing 3 cr	<b>NUR 4350</b> Community Health Nursing Practicum 2 cr	Core (OB 5B, Literary Experience) 3 cr
<b>NUR 3300</b> Pharmacology I 2 cr	<b>NUR 3810</b> Maternal Child Nursing Practicum 2 cr	<b>NUR 4500</b> Research and Evidence-Based Practice 3 cr	Core (OB 5C, Aesthetic Experience) 3 cr
<b>STA 2250</b> Statistics 3 cr	<b>ETH 3580</b> Medical Ethics (OB 6A) 3 cr	Core (OB, 5A, Historical Experience) 3 cr	<b>NUR 4652</b> Integrative Seminar 1 cr
Core (OB 4C, Religion or Philosophy) 3 cr	Core (OB 5D, Comparative Experience) 3 cr		

**Total Credit Hours = 129**

**Nursing Credit Hours = 63 (theory/didactic = 43, seminar = 1, clinical/practica = 16, lab = 2). Lower Division = 17 credit hours (27%); Upper Division = 46 credit hours (73%)**

08.09.2016

## MSON Traditional BSN Program: Aquinas

1000 Level		2000 Level	
Term I: 16 credits	Term II: 13 credits	Term I: 16 credits	Term II: 17 credits
BY 155 Biology for Health Sciences 3 cr	BIO 156 Biology for Health Sciences 3 cr	BY 230 Microbiology & Lab 4 cr	PSY 380 Lifespan Developmental Psychology 3 cr
BY 155L Bio for Health Sciences Lab 1 cr	BY 156L Bio for Health Sciences Lab 1 cr	NUR 3380 Pathophysiology 4 cr	NUR 2200 Health Assessment & Physical Examination 2 cr
MS 101 Intermediate Algebra 3 cr	CY 156 Chemistry 3 cr	NUR 2100 Intro to Nursing Practice in the Mercy & Jesuit Traditions 2 cr	NUR 2500 Fundamentals of Nursing Practice 3 cr
GE 101 Inquiry & Expression 3 cr	CN 101 Speech 3 cr	BIO 2040 Nutrition 3 cr	NUR 2520 Fundamental Skills Lab 1 cr
PG 100 Intro to Psychology 3 cr	PH 100 Intro to Phil Thinking 3 cr	GE 201 Humanities 3 cr	NUR 2450 Fundamentals of Nursing Practicum 2 cr
History Core 3 cr	SY 101 Intro to Sociology 3 cr		NUR 2120 Nursing Informatics 3 cr
NUR 100 Freshmen Success 0 cr	NUR 101 Freshmen Success 0 cr		HLH 2250 Population Health & Epidemiology 3 cr
3000 Level		4000 Level	
Term I: 19 credits	Term II: 18 credits	Term I: 16 credits	Term II: 15 credits
NUR 3100 Mental Health Nursing 3 cr	NUR 3700 Med-Surg Nursing II 3 cr	NUR 4100 Pediatric Nursing 3 cr	NUR 4600 Nursing Leadership 2 cr
NUR 3150 Mental Health Nursing Practicum 2 cr	NUR 3750 Med-Surg Nur II Pract 2 cr	NUR 4150 Pediatric Nursing Prac 2 cr	NUR 4650 Nursing Leader Imm 3 cr
NUR 3200 Med-Surg Nursing I 3 cr	NUR 3310 Pharmacology II 2 cr	NUR 4300 Community Health Nur 3 cr	NUR 4755 Professional Practice from Mercy and Jesuit Traditions 3 cr
NUR 3210 Med-Surg Nursing Prac 2 cr	NUR 3800 Maternal Child Nursing 3 cr	NUR 4350 Community Health Nursing Practicum 2 cr	GE 202 Humanities 3 cr
NUR 3300 Pharmacology I 2 cr	NUR 3810 Maternal Child Nursing Practicum 2 cr	NUR 4500 Research and Evidence-Based Practice 3 cr	Religion or Philosophy Core 3 cr
PH Medical Ethics 3 cr	MS 151 Statistics 3 cr	Historical Experience Core 3 cr	NUR 4652 Integrative Seminar 1 cr
Religion Core 3 cr	Comparative Experience Core 3 cr		

Total Credit Hours = 129

Nursing Credit Hours = 63 (theory/didactic = 43, seminar = 1, clinical/practica = 16, lab = 2). Lower Division = 17 credit hours (27%); Upper Division = 46 credit hours (73%)

## Appendix B

### Second Degree Option (SDO) Program Plan

#### Course Sequence 7 Week Terms

Term I-A (9 Credits)	9	Term I-B (10 Credits)	19	Term II-A (11 credits)	30	Term II-B (10 credits)	40
NUR 3100 Mental Health of Adults & Their Families	3	NUR 2500 Fundamentals of Adult Health Nursing	3	NUR 3200 Health Restoration in Adults I	3	NUR 3700 Health Restoration in Adults II	3
NUR 3150 Practicum: Mental Health Of Adults & Their Families	2	NUR 2540 Practicum: Fundamentals Of Adult Health Nursing	2	NUR 3210 Practicum: Health Restoration in Adults I	2	NUR 3750 Practicum: Health Restoration in Adults II	2
NUR 2100 Introduction To Nursing Practice In The Mercy & Jesuit Traditions	2	NUR 2850 Pathopharmacology I	4	NUR 3050 Pathopharmacology II	3	NUR 4600 Nursing Leadership	2
NUR 2200 Health Assessment	2	NUR 2520 Nursing Skills Lab	1	HLH 2550 Population Health & Epidemiology	3	NUR 4500 Nursing Research & Evidence Based Practice	3
Term III-A (9 credits)	49	Term III-B (7 credits)	56	Term IV (6 credits)	62		
NUR 4300 Urban & Global Population Health	3	<i>(Continues through 11 weeks)</i>		NUR 4701 Nursing Leadership Immersion	4	Total Credits: 62  Theory: 40 credits/570 Contact hours  Lab: 3 Credits/90 Contact Hours  Clinical: 18 Credits/756 contact hours  Seminar: 1 credit/15 contact hrs	
NUR 4350 Practicum: Urban & Global Population Health	2			NUR 4651 Integrative Seminar For Nursing Practice	2		
NUR 4865 Health of Women & Families	2		NUR 4875 Lifespan Nursing Care of Children & Families	2			
NUR 4870 Practicum: Health of Women & Families	2		NUR 4880 Practicum: Lifespan Nursing Care of Children	2			
			NUR 4755 Professional Practice from Mercy & Jesuit Perspectives	3			

## Appendix C

### RN to BSN Completion (BSNc) Program Plan

<b>Semester 1 YEAR I</b>	<b>CREDITS</b>	<b>Semester 2 YEAR I</b>	<b>CREDITS</b>
<b>NUR 3251</b> Transitions into Professional Practice in the Mercy and Jesuit Traditions	<b>3</b>	<b>NUR 4500</b> Nursing Research and Evidence Based Practice	<b>3</b>
<b>NUR 3256</b> Leadership in Nursing Practice	<b>3</b>	<b>NUR 2120</b> Nursing Informatics	<b>3</b>
		<b>NUR 4226</b> Applied Statistics for Nursing	<b>3</b>
<b>TOTAL</b>	<b>6</b>	<b>TOTAL</b>	<b>9</b>

<b>Semester 3 YEAR II</b>	<b>CREDITS</b>	<b>Semester 4 YEAR II</b>	<b>CREDITS</b>
<b>HLH 2550</b> Population Health and Epidemiology	<b>3</b>	<b>NUR 4300</b> Community Health Nursing	<b>3</b>
<b>NUR 4241</b> Patient Safety and Quality Improvement in Nursing Practice	<b>3</b>	<b>NUR 4350</b> Community Health Nursing Practicum	<b>2</b>
<b>ETH 3580</b> Health Care Ethics	<b>3</b>	<b>NUR 4246</b> Integration Seminar for BSN Completion	<b>1</b>
<b>TOTAL</b>	<b>9</b>	<b>TOTAL</b>	<b>6</b>

**Grand Total = 126 Hours; 30 hours at UDM; 46 hours awarded for RN licensure credit; the maximum a student may transfer from a community college is 63 credit hours ; the total maximum credit hours (RN licensure credit, community college or four year university) is 96 credit hours. Student must meet supportive core and core requirements in addition to the four-semester plan.**

08.09.2016