



EASTERN MICHIGAN UNIVERSITY
School of Nursing

Undergraduate Nursing Student Handbook

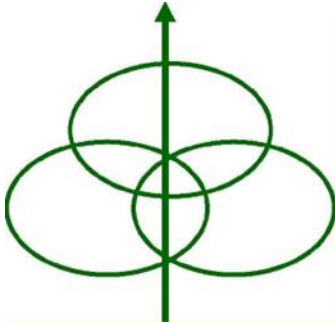
(Traditional BSN, 2nd-Degree BSN, RN to BSN, and
Concurrent Enrollment Options)

2025-2026

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www.emich.edu/nursing

The Eastern Michigan University School of Nursing Emblem



The emblem was developed when the School of Nursing was established in 1973. At that time, the profession of nursing was very concerned with the metaparadigm of the profession including person, environment, health, and environment. As a result, this emblem was designed and used until 2020 when a new nursing logo was developed. The three circles represent:

- The health-care delivery system
- People and their environment
- The health-illness continuum

The arrow bisecting the three circles represents the nursing process.

As of the fall of 2020, the School of Nursing adopted a new nursing emblem depicting the Florence Nightingale lamp and textbooks representing the caring and knowledge needed to be a professional nurse. The new emblem may be displayed as a silver or gold background with green and white writing stating “Eastern Michigan University School of Nursing”.



The content of this handbook is subject to revision at any time. The University and the School of Nursing *right to revise* includes, but is not limited to, policies, programs, grading guidelines, graduation requirements, courses, services, fees, and personnel.

Welcome!

Dear Nursing Students,

CONGRATULATIONS and welcome to the School of Nursing at Eastern Michigan University!

On behalf of our faculty and staff, I would like to welcome you and let you know that we are here to support you on your journey to becoming a professional registered nurse. Nursing is a rewarding but challenging career, and no doubt you will feel similarly about your coursework throughout your nursing education. Please do not hesitate to ask questions or seek assistance when you need it – we have all needed help in our nursing journeys. Our nursing coordinators and your faculty are here to help – if you are struggling or not sure what you need, reach out to them. It's always better to get help early, even if you're not sure you need it.

This handbook is lengthy and contains many of the important policies and guidelines specific to the BSN program and to your experience at EMU. It is a supplement to the university's EMU Student Handbook, located at www.emich.edu/studenthandbook, and you should familiarize yourself with both. These guidelines (and the many emails you will receive from our program coordinators, staff, and faculty) will serve as your roadmap to successful completion of the BSN program. When questions come up, please check the handbook(s) first – it's likely that the answers are in there.

Welcome to the School of Nursing (SON) and to a profession that I deeply love. We look forward to seeing you through your program and celebrating with you at the SON Convocation and Pinning Ceremony where you will mark having completed all the requirements for your BSN! Your journey to that landmark experience will be, much like nursing, intellectually and personally rigorous, and much like nursing, unforgettable. I look forward to supporting you in your journey.

Best wishes,

Meghan Eagen-Torkko, PhD, RN, CNM, FACNM
Director, EMU School of Nursing



EASTERN MICHIGAN UNIVERSITY
School of Nursing

Dear BSN Nursing Students:

We are pleased to extend a warm welcome to you on behalf of the Undergraduate Committee for Admission and Retention of Students (UCARS), Undergraduate Curriculum and Instruction Committee (UCIC), and all nursing faculty at EMU. This handbook was developed through input from faculty and previous nursing students to assist you in progression through the nursing major. It is your obligation to review the contents of this handbook, as you will be held responsible for its contents throughout your program of study within the School of Nursing.

The program you are entering is designed to prepare you to:

1. Respect the dignity and worth of humans while providing holistic care in a variety of healthcare settings.
2. Assume accountability for own and delegated nursing care to individuals, families, groups, communities, and populations.
3. Practice from an evidence base to promote safe, quality patient care for diverse patients across the lifespan and health-illness continuum.
4. Use critical thinking, clinical reasoning, ethical inquiry, and leadership skills to collaborate with consumers and healthcare providers to address simple to complex health situations.
5. Care for self while engaging in continuous professional development.

Your presence here indicates your commitment to learning or expanding on your knowledge of the nursing profession at EMU. Faculty expect you to be an active participant in identifying and meeting your learning objectives as well as self-evaluation of your progress.

In the days ahead, you will make new friends, experience new struggles, and take steps toward lifelong learning as a professional registered nurse. You will have many opportunities to learn from and work with health care professionals in a variety of settings such as community health agencies, public schools, clinics, nursing homes, hospitals, and emerging new community health facilities.

We are pleased that you have chosen EMU's nursing program and hope that you have a rewarding, satisfying, and successful experience with use.

Sincerely,

Undergraduate Curriculum and Instruction Committee (UCIC)
Undergraduate Committee on Admission and Retention of Students (UCARS)

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Standards of Professional Behavior

Learning the important facts about medications, psychomotor skills, pathophysiology, health assessment, and the nursing process are important parts of your nursing education. Equally important and, in some situations, even more important is learning about professional behavior. Personal integrity and commitment to public trust as exemplified by integrity, trustworthiness, and honesty contribute to patient safety. Domain 9 of the American Association of Colleges of Nursing *Essentials* (AACN, 2021) defines professionalism as the “...formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing’s characteristics and values” (p. 49).

Attitude plays a vital role in nursing; it creates a foundation for behaving responsibly and professionally. Professional behavior is based on the professional values identified in the AACN *Essentials* (2021): integrity, altruism, inclusivity, compassion, courage, humility, advocacy, caring autonomy, humanity, and social justice. Professional behavior is also congruent with the American Nurses Association’s (ANA) *Code of Ethics for Nursing* (2025) and *Nursing Scope and Standards of Practice* (2021).

Health care is a team effort, so for the best patient outcomes, nurses must maintain professional, collaborative relationships with doctors, fellow nurses, and other healthcare staff, patients and their families. Nurses work with patients from all walks of life and must treat them all equally, regardless of factors such as age, gender, race, or socioeconomic background. The development of professional behavior starts on your first day of nursing school and continues through graduation.

All students in the SON are expected to represent themselves, the University, and the SON in a professional manner. This applies to clinical and classroom settings or any situation in which the student represents EMU. Professional student behavior includes, but is not limited to, the following:

- Accountability: Accepting responsibility for one’s own actions.
- Attitude: Dealing with others in a respectful, sensitive and nonjudgmental manner, including peers, faculty, patients/clients, administrators, and all others who may interact with an EMU nursing student. This requires students to respect individual differences related (but not limited to) culture, ethnicity, beliefs, experience, gender, age, sexual orientation, and socioeconomic status.
- Attendance: Arriving to class, lab, or clinical on time and prepared to participate.
 - Absences for clinicals are particularly problematic and may result in disciplinary action and/or course failure.
 - Being tardy interrupts the learning of the student and others. Students should plan appropriately to be on time and prepared to leave at the scheduled time.
 - Clinical absences and any concerns over being late to a lab or clinical/tardiness (ie. bad weather, car trouble, etc.) should be reported immediately to your clinical instructor.
 - Students should check course syllabi for specific information regarding attendance requirements and penalties for failing to adhere to the requirements.
- Meeting deadlines: taking examinations and turning in assignments as scheduled.
 - Any exceptions must be approved by the faculty of record prior to the deadline, or the student may be subject to point deductions or other penalties with the potential to negatively impact student success.

- Students are expected to give advance notice in writing or by voicemail to the faculty of record when something prevents completion of a commitment or their attendance in a mandatory activity. The notice must detail a suggestion for how and when the requirement could be made up. The decision about whether a make-up assignment is available, the type of make-up assignment, and/or an extension of the deadline for submission rests solely with the faculty of record for the course.
- Following policies and procedures of clinical partners, including HIPAA requirements, maintaining confidentiality of all patient information, and submitting health and other documents required for clinical placement by the deadlines communicated by the SON.
- Abstain from the use of any illicit, mind altering, or controlled substances before or during any contact with faculty, staff, or patients.
- Adhering to the Nursing Student Dress Code (as described in the Undergraduate Student Handbook) when at the clinical site.
 - Maintaining a professional appearance and image in all situations where you are representing EMU and the SON.
- Conducting oneself with academic integrity.
 - Students that engage in acts of academic dishonesty or misconduct, as defined in the EMU Board of Regents [Policy 08.01, Code of Community Responsibility](#), are subject to disciplinary action at the course and/or program level up to but not limited to course failure and/or program dismissal depending on the severity of the violation. Students should refer to course syllabi and the University's Code of Community Responsibility (Policy 08.01) for information regarding expectations not presented here.

Faculty at the SON acknowledge that extenuating circumstances occur that may prevent a student from meeting classroom or clinical commitments. Timely, open, and clear communication with faculty is key during these instances. The opportunity for make-up work and/or alternative arrangements are at the sole discretion of the faculty. Extenuating circumstances do not include the following and do not have to be considered by the faculty when discussing alternative opportunities:

- Competing commitments such as a scheduled vacation, special event (ie. wedding, family birthday, tickets to a sporting/theater event, etc.), job orientation, or work schedule that conflicts with a course activity.
- Medical appointments of a non-emergent nature.

Essential Behaviors

| Nursing Essential Behaviors | | |
|---|---|---|
| <p>The purpose of the Nursing Essential Behaviors is to inform students choosing to enter into a nursing program at EMU of the basic minimal standards which must be met in order to complete all course and program outcomes and objectives. Students enrolled in a nursing program at EMU must provide care that is safe and effective. These essential behaviors pertain to all EMU undergraduate and graduate nursing students.</p> | | |
| <p>Reasonable Accommodation for Disabilities:</p> <p>The EMU School of Nursing is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education, and employment for students with disabilities. The program works closely with the Disability Resource Center (DRC) in this process. The DRC is the contact point for students with permanent or temporary sensory, physical, or psychological disabilities interested in requesting reasonable accommodations due to the effects of a disability.</p> <p>Students who wish to request reasonable accommodations are encouraged to contact the DRC to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations may not be implemented retroactively, so being timely in requesting your accommodations is very important. EMU does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations. To learn more about the process for establishing services through these offices, please contact:</p> <p style="text-align: center;">EMU Disability Resource Center 250 Student Center Ypsilanti, MI 48197 734-487-2470 FAX: 734-483-6515 drc@emich.edu https://www.emich.edu/drc/index.php</p> | | |
| Requirements | Standard Abilities | Essential Behaviors |
| Communication | Communication sufficient for professional interactions. | Students must communicate effectively and sensitively with clients and their families, as well as with other students, staff, faculty, professionals, agency personnel, community residents, and others relevant to their areas of study. Expression of ideas and feelings must be clear and appropriate. Students must demonstrate a willingness and ability to give and receive feedback. |

| | | |
|---------------------------------|---|--|
| Cognitive | Sufficient critical thinking and cognitive abilities in classroom, lab, and clinical settings. | Students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the nursing activities of their programs/areas of study. |
| Behavioral/ Emotional | Sufficient emotional health to engage in effective and harmonious relationships with diverse academic, professional, and community environments relevant to chosen programs of study. | Students must possess the emotional health required for the full utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in their programs/areas of study. Students must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, other professionals, and agency personnel under all circumstances including highly stressful situations. Students must have the emotional stability to function effectively under stress and adapt to environments that may change rapidly without warning and/or in unpredictable ways as relevant to their programs. Students must be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy. Students must acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others. Students must be accountable for any behaviors or actions that convey racism, bias, or discrimination and engage in reparations as necessary. Students must be able to and willing to examine and change behaviors when they interfere with productive individual or team relationships. |
| Professional Conduct | Interpersonal skills sufficient for professional interaction with diverse groups of people. | Students must possess the ability to reason morally and practice nursing in an ethical manner. They must not engage in unprofessional conduct or in ways that are contrary to the EMU Code of Community Responsibility , and must be willing to learn and abide by professional standards of practice, as well as regulations for professional licensure. Students must demonstrate the attributes of compassion, empathy, integrity, honesty, responsibility, and inclusiveness. |
| Motor and Sensory Skills | Auditory, visual, gross and fine motor abilities which are sufficiently effective and safe for providing nursing care. | Students need to have sufficient motor function and sensory skills in order to be able to execute movements and make observations required in the domain of nursing care or nursing activity in their chosen program. |
| Pregnancy | <p>Although not considered a disability, as each pregnancy is unique and there may be complications for both parent and child, it is important that students know what resources are available to assist them.</p> <ol style="list-style-type: none"> 1. The EMU Title IX Office - This office works to support pregnant and parenting students throughout their entire pregnancy and for a short time after. Students are encouraged to reach out to their office early on so the office can help provide resources and some academic support as needed. The office will work with the student and their faculty should any safety concerns arise that may impact their continuation in their coursework - including lab or clinical components. 2. Students are encouraged to stay connected to their faculty and although not required to provide any medical details, student safety and that of their patients are also our utmost priority. | |

General Information

Name/Address/Phone Number Change

It is your responsibility to immediately notify the Office of Records and Registration and the SON of any name, address, e-mail, or telephone number change(s). You can make changes through your my-emich services tab online. We also ask that you provide updated contact information upon graduation so the SON can keep in contact with you as an alumnus.

Student Records

Academic records for each student are maintained by the SON through a web-based data repository called ProjectConcert. This platform is also available for students to upload and organize evidence of engagement in scholarly activities/work, professional activities/memberships, and clinical evaluations. Student health and other clinical requirement records are maintained electronically through Complio and ACEMAPP platforms. No hard copy records are maintained by the SON. Students needing assistance accessing these platforms are encouraged to contact the SON Office for assistance.

Announcements & Electronic Communication

The primary method of communication with nursing students is through email using my.emich email accounts. Students are responsible for checking their my.emich email *frequently* for important announcements, information, and messages. Failure to do so puts students at a disadvantage and may result in missing important information regarding clinical placements, scholarship opportunities, graduate/pinning ceremony plans, etc. The my.emich email system is the ***required*** system for communication between students and faculty, staff, or the SON Office; personal emails will not be used for official communications from the SON. Faculty may also choose to post course-level announcements in Canvas, EMU's learning management system. Students are encouraged to frequently check their Canvas shells assigned to each course as well. Students are expected to communicate in a professional manner when communicating via email. Appendix A provides valuable guidelines for minimum expectations.

EMU Student Handbook

Each year, EMU publishes student policies and other important information in the [EMU Student Handbook](#). The handbook contains information for students about available university services, policies and procedures, and helpful information to aid in student success.

Nursing Curriculum and Plans of Study

BSN and 2nd Degree Programs: Below is a list of nursing courses required to earn a BSN degree from EMU. Each level represents a year of study in the BSN program for traditional and 2nd Degree BSN students. Courses are taken sequentially and represent a simple-to-complex curriculum. Additional general education and non-nursing support courses are also required to progress within the undergraduate program and complete the degree. Students are encouraged to work with a [CHHS Advisor](#) for more information and guidance on what non-nursing courses are required.

| Level 2 | |
|--|---|
| NURS 208 | The Art & Science of Nursing I |
| NURS 209L4 | The Art & Science of Nursing I Clinical |
| NURS 220 | Health Assessment & Physical Examination |
| NURS 250 | The Art & Science of Nursing II |
| NURS 251L4 | The Art & Science of Nursing II Laboratory |
| NURS 260 | Pathophysiology |
| NURS 270 | Pharmacology |
| NURS 275 | Essentials of Professional Nursing Practice I |
| Before taking 300-level nursing courses, students must complete the following courses (or their equivalent) with a minimum grade of C (2.0 on a 4.0 scale): DTC 203: Nutrition for Health Professionals <i>and</i> BIO 238: Microbiology for Health Professionals (or equivalent courses) | |
| Level 3 | |
| NURS 304 | Nursing Care of Childbearing Families |
| NURS 305L4 | Nursing Care of Childbearing Families Clinical |
| NURS 306 | Child/Family Health Nursing |
| NURS 307L4 | Child/Family Health Nursing Laboratory |
| NURS 330 | Adult Health Nursing I |
| NURS 331L4 | Adult Health Nursing I Clinical |
| NURS 350 | Psychiatric/Mental Health Nursing |
| NURS 351L4 | Psychiatric/Mental Health Nursing Clinical |
| NURS 372 | Nursing Research |
| NURS 375W | Essentials of Professional Nursing Practice II |
| Level 4 | |
| NURS 404 | Adult Health Nursing II |
| NURS 405L4 | Adult Health Nursing II Clinical |
| NURS 450 | Community Health Nursing |
| NURS 451L4 | Community Health Nursing Clinical |
| NURS 475 | Essentials of Professional Nursing Practice III |

RN to BSN and Concurrent Enrollment Programs: Below is a list of nursing courses required in the RN to BSN and concurrent enrollment degree options. Course sequences may vary based on course availability and student learning needs.

- These courses are typically offered as 7 ½ week online courses offered in a carousel format.
- All students take NURS 300W as their first course and NURS 483L4 as a final capstone course.
- Students in a concurrent enrollment program **MUST** have an active, unencumbered license as a professional registered nurse to be eligible to enroll in NURS 483L4, the capstone course.
- All courses must be completed with a minimum grade of C or better (2.0 on a 4.0 scale) in order to progress in the program.
- Additional general education and non-nursing support courses may also be required to complete the degree. Students are encouraged to work with a [CHHS Advisor](#) for more information and guidance on what non-nursing courses are required and with their faculty advisor or nursing program coordinator on setting a specific plan of study.

| | | | |
|----------------|---|--------|--|
| NURS 300W | Reading and Writing in Nurs Studies | 3 cr. | Pre-req for other NURS Courses |
| NURS 221 | Health Assessment for RNs | 3 cr. | Pre-req for NURS 483L4 |
| NURS 265 | RN Essentials for Prof. Nursing Practice: The Professional Role | 3 cr. | Pre-req for NURS 483L4 |
| NURS 365W | RN Essentials for Prof. Nursing Practice: Nurse as Advocate | 3 cr. | Pre-req for NURS 483L4 |
| NURS 374 | Nurs Research Concepts for Practice | 3 cr. | Pre-req for NURS 483L4 |
| NURS 453 | Community-Based Nursing for RNs | 3 cr. | Pre-req for NURS 483L4 |
| NURS 465 | RN Essentials for Prof. Nursing Practice: Nurse as Leader | 3 cr. | Pre-req for NURS 483L4 |
| NURS Electives | Options sent out each semester | 6 cr. | Pre-req for NURS 483L4 |
| NURS 483L4 | RN to BSN Population Focused Capstone Practice Experience | 3 cr. | Satisfies Learning Beyond the Classroom requirement (GELB) |
| | | 30 cr. | |

General Information about Classroom and Clinical Learning

Student Orientation

Traditional BSN and 2nd Degree BSN students receive information about the Nursing Student Handbook and about important policies, procedures, textbooks, syllabi, and program expectations/guidelines during new student orientation. All students have access to the Nursing Student Handbook through the SON webpage [Student Resources](#) tab, through the SON Office, or by asking faculty or staff. Information regarding graduation and the Convocation/Pinning Ceremony is shared with students via email closer to program completion. Returning students should review updated Nursing Student Handbooks at the time of reenrollment to ensure compliance with all program requirements.

RN to BSN and Concurrent Enrollment students: The RN to BSN/Concurrent Enrollment program is fully online. Student 'orientation' occurs over multiple weeks via email messages sent to your my.emich email address prior to starting the R2B program. Introduction to university resources, including the online learning system is included in the orientation. All new nursing students receive information about how to access the Nursing Student Handbook and important policies, procedures, and guidelines within the school.

Curriculum Organization of Credit Hours to Contact Hours

The BSN program follows the EMU guidelines for allocation of credit-to-classroom and clinical/laboratory hours calculated (over a 15-week semester). For every clock hour of classroom instruction per week in a semester, the student earns one hour of academic credit. For example, a course that meets 3 hours each week in the classroom (for the equivalent of 15 weeks) earns the student 3 hours of academic credit on their transcript. For every three clock hours of laboratory contact per week in a semester, the student earns one hour of academic credit. Laboratory hours may include nursing skill/simulation laboratory experiences on campus, as well as learning in the clinical setting off campus. For example, a clinical course that meets 9 clock hours each week (for the equivalent of 15 weeks) in the lab or clinical setting earns the student 3 hours of academic credit. Hours do not include travel time, preparation for the experience, allotted mealtimes (ie. lunch), or time designated for pre- and post-clinical data collection. Calculations are adjusted according to the ratios outlined above for courses that are less than 15 weeks in length (i.e. part-of-term courses).

Nursing Course Schedules

Prior to the opening of the registration period each semester, students will receive an assignment (communicated by the program coordinator) that designates the specific NURS course section they should register for. This is done to ensure that students enroll in course/clinical sections that correspond to their assignments communicated (through ACEMAPP) to the SON's clinical partners. Students **MUST** register in accordance with their assigned course sections and are expected to adjust the schedule of any non-NURS courses around their assigned NURS schedule. Due to clinical placement requirements, students are not allowed to trade NURS assignments without express permission by the program coordinator.

Syllabi

Each course has a syllabus which describes the course, the course learning outcomes and objectives, course requirements, grading system, deadlines and dates, assignments, and quiz and

testing policies. Students are expected to meet all course learning outcomes and objectives. Failure to meet deadlines reflects an inability to meet course objectives for professional accountability and will negatively affect the student's grade. The syllabus serves as a student-faculty contract for meeting course requirements. Extenuating circumstances may necessitate modifications in the course and syllabus. Faculty reserve the right to make changes and will notify students via email (to my.emich student emails), Canvas announcements, or announcements in class.

Attendance Expectations

Students are expected to be present and prepared for all learning experiences – classroom, clinical, and learning laboratories. Repeated absences, tardiness, or failure to complete all assignments, participate in online discussions, and/or meet course objectives may lead to course failure. If a student cannot be in clinical at an assigned time, the instructor must be notified in advance of the time the clinical begins.

Clinical attendance policies and consequences of absences, including and up to failure for the clinical course, are based on the clinical attendance policy. See Appendix L for the clinical attendance policy.

Minimum Technology Requirements

All EMU nursing students utilize internet services and resources to access online resources (such as ATI materials), submit assignments in online or hybrid courses, and complete clinical evaluation paperwork through the SON's data repository system called ProjectConcert. Students enrolled in any undergraduate BSN program (traditional BSN, 2nd-Degree BSN, and RN to BSN/Concurrent Enrollment options) must have access to a reliable high-speed internet service and suitable technology to complete these tasks and participate in the program. EMU offers students free Wi-Fi internet access across campus (24 hours per day, 7 days per week) and has [computer labs](#) with access to printers in the EMU Halle Library (see [Halle Library](#) website for hours of operation). However, the SON strongly encourages students to purchase their own device (see below for minimum technology options) to ensure they have the minimum technology they need when required. Students may be able to utilize financial aid or student loan funds to purchase the necessary technology to participate in the program and are encouraged to speak with a [Financial Aid](#) representative about funding options.

- **Computer:** Portable computing device (laptop) with modern operating system (Windows or macOS), capable of running educational software and virtual simulations.
- **Internet access:** Reliable high-speed internet for accessing online coursework (including through EMU's learning management system, Canvas), accessing databases such as ACEMAPP, ATI, and ProjectConcert, conducting internet searches, viewing educational videos, running online lockdown browsers (used for test security), etc.
- **Software:** Word processing, spreadsheet, and presentation software (e.g., Microsoft Office or Google Workspace); secure access to EMU's learning management system, Canvas.

RN to BSN/Concurrent Enrollment Students: The RN to BSN program is offered completely online. Students enrolling in this option must be aware that relying solely on EMU technology resources will likely not meet their educational needs. Therefore, students **MUST** be prepared to meet the minimum technology requirements, including having access to their own personal computer and high-speed internet. Failure to meet these minimum requirements will not be an acceptable excuse

for missing assignment/testing deadlines, submitting incomplete work, or the inability to meet requirements outlined in course syllabi.

Assessment Technologies Institute (ATI)

ATI offers an assessment-driven review program designed to increase student pass rates on the NCLEX-RN exam and promote student success. The SON uses ATI in the traditional BSN and 2nd-Degree BSN programs to support course content mastery and in preparation for the NCLEX-RN exam. The ATI program includes books, tutorials, online practice, videos, and proctored standardized tests to cover major content areas in nursing. It is also a program intended to assess student knowledge comprehensively on a test similar in structure to the NCLEX-RN exam.

Standardized assessment examinations are administered throughout the program for both formative and summative evaluation of the integration of didactic and clinical learning. Appendix B provides details on how the SON uses ATI resources. Additionally, students are expected to participate in a 3-day live intensive ATI NCLEX review at the completion of the program. The dates for this review will be announced prior to program completion.

ProjectConcert

ProjectConcert is a database used by students, faculty, and staff to manage data and track information unique to EMU's nursing programs and student clinical experiences. Uses of ProjectConcert by the SON include (but are not limited to):

Students:

- Record clinical hours and approved plans of study
- Complete evaluations for clinical
- Complete surveys regarding courses, programs, and success after graduation
- Organize and store information and documents useful in a professional portfolio

Faculty:

- Complete student clinical evaluations
- Approve clinical hours
- Organize and store information and documents pertaining to professional development, scholarship, and service
- Organize and store advising notes, interactions with students, and disciplinary documents

Once accepted into a nursing program, students are able to access their ProjectConcert account through a link entitled *ProjectConcert* located at the bottom of the [SON webpage](#). Users log into the system using their NetID (first part of their EMU email address without the @my.emich.edu) and password. Faculty and user guides are available from the ProjectConcert homepage. Additional directions are accessible through the many links embedded within ProjectConcert by clicking on the *Need Help?* icons.

Writing Intensive Coursework

Both didactic and clinical courses may require written assignments. NURS 375W (Essentials of Professional Nursing Practice II), is designated as the writing intensive course for the traditional and 2nd-Degree BSN programs. NURS 300W (Reading and Writing in Nursing Studies) and NURS 365W (RN Essentials for Prof. Nursing Practice: Nurse as Advocate) are designated as the writing intensive courses for the RN to BSN and Concurrent Enrollment programs. These courses are designed to enhance a student's abilities to clearly, concisely, and accurately convey their thinking in written format using proper APA style and conventions.

American Psychological Association (APA, 7th Edition) Style

All assigned papers must be written using the format outlined in the APA 7th Edition manual. Students are expected to utilize and cite the most current or relevant reference sources in their writing. Resources used in an assignment should be peer-reviewed (unless not applicable to the assignment) and no more than 5 years old. Students are encouraged to check with course faculty before using a resource older than 5 years to ensure the resource is still considered relevant and current.

Plagiarism

Plagiarism is the use of another's words, data, materials, or ideas without citing the source. Students are not to engage in any form of professional or academic dishonesty, including (but not limited to) alteration of patient records, changes in patient condition, treatment or plan, falsification of personal or patient records, and submitting the work of others as one's own. When writing academic papers, students are expected to cite the ideas of others, including ideas generated by artificial intelligence, using APA conventions. Students are expected to check with their faculty on if and how generative AI can be used to complete assignments. Failure to submit one's own work or assignments without proper citations could result in disciplinary action, up to and including course failure and/or program dismissal.

Program Grading Scale

The grading scale below is used in all theory/didactic courses. Due to variations in how grades are calculated by each faculty member, students are encouraged to carefully read their syllabus to ensure a thorough understanding of how points are awarded and how grades are calculated for each course – there may be differences between courses and sections of courses. Effective Fall 2024, all clinical courses are graded as Pass/Fail (Credit/No Credit) and will not earn a letter grade.

| PASSING | | FAILING | |
|---------|----------|---------|-------------|
| A | 100 - 94 | C- | 74 – 70 |
| A- | 93 - 90 | D+ | 69 - 66 |
| B+ | 89 – 87 | D | 65 - 63 |
| B | 86 - 84 | D- | 62 - 60 |
| B- | 83 - 80 | F | 59 or below |
| C+ | 79 - 78 | | |
| C | 77 - 75 | | |

School of Nursing Complaint Policy

The EMU SON is committed to maintaining a transparent and responsive environment where students, staff, faculty, and service recipients feel comfortable raising concerns. Complaints are viewed as an opportunity to improve the quality of our educational and service practices. This policy outlines the process for addressing and resolving complaints in a timely, fair, and effective manner, ensuring that all complaints are treated with respect and seriousness.

Definition of a Complaint

A complaint is defined as a formal statement of dissatisfaction, typically submitted in writing, regarding an issue or situation related to the academic, professional, or service environment at the EMU SON. Complaints may involve any aspect of the SON, including but not limited to academic performance, faculty or staff behavior, service quality, or institutional policies.

Scope of Complaints

This policy covers complaints from students, staff, faculty, and service recipients related to academic matters, faculty or staff conduct, administrative decisions, student services, and other operational concerns within the SON.

Complaint Process:

1. Local resolution:
 - Whenever possible, complaints should first be addressed directly between the complainant and the individual involved. Open dialogue is encouraged to resolve issues at the local level.
 - If the complainant is not satisfied with the outcome of the local resolution, or if the issue cannot be resolved directly, the complaint should be escalated to the appropriate department or administrative office.

2. Formal Complaint Submission:

- Complaints can be formally submitted by completing the EMU School of Nursing Complaint form which can be obtained from the Nursing Office or electronically by filling out the [Feedback and Complaints](#) form available on the SON website.
- Complaints submitted electronically will be routed to the office EMU SON email (chhs_nursing@emich.edu) where they will be reviewed by designated personnel. The complainant will receive an acknowledgment within 3 business days, excluding university holidays and closures.

3. Investigation and Resolution:

- The DON or designee will review all formal complaints and may initiate an investigation which may involve gathering relevant documents, conducting interviews, and consulting with the involved parties.
- The investigation will be handled promptly with the aim of resolving the complaint within 10 business days (excluding university holidays and closures). If additional time is required, the complainant will be notified, and the new expected timeline will be provided.
- If the complaint cannot be satisfactorily resolved according to the SON Complaint Policy, the complainant should be directed to the EMU [Office of the Ombuds](#) for further consideration.

4. Documentation:

- A record of all formal complaints will be maintained by the DON or designee, including the documentation of the investigation, actions taken, and final resolution. This documentation will be confidential and used solely for the purposes of managing the complaint process.
- Faculty and staff are encouraged to retain any relevant documentation (i.e. emails, assignments, attendance records, etc.) that could support the resolution of the complaint.

5. Confidentiality and Non-Retaliation:

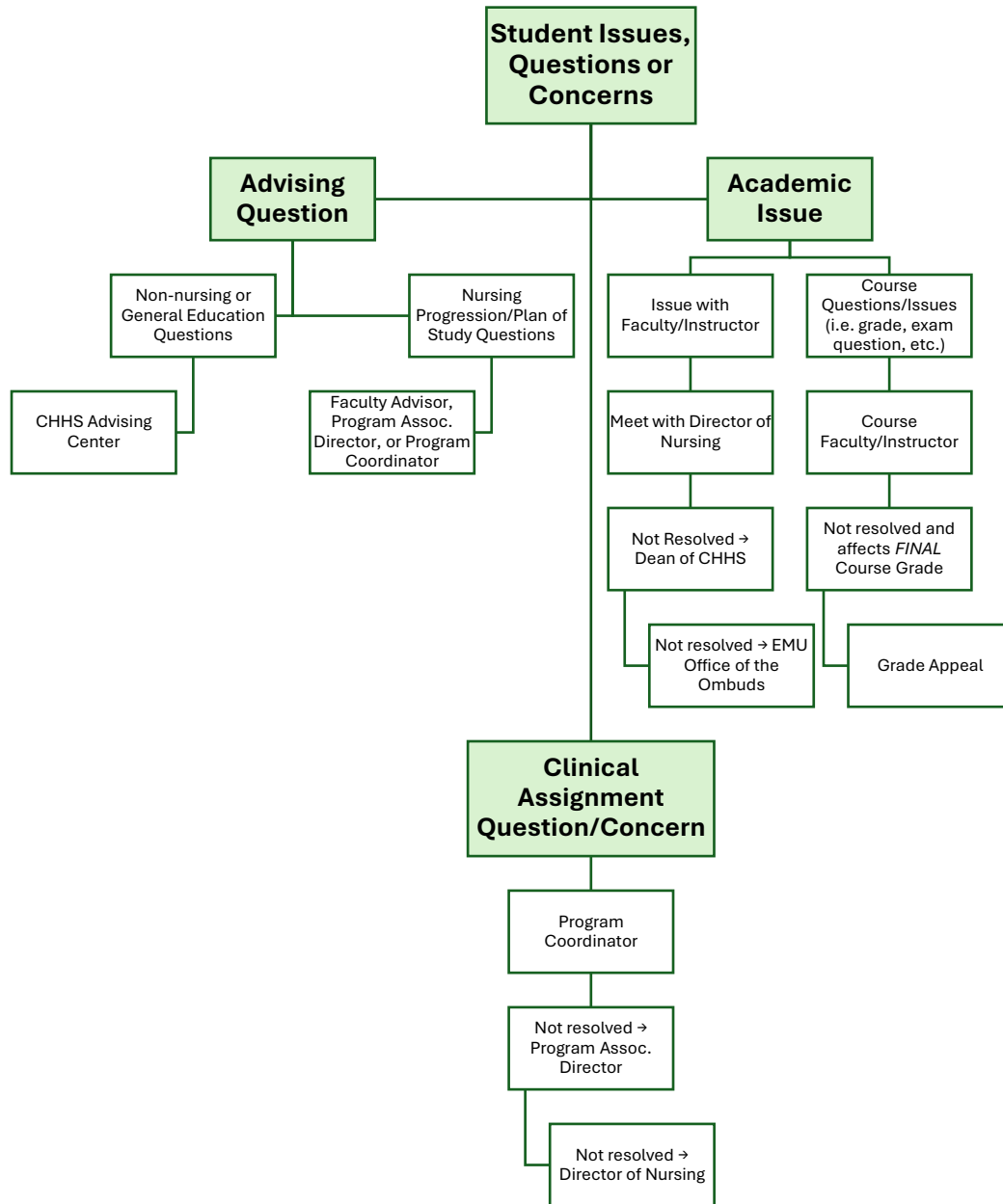
- All complaints will be handled with the utmost confidentiality. Information about the complaint will only be shared with individuals who are directly involved in the resolution process.
- Retaliation against individuals who file complaints, or those involved in the investigation, is strictly prohibited. Any incidents of retaliation should be reported immediately and will be addressed in accordance with university policies.

6. Resolution and Follow-up:

- Once a resolution has been reached, the complainant will be informed of the outcomes, including any actions taken to address the concern.
- A follow-up will be conducted to ensure the complainant is satisfied with the resolution and that no further issues remain unresolved. Feedback will also be gathered to help improve the complaint process for future cases.

Continuous improvement: The SON values feedback as an essential tool for growth and improvement. We encourage all stakeholders to share their concerns and suggestions so that we may continuously enhance the quality of education and service we provide.

Academic Problem-Solving Sequence



***Note:**

- Only the end-of-semester course grades are subject to a grade grievance. A copy of the EMU Grade Review & Grievance Procedure can be obtained online at: <https://www.emich.edu/academic-student-affairs/about/policies.php>.
- “Disagreement with an instructor’s judgment in and of itself is not a basis for a grievance, nor is disagreement with an instructor’s grading standards if such grading standards have been described in advance for the class and have been applied fairly to all students in the class” (EMU Grade Review & Grievance Procedure, p. 1).

Academic Advising

Academic and faculty advising for nursing students is vital due to the requirements unique to nursing school. Advisors help students navigate detailed plans of study, ensuring they meet all the necessary requirements for degree and program completion, and are a great source of support and information to students as they pursue their education goals. Below is a decision tree of the advising process within the SON, including guidelines on the roles academic and faculty advisors play in supporting EMU's nursing students.

1. **Plan of Study:**
 - a. Upon admission: Review the program's plan of study
 - b. Timeline: Ensure the plan of study is finalized and stored in ProjectConcert by the end of the first semester.
 - c. Next step: Initial Academic Advising → Go to Step 2
2. **Initial Academic Advising:**
 - a. Goal: Meet with the CHHS Advising Center to review general education requirements for the degree.
 - b. Location: CHHS Advising Center
 - 214 Marshall Building
 - 734-487-0918
 - chhsadvising@emich.edu
 - <https://www.emich.edu/chhs/advising/index.php>
 - c. New step: Transition to a Faculty Advisor → Go to Step 3
3. **Transition to Faculty Advisor:**
 - a. After initial advising: Work with your assigned Faculty Advisor listed in ProjectConcert for:
 - Academic progression guidance
 - Mentorship and support for academic success
 - Career planning (i.e. graduate school opportunities, job search, etc.)
 - NCLEX preparation (i.e. tips, experiences, study suggestions/resources, etc.)
 - Assistance with student concerns or problem solving
 - b. Ongoing responsibility: Schedule check-ins as needed.
 - c. Next step: Follow responsibilities based on your needs → Go to Step 4
4. **Ongoing Responsibilities:**
 - a. Check-ins: Regularly meet with your Faculty Advisor as needed.
 - b. General education requirements: Confirm with CHHS Nursing Advisor.
 - c. Document management: Keep copies of all advising and course substitution forms.
 - d. Next step: Issue Resolution or Status Changes if applicable → Go to Step 5 or Step 6
5. **Issue Resolution:**
 - a. Who to contact: Start with your course instructor.
 - If unresolved: Escalate to Faculty Advisor
 - If unresolved: Escalate to Program Associate Director
 - If unresolved: Escalate to the Director of Nursing
 - b. Next step: Issue resolved; return to Ongoing Responsibilities as needed.
6. **Status Changes:**
 - a. Significant status changes: Check the Nursing Student Handbook for procedures.
 - Examples: Withdrawing from course/program, potential course failure, request for a leave from the program, or life events affecting progression.

- b. Next step: Follow handbook guidance and notify appropriate contacts.
7. **Graduation preparation:**
- a. Verify graduation progress: Meet with the CHHS Advisor in your first semester and again in your second-to-last semester to ensure all general education and degree requirements are met.
 - b. Tool: Use uAchieve Degree Audit
 - o <https://www.emich.edu/registrar/graduation/uachieve.php>
 - o NOTE: Not required for 2nd Bachelor students
 - c. Graduation application: Submit an application at the start of the intended graduation semester via your myEmich account.
 - d. Final step: Confirm all steps are complete for graduation.

Clinical Learning

Clinical Instruction – Application of Theory to Practice

Clinical learning experiences are designed to enhance student learning through the application of theory to nursing practice. Clinical experiences occur in diverse health care settings. Students need to plan for clinical preparation time, travel, and mealtimes for their assigned clinical. Each clinical course provides the student with a syllabus describing the course, learning objectives, grading criteria, learning activities, and assessment/evaluation processes. Students are expected to be aware of the specific criteria of unsafe practice. These are located in Appendix C of this handbook.

Students may not go into a clinical site to conduct/perform course-related business/assignments without the designated EMU faculty person or EMU-assigned preceptor present on site. Failure to adhere to this requirement may result in dismissal from the program.

Clinical Section Assignments

Students are expected to complete their rotations on assigned days, times, and sites. Students are not permitted to register for two clinical courses on the same day. Closely related family members enrolled in the same program/course (ie. siblings, spouses, etc.) must register for different sections of a course when more than one section is available.

Preparing for Clinical

Any student who, in the judgment of the assigned faculty, does not demonstrate minimum acceptable knowledge and skill to practice in the clinical setting may be dismissed from the clinical setting for that day.

Any student who is, in the judgment of the assigned faculty, considered clinically unsafe will be immediately removed from the clinical rotation and may fail the course. Deficits in meeting accountability or professional requirements may lead to failure of the course. See Appendix C for specific information regarding unsafe practice.

Clinical Attendance

The SON Clinical Attendance Policy will be enforced in all undergraduate clinical learning environments. See Appendix L for more information.

Student Orientation to Clinical Activities

Incoming Nursing Students (Level II Students – Traditional and 2nd-Degree BSN)

All new undergraduate BSN nursing students must attend New Nursing Student Orientation. Failure to attend orientation may result in loss of their seat and removal from the nursing program. During orientation, new students are introduced to faculty and staff, will review SON policies, procedures, guidelines, and clinical requirements and be introduced to technology used within the program. Students will also receive information on clinical placement procedures, required textbooks, the SON dress code, and necessary equipment required to participate in the program. Orientation is also an ideal time to ask questions and clarify expectations of students.

RN to BSN/Concurrent Enrollment Students: Practice Experience – Capstone Course

The capstone course is designed to enhance student learning in applying theory to nursing practice. Students must have an active, unencumbered license as registered nurse to enroll in the capstone course, NURS 483L4. Students will identify a preceptor to work with to complete a capstone project. The capstone course (NURS 483L4) is taken as the final course in the nursing curriculum; all other NURS courses must be completed with a grade of C or better (2.0 on a 4.0 scale) as a prerequisite. The capstone course allows the student to demonstrate their ability to apply and articulate program outcomes. Students will be informed in the semester prior to their capstone course of responsibilities and preparation. Students are expected to be aware of the specific criteria of unsafe practice; this information is located in Appendix C of this handbook.

Mandatory Health-Related and Other Requirements

Agency Requirements

Clinical agencies partnering with the EMU SON have specific regulations to which students and faculty must comply. Generally, the health requirements outlined below, as well as standard precautions, fire safety, body mechanics, and other clinical agency topics, are managed through web-based systems, the [ACEMAPP system](#) (Appendix D) and [Complio](#) (American Databank) for all nursing students.

RN to BSN/Concurrent Enrollment nursing students will meet the specific requirement for their clinical facilities which may or may not require the use of the ACEMAPP system.

It is the students' responsibility to ensure they meet all submission deadlines to ensure they meet all clinical agency requirements. Failure to do so may result in loss of clinical placement, removal from the clinical agency, and delay in program completion. Students must be free from signs and symptoms of active communicable disease when caring for clients in clinical settings.

1. Proof of personal health insurance.
 - a. Students who do not have access to health insurance may obtain it through the University. Information is available at <https://www.emich.edu/staying-healthy/student-health-insurance/index.php>. Students who cannot afford this may contact the Michigan Department of Community Health. Students with extenuating circumstances should contact the BSN Program Coordinator or the Nursing Office in writing no later than the first day of classes each semester.
2. A current physical examination and health history upon entry into the program.
3. Proof of immunity/antibody titer showing immunity or two doses of vaccine for the following:
 - a. Rubella
 - b. Mumps
 - c. Rubeola
 - d. Varicella zoster
 - e. Tdap
4. Proof of tetanus vaccination within the past five years of the time of admission.
5. Proof of having completed or begun the Hepatitis B vaccination series or submission of a signed declination form.
6. Proof of COVID-19 vaccination; additional proof of booster as per clinical requirements or university-approved exemption.

- a. NOTE: An agency-specific waiver may be allowed.
7. Annual influenza vaccination as required by the clinical site.
8. Annual documentation that the student is free from tuberculosis.
9. A criminal background check.
10. Undergraduate Student Handbook attestation.
11. Documentation of current CPR/basic life support for adult, child, and infant for healthcare providers certification, including AED training. **Certification must be from the American Heart Association (AHA).**
12. Drug screening: Behaviors which alter judgment endanger nursing effectiveness, patient safety, and professional relationships. For these reasons, students are expected to abstain from the use of any illegal or mind-altering substances before or during any contact with faculty, staff, or patients. Despite the pass of the Michigan Regulation and Taxation of Marijuana Act in November 2018, the use and possession of marijuana remains prohibited by United States federal law and EMU policy (03.07.02, Alcohol and Other Drug Policy) and is prohibited on campus for all ages. Nursing students must consent to random drug screening with negative results for marijuana and any illicit substances. Failure to provide a negative drug screen will prevent participation in the program and/or result in program dismissal.

Standard Precautions

Standard precautions are recommended by the Centers for Disease Control as a method to prevent the spread of blood and fluid-borne diseases including AIDS and Hepatitis B. These precautions require that regardless of diagnosis, every patient is regarded as though they are potentially infectious.

OSHA and Communicable Disease Policies

The faculty of the SON subscribe to the guidelines from the Occupational and Safety Health Administration (OSHA) pertaining to the control of communicable diseases. Safety guidelines regarding patient care include:

1. Students will receive OSHA training annually through the ACEMAPP system or attend an annual training session. The content of the training will include topics including blood-borne diseases (transmission, exposure control, and protective equipment).
2. Protective equipment will be used according to OSHA guidelines. Students will use protective eye covering glasses on their own or those available in the clinical setting when necessary. Disposable gowns, gloves, and masks will be available at clinical sites for provision of care.
3. Students will be familiar with methods to dispose of needles and use hazardous waste receptacles and sharps containers in an institution and home setting.
4. Students will be instructed to change their clothing immediately and place it in plastic bags if blood or body fluid contamination occurs. The students' clothing/uniform should be laundered separately and only handled with gloved hands. Students will be advised of appropriate procedures for use in community settings.
5. Students will be supervised in hand washing, asepsis, and decontamination procedures while giving patient care.

Ethics in Communicable Disease and Patient Care

Faculty also subscribe to statements by nursing professional organizations supporting the duty to care for all patients. Faculty believe professional nurses and EMU nursing students have a

fundamental responsibility to provide care to all patients assigned to them and that refusal to care for assigned patients is contrary to the ethics of the nursing profession.

Incident Occurrences

An unusual event that occurs at the facility, such as an injury to a patient, visitor, student, or staff member, is considered an 'incident' and requires an incident report to be completed. Other examples of incidents include medication errors, patient falls, needlestick injuries, or misinterpretation of physician orders. The forms and processes for filing an incident report for each clinical agency will vary. Likewise, the EMU SON also asks that any incident occurring in a clinical agency and/or laboratory be reported using the Incident Report form. The clinical faculty (and/or student) involved in the incident should complete the SON Incident Report Form (Appendix K) and submit it to the nursing office.

Any illness or injury incurred during a clinical assignment is considered a reportable incident. It should be immediately reported to the clinical faculty who will communicate it to the SON administration. An EMU SON Incident Report must be completed for any student illness or injury, as well as any forms required of the clinical agency. The clinical faculty will counsel the student regarding the incident and the options of seeking advice and/or medical care for the incident. The student has the right and responsibility choosing or not choosing one of the following options:

1. Students may seek advice and/or treatment at the affiliated health care agency where the incident occurred, if available.
2. Students may seek medical advice and/or care at Trinity Health IHA Urgent Care (EMU campus).
3. Students may seek medical advice and/or care from their own personal provider.
4. Students may choose not to receive medical care or assessment.

Students participating in an EMU nursing program must carry health insurance throughout the program. The student is responsible for any costs incurred for any diagnostic services and/or treatment deemed necessary.

Post-Exposure Protocols

Faculty, in conjunction with clinical agency policies, will counsel students who have accidental exposure to communicable diseases to see their primary care provider, Trinity Health IHA, or their place of employment for post-exposure care. An Incident Report Form must be completed by students and faculty immediately following any health-related incident.

Dress Code for Clinical Activities

Faculty firmly believe that every student should adhere to professional dress standards that align with the nature of the learning experience. Appropriate attire should reflect the expectations of the academic and professional environment. The standards of dress described below apply to all clinical nursing courses.

- A. Students are expected to be neat, clean, and free of body odor and smoke. Students are expected to bathe or shower daily and use deodorant or antiperspirant to prevent body odor.
- B. Perfume and after-shave lotion may be an allergen or offensive to patients and should not be worn.
- C. Unless otherwise informed by course faculty, students must wear an EMU nursing student ID badge with a photo (this is not your Eagle OneCard). Nursing student IDs must be worn

clipped to the check pocket or collar of the uniform unless otherwise directed by clinical faculty. Information regarding how to obtain your nursing ID is provided during New Nursing Student Orientation.

- D. Shoes: Solid white or black shoes are required. Shoes must be clean and cover the entire foot. No clogs, sandals, open-toed, or canvas shoes allowed.
- E. Hair: Hair must be clean and pulled back out of the face. Hair color must align with natural tones or **subtle** variations (e.g. dark blue streak in dark hair) that maintain a professional appearance. Vibrant, unnatural colors (e.g. bright blues, greens, pinks, etc.) or extreme patterns (e.g. multi-colored sections) are not permitted. Hairstyles and coloring should complement a well-groomed and professional presentation suitable for the patient care environment. If permitted by the clinical instructor and clinical site, hair may be covered by a scrub cap. Other hats (e.g. baseball caps) are not acceptable. Beards and mustaches must be neatly trimmed (no longer than ½ to ¾” in length) and must be able to be fully covered by a standard surgical mask. False or fake eyelashes, including extensions, are not permitted.
- F. Hair coverings for religious reasons are permitted under this policy.
- G. Tattoos: Any tattoos that may be considered offensive (ie. to include profanity, nudity, racial or sexual comments) must be covered while in the clinical setting. No facial tattoos of any kind are allowed unless hidden in such an area as behind the ear. The decision about the need to cover a certain tattoo belongs to the clinical faculty.
- H. Fingernails should be short, trimmed neatly, and clean. Clean nail polish is permissible. No chipped nail polish or nail extenders are allowed, including artificial nails or acrylics.
- I. Jewelry: Students are expected to wear a watch with a sweeping second hand. Students may wear a wedding band without stones and **small** non-dangling earrings while in the clinical setting. Students with gauge piercings must wear neutral color plugs. Nose and eyebrow rings are not allowed; however, clear plugs or studs are acceptable for those areas.
- J. Uniform (unless otherwise notified by course faculty): Two-piece hunter green scrubs embroidered with the SON-approved logo. Scrubs must be clean, wrinkle free, and free of any pet hair or other lint. If desired, students may wear a white, black, or gray close-fitting, long-sleeved shirt under the scrub top. Students may also choose to wear an approved lab jacket (embroidered with the SON-approved logo). The EMU nursing student ID must be worn on the outer top layer at all times.
- K. Hoodies, sweatshirts, and other athletic apparel are not allowed to be worn in the clinical setting, regardless of whether they are EMU-branded or not.

*Information regarding how and where to purchase scrubs will be provided during New Nursing Student Orientation or through the SON office. Students are required to wear a clean uniform each clinical day; therefore, students are encouraged to purchase 2 pairs of scrubs to meet this requirement. Students receiving financial aid may apply those funds to the purchase of their uniforms which are a requirement to participate in the BSN program(s).

Dress Code for Level 2 Labs

The following is the required dress code when attending Level 2 lab classes (i.e. NURS 209L4 and NURS 251L4). This dress code only applies when students are attending scheduled lab classes; it does NOT apply when a student is attending open lab (for practice purposes). Hunter green clinical scrubs should never be worn in the Nursing Skills Lab.

- A. Black scrub pants or loose fitting black athletic pants. No jeans or leggings allowed.
- B. EMU t-shirt. No crop tops or plunging necklines.

- C. All black or all white soft-soled footwear.
- D. Students are expected to be neat, clean, and free of body odor and smoke. Students are expected to bathe or shower daily and use deodorant or antiperspirant to prevent body odor.
- E. Perfume and after-shave lotion may be an allergen or offensive to others and should not be worn.
- F. Hair: Hair must be clean and pulled back out of the face. Hair color must align with natural tones or **subtle** variations (e.g. dark blue streak in dark hair) that maintain a professional appearance. Vibrant, unnatural colors (e.g. bright blues, greens, pinks, etc.) or extreme patterns (e.g. multi-colored sections) are not permitted. Hairstyles and coloring should complement a well-groomed and professional presentation suitable for the patient care environment. If permitted by the clinical instructor and clinical site, hair may be covered by a scrub cap. Other hats (e.g. baseball caps) are not acceptable. Beards and mustaches must be neatly trimmed (no longer than ½ to ¾” in length) and must be able to be fully covered by a standard surgical mask. False or fake eyelashes, including extensions, are not permitted.
- G. Hair coverings for religious reasons are permitted under this policy.
- H. Fingernails should be short, trimmed neatly, and clean. Clean nail polish is permissible. No chipped nail polish or nail extenders are allowed, including artificial nails or acrylics.
- I. Jewelry: Students are expected to wear a watch with a sweeping second hand. Students may wear a wedding band without stones and **small** non-dangling earrings while in the clinical setting. Students with gauge piercings must wear neutral color plugs. Nose and eyebrow rings are not allowed; however, clear plugs or studs are acceptable for those areas.

Transportation

Students are responsible for obtaining their own transportation to clinical sites. Carpooling is encouraged when possible. Some settings, particularly community health nursing placements, require students to have individual transportation to the clinical site to complete the clinical assignments. For these experiences, faculty may need to require verification of a current driver's license and automobile insurance. Students may not transport clients/patients for any reason.

Course Fees

Nursing students are assessed additional fees for some nursing courses. Students can get more information regarding course fees from [Student Business Services](#) or by looking at their ebill available through their my.emich account. Course fees are determined by the EMU Board of Regents to accommodate the additional costs of nursing coursework.

Nursing Skills Learning Laboratory

Some nursing clinical courses have a nursing skills laboratory component. The laboratory provides students with a combination of instruction, practice, and assessment of learning. The Skills Laboratory is located on the second floor of the Marshall Building. Student performance in the Skills Laboratory impacts student success in most clinical courses. Clinical courses may also include simulation labs that are offered in the Marshall Building and/or in the Simulation Center at the Trinity Health Ann Arbor campus.

COVID-19

Students are encouraged to visit the [EMU Staying Healthy](#) website for resources and information regarding COVID-19. This website provides key information such as the current face mask policy and other additional resources for students.

To remain compliant with clinical partner requirements, all nursing students enrolled in a clinical learning component are encouraged to be vaccinated against COVID-19 per CDC guidelines. Students wanting to request vaccination exemption for personal or medical reasons should contact the Undergraduate Program Coordinator for further direction. Although the SON will work with students requesting an exemption, it cannot guarantee clinical placements for students that are not vaccinated. Clinical partner requirements are subject to change from semester to semester. Therefore, failing to meet a COVID vaccine requirement in place at the time of clinical placement may negatively impact the student's ability to progress in their coursework and/or complete the program.

Progression Policies

1. Students must complete the BSN program within 6 years of taking the first 200-level (Traditional and 2nd-Degree BSN option) or 300 -level (RN to BSN option) NURS course.

2. **Course Withdrawal:**

Traditional and 2nd-Degree BSN options:

- a. Prior to withdrawing from or dropping any NURS course, the student MUST confer with 1) their course faculty, 2) their academic nursing advisor, and 3) the Undergraduate Program Coordinator(s).
- b. Withdrawal from courses requires withdrawal from all co-requisite courses at the same time.
- c. Students withdrawing from nursing courses are not allowed subsequently to register for any future NURS courses without written permission.

RN to BSN/Concurrent Enrollment option:

- a. Prior to withdrawing from or dropping an NURS course, the student MUST confer with 1) their course faculty, and 2) the RN to BSN Program Coordinator(s).

3. **Policy for Student Withdrawals from Clinical Courses:**

According to university policy, a student may withdraw from a course up to the last day of the class. **According to the School of Nursing policy, a student may not withdraw from a clinical course after being notified, either verbally or in writing, by clinical faculty of a definite clinical failure (ie. a final letter grade of "C-" or lower). University Records and Registration Office will prevent official withdrawal.**

4. **Program Withdrawal:**

- a. Prior to withdrawing from the nursing program, the student MUST confer with their academic nursing advisory and the Undergraduate Program Coordinator(s).
- b. Guidelines for program withdrawal are provided in the EMU Undergraduate Catalog.

5. **Students who earn grades of C- to D- and/or F in any NURS course are subject to the policies listed in Table 1.**

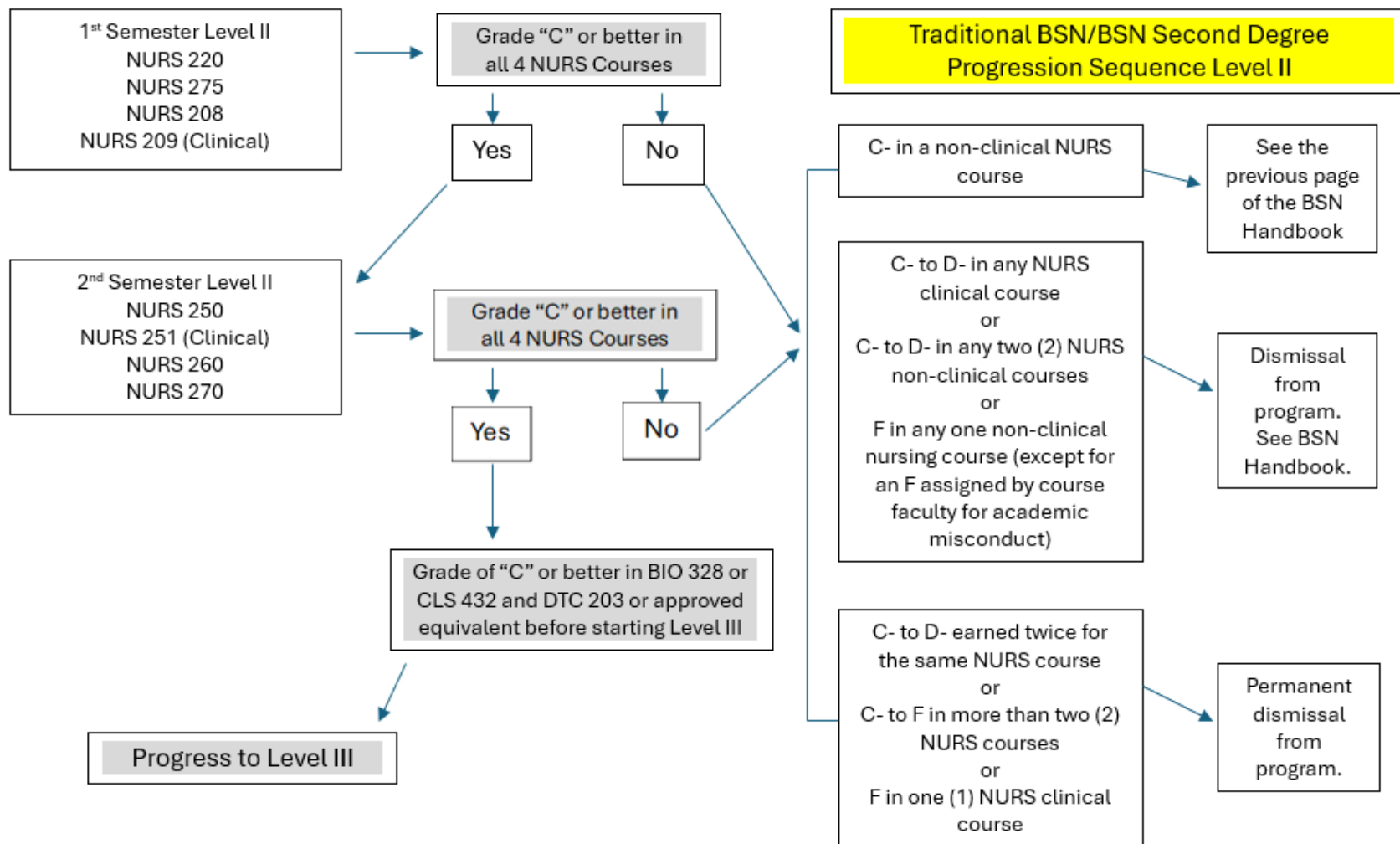
- a. All grades of C- or D- in NURS courses are cumulative related to the dismissal and permanent dismissal policy.
- b. Grades of C- or lower in NURS courses (ie. NURS 260 and NURS 270) taken prior to being admitted are counted toward admission, dismissal, and permanent dismissal decisions.
- c. Students who earn a C- to D- in one or more first semester Level II NURS courses may, with the special permission of the Director of the School of Nursing, enroll in NURS 260 and/or NURS 270 prior to re-taking the first semester Level II course(s).

6. Students may only repeat a NURS course one time.
7. A maximum of two NURS courses may be repeated.
8. All NURS Level II courses AND microbiology and nutrition courses (or their acceptable equivalents) must be successfully completed with a grade of C or better prior to taking any Level III NURS courses.
9. Students are not allowed to take three (3) clinical courses during the same semester or take two (2) clinical courses on the same day.

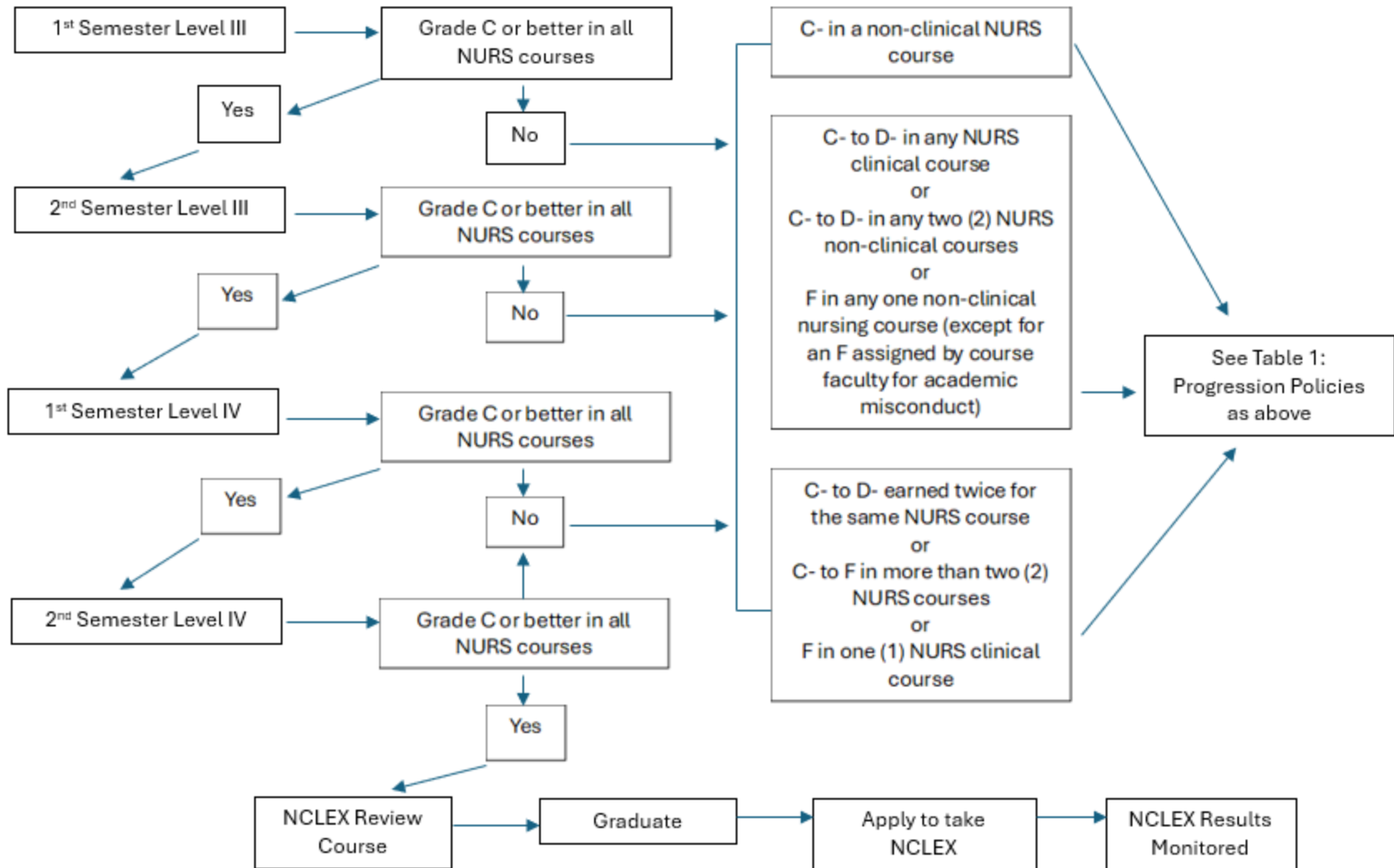
10. Students must complete all Level II courses before proceeding to Level III courses. Likewise, students must complete all Level III courses before proceeding to Level IV courses.
Exceptions can only be made by the Director of the School of Nursing
11. NURS 475 can only be taken in the last semester of the nursing program. Exceptions can only be made by the Director of the School of Nursing.
12. Any exceptions to progression policies must be reviewed by UCARS for recommendation to the Director of the School of Nursing.

Table 1: Progression Policies for Grades of C- or Lower in NURS Courses

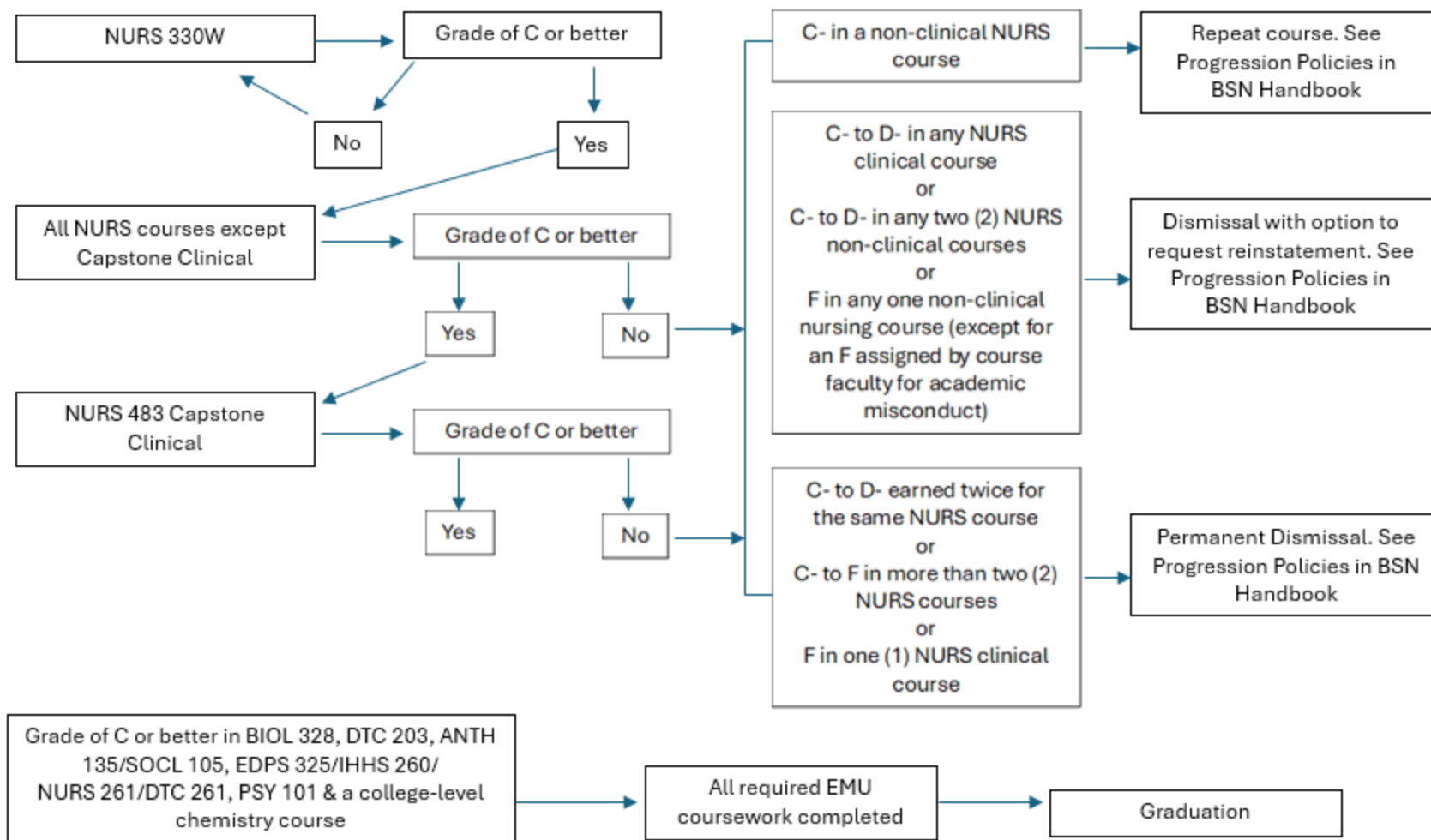
| If the student earns a/an | Outcome |
|--|---|
| C- to D- in any NURS non-clinical course | <ol style="list-style-type: none"> 1. Student must consult with faculty academic advisor and Undergraduate Program Coordinator for a revised program of study before registering for any other nursing courses. 2. The revised program of study will create a new NURS course sequence for all NURS courses, as well as a revised graduation date. 3. Registration for the revised program of study will always be dependent upon space available in class sections. |
| C- to D- in any NURS clinical course OR C- to D- in any two (2) NURS non-clinical courses OR F in any one non-clinical nursing course (except for an F assigned by course faculty for academic misconduct) | Dismissal from the program with the option to request a re-instatement recommendation from the Committee on Admission and Retention of Students (UCARS). All UCARS recommendations are forwarded to the School of Nursing Director for a final decision. See Procedure for Reinstatement After Failure or Dismissal in the BSN Student Handbook. |
| C- to D- earned twice for the same NURS course OR C- to F earned in more than two (2) NURS courses OR F earned in any one NURS clinical course | Permanent dismissal without an option for requesting re-instatement. |



BSN Progression Sequence Continued



RN to BSN Program Progression Sequence



Interrupted BSN Program of Study:

CHANGES IN PROGRAM OF STUDY INCLUDING WITHDRAWING FROM OR DROPPING ANY NURSING COURSE

Traditional and 2nd-Degree BSN Students: The student **MUST** meet with the Undergraduate Program Coordinator(s) **PRIOR** to withdrawing and/or dropping any nursing course(s).

RN to BSN/Concurrent Enrollment students: The student **MUST** contact the RN to BSN Program Coordinator(s) **PRIOR** to withdrawing and/or dropping any nursing course(s).

Procedure for Stop Out: Traditional and 2nd-Degree BSN:

Stop Out: Traditional and 2nd-Degree BSN

The student may elect to stop out of the program if the student meets/completes the following:

1. **Good standing:** The student must be in good standing according to university policies. See Academic Policies: <https://www.emich.edu/student-handbook/policies/index.php>.
2. **Notification of Intent to Stop Out:** The student must send an email to the Undergraduate Program Coordinator stating their decision to stop out and their future intentions to return to the School of Nursing. The Undergraduate Program Coordinator will notify the School of Nursing Director, the Associate Director for Undergraduate Studies, and the student's nursing academic advisor.
3. **Request for Reinstatement:** The student must submit a letter of intent to return to the program to the Undergraduate Program Coordinator. Reinstatement is subject to the availability of clinical and course space.

Progression Policy and Procedure: Traditional and 2nd-Degree BSN:

1. Reinstatement to the School of Nursing is dependent upon the Grade Requirement Withdrawal from Course of Program Progression Policy and Procedure and upon space availability for clinical/course.
2. Failure to follow applicable procedure(s) may result in denial of progression in the program.

Interrupted BSN Program of Study: RN to BSN and Concurrent Enrollment:

RN to BSN and Concurrent Enrollment:

The student **MUST** contact the RN to BSN Coordinator **BEFORE** withdrawing and/or dropping any nursing courses.

1. Students may repeat a course up to two (2) times (for a total of three (3) attempts regardless of previous grade).
2. A maximum of two (2) nursing courses (200 level or above) may be repeated.

3. If a student receives a C- or lower in a third nursing course, they will be permanently dismissed from the program. This applies even if a failed course is later repeated and passed. Each failing grade counts towards dismissal.

Progression Policy and Procedure: RN to BSN and Concurrent Enrollment

1. Reinstatement to the School of Nursing is dependent upon the Grade Requirement Withdrawal from Course of Program Progression Policy and Procedure and upon space availability for clinical/course.
2. Failure to follow applicable procedure(s) may result in denial of progression in the program.

Repeating a Nursing Course:

Students may repeat any nursing course one time only. Students may repeat a maximum of two (2) nursing courses 200-level or above. Upon receiving a C- to F in a third nursing course, the student is permanently dismissed from the program. This policy is in effect even if the student repeats and passes a course. Each failing course grade, even if the course is repeated with a passing grade, is applied toward the dismissal policy.

Procedure for Returning After Receiving a Failing Grade:

After receiving a failing grade, a student must:

1. Submit a letter to the Director of Nursing, nursing academic advisor, and Undergraduate Program Coordinator(s) stating the intent to return to the program.
2. Meet with the BSN Program Coordinator(s) for course assignment(s).
3. Register for courses only after receiving permission from the Undergraduate Program Coordinator(s). Placement in clinical courses is not guaranteed and is contingent upon a space-available basis.
4. Students should not simply register for the failed course and/or assume they will be permitted to take the course without approval.

Student Appeal Process for Reinstatement to the Program:

Following dismissal from the nursing program, a student must initiate a request for reinstatement by:

1. Submitting the [Google Form](#) to the Undergraduate Committee for the Admission and Retention of Students (UCARS) before March 15th for Fall or Summer terms or October 15th for Winter term.
2. Faculty members from UCARS will review the request, hold a hearing with the student, and make a recommendation to the Director of Nursing.
*NOTE: Leadership within the EMU SON will hold reinstatement hearings should the request occur during the Summer term on an as needed basis as determined by the SON Director.
3. The SON Director will notify, in writing, the student, the student's academic advisor, and the Undergraduate Program Coordinator(s) of the final decision.

Reinstatement will be subject to the policy for returning students and available clinical/course space.

Permanent Dismissal:

The SON is legally and ethically responsible for assuring that graduates of the BSN program meet the standards necessary for providing safe, effective nursing care. Students who are not successful in

achieving satisfactory grades or who violate the Code of Community Responsibility (EMY Policy 08.01) are subject to permanent dismissal of the program. Students who are permanently dismissed are not eligible to apply for reinstatement.

University Academic Probation:

Any student with an overall university GPA that falls below 2.0 and/or cumulative completion rate at EMU that is less than 67% as a result of the most recent semester will be placed on academic probation. If the academic performance is significantly poor, the student may risk academic dismissal. Any student who fails to achieve a 2.0 semester GPA while on probation may risk dismissal from the university. Any student who is on academic probation or who is experiencing problems which might lead to probation or dismissal is encouraged to contact their academic advisor. The university policy on [Academic Probation and Dismissal](#) can be accessed through the Office of Records & Registration website.

Graduation Policies

Requirements

Graduate criteria for the SON and EMU are outlined in the EMU Undergraduate Catalog. To graduate from EMU, nursing students must fulfill general education and nursing major requirements. A minor is not required. The minimum number of credit hours required for graduation is 120. See the EMU Undergraduate Catalog for resident requirements.

Graduation Audit

Progress toward graduation can be obtained through [CHHS Advising Center](#) or by accessing the university online degree audit system ([U.achieve](#)) available through my.emich under “Student Records”. Additional information can be reviewed on the [Office of Records and Registration](#) website.

Application for Graduation

A formal application for graduation must be filed by the student with the Office of Records and Registration. The application should be filed after registration for the final semester is complete. Specific guidelines are available on the [Office of Records and Registration](#) website. Failure to meet an application deadline may cause the candidate’s graduation to be delayed.

Graduation Ceremonies

Celebration for Academic Achievement: Commencement

The SON faculty encourage students to celebrate the completion of the nursing program by attending commencement ceremonies. [Commencement ceremonies](#) and related requirements are under the control of the [Office of Records and Registration](#). Decisions for students to participate in the commencement ceremony reside with the Office of Records and Registration.

Celebration for Academic Achievement: Convocation

The SON conducts a ceremony to celebrate the academic achievement of students graduating from all of the existing nursing programs – BSN, MSN, and DNP, in April and December each year. Students completing their graduation requirements during the Summer semester may participate in either the April or December convocation ceremony. Each September and January, a committee will be formed to plan the biannual convocation. Members of the committee may include:

- Graduating class student representative(s)
- Undergraduate Program Coordinator and Graduate Program Coordinator
- School of Nursing Director
- Director of Nursing Operations
- Enrollment Specialist

NCLEX-RN Information

Traditional and 2nd-Degree BSN Students:

*Students are urged to verify the information below is correct by visiting the [National Council of State Boards of Nursing](#) (NCSBN) website. Requirements are subject to change after the finalization of this handbook.

Upon completion of the final graduation audit by the Office of Records and Registration verifying that all courses for the BSN degree have been completed, a diploma is conferred by EMU. After official conferment of the degree, the School Director signs a Certificate of Completion required by the Michigan Department of Licensing and Regulatory Affairs (LARA) and the Michigan Board of Nursing (MBON) certifying that the graduate has completed all requirements for the BSN degree and, pending approval by the state licensing bureau, is eligible to take the National Council Licensure Examination – Registered Nursing (NCLEX-RN). BSN graduates who plan to pursue licensure in a state other than Michigan should investigate that state's requirements and provide the information to the SON office. Resources for graduates planning to [pursue licensing in another state](#) are provided on the NCSBN's website.

NCLEX Application

- A comprehensive booklet of information related to preparing for and taking the NCLEX-RN examination is available to all potential candidates through the NCSBN website: [NCLEX Candidate Bulletin](#).
- The NCLEX-RN is designed to test knowledge, skills and abilities essential to the safe and effective practice of nursing at the entry level. The exam is used by all states in the U.S. and some foreign countries (including Canada) to determine if a graduate can confidently and safely practice as a registered nurse.
- Payment and registration information (including scheduling through Pearson Vue) is provided in the NCLEX Candidate Bulletin. Students are encouraged to carefully read and follow this information.
- **EMU's Educational Program Code is US09508900.** This code is required when applying for licensure and to take the NCLEX-RN examination.

State of Michigan License Application

- Graduates can apply for a nursing license in the state of Michigan online using the MiPLUS system. Detailed information regarding licensure in Michigan can be found on the [Michigan Nursing](#) webpage. Detailed information regarding how to create a MiPLUS account and apply for a nursing license can be found on the [MiPLUS User Assistance](#) website.
- BSN graduates who plan to pursue licensure in a state other than Michigan should investigate that state's requirements and provide the information to the SON office. Resources for graduates planning to [pursue licensing in another state](#) are provided on the NCSBN's website.
- Applicants are required to comply with a background check with fingerprinting at the time of application. Applicants with a felony conviction or other reportable crime(s) may not be eligible for licensure. Discretion for licensure in these circumstances lies solely with the Michigan Department of Licensing and Regulatory Affairs (LARA) even if the student was able to complete the nursing program at EMU. Questions related to background checks at the time of licensure or any other question regarding the application process should be directed to LARA at BPLHELP@michigan.gov.

APPENDICES

Appendix A: E-Mail Guidelines for Students

College students are often required to use e-mail to communicate with instructors, staff, advisors, and peers. As their studies advance, students may also use e-mail to contact professionals in their field for service-learning or job opportunities. College is the beginning of students' professional lives, and e-mail messages can reflect positively or negatively on their professional image.

E-Mail Accounts

Most colleges provide students with a college e-mail account – use it! Here's why:

- Using a college-provided e-mail address identifies you to the send so that your e-mail is less likely to be deleted out of hand or quarantined by a spam filter.
- You can keep college and personal e-mail separate, which will help you stay organized.
- You don't have to be as concerned with the impression that a *cutesy* or *risqué* personal e-mail address may create. (Think “hotmess@gmail.com” or “drinkingbuddy@yahoo.com”.)

If your college does not provide students with an e-mail account, set up an account yourself for use only for coursework and professional contacts. Use your real name rather than a pseudonym so that recipients can readily identify you.

The Subject Line

Think of a subject line as the title for the e-mail; it lets the reader know what to expect from the message. The subject line is crucial, yet many students skip it. Invest an extra minute in a specific subject line and it may make the difference between being ignored and answered quickly.

Most professionals receive numerous e-mail messages each day, yet they may have little time to respond. Many people prioritize answering e-mails on the basis of the subject line. A blank subject line is not useful to the reader; furthermore, if the e-mail address is unfamiliar, the message may get mistaken for a virus or SPAM message and deleted.

Make subject lines as specific as possible. General subject lines such as “Question” or “Hello” aren't helpful in conveying the content of your message to the reader. Here are a few examples of ineffective and effective subject lines:

| Ineffective Subject Lines | Effective Subject Lines |
|---------------------------|---|
| Question | Question about POL 120 Research Paper |
| Request | Recommendation Letter Request |
| Project | BIO 275 Group Project Submission |
| Meet | Study Group Meeting Times |
| Job | Assistant Network Administrator Inquiry |
| Plan | Marketing Plan Recommendations |

Notice that the effective subject lines above use title case, in which the principal words are capitalized. However, sentence case can be effective for subject lines expressed as complete sentences. Examples: “Are you available Wednesday?” or “Thank you for your time”.

Salutation

The salutation is the greeting, such as “Dear Dr. Marks” or “Good afternoon, Ms. Cho”. Salutations can range from informal (Hi, Dr. Stein!) to formal (Dear Professor Williams:); when, choosing a salutation, students should consider their audience, how well they know their readers, and the writing situation.

- Double-check the spelling of the recipient's name and his or her honorific (Dr., Mr., Ms., etc.). If the marital status or preference of a female recipient is not known, use "Ms." Rather than "Miss" or Mrs."
- Do not guess if you are uncertain of a person's honorific or gender; incorrect assumptions of gender or educational level can be awkward for (or even offensive to) the recipient. Using a position title is an excellent solution. Examples:
 - Dear Director Kelly:
 - Dear Professor Glover:
 - Do not use first name only with an individual in a position of authority unless invited to do so or if the recipient has signed a previous email to you with only his or her name.
 - It's OK to omit a salutation in some cases:
 - When there's a good chance of getting the honorific incorrect, such as in the case of a recipient who you've never met with a gender-neutral name.
 - When you aren't sure who will read the email; sometimes e-mail addresses are set up for an entire department or for general information requests.
 - When the e-mail is sent to a group. (However, it's also fine to add an inclusive salutation, such as "Dear colleagues" or "Hello, all").
 - When the e-mail is very brief and straightforward, such as in the case of a reply to a previous message.

The Message

All but the briefest and most straightforward of messages should use the three-part structure of introduction, body, and conclusion. E-mails are usually short, so keep each of these three parts brief; it is common, for example, to have one-sentence introductions and conclusions.

- Introduction: State the purpose of the message
- Body: Supply the necessary details
- Conclusion: Close with a courteous statement or action information, such as deadlines and contact information.

Sample E-mail Message

SUBJECT: Internship Recommendation Request

Specific subject line gives reader a good idea of what the message is about.

Dear Dr. Boyer,

A more formal salutation is appropriate for a request like this.

I was in your ENG 309 Technical Editing class last fall and learned many techniques that could be used in an internship for which I've applied. Would you be willing to recommend me for the position?

Introduction reminds the reader of who the writer is and states the purpose of the email.

The internship is at Spectrum Publishing, which produces print and web-based textbooks for high school science courses. As you may recall, although my major is in English, I chose a minor in biology in hopes of obtaining a job in a science-related publishing field.

The recommendation is a simple web-based form that can be completed at <http://spectrumpublishing.com/internrecommendation>. The deadline is April 15.

These paragraphs provide all necessary information for completing the recommendation, making it easy for the professor to agree.

I hope you'll be willing to recommend me. The internship is a perfect fit for my interests and goals, and a vote of confidence from a professor with in-depth experience in this field would carry much weight. I look forward to hearing from you!

Courteous closing emphasizes how important the recommendation is without sounding pushy.

Thank you,

Cynthia Voight

Replying to Messages

When replying to an e-mail message, you have a few options:

- Replying to all recipients or just the send
- Replying with or without the original message
- “Reply to all” should only be used when everyone who received the message needs to see your reply; this feature will send your response to everyone listed in the “TO” and “CC” lines. Carefully consider whether the entire group needs your response before using “Reply to all”; unnecessary use of this feature is annoying to your readers.
- The “Reply with message” feature is useful for supplying automatic context for a response. One caution, however: make certain that you type the response at the top of the message, not at the end, where your reader must scroll down to locate it.
- Do not use the “Reply” feature to start a new conversation on a different topic; create a new e-mail message with a fresh subject line.

E-mail Content, Organization, and Formatting Tips

- Provide all details the reader may need.
- Supply proper identification if the recipient does not know you or may not remember you. For example, list your course and section when corresponding with a professor.
- Unless an instructor has an unusually small number of students or an exceptionally good memory, he or she is not likely to remember which class you're in, especially early in the semester. If inquiring about a service-learning opportunity, mention your college and how you learned of the position.
- Avoid stream-of-consciousness messages. In other words, don't just write words as they come to you; read it from the recipient's perspective and edit accordingly before you click “send”.
- Watch your tone and be respectful, especially if you're frustrated when you send the e-mail.

- Poor tone: “I tried to access the link to the Opposing Viewpoints database you recommended, but it won’t go through! How am I supposed to complete this assignment?!”
- Diplomatic tone: “I tried to access the link to the Opposing Viewpoints database, but I got a message that the server was unavailable. Is there a different database with similar information that I could use?”
- Unprofessional tone: “Sorry for submitting the components of internship application separately. The requirements were really hard to find on your website, and I just now realized that I hadn’t submitted on of them.”
- Professional tone: “Attached is the personal statement required for the internship application. I sent the personal information form and recommendations on May 4, so this submission should complete my file.”
- Use proper paragraphing. Many writers make the mistake of lumping all the content of an e-mail message into one long paragraph. Short paragraphs lend themselves well to skimming, a practice that most e-mail readers use.
- Add a space between paragraphs to provide a visual clue as to where a new paragraph starts.
- Use standard English. Text language is unacceptable.
- Run a spell-check. In fact, consider writing important or lengthy messages in a word processing program, which generally has better spelling and grammar checkers than e-mail programs. When you’re satisfied with the draft, you can copy and paste it to the e-mail program.
- Make sure that any attachments you intend to send are truly attached. Also, refer to the attachment in the message itself to alert the reader to its presence.

E-mail is an excellent academic and professional tool that students can use to their benefit. Extra time spent crafting effective e-mail messages is an investment in a practical and valuable communication skill.

Hodges., L.A. (n.d.). Email guidelines for students. In Writing Commons: The home for writers. Retrieved from <http://writingcommons.org/genres/business-writing/business-writing-in-action/text-e-mail-and-netiquette/email-guidelines-for-students>.

Appendix B: ATI

Assessment Technologies Institute (ATI) Testing Program

What is ATI Testing?

The ATI is a comprehensive testing program designed for use over the course of the student's progression through the nursing major. It provides online practice and proctored tests, and study guide review books in all major courses in the program. In addition, ATI testing provides: 1) exams reflecting current nursing literature and practice, 2) convenient testing via the internet with immediate results, and 3) comprehensive and diagnostic reports. At the end of each ATI test, an individual performance profile is generated for each student. This report provides detailed score explanation and interpretation, and topics to review. Students are expected to keep a record of performance on ATI tests and review yearly with their academic advisor.

The ATI achievement tests are administered upon completion of most didactic courses throughout the nursing program to assess mastery of specific content. In addition, group data is utilized for program assessment, evaluation, and improvement. Prior to graduation, senior nursing students take a pre-diagnostic National Council of State Boards of Nursing Licensing Examination (NCLEX-RN) which provides students with an opportunity to assist in determining their readiness for the actual NCLEX-RN examination.

How is ATI Testing Done?

Testing is frequently administered in a proctored environment toward the end of each semester during selected nursing courses (see below) or may be administered at student orientation or distributed throughout the semester. The times, dates, and exam locations are communicated by nursing faculty in specific courses. ATI testing is a secure, web-based testing service that required faculty to "permit" students to take the examinations.

Why do ATI Testing?

ATI testing is important for several reasons. First it allows students to gauge their mastery of content as they progress through the nursing program. ATI testing gives students experience with standardized computerized testing and enables students to compare their performance nationally with other nursing students. It is strongly recommended to attend the ATI live review at the end of the semester/program since it increases the students' chances at passing the NCLEX on the first attempt.

Purchasing ATI Testing?

ATI fees are included in the course fees associated with the nursing program.

The following ATI examinations will be given:

| Nursing Course | ATI Test or Module |
|---|---|
| NURS 208 Art & Science of Nursing I | Skills Modules |
| NURS 275 Essentials of Prof. Nursing Practice I | Nurse Logic Modules |
| NURS 250 Art & Science of Nursing II | Fundamentals Skills Modules |
| NURS 270 Pharmacology | Pharmacology |
| NURS 304 Childbearing Nursing | Maternal-Newborn Nursing Care |
| NURS 306 Childrearing Nursing | Pediatric Nursing |
| NURS 350 Psych/Mental Health Nursing | Mental Health Nursing |
| NURS 404 Adult Health Nursing II | Medical-Surgical Nursing |
| NURS 450 Community Health Nursing | Community Health |
| NURS 475 Essentials of Prof. Nursing II | Leadership in Nursing RN Comprehensive Predictor |

What are the Consequences of ATI Testing?

ATI testing is a program requirement in the courses listed above. ATI tests account for 10% of the final grade for the Content Mastery tests with each course faculty determining how the ATI scoring and test results will be implemented and used in a specific course. The Undergraduate Curriculum and Instruction Committee has established Level II proficiency as the desired goal for student performance. Students **MUST** complete the ATI testing to progress in the nursing program. Students will receive the grade of “I” in courses for which the ATI assessments and requirements are not completed.

Students will be required to make a performance improvement plan with their faculty under the following circumstances:

- Achievement of “Below Level 1” on any Content Mastery Series proctored assessments
- Achievement of “Level 1” on two Content Mastery Series proctored assessments
- Achievement of less than 90% on the Comprehensive Predictor assessment

Appendix C: Unsafe Practice Guidelines

Safe nursing practice is defined as knowledgeable and competent nursing care of individuals/families/groups/communities without unnecessary risk of psychological or physical harm.

Examples of unsafe nursing practice include, but are not limited to, the following:

- I. Failure to demonstrate safe patient care in required written assignments and/or verbal discussion with instructor.
- II. Failure to demonstrate ability to implement safe patient care.
- III. Failure to continually assess patient progress or failure to assess and report significant changes in patient's physical and psychological condition.
- IV. Inability to communicate essential information to other staff, verbally, or in writing.
- V. Failure to meet physical and psychological safety needs of patients, for example:
 - a. Side rails, restraints
 - b. Following sedation
 - c. Assisting patients to chair or bathroom
 - d. Failure to follow the proper procedure when administering medications or treatments
- VI. Inability to assess a given clinical situation and make safe, appropriate nursing judgments and to implement them without close supervision.
- VII. Inability to integrate theory in implementing clinical practice.
- VIII. Pattern of inability to give medications and/or treatments on time.
- IX. Inability to provide psychological support to patients and their families.
- X. Professionalism:
 - a. Failure to adhere to accepted standards of professional ethics:
 - i. Invasion of privacy, revealing information about patients
 - ii. Taking medications or supplies from patients or unit for own use
 - iii. Inappropriate patient teaching or counseling
 - iv. Discussion of patient's condition inappropriately
 - v. HIPAA and/or confidentiality violations
 - vi. Unauthorized use of technology and/or use of social media to disclose or seek patient information
 - vii. Adherence to university and site-specific policies
 - viii. Lack of integrity, including but not limited to:
 1. Untruthfulness with faculty and/or clinical staff
 2. Attending clinical in a state when one's judgment is impaired
 - a. Under the influence of drugs or alcohol
 - b. Emotionally stressed
 - c. Sleeping or not adequately alert

Appendix D: ACEMAPP System

Dear Nursing Student:

This letter is to notify you that you will be using an online learning and placement system called ACEMAPP for your clinical placements during the duration of the program. The ACEMAPP system requires you to complete three (3) online learning modules/assessments. The modules include HIPAA, OSHA, and blood-borne pathogens. You will take them annually online in order to be certified to attend clinicals.

In addition to the modules, the system will contain a checklist of clinical placement requirements such as proof of immunizations and certifications necessary to begin a clinical placement at any of the participating health care providers.

You will also be asked to provide certain pieces of demographic information that will be used by the clinical sites for tracking and access purposes. The information they require includes items such as your address, license plate number, car make and model, as well as emergency contact information. This information will be used for parking, security, name badges, and computer system security processes.

You will receive a notification e-mail when you have initially been enrolled in the ACEMAPP system. This e-mail will include instructions about the log-in process, your username, password, and a brief description of the system and what to expect.

In addition to the features outlined above, the system also includes an automatic notification system to inform you of deadlines and unmet requirements to help you plan ahead and prepare for your clinical experiences. This feature allows you to complete the modules and assessments at your convenience, prior to established deadlines, and allows you to view the status of your coursework and clinical requirements at any time. The ACEMAPP system reduces redundancy of instruction during clinical orientation and helps you get the most out of your clinical instruction time.

ACEMAPP Fee

There is a \$50 fee per year for use of the ACEMAPP system.

Appendix E: SON History & Accreditation

School of Nursing History, Approval, and Accreditation

History

EMU was created by the state legislature in 1849 and became the second public institution of higher education in Michigan, with teacher preparation as its primary mission. In 1967, the University, which had a long-standing interest in developing a baccalaureate program in nursing education, conducted a feasibility study to document the need for nurses in Michigan, the pool of potential students, and the ability of the University to support such a program. Upon successful completion of that study, the Michigan Board of Nursing approved the EMU Department of Nursing Education in 1973. Full approval was granted after the graduation of the first class in August 1975. The National League for Nursing granted initial professional nursing accreditation for the BSN program in 1978, and the program has maintained full professional accreditation since that time.

The RN to BSN option was introduced in 1979, and by 1980, its delivery shifted to an academic year format to align with other programs on campus. In 1993, the Master of Science – Nursing degree in Adult Health was started. Graduate certificates for teaching in healthcare and quality improvement were also started at that time. In the fall of 2000, the Department of Nursing moved into the newly completed Everett L. Marshall Building where its offices remain today. The move provided leading edge instructional technology, as well as room furnishings to accommodate students of different physical stature and those with disabilities.

In 2004 and with the approval of the University Regents, the Department of Nursing changed its name to the School of Nursing (SON) to clarify its professional role nationally. In January of 2008, a 2nd-Degree BSN option was added for students who had already earned a bachelor's degree in another area of study. The addition of this option added 32 students to the fall enrollment for a total of 112 undergraduates annually.

Since 2011, the SON has partnered with several community colleges to offer RN to BSN education to students earning associate degrees in nursing (ADN) at those institutions, including a concurrent enrollment option that allows ADN students to take some BSN-level courses prior to earning an RN license. In addition to a BSN-completion track, the SON has made changes to graduate-level program offerings as well. The SON now offers MSN degrees in Adult-Gerontology Clinical Nurse Specialist (AGCNS), Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP), Nursing Education, Clinical Research Nursing, post-MSN advanced graduate certificates in CNS and NP, and most recently, an MSN Family Nurse Practitioner (FNP) degree option. In 2018, the SON also launched Doctoral of Nursing Practice (DNP) degree options including a post-BSN DNP in Adult-Gerontology CNS, post-BSN DNP in Adult-Gerontology NP, post-BSN FNP, and post-MSN advanced practice registered nurse (APRN) options.

Approval and Accreditation

The EMU School of Nursing is approved by the Michigan Board of Nursing (MBON) to provide a Bachelor of Science in nursing (BSN) degree to successful graduates. The MBON maintains a list of [approved, pre-licensure nursing education programs](#) on its website. Questions regarding MBON approval may be directed to the Michigan Bureau of Professional Licensing (LARA), BPL-BoardSupport@michigan.gov, 517-241-7500.

The EMU SON has maintained national professional nursing accreditation since 1978. The SON was initially accredited through the National League for Nursing; however, in 2003, elected to change accrediting bodies to the Commission on Collegiate Nursing Education (CCNE).

Specialized/professional accreditation ensures the quality and integrity of the nursing education programs offered by EMU. Information related to the accreditation status of EMU's School of Nursing educational programs is available on the [CCNE Accredited Programs](#) web page.

The Baccalaureate Degree program in Nursing (BSN), Master's Degree program in Nursing (MSN), Doctor of Nursing Practice program, and the post-graduate APRN certificate programs at Eastern Michigan University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

Appendix F: Organizing Statements & Learning Outcomes

EMU School of Nursing Organizing Statements and Program Learning Outcomes

EMU Mission Statement

EMU enriches lives in a supportive, intellectually dynamic and diverse community. Our dedicated faculty balance teaching and research to prepare students with relevant skills and real-world awareness. We are an institution of opportunity where students learn in and beyond the classroom to benefit the local and global communities.

School of Nursing Philosophy

We believe nursing to be a synthesis of scientific and artful activities directed toward professional holistic caring for human beings as they experience and interpret health issues. We believe all human beings are unique in their physical, emotional, spiritual, cultural, ethnic, developmental, gender and lifestyle qualities and have a right to health care that addresses their diverse needs.

Nurses assist individuals, families, groups, and communities, to be informed and exert their rights to make decisions about their lifestyles and health care. As part of multidisciplinary health care teams, nurses identify health care needs and provide direct and indirect care to promote and restore health, reduce risks and preserve dignity at end of life.

We believe nurses must internalize a commitment to ethical inquiry, critical thinking, communication excellence and life-long learning. Further, nurses are proactive and adapt to changes as they occur locally and worldwide. Nurses must also commit to the professional values of altruism, autonomy, human dignity, integrity and social justice. In so doing nurses advocate for the highest standard of care for clients as individuals, families, groups, and communities in health care that is constantly changing and increasingly complex.

Nurses participate in individual and professional group activities for the promotion of professional nursing and the development and application of nursing's knowledge base. Baccalaureate-prepared nurses are able to use scholarly evidence to direct their professional activities and provide leadership in the provision of health care. Nurses with graduate preparation participate in the creation of new knowledge and provide leadership in the application of scholarly evidence.

To cultivate professional values, critical thinking, communication and life-long learning, nursing must be taught and learned in an environment open to diverse ideas and learning styles. We believe that teachers and students are partners in their quest for growth as they constantly integrate new knowledge from theory, research, and practice into the dynamic knowledge base of nursing, the design of care and the delivery of service to societies.

School of Nursing Mission Statement

To deliver high quality education in an inclusive environment to prepare a diverse student body to excel as clinicians, scholars, and leaders who will improve health in local, regional, and global communities.

School of Nursing Vision Statement

To strive to be a premier learning environment for the development of practice-ready graduates responsive to societal healthcare needs to positively impact the health of local, regional, and global communities.

BSN Program Goals (approved 3/16/2009)

1. Respect the dignity and worth of humans while providing holistic care in a variety of healthcare settings.
2. Assume accountability for own and delegated nursing care to individuals, families, groups, communities, and populations.
3. Practice from an evidence base to promote safe, quality patient care for diverse patients across the lifespan and health-illness continuum.
4. Use critical thinking, clinical reasoning, ethical inquiry, and leadership skills to collaborate with consumers and healthcare providers to address simple to complex health situations.
5. Care for self while engaging in continuous professional development.

Program-Level Student Learning Outcomes (approved 3/16/2009)

1. Synthesize knowledge from nursing, liberal arts and sciences into the practice of professional nursing.
2. Provide culturally competent, patient-centered, compassionate, evidence-based care to achieve safe, high-quality health outcomes.
3. Demonstrate critical thinking and accountability in nursing care contexts.
4. Analyze the impact of healthcare, financial, and regulatory policies on regional, national, and global health of individuals, families, groups, communities, and populations.
5. Integrate information management, emerging technologies, research findings, teaching/learning principles, and leadership skills to achieve safe healthcare environments and high-quality outcomes.
6. Engage in intra-professional and inter-professional communication and collaboration to provide patient-centered care.
7. Display a commitment to the professional nursing values of altruism, autonomy, human dignity, integrity, and social justice.

Appendix G: AACN Essentials

Overview of the AACN *Essentials*

The American Association of Colleges of Nursing (AACN) *Essentials: Core Competencies for Professional Nursing Education* is responsive to changes occurring within nursing and professional nurse practice. The *Essentials* provide a contemporary and proactive organizing structure for continuous improvement in nursing education. The EMU nursing faculty adopted the 2008 Essentials of Baccalaureate Education for Professional Nursing Practice as the guiding framework for the undergraduate curriculum which include the following:

- | | |
|-----------------------|--|
| Essential I | Liberal education for baccalaureate generalist nursing practice. |
| Essential II | Basic organizational and systems leadership for quality care and patient safety. |
| Essential III | Scholarship for evidence-based practice |
| Essential IV | Information management and application of patient-care technology |
| Essential V | Health care, policy, finance, and regulatory environments |
| Essential VI | Inter-professional communication and collaboration for improving patient health outcomes |
| Essential VII | Clinical prevention and population health |
| Essential VIII | Professionalism and professional values |
| Essential IX | Baccalaureate generalist nursing practice |

The nine Essentials are integrated throughout the curriculum with emphasis threaded across a three-course sequence that focuses on introducing, building, integrating, and demonstrating the Essentials of Professional Nursing:

- NURS 265/275: Essentials of Professional Nursing Practice I
- NURS 365/375: Essentials of Professional Nursing Practice II
- NURS 465/475: Essentials of Professional Nursing Practice III

In 2021, the AACN released new guidelines, *The Essentials: Core Competencies for Professional Nursing Education*, that outline domains, competencies, and subcompetencies deemed critical to nursing practice. The EMU SON faculty are actively reviewing and revising the undergraduate curriculum to ensure it meets the requirements reflected in the new *Essentials*.

Appendix H: Resources for Students

- [University Advising and Career Development Center](#)
- [College of Health and Human Services Advising Center](#)
- [Disability Resource Center](#)
- [Office of Diversity, Equity, and Inclusion](#)
- [Office for International Students and Scholars](#)
- [Women's Resource Center](#)
- [Housing and Residential Life](#)
- [Dining Services](#)
- [University Health Services – Staying Healthy](#)
- [Children's Institute](#): Provides high-quality care and education for children 18 months through 6 years.
- [Counseling and Psychological Services \(CAPS\)](#): EMU counseling services provide counseling to students who are experiencing stress, relationship issues, anxiety, or other personal problems. Special workshops, programs, and support groups are offered on a variety of topics. All services are confidential and free of charge.
- [The Holman Success Center](#): The Holman Success Center is the main academic support office on campus. Their services are free to all students interested in enhancing their academic skills.
- [University Writing Center \(UWC\)](#): Providing writing support through multiple means to all members of the EMU community. The UWC offers services to students of all levels from all schools free of charge. Students work individually with a composition instructor who focuses on helping students improve their composition skills. The staff does not edit or proofread papers; instead, the staff assist students in learning to do these things for themselves.
- [Student Employment/Career Development](#): Employment of more than 12 hours per week is strongly discouraged for full-time nursing students. EMU uses Handshake for student employment and work study job searches. Summer employment/internships in nursing are encouraged. Experience in health settings is beneficial to students. Student externships in area hospitals are available during the summer semesters.
- [Financial Aid](#) and Scholarships: Students can find important information regarding financial aid opportunities, including scholarship information, announcements, and applications by visiting the Financial Aid web page. Information regarding scholarships offered by outside and specialty organizations is generally sent to students' university emails.

Appendix I: Shared Governance

Shared Governance: Student Input Processes

Standing Committee Membership

In addition to the student-class structure, selected students from each class Level may serve as members of the following School Committees: Undergraduate Curriculum and Instruction Committee (UCIC), Committee for Admission and Retention of Students (CARS), and some Ad Hoc Committees. Students interested in these committees are usually selected during Fall Semester to serve at least a one-year term.

Course Evaluations

Students are offered an opportunity at the end of each course to provide anonymous feedback regarding learning opportunities in that course.

BSN Exit Survey

All BSN students are invited to complete a BSN Exit Survey in the final semester of the program. Student input from this survey is used to inform curriculum and administrative changes for the purpose of providing an improved student experience. All graduating BSN students are encouraged to complete this survey which is distributed through Project Concert. All survey responses are anonymous.

University Organizations and Committees

- [Student Government](#)
- [Campus Life & Student Organizations](#)
- [National Student Nurses Association \(NSNA\)](#): The School of Nursing has a chapter of the National Student Nurses Association (NSNA). NSNA aids the development of nursing students as future health professionals and is a valued contributor to the improvement of health care for all people. The NSNA sponsors seminars and workshops dealing with health care issues. Members may develop organizational leadership skills by serving as local, state, and/or national officers. The benefits of membership in NSNA include: a broadened awareness of the issues and concerns in nursing, receiving Imprint (NSNA journal publication) and the opportunity to attend the yearly state and national conventions. Additionally, students may acquire inexpensive malpractice insurance, receive discounts on nursing journals and are eligible for scholarships offered to NSNA members.
- [Sigma Theta Tau Honor Society for Nursing](#) – Eta Rho Chapter: Sigma Theta Tau is the nursing profession's international honor society. The purpose of this society is to: 1) recognize superior achievement, 2) recognize the development of leadership, 3) foster high professional standards, 4) encourage creative work, and 5) strengthen commitment to nursing's ideals and purposes.

Senior students are invited when they have met the following criteria:

1. Completed more than ½ of the nursing courses
2. Are in the top 35% of their class
3. Have a minimum GPA of 3.5 based on a 4.0 scale (or equivalent)

Junior students are invited when they have met the following criteria:

1. Have completed ½ of the nursing courses
2. Are in the top 35% of their class

3. Have a minimum GPA of 3.5 based on a 4.0 scale (or equivalent)

Membership entitles students to wear an honor cord at graduation and convocation, receive the society's publications (*Reflections* and *Journal of Nursing Scholarship*), and receive discounts on programs and publications. The Eta Rho Chapter of Sigma Theta Tau at EMU sponsors or co-sponsors the Sigma Induction Ceremony.

Individualized Learning Experiences in Nursing

Opportunities for individualized learning experiences in nursing are available for traditional BSN students through one of three processes:

Independent Study

Students may earn 1 to 3 academic credits focusing on an area of personal interest in nursing. Students collaborate with faculty to design content and criteria for an in-depth, individualized learning experience. Students should consult with their assigned academic advisor for assistance.

Honors Program

The School of Nursing offers an honors track for students interested in adding the distinction of departmental honors to their EMU Nursing degree. Students can apply for the School of Nursing Honors Program after their first term in the nursing program and should do so before the end of the second term of their second year in the program. Newly accepted nursing honors students meet with the School of Nursing Honors Program advisor to prepare course work and select a senior thesis/project supervisor.

- The pass/fail option is not available for honors courses.
- Incomplete honors course work must be completed within the first seven weeks of the university's subsequent term to qualify for honors recognition for the course.

To apply for the Honors Program:

- Be admitted to EMU's Honors College.
- Have a minimum cumulative GPA of 3.3 at EMU.
- Be enrolled in the first semester of the nursing program (NURS 208/209 and NURS 275).
- Attend an Honors College Undergraduate Research Workshop.
- Download the Intent to Pursue Departmental Honors form and schedule a meeting with the SON Honors Program advisor to complete the form (which will then be submitted to the Honors College).
- Submit a written recommendation from a nursing instructor.

Students are notified of their status within two (2) weeks of application. If you have any questions about the Departmental Honors program within the SON, please contact:

Dr. Valerie Pauli

Associate Professor of Nursing

vpauli@emich.edu

To graduate with departmental honors in nursing:

- Complete a minimum of 12 credit hours of honors coursework in the nursing major by honors contract, including 3 hours of Independent Study coursework (NURS 497 repeated over the third, fourth, and fifth semesters in the nursing program).

- Complete NURS 372, Nursing Research, with a grade of B or better.
- The honors project must be completed with a tenured or tenure-track faculty member unless the school director provides a waiver.
- Maintain a cumulative GPA of 3.2 in all course work.
- Earn a B or better in all nursing courses taken for honors credit (grades below a B earn academic credit but not honors credit).

Coursework for a Minor

Students enrolled in the nursing program automatically fulfill the major-minor course of study. An additional elected minor may be useful for students who wish to complement their nursing studies with detailed knowledge of another area, or who contemplate specialized study at the graduate level. Examples of areas which students may select for minors include gerontology, health administration, psychology, sociology, and biology. A minimum of twenty (20) hours of course work with at least six (6) hours in advanced courses numbered 300 or above is required for a minor. Students seeking a minor in a non-nursing area should contact the program coordinator or director within that desired field of study for further information.

Continuing Education Opportunities

Students are encouraged to attend related meetings and workshops in the community. Extracurricular activities, such as health fairs, also contribute to students' learning experiences.

Appendix J: International Student Information

EMU School of Nursing welcomes international students to its program. It is our pleasure to assist you with your professional nursing career. It is also our pleasure to share in the richness of the cultural and health experiences from which all of us can learn!

International students must pay special attention to enrollment and academic status, because some changes, if not reported, can result in loss of visa status and deportation. For the most current information, visit the [Office for International Students and Scholars](#).

Appendix K: Incident Plan

Incident Plan

| <u>DATES</u> | |
|------------------|----------------------|
| <u>Effective</u> | <u>Last Revision</u> |
| 12/1/90 | 2010 |
| | 2018 |

Policy Statement:

Students will have access to appropriate treatment and counseling (personal or academic) when an incident occurs at a clinical agency.

Practice:

1. Student should report the incident immediately to the faculty member. Examples of incidents include: a fall, a bit, a needle stick by a contaminated needle, physical or mental injury, muscle strain or injury as a result of lifting/moving a patient.
2. Faculty member will report the incident to the clinical nurse manager/head nurse/supervisory person of the unit of health care agency.
3. Faculty member and nursing student will fill out an agency and School of Nursing Incident Report and file the form (see below) with the School of Nursing.
4. The EMU nursing faculty member will counsel the student regarding the incident and the options of seeking advice and/or medical care for the incident.
Options: The student has the right and responsibility for choosing or not choosing the following options:
 - a. If available, the student may seek medical advice and/or care at the affiliating health care agency where the incident occurred.
 - b. The student may seek medical advice and/or care at [the healthcare center on EMUs campus].
 - c. The student may seek medical advice and/or care from their own personal physician. In the event the student seeks medical advice and/or treatment, the student is responsible for assuming the cost for any diagnostic services and/or treatment deemed necessary.
5. The faculty member will write up a detailed account of the incident using the critical incident form. The report will include the counseling that the student received, and the option: a, b, or c (above) that the student chose. The student should sign this document and a copy must be placed in the student's file and sent to the School Director.

Incident: Needle Stick

1. Faculty will follow the protocol for a student incident.
2. Faculty member should strongly recommend that the student seek medical advice and/or treatment.
3. Faculty member should counsel the student in coordination with agency involved. Faculty member will inform the student of community resources that provide anonymous testing and counseling for HIV.

Responsibility:

Course faculty will orient all students. Lead faculty will refer adjuncts to the proper procedure. Faculty and students are responsible for following this protocol.

Scope:

Applies to any student incident at an affiliating health care agency.

Reviewed & maintained by: UCARS

**Eastern Michigan University
School of Nursing
Critical Incident Report**

Student Name:

Facility:

Unit:

Date:

Time:

Place:

Clinical Room Number:

Client Diagnosis:

Instructor Name:

Students of situation. Describe what happened:

What may have been done to prevent the incident (include active nursing actions):

Statement as to client's reaction, if appropriate, to this incident:

Statement as to the students' reaction, if appropriate, to this incident:

List the contributing factors that caused the incident.

Describe what you can do to prevent or avoid this situation in the future.

Statement of immediate, short-term and long-term plans regarding resolution of incident.

Plan for follow-up:

Comments:

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

SON Director Signature: _____ Date: _____

Appendix L: Attendance Policy

Clinical Attendance and Punctuality

| <u>DATES</u> | |
|------------------|----------------------|
| <u>Effective</u> | <u>Last Revision</u> |
| 1978 | 2010 |
| | 2018 |

Policy Statement:

The SON believes that clinical learning is an essential component of nursing education. Students are expected to attend clinical, be prepared, dress appropriately and meet clinical expectations. Attendance is mandatory at all clinical components (i.e. lab, simulation, clinical) of a registered course except in extraordinary circumstances as deemed by faculty. Attendance is essential for student success in meeting course objectives.

Practice/Procedure:

1. Students are responsible for notifying clinical faculty of tardiness or absence prior to the start of the clinical experience. Excused clinical absences (e.g. personal illness or death in the family) may require documentation provided by the student within a time period established by the faculty and are at faculty discretion.
2. Two episodes of unexcused tardiness (i.e. 30 minutes or less) are considered equal to one unexcused absence.
3. Unexcused clinical absences (e.g. not calling in advance or no-show) will result in the student's final grade being lowered to the next lowest grade. For example, if the final course grade is a B, the grade would be lowered to a B-.
4. Two or more unexcused clinical absences will result in an unsatisfactory grade/failure of the clinical course (C- or below).

Responsibility:

This applies to all students and faculty within EMU SON and in the student handbook. Faculty will identify specific application of this policy in the course syllabus.

Scope:

This applies to all undergraduate students and faculty within the EMU SON.

Reviewed & maintained by: UCIC

Appendix M: Directory

Faculty & Staff Directory

| EMU Nursing Faculty | | | | | |
|-------------------------|-------------|---------------------|----------------|------------------|---------------------|
| Name | | Title | Office # | Office # 487- | Email @emich.edu |
| Avery, Jennifer | PhD, RN | Associate Professor | 355 | -7676 | javery10 |
| Blondy, Laurie | PhD, JD, RN | Professor | 342 | -3275 | lblondy |
| Bushinski, Susan | DNP, RN | Professor | 358 | -3037 | sbushins |
| Caboral-Stevens, Meriam | PhD, RN | Associate Professor | 354 | -7094 | msteve37 |
| DeBello, Marguerite | PhD, RN | Professor | 352 | -3273 | Mdebello |
| DiSanto, Sandra | DNP, RN | Professor | 348 | -2416 | sdisant3 |
| Hoffman, Jenni | DNP, RN | Professor | 336 | -2528 | jhoffm26 |
| Hopkins, Holly | DNP, RN | Associate Professor | 322 | -7670 | hhopkins3 |
| Hughesdon, Kathryn | PhD, RN | Associate Professor | 310 | -4664 | kabramos |
| Jackson, Dejuana | DNP, RN | Associate Professor | 350 | -2279 | djack129 |
| Loomis, Elizabeth | DNP, RN | Associate Professor | 310 | -2491 | eloomis1 |
| Lovence, Keisha | DNP, RN | Associate Professor | 332 | -2333 | klovence |
| Lukomski, Angela | DNP, RN | Professor | 334 | -0045 | alukomsk |
| McBain, Amy | MA | Senior FT Lecturer | 260 Rackham | -2452 | amcbain |
| Myler, Linda | DNP, RN | Professor | 346 | -4619 | lmyler |
| Newberry, Gerald | PhD, RN | Professor | 344 | -8035 | gnewberry |
| O'Connor, Cecilia | DNP, RN | Senior FT Lecturer | 123 | -8035 | coconno6 |
| Pauli, Valerie | EdD, RN | Associate Professor | 319A Porter | -7675 | vpauli |
| Peltz, Caroline | PhD, RN | Professor | 330 | -3272 | cpeltz |
| Schaller, Franklin | DNP, RN | Associate Professor | 324 | -2334 | fschalle |
| Seurynck, Kathleen | DNP, RN | Professor | 346 | -4618 | kseurync |
| Trewn, Peggy | PhD, RN | Professor | 325 | -0041 | ptrewn |
| Vincent, Ron | DNP, RN | Assistant Professor | 308 | -2310 | rvincen5 |
| Visovatti, Moira | PhD, RN | Assistant Professor | 308 | -2840 | mvisoa1 |
| Washington, Vicki | DNP, RN | Assistant Professor | 360 | -7671 | vwashing |
| Wu, Tsu-Yin | PhD, RN | Professor | 328 | -2297 | twu |

| School of Nursing Staff | | | | | |
|------------------------------------|---------|--|---------------------------|-------|----------|
| Eagen-Torkko, Meghan | PhD, RN | Director of Nursing | 309 | -2383 | meagento |
| Lindquist, Kim | PhD, RN | Director of Nursing Operations | 360 | -2070 | klindqui |
| Lathion, Marsha | | Admin. Assistant | 311 | -2310 | mlathion |
| Wagner, Tamra | BSN, RN | Program Coord. Prelicensure | 316 | -2341 | twagner8 |
| Katchaturoff, Melissa | MSN, RN | Program Coord. RN to BSN | 373B | -6635 | mkachatu |
| Sermon, Jill | MA | Enrollment Advising Specialist | 373A | -7083 | jsermon |
| Gower, Deanna | MSN, RN | Supervisor, Nurs. Learning Resource Center (Lab) | 371 | -2310 | dgower1 |
| Undergraduate Clinical Coordinator | | | BSN_Coordinator@emich.edu | | |
| Main Office Fax #: 734-487-6946 | | | | | |

| College of Health and Human Services (CHHS) Staff | | | | | |
|--|----------|---------------------|------|-------|--------------|
| Kellman-Fritz, Jenny | PhD, MSW | Dean | 206B | -1418 | jkellman |
| Gossett-Zakrajsek, Andrea | OTD | Associate Dean | 206A | -3220 | azakrajs |
| Panjabi, Smriti | | Admin. Associate II | 206C | -8404 | spanjabi |
| CHHS Advising Center | | | 214 | | chhsadvising |

