



Graduate
Student
Handbook

2016-
2017

McAuley School of Nursing

This handbook has been amended to update the MSON Mission statement as agreed upon by MSON Faculty Assembly (November 2016)

The McAuley School of Nursing (MSON) Graduate Handbook provides the policies and procedures specific to the graduate programs.

This handbook should be used in conjunction with the MSON Graduate Clinical Handbook and the University of Detroit Mercy Graduate Catalog which provides detailed information regarding programs of study, course descriptions, and University Graduate Program policies and procedures.

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University of Detroit Mercy

Foundation

The University mission evolved from the educational traditions of its sponsors, the Sisters of Mercy and the Society of Jesus. These Catholic traditions emphasize concern for the dignity of the person and for the common good of the world community. The Society of Jesus (Jesuits) founded the University of Detroit in 1877. The Sisters of Mercy, Province of Detroit, founded Mercy College of Detroit in 1941. Together these religious congregations created a partnership in higher education to establish the University of Detroit Mercy in 1990. Each religious congregation brings its spirit to the mission of the University. This spirit includes commitment to quality education, the service of faith and promotion of justice, and compassionate service to persons in need.

Mission

The University of Detroit Mercy, a Catholic University in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical and social development of students.

Vision

The University of Detroit Mercy will be recognized as a premier private university in the Great Lakes region, distinguished by graduates who lead and serve in their communities.

University of Detroit Mercy McAuley School of Nursing

Mission

The mission of the McAuley School of Nursing (MSON) program is to prepare compassionate and 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).

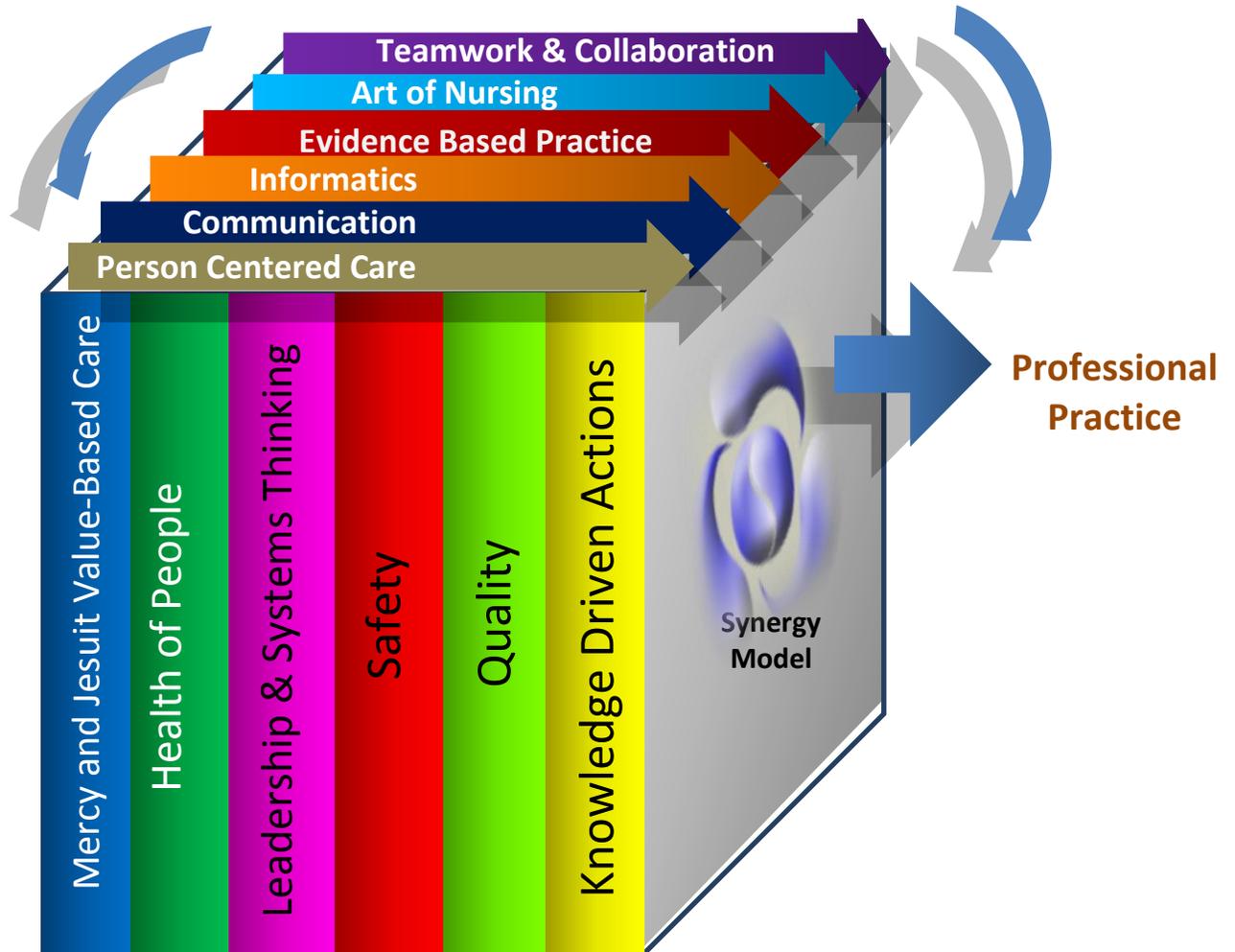
A variety of other professional standards and guidelines are incorporated into the curriculum as appropriate.

Approved MSON Full Assembly April 25, 2016

Theoretical Constructs of the MSON Curriculum

Philosophy & Mission

Concepts to be integrated throughout the curriculum



FOUNDATIONAL CORE CONCEPTS (program level measurable foundations)

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, the graduate of 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.enotes.com/public-health-encyclopedia/healthy-communities>; 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 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 (5th Edition)*. Thousand Oaks, CA: Sage Publications; Porter-O’Grady, T. & Malloch, K. (2011). *Quantum Leadership: Advancing Information, Transforming Health Care (3rd 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.
- *References:* <http://www.iom.edu/Global/News%20Announcements/Crossing-the-Quality-Chasm-The-IOM-Health-Care-Quality-Initiative.aspx> (IOM report, 2011)
 - 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 300 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, comorbidities, 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).

Graduate Nursing Programs

The McAuley School of Nursing (MSON), which is housed within the College of Health Professions, was established in 1990 with the consolidation of the University of Detroit and Mercy College of Detroit. In January 1997, the MSON initiated the Family Nurse Practitioner (FNP) program. This was followed by a second master's degree major in Health Systems Management (HSM) implemented in fall 2000. In fall 2006, the MSN with a major in Nursing Education (NE) /Adult Health Clinical Nurse Specialist (ACNS), now the Adult-Gerontology CNS (AGCNS), was implemented and in winter 2008, the MSN with a Clinical Nurse leader (CNL) major was initiated. The Doctor of Nursing Practice (DNP) Program was initiated in September 2010.

The MSON offers post-graduate certificate options in Family Nurse Practitioner, Adult-Gerontology Clinical Nurse Specialist and Clinical Nurse Leader for those individuals who already possess a Master's degree in nursing from a nationally accredited program. The requirements of this option are individualized and require a gap analysis to determine course requirements.

The MSON also offers several post-baccalaureate certificates. These programs of study offer the baccalaureate registered nurse the opportunities to gain in-depth knowledge in a specific area. Post-baccalaureate certificates are offered in Nursing Leadership and Financial Management, Outcomes Performance Management and Nursing Education.

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.

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Financial Aid	(313) 993-3350/993-3354
IDS	(313) 578-0580
IT	(313) 993-1500
Library	(313) 993-1071
Public Safety	(313) 993-1252
Registrar	(313) 993-3313
Student Accounting Office	(313) 993-1420
Writing Center	(313) 993-1082 http://liberalarts.udmercy.edu/

Doctor Of Nursing Practice (DNP) Program

The Doctor of Nursing Practice (DNP) program builds on master's level education to provide an expanded level of unique knowledge and expertise in advanced practice nursing. The 36 credit post-master's program combines in-depth knowledge of nursing and the associated health sciences, information technologies, leadership and health related business competencies. With an emphasis on clinical practice, the program focuses on the advance practice nurses' development as an expert clinician and leader to evaluate, innovate and transform nursing practice in today's complex health care system. The interprofessional curriculum features expert faculty from different disciplines and fosters a high quality teaching-learning environment.

Program Objectives

Graduates of the Doctor of Nursing Practice degree program achieve the following terminal objectives:

1. Engage own professional role practice consistent with the competencies of the Doctor of Nursing Practice.
2. Formulate innovative theoretical and conceptual frameworks that ensure optimal health care quality and patient safety outcomes.
3. Translate evidence to produce innovative models of care that integrate informatics, health care technology, and interpersonal collaboration to affect population health, outcomes, and support health care policy initiatives.
4. Lead health care systems and policy innovation with a focus on preventative care, quality improvement and patient advocacy.
5. Integrate the Mercy and Jesuit traditions in providing culturally competent, compassionate, holistic and person-centered care with a commitment to human dignity in the contemporary world.

Admission Criteria

Admission Criteria for the Doctor of Nursing Practice Program include:

1. A Master of Science in Nursing or Nurse Anesthesia from an accredited school** with a graduate degree GPA of 3.2 or higher.
2. A current unencumbered Michigan Registered Nurse license and privilege to practice as a Registered Nurse not limited in any way by an employer.
3. National Board Certification in area of clinical specialization if applicable.
4. Recognized in Michigan by the Board of Nursing with Specialty Certification as an Advanced Practice Registered Nurse (APRN) if applicable.
5. Evidence of current clinical practice.
6. Three professional letters of recommendation. Letters of support from doctorally-prepared individuals are preferred, including at least: one professional who can attest to the applicant's clinical practice performance and one professional who can attest to academic ability, such as the Dean or a faculty member from the previous graduate degree program.
7. Official transcripts from each institution of higher education.
8. A professional portfolio including curriculum vitae/resume and an essay (500-1000 words) addressing the applicant's goals for doctoral study and focused area of clinical interest for the doctoral project.
9. An interview with graduate faculty.

**Applicants may require prerequisite coursework to meet the master's level essentials in Nursing

Required Courses

Use this link to view the course descriptions in the catalog:

<http://healthprofessions.udmercy.edu/programs/nursing/graduate/dnp/courses/index.htm>

NUR 7000	Advanced Theory & Knowledge Development for Clinical Nursing Practice	3 credits
ETH 7010	Ethical Issues in Advanced Nursing Practice	3 credits
HLH 7100	Health Care Policy, Economics & the Law in Clinical Practice	3 credits
NUR 7200	Epidemiology & Population Health	3 credits
NUR 7300	Transformational Leadership & Innovation in Advanced Clinical Practice	3 credits
NUR 7350	Business Management to Ensure Quality in Health Care	3 credits
NUR 7400	Information Management and Decision Support	3 credits
NUR 7450	Advanced Statistics for Clinical Practice	3 credits
NUR 7500	Evidenced Based Nursing Practice: Theory, Design & Methods	3 credits
NUR 7900	DNP Clinical Practicum	3 credits
NUR 7800	Project Proposal Development	3 credits
NUR 7920	DNP Doctoral Project	3 credits

Graduate Nursing - Masters Tracks

Family Nurse Practitioner, Health Systems Management,
Nursing Education/Adult-Gerontology Clinical Nurse Specialist, Clinical Nurse Leader

Master of Science in Nursing Program

Program Objectives

Graduates of the Master of Science in Nursing degree program achieve the following terminal objectives:

1. Demonstrate own professional role practice consistent with the competencies of the unique specialty at the master's level.
2. Translate theoretical and conceptual knowledge into advanced nursing practice actions that promote optimal health care quality and patient safety outcomes.
3. Integrate informatics, health care technology, and interpersonal collaboration in the delivery of person-centered nursing practice for individuals and populations.
4. Engage in systems leadership with a focus on preventive care, policy development, and patient advocacy.
5. Integrate the Jesuit and Mercy traditions in providing culturally competent, compassionate, holistic, and person-centered care with a commitment to human dignity in the contemporary world.

Admission Criteria

Admission Criteria for the Master of Science in Nursing Program include:

1. A baccalaureate degree in nursing from a nationally accredited program.
 - a. RNs with a baccalaureate degree in another field could qualify for the MSN bridge program. The baccalaureate degree must be from an accredited program. Each application will be individually assess to determine courses needed to bridge into the MSN program. This gap analysis will determine what additional courses will be required at the baccalaureate level to ensure they have met the prerequisites necessary for graduate education in nursing.
2. A minimum cumulative undergraduate GPA of 3.0.
3. A minimum of 2000 hours of experience as a registered nurse.
4. A current unencumbered license to practice as a registered nurse in the State of Michigan or in the state of home residence
5. Three letters of professional recommendation with at least one from someone in supervisory capacity.
6. An autobiographical statement of personal goals and objectives.
7. Current resume or CV
7. An interview with graduate faculty.
8. Official transcripts from each institution of higher education.

Family Nurse Practitioner Program

The Master of Science in Nursing with a major in Family Nurse Practitioner (FNP) prepares the advanced practice nurse to provide primary health care services across the lifespan to individuals, families and aggregates in the community. Besides primary care services, critical foci include practice models which emphasize the family as unit, health promotion and disease prevention and interprofessional collaboration. The goal of the FNP program is to prepare highly skilled and culturally sensitive advanced practice nurses who are committed to providing quality and cost effective primary care services to individuals, families and communities. The program places special emphasis on providing services to the medically underserved. The MSN degree with the FNP major requires 44 credit hours and approximately 720 clinical hours. The MSN is committed to flexibility in the program and therefore offers both full- and part-time options for degree completion. Once students begin the clinical practicum, they are required to complete at least 240 clinical hours each semester. Clinical placements are variable and may occur any weekday in the surrounding Detroit metropolitan area.

Graduates of the master's program and those who complete the post-master's certificate are eligible to sit for the national certification examination administered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). Students are urged to contact the specific Board of Nursing in the state in which they intend to practice in order to ensure they are in full compliance with the education, practice and certification requirements.

Family Nurse Practitioner: Required Courses

Use this link to view the course descriptions in the catalog: <http://www.udmercy.edu/catalog/>

Interprofessional Core

HLH 5700	Health Care Delivery and Policy Issues	3 credits
HLH 5500	Research Methods in Health Care	3 credits

Intraprofessional Advanced Practice Core

NUR 5020	Theoretical Foundations in Nursing Practice	3 credits
HLH 5900	Advanced Pathophysiology	3 credits
NUR 5800	Pharmacology for Advanced Practice Nurses	3 credits
NUR 5030	Analytic Methods in Practice	3 credits
NUR 5055	Systems Leadership, Quality, Informatics	3 credits

Advanced Practice Clinical Core Courses

NUR 5150	Health Promotion and Assessment Across the Lifespan	2 credits
NUR 5160	Advanced Health Assessment	3 credits
NUR 5250	Common and Episodic Problems Across the Lifespan	3 credits
NUR 5260	Clinical Practicum II	2 credits
NUR 6030	Business and Management Practices for the Nurse Practitioner	2 credits
NUR 6130	Procedures for the Advanced Practice Nurse	1 credit
NUR 6150	Chronic and Complex Problems Across the Lifespan	3 credits
NUR 6160	Clinical Practicum III	2 credits
NUR 6250	Psychosocial Issues and Health Integration Across the Lifespan	3 credits
NUR 6260	Clinical Practicum IV	2 credits

Health Systems Management Program

The Master of Science in Nursing program with a major in Health Systems Management (HSM) prepares nurses for leadership positions across the complex and dynamic health care continuum. The program emphasizes content from all nurse executive competency domains (AONE, 2011) including communication and relationship building, knowledge of the healthcare environment, leadership skills, professionalism, and business skills. Students build a systems thinking approach to patient care, starting with clinical microsystems as a building block. The use of evidence to shape decisions is emphasized through coursework in nursing informatics, decision support, business planning, and outcomes and care transitions management. Graduates of the HSM program are prepared for a variety of nursing leadership roles including nurse manager, clinical microsystem leader, case manager, quality improvement specialist, and program or project manager. Coupled with appropriate experience, graduates may be prepared for advanced roles in nursing informatics, or as a nursing director or executive. Those with requisite experience may be eligible to seek certification in case management, nursing informatics, or as a nurse executive. The MSN degree with the HSM major requires 38 credits and 268 internship and clinical hours. The program is taught in an engaging online format that is flexible and student-centered. The Master of Science in Nursing degree is conferred at the completion of program requirements.

Health Systems Management: Required Courses

Use this link to view the course descriptions in the catalog: <http://www.udmercy.edu/catalog/>

Interprofessional Core

HLH 5700	Health Care Delivery and Policy Issues	3 credits
HLH 5500	Research Methods in Health Care	3 credits
HSA 5010	Accounting Principles for Health Services Professionals	3 credits
HSA 5020	Financial Management of Health Services	3 credits

Intraprofessional Core

NUR 5020	Theoretical Foundations of Nursing	3 credits
NUR 5030	Analytic Methods for Clinical Practice	3 credits
NUR 5055	Systems Leadership, Quality Improvement, & Informatics for Advanced Nursing Practice	3 credits
NUR 5350	Outcomes Management & Decision Support in Nursing	3 credits
NUR 5420	Management of the Healthcare Environment	2 credits
NUR 5450	Business Planning for Nurse Leaders	2 credits
NUR 5650	Population Health & Care Transitions Management	2credits
NUR 5830	Leadership & Quality Improvement in Clinical Microsystems	3 credits

Specialty Core

NUR 5170	Management & Leadership in Nursing	2 credits
NUR 5900	Health Systems Management Internship	3 credits

Nurse Educator / Adult-Gerontology Clinical Nurse Specialist Program

The Master of Science in Nursing (MSN) with majors in Nursing Education and in Adult-Gerontology Clinical Nurse Specialty (CNS) prepares graduates for the nurse educator and clinical nurse specialist roles. Nurse Educator courses provide learning to support the role of the educator in academia and practice settings. Advanced clinical specialty courses prepare students for the role of Clinical Nurse Specialist in Adult-Gerontology. The MSN degree with the Nursing Education and Clinical Nurse Specialty majors requires 50 credit hours for graduation in the with 500 clinical hours and 120 teaching practicum hours. The MSON is committed to flexibility in the program and therefore offers both full-time and part-time options for degree completion.

The graduate degree program has five components, totaling 50 credits:

Interprofessional core courses	(6 credits)
Nursing core courses	(9 credits)
Advanced practice courses	(9 credits)
Nursing education courses	(14 credits)
Adult -Gerontology Clinical Nurse Specialist (CNS) courses	(12 credits)

The Nursing Education courses are also offered as a post-baccalaureate certificate. A post-master's certificate in Adult-Gerontology CNS is also available. Upon completion of the master's degree program, students will receive a Master of Science in Nursing degree and will be eligible to sit for the examination for Clinical Nurse Specialist in Adult-Gerontology Clinical Nurse Specialist certification through the American Nurses Credentialing Center. The American Association of Critical Care Nurses has also approved graduates to sit for additional certification as an Acute Care Clinical Nurse Specialist-Adult Gerontology (ACCNS-AG). Graduates are also eligible to sit for the examination as a certified nurse educator (CNE) from the National League for Nursing.

Nurse Educator / Adult Gerontology Clinical Nurse Specialist: Required Courses

Use this link to view the course descriptions in the catalog: <http://www.udmercy.edu/catalog/>

Interprofessional Core

HLH 5500	Research Methods in Health Care	3 credits
HLH 5700	Health Care Delivery and Policy Issues	3 credits

Nursing Core Courses

NUR 5020	Theoretical Foundations of Nursing	3 credits
NUR 5055	Systems Leadership, Quality Improvement, & Informatics for Advanced Nursing Practice	3 credits
NUR5030	Analytic Methods for Clinical Practice	3 credits.

Advanced Practice Courses

HLH 5900	Advanced Pathophysiology	3 credits
NUR 5160	Advanced Health Assessment	3 credits
NUR 5800	Pharmacology for Advanced Practice Nurses	3 credits

Nursing Education Courses

NUR 5850	Curriculum Development in Nursing Education	3 credits
NUR 5790	Nursing Program Planning and Evaluation	3 credits
NUR 5780	Nursing Curriculum and Instruction in Adult Education	3 credits
NUR 5860	Instructional Methods	3 credits
NUR 5960	Teaching Practicum	2 credits

Adult-Gerontology CNS Courses

NUR 5748	Adult-Gerontology CNS Role and Theory I	3 credits
NUR 5749	Adult-Gerontology Practicum I (200 practicum hours)	2 credits
NUR 5751	Wellness AG-CNS Practice (100 practicum hours)	2 credits
NUR 5752	Adult-Gerontology CNS Role and Theory II	3 credits
NUR 5753	Adult-Gerontology CNS Practicum II (200 practicum hours)	2 credits

Clinical Nurse Leader Program

The Master of Science in Nursing with a major in Clinical Nurse Leadership (CNL) prepares an advanced generalist practitioner to provide clinical leadership at the point of service in a variety of practice settings. Built from the core curriculum in other master's degree programs, this advanced generalist nurse is differentiated from other advanced practice nurses in their abilities to:

- manage complex clinical cases and provide leadership at the point of care;
- scan the practice environment to identify opportunities for quality and process improvements;
- use technology and informatics to support outcomes measurement;
- and lead teams in the delivery of health care in multiple settings across the care continuum.

This program will assist nurses in developing advanced clinical knowledge, leadership skills, and systems knowledge to provide clinical leadership in all healthcare settings at the point of service; implement evidence-based and outcomes-based practice; develop and implement quality improvement strategies; and create and manage microsystems of care that will be responsive to the needs of individuals and families. The program is designed to prepare nurse leaders who can address contemporary issues in the evolving health care environment. The program places emphasis on providing services to the medically underserved.

The MSN degree with the CNL major requires 38 credit hours and completion of a clinical immersion project (designed with the health system partner). The program is taught in an engaging online format that is flexible and student-centered. The Master of Science in Nursing degree is conferred at the completion of program requirements. Graduates of the CNL program are eligible to sit for the Clinical Nurse Leader board certification examination offered by the AACN after meeting post-graduation criteria as stipulated by the AACN.

Clinical Nurse Leader: Required Courses

Use this link to view the course descriptions in the catalog: <http://www.udmercy.edu/catalog/>

Interprofessional Core

HLH 5500	Research Methods in Health Care	3 credits
HLH 5700	Health Care Delivery and Policy Issues	3 credits
HLH 5900	Advanced Pathophysiology	3 credits

Intraprofessional Core

NUR 5020	Theoretical Foundations of Nursing	3 credits
NUR 5030	Analytic Methods for Clinical Practice	3 credits
NUR 5055	Systems Leadership, Quality Improvement, & Informatics for Advanced Nursing Practice	3 credits
NUR 5350	Outcomes Management & Decision Support in Nursing	3 credits
NUR 5420	Management of the Healthcare Environment	2 credits
NUR 5450	Business Planning for Nurse Leaders	2 credits
NUR 5650	Population Health & Care Transitions Management	2 credits
NUR 5830	Leadership & Quality Improvement in Clinical Microsystems	3 credits

Specialty Core

NUR 5500	Physical Assessment and Advanced Pharmacology for the CNL	4 credits
NUR 5940	Clinical Immersion Experience	4 credits

POST GRADUATE APRN (FNP & AGCNS) and CNL CERTIFICATE

Admission Criteria:

1. Master's Degree in Nursing from an accredited program
2. Current resume or Curriculum Vitae
3. A Letter of Professional Recommendation
4. Current unencumbered license to practice as a registered nurse in the State of Michigan **or** in the State of Home Residence (if participating in a distance program)
5. National Board Certification in area of clinical specialization if applicable.
6. Autobiographical Statement of Personal Goals and Objectives
7. Current resume or CV
8. Official Transcripts from each institution of higher education

Program Objectives

Graduates of the post graduate APRN and CNL post master's certificate program achieve the following terminal objectives:

1. Demonstrate own professional role practice consistent with the competencies of the unique specialty at the master's level.
2. Translate theoretical and conceptual knowledge into advanced nursing practice actions that promote optimal health care quality and patient safety outcomes.
3. Integrate informatics, health care technology, and interpersonal collaboration in the delivery of person-centered nursing practice for individuals and populations.
4. Engage in systems leadership with a focus on preventive care, policy development, and patient advocacy.
5. Integrate the Jesuit and Mercy traditions in providing culturally competent, compassionate, holistic, and person-centered care with a commitment to human dignity in the contemporary world.

Family Nurse Practitioner

The MSON offers a post-graduate certificate option for those individuals who already possess a master's degree in Nursing. The post master's certificate prepares the advanced practice nurse to provide primary health care services across the lifespan to individuals, families and aggregates in the community. Besides primary care services, critical foci include practice models which emphasize the family as unit, health promotion and disease prevention and interprofessional collaboration. A gap analysis is used to determine the requirements of this option but are individualized and generally require the intraprofessional advanced practice nursing core and Family Nurse Practitioner clinical courses.

Upon completion of the certificate, graduates are eligible to sit for the national certification examination administered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP).

Family Nurse Practitioner Required Courses: 29 credits

The curriculum plan is customized based on the applicant's prior master's degree and total number of required courses will vary.

HLH 5900	Advanced Pathophysiology	3 credits
NUR 5800	Pharmacology for Advanced Practice Nurses	3 credits
NUR 5160	Advanced Health Assessment	3 credits
NUR 5150	Health Promotion and Assessment Across the Lifespan	2 credits
NUR 5250	Common and Episodic Problems Across the Lifespan	3 credits
NUR 5260	Clinical Practicum II	2 credits
NUR 6030	Business and Management Practices for the Nurse Practitioner	2 credits
NUR 6130	Procedures for the Advanced Practice Nurse	1 credit
NUR 6150	Chronic and Complex Problems Across the Lifespan	3 credits
NUR 6160	Clinical Practicum III	2 credits
NUR 6250	Psychosocial Issues and Health Integration Across the Lifespan	3 credits
NUR 6260	Clinical Practicum IV	2 credits

Adult Gerontology Clinical Nurse Specialist

The Adult-Gerontology Clinical Nurse Specialist Post-Graduate Certificate Program at the University of Detroit Mercy provides qualified nurses with the opportunity to gain specialty knowledge in adult-gerontology advanced practice nursing. Applicants' transcripts will be reviewed and a gap analysis completed to be sure that the requirements for national CNS certification are met through their previous courses and the courses provided through this post-graduate certificate program. Advanced clinical specialty courses prepare students for the role of Clinical Nurse Specialist in Adult-Gerontology. The certificate program includes learning in the areas of advanced pathophysiology, advanced physical assessment, advanced pharmacology, and the role of the clinical nurse specialist. The clinical nurse specialist courses include a total of 500 hours of clinical practicum experience working with a clinical nurse specialist in a variety of settings. Upon completion of the certificate, graduates are eligible to sit for the examination for Clinical Nurse Specialist in Adult-Gerontology Clinical Nurse Specialist certification through the American Nurses Credentialing Center. The American Association of Critical Care Nurses has also approved graduates to sit for additional certification as an Acute Care Clinical Nurse Specialist-Adult Gerontology (ACCNS-AG). The program is taught on-line in a flexible and student-centered format with course and faculty availability seven days a week. Students need not be a resident of Michigan to be in the program. Clinical sites and qualified preceptors are identified near the student's home to complete the required clinical component in the role of the CNS.

Adult Gerontology Clinical Nurse Specialist Required Courses: 21 credits

Other courses may be required based on a review of transcripts.

NUR 5160	Advanced Health Assessment	3 credits
HLH 5900	Advanced Pathophysiology -	3 credits
NUR 5800	Pharmacology for Advanced Practice Nurses	3 credits
NUR 5748	Adult-Gerontology CNS Role and Theory I	3 credits
NUR 5749	Adult-Gerontology Practicum I (200 practicum hours)	2 credits
NUR 5751	Wellness AG-CNS Practice (100 practicum hours)	2 credits
NUR 5752	Adult-Gerontology CNS Role and Theory II	3 credits
NUR 5753	Adult-Gerontology CNS Practicum II (200 practicum hours)	2 credits

Clinical Nurse Leader

The post-graduate Clinical Nurse Leader Certificate Program at the University of Detroit Mercy provides qualified nurses an opportunity to gain advanced generalist knowledge in leadership at the point of care, assessment, management and evaluation of healthcare delivery systems, quality improvement, safety, evidence-based practice, informatics, and outcomes to function in the role of the Clinical Nurse Leader in various health care settings.

Established to recognize nurses who have completed Master of Science in Nursing degrees, this certificate program builds on past clinical course work to incorporate unique attributes of microsystem leadership and lateral integration, quality improvement, evidence-based practice, outcomes management, and management of complex work environments to prepare nurse leaders who can address contemporary issues in an evolving healthcare environment by addressing fragmentation of care, systems inefficiencies, and concerns about patient safety and quality of care.

The post-graduate CNL certificate program requires 19 credit hours of course work inclusive of a clinical immersion project (designed with the health system partner). The program is taught in an engaging online format that is flexible and student-centered. A certificate of completion is awarded at the completion of the certificate program requirements. Students completing the course requirements for the certificate program will be eligible to sit for the Clinical Nurse Leader board certification examination offered by the American Association of Colleges of Nursing and the Commission on Certification for Nurses.

Clinical Nurse Leader Required Courses: 19 credits

Please note that other courses may be required based on a review of transcripts.

NUR 5055	Systems Leadership, Quality Improvement, & Informatics for Advanced Nursing Practice	3 cr.
NUR 5350	Outcomes Management & Decision Support in Nursing	3 cr.
NUR 5420	Management of the Healthcare Environment	2 cr.
NUR 5450	Business Planning for Nurse Leaders	2 cr.
NUR 5650	Population Health & Care Transitions Management	2 cr.
NUR 5830	Leadership & Quality Improvement in Clinical Microsystems	3 cr.
NUR 5940	Clinical Immersion Experience	4 cr.

Post-Baccalaureate Certificates

Admission Criteria to the Post-Baccalaureate Certificate Programs

1. A baccalaureate degree in nursing or another field from an accredited school
2. A minimum cumulative undergraduate GPA of 2.75
3. A minimum of 2000 hours as a registered nurse in the state of Michigan
4. One letter of professional recommendation with someone in supervisory capacity.
5. An autobiographical statement of personal goals and objectives
6. An interview with graduate faculty
7. Official Transcripts from each institution of higher education

Nursing Leadership and Financial Management

The Nursing Leadership and Financial Management Certificate Program at the University of Detroit Mercy provides qualified nurses with an opportunity to gain specialty knowledge in key areas including leadership, management, strategic & business planning, budgeting, financial management, and human resource management. Students will gain hands-on experience in leading a quality improvement effort through completion of a 100-hour experience in a clinical microsystem. Nurses working in or aspiring to positions in nursing or healthcare management and other leadership areas will benefit from the knowledge and skills they will gain from this program. The program is taught in an engaging online format that is flexible and student-centered. Students need not be a resident of Michigan to enroll in the program.

Nursing Leadership and Financial Management Required Courses: 15 credits

HSA 5010	Accounting Principles for Health Services Professionals	3 cr.
HSA 5020	Financial Management of Health Service Facilities	3 cr.
NUR 5420	Management of the Healthcare Environment	2 cr.
NUR 5450	Business Planning for Nurse Leaders	2 cr.
NUR 5830	Leadership & Quality Improvement in Clinical Microsystems	3 cr.
NUR 5170	Management & Leadership in Nursing	2 cr.

Outcomes Performance Management

The Outcomes Performance Management Certificate Program at the University of Detroit Mercy provides qualified nurses with the opportunity to gain specialty knowledge in systems leadership in the management of patient outcomes. Students build a systems thinking approach to patient care, starting with clinical microsystems as a building block. Quality improvement models will be introduced, and students will gain experience in the application of quality improvement methods and tools during a 100-hour clinical microsystem improvement experience. The use of evidence to shape decisions is emphasized through coursework in nursing informatics, decision support, business planning, and outcomes and care transitions management. Nurses working in or aspiring to positions in nursing or healthcare management, quality improvement, or other leadership areas will benefit from the knowledge and skills they will gain from this program. The program is taught in an engaging online format that is flexible and student-centered. Students need not be a resident of Michigan to enroll in the program.

Outcomes Performance Management Required Courses: 15 credits

NUR 5055	Systems Leadership, Quality Improvement, and Informatics for Advanced Practice Nursing	3 cr.
NUR 5350	Outcomes Management & Decision Support in Nursing	3 cr.
NUR 5420	Management of the Healthcare Environment	2 cr.
NUR 5450	Business Planning for Nurse Leaders	2 cr.
NUR 5650	Population Health & Care Transitions Management	2 cr.
NUR 5830	Leadership & Quality Improvement in Clinical Microsystems	3 cr.

Nursing Educator

The Nurse Educator Certificate Program at the University of Detroit Mercy provides qualified nurses with the opportunity to gain specialized training in areas such as curriculum development, instructional methods, program planning and evaluation. Nurses working in staff development or nursing education will benefit from the knowledge and skills they will gain from the program. Those completing the certificate may choose to go on towards a Master's Degree in Nursing with a major in Nursing Education.

Required Courses: 14 credits Total

NUR 5850	Curriculum Development in Nursing Education	3 cr.
NUR 5790	Nursing Program Planning and Evaluation	3 cr.
NUR 5780	Nursing Curriculum and Instruction in Adult Education	3 cr.
NUR 5860	Instructional Methods	3 cr.
NUR 5960	Teaching Practicum	2 cr.

Advanced Standing and Transfer of Credit DNP and MSN Programs

Advanced standing may be allowed for courses taken in an earlier master's or doctoral program at the University of Detroit Mercy or in another recognized masters or doctoral graduate program prior to enrollment in a graduate program at UDM.

Students may transfer up to 12 semester hours from another graduate school or program with approval of the program director and the Dean. A minimum grade of B is required in all courses presented for transfer. Please refer to the UDM Graduate Catalog for further information.

Students completing post graduate certificates may transfer no more than one-third the number of credits required by the specific program track.

Policy and Procedures for Academic Progression Of Graduate Nursing Students

Grades

To achieve satisfactory academic progress leading to continued progression the student must maintain an aggregate grade of B (a University GPA of 3.00). The graduate nursing programs consider a grade below B- in any of the nursing courses to represent unsatisfactory academic progress. Unsatisfactory academic progress may result in probation and/or dismissal as described below.

Students may be denied progression if they have not made satisfactory academic progress in their education. When a graduate nursing student's cumulative GPA falls below 3.0, she/he is placed on academic probation and may not progress into the clinical sequence of courses. When a student earns a grade of less than "B-" in any of the core nursing curriculum courses (NUR), that student is dismissed from the program.

In order to receive a graduate degree from the University of Detroit Mercy, a student must remain in good standing and maintain a cumulative GPA of 3.0. If a student has completed the requisite number of credit hours for his or her degree but he or she has failed to achieve a 3.0 cumulative GPA, he or she may take up to six additional hours in an attempt to establish the necessary 3.0 grade point average. Please refer to the graduate catalog (<http://www.udmercy.edu/catalog/>) for further information.

For FNP program: Once a student begins the clinical sequence (NUR 5150), they must complete the clinical sequence in 3 academic years. Failure to do so may require the student to retake all and/or part of the clinical courses.

Students who are more than one semester away from the clinical area will be required to revalidate skills prior to re-entering the clinical sequence.

Grading Scale for MSON Graduate Courses

Graduate Nursing	Grade Report	University Quality Points/Credit hr.
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	D	1.0
<69	F	0.0

Academic Probation

The purpose of placing a student on probation is to formally notify the student that he/she has a serious academic problem, which can lead to dismissal from the program. The student is informed of probation status by letter from the Program Director or Associate Dean; this letter becomes part of the student's permanent file. A student who fails to maintain a cumulative average GPA to the required level (3.0) is subject to academic probation.

A student who is placed on academic probation due to poor academic performance (i.e., GPA < 3.0) must:

- **make a plan that addresses strategies for success; the student's advisor may be consulted regarding the development of that plan but ultimately, it is the student's responsibility;**
- **raise her/his cumulative average to 3.0 within the completion of 6 credit hours of graduate course work in which a letter grade is rendered;**
- **be aware that failure to raise the cumulative average to a 3.0 within the specified time frame will result in the student's dismissal from the program;**
- **be aware that a failing grade in a graduate nursing course will result in the student's dismissal from the program.**

The progress of a student on probation is reviewed by the Graduate Committee at the end of the semester of probation. At this time, the student's progress is reviewed and the student may be taken off of probation, continued on probation or dismissed.

Graduate students on probation have the privilege of applying for admission to another college, school, or program within the McAuley School of Nursing. If accepted by that school, the student may be admitted on probationary status.

The Veterans Administration will be informed if a student receiving veteran's benefits fails to come off probation at the end of the second term in this status.

Academic Dismissal

Dismissal will occur when a student has been placed on academic probation for poor academic performance and not achieved a 3.0 cumulative quality point average at the subsequent completion of 6 credits of graduate coursework in which a letter grade is rendered.

A student who fails a graduate course in the program will be dismissed and not allowed to progress. A student who is unsuccessful in a graduate course may appeal the dismissal to remain in the program. Extenuating circumstances and strategies for success must be evident for an appeal. Students who are unsuccessful in **two** graduate courses in the same semester do not have the opportunity to appeal.

Students may be dismissed from the program for certain professional and ethical misconduct as detailed in the Professional Decorum, Professional Standards and Professional Ethics policies.

When a student is dismissed for academic reasons from a graduate nursing program, his/her transcript will so indicate; "Dismissed for academic reasons". Students who are dismissed may apply for admission to another college, school, or program within the McAuley School of Nursing or the University. The student may also appeal the dismissal to the Academic Progression Committee (APC). Notice of academic dismissal will be mailed from the Office of the Associate Dean.

Students who wish to appeal an academic dismissal should follow the procedures as described in this handbook. Students dismissed from one of the University's colleges for academic reasons may be considered for admission to a different college within the University. Regular admission procedures must be followed. Dismissal for poor scholarship is entered upon the student's permanent academic record.

Counseling/Tutorial Services

Directing a student to seek appropriate counseling/tutorial instruction is within the purview of the instructor, advisor or Office of the Dean. While it is advisable for students to seek assistance from instructors and faculty as a course proceeds, there may be circumstances where support is needed to understand certain concepts.

Deceleration

If, during the course of full-time study, difficulties are encountered by a student, the student may be decelerated to part-time study by the Program Director or Associate Dean as a condition of their continued progression. The student will develop a collaborative plan of study with the faculty. Decelerated students will be expected to meet the criteria for satisfactory progress in study under these arrangements.

Incomplete

If a student has been making satisfactory academic progress and has encountered extraordinary circumstances, e.g., illness, a course grade of "I" may be requested with an "I" Grade Petition. It is the student's responsibility to contact the instructor to make these arrangements. The instructor may submit a failing grade if no arrangements for incomplete work is made. Failure to complete the course work may result in an "I" or an "I/F" remaining on the transcript or conversion to a failing grade (F). The right to complete the "I" grade will be lost if the deadlines set by the program or the college, whichever is shorter, are not met. Grade "I" is also used in the clinical year when grade requirements on rotations don't always coincide with the semester end.

A petition for a grade of I, Incomplete, is required and may be approved or disapproved at the discretion of the instructor. This grade is only appropriate at the end of the term when the majority of the course requirements have been completed but for serious reason the student is unable to complete the remaining course requirements. Students may not sit in the class in a future semester to complete the work of the original course. Faculty are required to enter a Last Date of Attendance when an "I" grade is issued at the end of the semester. Failure to remain in the course through the end of the semester may impact the student's financial aid eligibility for that course.

The Graduate program has established the following deadlines for Incomplete grades with exception. For fall term courses work is to be completed no later than April 1; for winter term courses work is to be completed no later than August 1; and for courses in summer terms work should be completed by December 1. Students who fail to complete the course by the established deadlines lose the right to complete the course unless an approved exception has been granted by the graduate program and Associate Dean. Students with an excused absence from a final examination must complete the examination within two weeks of the scheduled date, unless the appropriate college administrator permits a further extension of the deadline in writing.

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". Graduate 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.

Forced Withdrawal

1. 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 Dean after consultation with faculty any time the safety or well-being of that student, client, other students, or agency personnel is in jeopardy.
2. The action will also be instituted 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.

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.

College of Health Professions McAuley School of Nursing Academic Appeals Policy 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 an 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. Meet with faculty to discuss progress when progress in a course is below expected graduate standards
5. Not consider, in any interactions with peers, faculty, staff, clinical preceptors or patients (real or simulated), factors such as race, color, religion, gender, age, national origin, handicap, political or cultural affiliation, lifestyle, activities or behavior unrelated to academic and professional achievement

6. 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
7. Refrain from any activity which involves risk to health and safety of a peer, faculty or staff, except with informed consent, and where applicable, in accordance with the University policy relating to the use of human subjects in experimentation
8. Respect the dignity 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
9. 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 another'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.

Professional and Ethical Conduct Policy

The Graduate Nursing Program has established standards for determining the professional and ethical conduct of students. All students enrolled in this program are expected to adhere to a standard of behavior consistent with the high standards of their profession. Compliance with all institutional rules and regulations, city, state and federal law is expected.

Concern for the welfare of patients (real or mock) as evidenced by: thoughtful and professional attitude in obtaining history and physical examination or other activities related to HSM internship. Avoidance of offensive language, offensive gestures inappropriate remarks, or remarks with sexual overtones; treatment of patients and colleagues with respect and dignity both in their presence and in discussions with peers; manifestation of concern for the total patient and/or total health care team.

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; assuming an appropriate and equitable share of duties among peers.

Responsibility to duty, which involves: effectively undertaking duties with alacrity and persevering until complete, or notifying responsible persons of problems, punctual attendance at rounds, conferences and other clinical duties, or offering appropriate explanation when unable to be present; notifying course instructor and supervising preceptors 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.

Trustworthiness, that is: being truthful 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; maintaining confidentiality of information concerning patients, health care systems.

Professional demeanor, which means: neat and clean appearance in attire that 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 written materials and software on the 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 the University of Detroit Mercy or affiliated hospital/clinic facilities without authorization or disrupting teaching, research, administrative, or student functions of the University.

Falsifying clinical hours, clinical records, or clinical experiences

Conviction of a felony.

Participating in academic or clinical endeavors of the 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 or disrespectful conduct toward members of the faculty, administrative or professional staff, employees, students, patients, or visitors to University of Detroit Mercy and/or its affiliated institutions.

Violation of any other established rules and regulations of University of Detroit Mercy, hospital, or any affiliated institution (as used in the above example). University of Detroit Mercy premises and property shall include tile premises and property of any affiliated institution where University of Detroit Mercy students pursue activities for academic credit.

Professional Disciplinary Sanctions

Students who fail to meet the standards specified in the graduate nursing programs policy on attendance, professional decorum, clinical conduct or professional ethics are subject to sanctions including, but are not limited to, warning, reprimand, probation and dismissal. The Academic Progression Committee (APC) is the recommending body for graduate nursing student misconduct for those receiving a dismissal. The Office of the Associate Dean of the McAuley School of Nursing will adjudicate all matters involving dismissal for professional misconduct.

Warning: A warning is a written letter to a student for misconduct that is found to be an isolated, promptly correctable, and does not violate specific Program, University policy or jurisdictional law. A warning may be issued by any faculty member, adjunct or instructor, or any representative of University of Detroit Mercy. Warnings are reported to the Associate Dean for informational purposes. Temporary entry is made into the student record and made permanent if further action is required. Warning letter(s) is/are removed upon successful completion of education.

Reprimand: A reprimand is a written letter to a student for misconduct that is found to be more serious than the above, but is still felt to be isolated, promptly correctable, and does not violate specific Program, University policy or jurisdictional law. Reprimand may be issued by any faculty member through the Associate Dean. Reprimands are reported to the Dean of the College of Health Professions for informational purposes. A copy is placed in the student's record.

Probation: In a more serious breach of professional standards, a student may be placed on disciplinary probation. Provisions included in probation will be decided by the office of the Associate Dean. Such provisions may include a requirement that the student obtain medical (including psychiatric) consultation and treatment or other requirements that will remedy the misconduct and prevent its recurrence. The duration and condition of any probation will be determined on an individual basis by the Office of the Associate Dean.

Students may be allowed to continue classes while on probation, but may not be allowed to continue patient care or other activities in a clinical rotation. Repeated professional probation can result in dismissal as described below.

Dismissal: Dismissal is a permanent separation from the program. Dismissal may be recommended by the APC and forwarded to the office of the Associate Dean for academic reasons. Dismissal may be imposed with or without the right to reapply for admission to University of Detroit Mercy at a later date. A student **may** be immediately dismissed for a serious breach of professional conduct.

Consultation: When medical or psychiatric consultation is required or recommended, all parties will respect patient/provider confidentiality. However, documentation or enrollment and/or completion may be required as a condition for reinstatement.

Requirements For Clinical Participation

The ability to participate in clinical rotations requires that students meet several conditions. Students must successfully complete a criminal background check which includes and a urine drug screen. Students must have evidence of CPR certification and meet all health requirements related to preventable disease. In addition, FNP students are required to carry additional liability insurance.

The MSON utilizes the ACE PASSPORT (www.acepassport.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 PASSPORT 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 PASSPORT System once a year. All students will complete the Mandatory exams on the ACE PASSPORT System prior to clinical and update annually. **Dates for completion will be announced and failure to complete these mandatory requirements prior to 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.**

YOU CANNOT ENROLL INTO THE ACE PASSPORT SYSTEM UNTIL ALL YOUR DOCUMENTS HAVE BEEN SUBMITTED TO CHERYL WALKER AND UPLOADED INTO THE SYSTEM. ONCE YOU ARE UPLOADED, YOU WILL RECEIVE AN EMAIL WHICH WILL ENABLE YOU TO REGISTER AND COMPLETE THE MANDATORY EXAMS.

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).

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

Effective fall 2014, ***all family nurse practitioner students*** are required to purchase professional liability insurance (for NP students). This is a result of several of our clinical partners requiring coverage that is broader in scope and greater than that covered by UDM's liability policy. A copy of the malpractice insurance must be submitted to the compliance office. Minimum amount of coverage allowed is \$2,000,000 per incident and \$4,000,000 aggregate. The policy should be an occurrence-type policy. The liability policy must cover you while you are in clinical courses.

In addition to a student's own professional liability policy, 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 nurse practitioner, clinical nurse specialist, clinical nurse leader, doctorate of nursing practice, or health systems management student is covered by the University of Detroit Mercy malpractice insurance **only** in clinical practicums that are a part of the educational program of the MSON.

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/pdf/InstructionsCBDS2016.pdf>).

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:

Emilie Wetherington, Director

Disability Support Services.

McNichols Campus Library, Room 328

Email: gallegem@udmercy.edu

Phone: 313-993-1158

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/>

Graduate Student Representation On Graduate Program Committee

Graduate student representatives are encouraged to have a responsible voice on the MSON Committees. Students may nominate themselves or colleagues for membership. Students wishing to nominate themselves or someone else for committee membership should send an email to the Associate Dean (associatedean@udmercy.edu). Students will be notified of their selection by the Office of the Associate Dean.

Health Services

Health Insurance: It is required that all students carry health insurance coverage for the duration of the program experience. Students assume responsibility for their own medical care. 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/slo/wellness/index.htm>).

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 Chairs June 8, 2005)

Dental Services: The published clinic fees for anyone utilizing the dental services are about 50% less than private practice fees. The work is done by the dental students. Full-time UDM students receive an additional 25% discount of the Dental School's published rates. There is no discount for part-time students.

UDM Student Health Center: Nurse practitioners are available for consultation and treatment for some health problems in the UDM Student Health Center on the McNichols Campus (313-993-1185).

Counseling Services: The Director of Student Affairs is available for help in resolving many of the problems arising from stresses encountered in the rigorous curriculum. In addition, the Director of the Campus Ministry encourages students, faculty and staff to seek his assistance or referral to a specialist. The Student Wellness Center offers personal counseling to all students. More information on counseling services can be found at <http://www.udmercy.edu/slo/wellness/index.htm>. At the 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.

THE UNIVERSITY ASSUMES NO RESPONSIBILITY FOR A STUDENT'S MEDICAL CARE.

Graduation

During the first week of the semester in which you plan to complete your degree requirements, you need to submit your graduation application online through your TitanConnect account. Summer graduates need to complete the application in the semester before they graduate in order to be eligible to participate in the May Commencement ceremony. Due dates are published in the Schedule of Classes or the Academic Calendar.

Applications received after the deadline may result in denial to participate in the Commencement ceremony and/or delay in the date of graduation.

There is a graduation fee which is applied to your student account at the time you submit your application online. This fee covers the costs of Commencement whether or not you participate. If you participate in the ceremony, there will be a fee at the time you place your order with the cap and gown company.

Students intending to graduate should consult with their faculty advisor prior to the filing deadline for the purpose of confirming the completion of their academic requirements.

Certificate Completion

An "Application for Completion of Certificate" should be filed early in the semester in which the student intends to complete the certificate. Candidates must apply for certificate completion according to the filing deadlines listed in the Schedule of Classes. A certificate completion fee will be assessed.

Students intending to graduate should consult with their faculty advisor prior to the filing deadline for the purpose of confirming the completion of their academic requirements.

Completion of Graduate Requirements

According to the UDM Graduate Catalog, there is a seven year time limit for completion of all graduate requirements.

For FNP program: Once a student begins NUR 5150, they must complete the clinical sequence (NUR 5160, NUR 5250/5260, NUR 6150/6160, NUR 6130, NUR 6250/6260) in 3 academic years. Failure to do so may require the student to retake all and/or part of the clinical courses.

MSON Graduate Student Awards

Academic Excellence Award

These awards are presented to the graduating student who has achieved the highest cumulative GPA in their class (FNP, HSM, NE/CNS, CNL).

Loretta Ford Nurse Practitioner Award

Selected by the graduate nursing committee for the FNP student who exemplifies the mission of the University and the McAuley School of Nursing through excellence in clinical practice, leadership and community service.

Margretta Madden Styles Award Leadership Award

Selected by the graduate faculty to be presented to the HSM student who exemplifies leadership, practice and community service.

Joan Stanley Clinical Nurse Leader Award

Selected by the graduate faculty to be presented to the Clinical Nurse Leader student who exemplifies the potential to enact the CNL role through clinical excellence, leadership, practice and service.

National Certification Examinations

Family Nurse Practitioner students: The State of Michigan requires advanced practice certification through the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). It is the student's responsibility to ensure that all requirements, fees, and supporting evidence are submitted to either ANCC or AANPCP. You can obtain information regarding the ANCC exam at www.ana.org or the AANP exam at www.aanp.org. If you plan on practicing in another State, you should contact the particular State Board of Nursing to ensure you are in full compliance with requirements for practice and certification.

To complete requirements for state certification for practice as an advanced practice nurse, you must complete an application for Nurse Specialty Certification. You can access this packet at http://www.michigan.gov/mdch/0,1607,7-132-27417_27529_27542---,00.html

Adult Gerontology CNS students are eligible to sit for the examination for Clinical Nurse Specialist in Adult-Gerontology Clinical Nurse Specialist certification through the American Nurses Credentialing Center. The State of Michigan requires advanced practice certification through the American Nurses Credentialing Center (ANCC). This exam is computerized. It is the student's responsibility to ensure that all requirements, fees, and supporting evidence are submitted to ANCC. In the semester you graduate, you should request an information packet from ANCC. If you plan on practicing in another State, you should contact the particular State Board of Nursing to ensure you are in full compliance with requirements for practice and certification.

Information regarding the CNS Certification examination is available from:

ANCC
600 Maryland Ave., SW
Suite 100 West
Washington, DC 20024-2571 (800) 284-2378
www.ana.org

The American Association of Critical Care Nurses has also approved graduates to sit for additional certification as an Acute Care Clinical Nurse Specialist-Adult Gerontology (ACCNS-AG). Information regarding the ACCNS-AG exam can be found at <http://www.aacn.org/WD/certifications/content/accns-landing.content?menu=Certification>.

To complete requirements for state certification for practice as an advanced practice nurse, you must complete an additional application. To obtain this application, please contact:

Michigan Department of Licensing and Regulatory Affairs (LARA)

Board of Nursing

P.O. Box 30193

Lansing, MI 48909

(517) 335-0918

All state of Michigan forms are available on-line at http://www.michigan.gov/mdch/0,1607,7-132-27417_27529_27542---,00.html.

Clinical Nurse Leader students who complete the Clinical Nurse Leader major and/or certificate program are eligible to sit for certification as a CNL after completing the requirements outlined by the AACN and the Commission on Nurse Certification. Information on the certification exam can be accessed at <http://www.aacn.nche.edu/cnl/cnc>.

Titan Connect

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.

With TitanConnect students may register for classes, make online payments, change addresses, order transcripts, review grades and many more features. Besides UDM related content, the TitanConnect portal has news, sports, academic and other interesting channels of information you may subscribe to.

A step-by-step guide for accessing this system is available at

<http://www.udmercy.edu/enterprise/TitanConnect%20Welcome%20and%20Login.pdf>

Financial Aid

Graduate nursing education is expensive but a worthwhile investment. Financial assistance is available but remains the student's responsibility to find and apply for it. Since student eligibility for financial aid is determined by individual circumstances, each student is urged to visit the Financial Aid Office for assessment of financial status. Information on various grants, loans and other assistance is also available. Many financial assistance programs require students apply only through the Financial Aid office.

Students must apply for financial assistance annually and eligibility may change year to year. Remember, any significant changes in expense or income should be brought to the attention of the Financial Aid Office at the time it occurs as it might affect your current financial aid status.

Tuition and fees are regularly published and students are notified by electronic mail of current tuition rates and fees.

Academic Advising

The MSON recognizes that the need for guidance continues throughout the learning process. Faculty advisors are assigned by the Associate Dean. At the beginning of each academic year, a list of students and their advisors will be compiled and made available for students. Whenever possible, students will retain the same advisor throughout their program.

Academic advising in the MSON is a shared responsibility between students and faculty members. Graduate students should maintain contact with their advisors in order to monitor progression through the program. Students can access the class schedule online through Titan Connect and should review their schedule prior to meeting with their advisor. Students should make an appointment with their advisor prior to registration. The advisor reviews the student's progress, refers the advisee as needed, updates and organizes the student file and authorizes registration form. Only assigned advisors or the Dean's office may authorize student registration.

Faculty Office Hours

Full-time faculty members are available to students on an appointment basis. Specific times of availability are posted on a faculty member's door or may be obtained from the School of Nursing receptionist. Faculty office locations are posted in the College of Health Professions.

Picture Identification Card/Parking Card

Parking passes and Photo identification cards are obtained through the Titan Information Center located on the first floor of the Student Center Building. Students are required to wear their photo identification card visibly whenever on campus or in clinical sites. Photo may be required when entering buildings, admittance to libraries and computing centers and admission to recreation facilities and athletic events. In order to utilize your identification card to obtain remote access to library facilities the student must go to the library at the beginning of every term they have registered and activate the card.

Professional Organizations

Sigma Theta Tau

Sigma Theta Tau is the International Honor Society of Nursing with Lambda Zeta <http://sigmatheta.org.udmercy.edu/> being the local chapter at the UDM. 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 the baccalaureate and higher degree prepared nurses and students who have demonstrated high academic achievement. Graduate students are eligible for Sigma Theta Tau after they have fully matriculated into the graduate program with a GP A of 3.5 or greater. In addition, students must demonstrate leadership abilities.

American Association of Nurse Practitioners

The only full service organization for nurse practitioners, it's mission is to serve as a resource for practitioners, patients, and health consumers; promote excellence in practice, education, and research; provide legislative leadership; advance health policy; establish health care standards; advocate for access to quality, cost effective health care.

Benefits include the Journal of the American Association of Nurse Practitioners, lobbying, consultation, academy publications and position statements, annual national conference, research cohort access and national certification exam for FNPs and ANPs. Student membership. Applications are available through the Program Director or website: www.aanp.org .

National Association of Clinical Nurse Specialist (NACNS)

The mission of the NACNS is to enhance and promote the unique, high value contribution of the clinical nurse specialist to the health and well-being of individuals, families, groups and communities, and to promote and advance the practice of nursing. NACNS is the first organization to represent CNSs and is responsible for clarification & dissemination of the nature of CNS practice within the US.

Students pursuing graduate education in nursing receive a discounted membership fee of \$65. The individual receives all membership benefits with the exception of: not eligible to vote or hold office. www.nacns.org

Michigan Association of Nurse Practitioners (www.micnp.org)

McAuley School of Nursing has established a student affiliate chapter of the Michigan Council of Nurse Practitioners (MICNP). Our student chapter's inaugural meeting was August 2014. We are the second student affiliate chapter in the state of Michigan. MICNP was a product of two nurse practitioner (NP) groups from the Metro Detroit coming together in September 2000. It is through the efforts of these pioneers that MICNP has become the voice of nurse practitioners in Michigan. The Council is the only NP organization in the state to represent all specialties within the nurse practitioner community. We strongly encourage all student nurse practitioners to join and be active in this organization. You are offered many benefits as a student member of MICNP (micnp.org) and must join the parent organization to then have membership in our student affiliate chapter.

The mission of the Michigan Council of Nurse Practitioners, as a member driven organization, is to promote a healthy Michigan through:

- Advocating for excellence in NP practice, education and research
- Shaping the future of health care through advancing health policy
- Ensuring the ability of NPs to practice to the full extent of their education
- Building a positive image of the NP role as a leader in the state and national health care community

Doctors of Nursing Practice, LLC (www.doctorsofnursingpractice.org)

Doctors of Nursing Practice, LLC is a limited liability corporation formed by a group of advanced practice nurses working together to promote and enhance the profession and Doctor of Nursing Practice degree. Our goals are to provide forums for communication, share timely information, and create an on-line journal to demonstrate the contributions of nurses with this practice degree. The mission of Doctors of Nursing Practice, LLC is to create a forum for the communication of information, ideas, and innovations to promote the growth and development of the practice doctorate degree in nursing with the ultimate goal of improving patient outcomes.

The organization is dedicated to: providing accurate and timely information, supporting, developing and disseminating professional practice innovation, collaborating in a professional manner that demonstrates universal respect for others, honesty and integrity in communications, and responding with open discussions and dialogues that promote the evolution of advanced nursing practice and the growth of the DNP degree.

Clinical Nurse Leader Association (CNLA)

The Clinical Nurse Leader Association (CNLA) has been created from an identified need to provide a national forum for Clinical Nurse Leaders (CNL) to support, collaborate and celebrate the unique and evolving role of CNLs in all practice settings.

The mission of the Clinical Nurse Leader Association is to provide a forum for members in all practice settings to collaborate, collect data, publish results, network, promote high standards of practice, maintain a professional presence and stay abreast of issues affecting their practice.

The vision of the Clinical Nurse Leader Association is to improve patient outcomes through a focus on safety and quality outcomes and the implementation of evidence based practice at the point of care. Information on the CNLA can be found at <http://www.cnlassociation.org/>

Other Nursing Professional Organizations

American College of Nurse Practitioners - Website: www.nurse.org/acnp

American Nurses Association - Website: www.ana.org

American Organization of Nurse Executives – Website: <http://www.aone.org/>

Case Management Society of America – Website: <http://www.cmsa.org/>

Michigan Organization of Nurse Executives – Website: <http://www.mone.org/>

National League for Nursing – Website: www.nln.org

Michigan Clinical Nurse Specialist – <http://mi-cns.org>

Doctors of Nursing Practice – <http://www.doctorsofnursingpractice.org>