

School of Nursing

Undergraduate Student Handbook **RN to BSN Option**

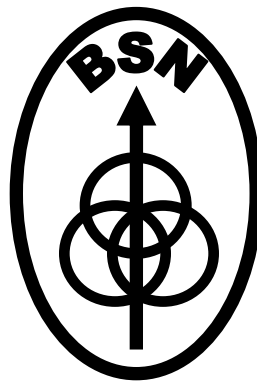
2011

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Revised September, 2011

The contents of this Handbook are subject to revision at any time. The University and the School of Nursing reserve the right to revise this document. This includes, but is not limited to, policies, programs, grading guidelines, graduation requirements, courses, services, fees, and personnel.

September, 2011



The Eastern Michigan University School of Nursing Emblem

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.

July, 2011

Dear Nursing Student:

Greetings and welcome to Eastern Michigan University School of Nursing. Congratulations on your decision to complete your Bachelor of Science degree (BSN). This is the first step toward being a member of a profession that is highly revered by society. Additionally, this may be a life-changing event that may indeed be the most important thing you can do for yourself. This is a very important time for nursing in our state and throughout the country. As you know nursing is constantly evolving in its complexity and the demands placed on nurses in all settings. Our objective is to prepare you effectively to work in this arena.

We are very proud of our nursing program. The nursing program is fully approved by the Michigan State Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE), an organization that is nationally recognized. Being accredited signals and assures students and employers that both the baccalaureate and masters programs meet the standards set by the nursing profession.

Eastern Michigan University faculty, staff and administration look forward to assisting you as you progress in your journey. Our goal is to facilitate your success. Being and remaining actively engaged in your teaching-learning experience can achieve this.

This handbook is filled with information, which will help you navigate through the nursing program. It is designed to answer the who, what, when and where of most frequently asked questions. Students are held accountable for knowing and abiding by the contents of this handbook.

Once again welcome and on behalf of all our faculty and staff I wish you much success in the BSN program.

Sincerely,

A handwritten signature in black ink that reads "Peggy A. Trewn". The signature is written in a cursive, flowing style.

Peggy Trewn, PhD, RN
Interim Director – School of Nursing

July, 2011

Dear RN to BSN Student:

We are pleased to extend a warm welcome to you on behalf of the nursing faculty at EMU.

This handbook was developed to assist you in progressing through the BSN program. It is your obligation to review the contents of this handbook; you are held responsible for knowing its contents throughout your program of study in the School of Nursing.

The program you are entering is designed to prepare you to achieve the following goals:

1. Respect the dignity and worth of humans as diverse beings in a variety of environmental systems.
2. Be accountable for your practice in the provision of holistic care for individuals, families, groups and communities including health promotion, prevention, risk reduction, and disease management.
3. Commit to life-long learning.
4. Use critical thinking, ethical inquiry, and leadership skills to communicate and collaborate with consumers, health care providers, and others to meet the ever-changing health care needs of clients.
5. Promote nursing as a profession.

Your presence here indicates your commitment to extend your nursing education at Eastern Michigan University. The faculty expects 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 this next step of lifelong learning as a professional registered nurse. We are pleased that you have chosen our nursing program and hope that you have a rewarding and satisfying experience.

Sincerely,

Committee for Instruction and Curriculum
Committee for Admission and Retention of Students

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HISTORY

Eastern Michigan University 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, approval was given by the State of Michigan to establish the Department of Nursing Education in 1971.

The first group of nursing students was admitted in September, 1973 and was graduated in August, 1975. The Baccalaureate of Science in Nursing program, RN to BSN option (RN to BSN) began in 1979. This program is currently offered at a variety of regional locations. After a feasibility study, the Master of Science Degree Program was instituted to confer advanced practice standing in Adult Health in August, 1993. Since 1993, a graduate teaching certificate in teaching in health care systems has been added.

In 2004, the Department of Nursing, with the approval of the University Regents, changed its name to the School of Nursing, which today includes the following undergraduate programs: Traditional BSN, the Second Degree option (beginning January, 2008) and the RN to BSN. The School of Nursing is part of the College of Health and Human Services, which also includes the School of Social Work, the School of Health Sciences, and the School of Health Promotion and Human Performance. EMU has a proud tradition of preparing professional registered nurses. In 2008, 35 years of excellence in nursing education was celebrated at EMU. Our legacy continues.

LEGAL OPERATING AND PROFESSIONAL ACCREDITATION

The School of Nursing is legally approved by the Michigan State Board of Nursing to provide a bachelors of science in nursing (BSN) degree to successful graduates. The School of Nursing has full accreditation from the Commission on Collegiate Nursing Education (CCNE).

Previously, the National League for Nursing Accrediting Commission (NLNAC) evaluated and accredited nursing education programs including EMUs. A specialized/professional accrediting agency, CCNE ensures the quality and integrity of baccalaureate and graduate degree nursing programs. Accreditation not only validates program quality but also facilitates graduates' entry into graduate level nursing programs, the military services, and the Public Health Service. The School of Nursing has had continuous NLNAC accreditation since 1978 through 2003. In April, 2002, the School of Nursing participated in an extensive self-study and 3-day site visit during which it was reviewed for accreditation by the Commission on Collegiate Nursing Education (CCNE). As a result of the review, EMU School of Nursing was granted the maximum 10 year professional accreditation status.

MISSION, PHILOSOPHY, PURPOSE, AND GOALS

EMU Mission Statement

Eastern Michigan University is committed to excellence in teaching, the extension of knowledge through basic and applied research, and creative and artistic expression. Building on a proud tradition of national leadership in the preparation of teachers, we maximize educational opportunities and personal and professional growth for students from diverse backgrounds through an array of baccalaureate, master's and doctoral programs. We provide a student-focused learning environment that positively affects the lives of students and the community. We extend our commitment beyond the campus boundaries to the wider community through service initiatives and partnerships of mutual interest addressing local, regional, national and international opportunities and challenges.

School of Nursing

The School of Nursing is an integral part of Eastern Michigan University and the College of Health and Human Services. The School's statements of program philosophy, purpose, and goals match those of both the College of Health and Human Services and the University as well as the guidelines and standards for professional nursing practice. Our goals are consistent with the goals prescribed by the EMU Board of Regents and affirm the University's and College's commitments to teaching, scholarly achievement, and university/community/professional service.

The philosophy, purpose, and goals explain the precise definitions and assumptions upon which the nursing program is designed. Faculty believe that a nursing program must be guided by its beliefs about person, environment, health, nursing, and teaching/learning. Programs that prepare professional nurses must afford opportunities for students to acquire and use knowledge that is enriched by the social and physical sciences and the humanities. When learners have this liberal arts base of knowledge, they are better prepared to be critical thinkers and problem solvers who use critical inquiry throughout their career.

Faculty of the School of Nursing at EMU approved the following statements of program philosophy, purpose, and goals in April, 2003 as a part of the program's curriculum review and revision. The philosophy, goals, objectives, and conceptual framework guide the faculty to achieve the purposes of the program.

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.

BSN Program Goals

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.

Approved, 3/16/2009

Program Level Student Learning Outcomes (revised and approved 3/16/09)

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.

Approved, 3/16/2009

Overview of the AACN Essentials

The American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* is responsive to changes occurring within nursing and professional nurse practice. These *Essentials* provide a contemporary and proactive organizing structure for continuous improvement nursing education. In 2003, the nursing faculty adopted the *Essentials of Baccalaureate Education for Professional Nursing Practice (1998)* as the guiding framework for our undergraduate curriculum.

In 2008, the *Essentials* were revised to provide “the curricular elements and framework for building the baccalaureate nursing curriculum for the 21st century” (p.3). The nine *Essentials* listed below delineate “**outcomes**” expected of graduates of baccalaureate nursing programs.

Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I- VIII” (p.3).

<u>Essential I:</u>	Liberal Education for Baccalaureate Generalist Nursing Practice
<u>Essential II:</u>	Basic Organizational and Systems Leadership for Quality Care and Patient Safety
<u>Essential III:</u>	Scholarship for Evidence Based Practice
<u>Essential IV:</u>	Information Management and Application of Patient Care Technology
<u>Essential V:</u>	Health Care, Policy, Finance, and Regulatory Environments
<u>Essential VI:</u>	Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
<u>Essential VII:</u>	Clinical Prevention and Population Health
<u>Essential VIII:</u>	Professionalism and Professional Values
<u>Essential IX:</u>	Baccalaureate Generalist Nursing Practice

Integration Courses:

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:

NUR 275 Essentials of Professional Nursing Practice introduces the BSN student to the foundational elements of professional nursing as identified by the American Association of Colleges of Nursing. Active learning strategies are incorporated throughout the course to engage the student in exploration of professional values, core competencies, core knowledge, and role development.

NUR 375 Essentials of Professional Nursing Practice II builds knowledge of essential elements of professional nursing. Using active learning strategies students explore ethical dilemmas of health care, leadership and management, communication and critical thinking, health policies, economics, global health care, spiritual and cultural issues, state and federal legislation, legal aspects of nursing, disaster preparedness and disaster nursing.

NUR 475 Essentials of Professional Nursing Practice III focuses on essential elements of professional nursing as identified by the American Association of Colleges of Nursing (AACN). This course builds on content introduced in all previous nursing courses, and particularly in *Essentials of Professional Practice I and II* (NUR 275 and 375). Students will participate in a two hour seminar each week where selected leadership concepts are discussed. Pre-licensure nursing students will prepare to take the NCLEX-RN by participating in a review course. Students will analyze their portfolios and plan for their post-graduation professional growth.

ACADEMIC AND PROFESSIONAL INTEGRITY

University Conduct Code

Students must abide by the University Conduct Code as outlined in the University Catalog. The Conduct Code is available on line at www.emich.edu/sjs/conductcode.html Students are advised to pay attention to Section V: Violations as well as the paragraph on plagiarism as cited below.

Plagiarism

A portion of that code states:

“Students are not to engage in any form of academic dishonesty including, but not limited to plagiarism, alteration of records, substitution of another's work representing it as the student's own, and knowingly assisting another student in engaging in any such activity” (EMU Undergraduate Catalog and online).

Within the School of Nursing, depending on the nature of the occurrence, violation of academic and/or professional integrity shall result in a failing grade on a particular assignment or a failing grade for a course or exclusion from the nursing program. The decision will be made through collaboration of involved faculty and the Director of the School of Nursing.

Academic Rights of Students

The School of Nursing supports and implements student rights as specified in the Eastern Michigan University Policy Manual. A student has the right to expect the following from instructors:

- Impartial, fair, and dignified treatment.
- Reasonable opportunities to ask questions and to express ideas.
- Respect for his or her right of privacy to personal views.
- Clear statements of standards for acceptable work in advance of grading and other assignments.
- Knowledge of the grading system early in the semester and the absence of capricious, discriminatory grading categories.
- Prompt return of examinations and other assignments with verbal and/or written explanations of deficiencies.
- Regularly scheduled office hours, with additional time at hours which are mutually convenient for the instructor and the student.
- Explicit and early description of the instructor's policy for penalties regarding failure to participate in class.
- Advance knowledge, when possible, of cancellation of class or office hours.
- Guaranteed anonymity during course evaluation.

NURSING CURRICULUM

This handbook is prepared for all students admitted to the Baccalaureate of Science in Nursing program, RN to BSN option (RN to BSN). The ONLY courses available to the RN to BSN cohort of students are listed with the Nursing Completion Students only description in course schedule books or on-line.

Rationale for the Organizing Structure of the Curriculum

The Essentials of Baccalaureate Education are responsive to the changes occurring in the discipline and within the practice of professional registered nurses. As such, this framework is seen as the most contemporary and proactive structure for continuous improvement in nursing education for EMU students. The undergraduate nursing curriculum for the RN to BSN student includes seven required nursing courses and two required nursing electives. See the table below for coursework:

Course Number	Course Name
NURS220	Health Assessment
NURS275	Essentials of Nursing I
NURS372	Nursing Research
NURS375	Essentials of Nursing II
NURS450	Community Health Nursing
NURS451	Community Health Nursing Practice
NURS475	Essentials of Nursing III
NURSXXX	Two courses in nursing electives equaling at least 5 Credit Hours.

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: Curriculum and Instruction Committee (CIC) and 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 the teaching-learning experiences in that course.

Faculty and Advisors

All students are assigned a nursing faculty advisor to help prepare a plan of study and discuss academic issues. Students are encouraged to discuss issues and concerns with advisors as they progress through the program.

Sigma Theta Tau International - 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. Members are selected annually in January by a screening committee. Applications may be obtained in the School Office at announced times or from the Faculty Counselor.

Senior students are eligible to apply when they:

1. have completed more than half of the nursing courses
2. are in the top one-third of their class with a minimum 3.0 grade point average
3. have obtained two member endorsements.

Junior Students are eligible to apply when they:

1. have completed half of the nursing courses
2. are in the top 20% of their class with a minimum 3.0 grade point average
3. have two member endorsements.

Membership entitles students to wear an Honor Cord at Graduation, 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 at least 2 educational activities per year: Scholarly Achievement Day and the Induction Ceremony.

Individualized Learning Experiences in Nursing

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

- Independent Study (Nursing 497, 498, 499): Students may earn 1-3 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.
- Special Topics (Nursing 477, 478, 479, 480, 482, 384): Special topic courses in nursing are offered for 1-3 academic credits. Faculty posts the course offering and the content description on the bulletin boards and in the University catalog prior to the semester in which it is scheduled. Students declare their intentions to pursue this option by indicating their interest to the faculty member, and/or by registering for the course as it is listed in the catalog.
- Nursing Electives: These courses are generated by the faculty and meet the approved standards of the University. Unlike independent study options, these courses must have a minimum number of student enrollment in order to be offered. The course descriptions are posted in the Nursing School and the titles appear in the University course schedule.
- Honors Program: Eastern Michigan University sponsors an Honors Program that allows students to graduate with Honors in General Education or the Nursing major. The School of Nursing has a contract with the University Honors Program which satisfies University and School requirements for graduation with Honors in Nursing. See the university catalog for details on the requirements for General Education Honors Program.

Nursing Students seeking admission to the School of Nursing Honors Program must:

1. Be admitted into the University Honors Program which requires an earned minimum cumulative EMU GPA of 3.3 and the completion of at least one semester of study at EMU;
2. Meet with the Nursing School Honors Program Advisor;
3. Apply and be admitted to the School Honors Program; accepted in the School Honors Program.
4. To graduate "With Honors in Nursing" a student must:
 - a. Complete a minimum of twelve hours of Honors coursework in the nursing major
 - b. Maintain a cumulative GPA of 3.3 in both Honors and regular coursework
 - c. Satisfactorily complete a three academic credit hour senior thesis or project

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 a detailed knowledge of another area, or who contemplate specialized study at the graduate level. Examples of areas which students may select for minors are: gerontology, health administration, psychology, sociology, and biology. A minimum of twenty hours of course work with at least six hours in advanced courses numbered 300 or above is required for a minor. For students seeking a minor in a non- nursing area, they should contact the program coordinator or Department Head 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. Some students negotiate with faculty members to use these experiences as part of a clinical rotation, if the experiences meet the course objectives.

International and Foreign 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!

Since September 11, 2001, there has been a heightened awareness and responsibility of academic institutions to re-iterate the Student and Exchange Visitor Information

(SEVIS) policy for International/Foreign Students. Below is the information

International/Foreign Students must be aware of:

Revised SEVIS Statement 8/2004 Attention students who hold an F or J visa: To avoid being out-of-status, **it is your responsibility** to report within 10 days to the Office of International Students (OIS), King Hall, any change in name, current address of residence, academic status (full or part-time enrollment), date of program completion, program/major change, level change (undergraduate to graduate), change in funding source (employment or graduate assistant position), probation or disciplinary action leading to suspension due to conviction of a crime. Effective January 1, 2003, EMU has 21 days from the date of the reported event to inform the U. S. Government – Department of Homeland Security, Bureau of Border & Transportation Security and the Bureau of Citizenship and Immigration Services – SEVIS database (functions of the formerly known as Immigration and Naturalization Service are a part of two new offices effective March 1, 2003).

OIS enters the data into a real-time database and new documents (I-20 or DS2019) are then issued to you. Remember that dropping or withdrawing from course(s) may put you below full-time enrollment. **Before** a drop/withdrawal change is made that reduces enrollment below full-time status, you **must** receive permission from the OIS. If you plan to transfer to another university, this process must begin **before** the end of your last semester at EMU. Contact the Office of International Students. **Noncompliance could result in actions leading up to a fine, arrest, or deportation per the U.S. Government.**

CLASSROOM AND CLINICAL LEARNING - GENERAL INFORMATION

Student Orientation

All new nursing students are provided a Student Handbook and a forum where important policies, procedures, and guidelines within the School are reviewed. Students are also given information on textbooks and syllabi; and questions will be answered.

Curriculum Organization of Credit Hours to Contact Hours

The nursing program follows the University guidelines for the allocation of credit to classroom and clinical/laboratory hours. For every clock hour of classroom contact per week in the semester, the student earns one hour of academic credit. For every two clock hours of laboratory contact per week in the semester, the student earns one hour of academic credit. For example, when students take a three credit hour clinical course, six contact hours per week are required in the clinical or laboratory setting. These six hours do not include travel, preparation, meal or pre and post clinical data collection times.

Syllabi

Each course has a syllabus which describes the course, the course objectives, course requirements, grading system, deadlines and dates, assignments, and quiz and test policies. Students are expected to meet all course objectives. Failure to meet deadlines reflects an inability to meet course objectives for professional accountability and will 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. Students will be notified of changes.

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 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 determined by the clinical syllabus and the faculty assigned to that course.

Academic Integrity

See discussion on page 7 of this Handbook.

Assessment/Evaluation of Learning

Assessment/Evaluation focuses on the student's ability to analyze, synthesize, and apply learning from her or his liberal arts education and all of the Essentials of Professional Nursing (professional values, core competencies, core knowledge, and role development) to the practice of professional nursing. A variety of assessment/evaluation methods are used to determine the learner's ability to understanding and integration of knowledge (e.g. faculty-developed tests, nationally standardized tests, written assignments, oral presentations, clinical evaluation tools, nursing skills laboratory check-offs and others).

Written Assignments

Writing Intensive Coursework

Both didactic and clinical courses may require written assignments. Nursing 375 of Essential Courses is considered writing intensive. They are designed to enhance students' abilities to clearly, concisely, and accurately convey their thinking in written format using proper APA format.

American Psychological Association (6th Edition) Style

All Assigned papers must be written using American Psychological Association (APA) (6th Edition) format unless otherwise specified by the instructor. Students are expected to utilize and cite the most current or relevant reference sources.

Plagiarized content in papers is not accepted or tolerated.

Plagiarism is use of another's words, data, materials, or ideas without citing the source. Students are not to engage in any form of professional dishonesty including, but not

limited to, alteration of patient records, changes in patient condition, treatment or plan, falsification of personal or patient records (See: Academic and Professional Integrity, this handbook, p. 7).

Program Grading Scale

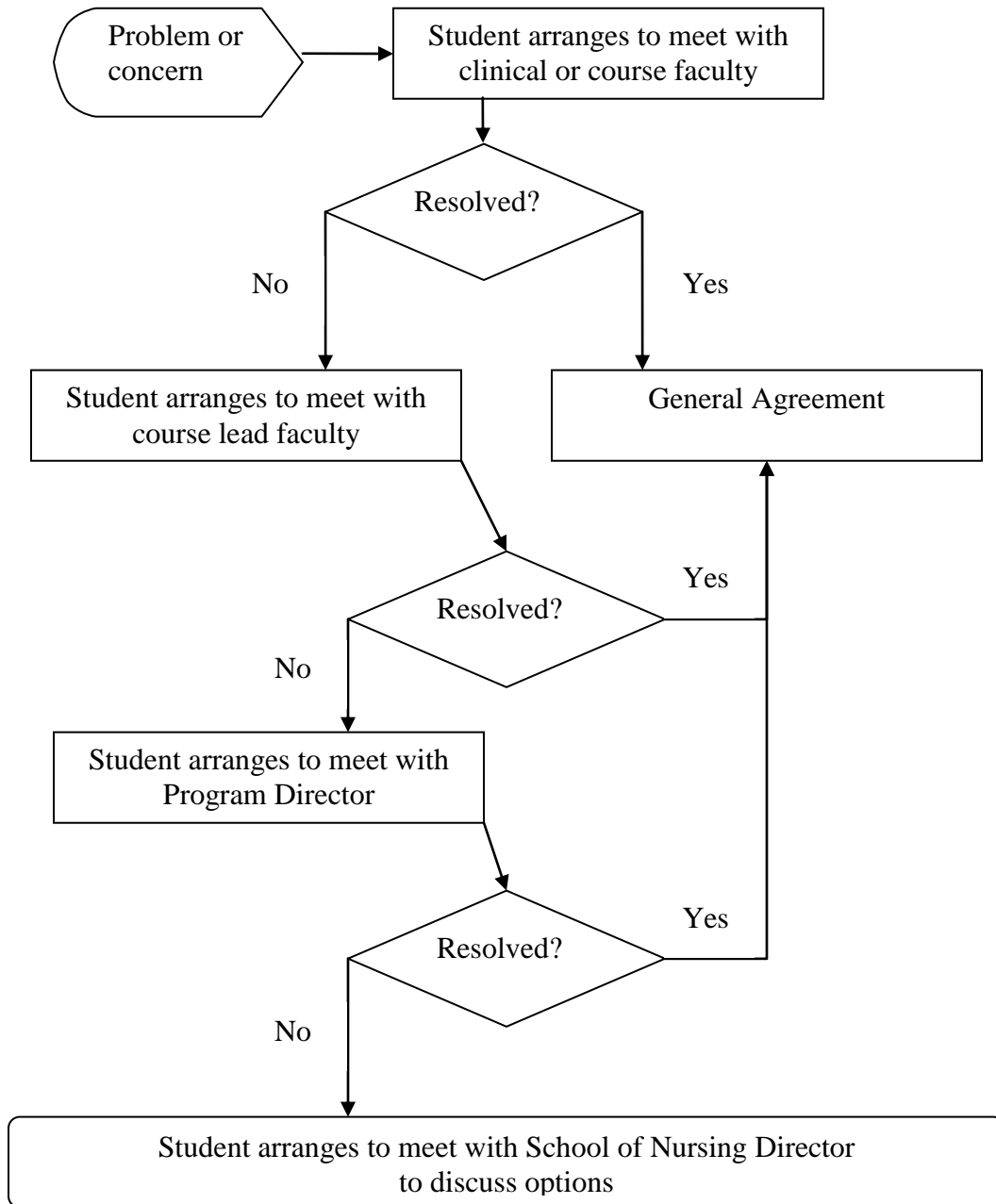
The grading scale listed below is used in both classroom and clinical courses.

<u>PASSING</u>	<u>FAILING</u>
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	E =59 OR BELOW
C+ =79-78	
C =77-75	

Senior Exit/Interviews/Focus Groups

Randomly selected students will be asked to participate in interviews or focus groups to solicit feedback on how well program goals have been met.

Academic Problem Solving Sequence



*Note: Only the end of semester course grades are subject to a grade grievance. A copy of the University's Grade Grievance Procedure can be obtained from the School of Nursing located in the Marshall Building or online.

“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.”

(Grade Grievance Procedure, 2000, p.5)

Faculty Academic Advising

Upon admission to the Clinical Nursing Program, each student is assigned a nursing faculty academic advisor. Advisors are available during regular office hours, which are posted on their office doors. Students are expected meet with the assigned advisor every semester and when other concerns arise. Additional advising guidelines for students are listed below.

What Faculty Academic Advising in Nursing Is Not:

- It is not financial planning for students.
- It is not family issues planning.
- It is not mental health or substance abuse counseling.
- It is not mentoring
- It is not career counseling

Role of the Faculty Advisor:

- Preparing a program of study
- Updating the program of study
- Guiding the student in general education courses and/or elective courses
- Facilitating problem solving within the academic program
- Completing the Graduation Audit

Student Responsibilities with Academic Advising:

- Each fall semester, students are expected to check the Student-Faculty Advising List to verify their assigned nursing advisor.
- Students should make an appointment at least once a semester to meet with their academic advisor.
- Drop in appointments should be during regularly posted office hours.
- Together, students and their nursing faculty-advisor should develop a program of study that is retained in their nursing school folder.
- Students are expected to maintain and bring with them their personal copies of advising forms, course substitution forms, and other forms relevant to program progression.
- Students are expected to follow through to resolve issues on advising concerns.
- Students should notify their academic advisor if there is a change in their status (dropping out of the program, potential failure in a course, significant life circumstances that will prevent academic progression, etc).
- Students are responsible for assuring all transcripts from other schools are received in the EMU Records Department.
- Students are expected to submit a graduation audit to the EMU Records Department approximately 9 months prior to their expected graduation. Students should subsequently contact their advisor to verify that their graduation audit is complete.
- Students **MUST** get academic advisor approval (and level coordinator approval) to take any nursing support courses out of sequence regardless of the cause for the mis-sequencing.

- Students are expected to submit an application for graduation in the beginning of the semester in which they plan to graduate. Specific deadlines and forms are in the course schedule book.

All students are assigned a faculty advisor at the beginning of their program of study. If for some reason the assigned Faculty Academic Advisor is not on campus during a semester, the student should contact the RN to BSN Coordinator for assistance.

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

***The student MUST meet with the Faculty Academic Advisor
PRIOR to withdrawing and/or dropping the intended nursing
course/s***

Advising Pointers:

- ◆ Refer to your my.emich on-line transcripts to verify courses have transferred from other colleges and universities.
- ◆ Request any advice from an advisor in writing and retain a copy for your personal records - these notes can prove valuable when submitting your graduation audit.
- ◆ Please note that a course on their academic progress report with the suffix “000” does not constitute transfer equivalency for a specific course.
- ◆ A course cannot count for more than one requirement; the one exception being that a course can count as a general education requirement and the cross-cultural requirement; otherwise, courses are counted only once!

Program of Study

Every student is expected to meet with his/her Faculty Academic Advisor during their first semester in the program to complete a program of study. This program of study is kept in the student’s file and serves as a guide for both student and the School in scheduling course work to successfully complete the program.

CLINICAL LEARNING - SPECIFICS

Clinical Instruction (Application of theory to practice)

Clinical experiences are designed to enhance student learning in applying theory to nursing practice. Clinical experiences occur in diverse health care and learning settings and locations. Students need to plan for clinical preparation time, travel, and meal times in addition to a ratio of two clock hours for each credit hour assigned. Student practice is evaluated throughout each course. Each clinical course provides the student with a course syllabus describing the course, the objectives, grading criteria, learning activities, and assessment/evaluation processes. Specific criteria of unsafe practice are located in Appendix A 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 assigned (by EMU faculty) preceptor present on site. Failure to adhere to this requirement may result in dismissal from the program.

Assignment to the Clinical Sections

While registration selections and special needs of students are considered in making clinical assignments, the decision of clinical assignment by the Program Coordinator(s) is final. Students are expected to complete their rotations on assigned days and sites.

Closely related family members e.g. siblings, spouses, etc. must register for different sections of a course when more than one section is available.

Clinical Preparedness

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 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 A for specifics of unsafe practice.

Absences from Clinical Assignments

Each student must notify the assigned clinical faculty, and in some cases the assigned clinical unit, if not attending the clinical day(s).

1. Students must document the reason for missing clinical by a healthcare provider report or other appropriate verification.
2. Consequences of a clinical absence, up to and including failure of the course, is determined by the course syllabus and faculty assigned to that course.

Students are to make certain that all health requirements along with presentation of current health insurance, and current CPR certification are complete and documentation is submitted to the School of Nursing prior to the first clinical day.

*****Mandatory Health-Related and Other Requirements*****

Agency Requirements

Clinical agencies used by the EMU School of Nursing have specific regulations to which students and faculty must comply. In April 2003, the HIPAA law was implemented to assure confidentiality and privacy in managing client care and information. EMU nursing students are bound by this law as well. Instruction is given during clinical agency orientation. It is ultimately the student's responsibility to assure that they meet clinical agency requirements - failure to do so may result in removal from the clinical agency and delay in program completion.

Students must be free from signs or symptoms of active communicable disease when caring for clients in clinical settings. Students enrolled in any clinical nursing courses will be required to show the original and provide one copy of documentation for the following health-related requirements to the School of Nursing Office prior to the first day of clinical each term unless a specific agency has another due date:

1. Proof of Personal health insurance.*
2. A report of current physical examination upon entry to the program (report must be on file).
3. Proof of immunity or antibody titer or two doses of vaccine of the following:
 - a. Rubella
 - b. Mumps (one dose of vaccine)
 - c. Rubeola
 - d. Varicella Zoster
4. Proof of tetanus vaccination within the past five years of the time of admission.
5. Proof of having begun the Hepatitis-B series or submission of a signed Declination Form.
6. Annual documentation that the student is free from Tuberculosis.
7. Documentation of current Adult, Child, Infant, Two-Person CPR certification for the professional rescuer.
8. Certain agencies require that a drug screen be performed just prior to starting at the agency.

***Note:** Those students who do not have access to health insurance may obtain it through the University. Information is available at Snow Health Center. Students who cannot afford this may want to contact the Michigan Department of Community Health. Students with extenuating circumstances should contact the RN to BSN Program Coordinator in writing no later than the semester prior to registering for the clinical course.

OSHA and Communicable Disease Policies

The faculty of the School of Nursing subscribe to the Guidelines from OSHA on control of communicable diseases. Safety regarding patient care:

Universal Precautions are recommended by the Centers for Disease Control (1987) as a method to prevent the spread of blood and fluid borne disease including **AIDS and Hepatitis B**. These precautions require that regardless of diagnosis, every patient is regarded as though he or she is potentially infectious.

OSHA Standards

The following Federal provisions of the Occupational Safety and Health Administration (OSHA) Standards are to be followed prior to student affiliation in clinical practice sites:

1. Students will receive OSHA training annually through the ACE Passport System School approved Universal Precautions videotape or attend an annual training session. Content of the training will include such topics as: blood-borne diseases (their transmission, exposure control, and protective equipment). Students will have documentation of OSHA (Blood-borne Pathogen) training placed in their student file each year.
2. Protective equipment will be used according to OSHA guidelines. Students will use protective eye covering glasses of their own or those available in the clinical setting. 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 hazardous waste receptacles and sharp containers in an institutional 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 rubber 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 Eastern Michigan University 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.

Post-Exposure Protocols

Faculty, in conjunction with clinical agency policies, will counsel students who have accidental exposure to communicable diseases to see their physician, Student Health Service or their place of employment. A Critical Incident Report must be completed by students and faculty immediately following any health-related incident.

Dress Code for Clinical Activities

Faculty strongly believes that each student should present him/herself in a professional manner in accordance with the nature of the learning experience involved. The standards of dress described below APPLY to ALL CLINICAL nursing courses.

Requirements for students in all clinical areas:

- No perfume or scented aftershave or lotion (possible patient allergen).
- EMU nursing student name pins; nametags with picture (EMU ID) in a plastic holder. (obtain ID from EagleCard office. Fee is charged for I.D.). Please do not try to obtain EMU ID before August 1.
- Shoes: clean, cover entire foot; no clogs, sandals, open-toes, or canvas.
- Hair: clean, pulled back out of face; trimmed beard, mustache. No unusual colors (e.g., orange, purple, green).
- Jewelry: no visible tattoos or jewelry; however, students are expected to wear a watch with a sweep second hand; students may wear a wedding band without stones and small non-dangling earrings.
- Nails: no artificial nails; no polish except clear, un-chipped

Transportation

Students are responsible for obtaining their own transportation to clinical sites in a safe manner. Car-pooling is encouraged where possible. Some settings, particularly community health nursing, require students to have individual transportation to the clinical site and to complete the clinical assignments. For these experiences, faculty may require verification of a current driver's license and current automobile insurance. **Students must not transport clients.**

Course Fees

Nursing students are assessed additional fees per credit hour for clinical laboratory courses. NUR 451 Community Health Nursing Practice is the only clinical course required for RN to BSN

students.

These course fees are determined by the University Board of Regents to accommodate the additional costs of laboratory coursework.

STUDENT POLICIES AND PROCEDURES

BSN Program Progression

The School's progression policies are designed to promote student achievement of the five program goals.

1. Respect the dignity and worth of humans as diverse beings in a variety of environmental systems.
2. Be accountable for their practice in the provision of holistic caring for individuals, families, groups and communities including health promotion, prevention, risk reduction, and disease management.
3. Commit to life-long learning.
4. Use critical thinking, ethical inquiry, and leadership skills to communicate and collaborate with consumers, health care providers and others to meet the ever-changing health care needs of clients.
5. Promote nursing as a profession.

Courses in the nursing program are designed and sequenced to allow students to build knowledge and skills for professional practice. Thus, knowledge and skills are cumulative as they are continually based on the foundations set in previous courses. Progression requires students to successfully complete each course in the assigned sequence with a letter grade of “C” or better. A letter grade of C or better is required for remaining science courses (i.e. CHEM 120, MICR 328) to achieve graduation requirements.

The Eastern Michigan University Undergraduate Catalog and the Nursing Student Handbook that apply to the year of the student’s admission represent the explicit contracts existing between the University, the School, and the student. A student seeking graduation from the nursing

program is required to meet University and School admission and progression requirements. All nursing students are expected to sign a Notice of Policy Change when an existing Nursing Student Handbook policy is changed.

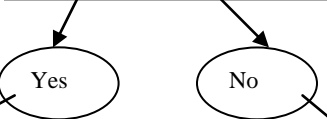
Table 1: Progression Policies for Grades of C- or Lower in NURS Courses

If the student earns a/an	Outcome
C- in any NURS non-clinical course	<ol style="list-style-type: none"> 1. Student must consult with faculty academic advisor AND RN to BSN 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 2 NURS non-clinical courses	Dismissal from the program with the option to request a re-instatement recommendation from the Committee on Admission and Retention of Students (CARS). ALL CARS Recommendations are forwarded to the School of Nursing Director for a final decision. See Re-Instatement Policy & Procedures in Student Handbook
C- to D- earned twice for the same NURS course OR C- to D- in a total of three (3) NURS courses OR E in any NURS course OR The second “W” from the same course constitutes a permanent dismissal	Permanent dismissal without option for requesting re-instatement.

RN to BSN Progression Sequence

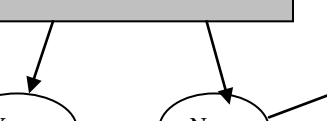
Level II
NURS220
NURS275

Grade of C or Better in
all NURS courses



Level III
NURS372
NURS375
Nursing Elective

Grade of C or better in
all NURS courses

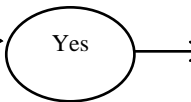


Level IV
NURS450
NURS451
NURS475
Nursing elective

Grade of C or better in
all NURS courses



Grade of C or better in BIO328, DTC
203, and CHEM120 or approved
equivalent.



All required
EMU
coursework
completed

Graduate

- C- in any NUR non clinical course
- C- to D- in NUR clinical course
OR
C- to D- in 2 NUR non clinical courses
- C- to D- received twice for the same NUR course
OR
C-to D- in a total of 3 NUR Courses
OR
E in any NUR course
OR
The second "W" from the same course constitutes a permanent dismissal

- See p.25 RN to BSN Handbook
- Dismissal from program. See p.25 RN to BSN Handbook
- Permanent Dismissal from program. See p.25 RN to BSN Handbook

*Approved by
CARS 4/8/11*

INTERRUPTED BSN PROGRAM OF STUDY

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

The student MUST meet with the Faculty Academic Advisor PRIOR to withdrawing and/or dropping the intended nursing course/s

Procedure for Stop-out from the Program

A student may elect to stop-out of the program, if he/she:

1. Is a student in good standing in the nursing program. Good standing means that a student has successfully completed all nursing courses.
2. Submits a letter to CARS (Committee on Admissions & Retention of Students) stating the reason(s) for stopping-out and future intentions concerning return to the program.
3. Notifies the BSN Program Coordinator and academic advisor **before** March 15 for fall term or October 15 for winter term and prior to registration for nursing courses.

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

Policy for ALL Returning Students

Students seeking to return to the nursing program will be considered for reinstatement according to the following priority:

1. Students in good academic standing who have interrupted their studies for personal reasons.
2. Students who have received an unacceptable grade(s).
3. Students who were granted reinstatement following dismissal from the program.

Placement in classroom/clinical courses is not guaranteed and is contingent upon a space available basis. 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 nursing courses while in the nursing program**. Upon failing 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

A student, after receiving an unacceptable grade must:

1. Immediately upon receiving the unacceptable grade, submit a letter to the School Director, and RN to BSN Coordinator stating the intent to return to program.
2. Meet with the RN to BSN Program Coordinator(s) for course assignment.
3. Register for courses only after receiving permission from RN/BSN 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 such 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 a letter to the Committee for the Admission and Retention of Students (CARS) before March 15 for Fall term or October 15 for Winter term.
2. Faculty members from CARS will review the request, hold a hearing with the student and make a recommendation to the School Director.
3. The School Director will notify the student in writing, the student's academic advisor, and the RN to BSN Program Coordinator(s) of the final decision.

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

Permanent Dismissal

The School of Nursing is legally and ethically responsible for assuring that graduates of this program meet the standard necessary for providing safe, effective nursing care. Students who are not successful in achieving satisfactory grades or violating the University Student Conduct

Code are subject to Permanent Dismissal from the program. Students who are permanently dismissed are not eligible to apply for re-instatement.

University Academic Probation

Any student, whose overall University GPA falls below 2.0 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 the Assistant Director for Academic Actions, Academic Advising Center (200 McKenny Hall).

GRADUATION POLICIES

Requirements

Graduation criteria for the School of Nursing and the University are outlined in the Undergraduate Catalog.

To graduate from Eastern Michigan University, 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 124. See the University Undergraduate Catalog for residency requirements.

Graduation Audit

Once a student has completed 95 credits, he or she should apply for a review of their academic progress. The audit request form can be obtained from online at www.emich.edu/registar/forms/ugaudit.pdf. BSN students should consider applying for graduation audit at the completion of their Level III courses, as most have accumulated 95 credits at that point.

Application for Graduation

A formal application for graduation must be filed by the candidate in the Records & Registration Office during the first week of the final semester. The application should be filed after final registration is complete but as near the beginning of the final semester as possible. Specific deadlines are located in the course schedule book.

Failure to meet an application deadline may necessitate the candidate's graduation being delayed until the following graduation period.

Application forms may be obtained at http://www.emich.edu/registar/formslibrary/formsundergraduate_degree_application.pdf. They must be submitted with the graduation fee to the Cashiers Office.

Graduation Ceremonies

Celebration for Academic Achievement: Commencement

The School of Nursing faculty encourages students to celebrate the completion of the nursing program by attending commencement ceremonies. Commencement ceremonies, and its related requirements, are under the control of the Office of Records and Registration. Students are expected to complete all graduation requirements no later than Spring/Summer semester to participate in the April commencement ceremony, or no later than Winter semester to participate in the December commencement ceremony. Decisions for students to participate in the commencement ceremony reside with the Office of Records and Registration.

Celebration for Academic Achievement: Convocation

The School of Nursing annually conducts a ceremony to celebrate the academic achievement of students graduating from all of the existing nursing programs: BSN, RN to BSN, and MSN programs in April and December. Students completing their graduation requirements during Spring, Summer may participate in the April or December convocation ceremony of their choice. Each September and January a committee will be formed to plan the biannual convocation. Members of the committee may include:

- Senior class representatives
- RN to BSN Program Coordinator and MSN Program Coordinator
- RN to BSN student representative(s)
- BSN Program Coordinator
- MSN student representative(s)

HOUSEKEEPING POLICIES

Name/Address/Phone Number/Email Address Change

It is the student's responsibility to immediately notify the University Records Office and the School of Nursing, **in person**, of any name, address, e-mail or telephone number change(s).

Student Records and References

Confidential academic files for each student are maintained by the School of Nursing. A student's file contains the admission application, clinical evaluations, grade reports, certificates, health records, and advising notes. If a student wishes access to that file, a written request must be submitted to the School Director and an appointment made to review the file. Students are encouraged to place information about honors, awards, professional activities, growth and leadership opportunities or community activities in their files to assist faculty in writing references.

Announcements

Announcements are distributed to EMU off-campus sites for distribution to students.

Electronic Communication

The School of Nursing has established a website: www.emich.edu/nursing . This site provides a wide variety of information about the program and student organization/activities as well as links to faculty and other sites. Additionally, students should make certain to maintain email contact with faculty and the school through my.emich.edu communication.

The School of Nursing is also seeking improved mechanisms to communicate with students electronically. In order to achieve this goal, each student must notify the Nursing Office, 311 Marshall, of his or her current e-mail address.

Career Opportunities

Bulletin boards are located in the College of Health and Human Services Building for educational and job opportunities. The Career Services Center, located in 200 McKenny offers assistance with a resume or cover letter.

APPENDICES

Appendix A UNSAFE PRACTICE GUIDELINES

Unsafe Practice- Unsafe Practice, as defined below, or inadequate preparation for clinical may result in dismissal of the student from clinical.

- I. Failure to demonstrate in written nursing care plan and/or verbal discussion with instructor
 - a. Preparation for patient care related to
 - i. Pathophysiology
 - ii. Medications
 1. Relationship to diagnosis
 2. Precautions to take when giving medication
 3. Evaluation of therapeutic effect
 4. Side effects and adverse reactions
 5. Usual dose
 6. Accurately compute dosages
 - iii. Treatment related to diagnosis and pathology
 - iv. Failure to utilize sufficient resources
 - b. Nursing theory presented in lecture: nursing procedures and skills presented in learning laboratories.
 - c. Assessment of patient needs and/or problems
 - d. Individual disease conditions
 - e. Inability to write a comprehensive, individualized nursing care plan.
- II. Failure to demonstrate ability to implement safe patient care
 - a. Failure to continually assess patient progress, or failure to assess and report significant changes in patient's condition, physical and psychological.
 - b. Inability to communicate appropriate essential information to other staff, verbally or in writing.
 - c. Failure to meet physical and psychological safety needs of patients, for example, side rails, restraints, following sedation, assisting patients to chair, bathroom to ambulate, failure to follow the proper procedure when administering medications or treatments.
 - d. Inability to assess a given clinical situation and make safe, appropriate nursing judgments and to implement them without close supervision.
 - e. Inability to integrate theory in implementing clinical practice.
 - f. Repeatedly performing nursing procedures incorrectly or inaccurately, for example:
 - i. Poor sterile technique—contamination
 - ii. Failure to use universal precautions appropriately
 - iii. Poor injection technique: wrong site, failure to aspirate, etc.
 - iv. Heat lamp too close

- g. Repeatedly unable to give medication and/or treatments on time.
 - h. Inability to provide psychological support to patients and their families.
- III. 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
 - b. Lack of integrity. e.g. untruthfulness with faculty, clinical staff
 - c. Attending clinical laboratory in such a state that one's judgment is impaired, i.e. intoxicated, under the influence of drugs, emotionally stressed.
 - d. Inability to state verbally and/or in writing the effects of one's own behavior on patients, and how patient's behavior affects student's response.

Appendix B

Additional Resources for Students

Career Development Center

200 McKenny Hall, 734-487-0400

The Career Development Center offers active assistance to graduates and alumni in seeking employment after graduation and in professional advancement throughout their careers. Notices of career opportunities are provided in business, industry, government, health and human services and education. The Center services include: 1) credential reference services, 2) resume and letter of application assistance, 3) interview preparation and techniques, 4) The Education Bulletin, listing current vacancies, employers' addresses and method of contact, 5) on-campus interview appointments with employer representatives, 6) employer career literature, directories, and job description materials and 7) a computerized candidate referral services.

Disability Resource Center

240K Student Center, 734-487-2470

The Disability Resource Center utilizes resources both on the campus and within the community and its agencies to meet the needs of disabled students and to support them in meeting their educational goals. Michigan Vocational Rehabilitation and the Michigan Commission for the Blind are both used as supportive agencies in assisting some students.

Students may also request aid in finding note-takers, relocating classrooms, assistance with wheelchairs, special housing accommodations, and procedures for applying for interpreters. It is the intent of the office to respond to students' unique needs. Students are urged to contact the office personally for information and/or assistance.

Students who qualify for modifications in classroom instruction, evaluation or other needs in accordance with the Americans with Disabilities Act are encouraged to contact the Office of Access Services. Modifications will be made after contact from the student and involved faculty with the Office of Access Services and specific needs are identified. Students are responsible for notifying the faculty in advance of specific needs.

Lesbian, Gay, Bisexual & Transgender Resource Center

354 Student Center, 734-487-4149

The purpose of the LGBT Resource Center is to educate the University community about lesbians, gay males, bisexual and transgendered individuals and to serve as a resource to LGBT persons by developing formal links with the community and providing a supportive environment to students. The LGBT Resource Center, along with other campus groups, recommends and implements policies, curricular initiatives and services to address the LGBT individuals and to increase safety for these individuals. The LGBT Resource Center services to reduce prejudice of LGBT individuals throughout the University community. Further, the LGBT Resource Center maintains sufficient staff support to keep the University community abreast of legislation and regulations at the state and federal level that affect LGBT students attending EMU.

Office of International Students

244 Student Center, 734-487-3116

The Office of International Students operates to assist the international student population at EMU to achieve their educational and career goals. The OIS provides specialized services for students from 92 different countries including pre-arrival contact, orientation, on-going advising for academic, financial, employment and personal concerns, and the preparation of documents necessary to maintain a favorable immigration status for students studying at EMU. The Office of International Students initiates enhancement programs such as cross-cultural activities on and off campus.

Women's Resource Center

356 Student Center, 734-487-4282

The EMU Women's Resource Center encourages and supports the personal growth, academic enrichment, and professional development of all women on campus. The Center is committed to 1) recognizing and celebrating the diverse representation of women at EMU, 2) providing information and educational programming, and 3) offering advocacy and referral services. The center will promote positive images of women as viable and necessary parts of a full, culturally rich and balanced society.

Housing and Dining Services

Lower Level of the Commons through Downing Hall, 734-487.1300

University Housing and Dining Services offers a variety of housing and dining services as an aid to the academic achievement of both married and single students. Student-families enjoy apartment-style living offered in the University's three-family housing communities. They are convenient, low-cost and offer an environment that shares an appreciation of the academic needs of the single and married student. One and two bedroom units are available.

University Health Services

Second Floor, Snow Health Center, 734-487-1122

Health Services provides students, staff, and faculty with professional, quality and confidential on-campus health care. Students may call health services to make appointments for needed services. Students generally can be seen the same day or the day after they call. For urgent care, it is possible to be evaluated on a walk-in basis. Students are encouraged to carry some form of health insurance while at EMU. A student health insurance plan is available through the university by calling the Health Services Insurance Office at 734-487-3048.

Children's Institute

103 Rackham Building 734-487-2348

The University's Children's Institute offers a play-based, developmental childcare program for children eighteen months through five years of age, as well as a kindergarten enrichment

program. The program operates primarily as a service to students, faculty, and staff, but is open to the community families. Hours are 7:30am-5:30pm, Monday through Friday, year-round. Hours are reduced during University breaks and holidays. The toddler programs are housed in the lower level of the Rackham Building.

The kindergarten enrichment program supplements the regular public kindergarten schedules. Children will attend the Children's Institute mornings or afternoons to complement their kindergarten programs. Please call the University Children's Institute office at 487-1126 for complete program, registration and fee information.

Counseling Services

Third Floor, Snow Health Center 734-487-1118

EMU counseling services provides 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

G-04 Halle Library, 734-487-2133

The Holman Success Center offers several services to assist students successfully fulfill their academic goals. These services include skill building workshops, individual tutoring, group reviews, supplemental instruction program, and mentoring.

The Writing Center

2nd Floor Pray-Harrold Building, 734-487-0694

The Writing Center offers services to students of all levels from all schools free of charge. In the Writing Center, 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 assists students in learning to do these things for themselves.

CHHS Advising Center

Third Floor, Marshall Building, 734-487-0918

The CHHS Advising Center facilitates retention and academic achievement of students interested in health and human services by providing advising resources for intent students, transfer students, undeclared major students, as well as undergraduate students with majors in the College of Health and Human Services. The primary role of the Advising Center is service to students that is accessible and accurate. Therefore, the CHHS Advising Center is committed to providing resources to maximize academic progression and success of students.

Employment Opportunities

Employment of more than 12 hours per week is strongly discouraged for full-time nursing students. The Job Placement Center will assist in securing appropriate positions. Summer employment/internships are encouraged. Experiences in health settings are beneficial to students.

Student Externships in area hospitals are available during the Spring/Summer semesters. See the Bulletin Boards.

Financial Aid and Scholarships Available to Nursing Students

Bulletins describing scholarship opportunities are available in the Office of Financial Aid and on bulletin boards located outside the Nursing Skills Lab in the Marshall Building. The University Undergraduate Catalog provides information as well as the Nursing School's Finance Committee. Students should contact the Nursing School and will be directed to the School's Finance Committee Chairperson for more information.

Scholarships

The following is a partial listing of scholarships and groups which may provide scholarships for nursing students:

EMU Wives Scholarship	Association of Black Nursing Faculty
Michigan League for Nursing Scholarships	Jackson Nurses Association
Veteran's Administration ROTC Scholarships	Chi Eta Phi Nursing Sorority
Eta Rho Chapter, Sigma Theta Tau	EMU Women's Association
Hispanic Nurses Association	Veterans Administration Professional
National Black Nurses Association	Oncology Nursing Society
Beyer Memorial Scholarship	Phillipine Nurses Association
Black Student Nurses Association	Zonta Club of Ypsilanti-Educational Grant
U.S. Armed Services	American Association of Critical-Care
Detroit Black Nurses Association	Scholarship
Beel Scholarship	Cleo Jackson Kaltz Scholarship
Susan Hill Scholarship Award	

Appendix C
School of Nursing Faculty and Staff
 311 Everett Marshall Building 734-487-2310
www.emich.edu/nursing

Staff Name	Position	Office #*	Office Phone 734-48X-XXXX	Email@emich.edu
Trewn, Peggy PhD, RN	Interim Director, School of Nursing	346	734-487-8056	ptrewn
Wright, Jane	Administrative Assistant	348	734-487-2310	jwright
Ricciardo, Hedy	Senior Secretary	311	734-487-2310	hricciard
Galeas, Christine	Secretary II	311	734-487-2310	cgaleas
Higgins, Nancy	BSN Traditional - Coordinator 2 nd . Bachelor - Coordinator	311	734-487-2334	nhiggin2
Towne, Roberta	RN-BSN Coordinator MSN Coordinator	323	734-487-2340	rtowne1
Eckler, Pam	Skills Lab Coordinator	215	734-487-0665	peckler
Fallot, Mary Jane	General Education Advisor	301 Pierce	734-487-5621	mfallot

Faculty Name	Title	Office #*	Office Phone 734-48X-XXXX	Email@emich.edu
Beard, Betty PhD, RN	Professor	214	7-2341	<i>bbeard</i>
Berry, Linda PhD, RN	Associate Professor	327	7-2343	<i>linda.berry</i>
Blondy, Laurie PhD, JD, RN	Assistant Professor	354	7-3275	<i>lblondy</i>
Bumpus, Sherry MSN, NP, RN	Assistant Professor	310	7-2279	<i>sbumpus1</i>
DeBello, Marguerite MSN, RN	Instructor	206B	7-2416	<i>mdebello</i>

Ervin, Naomi PhD, RN	Professor	313K Porter	7-7120 Ext 2628	<i>nervin</i>
Fox, Diane P. MSN, RN, AE-C, CNE	Associate Professor	338	7-2154	<i>dfox2</i>
Hines, Sandra PhD, RN, WHNP-BC	Assistant Professor	350	7-3268	<i>shines1</i>
Lan, Virginia PhD, RN	Professor	341	7-0919	<i>vlan</i>
Lukowski, Angela DNP, RN	Assistant Professor	334	7-0045	<i>alukomsk</i>
Marz, Mary Sue PhD, RN	Professor	313H Porter	7-7120 Ext 2601	<i>marysue.marz</i>
Nelson, Sandra PhD, APRN-BC	Associate Professor	330	7-3267	<i>sandra.nelson</i>
Newberry, Gerald MSN, RN	Lecturer	123	7-8035	<i>gnewberry</i>
O'Connor, Cecilia MSN, RN	Lecturer	123	7-8035	<i>coconno6</i>
Raymond III, Delbert PhD, RN	Associate Professor	332	7-2054	<i>marty.raymond</i>
Restaino, Sandra DNP, RN	Assistant Professor	206B	7-2416	<i>ssaucier</i>
Riley, Janice MSN, RN	Lecturer	123	7-8035	<i>jriley3</i>
Rubinfeld, M. Gaie MS, RN	Associate Professor	352	7-3273	<i>mrubenfel</i>
Scheffer, Barbara, EdD, RN	Professor	354	7-3275	<i>bscheffer</i>
Slack, Julie MSN, RN, NP	Assistant Professor	206D	7-3277	<i>jslack3</i>
Tanicala, Martha EdD, RN	Associate Professor	366	7-2333	<i>martha.tanicala</i>
Williams, Michael MSN, RN, CCRN	Associate Professor	326	7-2070	<i>michael.williams</i>
Wilson, Lorraine PhD, RN	Professor	336	7-3272	<i>lwilson1</i>
Wu, Tsu-Yin PhD, RN	Professor	328	7-2297	<i>twu</i>

*All offices are in Marshall Building unless otherwise indicated