UNIVERSITY OF DETROIT MERCY

Build A Boundless Future

Undergraduate Nursing Handbook

2018-2020

McAuley School of Nursing

Table of Contents

Introduction 6

Part I - McAuley School of Nursing Historical Background, Mission, Philosophy, and Baccalaureate Program Outcomes 7

- Historical Background 7
- Mission 7
- Philosophy 8
- Baccalaureate Program Outcomes 9

Accreditation 9

Part II – Conceptual Framework of the McAuley School of Nursing 10

- Foundational Core Concepts 10
  - Mercy and Jesuit Value Based Care 10
  - Health of People 11
  - Leadership & Systems Thinking 11
  - Safety 12
  - Quality 12
  - Knowledge Driven Actions 12
- Integrated Core Concepts 12
  - Person Centered Care 12
  - Communication 13
  - Informatics 13
  - Evidenced Based Practice (EBP) 13
  - Art of Nursing 13
  - Teamwork and collaboration 14
- Nurses Synergy Model 14
  - Characteristics of patients 14
  - Competencies of nurses 14

Part III - Academic Policies 16

- Course Grading 16
- Grading Scale 16
- Supportive Core Courses for Traditional BSN 16
- Academic Standing 16
  - Academic Probation 17
  - Academic Dismissal 17
- Incomplete Grade 18

Withdrawal 18
MSON Additional 19
Administrative Withdrawal 19
Leave of Absence 19
Academic Appeals – College of Health Professions & McAuley School of Nursing 19
Informal Resolution 19
Scope 19
Student responsibility 20
Appealing a Dismissal from the Program 20
Assignment of Grade 20
Resources for Non-Academic Issues 20
Academic and Professional Integrity 21
Faculty Responsibilities 21
Student Responsibilities 21
Honor Code - College of Health Professions 22
Professional and Ethical Conduct Expectations 22
MSON Progression 24
Medication Calculation 24
ATI Program & Student Assessments Across the Curriculum Policy 24
Plagiarism 32
Laptop Policy 32
Part IV - Academic Policies - University of Detroit Mercy 32
Academic Misconduct 32
Family Educational Rights and Privacy Act (FERPA) 33
Services for Students with Disabilities 33
Social Media and Electronic Devices 34
Social Media and Electronic Devices - MSON 34
Student Complaint Policy & Resolution Center 35
Title IX 36
Part V - General Information – Detroit Mercy and MSON 36
Academic Advising 36
Evaluations - Course and Faculty 37
University Health 37
Health Care Services Cost 37
Student Health Center – Detroit Campus 37

Counseling, Health & Wellness Center – Grand Rapids Campus 37
Counseling Services 37
Personal counseling 37
Psychology Clinic – University of Detroit Mercy 38
Counseling – Grand Rapids Campus 38
Student Representation in Governance 38
General Information for Students 38
Faculty Information – Detroit Campus 38
Faculty Information – Grand Rapids Campus 38
Student Communication 38
Course Sites 38
Undergraduate Nursing Handbooks and Other Documents – CHP and MSON 38
Student Handbook - Detroit Mercy 38
TitanConnect - Detroit Mercy Enterprise System 39
Student Clubs and Organizations 39
Student Services and Resources for Learning 39
Undergraduate Catalog 39
Nursing Organizations 39
Student Nurse Association (SNA) 39
Sigma Theta Tau International 39
Chi Eta Phi 40
Commencement 40
University Honors Convocation 40
Part VI - Clinical Policies and Competencies 42
Policies Related to Clinical Participation 42
Requirements for Clinical Participation 42
Technical Standards for Nursing 42
ACEMAPP 43
Latex Policy 44
Criminal Background Checks - College of Health Professions 44
Drug Screening - College of Health Professions 45
Vaccine and Other Preventable Disease - Student Health 45
OSHA 46
CPR Requirements 46
Liability Insurance 46

Professional Decorum 47
Dress and Appearance 47
Equipment Required for Clinical Practicum 47
Tardiness and Promptness 49
Clinical Absence 49
Clinical Incidents 49
Lab Absence (Health Assessment & Skills Courses) 49
Cancellation of Clinical Classes 50
Break/Lunch Periods during Clinical Courses 50
Length of Time Between Working and Clinical Courses 50
Part VII – Nursing Program Plans 51
Appendix A 52
Traditional BSN Program – Detroit 52
Traditional BSN Program – Grand Rapids 53
Appendix B 54
Second Degree Option (SDO) Program Plan 54
Appendix C 55
RN to BSN Completion (BSNc) Program Plan 55

Introduction

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

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

The baccalaureate degree program currently has the following tracks:

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

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

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

Curricular Plans
Traditional Pre-licensure, SDO, and BSNc program curricular plans can be found in Appendix A-C.

Part I - McAuley School of Nursing Historical Background, Mission, Philosophy, and Baccalaureate Program Outcomes

Historical Background

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

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

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

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

Mission

The mission of the McAuley School of Nursing (MSON) program is to prepare 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.
(approved 04.18.2016)

Baccalaureate Program Outcomes

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

1. Provide compassionate care with a commitment to social justice.

2. Evaluate culturally sensitive person-centered care practices in health promotion, risk reduction, disease prevention and illness management for the health of people across the lifespan.

3. Manage the delivery of person centered care through effective delegation, prioritization and leadership practices.

4. Use transparent person centered nursing interventions in assessing the client's environment, prioritizing care, and following established healthcare (institution/agency) policies and procedures.

5. Use quality improvement models to analyze health care delivery systems and policies that affect the health or people.

6. Implement knowledge driven actions in professional nursing practice derived from a variety of theoretical perspectives.

Accreditation

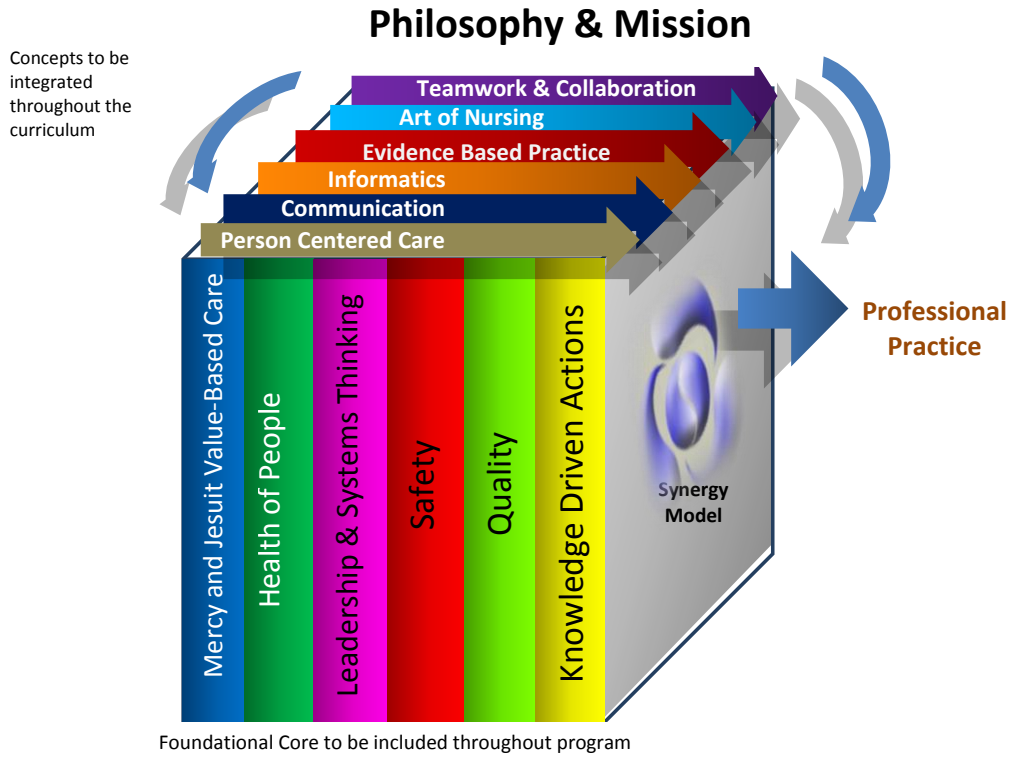
The Bachelor of Science in Nursing degree, Master of Science in Nursing degree and Doctor of Nursing Practice degree at University of Detroit Mercy, McAuley School of Nursing, is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The baccalaureate program is approved by the Michigan Board of Nursing.

Part II – Conceptual Framework of the McAuley School of Nursing

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

Theoretical Constructs of the MSON Curriculum



Foundational Core Concepts

Mercy and Jesuit Value Based Care

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

recognizes that the patient is always the center of the healing universe and that the professional caregiver is only able to give to the degree one is able to acknowledge that healing occurs when the nurse listens and responds at the level of the "client's" need.

Health of People

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

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

References:

http://www.healthypeople.gov/2020/default.aspx; http://www.cdc.gov/nchs/healthy_people.htm

Fulfills BSN essential # 7 (Clinical Prevention and Population Health). QSEN essentials; Relationship based Care; Standards of Professional Performance; Standards of Practice; Synergy-Nurse Characteristics

Leadership & Systems Thinking

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

References

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 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 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.

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).
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 BSN essential #1 (Liberal education for baccalaureate generlist nursing practice), #3 (Scholarship for evidence based practice).

Integrated Core Concepts

Ideas and notions to be considered and addressed at various levels in nursing courses throughout the curriculum that build in complexity and depth in linear progression throughout programs.

Person Centered Care

This concept puts the patient (meaning individual, family, group, community or system, locally, nationally & globally) at the center of nursing and includes the concepts of caring, safe & intelligent practice.
Definition: Person-Centered Care Nursing is a relational caring process. Focusing on the other involving advocacy, caring practice, and responses to diversity including age-appropriateness. Nurses are engaged in this relational caring process at all levels from individuals to groups, communities, systems, and organizations. In a curriculum with a focus on people-centeredness, authentic, egalitarian, human-to-human relationships are sought.

Communication

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

Informatics

Implementation: Use and education of informatics should begin early in the program with inclusion of Electronic Health Record (EHR) teaching & utilization and continue throughout the program with utilization of simulation lab, micro simulator, point-of-care technology (begin in 200 level), telehealth and other developing technologies and information sources. Students completing MSON curriculums should have knowledge and skill in information management and patient care technology in order to deliver high quality and safe patient care.
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.
Definition: "Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care" (QSEN definition).

Art of Nursing

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

Teamwork and collaboration

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

Nurses Synergy Model

"The Synergy Model provides a framework for nursing practice and leadership driven by the needs and characteristics of patients, and the predicted demands of the health care environment. The fundamental premise of the model is that patient characteristics drive nurses' competencies. When patients' characteristics and nurses' competencies match and synergize, patients' outcomes will be optimized" (Pacini, 2005 p. 113).

Characteristics of patients

- **Resiliency** – The patient's capacity to return to a restorative level of functioning by using a compensatory coping mechanism. The level of resiliency assessed in patients is often dependent upon their ability to rebound after an injury. This ability can be influenced by many factors, including age, co morbidities, and compensatory mechanisms that are intact.
- **Vulnerability** – The level of susceptibility to actual or potential stressors that may adversely affect patient outcomes. Vulnerability can be affected by the patient's physiological makeup or health behaviors exhibited by the patient.
- **Stability** – The patient's ability to maintain a steady state of equilibrium. Response to therapies and nursing interventions can affect the stability of the patient.
- **Complexity** – The intricate entanglement of 2 or more systems. Systems refer to either physiological or emotional states of the body, family dynamics, or environmental interactions with the patient. The more systems involved, the more complex are the patterns displayed by the patient.
- **Resource availability** – The extent of resources brought to the situation by the patient, the patient's family, and community. The resources can be technical, fiscal, personal, psychological, social, or supportive in nature; the more resources that a person brings to the healthcare situation, the greater the potential for a positive outcome.
- **Participation in care** – The participation by a patient and the patient's family in the delivery of care; the patient and family participation can be influenced by educational background, resource availability, and cultural background.
- **Participation in decision making** - The level of engagement of the patient and the patient's family in comprehending the information provided by healthcare providers and acting on the information to execute informed decisions; engagement of patients and their families in clinical decisions can be influenced by the patient's knowledge level, his or her capacity to make decisions given the injury, the cultural background (e.g., beliefs and values), and the level of inner strength during a crisis.
- **Predictability** – The characteristic that allows one to expect a certain course of events or course of illness.

Competencies of nurses

- **Clinical judgment** – The clinical reasoning used by a healthcare provider in the delivery of care; consists of critical thinking and nursing skills that are acquired through a process of integrating education, experiential knowledge, and evidence-based guidelines. The integration of

knowledge brings about the clinical decisions made during the course of care provided to the patient.

- Advocacy – Working on another's behalf when the other is not capable of advocating for him- or herself. The nurse serves as a moral agent in identifying and helping to resolve ethical and clinical concerns within the clinical setting.
- Caring practices – The constellation of nursing interventions that create a compassionate, supportive, and therapeutic environment for patients and staff, with the aim of promoting comfort and healing and preventing unnecessary suffering; caring behaviors include compassion, vigilance, engagement, and responsiveness to the patient and family.
- Collaboration – The nurse working with others to promote optimal outcomes; the patient, the patient's family, and members of various healthcare disciplines work toward promoting optimal and realistic goals for patients.
- Systems thinking – The tools and knowledge that the nurse uses to recognize the interconnected nature within and across the healthcare or non-healthcare system; the ability to understand how one decision can affect the whole is integral to systems thinking; the nurse uses a global perspective in clinical decision making and has the ability to negotiate the needs of the patient and the patient's family through the healthcare system.
- Responses to diversity – The sensitivity to recognize, appreciate, and incorporate differences into the provision of care. Nurses need to recognize the individuality of each patient while observing for patterns that respond to nursing interventions. Individuality can be observed in the patient's spiritual beliefs, ethnicity, family configuration, lifestyle values, and use of alternative and complementary therapies.
- Clinical inquiry – The ongoing process of questioning and evaluating practice, providing informed practice, and innovating through research and experiential learning; Clinical inquiry evolves as the nurse moves from novice to expert. At the expert level, the nurse improves, deviates from, and/or individualizes standards and guidelines to meet the needs of the patient.
- Facilitation of learning – The nurse facilitates learning for patients, patients' families, nursing staff, physicians and workers in other healthcare disciplines, and the community through both formal and informal methods. Education based on individual strengths and weaknesses of the patient and the patient's family should be provided. The educational level of the patient should be considered in the design of the plan for educating the patient and the patient's family to ensure informed decisions. Creative methods should be developed to ensure that the patient and the patient's family understand the situation (Brewer et al, 2007).

Part III - Academic Policies

Course Grading

1. A student must achieve an overall grade of 75% or better on all essential evaluation criteria in order to pass a nursing and HLH theory course.
2. There will be no rounding of grades (i.e. if you receive a 74.99% C-, it will not be rounded to 75%).
3. There will be no extra credit opportunities to raise your grade.
4. If a student is successful in the theory course but is unsuccessful in the co-requisite clinical practicum, the student would need to repeat only the clinical practicum. The reverse is also true; if a student is successful in the clinical practicum but unsuccessful in the theory course, the student would need to repeat only the theory course.
5. The student must successfully achieve both theory and practicum objectives with a passing grade in order to be eligible for progression to the next nursing course. Students must complete all the courses of one level before they can progress to the next level.

Grading Scale

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

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

Supportive Core Courses for Traditional BSN

Anatomy and Physiology lectures and labs; General Organic,Biochemistry for Health Sciences; Nutrition; Microbiology lecture and lab; Psychology; Developmental Psychology; Sociology; Intermediate Algebra; Statistics, and Medical Ethics.

Academic Standing

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

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

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

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

Academic Probation

Students who have failed one nursing or supportive core course are placed on Academic Probation. Also, students whose CGPA is less than 2.5 are not considered in good standing at Detroit Mercy, and will be placed on Academic Probation. Probationary students may register for a maximum of 12 credit hours, may not withdraw from a course or take an incomplete "I" in a course without the Associate Dean's permission, and must earn a grade of C or better in all nursing and support courses. Students on probation are required to meet with their advisors to discuss the terms of probation. Students must schedule at least two meetings with the academic advisor during the first six weeks of the term. **Failure to adhere to any aspect of the probation contract may result in dismissal from the program.**

Academic Dismissal

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

1. Cumulative GPA remains below a 2.5 for more than two consecutive semesters without improvement.
2. **Traditional program:** Failing either two nursing courses, or one nursing and one supportive core course, or two supportive core courses. **Second-Degree Option program:** Failing one nursing course required in the program.
3. Withdrawing from the same course twice and not performing at a 75% level at the point of withdrawal.
4. Withdrawing once from a course having not achieved 75% at the point of withdrawal, and failing the same course once (Any student who meets criteria 2 or 3 may not register a third time in the same course).
5. If a student has been withdrawn from the same nursing course requiring medication math competency a second time due to failing to meet the required 90% on the medication math competency.
6. Because of the rigorous professional licensing requirements in the health profession and the state, the faculty and/or Academic Progression Committee reserves the right to recommend at any time the dismissal of a student due to physical or emotional health, conduct (see Professional and Ethical Conduct Policy), or academic standing.
7. Academic probation will be monitored by the Office of the Associate Dean.
8. Dismissal letters will be sent out by the Office of the Associate Dean.

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

Nursing students who are unsuccessful and dismissed from the nursing program, may not re-enter the program at another time.

Students may request to transfer to a different nursing program under the following circumstance:

- Voluntary withdrawal from the program for personal or other reasons while in good standing.

Students requesting a transfer to another nursing program must meet with the Assistant Dean to review next steps. The Assistant Dean will review the request and make a recommendation based on the student's potential for success. The recommendation is forwarded to the Associate Dean who will render the final decision.

Incomplete Grade

It is the student's responsibility to initiate the request for a grade of incomplete from the instructor. A petition for a grade of **"I"** 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 coursework is completed but for serious reason the student is unable to complete the remaining course requirements. **"I"** grades are not issued when the student stops attending or participating in the class. If the instructor feels the awarding of an **"I"** is justified, she/he fills out an ***Incomplete Grade Petition*** reflecting the individual work to be completed and the due dates of that work. Both student and instructor sign the form which is submitted to the instructor's Dean's office. If the student does not complete the required work eight weeks after the end of the semester, the **"I"** grade is automatically changed to an **"I/F"**.

The deadline for completing an **"I"** grade may be extended at the discretion of the instructor of the course, the Dean of the college in which the course was taught, and the Dean of the student's college/school **not to exceed one year** from the time the **"I"** grade was issued. Exceptions to the year deadline can only be granted by the Provost/Vice President for Academic Affairs based on the recommendation by the appropriate Dean(s). http://www.udmercy.edu/catalog/undergraduate2016-2017/policies/index.htm#incomplete.

Withdrawal

Students may drop a course in TitanConnect until the end of the 100% drop period. For full semester courses this is the first week of classes. After 100% add/drop week a signed ***Change of Registration*** form is required. The form needs to be processed by the Office of the Registrar. If a course is dropped during the 100% refund period no record of enrollment for the individual course will appear on the student's transcript. Students who withdraw after the 100% drop period through 75% of the course taking place will receive a **"W"** as a final grade for each course dropped. The last day to withdraw for each course section is listed in the Schedule of Classes within each course section.

Online drops in TitanConnect are only through the 100% drop period, drops after the 100% must be done on paper with your advisor and college/school Dean's office signature. Instructor signature is not required for a drop. You can either get the form from the University Registrar Office website in their Forms link (http://www.udmercy.edu/current-students/registrar/files/Registration_Form62009.pdf), or it can be obtained in your Dean's Office or in the Office of the Registrar. The course remains on the student's grade report and transcript with a **"W"**. The course will be counted in hours attempted but not in the GPA calculation.

Students may not withdraw during the last 25 percent of the course unless they have received approval for late withdrawal from their Dean for extenuating circumstances. No withdrawal may be processed after the end of the class. An **unofficial withdrawal** (*Change of Registration* form not filed and student stops attending class) is not recognized and will result in the assignment of a permanent grade of **"F"**. An **"XF"** is assigned when a student never attends and fails to withdraw from a course. An **"XF"** is calculated as an **"F"** in the GPA and all tuition and fees apply.

Please refer to the Schedule of Classes for the exact date to withdraw for a course section at 100% and the last day to withdraw from a course for the semester.

If a student is unable to complete any of his/her classes and is physically unable to come to campus to file the *Change of Registration*, a letter or email to this effect should be sent or faxed by the student to his/her Dean prior to the withdrawal deadline. (Detroit Mercy Undergraduate Catalog 2016-2017).

MSON Additional

1. The MSON Associate Dean (or designee) will not approve requests from MSON students to withdraw during the last 25% of a nursing course if they are failing the course.
2. If a nursing student has withdrawn from the same nursing course twice, permission to register a third time must be obtained from the MSON Associate Dean (or designee). (Approved by MSON Undergraduate/Fully Assembly, April 2017)

Administrative Withdrawal

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

Leave of Absence

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

Academic Appeals – College of Health Professions & McAuley School of Nursing

The Academic Appeals Policy and Procedure can be accessed at https://healthprofessions.udmercy.edu/_files/pdf/Appeals_Policy_CHP.pdf.

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 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 Associate Dean.

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, labs, 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 *Detroit Mercy Student Handbook*. Additional sources are listed below:

- Sexual Harassment policy http://www.udmercy.edu/hr/current-employees/sexual-harassment/index.htm
- Detroit Mercy Student Handbook http://www.udmercy.edu/life/policies/index.php
- Student Life Office http://www.udmercy.edu/slo/
- CHP Honor Code/Honor Council https://healthprofessions.udmercy.edu/about/pph.php
- Student wellness (Personal Counseling & Student Health Center) https://www.udmercy.edu/life/health/index.php
- Disability Support Services https://www.udmercy.edu/current-students/support-services/disability.php

Grand Rapids Campus

- Accessibility Services https://www.aquinas.edu/accessibility-services
- Student Affairs https://www.aquinas.edu/office-student-affairs
- Counseling, Health & Wellness https://www.aquinas.edu/resources/student-resources/counseling-health-wellness/wellness

Academic and Professional Integrity

Faculty Responsibilities

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

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

Student Responsibilities

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

1. Attend all scheduled classes and appointments
2. Prepare for all classes and other meetings
3. Submit all assignments on time
4. When progress in a course is below expected standards, the student should meet with faculty to discuss progress

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

Honor Code - College of Health Professions

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 https://healthprofessions.udmercy.edu/about/pph.php.

Professional and Ethical Conduct Expectations

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

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

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

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

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

or staff personnel; dependability; and assuming an appropriate and equitable share of duties among peers.

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

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

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

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

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

Any breach of professional conduct will result in sanction. This may range from counseling by faculty, Track Coordinator, Assistant Dean or Associate Dean to the most serious sanction, dismissal.

Incidences of unprofessional behavior or a serious breach of behavior will be reported to the Office of the Associate Dean. The Associate Dean will determine the level of sanction, which can range from reprimand to dismissal. A decision of dismissal from MSON for professional behavior is final.

If the unprofessional behavior occurs at a clinical site, simulation or lab, the student will be sent home immediately and will not return until the incident has been investigated. The clinical instructor will notify the Clinical Education Manager, Assistant Dean, and Track Coordinator if applicable of the incident which counts as an absence.

Following the outlined chain of communication is a sign of professional conduct.

For grievances involving all other (non-academic) matters, students are expected to utilize the *Student Non-Code of Conduct Violations Grievance Procedure* in the *Student Handbook*. The *Student Handbook* is available online at http://www.udmercy.edu/life/policies/index.php.

Progression in the MSON

Medication Calculation

Students must demonstrate medication calculation competency as they progress through the curriculum.

Students will be notified of the dates for achieving medication competency.

Students must achieve a 90% or higher score to demonstrate competency. Students have three (3) opportunities to demonstrate competency. It is mandatory for students to take advantage of the three (3) attempts that are offered to achieve a 90% or higher score. Each of the three (3) opportunities will have a **due date**. Failure to take attempt one (1) by the **due date** will result in the student having only two (2) attempts to meet competency; failure to take attempt two (2) by the **due date** will result in the student having only one (1) attempt to meet competency.

Students who do not meet deadlines or achieve the required competency (90%) will be withdrawn from both the clinical and lecture course(s) they are registered for. Withdrawing from the clinical and lecture course affects progression in the nursing program. If a student has been withdrawn from the same nursing clinical course a second time due to failing the medication math competency, they will be dismissed from the nursing program.

ATI Program & Student Assessments across the Curriculum Policy

Purpose: In an ongoing effort to maintain and improve the quality of nursing program and curriculum and to ensure our graduates' readiness for the NCLEX-RN®, the faculty has adopted a program of standardized assessments across the curriculum. This testing service is provided through *Assessment Technologies Institute* (or ATI). Standardized and scheduled assessments provide data regarding nursing aptitude, study skills, learning preferences, content mastery, and readiness for the NCLEX-RN®

Using ATI as a comprehensive program, ATI tools can help students prepare more efficiently as well as increase confidence and familiarity with NCLEX-RN® related content. ATI provides books, online practice, and proctored testing over the major content areas in nursing. It also provides testing of

indicators of academic success in nursing school and critical thinking, as well comprehensive student assessment on an exam that is like the NCLEX-RN®.

The McAuley School of Nursing (MSON) uses the ATI as a comprehensive testing program. Students will be responsible for purchasing the ATI packet through the ATI website. Detailed information for the ATI testing program is available at http://www.atitesting.com

Modular Study:

ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement course work. Faculty may assign these to supplement and enhance your learning.

Tutorials:

ATI offers unique tutorials that teach nursing students how to think like a nurse, how to take a nursing assessment and how to make sound clinical decisions. Faculty may assign these to supplement and enhance your learning.

a. **Nurse Logic:** is an excellent way to learn the basics of how nurses think and make decisions.

b. **Learning System:** offers practice adaptive testing that approach NCLEX style questions in specific nursing content areas that allow student apply the valuable learning tools from Nurse Logic. Faculty may assign these to supplement and enhance your learning.

ATI Content Mastery Assessments:

Standardized Assessments will help the student to identify what they know as well as areas requiring active learning/remediation. There are practice assessments available to the student and required standardized proctored assessments that will be scheduled each semester.

Independent learning through ATI resources and the assessments (practice and proctored) will not always directly correspond with classroom instruction, but the combined processes will enhance the students critical thinking and support the students' overall success in mastering nursing concepts and content and will effectively support the students learning and integration of theory and clinical nursing.

Proficiency Levels: A Proficiency Level of 2 or 3 on ATI Content Mastery assessments is the desired achievement. These proficiency level policies only pertain to Content Mastery Assessment Tests (Proctored).

Proficiency Level 3:

1. Students earn the 10% grade allotment (e.g., 10/10 points or 100%) in the course grade.

2. This level of proficiency indicates the student is likely to exceed NCLEX-RN® -related content standards in this area. Students are encouraged to engage in continuous focused review to maintain and improve their knowledge of this content.

Proficiency Level 2:

1. Students earn 90% of the grade allotment (e.g., 9/10 points or 90%) in the course grade.

2. This level of proficiency indicates the student the student is certain to meet NCLEX-RN® related content standards in this area. Students are encouraged to engage in continuous focused review to improve their knowledge of this content.

Proficiency Level 1:

1. Students earn 70% of the grade allotment (e.g., 7/10 points or 70%) in the course grade.

2. This level indicates that a student is likely to just meet minimum NCLEX-RN® related content standards in this area.

Below Proficiency Level 1:

1. Students earn 60% of the grade allotment (e.g., 6/10 points or 60%) in the course grade.

2. This level indicates a need for thorough review of the content due to a questionable ability to meet NCLEX-RN® related content standards.

ATI TESTING SCHEDULE – Traditional Nursing Program – Detroit Campus

Level	ATI Level Tests	Corresponding Courses
1st Semester Sophomore	Nutrition	BIO 2040/NUR 2100
2nd Semester Sophomore	Fundamentals of Nursing	NUR 2500
1st Semester Junior	Mental Health	NUR 3100
2nd Semester Junior	Medical Surgical Nursing	NUR 3700
	Pharmacology	NUR 3310
	Maternal Newborn	NUR 3800
Senior *	Nursing Leadership	NUR 4600
	Community Health	NUR 4300
	Nursing Care of Children	NUR 4100
	Comprehensive NCLEX-RN® Predictor	NUR 4652

*** Seniors Will take Nursing Leadership during the semester they are taking NUR 4600. Students will take Community Health and Nursing Care of Children during the semester they are taking NUR 4300 and 4100. All students will take the Comprehensive NCLEX-RN® Predictor exam at the beginning of their last semester before graduation.**

ATI TESTING SCHEDULE – Second Degree Accelerated Nursing Program

Level	ATI Level Tests	Corresponding Courses
1st Semester	Fundamentals of Nursing	NUR 2500
	Pharmacology	NUR 3050
2nd Semester	Medical Surgical Nursing	NUR 3700
	Nursing Leadership	NUR 4600
3rd Semester	Community Health	NUR 4300
	Mental Health	NUR 3100
	Maternal Newborn	NUR 4865
	Nursing Care of Children	NUR 4875
	Comprehensive NCLEX-RN® Predictor	NUR 4651

ATI TESTING SCHEDULE – Traditional Nursing Program Grand Rapids Campus

Level	ATI Level Tests	Corresponding Courses
1st Semester Sophomore	Nutrition	KN 252/NUR 2100
2nd Semester Sophomore	Fundamentals of Nursing	NUR 2500
1st Semester Junior	Mental Health	NUR 3100
2nd Semester Junior	Maternal Newborn	NUR 3800
	Nursing Care of Children	NUR 4100
	Pharmacology	NUR 3310
Senior	Nursing Leadership	NUR 4600
	Community Health	NUR 4300
	Medical Surgical Nursing	NUR 3700
	Comprehensive NCLEX-RN® Predictor	NUR 4652

Overview: ATI assessment testing is a course requirement in each nursing theory course. Proctored testing will be assigned by the faculty and identified in the nursing course syllabi/topical outline.

Grades on ATI test(s) constitute **10%** of the overall course grade, but are not included in the course test grade average.

Testing: Students may prepare for the scheduled Content Mastery Assessments through study of the course-related textbook, lecture notes, ATI textbook, and through completion of unsecured, non-proctored practice examinations online. ATI textbooks and examination access information are distributed to students in course syllabi.

3-ring binder: A 3 ringer binder containing the students' ATI assessment testing history will be required for entire nursing program. The binder should be taken to meetings with advisor and to the Assistant Dean for Academic Success. Contents of the ATI binder include paper printouts of:

a. NCLEX Test Plan: https://www.ncsbn.org/RN_Test_Plan_2016_Final.pdf

b. All Focused Review(s) completed from Practice and Proctored Assessments remediation.

c. All Active Learning Templates completed from Practice and Proctored assessments remediation.

d. All "three critical points to remember" completed from Practice and Proctored assessments remediation.

Sections should be identified using tabs. As additional remediation occurs, those materials should be added to the binder.

Remediation:

a. Student will work independently to develop and complete a focused review, active learning template and identify three (3) critical points to remember for practice and standardized proctored assessments.

b. Amount of time in remediation on the practice and standardized proctored assessments is determined by proficiency level achieved. (See Table A & B)

c. Prior to taking the standardized proctored assessment(s); student will show the proctor completion of the focused review, active learning template and the three (3) "critical points to remember"

d. In NUR 4651: Integrated Seminar; NUR 4652: Senior Seminar nursing courses, before being allowed to take the Comprehensive Predictor, students are required to show ATI 3-ring binder to proctor.

e. In NUR 4651: Integrated Seminar and NUR 4652: Senior Seminar nursing courses the ATI 3-ring binder will be a part of the remediation assignment.

Content Mastery Series:

Content Mastery series assessments are given across the curriculum. Students will be required to complete all practice and standardized proctored assessments that are assigned in each nursing course.

Content Mastery Practice Assessment: Content Mastery Practice assessments will be worth 4% of the overall course grade. The 4% includes completion of both Content Practice Assessments and the 1-hour *Focused Review remediation, completed active learning template and* identified *"three critical points to remember"* for each practice assessments.

a. Practice Test A will be assigned no earlier than week 8 for Traditional Nursing students and week 4 for Second Degree Accelerated nursing students.

b. Practice Test B will be assigned no earlier than week 10 for Traditional Nursing students and week 5 for Second Degree Accelerated nursing students.

c. Students' who do not complete the required remediation on the Content Mastery Practice Assessment(s) will receive a zero (0) for this portion of the ATI grade.

Table A: Student(s) will complete the following for each Content Mastery Practice Assessment:

PRACTICE ASSESSMENT	
4 POINTS	
1. Complete Practice Assessment A 2. Remediation – Student(s) will complete: a. Minimum 1-hour *Focused Review* b. For each topic missed complete an active learning template and identify three critical points to remember.	1. Complete Practice Assessment B 2. Remediation – Student(s) will complete: Minimum 1-hour *Focused Review* b. For each topic missed complete an active learning template and identify three critical points to remember.

Standardized Proctored Assessment

a. Before taking the proctored exam, students will complete the *Focused Review*(s), active learning template and "three (3) critical points to remember."

b. Students' will bring ATI binder to the proctored exam and the proctor will verify that *Focused Review*(s), active learning template and "three (3) critical points to remember" have been completed.

c. Failure to take the Standardized Proctored Assessment as assigned will result in receiving a zero (0).

d. Failure to complete required remediation will result in receiving a zero (0) for the remediation portion of the ATI grade for Standardized Proctored Assessment(s).

Table B: Student(s) will complete the following for each Standardized Proctored Assessment:

Standardized Proctored Assessment			
6 POINTS			
Level 3 = 4 points (91 to 100%)	Level 2 = 3 points (71 to 90%)	Level 1 = 1 point (61 to 70%)	Below Level 1 = 0 (60% or lower)
1. Remediation – 2 points. Students will complete: a. Minimum 1-hour *Focused Review* b. For each topic missed complete an active learning template and identify three critical points to remember.	1. Remediation – 2 points Students will complete: a. Minimum 2-hour *Focused Review* b. For each topic missed complete an active learning template and identify three critical points to remember.	1. Remediation = 2 points Student(s) will complete: a. Minimum 3-hour *Focused Review* b. For each topic missed complete an active learning template and identify three critical points to remember.	1. Remediation = 2 points Student(s) will complete: a. Minimum 4-hour *Focused Review* b. For each topic missed complete an active learning template and identify three critical points to remember.
10/10 points	9/10 points	7/10 points	6/10 points
Proctored Assessment Retake			
No retake allowed	No retake allowed	Retake required If retake score demonstrates improvement; student will receive an additional 0.5 points	Retake required If retake score demonstrates improvement; student will receive an additional 0.25 points

Assessment Technologies Institutes (ATI) RN Comprehensive Predictor Exam

The ATI RN Comprehensive Predictor Exam is a 150 scored items and is intended to measure a student's readiness for the NCLEX-RN®. A score of 80 – 100% is predictive of success on the NCLEX.

The MSON ATI RN Comprehensive Predictor Exam Benchmark will be set at 80%. Students who do not meet the 80% benchmark or (have a green light) will be assigned a NCLEX coach to continue one on one tutoring.

ATI RN Comprehensive Predictor Exam 1 is given at the beginning of the students last semester prior to graduation. The exam will take place on campus on a day and time to be arranged by the course faculty. The ATI RN Comprehensive Predictor Exam will be **10%** of the overall grade for NUR 4651: Integrated Seminar.

The ATI RN Comprehensive Predictor Exam will be a part of NUR 4652: Senior Seminar or NUR 4300: Community Health Nursing ATI grade for the Traditional Nursing Program.

ATI RN Comprehensive Predictor Exam 2: is given within a week after completion of ATI Live Review for Traditional nursing students and at the beginning of last seven (7) weeks of the Second Degree Accelerated Nursing Program. The ATI RN Comprehensive Predictor Exam 2 will be 20% of the overall grade for NUR 4651: Integrated Seminar.

Table C: Comprehensive Predictor Grading Rubric

This grading rubric uses a combination of the Comprehensive Predictor assessments and remediation to achieve 10% of the course grade.

Comprehensive Predictor Grading Rubric.			
95% or above Passing Predictability = 4 points	90% or above Passing Predictability = 3 points	85% or above Passing Predictability = 1 point	84% or below Passing predictability = 0
1. Remediation = 2 points Students will complete: a. Minimum 1-hour *Focused Review* b. For each topic missed complete an active learning template and identify three critical points to remember.	1. Remediation = 2 points Students will complete: a. Minimum 2-hour *Focused Review* b. For each topic missed complete an active learning template and identify three critical points to remember.	1. Remediation = 2 points Student(s) will complete: a. Minimum 3-hour *Focused Review* b. For each topic missed complete an active learning template and identify three critical points to remember.	1. Remediation = 2 points Student(s) will complete: a. Minimum 4-hour *Focused Review* b. For each topic missed complete an active learning template and identify three critical points to remember.
10/10 points	9/10 points	7/10 points	6/10 points
Proctored Assessment Retake			
No retake allowed	No retake allowed	Retake required If retake score demonstrates improvement; student will receive an additional 0.5 points	Retake required If retake score demonstrates improvement; student will receive an additional 0.25 points

ATI Live Review – Traditional Nursing Program.

A Live Review is held within two (2) weeks of the completion of the nursing program. Attendance at the Live NCLEX – RN Review is mandatory. Failure to attend 100% of the live review, the student will be required to meet with MSON administration to determine the appropriate course of action.

Live NCLEX – RN ® Review for Accelerated Second Degree Option Nursing Students:

The Live Review is held at the beginning of the last 7 weeks during NUR 4651: Integrated Seminar. Attendance at the Live NCLEX – RN Review is mandatory. Failure to attend 100% of the live review, the student will be required to meet with MSON administration to determine the appropriate course of action.

Approved by Undergraduate Assembly: April 23, 2018.

Plagiarism

1. Students must complete the plagiarism module tutorial Indiana University available at: https://www.indiana.edu/~istd/).
2. The student must complete the plagiarism test [available at: https://www.indiana.edu/~istd/test.html] and pass with the minimum competency in the first semester of their program.

Disciplinary Action for engaging in plagiarism

The faculty will address the student, indicate they have a plagiarism infraction, and notify the Honor Council.

Laptop Computer Policy

The MSON continues to be committed to student success and requests every nursing student obtain a laptop computer. This laptop computer should meet minimal requirements to access online testing software.

The student is responsible for having a laptop computer in good working order with updated software throughout the program for testing purposes. Students who fail to provide an adequate laptop computer are subject to policies within the syllabus, which may include forfeiting the opportunity to take an exam and subsequently receiving a zero.

Laptop computer privacy screen will be required.

Part IV - Academic Policies - 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 others' 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.

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 to protect the health and safety of students or other persons. A student may personally 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/current-students/registrar/ferpa.php.

Services for Students with Disabilities

https://www.udmercy.edu/current-students/support-services/disability.php
Link will provide information about services for students with disabilities.

The mission of Disability Support Services is to assist in creating an accessible community where student with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. Because of our belief in the dignity of each person, and through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act as amended in 2008, we strive to promote students' independence and to ensure recognition of their abilities, not disabilities.

Disability support services are available to currently enrolled students who have a documented disability that substantially limits them in one or more major life activities. Individuals eligible for services include, but are not limited to, the following types of disabilities: mobility, orthopedic, hearing, visual, learning, psychological, and attentional.

If you require accommodations based on a disability, you should request services in advance of your first semester at Detroit Mercy or as early as possible thereafter. In general, in order to be considered reasonable, requests for accommodations should allow enough time for the DSS process to be completed, and for appropriate arrangements to be made.

For Information on How to Request Services, go to:
https://www.udmercy.edu/current-students/support-services/disability.php

Or Contact:

Detroit Campus
Disability Support Services
McNichols Campus Library, Room 328
Phone - (313) 993-1158 to schedule a meeting

Grand Rapids Campus
Shani Feyen
Accessibility Services Coordinator
Email: slf004@aquinas.edu or dsservices@aquinas.edu
Phone: 616-632-2177 to schedule a meeting

Social Media and Electronic Devices

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

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

The University has a significant investment in University-owned public social media pages and personal sites on University-hosted services, as content on these pages and sites reflects directly on the institution and how it is seen by the public. Therefore, this policy regarding posting content must be strictly adhered to in these contexts. Students are responsible for reading and adhering to the Detroit Mercy Social Media Policy which can be accessed online at https://www.udmercy.edu/faculty-staff/mpa/social-media.php.

Social Media and Electronic Devices - MSON

Students in clinical agencies are expected to follow all clinical agency policies regarding the use of technology. This includes all tools, computers, online platforms or software. Students are expected to adhere to the social media principles established by the American Nurses Association, which can be found at https://www.nursingworld.org/social/. All MSON students should keep the following in mind:

Photographs/Videos

No pictures or videos of any kind will be taken in the clinical area or on a campus clinical experience (i.e. skills lab/simulation lab).

Agency computers

Cannot be used for any personal business

Electronic devices (cell phones, tablets, etc.)

Are not allowed within any clinical facility; this includes community clinical sites. If the clinical instructor finds a student with an electronic device during clinical hours the following consequence will occur:

Penalty – can be up to and including dismissal (See Professional Conduct).

Identifiable Information

Students should never post or discuss any information about patients, families or clinical agencies on social media platforms (or verbally convey such information outside clinical course or classroom).

Student Complaint Policy & Resolution Center

Consistent with its mission, University of Detroit Mercy (Detroit Mercy) welcomes feedback from students about our policies, programs and services in an effort to promote a successful learning environment. To that end, Detroit Mercy is committed to providing prompt and fair resolution of all student complaints. We are accountable to our students, constituents and accrediting agency to provide a process by which students may lodge complaints in a nonthreatening manner, free from retaliation of any kind whatsoever.

What is a student complaint?

A student complaint ranges from an experience with, or treatment by, a University employee to a matter relating to academic or non-academic areas not addressed in college and school handbooks or University policies and procedures. There are two types of complaints:

- Academic: College/School-related, Library/IDS, Career Education Center, University Academic Services issues or any other academic matter.
- Non-academic: Student Services (issues with Admissions, Financial Aid, Registrar, Student Accounting, International Services, Residence Life or other non-academic departments), Auxiliary Services (bookstores, food services) or issues with Facilities or Public Safety (buildings, parking lots, security of person or property, etc.)

How is a student complaint different from a grievance or appeal?
The student complaint site is not intended to address student academic grievance and appeal issues. Students interested in submitting a grievance or appeal should follow the procedures in the applicable catalog or student handbook for such issues. This site is also not intended for sexual harassment, Title IX, sexual misconduct or violence or any other type of discrimination claims.

Key documents and sites for specific complaints:

- Accredited Program Related Complaints: For complaints related to professional programs, contact the specific accrediting agency. Programs and specific accrediting agency information can be found here.
- Policy Prohibiting Sex and Gender-based Discrimination (PDF)
- Title IX – Detroit Campus Title IX Investigation and Resolution Procedure (PDF)
- Title IX – Grand Rapids Campus Aquinas College Sexual Assault Policy (PDF)
- Report sex or gender-based discrimination, please click here.
- Tuition Variance: This site is also not intended for issues that need to be submitted to the Tuition Variance Committee. Those issues need to go to the committee through the Student Accounting Office. The form for Petition for Variance can be found here.

Whistleblower Policy, please click here.

Steps to file a student complaint

Detroit Mercy Complaint Policy
Aquinas College Complaint Policy

Prior to utilizing the University Student Complaint Policy provided in the link, follow your College informal complaint resolution policy.

Informal Complaint Resolution:

Students are encouraged to seek an informal resolution of the matter directly with the faculty or appropriate college/school administrator or specific individual(s) involved when possible. Detroit Mercy schools and colleges have policies and processes for specific categories of complaints.

For matters where a resolution is not feasible, a Student Complaint Form can be submitted online here.

This site will help guide you through Detroit Mercy's procedures for submission of complaints.

When submitting a complaint:

- Describe your specific complaint and what occurred. Identify the names of all individuals involved.
- Include date, time and location of the incident that resulted in a complaint.
- Attach documentation to support the complaint.

Title IX

Detroit Mercy Title IX
Aquinas Title IX

Detroit Mercy is committed to fostering a safe, productive learning environment. Detroit Mercy's Title IX policy prohibits sex and gender-based discrimination including sexual or gender-based harassment, sexual exploitation, sexual assault, intimate partner violence/dating violence, stalking, cyberstalking, and retaliation.

If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), you are encouraged to report this to the Title IX coordinator.

Detroit Campus
Marjorie Lang, JD, MA, LLPC
Title IX Coordinator and Equity and Compliance Specialist
langma@udmercy.edu
313.993.1802
McNichols campus, Fisher Administrative Center, 5th floor

Grand Rapids Campus
Brian Matzke, M.M.
Associate Vice President for Student Affairs
matzkbri@aquinas.edu
616.632.2073

If you speak with a faculty member, staff member or administrator about an incident, that individual must notify the Title IX coordinator. The Title IX coordinator is available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Part V - General Information – Detroit Mercy and MSON

Academic Advising

The McAuley School of Nursing recognizes that the need for guidance continues throughout the learning process. The Assistant Dean or designee assigns faculty advisors. At the beginning of each academic year, a list of students and their advisors will be compiled and made available for students. Academic advising in the McAuley School of Nursing is a **shared** responsibility between students and faculty members. **You must obtain the proper signatures as indicated on the change in registration form.**

Evaluations - Course and Faculty

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

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

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

University Health

Health Care Services Cost

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

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

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

Student Health Center – Detroit Campus

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

Counseling, Health & Wellness Center – Grand Rapids Campus

https://www.aquinas.edu/resources/student-resources/counseling-health-wellness/health-center
Located in the Wege Student Center, lower level. Scheduled appointments are preferred, but walk-ins will be seen based on availability of provider. Call 616-632-2969 to make an appointment.

Counseling Services

Personal counseling

Available to all students. Information on this service can be found at https://www.udmercy.edu/life/health/counseling.php.

Psychology Clinic – University of Detroit Mercy
Students can be seen by advanced graduate students and faculty on a sliding scale, fee-for service basis. This clinic has convenient hours including evening appointments, call (313) 578-0570. More information can be accessed at http://liberalarts.udmercy.edu/programs/depts/psychology/clinic/index.htm.

Counseling – Grand Rapids Campus
Located in the Donnelly Center, lower level. Hours are Monday through Friday, 9am-5pm. More information can be accessed at http://www.aquinas.edu/ccs/.

Student Representation in Governance
Students can have a responsible voice in their curriculum and the institutional policies through membership on the standing committees in the McAuley School of Nursing.

General Information for Students

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

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

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

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

Undergraduate Nursing Handbooks and Other Documents – CHP and MSON
All CHP and MSON handbooks and policies can be accessed online at https://healthprofessions.udmercy.edu/about/pph.php

Student Handbook - Detroit Mercy
Detroit Mercy Student Handbook may be found online at https://www.udmercy.edu/life/policies/index.php. The Handbook includes a complete directory listing and contact numbers of all services at Detroit Mercy.

TitanConnect - Detroit Mercy Enterprise System

Detroit Mercy TitanConnect portal is the secure personalized site where all students, faculty and administration may access all available online services through one computer account. The portal is available 24 hours a day–everyday. It is the responsibility of the student to make any necessary changes to their address, phone number or other personal information through this system. More information about TitanConnect services and how to access can be found at https://www.udmercy.edu/about/its/access/files/registration.pdf.

Student Clubs and Organizations

Detroit Campus

Visit http://www.udmercy.edu/life/groups/index.php for a complete listing of student organizations and leadership opportunities.

Grand Rapids Campus

Visit https://www.aquinas.edu/campus-life for more information.

Student Services and Resources for Learning

(Grand Rapids Campus)
A complete listing of student services and resources can be found online at http://www.aquinas.edu/aac/.

Undergraduate Catalog

Detroit Campus

Available at www.udmercy.edu or can be accessed directly at http://www.udmercy.edu/catalog/.

Grand Rapids Campus

Available at http://www.aquinas.edu/registrar/.

Nursing Organizations

Student Nurse Association (SNA)

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

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

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

Sigma Theta Tau International

www.sigmanursing.org

Sigma Theta Tau International is the Honor Society of Nursing with Lambda Zeta being the local chapter at University of Detroit Mercy. Sigma Theta Tau International is a member of the America 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 International gives recognition to baccalaureate and higher degree prepared nurses and students who have demonstrated high academic achievement. Students are eligible for Sigma Theta Tau International in their junior and senior years. Students must meet eligibility requirements and be in the upper one-third of their class, along with demonstrating leadership qualities. Students interested or with questions should contact the Distinguished Representative.

Chi Eta Phi

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

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

Commencement

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

University Honors Convocation

University Honors Convocation is an annual event that celebrates the academic excellence and leadership of University of Detroit Mercy students. Outstanding McAuley School of Nursing students are eligible for the following awards listed.

Martina Kuechle Nursing Scholarship Award

Awarded to an individual in the traditional, pre-licensure program who demonstrates a dedication to the nursing profession, participates in extracurricular activities, collaborates with a wide variety of individuals, maintains good academic standing and exemplifies Martina Kuechle's propensity to go above and beyond everything she did.

Mercy Heritage Scholarship Award
Awarded to a full-time sophomore, junior or senior student with outstanding academic achievement demonstrating dedication to the nursing profession and service to the community.

Academic Excellence Award
(Detroit Campus and Grand Rapids Campus)
Presented to the graduating undergraduate full-time students with the highest GPA.

Summative Leadership Award
Selected by faculty and awarded to the student who exemplifies the mission of the University and the McAuley School of Nursing through excellence in academics, leadership in clinical practice and community service. The awards are named for esteemed leaders in professional nursing education and practice.

Catherine McAuley Award
(Detroit Campus and Grand Rapids Campus)
Awarded to the graduating senior from each class selected by the faculty who demonstrates the most outstanding performance in leadership.

Sister Margaret Mary Birchmeier, O.P. Award
(Grand Rapids Campus)
Awarded to a senior nursing student selected by faculty who best exemplifies service to the community.

Sister Theresa Noth Award
Awarded to a Second Degree Option nursing student nominated by their peers. These future nurses choose a colleague that best exemplifies qualities Sister Theresa North was known for – professionalism, caring, selflessness and leadership.

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

Part VI - Clinical Policies and Competencies

Policies Related to Clinical Participation

A ratio of 3:1 is used for calculation of clinical/practicum course time. For example, three (3) credits of practicum require nine (9) hours of clinical time/week, excluding evaluation. These times have been approved by the Michigan Board of Nursing and are required of all students. Students are **assigned** to a variety of clinical areas and instructors which may include on campus clinical experiences. A clinical instructor will be identified at each site as the person responsible for your supervision. It is your responsibility to have your clinical instructor's name and contact information. Students must complete all agency orientation requirements.

Requirements for Clinical Participation

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

Technical Standards for Nursing

The McAuley School of Nursing is committed to providing equal access to all students.

To ensure your access to this program, students may contact the Disability Office to engage in a confidential conversation about the process for requesting reasonable accommodations. Accommodations are not provided retroactively and students are encouraged to seek necessary accommodations as soon as they begin the program. More information can be found online at https://www.udmercy.edu/current-students/support-services/disability.php.

We will provide reasonable accommodation(s) as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause significant expense, difficulty, or unduly disruption to the educational processes. Documentation will be required regarding the nature and extent of the disability and the functional limitations to be accommodated.

1. Observation
   Students must be able to acquire information from demonstrations and participate in learning activities. Students must be able to accurately acquire information from patients and assess findings. They must be able to perform a complete physical exam in order to integrate findings based on this information and to develop an appropriate diagnostic and treatment plan. These skills require the use of vision, hearing and touch or the functional equivalent.

2. Communication
   Students must be able to communicate effectively and efficiently with patients, their families, health care personnel, colleagues, faculty and staff and all other individuals with whom they come in contact. Students must be able to obtain a medical history in a timely fashion, interpret nonverbal aspects of communication and establish therapeutic relationships with patients. Students must be able to record information accurately and clearly and communicate effectively and efficiently in English with other health care professionals in a variety of patient settings.

3. Motor Function, Gross and Fine Motor Coordination
   Students must, after a reasonable period of training, possess the capacity to perform physical examinations and diagnostic maneuvers. They must be able to respond to clinical situations in a

timely manner and provide general and emergency care. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function and balance and equilibrium.

4. Intellectual – Conceptual, Integrative, and Quantitative Abilities
   Students must be able to assimilate the detailed and complex information presented in the nursing student curriculum. They must be able to learn through a variety of modalities, including, but not limited to, classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of reports; simulation and use of computer technology. Students must be able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information. They must recognize and draw conclusions about three-dimensional spatial relationships and logical, sequential relationships among events. They must be able to formulate and test hypotheses that enable effective and timely problem-solving and treatment of patients in a variety of clinical settings and health care systems.

5. Behavioral and Social Attributes
   Students must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. They must accept responsibility for learning, exercise good judgment, and promptly complete all responsibilities attendant to their curriculum and the care of patients. Students must display characteristics of integrity, honesty, attendance and conscientiousness, empathy, sense of altruism, and a spirit of cooperation and teamwork. They must understand the legal and ethical aspects of the practice of nursing and function within both the law and ethical standards of the nursing profession. Students must be able to interact with patients and their families, health care personnel, colleagues, faculty, staff, and all other individuals with whom they come in contact in a courteous, professional, and respectful manner. Baccalaureate-degree seeking nursing students must accept responsibility for learning, and exercise good judgment. Students must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate, positive changes. Students must have the physical and emotional stamina and resilience to tolerate physically taxing workloads and function in a competent and professional manner under highly stressful situations, adapt to changing environments, display flexibility, and manage the uncertainty inherent in the care of patients and the health care system.

ACEMAPP

www.acemapp.org

The MSON utilizes the ACEMAPP (Alliance for Clinical Education Matching and Placement Program) for the Detroit Campus only. ACEMAPP is a secure, online, clinical rotation matching, student on-boarding, and document storage solution for clinical sites, schools and consortia. ACEMAPP is a 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 the health systems in Southeast Michigan require. ACEMAPP System is also a centralized record keeping system for the student's demographic information and student's immunization, CPR, and TB results.

Detroit students will be required to register and pay for the ACEMAPP System once a year. All students are required to continually update the program on changes in their health status (including medications) which may impact vigilance, alertness, or patient safety.

An email will be sent to students via their Detroit Mercy email account which will enable a student to register and complete the mandatory exams.

Traditional and Second Degree Option Nursing Students at Detroit Campus Clinical
Traditional - In-coming undergraduate nursing students entering their first semester of the sophomore year will upload mandatory requirements that are outlined in the *Detroit Mercy/MSON Student Clinical Checklist* to the ACEMAPP website 12 weeks before classes start. The Assistant Dean Office will determine designated due date and will notify students via Detroit Mercy email address. Students who are not compliant will be administratively withdrawn from clinical courses by the Office of the Associate Dean.

Second Degree Option - Students will submit all mandatory paperwork during the SDO orientation. SDO students who do not turn in mandatory paperwork at the time of orientation will be removed from the cohort.

All students who have mandatory requirements expire during a semester must upload updated documents to ACEMAPP (Detroit campus) before the expiration of the mandatory requirement. Grand Rapids students must send records to the designated Administrative Assistant. Failure to do so will result in immediate removal from the current nursing clinical course. This will be considered the one (1) absence for the clinical course and if a student has another absence in the clinical course they will be administratively withdrawn from the clinical nursing courses by the Office of the Associate Dean. The student will be required to make up the clinical hours missed with the one (1) absence per the clinical absence policy.

Latex Policy

http://healthprofessions.udmercy.edu/_files/pdf/Latex_Policy.pdf
Latex allergy sensitivity is a concern for health care professionals. University of Detroit Mercy, College of Health Professions (CHP) is unable to provide a latex-free environment to learners in either the clinical practice laboratories on campus or clinical placement sites off campus. Applicants who have a known latex allergy/sensitivity are encouraged to consult their personal health care provider prior to entering a health care profession.

Latex products are common in the medical environment. Our facility in the College of Health Professions has an open clinic design. Therefore, an individual with latex allergy/sensitivity wearing alternative vinyl or nitrile gloves is still exposed to latex residue of others working in the area or to latex present in the equipment, models or manikins. **No additional accommodations for latex allergy are available.**

Latex sensitivity and latex allergy are conditions that require accommodation under the Americans with Disabilities Act. Students must make an appointment with the Director of University Academic Services/Disability Support Services each term via e-mail or phone (313-578-0310). The Disability Support Services office notifies the course faculty of record of necessary disability accommodations. Due to the potential for a medical emergency, and in the event that a student discloses the latex sensitivity/allergy to a CHP instructor prior to contact with Disability Support Services, the CHP instructor must remove the student from the setting/situation and immediately refer the student to Disability Support Services.

Criminal Background Checks - College of Health Professions

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 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.

Students must report past arrests during the background check, whether convicted or under charge. Once enrolled, students are required to report events (within 48 hours) to the Compliance Officer that might impact their ability to obtain a Michigan RN license. Students may be suspended if the events have implications for patient safety or their ability to continue to deliver professional nursing care. Failure to notify the Compliance Officer will result in disciplinary action up to and including dismissal, regardless if convicted or not.
https://healthprofessions.udmercy.edu/_files/pdf/Criminal_Background_Check_Policy_Procedure.pdf

Drug Screening - College of Health Professions

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.

Students are responsible for reading the instructions for the criminal background check and urine drug screen. 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 https://healthprofessions.udmercy.edu/about/pph.php.

Vaccine and Other Preventable Disease - Student Health

Health care personnel (HCP) are at significant risk for acquiring or transmitting influenza, hepatitis B, measles, mumps and rubella and varicella and 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 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. If the 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 (3) 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 15th of each year**.

OSHA

The Program and the University observe and enforce all applicable OSHA standards for blood borne pathogens. The Detroit Mercy 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 if proof of completion of the annual education on blood borne pathogens is not available, and required records of students' heath is not submitted and/or maintained. The ACE PASSPORT system provides the web-based educational program for OSHA standards and blood borne pathogens. For Grand Rapids students, the OSHA standards and blood borne pathogens are obtained through the institution officiates.

CPR Requirements

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

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

Liability Insurance

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

Professional Decorum

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

Dress and Appearance

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

Equipment Required for Clinical Practicum

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

McAuley School of Nursing Uniform Code for Simulation, Lab and Clinical Areas

Clothing

- White scrub top and royal blue scrub pants. The white top may have pockets at the waist line. The uniform must be clean and wrinkle-free with modest undergarments. It should not be form fitting or revealing. White T-shirts are **NOT** acceptable. Garments worn under the uniform may not have logos, colors, or patterns visible.
- When it is necessary to wear a sweater, it should be white or navy blue. It should be removed when performing care.

Socks/Shoes

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

Identification

- Official Detroit Mercy student identification name tag and University of Detroit Mercy patch on scrub top 1" above the left breast area if no pocket exists or at the top portion of the left breast pocket; and lab coat 1" above the left breast area if no pocket exists or at the top portion of the left breast pocket.

Hair/Nails

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

Appearance

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

McAuley School of Nursing Uniform Code for Community or Psychiatric clinical courses; or other clinical sites where the MSON uniform not required or allowed.

Business attire will be required for all rotations where the MSON uniform is not required or allowed.
This will involve the wearing of:

- Black colored knee length skirts or slacks with a waistline; secured at the waistline with a belt if needed (no low-rise, baggy or form-fitting garments, jeans or yoga pants).
- Blue Detroit Mercy Polo Top with Detroit Mercy logo on left side of the chest. Top will be ordered from designated vendor.
- Closed heel and closed toe brown or black shoes must be worn with crew or knee length socks or hose. Heels should not exceed two (2) inches.
- Jewelry is limited to a wristwatch, wedding band, and one pair of small post earrings in ear lobe.
- University of Detroit Mercy Identification Badge
- A student may not present for a clinical lab or a clinical practicum with any other body piercings, tongue rings, or tattoos that are visible (even through clothing) at any time.

The following clothing is not acceptable:

- Off the shoulder or spaghetti strapped tops
- Sheer tops
- Bare shoulders, cleavage, or torso/midriff exposed

If a student presents to Simulation lab, NUR 2200/2520 or clinical practicum not in the appropriate uniform, the instructor is to send the student home immediately and contact the Clinical Education Manager. This will account for an absence. (Approved by Full Assembly April 2017)

Tardiness and Promptness

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

Clinical Absence

Each nursing clinical course has a prescribed number of contact hours. It is expected that students will complete all nursing clinical course hours. Certification to the MBON for the NCLEX requires the MSON to verify that students have met the prescribed hours. Absences can prevent students from meeting course objectives and jeopardize their success in the course. Nursing clinical absences are non-acceptable. Athletes must communicate their schedule to the Assistant Dean in advance so arrangements may be made. Students must notify the clinical instructor one (1) hour prior to the start time of the course of an impending absence. Students who miss more than one (1) day of clinical of any clinical nursing course, will be administratively withdrawn from the clinical course. Students who miss a day of clinical must make up all hours. Failure to do so will result in a failing grade for the clinical course. Clinical instructors document and report all student absences to clinical_absence@udmercy.edu. The absence will be placed on the clinical evaluation tool. Students who show a pattern of repeated absences across several clinical courses will be required to meet with MSON administration to determine status in the MSON. If a student is sent home by the instructor, for any reason, it will count as a clinical absence.

Clinical Incidents

Any injuries or illnesses incurred during clinical time requires completion of the affiliated agency documentation and must be reported to Clinical Education Manager (CMIT).

Lab Absence (Health Assessment & Skills Courses)

Each nursing lab course has a prescribed number of contact hours. It is expected that students will complete all lab course hours. Certification to the MBON for the NCLEX requires the MSON to verify that students have met the prescribed hours. Absences can prevent students from meeting course objectives and jeopardize their success in the course. Lab absences are non-acceptable. Athletes must communicate their schedule to the Assistant Dean in advance so arrangements may be made. Students must notify the Course Instructor one (1) hour prior to the start time of the course of an impending absence and log the absence at clinical_absence@udmercy.edu.

Students who are absent from Health Assessment or Skills Lab are responsible to view any available lab videos and must schedule with the lead Professor a time to perform the physical assessment or skills that were not completed. The student will NOT receive any of the assigned points for the missed assignments that were done on the day the student did not attend.

Cancellation of Clinical Classes

The official cancellation of clinical occurs with University or Dean's office approval. Generally, the only time clinical is cancelled is during inclement weather. Each clinical syllabus will contain detailed information of the processes related to clinical cancellation and notification.

Review the policy on Campus Closures:

Detroit Campus
https://www.udmercy.edu/life/public-safety/closing.php

Grand Rapids Campus
https://www.aquinas.edu/resources/departments/campus-safety/emergency-notification

Students are encouraged to sign up for Emergency & Safety Alerts:

Detroit Campus
RAVE at https://www.udmercy.edu/life/public-safety/rave.php

Grand Rapids Campus
RAVE (Students and Faculty are automatically enrolled each semester) at
https://www.aquinas.edu/resources/departments/campus-safety/emergency-notification

In the case of clinical faculty absence, notification and clinical make-up will be communicated by the Clinical Education Manager (CMIT).

Break/Lunch Periods during Clinical Courses

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

For every 12-hour shift, nursing students will take a one (1) hour break. It is recommended that students take two (2) 15 minute breaks (am and pm) and one (1) 30-minute lunch break or one (1) 15-minute break (am or pm) and a 45-minute lunch break. Thirty minutes of the break is not counted towards clinical time. **Breaks may be adjusted to times that correspond to the needs of the unit/environment**.

Length of Time between Working and Clinical Courses

Students who work before a set clinical time are required to have at least six (6) hours between work and clinical. This will minimize fatigue and improve patient safety. Failure to follow this policy will result in immediate dismissal from the clinical site as a marked absence and possible failure in the course or dismissal from the program.

Part VII – Nursing Program Plans

Appendix A
Traditional BSN program - Detroit
Traditional BSN program – Grand Rapids

Appendix B
Second Degree Option (SDO) program

Appendix C
RN to BSN Completion program

Appendix A
Traditional BSN Program – Detroit

1000 Level			
Term 1: 16 credits		**Term II: 13 credits**	
BIO 2300 Principles of Human Anatomy & Physiology I (C1)	3 cr	**BIO 2320** Principles of Human Anatomy & Physiology II	3 cr
BIO 2310 Principles of Human Anatomy & Physiology Lab I (C1)	1 cr	**BIO 2330** Principles of Human Anatomy & Physiology Lab II	1 cr
CHM 1040 General, Organic and Biological Chemistry for Health Sciences	3 cr	**SOC 1000** Intro to Sociology (C2)	3 cr
MTH 1010 Algebra (B1)	3 cr	**CST 1010** Speech (A1)	3 cr
ENL 1310 Academic Writing (A2)	3 cr	**PHL 1000** Intro to Philosophy (D1)	3 cr
PYC 1000 Intro to Psychology (C2)	3 cr	**NUR 1010** Freshman Success	0 cr
NUR 1000 Freshman Success	0 cr		

2000 Level			
Term I: 16 credits		**Term II: 17 credits**	
BIO 2410/2420 Microbiology & Lab	4 cr	**PYC 2500** Lifespan Developmental Psychology (IT1)	3 cr
NUR 3380 Pathophysiology	4 cr	**NUR 2200** Health Assessment & Physical Examination	2 cr
NUR 2100 Intro to Nursing Practice in the Mercy & Jesuit Traditions	2 cr	**NUR 2500** Fundamentals of Nursing Practice (IT2)	3 cr
BIO 2040 Nutrition	3 cr	**NUR 2520** Fundamental Skills Lab	1 cr
Religious Knowledge (D2)	3 cr	**NUR 2540** Fundamentals of Nursing Practicum	2 cr
		NUR 2120 Nursing Informatics	3 cr
		HLH 2250 Population Health & Epidemiology (IT3)	3 cr

3000 Level			
Term I: 18 credits		**Term II: 18 credits**	
NUR 3100 Mental Health Nursing	3 cr	**NUR 3700** Med-Surg Nursing II	3 cr
NUR 3150 Mental Health Nursing Practicum	2 cr	**NUR 3750** Med-Surg Nursing II Practicum	2 cr
NUR 3200 Med-Surg Nursing I	3 cr	**NUR 3310** Pharmacology II	2 cr
NUR 3210 Med-Surg Nursing Practicum	2 cr	**NUR 3800** Maternal Child Nursing	3 cr
NUR 3300 Pharmacology I	2 cr	**NUR 3810** Maternal Child Nursing Practicum	2 cr
STA 2250 Statistics (B2)	3 cr	**ETH 3580** Medical Ethics (F1)	3 cr
Philosophy or Religious Depth (D3)	3 cr	**Historical Experience** (E1)	3 cr

4000 Level			
Term I: 16 credits		**Term II: 12 credits**	
NUR 4100 Pediatric Nursing	3 cr	**NUR 4600** Nursing Leadership	2 cr
NUR 4150 Pediatric Nursing Practicum	2 cr	**NUR 4650** Nursing Leadership Immersion	3 cr
NUR 4300 Community Health Nursing	3 cr	**NUR 4755** Professional Practice from Mercy and Jesuit Traditions (IT6)	3 cr
NUR 4350 Community Health Nursing Practicum	2 cr	**Aesthetic Experience** (E3)	3 cr
NUR 4500 Research and Evidence-Based Practice (IT1)	3 cr	**NUR 4652** Senior Seminar	1 cr
Literary Experience (E2)	3 cr		

Total Credit Hours = 126
Nursing Credit Hours = 63 (theory/didactic = 43, seminar = 1, clinical/practica = 17, lab = 2). Lower Division = 17 credit hours (27%); Upper Division = 46 credit hours (73%)

05.30.2018

Traditional BSN Program – Grand Rapids

1000 Level			
Term 1: 16 credits		**Term II: 13 credits**	
BY 155 Principles of Human Anatomy & Physiology 1 (C1)	**4 cr**	**BY 156** Principles of Human Anatomy & Physiology II	**4 cr**
BIO 155L Principles of Human Anatomy & Physiology Lab 1 (C1)	**0 cr**	**BY 156L** Principles of Human Anatomy & Physiology Lab II	**0 cr**
CY 156 General Organic & Biochemistry	**3 cr**	**SY 101** Intro to Sociology (C2)	**3 cr**
MS 101 Algebra (B1)	**3 cr**	**CN 101** Intro to Communication (A1)	**3 cr**
GE 101 Academic Writing (A2)	**3 cr**	**PH 101** Intro to Philosophical Thinking (D1)	**3 cr**
PG 100 Intro to Psychology (C2)	**3 cr**	**NUR 1010** Freshmen Success	**0 cr**
NUR 1000 Freshmen Success	**0 cr**		

2000 Level			
Term I: 16 credits		**Term II: 17 credits**	
BYN 230 Microbiology & Lab	**4 cr**	**PG 380** Lifespan Developmental Psychology (IT1)	**3 cr**
NUR 3380 Pathophysiology	**4 cr**	**NUR 2200** Health Assessment & Physical Examination	**2 cr**
NUR 2100 Intro to Nursing Practice in the Mercy & Jesuit Traditions (IT4, IT5)	**2 cr**	**NUR 2500** Fundamentals of Nursing Practice (IT2)	**3 cr**
KN 252 Nutrition for Nurses	**3 cr**	**NUR 2520** Fundamental Skills Lab	**1 cr**
Religious Knowledge (D2)	**3 cr**	**NUR 2540** Fundamentals of Nursing Practicum	**2 cr**
		NUR 2120 Nursing Informatics	**3 cr**
		HLH 2250 Population Health & Epidemiology	**3 cr**

3000 Level			
Term I: 18 credits		**Term II: 15 credits**	
NUR 3100 Mental Health Nursing	**3 cr**	**NUR 4100** Pediatric Nursing	**3 cr**
NUR 3150 Mental Health Nursing Practicum	**2 cr**	**NUR 4150** Pediatric Nursing Practicum	**2 cr**
NUR 3200 Med-Surg Nursing I	**3 cr**	**NUR 3310** Pharmacology II	**2 cr**
NUR 3210 Med-Surg Nursing Practicum	**2 cr**	**NUR 3800** Maternal Child Nursing	**3 cr**
NUR 3300 Pharmacology I	**2 cr**	**NUR 3810** Maternal Child Nursing Practicum	**2 cr**
PH 244 Medical Ethics (F1)	**3 cr**	**MS 151** Statistics (B2)	**3 cr**
Philosophy or Religious Depth (D3)	**3 cr**		

4000 Level			
Term I: 16 credits		**Term II: 15 credits**	
NUR 3700 Med-Surg Nursing II	**3 cr**	**NUR 4600** Nursing Leadership	**2 cr**
NUR 3750 Med-Surg Nursing II Practicum	**2 cr**	**NUR 4650** Nursing Leadership Immersion	**3 cr**
NUR 4300 Community Health Nursing	**3 cr**	**NUR 4755** Professional Practice from Mercy and Jesuit Traditions (IT6)	**3 cr**
NUR 4350 Community Health Nursing Practicum	**2 cr**	**Aesthetic Experience** (E3)	**3 cr**
NUR 4500 Research and Evidence-Based Practice (IT2)	**3 cr**	**NUR 4652** Senior Seminar	**1 cr**
Literary Experience (E2)	**3 cr**	**Historical Experience** (E1)	**3 cr**

Total Credit Hours = 126
Nursing Credit Hours = 63 (theory/didactic = 43, seminar = 1, clinical/practica = 17, lab = 2). Lower Division = 17 credit hours (27%); Upper Division = 46 credit hours (73%)

5.30.18

Appendix B

Second Degree Option (SDO) Program Plan

Course Sequence 7 Week Terms

Term I-A (11 Credits)	11	Term I-B (9 Credits)	20	Term II-A (8 credits)	28	Term II-B (8 credits)	36
NUR 2100 Introduction To Nursing Practice In The Mercy & Jesuit Traditions	2	**NUR 2500** Fundamentals of Nursing Practice	3	**NUR 3200** Medical Surgical Nursing I	3	**NUR 3700** Medical Surgical Nursing II	3
NUR 2200 Health Assessment & Physical Exam	2	**NUR 2540** Fundamentals of Nursing Practicum	2	**NUR 3210** Medical Surgical Nursing I Practicum	2	**NUR 3750** Medical Surgical Nursing II Practicum	2
NUR 2850 Pathopharmacology I	4	**NUR 3050** Pathopharmacology II	3	**NUR 4500** Nursing Research & Evidence Based Practice	3	**NUR 4600** Nursing Leadership	3
HLH 2550 Population Health & Epidemiology	3	**NUR 2520** Nursing Skills Lab	1				
Term III-A (10 credits)	**46**	**Term III-B (10 credits)**	**56**	**Term IV (6 credits)**	**62**		
NUR 3100 Mental Health Nursing	3	**NUR 4865** Health of Women & Families	3	**NUR 4701** Nursing Leadership Immersion	4		
NUR 3150 Mental Health Nursing Practicum	2	**NUR 4870** Health of Women & Families Practicum	2	**NUR 4651** Integrative Seminar For Nursing Practice	2		
NUR 4300 Community Health Nursing	3	**NUR 4875** Lifespan Nursing Care of Children & Families	3				
NUR 4350 Community Health Nursing Practicum	2	**NUR 4880** Lifespan Nursing Care of Children Practicum	2				

05.30.2018

Appendix C

UNIVERSITY OF DETROIT MERCY
Build A Boundless Future

RN to BSN Completion (BSNc) Program Plan

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

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

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

08.09.2016