UNIVERSITY OF
DETROIT MERCY
Build A Boundless Future

Undergraduate Nursing Policies and Procedures

2025-2026

McAuley School of Nursing

College of Health Professions

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Part I: Introduction

The McAuley School of Nursing (MSON) *Undergraduate Nursing Handbook* provides the policies specific to the undergraduate nursing program tracks. This includes policies related to both the MSON and the College of Health Professions (CHP). This handbook should be used with the University of Detroit Mercy Undergraduate Catalog, which provides detailed information about 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. MSON reserves the right to make any necessary changes or revisions to this handbook, within reason, for quality improvement, program enhancement or operational needs.

The Baccalaureate of Science in Nursing (BSN) degree program has the following options; program plans can be found in Appendices A-F:

Traditional Pre-licensure
- Direct Admit: The University of Detroit Mercy offers freshman students direct admission to the nursing program at the Detroit Campus and Aquinas College in Grand Rapids

- Full Time Transfer: Students who have completed prerequisite courses, seeking to enroll full time in a baccalaureate degree in nursing at the Detroit campus.

- Part Time Transfer: Students interested in matriculating at a slower pace and have completed prerequisite and core courses, seeking to enroll part time in a baccalaureate degree in nursing at the Detroit campus.

Second-Degree Option (SDO) Accelerated
Students with a baccalaureate degree in another field, seeking a baccalaureate degree in nursing at the Detroit campus.

BSN Completion (BSNc)
This program is designed specifically for licensed registered nurses with an associate degree to obtain a Bachelor of Science in Nursing. The program builds on the strengths and competence of the practicing registered nurse. Required nursing coursework is completed in both hybrid and online format.

Historical Background
The McAuley School of Nursing has a long and rich history of educating baccalaureate-prepared, entry level nursing professionals who exemplify the charismas of the Society of Jesus and the Religious Sisters of Mercy. 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 need 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 at 2200 East Grand Boulevard, the site of a Mercy Hospital, mainly devoted to preparing graduate nurses specializing 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 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 Accreditation Service) and the undergraduate nursing program has received continuous accreditation since that time.

In 1990, upon the consolidation of University of Detroit (UD) and Mercy College of Detroit (MCD), the MSON evolved from the combination of pre-licensure and baccalaureate degree completion programs at MCD and a baccalaureate degree completion program at UD (established 1982, accredited in 1990). Full accreditation of the consolidated MSON was granted in 1995 after the first class's graduation 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 MSON was granted initial accreditation from the Commission on Collegiate Nursing Education (CCNE).

Mission
The McAuley School of Nursing values the importance of promoting social justice and human dignity for all within our global community. We prepare compassionate and competent baccalaureate and graduate level nurses who are committed to serve, lead and provide quality culturally sensitive health care to diverse individuals, families, communities and populations.

Philosophy

The faculty of the McAuley School of Nursing 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 faulty-student encounters. These encounters are a model for relationship-centered care with patients, families, communities, and health team members that result in quality outcomes. The BSN is the foundation for professional nursing practice for 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, 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 evidenced-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, evidenced-based practice, and leadership. Both professional and graduate nursing education requires respect for the unique traditions, missions, strengths, and needs of our community partners.

Framework

The MSON undergraduate curriculum utilizes The *Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021), in compliance with the accreditation standards as the guiding framework. The *Essentials* provide the foundation for the academic preparation of a baccalaureate prepared nurse.

Baccalaureate Program Outcomes

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

1. Apply Mercy-Jesuit values, professional behaviors and attributes into nursing care while developing resiliency and fostering self-care to support personal well-being, a commitment to lifelong learning and leadership in the nursing profession.
2. Utilize the scholarship of nursing within a broad interdisciplinary base incorporating diverse perspectives through the application of evidenced-based knowledge that translates into quality nursing practice.
3. Provide compassionate and culturally sensitive care to and with individuals, families, and communities; in collaboration with members of the interprofessional healthcare team; for the purpose of achieving equitable population health outcomes, while demonstrating a commitment to social justice.
4. Demonstrate an understanding of integrated health care delivery systems, informatics, communication technology, regulatory policies and standards that influence health care outcomes and the well-being of individuals, families, communities and populations.
5. Apply quality improvement and safety principles in the delivery of holistic care and contribute to a culture of safety, while minimizing risks to all recipients and providers of health care.

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, are 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 .

Diversity and Inclusion Statement

MSON, in the Mercy and Jesuit traditions, is committed to fostering an atmosphere in which the abounding diversity of our views, backgrounds, and experiences are welcomed and respected. We value the dignity, worth, and intellectual potential of all people. In addition to our inclusive academic curriculum, we strive to build purposeful outreach programs and partnerships with our diverse local and national communities. We value diversity and inclusion in the learning environment, and strive to create a

community grounded in collaboration, innovation, creativity and belonging. All members of our community are responsible for upholding these values as they lead and serve courageously and compassionately.

Professional and Ethical Conduct Expectations

Students enrolled in the 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 by the American Nurses Association Code of Ethics (ANA, 2015), 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 clients (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 clients, peers, staff and faculty with respect and dignity both in their presence and in discussions with others.

Concerns for the rights of others, such as responding to 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 or clinical 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 clinical faculty 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; ensuring that they can be located when on duty by faculty or staff personnel; dependability; and assuming an appropriate and equitable share of duties among peers.

Teachability includes accepting teaching, guidance and feedback; the ability to discern one's own strengths and weakness and taking steps to correct shortcomings; acknowledging limitations; the ability to work with others and the ability to work with authority.

Professional demeanor 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 pressure 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 significant 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:

1. Harassment, harm, abuse, damage, or theft to or of any person's property including copying of copyrighted materials or plagiarism and copying software at the University of Detroit. Mercy grounds or property owned by any hospital/clinic, affiliated institution/organization, or individual to which the student may be assigned.
2. 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.
3. Conviction of a felony.
4. 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.
5. Placing a patient in needless jeopardy, or unethical disclosure or privileged information.
6. Failure to adhere to the *professional decorum* expectations detailed in this handbook.
7. 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
8. Cheating on exams or assignments or unauthorized reproduction of teaching and learning materials for any purpose.
9. 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.

The University of Detroit Mercy premises and property shall include the premises and property of any affiliated institution where University of Detroit Mercy students engage in activities for academic credit. Incidences of professional behavior or a serious breach of behavior will be reported, and the Office of the Dean or the Dean's appointed delegate will determine the

level of sanction, which can range from reprimand to dismissal. A decision of dismissal from the MSON for professional behavior is final.

If unprofessional behavior occurs at a clinical site, simulation or lab, the student may be sent home immediately and may not return until the incident has been investigated. The clinical instructor will notify the Director of Clinical and Continuing Education and/or appointed designee (McNichols Campus) or site Director (Aquinas campus), of the incident which counts as a clinical absence.

Part II - Academic Policies

Policy 1: Course Grading

- A student must achieve an overall grade of 75% or better on all essential evaluation criteria to pass a nursing and HLH theory course.
- There will be no rounding of grades (i.e.74.99% C-, will not be rounded to 75%).
- There will be no extra credit opportunities to raise students' grades
- 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.
- The student must successfully achieve both theory and practicum objectives with a passing grade to be eligible for progression to the next nursing course.
- Students must successfully complete all the courses of one level before they can progress to the next level (i.e., if a student does not pass NUR 3200, they must repeat the course before taking NUR 3310, or any class at the next program level). NUR 2120 and HLH 2550 must be completed before beginning third year first-semester level. NUR 4226 must be completed before third year second-semester level. ETH 3580 must be completed before fourth year first-semester level. ETH 3580 is PH244 at AQ and is offered in the first semester of senior year.
- Students who request to change program options (ex: change from SDO to Traditional Full Time) must be successful in all courses within their current program option before the request for a switch can be considered.

Students are not allowed to retake exams utilized for summative assessments to achieve a higher score in a course.

Grading Scale

The following grading scale is used for all undergraduate nursing courses, except 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 pre-licensure BSN Programs

Supportive core courses must be completed prior to entering any 2000-level nursing courses, except those with asterisks. Courses with asterisks and non-supportive core courses are to be completed based on respective curriculum plans.

Supportive Core	Non – Supportive Core
Anatomy and Physiology Lectures and Labs	Speech
General, Organic, Biological Chemistry for Health Sciences	Philosophy or Religious Depth
Nutrition	Religious Knowledge
Microbiology Lecture and Lab	Literary Experience
Psychology	Historical Experience
Sociology	Aesthetic Experience
Intermediate Algebra	
Applied Statistics for Nursing	
Health Care Ethics*	
Developmental Psychology*	
Academic Writing	

Policy 2: Course Sequencing

Curriculum program plans are included within the handbook for each pre-licensure nursing option. Students in the SDO Program must take courses in sequence as listed within the program plan. Students in the Traditional, Part Time, and Transfer options must also take courses in the sequence as listed in the program plan, however, there are exceptions and flexibility for the following courses:

- NUR 4226 must be taken prior to taking NUR 4500
- HLH 2550 must be taken prior to junior year in the traditional option, and prior to taking NUR 4300 in the Part Time and Transfer options.
- NUR 2120 must be taken prior to junior year in the traditional option and prior to taking NUR 4300 in the Part Time and Transfer options

Students who have a desire to change to a different program option must make a formal request to the Associate Dean's office or appointed designee. The request must be submitted via email and include a reason for the request to change. Students will be expected to take courses in the sequence identified in the new program plan. Students will not be expected to repeat courses taken previously. Students granted permission to change must meet with their advisor to discuss the new curriculum plan.

Policy 3: Academic Standing

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

To remain in good standing and/or to progress in the curriculum in the McAuley School of Nursing, a student must:

- Fulfill all requirements as documented in their program plan
- Maintain a cumulative GPA (CGPA) of 2.5 or higher
- Earn grades of 'C' or higher in all nursing, and supportive core courses, including HLH 2550

Academic Warning

When a student's cumulative GPA falls below 2.5, the student will be placed on Academic Warning by the Office of the Associate Dean or the Associate Dean's appointed designee, and will be notified by email using the student's Detroit Mercy email address. If cumulative GPA remains below a 2.5 for more than two consecutive semesters without improvement, a student is subject to academic dismissal.

Academic Probation

Students who earn a grade of 'C- or less in a nursing course including HLH 2550, or supportive core course are placed on Academic Probation. For students taking segmented Intermediate Algebra (i.e., Math 1020, 1030, 1040) failure of two or more segments (or the same segment) will count as a course failure. The student must repeat segment(s) of the course at the first opportunity and earn a grade of 'C' or higher to progress in the curriculum.

Students who are on Academic Probation:
- 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 Office of the Associate Dean or the Associate Dean's appointed designee's permission
- Must earn a grade of 'C' or higher in all nursing and support courses
- Must meet with their advisors to discuss the terms of probation and sign the probation agreement contract.
- Must meet with their academic advisor at least twice during the first six weeks of the term.

Academic probation will be monitored by the Office of the Associate Dean or the Associate Dean's appointed designee. Failure to adhere to these or any other aspect of the probation contract may result in dismissal from the program. Students are encouraged to seek academic support from the CHP Peer Educators and the Detroit Mercy Student Success Center.

Academic Dismissal
Students may be dismissed from the MSON for any of the following reasons:
- Cumulative GPA remains below a 2.5 for more than two consecutive semesters without improvement.
- A second failure in a NUR course, supportive core course, or required nursing course including HLH 2550
- There may be no more than 3 required nursing courses repeated (from either withdrawal or earning less than 75%) and no more than 2 attempts for the same course.
- Due to the rigorous professional licensing requirements in the health professions and the state, the faculty and/or Standards and 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.

Dismissal letters will be sent out by the Office of the Associate Dean or the Associate Dean's appointed designee using the student's University email address. Students are only allowed to appeal a dismissal once during their program matriculation. The student will be ineligible to appeal any future dismissals. Nursing students who are unsuccessful and dismissed from the nursing program, and have exhausted the appeal process, may not re-enter any nursing program option in the future. Dependent upon the basis of the dismissal, students who are dismissed may apply for admission to another college or school within the University

Policy 4: 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 most of the coursework is completed, but for serious reasons the student cannot complete the remaining course requirements. "I" grades are not issued when the student stops attending or participating in the class.

If an 'I' Grade is provided, the instructor completes 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 Associate Dean's office or appointed designee. 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", which is a failing grade and may result in Academic Warning, Academic Probation or Academic Dismissal (see corresponding handbook sections).

The deadline for completing an "I" grade may be extended at the discretion of the instructor of the course, the Associate 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).

Policy 5: Regular and Administrative Withdrawal

Refer to the online Class Schedule for the exact date to withdraw from a course section at 100% and the last day to withdraw from a course for the semester (Course Description/Imp Dates).

- Students may drop a course in *My Portal* until the end of the 100% refund drop period.
- Refer to the current Class Schedule for specific withdraw/drop dates.
- 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.
- After 100% refund add/drop week, a signed Advising and Registration/Change in Registration Form is strongly recommended by the College of Health Professions/McAuley School of Nursing for all BSN students.
- The form is completed with your advisor's signature and submitted to the CHP Director of Student and Academic Affairs.
- Instructor signature is not required for a withdraw/drop.
- The form may be obtained from the CHP Director of Student and Academic Affairs or the Registrar's website.

- Students who withdraw after the 100% refund 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 Class Schedule within each course under Class Details, "Course Description/Imp Dates".
- The course remains on the student's grade report and transcript with a **"W"** as the assigned grade.
- The course will be counted in hours attempted but not in the GPA calculation.

Students may not withdraw during the last 25% of the course unless they have received approval for late withdrawal from their Associate Dean for extenuating circumstances. No withdrawal may be processed after the end of the class. An unofficial withdrawal (Advising and Registration/Change in 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.

Students on the Aquinas College campus must adhere to the drop/withdrawal date of classes as posted in the latest edition of the Schedule of Classes

Administrative Withdrawal

In some cases, an Advising and *Registration/Change in Registration Form* may be initiated by a MSON Administrator to remove a student from a class or clinical course. This action is in consultation with faculty. For example, 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 Associate Dean and/or the Associate Dean's appointed delegate, a grade of "W" or "WF" will be rendered.

Policy 6: Leave of Absence

Once a student begins the clinical sequence, it is expected that the student will continue the program in a continuous sequence until graduation. If a student experiences an extraordinary circumstance (e.g. illness), the student may request a leave of absence. The request for a leave of absence should be submitted to the Office of the Associate Dean or the Associate Dean's appointed designee for review.

A Leave of absence shall not be granted for a period of 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, and therefore do not qualify for a leave of absence, must formally request readmission to the program. The ability to return to the program is at the discretion of the Office of the Associate Dean or the Associate Dean's appointed delegate. If more than three (3) academic semesters of their respective program have elapsed since the student was in a clinical rotation, the student will be required to repeat some or all clinical and theory courses.

Policy 7: Academic Appeals

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.

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

Student Responsibility
An appeal of a dismissal from the MSON should be accompanied by a written description of the student's rationale that the dismissal should be overturned and identified 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 in the Academic Appeals Policy and Procedure document 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 student's advisor.

Appealing a Dismissal from the Program
Upon receipt of the appeal letter, the status of the student is considered dismissed. 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.). The CHP-MSON Appeals Policy can be found on the university online catalog

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. **Grades cannot be appealed**.

Resources for Non-Academic Issues

Students seeking guidance or resolution of non-academic issues should seek advice from the Detroit Mercy Dean of Students. Examples of issues which are non-academic are listed in the *Detroit Mercy Student Handbook*

Policy 8: Medication Administration and Safety Policy

Exams

Traditional and SDO students will take two exams throughout the curriculum. Initial exam in each course will be administered by course faculty. Students must pass the exam with a 90% and will have two chances to pass. If a second exam is needed it will be administered by a designated faculty member. If faculty so desire, the first grade on the exam may be counted as part of the course grade, for up to 10% of the grade. Any remediation and retakes will occur outside of class time. Retakes may not be counted as part of the course grade.

Failure of students to achieve a minimum of 90% by the second attempt, results in students not progressing to the next semester. If a student has already registered, they will be administratively withdrawn from all clinical and theory courses.

Remediation

Students will be required to complete remediation if the initial exam is not passed. The remediation plan will be individualized based on the student's needs.

The curriculum mapping for the Medication Administration and Safety policy can be found on the MSON Undergraduate Student Blackboard Site. The mapping outlines the student objectives, where the content is taught/reinforced, and when students will be tested in the curriculum.

*The Medication Administration and Safety Policy is not applicable to students in BSNC

Policy 9: Assessment Technologies Institute (ATI)

Purpose

In an ongoing effort to maintain and improve the quality of the nursing program and curriculum and to ensure our graduates' readiness for the National Council Licensure Examination-Registered Nurse (NCLEX-RN®), the faculty has adopted a program of standardized assessments across the curriculum. This testing service is provided through 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 as comprehensive student assessment on an exam that is like the NCLEX-RN®. The MSON uses ATI as a comprehensive testing program.

Students will be responsible for purchasing ATI when they are enrolled in Fundamentals (Traditional) or Patho/Pharm (SDO).

- **Modular Study**
  ATI provides online review modules that include written and video materials in all clinical 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.

    o **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions.
    o **Learning System** offers practice adaptive testing that approaches NCLEX-style questions in specific nursing content areas that allow students to 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.

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

Proficiency Level 3
- Students earn 100% for the Content Mastery exam grade.
- 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
- Students earn 90% for the Content Mastery exam grade.
- This level of proficiency indicates the student is fairly 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
- Students earn 75% for the Content Mastery exam grade.
- This level indicates that a student is likely to just meet minimum NCLEX-RN® related content standards in this area.

Below Proficiency Level 1
- Students earn 65% for the Content exam the exam grade.
- This level indicates a need for thorough review of the content due to a questionable ability to meet NCLEX-RN® related content standards

Refer to the MSON Student Blackboard site for the ATI Testing Schedule Policy

ATI Assessment Testing
Proctored testing will be assigned by the faculty and identified in the nursing course syllabi/topical outline. Content Mastery Series tests (if appropriate) will be 10% of the overall course grade.

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.

Remediation
- Refer to the MSON Student Blackboard site for the ATI Remediation Policy

Content Mastery Series
- Assessments are given across the curriculum and consist of practice and proctored assessments. Students are required to

complete all practice and standardized proctored assessments that are assigned in each nursing course.

- Practice Test A will be administered around completion of 60% of the course content.
- Practice Test B will be administered around completion of 80% of the course content.
- SDO Program: One of the practice assessments as assigned by the faculty, will be administered at around completion of 80% of the course content
- The Content Mastery Exam will be administered after the practice assessment(s) and remediation are completed and before the final exam in the course is administered.
- The following courses will be combined for the purpose of the 60% and 80% content completion:
  - o Med/Surg Nursing 1 and Med/Surg Nursing 2
  - o Pharmacology 1 and Pharmacology 2
  - o Patho Pharmacology 1 and Patho Pharmacology 2
- Students who do not complete the Content Mastery Practice Tests as assigned will earn a zero (0) for the ATI portion of the course grade and will not be allowed to take the Standardized Proctored Assessment.
  - o Traditional-Practice A with required remediation **and** Content Mastery Practice Test B with required remediation.
  - o SDO- One Assigned Practice Exam with required remediation **and** Content Mastery.
- Failure to take the Standardized Proctored Assessment as assigned will result in a zero (0) earned for the overall ATI portion of the course grade.

Content Mastery Series Assessment Grading		
ATI Related Activity	Grade Earned	Evaluation Criteria
Completion of Practice A with required remediation	Grade of 100%	2% of course grade
Completion of Practice B with required remediation	Grade of 100%	2% of course grade
SDO: Completion of one (1) assigned Practice with required remediation	Grade of 100%	4% of course grade
Completion of Proctored Content Mastery Exam with score of Level 3	Grade of 100%	6% of course grade
Completion of Proctored Content Mastery Exam with score of Level 2	Grade of 90%	6% of course grade
Completion of Proctored Content Mastery Exam with score of Level 1	Grade of 75%	6% of course grade
Completion of Proctored Content Mastery Exam with score of below Level 1	Grade of 65%	6% of course grade
Failure to take the required Proctored Content Mastery Exam	0 points or 0%	6% of course grade

ATI RN Comprehensive Predictor Exam
- A 150 –180 item scored exam intended to measure a student's readiness for the NCLEX-RN®.
- The ATI RN Comprehensive Predictor Exam benchmark will be set at the 90% predicted probability of passing the NCLEX-RN.
- ATI RN Comprehensive Predictor Exam 1 is given during or after the students' last semester prior to graduation. The exam will take place on campus on an arranged day and time.
- Students who meet the 90% probability of passing the NCLEX-RN benchmark (or have a green light to test) will not be required to take ATI Comprehensive Predictor Exam 2. All students are required to complete the comp predictor requirement prior to the college sending the needed paperwork to the Board of Nursing for licensure. Refer to the MSON Blackboard site for the updated Comprehensive Predictor Policy

Optional Final Exam Exemption
- Faculty may, if they choose, allow students to be exempt from a final exam if they score a proficiency level 2 or proficiency level 3 on the corresponding ATI Content Mastery Exam.
- The final exam score will be consistent with the level score per McAuley School of Nursing ATI policy, i.e.: level 3 will score 95-100% or grade of A and level 2 will score 90% or grade of B+.

- To qualify for the optional final exam exemption the student must score at Proficiency Level 3 or Proficiency Level 2 on the Content Mastery Exam.
- If the student opts to take the course final exam, the final exam score earned will be used to calculate the final course grade.
- The student will NOT have the option of selecting the better of the two scores (final exam or ATI proctored).

ATI NCLEX Prep
- A Live Review or Virtual ATI NCLEX PREP will be held at an arranged date and time during or after the student's last semester of the nursing program.
- Full participation in the ATI NCLEX prep is mandatory.
- Failure to fully participate 100% in the ATI NCLEX prep will require the student to meet with MSON administration to determine the appropriate course of action.

*The ATI policy is not applicable to students in BSNC

Policy 10: Laptop Computer Policy

The MSON continues to be committed to student success and requires every nursing student to obtain a laptop computer. This laptop computer should meet minimal requirements to access online testing software, including a camera and microphone. It should be in good working order with updated software throughout the program for testing purposes. Students who are unable to obtain an adequate laptop computer are subject to policies within their respective course syllabus. Chromebooks and iPads are not allowed as compatibility across computer platforms are limited. A laptop computer privacy screen may be required at the discretion of the faculty.

Part III – Clinical Policies and Competencies

Policy 1: 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. 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 student may face a penalty up to and including dismissal (see Professional Conduct section).

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 a clinical course or classroom (i.e. elevator, cafeteria, hospital reception/lobby area etc.).

Policy 2: Clinical Participation

Clinical hours are reported to our accrediting body and are required of all students. 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 Michigan Board of Nursing (MBON) for the NCLEX requires the MSON to verify that students have met the prescribed hours.

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 Cardiopulmonary Resuscitation (CPR)/Basic Life Support (BLS) certification and meet all health requirements related to preventable disease.

Policy 3: Clinical Compliance and Delinquency
*Not applicable to BSNC students

Purpose
Detroit Mercy's undergraduate nursing program requires student nurses to participate in clinical rotations with hospitals and other healthcare facilities in order to meet academic requirements. The facilities with which Detroit Mercy is affiliated for that purpose have specific requirements that must be met before a clinical group or cohort of nursing students can participate at their clinical sites. The handbook sets forth the requirements which include but are not limited to immunizations, assessments, drug testing, background checks, and any other site-specific documentation (clinical requirements). Detroit Mercy must give

prior notice before the start of a clinical rotation and submit clinical requirements in a timely fashion to allow for processing of badges, computer access set up, etc. If one student or clinical faculty in a clinical group does not meet the required deadline due dates, it prevents the entire clinical group from being appropriately processed. Additionally, the Clinic will not accept a clinical group until **ALL** students are compliant with their clinical requirements.

Compliance Policy

For a student to be considered in full compliance, all clinical requirements, except for the flu vaccine (flu vaccine policy explained below), must be valid throughout the entire academic year. None of the clinical requirements, such as CPR, TB (Tuberculosis), and TDAP (Tetanus, Diptheria, Acellular and Pertussis), can expire during the upcoming semester in which the student will be attending clinical.

Semester Due Dates

Summer: all clinical requirements must be submitted by March 31st
Fall: all clinical requirements must be submitted by July 1st
Winter: all clinical requirements must be submitted by December 1st
Flu vaccine: must be submitted by October 15th

Delinquency Consequence

If clinical requirements are not met by the deadline date as stated above each semester, students are subject to one or more fines:

After Summer March 31 deadline:	$250.00 **initial fine**
After Fall July 1 deadline:	$250.00 **initial fine**
After Winter December 1 deadline:	$250.00 **initial fine**
After Flu Vaccine October 15 deadline:	$250.00 **initial fine**
Every seven days delinquent thereafter:	$100.00 **continual fine**

Noncompliant for Flu Vaccine after Nov 1: clinical participation suspended for term in progress

Noncompliant for other documentation: clinical orientation and participation suspended

The compliance officer is responsible for monitoring the submission of appropriate documentation from all students. This individual will be in contact through Detroit Mercy email with individual students who fail to submit appropriate documentation.

Detroit Mercy is closed between Christmas Eve and New Year's Day; therefore, the compliance officer will not be checking compliance with clinical requirements during this time. The **every-seven-day** $100.00 fines

will be suspended during this time. If the student is still delinquent upon return from break, a $100.00 fine will be **added for every seven days** as stated above.

Alliance for Clinical Education and Placement Program (ACEMAPP)

ACEMAPP is a secure, online, clinical rotation matching, student onboarding, 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 before their clinical placement starts. This is a web-based online learning system and provides the vehicle for centralized record keeping of the HIPAA, OSHA, and Blood Borne Pathogens requirements that the health systems require. ACEMAPP System is also a centralized record keeping system for the student's demographic information and student's immunization, CPR, and TB results.

Students will be required to register and pay for ACEMAPP membership once a year. All students must continually update the ACEMAPP 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 mandatory compliance.

Incoming prelicensure nursing students entering their first semester of nursing curriculum will upload mandatory requirements outlined in the Detroit Mercy/MSON Student Clinical Checklist to the ACEMAPP website. Students who are not compliant will be administratively withdrawn from clinical courses by the Office of the Dean or the Dean's appointed delegate.

All students with mandatory requirements that expire during a semester must upload updated documents to ACEMAPP before the requirement expires. 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 Dean or the Dean's appointed delegate. The student must make up the clinical hours missed with the one (1) absence per the clinical absence policy.

Policy 4: CPR/Basic Life Support Requirements

Before clinical rotations start, all students must present evidence of current certification for cardiopulmonary resuscitation (CPR). The certification card must indicate you completed the **Healthcare Provider Course** using American Heart Association curriculum or American Red Cross **Professional-Rescuer**. CPR

certification must be current for the entire year in which the student is on clinical rotation. 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.

Policy 5: Latex Policy

Latex allergy and sensitivity are 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 or 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. The College of Health Professions has an open clinic design. Therefore, an individual with a latex allergy/sensitivity wearing alternative vinyl/nitrile gloves may still be exposed to latex residue on the equipment, models, or manikins. **No additional accommodation for latex allergy is available.**

Latex allergy and sensitivity 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 (313 993-1158). The Disability Support Services office notifies the course faculty of record of necessary disability accommodations. Due to the potential for a medical emergency, and if 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.

Policy 6: Criminal Background Checks

Michigan Public Act 303 of 2002 requires that any individual who regularly provides direct services to patients or residents of nursing homes, county medical care facilities, hospital long-term care units, homes for the aged and adult foster care homes must submit to a criminal background check 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 of conviction.

Policy 7: Drug Screening

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

Students are responsible for reading the instructions for the criminal background check and urine drug screen.

Policy 8: Vaccine and Other Preventable Disease - Student Health

Health care personnel (HCP) are at significant risk for acquiring or transmitting influenza, hepatitis B, measles, mumps, rubella, and varicella, all of which 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 reactions 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 student's financial account, or the student may be withdrawn from the clinical course and not allowed to progress.

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

MSON policy on Hepatitis B is consistent with the current The Center for Disease Control and Prevention (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.

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**.

Occupational Safety and Health Administration (OSHA)

The Program and the University observe and enforce all applicable OSHA standards for blood borne pathogens. 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 ACEMAPP system provides a web-based educational program for OSHA standards and blood borne pathogens.

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 practicums that are a part of the educational program of the MSON.

Policy 9: 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 professional nurses. 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 may be sent home from clinical, and this will constitute a clinical absence.

Equipment Required for Clinical Practicum

- Watch with second hand preferred
- Bandage scissors
- Double bell stethoscope (any brand)
- 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
- Official Detroit Mercy name badge

MSON Uniform Code for Simulation, NUR 2200, NUR 2520, Lab, and Clinical Areas

Clothing
- White scrub top and royal blue scrub pants. The white top may have pockets at the waistline.
- The uniform must be clean and wrinkle-free.
- It should not be formfitting nor revealing.
- White T-shirts are not acceptable in place of scrub tops but can be worn underneath.
- Garments worn under the uniform may not have visible logos, colors, or patterns.
- Navy or White zip up fleece jackets with University of Detroit Mercy patch above the left breast area is permitted.
- Scrub pants must be of length to prevent dragging on floor.

Socks/Shoes
- Socks must be worn in a clinical setting.
- 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 badge 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.
- Official Detroit Mercy name badge.

Hair/Nails
- Hair must be off the shoulder and neck, neat, and in a conservative, professional style of a non-extreme hair color, with no adornments.
- Head bands if worn will be either solid white, royal or navy blue, or congruent with hair color. No lace. Hijabs can be any solid color.
- Neatly trimmed facial hair is acceptable.
- Nails should be clean and trimmed to no more than 1/4" long without adornment or polish of any color, including clear. Artificial nails are not allowed.

Appearance
- Personal hygiene (clean skin, oral care) is necessary.
- 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.
- Chewing gum is not allowed.
- Cologne, perfumes, and scented lotions are not to be worn.
- Hooded tops or sweatshirts are not permitted.

GRAND RAPIDS ONLY
MSON Uniform Code for Community and Psychiatric clinical courses; or other clinical sites where the MSON uniform is not required or allowed

<u>Clothing – Business Attire</u>
  • 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.
 	
  <u>Not Acceptable</u>
  • Off the shoulder or spaghetti strapped tops
  • Sheer tops
  • Bare shoulders, cleavage, or torso/midriff exposed
  • Revealing undergarments that can be seen

<u>Socks/Shoes</u>   • Closed heel and closed toe brown, black, or white athletic shoes must be worn with crew or knee length socks or hose. Heels should not exceed two (2) inches.
<u>Identification</u>   • Official University of Detroit Mercy student identification badge

<u>Appearance</u>
  • 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.
  • Chewing gum is not allowed.

DETROIT & NOVI CAMPUSES The university approved uniform must be worn unless the site requires business casual attire.

If the appropriate uniform is not worn, the student will be sent home immediately. This will result in a clinical absence for the day.

Policy 10: Tardiness and Promptness

Students must arrive on time and be prepared for clinicals. Tardiness beyond 15 minutes may result in a clinical day dismissal. Students are advised to consider driving conditions when planning their commute to ensure timely arrival. Constant tardiness will be regarded as unprofessional and reflected in the student's grade, which may result in course failure.

It is expected that students will arrive at the clinical on time and prepared for the day. Anything beyond the established starting time set by the clinical instructor is considered tardy. Students are also encouraged to take driving conditions into consideration when planning their commute, to ensure on-time arrival. A pattern of tardiness is reflected under the professionalism objective and can result in course failure.

Policy 11: Clinical and Lab (Health Assessment and Skills Courses) Absence

Attendance and engagement in scheduled course-supported learning experiences is a student responsibility critical to successful course completion. Participation in the clinical setting is the opportunity for the student to develop practice competencies and expertise that are essential to professional development. The student must be able to meet clinical course objectives. Absences from clinical based learning experiences undermine student ability to attain the necessary skills to meet course objectives, master course content, and ultimately pass the course. Clinical based learning experiences are defined as any activity designed for students to meet course objectives. These experiences include but are not limited to laboratory sessions, clinical rotations, virtual assignments, simulations, and practicum.

Rationale
MSON is responsible and accountable for ensuring each student meets the required curricular elements in the program plan of study, to include all clinical hours, approved by the Michigan Board of Nursing and Commission on Collegiate Nursing Education (CCNE).

Procedure
This Policy applies to all MSON students that attend CAMP.

Clinical Absence Makeup (CAMP)
If the student has missed a clinical day:

1. The student is required to contact the assigned Clinical Instructor one hour prior to the clinical scheduled time.
2. If a clinical makeup day is required, clinical faculty will be responsible for making up the clinical hours with the student under the supervision of the assigned MSON Classroom to Clinical Integration Team (CCIT) Member and other associated MSON faculty and administrators.
3. The student is required to report absence via clinical_absence@udmercy.edu email one hour prior to absence. Further instructions will be forwarded via email to the student, with instructions for scheduling CAMP utilizing Signup Genius.
4. The student will be required to submit a $75 clinical absence fee.
5. The faculty is required to report student absences using the Student Absence Report Form within 24 hours.
6. Once the Absence Report Form is filled out a notification will be sent automatically to clinical_absence@udmercy.edu email.
7. In addition to the SIM lab the student will be assigned a reflection paper. The purpose of the reflection paper is to relate the SIM scenario objectives to the student's individual course objectives. See the reflection guidelines below.

8. Once the student has fulfilled the requirement for **CAMP** an email will be sent to the clinical instructor.

Other Guidelines and Considerations

Athletes must communicate their game/meet schedule to the Assistant Dean of Academic Operations.
No makeup will be offered beyond (1) one absence per clinical rotation.

Makeup learning opportunities are determined and scheduled by faculty members of record and director of simulation.

More than one absence may result in an administrative withdrawal from the course. If for any reason a student is absent more than (1) one day, they will be required to discuss progression with the faculty member(s) of record and the Office of the Associate Dean or their designee.

Progression will be affected until make up hours are completed.

Students who demonstrate a pattern of repeated absences across several clinical courses will be required to meet with MSON administration to determine their status in the MSON.

Policy 12: Clinical Incidents

Any injury, illness, or incident occurring during clinical time requires completion of the affiliated agency documentation and must be reported to your Clinical Instructor who will also notify the Assistant Dean of Clinical Instruction & Partnerships. Clinical instructors are to complete the *New Incident Worksheet* located under the Incident Form tab on the MSON Clinical Faculty Blackboard site and forward it to the Assistant Dean of Clinical Instruction and Partnerships. Any resultant medical cost is the responsibility of the student.

Policy 13: Nursing Student Clinical Placement Policy

Purpose:
To ensure all undergraduate nursing students comply with clinical site requirements and meet the deadlines for ACEMAPP compliance and clinical course registration.
Policy Statement:

1. **Clinical Course Registration Finalization:**
   Once nursing students have been assigned to a clinical rotation in ACEMAPP, they are not permitted to switch their clinical course registration. This policy ensures consistency and alignment with clinical site requirements.
2. **ACEMAPP Compliance Deadline:**
   Compliance requirements in ACEMAPP must be completed *no later than three weeks prior to the start of a clinical course.* Students cannot be assigned to a clinical rotation until they are registered for the course. Any students who remain

non-compliant in ACEMAPP three weeks prior to the clinical start date will have a $250 non-compliance fine added to their student account.

3. **Course Registration Timeline:**
Students are permitted to register for courses in accordance with university policy until the day before classes start. However, students who register within three weeks of the clinical course start date will not be added to the ACEMAPP rotation with sufficient time to have their compliance documentation sent to the clinical site.

4. **Clinical Site Deadlines:**
Clinical sites mandate the three-week compliance deadline, which the university is required to adhere to. Students who register later than four weeks prior to the clinical start date cannot be guaranteed placement, as it is at the discretion of the clinical site to accept a late-registered student.

5. **Late Registration Procedure:**
Students who register late (within four weeks prior to the clinical start date) must promptly notify the Compliance Officer of their registration. This notification is essential to determine if placement is still feasible and to coordinate compliance submission if allowed by the clinical site.

Student Responsibility:
It is the responsibility of all nursing students to:
- Register for clinical courses at least four weeks prior to the clinical start date to ensure compliance and placement.
- Complete all ACEMAPP compliance requirements by the three-week deadline.
- Notify the Compliance Officer immediately if registering late to explore possible placement options.

Compliance Adherence:
The university must follow clinical site requirements. Failure to meet these deadlines may result in the inability to participate in clinical rotations, which are essential for course completion. Additionally, non-compliance with ACEMAPP requirements by the three-week deadline will result in a $250 fine added to the student's account.

Policy 14

Policy's specific to Simulation Instruction can be found on the MSON Undergraduate Student Blackboard site

Part VI – Nursing Plans
Appendix A
Traditional BSN Plan – Detroit

Appendix B
Traditional BSN Plan – Grand Rapids

Appendix C
Second Degree Option (SDO) Plan

Appendix D
Part Time BSN Transfer Plan

Appendix E
Full Time Transfer BSN Plan

Appendix F
BSN Completion (BSNc) Plan

Appendix A

Traditional Prelicensure Direct Admit Detroit

First Year		Second Year	
Term 1: 16 credits	**Term II: 13 credits**	**Term I: 16 credits**	**Term II: 17 credits**
BIO 2300 Principles of Human Anatomy & Physiology I (C1) — 3 cr	BIO 2320 Principles of Human Anatomy & Physiology II — 3 cr	BIO 2410/2420 Microbiology & Lab — 4 cr	PYC 2500 Lifespan Developmental Psychology (IT1) — 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	NUR 3380 Pathophysiology — 4 cr	NUR 2200 Health Assessment & Physical Examination — 2 cr
CHM 1040 General, Organic and Biological Chemistry for the Health Sciences 3 cr	SOC 1000 Intro to Sociology (C2) — 3 cr	NUR 2100 Intro to Nursing Practice in the Mercy & Jesuit Traditions (IT 4 & 5) — 2 cr	NUR 2500 Fundamentals of Nursing Practice (IT2) — 3 cr
MTH 1010 Algebra (B1) — 3 cr	CST 1010 Speech (A1) — 3 cr	BIO 2040 Nutrition — 3 cr	NUR 2520 Fundamental Skills Lab — 1 cr
ENL 1310 Academic Writing (A2) — 3 cr	PHL 1000 Intro to Philosophy (D1) — 3 cr	Religious Knowledge (D2) — 3 cr	NUR 2540 Fundamentals of Nursing Practicum — 2 cr
PYC 1000 Intro to Psychology (C2) — 3 cr	NUR 1010 Freshman Success — 0 cr		HLH 2550 Population Health & Epidemiology (IT3) — 3 cr
NUR 1000 Freshman Success — 0 cr			NUR 2120 Nursing Informatics — 3 cr

Third Year		Fourth Year	
Term I: 18 credits	**Term II: 18 credits**	**Term I: 16 credits**	**Term II: 12 credits**
NUR 3100 Mental Health Nursing — 3 cr	NUR 3700 Med-Surg Nursing II — 3 cr	NUR 4100 Pediatric Nursing — 3 cr	NUR 4600 Nursing Leadership — 2 cr
NUR 3150 Mental Health Nursing Practicum — 2 cr	NUR 3750 Med-Surg Nursing II Practicum — 2 cr	NUR 4150 Pediatric Nursing Practicum — 2 cr	NUR 4650 Nursing Leadership Immersion — 3 cr
NUR 3200 Med-Surg Nursing I — 3 cr	NUR 3310 Pharmacology II — 2 cr	NUR 4300 Community Health Nursing — 3 cr	NUR 4755 Professional Practice from Mercy and Jesuit Traditions (IT6) — 3 cr
NUR 3210 Med-Surg Nursing Practicum — 2 cr	NUR 3800 Maternal Child Nursing — 3 cr	NUR 4350 Community Health Nursing Practicum — 2 cr	NUR 4652 Senior Seminar — 1 cr
NUR 3300 Pharmacology I — 2 cr	NUR 3810 Maternal Child Nursing Practicum — 2 cr	NUR 4500 Research and Evidence-Based Practice (IT1) — 3 cr	Aesthetic Experience (E3) — 3 cr
NUR 4226 Applied Statistics for Nursing — 3 cr	ETH 3580 Health Care Ethics (F1) — 3 cr	Literary Experience (E2) — 3 cr	
Philosophy or Religious Depth (D3) — 3 cr	Historical Experience (E1) — 3 cr		

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

Appendix B

Traditional Prelicensure Direct Admit – Grand Rapids

1000 Level		2000 Level	
Term 1: 16 credits	**Term II: 15 credits**	**Term I: 16 credits**	**Term II: 16 credits**
BY 155 Principles of Human Anatomy & Physiology 1 (C1) — 3 cr	BY 156 Principles of Human Anatomy & Physiology II — 3 cr	BY 230 Microbiology & Lab — 4 cr	PG 380 Lifespan Developmental Psychology (IT1) — 3 cr
BY 155L Principles of Human Anatomy & Physiology Lab 1 (C1) — 1 cr	BY 156L Principles of Human Anatomy & Physiology Lab II — 1 cr	NUR 3380 Pathophysiology — 4 cr	NUR 2120 Nursing Informatics — 3 cr
CY 140 General Org and Biochemistry (C1) — 3 cr	KN 252 Nutrition — 3 cr	NUR 2200 Health Assessment & Physical Examination — 2 cr	NUR 3200 Med-Surg Nursing I — 3 cr
MS 111 Algebra (B1) — 3 cr	SY 101 Intro to Sociology (C2) — 3 cr	NUR 2500 Fundamentals of Nursing Practice (IT2) — 3 cr	NUR 3210 Med-Surg Nursing Practicum — 2 cr
GE 101 Academic Writing (A2) — 3 cr	CN 101 Speech (A1) — 3 cr	NUR 2520 Fundamental Skills Lab — 1 cr	NUR 3300 Pharmacology I — 2 cr
PG 100 Intro to Psychology (C2) — 3 cr	NUR 1010 Freshmen Success — 0 cr	NUR 2540 Fundamentals of Nursing Practicum — 2 cr	HLH 2550 Population Health & Epidemiology — 3 cr
NUR 1000 Freshmen Success — 0 cr	NUR 2100 Intro to Nursing Practice in the Mercy & Jesuit Traditions (IT4, IT5) — 2 cr		

3000 Level		4000 Level	
Term I: 18 credits	**Term II: 16 credits**	**Term I: 16 credits**	**Term II: 13 credits**
PHL 100 Intro to Philosophy (D1) — 3 cr	NUR 4100 Pediatric Nursing — 3 cr	NUR 4300 Community Health Nursing — 3 cr	NUR 4650 Nursing Leadership Immersion — 3 cr
NUR 3700 Med-Surg Nursing II — 3 cr	NUR 4150 Pediatric Nursing Practicum — 2 cr	NUR 4350 Community Health Nursing Practicum — 2 cr	NUR 4755 Professional Practice from Mercy and Jesuit Traditions (IT6) — 3 cr
NUR 3750 Med-Surg Nursing II Practicum — 2 cr	NUR 3800 Maternal Child Nursing — 3 cr	NUR 4600 Nursing Leadership — 2 cr	NUR 4652 Senior Seminar — 1 cr
NUR 3100 Mental Health Nursing — 3 cr	NUR 3810 Maternal Child Nursing Practicum — 2 cr	Religious Knowledge (D2) — 3 cr	Historical Experience (E1) — 3 cr
NUR 3150 Mental Health Nursing Practicum 2 cr	NUR 4500 Research and Evidence-Based Practice (IT2) — 3 cr	PH 244 Medical Ethics (F1) — 3 cr	Aesthetic Experience (E3) — 3 cr
NUR 3310 Pharmacology II — 2 cr	Philosophy or Religious Depth (D3) — 3 cr	Literary Experience (E2) — 3 cr	
NUR 4226 Applied Statistics for Nursing — 3 cr			

Revised 4.4.2022
Total Credit Hours = 126
Nursing Credit Hours = 63 (theory/didactic = 43, seminar = 1, clinical/practical = 17, lab = 2). Lower Division = 17 credit hours (27%); Upper Division = 46 credit hours (73%)

Appendix C
Second Degree Option (SDO) Accelerated BSN – Detroit

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 4601 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		

Revised 06.18.2018

Appendix D
Part Time BSN Transfer Plan

Semester 1: 9 credits	Semester 2: 8 credits	Semester 3: 7 credits	Semester 4: 10 credits
NUR 3380 Pathophysiology — 4 cr NUR 2100 Intro to Nursing Practice in the Mercy & Jesuit Traditions (IT 4 & 5) — 2 cr NUR 4226 Applied Statistics for Nursing — 3 cr	NUR 2500 Fundamentals of Nursing Practice (IT2) — 3 cr NUR 2520 Nursing Skills Lab — 1 cr NUR 2200 Health Assessment & Physical Examination — 2 cr NUR 2540 Fundamentals of Nursing Practicum — 2 cr	NUR 3300 Pharmacology I — 2 cr NUR 3200 Med-Surg Nursing I — 3 cr NUR 3210 Med-Surg Nursing Practicum — 2 cr	NUR 3310 Pharmacology II — 2 cr NUR 3700 Med-Surg Nursing II — 3 cr NUR 3750 Med-Surg Nursing II Practicum — 2 cr

Semester 5: 11 credits	Semester 6: 8 credits	Semester 7: 10 credits	Semester 8: 9 credits
HLH 2550 Population Health & Epidemiology (IT3) — 3 cr NUR 3100 Mental Health Nursing — 3 cr NUR 3150 Mental Health Nursing Practicum — 2 cr NUR 2120 Nursing Informatics — 3 cr	NUR 4300 Community Health Nursing — 3 cr NUR 4350 Community Health Nursing Practicum — 2 cr NUR 4500 Research and Evidence-Based Practice (IT1) — 3 cr	NUR 3800 Maternal Child Nursing — 3 cr NUR 3810 Maternal Child Nursing Practicum — 2 cr NUR 4100 Pediatric Nursing — 3 cr NUR 4150 Pediatric Nursing Practicum — 2 cr	NUR 4652 Senior Seminar — 1 cr NUR 4755 Professional Practice from Mercy and Jesuit Traditions (IT6) — 3 cr NUR 4600 Nursing Leadership — 2 cr NUR 4650 or NUR 4701 Nursing Leadership Immersion — 3 cr

***All supportive and non supportive core need to be taken prior to the start of semester if the plan will be implemented as written.
*** Health Care ethics can be taken while matriculating during semesters 2, 3, or 6 to maintain part time status
***Developmental Psychology is required before NUR 3100 Mental Health Nursing, but can be taken while matriculating prior to semester 5
Developed 3.30.22

Appendix E
Full Time Transfer BSN Plan

*** Health Care ethics can be taken while matriculating

Semester 1: Credits 13		Semester 2: Credits 17		Semester 3: Credits 12	
NUR 3380 Pathophysiology	4 cr	NUR 1010 Freshman Success	0 cr	NUR 3100 Mental Health Nursing	3 cr
NUR 2100 Intro to Nursing Practice in the Mercy & Jesuit Traditions (IT 4 & 5)	2 cr	NUR 2200 Health Assessment & Physical Examination	2 cr	NUR 3150 Mental Health Nursing Practicum	2 cr
NUR 1000 Freshman Success	0 cr	NUR 2500 Fundamentals of Nursing Practice (IT2)	3 cr	NUR 3200 Med-Surg Nursing I	3 cr
BIO 2410/2420 Microbiology&Lab	4 cr	NUR 2520 Fundamental Skills Lab	1 cr	NUR 3210 Med-Surg Nursing Practicum	2 cr
BIO 2040 Nutrition	3 cr	NUR 2540 Fundamentals of Nursing Practicum	2 cr	NUR 3300 Pharmacology I	2 cr
		NUR 4226 Applied Statistics for Nursing	3 cr		
		HLH 2550 Population Health & Epidemiology (IT3)	3 cr		
		PYC 2500 Developmental Psychology	3 cr		

Semester 4: Credits 13		Semester 5: Credits 13		Semester 6: Credits 12	
NUR 3700 Med-Surg Nursing II	3 cr	NUR 4100 Pediatric Nursing	3 cr	NUR 4600 Nursing Leadership	2 cr
NUR 3750 Med-Surg Nursing II Practicum	2 cr	NUR 4150 Pediatric Nursing Practicum	2 cr	NUR 4650 Nursing Leadership Immersion	3 cr
NUR 3310 Pharmacology II	2 cr	NUR 4300 Community Health Nursing	3 cr	NUR 4755 Professional Practice from Mercy and Jesuit Traditions (IT6)	3 cr
NUR 3800 Maternal Child Nursing	3 cr	NUR 4350 Community Health Nursing Practicum	2 cr	NUR 4652 Senior Seminar	1 cr
NUR 3810 Maternal Child Nursing		NUR 4500 Research and Evidence-Based Practice (IT1)	3 cr	Elective or Core	3 cr
NUR 2120 Nursing Informatics	3 cr				

Appendix F
BSN Completion (BSNc) Plan

*each course offered in 7-week time frames

Semester 1a Winter 1/8/24–2/16/24	CREDITS	Semester 1b Winter 2/26/24–4/19/24	CREDITS
NUR 3251 – Hybrid Transitions into Professional Practice in the Mercy and Jesuit Traditions	3	NUR 3256 – Hybrid Leadership in Nursing Practice	3
NUR 2120 – OL Nursing Informatics	3	NUR 4226 – OL Applied Statistics for Nursing	3
TOTAL	6	TOTAL	6

Semester 2a Summer 4/29/24–6/14/24	CREDITS	Semester 2b Summer 6/24/24–8/16/24	CREDITS
HLH 2550 – Hybrid Population Health and Epidemiology	3	NUR 4241 – Hybrid Patient Safety and Quality Improvement in Nursing Practice	3
NUR 4500 – Hybrid Nursing Research and Evidence Based Practice	3	ETH 3580 – Hybrid Health Care Ethics	3
TOTAL	6	TOTAL	6

Semester 3a Fall 8/26/24–10/11/24	CREDITS	Semester 3b Fall 10/21/24–12/13/24	CREDITS
NUR 4246 – Hybrid Integration Seminar for BSN Completion	1	**NUR 4350 – F2F** Community Health Nursing Practicum	2
NUR 4300 – Hybrid Community Health Nursing	3		
TOTAL	4	**TOTAL**	2

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, revised 12.07.2022