

Eastern Michigan University™

# School of Nursing

Undergraduate  
Student Handbook

**BSN Program  
Traditional**

# 2009

School of Nursing  
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The contents of this Handbook are 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.

August, 2009

## QUICK REFERENCE TO KEY INFORMATION

Academic and Professional Integrity	p.14
Graphic of Program Conceptual Framework	p.18
Student Input Processes	p.19
Assessment/Evaluation of Learning	p.25
Grading Scale	p.26
Academic Problem Solving Sequence	p.27
Advising	p.28
Clinical Preparedness	p.30
Mandatory Health-Related and Other Reqs	p.32
Dress Code	p.34
Progression Policies and Procedures	p.37
Graduation Policies	p.45
Interrupted Program of Study	p.42
ATI tests	p.49
Unsafe Practice Guidelines	p.52

September, 2009

Dear Nursing Student:

Congratulations on your admission to the BSN program. On behalf of the faculty and staff, I welcome you to the School of Nursing (SoN). You have chosen a nursing career at a very exciting (and often challenging) time. We are happy that you chose to begin your nursing career with a BSN from the EMU SoN. The BSN program is fully accredited by the Commission on Collegiate Nursing Education, which assures you that you will receive a quality education in nursing.

While you are with us, you will be socialized into the profession of nursing. We all look forward to working with you. The course work can be difficult and even frustrating at times. But the faculty and staff are here to guide you. Stay in touch with us. Your advisor will assist you to locate resources and explore options during your course of study. If you need assistance with any aspect of the program, please seek assistance as soon as possible.

Please carefully review this handbook. It is your road map to successful completion of the BSN program. Although the policies may change, you will be notified of changes that apply to you.

Being a student in the nursing program is challenging, but you can be successful if you study and take advantage of School and the campus resources. We are looking forward to celebrating with you at your SoN Convocation – when you receive your nursing pin indicating that you have completed all requirements for the BSN!

Sincerely,

Betty J. Beard, RN, PhD  
Director and Professor

August 1, 2009

Dear Level II Nursing Students:

We are pleased to extend a warm welcome to you on behalf of the Committee for Admission and Retention of Students (CARS) and all nursing faculty at EMU. This handbook was developed by faculty and previous nursing students to assist you in progressing through the nursing major. It is your obligation to review the contents of this handbook, as you are being 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 as diverse beings in a variety of environmental systems.
2. Be accountable for your 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.

Your presence here indicates your commitment to learning the nursing profession 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 your first step of 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 our nursing program and hope that you have a rewarding and satisfying experience with us.

Sincerely,

Curriculum and Instruction Committee (CIC)  
Committee on Admission and Retention of Students (CARS)

**BSN Program Undergraduate Student Handbook  
Table of Contents**

**Welcome Letter from Director** .....3

**Welcome Letter from Curriculum and Instruction Committee (CIC) and  
Committee on Admission and Retention of Students  
(CARS)**..... 4

**Table of Contents**.....5

**School of Nursing Emblem**.....8

**History of the School of Nursing**.....9

**Legal Operating and Professional Accreditation**.....10

**Mission, Philosophy, Purpose and Goals**.....11

EMU Mission Statement.....11

Philosophy of School of Nursing.....12

BSN Program Goals.....12

BSN Program Objectives.....13

**Academic and Professional Integrity**.....14

University Code of Conduct.....14

Plagiarism.....14

Academic Rights of Students.....14

**Nursing Curriculum**.....15

Conceptual Framework.....15

Rationale for the Organization Structure of the Curriculum.....16

Integration Courses(NURS 275, NURS 375, NURS 475) .....17

Figure A: Essentials of Baccalaureate Education, EMU Nursing Program.....18

Student Input Processes.....19

    Standing Committee Membership.....19

    Course Evaluations.....19

    Faculty and Advisors.....19

Class Organizations.....19

Sigma Theta Tau International, Eta Rho.....20

Individualized Learning Experiences in Nursing.....21

Coursework for a Minor.....22

Continuing Education and Service Learning Opportunities.....22

International/Foreign Student Information.....22

**Classroom and Clinical Learning –GENERAL INFORMATION**.....24

Curriculum Organization.....24

Syllabi.....24

Attendance Expectations.....24

Academic Integrity.....24

Assessment/Evaluation of Learning.....	25
ATI Testing.....	25
Written Assignments .....	25
Writing Intensive Coursework.....	25
American Psychological Association (APA) Style.....	25
Program Grading Scale.....	26
Senior Exit/Interviews/Focus Groups.....	26
Academic Problem Solving Sequence.....	27
Faculty Advising.....	28
Withdrawing/dropping a course.....	29
Program of Study.....	29
<b>Clinical Learning-Specifics.....</b>	<b>30</b>
Clinical Instruction.....	30
Clinical Preparedness.....	30
Absences from Clinical Assignments.....	31
Student Orientations to Clinical Activities.....	31
Incoming Level II students.....	31
Returning Level III and Level IV students.....	31
Mandatory Health Related and Other Requirements .....	32
Agency Requirements.....	32
OSHA and Communicable Disease Policies.....	33
Universal Precautions.....	33
AIDS and Hepatitis B.....	33
OSHA Standards.....	33
Ethics in Communicable Disease and Patient Care.....	34
Post Exposure Protocol.....	34
Dress Code.....	34
Transportation.....	35
Course Fees.....	35
Nursing Skills Learning Laboratory.....	35
<b>Progression Policies and Procedures.....</b>	<b>37</b>
Principles Guiding Progression.....	38
Anticipated Program Procession.....	40
<b>Interrupted Program of Study.....</b>	<b>42</b>
Meeting with Advisor prior to Dropping.....	42
Repeating a Nursing Course.....	43
Student Appeal Process for Reinstatement.....	44
Permanent Dismissal.....	44
<b>Graduation Policies.....</b>	<b>45</b>
NCLEX.....	46
State of Michigan License Application.....	47

<b>Housekeeping Policies</b> .....	47
Name/Address/Phone Number Change.....	47
Email Contact.....	47
Student Records and References.....	47
Communication Sources.....	47
Bulletin Boards.....	47
Electronic Communication.....	47
Career Opportunities.....	48
Appendix A Assessment Technologies Institute (ATI).....	49
Appendix B ACE.....	51
Appendix C Unsafe Practice Guidelines.....	52
Appendix D Clinical Facilities.....	54
Appendix E Additional Resources for Students.....	55
Appendix F School of Nursing Faculty and Staff.....	59

# The Eastern Michigan University School of Nursing Emblem

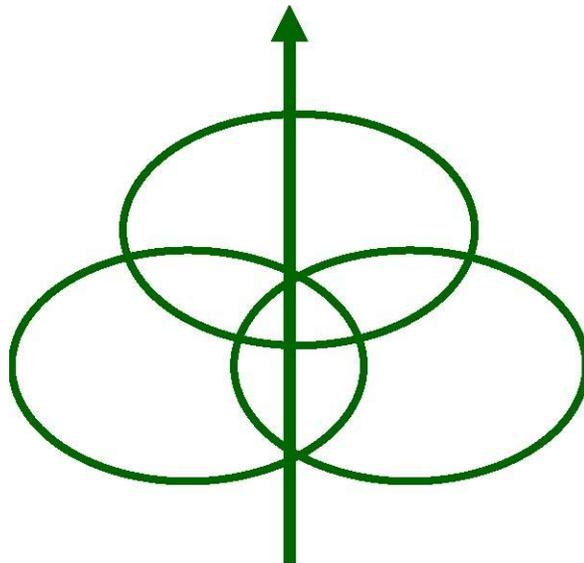
The three circles represent:

- The health-care delivery system

- People and their environment

- The health-illness continuum

The arrow bisecting the three circles represents the nursing process.



## **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 RN/BSN Completion Program 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 post baccalaureate graduate teaching certificate in teaching in health care systems was added and in 2004 a second post baccalaureate certificate in Quality Improvement was begun.

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/BSN Completion. 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 & Human Performance. EMU has a proud tradition of preparing professional registered nurses. In 2003, 30 years of excellence in nursing education was celebrated at EMU. Our legacy continues..... You are now part of our future history!

## **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. 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 NLN 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 with those of the University the College 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 believes 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 professional development.

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 as diverse beings in a variety of environment 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. Be committed 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.

**BSN Program Objectives:**

Baccalaureate Program Goals are met when graduates meet the following program objectives:

1. Synthesize knowledge from nursing, liberal arts and sciences into the practice of professional nursing with individual, family, group and community systems.
2. Demonstrate critical thinking as integral to professional nursing.
3. Use the nursing process to provide holistic care in partnership with diverse clients.
4. Analyze the interactions among local, regional and global systems for their impact on the health of individuals, families, groups and communities.
5. Integrate emerging technologies, research findings, teaching/learning principles and leadership skills into their care of clients and management of care units.
6. Collaborate with individuals, families, groups, communities and other providers in the provision of health care.
7. Demonstrate a commitment to life-long learning.
8. Display a commitment to the professional nursing values of altruism, autonomy, human dignity, integrity and social justice.
9. Participate in activities that contribute to the profession of nursing.

## **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](http://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 specifically prepared for students admitted to the BSN traditional program at EMU in 2008. The program of study and course work are specific to this cohort of students. The ONLY courses available to this cohort of BSN students are listed with the NURS prefix in course schedule books or on-line.**

**BSN traditional students admitted in 2008 and later are not permitted to take any nursing course with the prefix NURS DP (Department Permission) or NURC. Courses with those prefixes are designed ONLY for the Second Degree BSN and RN/BSN completion students.**

### **Conceptual Framework**

In 2003, the EMU nursing faculty adopted “The Essentials of Baccalaureate Education for Professional Nursing Practice” from the American Association of Colleges of Nursing as the guiding framework for the undergraduate curriculum. The framework and its adaptation for EMU School of Nursing are depicted in Figure A (page 18).

Professional nursing education is multi-faceted and several components are necessary for preparing professional registered nurses. Five major components necessary for baccalaureate educational preparation of nurses today are: 1) liberal education, 2) professional values, 3) core competencies, 4) core knowledge, and 5) role development.

Liberal education provides a solid foundation for the development of clinical judgment skills required for the practice of professional nursing. Liberal education is seen as an integrated educational experience, not a separate or distinct segment of the educational process. EMU’s general education studies and nursing prerequisites courses comprise the liberal education basis for professional nursing practice.

Professional values are another major component of the educational preparation of professional registered nurses. Educational programs should facilitate the development of professional values and value-based behaviors. Caring is a concept central to the practice of professional nursing and the values that epitomize caring by the professional nurse are: 1) altruism, 2) autonomy, 3) human dignity,

4) integrity, and 5) social justice. Educational content as well as role socialization into the profession includes these professional values.

The core competencies for practice of the professional registered nurse are: 1) critical thinking, 2) communication, and 3) the nursing process, comprised of assessment and technical skills. Students are educated to use appropriate theories, research-based knowledge, and sound clinical judgment, along with precise communication skills, to implement the nursing process to provide professional nursing care.

Nurses must also have knowledge specific to the discipline of nursing, along with applied science information and liberal education. Seven areas of core knowledge viewed as crucial for professional nursing practice include: 1) health promotion, risk reduction, and disease prevention, 2) illness and disease management, 3) information and health care technologies, 4) ethics, 5) human diversity, 6) global health care, and 7) health care systems and policy. Each course contributes to the students' core knowledge for professional nursing practice.

Skills essential to the practice of professional nursing are emphasized throughout the curriculum. Teaching strategies and learning experiences are chosen to encourage the development of critical thinking, a vital tool for professional nursing practice. Communication skills are developed throughout the nursing program. Emphasis is placed on acquiring experiences with multiple technologies including computers, audio-visual media, and various equipment used in the provision and management of health care. In addition to these skills, nursing roles are developed within professional values. Included in these essential nursing values are: professional accountability and responsibility, the dignity and worth of all persons, a person's right to self-determination, nursing as a caring profession, and appreciation and respect for the cultural and ethnic diversity of persons.

According to this framework, nursing practice, constantly evolving as health care knowledge grows, includes care of the sick in and across all environments, health promotion and population-based care. Generally, there are three major roles of nurses— nurses as providers of care, nurses as designers, managers, and coordinators of care, and nurses as members of the profession. These roles and the dynamic nature of the discipline create the framework for the baccalaureate nursing educational programs.

### **Rationale for the Organizing Structure of the Curriculum**

The Essentials of Baccalaureate Education are responsive to the changes occurring with the discipline and within the practice of professional registered nurses. As such, these frameworks were

seen as the most contemporary and proactive structure for continuous improvement in nursing education for our students.

**Integration Courses:**

The undergraduate nursing curriculum includes a three-course sequence that focuses on introducing, building, and integrating the essentials of professional nursing:

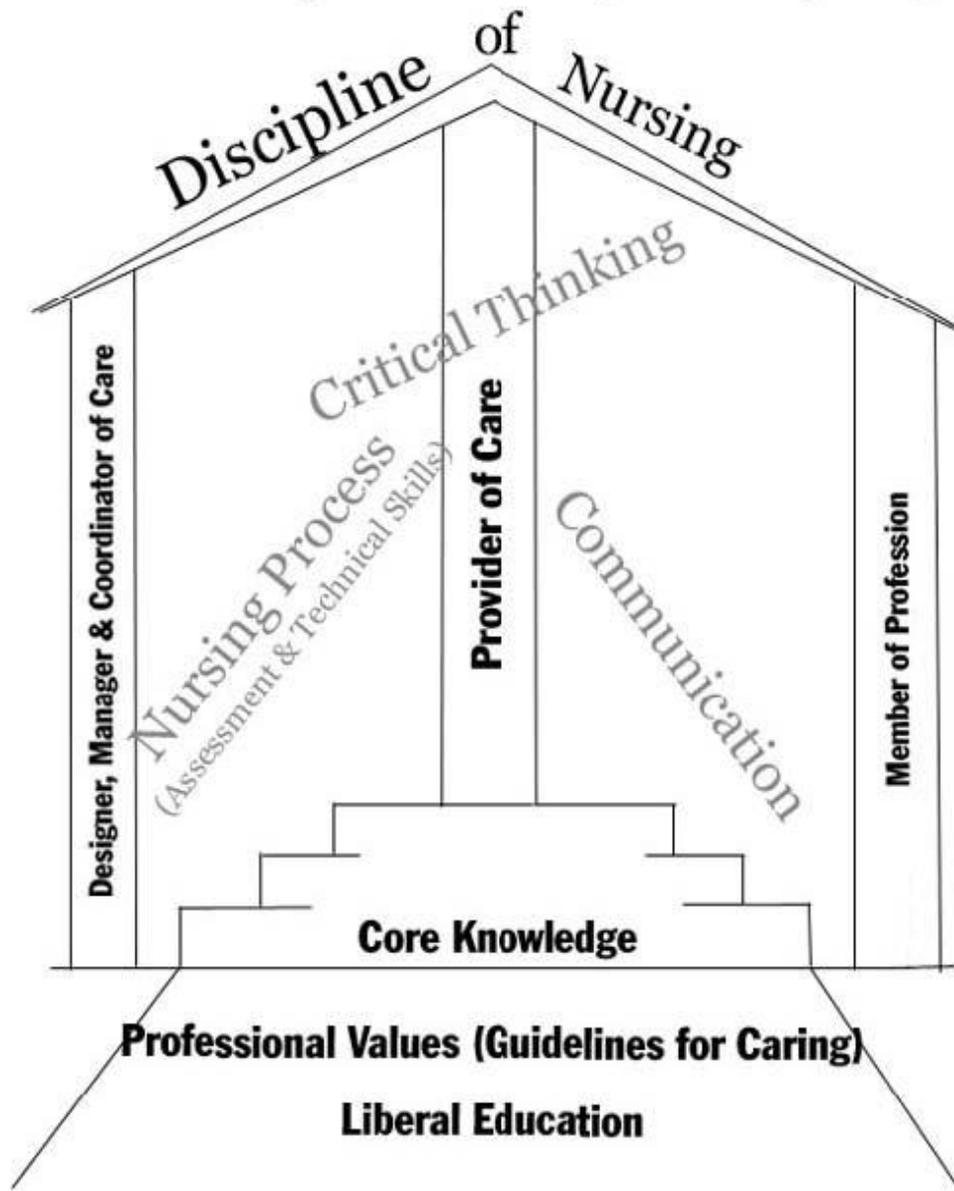
**NUR 275 Essentials of Professional Nursing Practice I** introduces the BSN student to the foundational elements of professional nursing as identified by the American Association of Colleges of Nursing. Active learning strategies are incorporated throughout the course to engage the student in exploration 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. Students explore ethical dilemmas of health care, leadership and management, communication and critical thinking, health policies, economics, global health care, spiritual/cultural issues, and legal aspects of nursing through active learning strategies.

**NUR 475 Essentials of Professional Nursing Practice III** continues to integrate the essential elements of professional nursing. Emphasis in this course is on leadership, management, and delegation as key elements of role development. Students synthesize all five components of professional nursing as they prepare for effective transition from student role to professional practice.

FIGURE A

Essentials of Baccalaureate Education  
Eastern Michigan University Nursing Program



## **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 learning opportunities 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.

### **Class Organization**

Each class, with the assistance of the BSN Program Coordinator develops its own structure to deal with class matters. The structure may differ each year according to class preference (i.e. class officers, chairpersons, and committees). Guidance, ideas and information may be obtained from the preceding classes. The class representatives help to make decisions and facilitate class activities. Selection of representatives may occur through either volunteer or election procedures.

For Level II during the first semester, the BSN Coordinator will facilitate the selection of a class advisor from the tenured or tenure-track faculty. The class usually keeps this same advisor until graduation. The advisor's functions are to assist students in selecting class representatives, addressing class issues and concerns, providing input to the Nursing School, and arranging for graduation activities (e.g. class pictures, organizing and implementing the Convocation Ceremony).

To facilitate communication and input, a meeting including class representatives from all levels, faculty advisors, the BSN Program Coordinator(s) and the School Director will be scheduled each

semester. Additional meetings may be scheduled to address class issues. RN/BSN students will select an advisor and representative at each site.

### **University Organizations and Committees**

See: "Student Government and Campus Life" in the Undergraduate Catalog. 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 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 have:

1. 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. 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 397, 398, 399): 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 377, 378, 379): 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. Requirements for Graduation with Honors in 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 document(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**

### **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. Laboratory hours may include both the learning laboratory on campus and the clinical sites off campus. 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 14 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).

### **ATI Tests**

Standardized assessment examinations are administered throughout the program for both formative and summative evaluation of the integration of didactic and clinical learning. Students will be given information on the cost of these examinations at the beginning of the program of study.

See Appendix A: Assessment Technologies Institute (ATI) Testing Program for details on these examinations.

## **Written Assignments**

### **Writing Intensive Coursework**

Both didactic and clinical courses may require written assignments. All three of the Essential courses (NUR 275, 375, and 475) are 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 (5<sup>th</sup> Edition) Style***

All Assigned papers must be written using American Psychological Association (APA) (5<sup>th</sup> 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. 14).

### **Program Grading Scale**

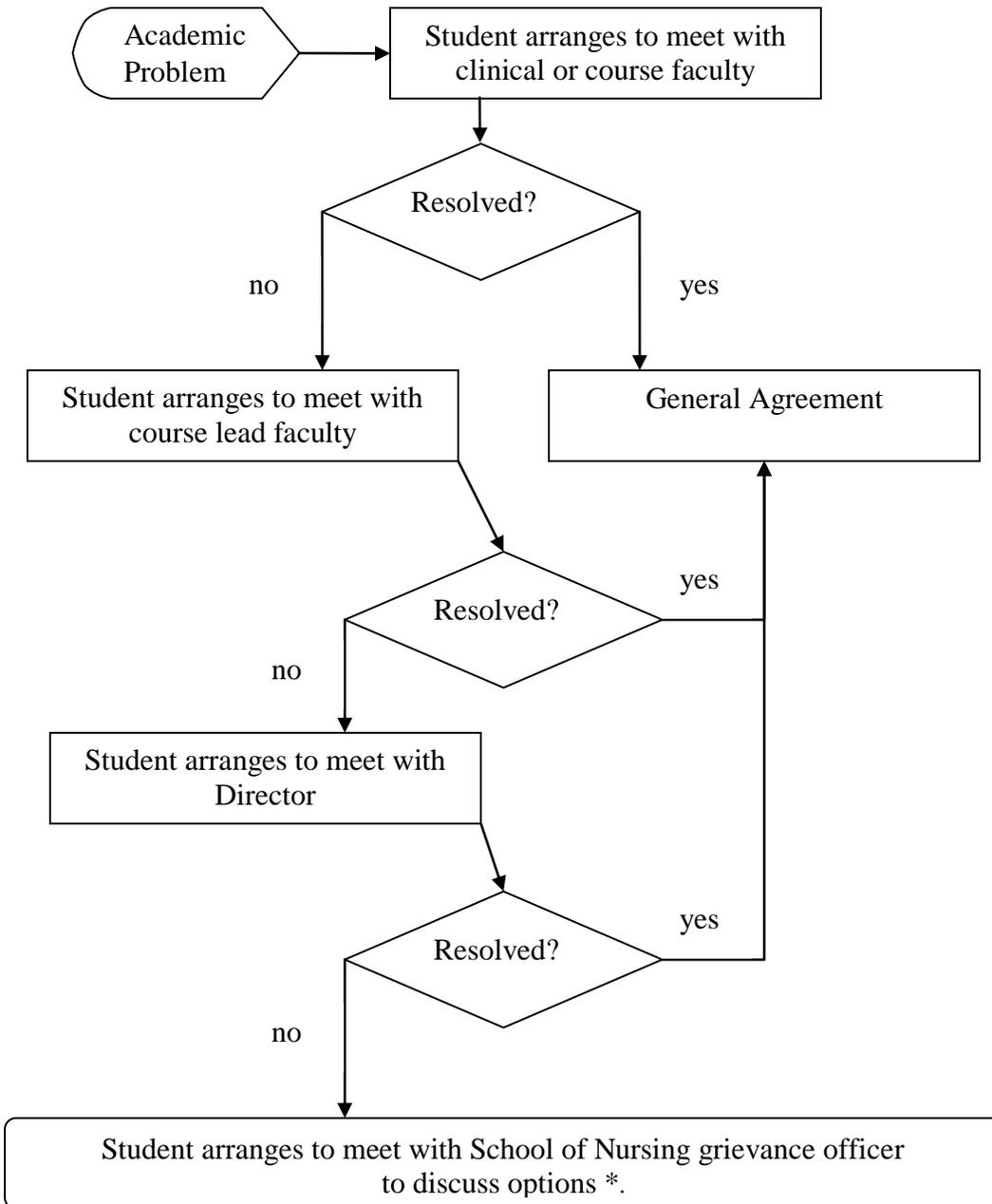
The grading scale listed below is used in both classroom and clinical courses.

<b><u>PASSING</u></b>	<b><u>FAILING</u></b>
A= 100-94	<b>C- =74-70</b>
A-=93-90	<b>D+ =69-66</b>
B+ =89-87	<b>D =65-63</b>
B =86-84	<b>D- =62-60</b>
B-=83-80	<b>E =59 OR BELOW</b>
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 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 NUR 208 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 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 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 BSN Program Coordinator(s) is final. Students are expected to complete their rotations on assigned days and sites.

Students are not permitted to register for two clinical courses on the same day.

Siblings 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 B for specifics of unsafe practice.**

## **Absences from Clinical Assignment**

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. Students are expected to make up the missed clinical experience. This must be done in collaboration with course faculty.
3. 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.

## **Student Orientations to Clinical Activities**

### **Incoming Nursing Students (Level II Students)**

All entering undergraduate BSN nursing students must attend the Incoming Nursing Student Orientation session. Failure to attend may result in removal from the nursing program. During this time period, students will be introduced to faculty and staff, given their BSN Program Student Handbook, and review important policies, procedures and guidelines within the School. At this time, if not before, students will be given information on their clinical placements, textbook, syllabi, nursing uniforms, and equipment required for nursing courses, and questions will be answered.

### **Returning Students (Level III & IV Students)**

All returning students are expected to attend orientation prior to the start of classes EVERY FALL. Students are to make certain that all health requirements, such as immunization and tuberculosis screen are completed, along with presentation of current health insurance, professional

liability insurance, and current CPR certification. Students attending Community Health Nursing Clinicals (all Level IV students) must also provide evidence of car insurance due to the nature of the clinical experience.

## **\*\*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. Generally, the health requirements above, as well as universal precautions, fire safety, body mechanics, and other clinical agency issues, are managed in the incoming and returning student orientation. In April 2003, the new federal regulation, called HIPAA, was implemented to assure confidentiality and privacy in managing client care and information. EMU nursing students are bound by this law as well. Instruction will be given during the incoming and returning student orientation and during clinical agency orientation. In 2002, a new Michigan law requires that students going to long-term care facilities be screened for criminal backgrounds (in some cases, fingerprinting is required). To comply with long-term agency and other agency requirements, criminal background checks and fingerprinting will be conducted per agency policy--this is a clinical requirement and must be completed in order to attend some clinical placements. 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 clinical faculty 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 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.

**\*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 BSN Program Coordinator in writing no later than August 1.

## **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 view a 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 & 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
- An EMU patch will be sewn on and worn on the upper left sleeve. This may be purchased at the EMU bookstore, Student Center.

### **Inpatient, nursing home, extended care, or acute care settings**

- Shoes, same as above; in addition, shoes are to be white, leather uniform type
- Uniform: Two-piece hunter green clean, pressed scrubs are to be worn by students. These are available at most uniform shops, but guaranteed to be at the stores listed below. If desired, students may wear a white or off-white plain turtle-neck or tee shirt under the scrub top. Students may wear a white or hunter green snap-front uniform top as a “jacket” for warmth or for arm coverage. EMU nursing student picture ID name pins must be worn on outer top at all times. The EMU patch must be visible on the upper left sleeve of uniform top or “jacket.”

### **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. These courses are listed near the front of each semester's class schedule bulletin well as being identified individually within the bulletin with an asterisk (\*) before the course number.

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

### **Nursing Skills Learning Laboratory:**

The majority of nursing clinical courses have a Nursing Skills Laboratory component. The Skills

Laboratory is located on the second floor of the Marshall Building and the Laboratory personnel are all registered nurses. The Laboratory provides the student with a combination of instruction, practice and assessment of learning. Some clinical courses incorporate a portion of the course grade based on the student's performance in the Nursing Skills Laboratory.

# 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.

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.

EASTERN MICHIGAN UNIVERSITY  
School of Nursing  
**Undergraduate Progression Policies 11-2-07**

**Principles Guiding Undergraduate Progression:**

1. Students must complete the program in 6 years.
2. All NURS Level II courses AND microbiology and nutrition courses (or their acceptable equivalents) must be successfully completed prior to taking any Level III NURS courses.
3. Students are not allowed to take three clinical courses during the same semester,
4. Students in the BSN Traditional program are only eligible to register for courses with the NURS prefix and are not eligible for courses designated with “Department Permission.” Department Permission courses are designed specifically for the 2<sup>nd</sup> Degree and RN/BSN students only.
5. **Course withdrawal**
  - a. Prior to withdrawing from or dropping any NURS course the student MUST confer with 1) his or her course faculty; 2) the BSN Coordinator; AND 3) his or her academic faculty advisor.
  - b. Withdrawal from courses requires withdrawal from all co-requisite courses at the same time.
  - c. Students withdrawing from nursing courses are not allowed to register for any NURS courses without written permission from the BSN coordinator.
6. The second “W” from the same course constitutes a permanent dismissal.
7. **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. It is the policy of the School of Nursing, that 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 (e.g. a final letter grade of "C-" or lower). University Records and Registration Offices **will prevent** official withdrawal.
8. **Program withdrawal**
  - a. Prior to withdrawing from the Nursing Program the student MUST confer with his or her academic faculty advisor AND the BSN Coordinator.
  - b. Guidelines for program withdrawal are provided in the University Undergraduate Catalog.
9. **Students who earn grades of C- to D- and/or E in any NURS course are subject to the policies listed in Table 1 below.**
  - a. All grades of C- to D- in NURS courses are cumulative related to the dismissal and permanent dismissal policy.
  - b. Grades of C- or lower in NURS courses (e.g., NURS 260 and NURS 270) taken prior to admission are counted toward 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 special permission of their advisor and the course faculty enroll in NURS 260 and/or NURS 270 prior to re-taking the first semester Level II course/s.
  - d. The second “W” from the same course constitutes a permanent dismissal.
10. Students may only repeat a NURS course one time.
11. A maximum of two NURS courses may be repeated.
12. Any exceptions to progression policies must be reviewed by CARS for recommendations to the Director of the School of Nursing.

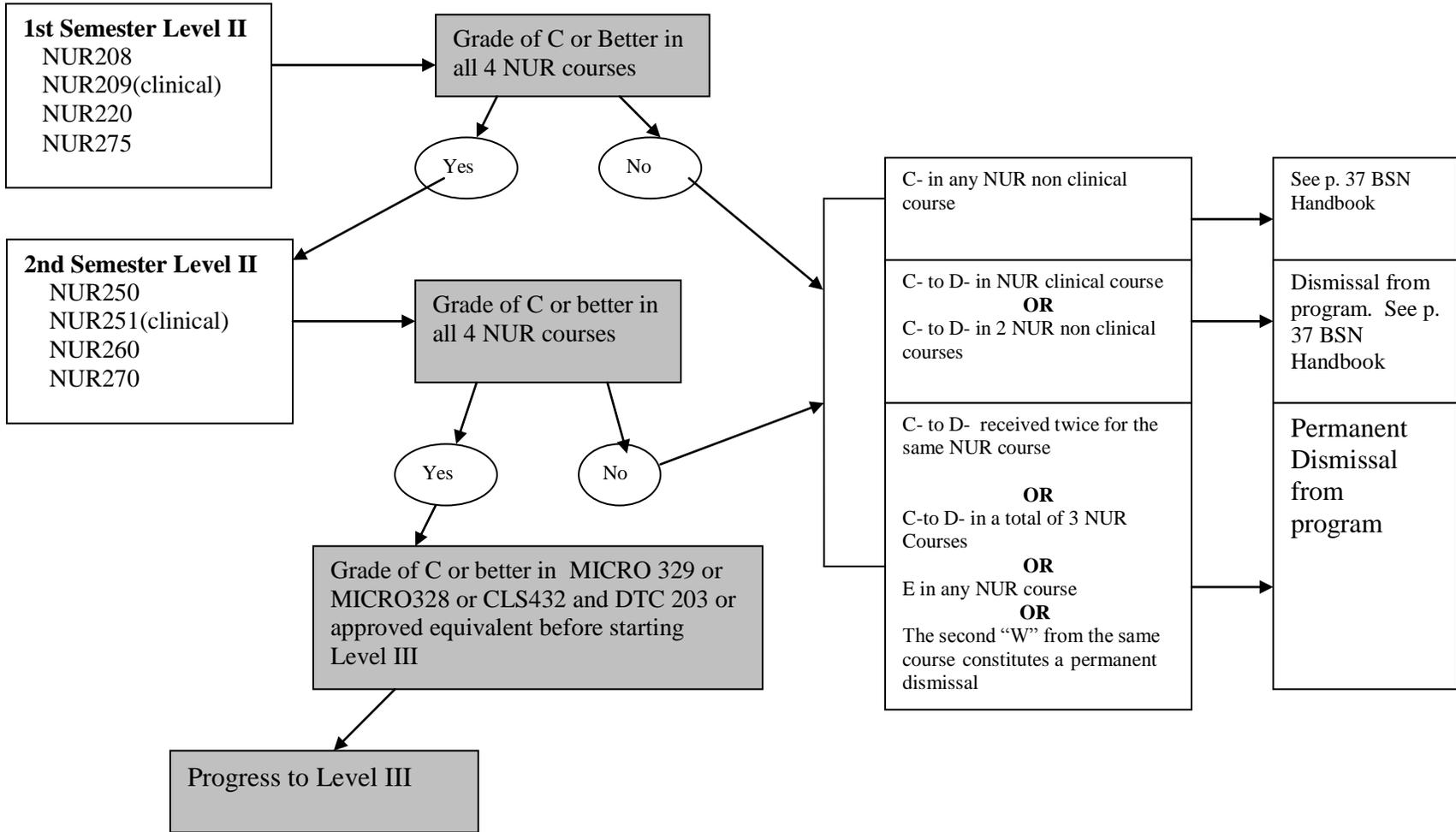
Table 1: Progression Policies for Grades of C- or Lower in NURS Courses

<b>If the student earns a/an</b>	<b>Outcome</b>
C- in any NURS non-clinical course	<ol style="list-style-type: none"> <li>1. Student <b>must</b> consult with faculty academic advisor AND BSN program coordinator for a revised program of study before registering for any other nursing courses.</li> <li>2. The revised program of study will create a new NURS course sequence for all NURS courses as well as a revised graduation date.</li> <li>3. Registration for the revised program of study will always be <b>dependent upon space available</b> in class sections.</li> </ol>
C- to D- in any NURS clinical course <b>OR</b> C- to D- in any 2 NURS non-clinical courses	<p><b>Dismissal from the program with the option to request a re-instatement recommendation from the Committee on Admission and Retention of Students (CARS).</b>  <b>ALL CARS Recommendations are forwarded to the School of Nursing Director for a final decision.</b></p> <p>See Re-Instatement Policy &amp; Procedures in Student Handbook</p>
C- to D- earned twice for the same NURS course <b>OR</b> C- to D- in a total of three (3) NURS courses <b>OR</b> E in any NURS course <b>OR</b> The second “W” from the same course constitutes a permanent dismissal	<p><b>Permanent dismissal without option for requesting re-instatement.</b></p>

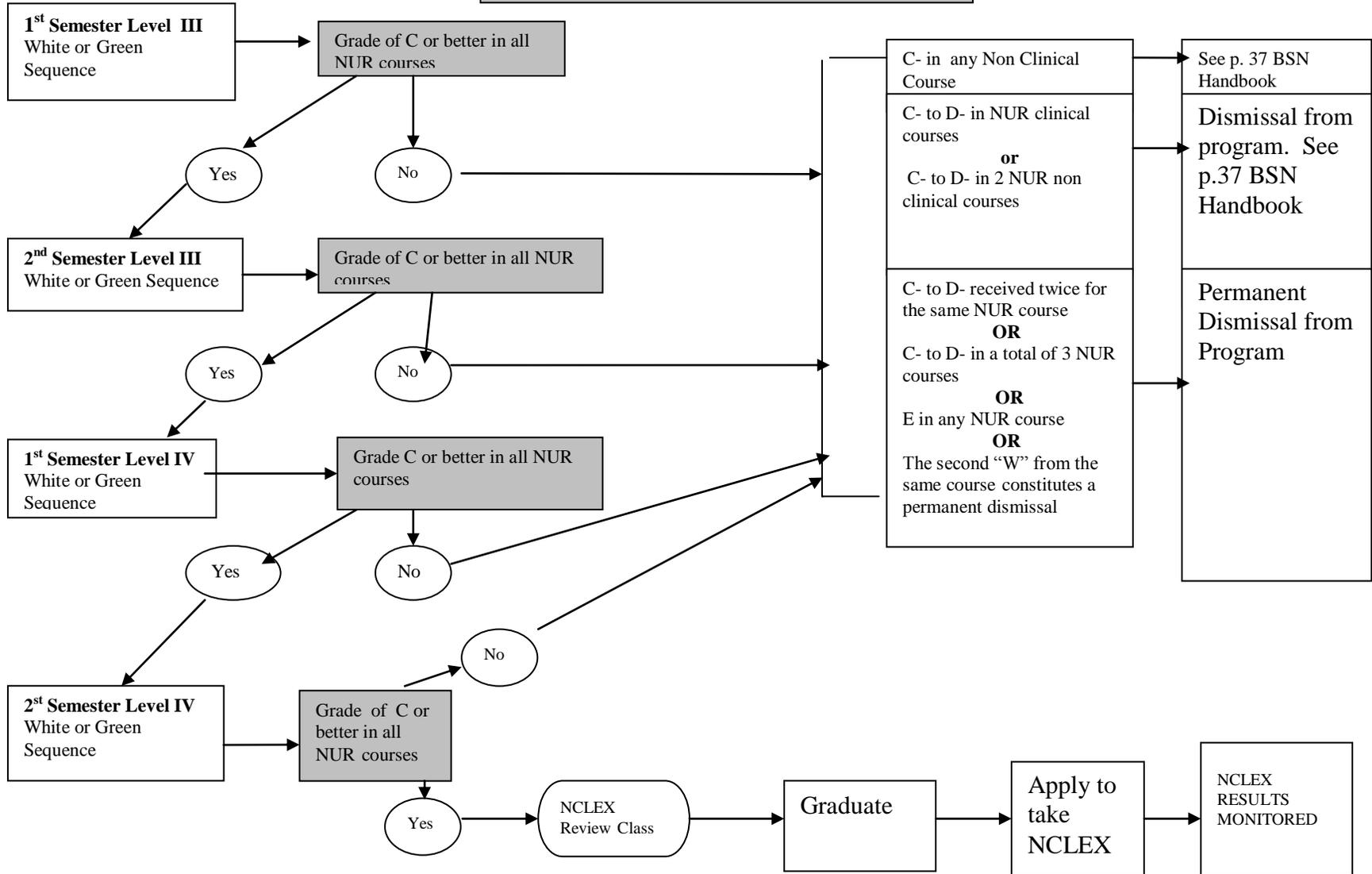
**White and Green Sequence**

Students will be assigned a set sequence with Level III and Level IV course work. This is necessary to accommodate all students with the available clinical agency space.

# BSN Progression Sequence Level II



## BSN Progression Sequence Cont. Levels III and IV



CARS/October, 2007

# **INTERRUPTED 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 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 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 C- in Any Nursing Course**

A student, after receiving an unacceptable grade must:

1. Immediately upon receiving the unacceptable grade, submit a letter to the School Director, and CARS stating the intent to return to program.
2. Meet with the BSN Program Coordinator(s) for course assignment.
3. Register for clinical placement only after receiving permission from 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 BSN Program Coordinator(s) of the final decision.

**Reinstatement will be subject to the policy for returning students and available 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 (301 Pierce 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 the Academic Records Office or from a course schedule book. 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 in the Records & Registration Office or the course schedule book. 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/BSN Completion, and MSN programs in April. All students completing their graduation requirements at the end of Winter semester are also invited to participate in the convocation ceremony in April. Students completing their graduation requirements during Spring, Summer or Fall may participate in the April convocation ceremony of their choice. Each September a committee will be formed to plan the annual the date, time and place, as well as other arrangements for convocation in April. Members of the committee will include:

- The senior class faculty advisor
- Senior class representatives/officers
- RN/BSN Program Coordinator
- RN/BSN student representative(s)
- MSN Program Coordinator
- MSN student representative(s)

### **State Board Application (NCLEX-RN)**

Upon completion of a final graduation audit by academic records after graduation, the School Director certifies to the Michigan State Board of Nursing that the BSN student has completed all required coursework in the University and is eligible to take the National Council Licensure Examination- Registered Nursing (NCLEX-RN). Students who have not completed University course requirements for graduation, but have completed requirements in the nursing major, will not be certified to take the NCLEX-RN until all course work is completed. It is the student's responsibility to notify the School Secretary of course work completion. The School Director will then forward certification to the Board of Nursing. Information regarding the NCLEX-RN will be provided during the senior year. BSN graduates who plan to take the NCLEX-RN in another state should write to that state's Board of Nursing for instructions and provide the forms to the School Head.

#### **NCLEX APPLICATION**

- Complete the NCLEX-RN candidate booklet online ([www.ncsbn.org](http://www.ncsbn.org) has the booklet). You register and pay at [www.pearsonvue.com/nclex](http://www.pearsonvue.com/nclex) .
- This booklet is good for any state you plan to work—it is the same exam around the USA!
- Personal checks are NOT accepted if you choose to submit your application in hard copy. You may use a credit card for web registration or telephone registration. You can use a certified check, cashier's check or money order for registering by mail (no credit card for mail in applications)!
- Follow the directions provided in the book.
- EMU Department of Nursing's code is 09-589.

### **State of Michigan LICENSE APPLICATION**

- Complete the State of Michigan license application available from the School of Nursing.
- This application is for Michigan licenses only. If you plan to apply for licensure in another state, please bring that state's application materials to the School Director as soon as possible, so we may accommodate that requests. You can access all state boards of nursing at [www.ncsbn.org](http://www.ncsbn.org) .
- Personal checks ARE accepted for this application.
- Follow the directions provided in the book—if you have a felony conviction or other reportable crime, please indicate as directed—failure to disclose is reason for non-approval of licensure application.
- EMU School of Nursing code # is 09-589.

## **Housekeeping Policies**

### **Name/Address/Phone Number 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).

### **Email Contact**

### **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**

Bulletin boards are located in the Everett Marshall Building outside of the Nursing Skills Lab located on the second floor. Announcements, individual communication and assignments are posted by each class level. Students are expected to review notices on bulletin boards weekly.

### **Electronic Communication**

The School of Nursing has established a website: [www.emich.edu/nursing](http://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 myemich.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 King Hall with an outreach site on the third floor of the Everett Marshall Building, offers assistance with resume' and cover letter preparation. Staff from the Career Services Center will also assist students to locate available positions in nursing.

## **Appendix A**

### **Assesment Technologies Institute (ATI) Testing Program**

#### **What is ATI Testing?**

Emu School of Nursing used the Assessment Technologies Institute (ATI) achievement tests at the completion of various courses throughout the nursing program to assess student mastery of specific content. In addition, group data is utilized for program assessment, evaluation, and improvement. Prior to graduation, senior nursing students take a prediagnostic NCLEX-RN test which provides students with an opportunity to assist in determining their readiness for the actual NCLEX-RN examination.

ATI testing is a comprehensive testing program designed to be used over the course of the student's career in nursing school and includes online proctored and practice tests, DVD programs, and study guide review books. ATI testing provides : 1) exams reflecting current nursing literature and practice, 2) sound instrument development process based on the NCLX-RN test plan, 3) high-quality test items marked by validity and reliability indicies, 4) consultant staff or leaders in nursing education and psychometrics. 5) convient testing via the Internet with immediate results, and 6) 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.

#### **When is ATI testing scheduled?**

ATI testing will be completed toward the end of each semester in various nursing courses. Specific times, dates and places for the ATI testing exams will be communicated by nursing faculty in the specific nursing course.

#### **How is ATI testing done?**

ATI testing is done in a proctored environment with the faculty oversight of the examinations. ATI testing is a web based testing service that requires faculty to "permit" students to take the examinations. It is secured site-students cannot enter into a secure site without faculty permission. The following examinations will be given:

<b>Nursing Course</b>	<b>ATI Test</b>
<b>NURS 208 Art &amp; Science of Nursing I</b>	<b>Skills Modules</b>
<b>NUR 250 Art &amp; Science of Nursing II</b>	<b>Fundamentals</b>
<b>NUR 270 Pharmacology</b>	<b>Pharmacology</b>
<b>NUR 275 Essentials of Professional Nursing I</b>	<b>Critical Thinking</b>

<b>Nursing Course</b>	<b>ATI Test</b>
<b>NUR 304 Childbearing Nursing</b>	<b>Maternal-Newborn Nursing Care</b>
<b>NUR 306 Psych/Mental Health Nursing</b>	<b>Mental Health Nursing</b>
<b>NUR 404 Adult Health Nursing II</b>	<b>Medical-Surgical Nursing</b>
<b>NUR 450 Community Health Nursing</b>	<b>Community Health</b>
<b>NUR 475 Essentials of Professional Nursing III</b>	<b>Leadership in Nursing RN Comprehensive Predictor</b>

### **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 experiences with standardized computerized testing and enables students to compare their performance nationally with other nursing students.

### **Purchasing ATI testing?**

Students order and pay for ATI tests each semester online through the ATI website. ATI sends EMU School of Nursing a list of students who have purchased the tests. The ATI study review books and DVD's will be sent to the School of Nursing to be distributed to the students who have purchased the tests. Fees and deadlines are established by ATI testing service.

### **What are the consequences of ATI testing?**

ATI testing is a program requirement in the courses listed above. Faculty determine how the ATI scoring and test results will be implemented and used in a specific course. The curriculum instruction committee has established the 50<sup>th</sup> percentile rank or equivalent proficiency as the desired goal for student performance. Students **MUST** complete the ATI testing to progress in the nursing program. Students are expected to keep a record of test performance and review with their academic advisor.

## **Appendix B**

### **EASTERN MICHIGAN UNIVERSITY School of Nursing**

#### **IMPORTANT PROGRAM NOTICE**

Dear Nursing Student:

This letter is to notify you that you will be using a new online learning and placement system called ACE PASSPORT for your clinical placements during the upcoming fall semester.

The ACE PASSPORT system consists of three (3) online learning modules and tests. The modules are HIPAA, OSHA, and blood borne pathogens. You will take them once online and be certified to attend clinical placement for a one (1) year period.

In addition to the courses, the system will contain a checklist of nine (9) additional clinical placement requirements such as proof of immunizations and certifications necessary to begin a clinical placement at any of the participating health care providers. The School of Nursing will continue to collect this information as in the past, but will be entering it into the online system so that it is accessible at the clinical placement site.

You will also be asked to provide certain pieces of demographic information that will be used by the clinical sites. 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 email when you have been enrolled in the ACE PASSPORT system. This email will include instructions about the log in process, your user name, password, and a brief description of the system, and what to expect.

Look for more information to follow over the next few weeks.

#### **ACE PASSPORT Fee**

There is a \$50 fee per year for use of the ACE PASSPORT system. The fee includes three (3) comprehensive online courses and assessments in OSHA standards, HIPPA requirements, and safety precautions with regard to blood borne pathogens. Knowledge of these three (3) subjects is a requirement to begin all clinical placements and use of the ACE PASSPORT system will fulfill this requirement for a one (1) year period. Your ACE PASSPORT will be accepted at all participating clinical sites. In addition to the courses, the ACE PASSPORT system will serve as a web accessible checklist of necessary clinical requirements such as immunizations, criminal background checks, and certifications. ACE PASSPORT 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. You will have the ability to take the courses and assessments at your convenience and view the status of your coursework and clinical requirements at anytime. The ACE PASSPORT system will reduce the redundant instruction of orientation subject matter and help you get the most out of your clinical instruction.

## **Appendix C**

### **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 D Clinical Facilities**

Partial listing of representative agencies used for clinical learning experiences:

Saint Joseph Mercy Health System; Ann Arbor and Saline  
University of Michigan Health System; Ann Arbor  
Veteran's Administration Hospital; Ann Arbor  
Glacier Hills Nursing Center; Ann Arbor  
Oakwood Health System; Dearborn, Wayne & Taylor  
Children's Hospital of Michigan, Detroit  
Henry Ford Home Health Care, Lincoln Park  
Saline Evangelical Home, Saline  
Ann Arbor Public Schools  
Wayne-Westland Public Schools  
Willow Run Public Schools  
Ypsilanti Public Schools  
Monroe County Health Department  
Detroit Public Schools  
Head Start, Detroit  
Northeast Guidance Center  
Heartland Healthcare, Inc.  
Chelsea Community Hospital  
Wayne County Health Department  
Detroit Health Department  
Washtenaw County Community Mental Health  
Department of Corrections

## **Appendix E**

### **Additional Resources for Students**

#### **Career Services Center**

200 McKenny Hall 734-487-0400

The Career Services Center offers active assistance to graduates and alumni in seeking employment after graduation and in professional advancement throughout their careers. Notices of careers 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.

#### **Students with Disabilities Office**

240K Student Center 734-487-2470

The Office of Special Student Services 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 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**

Dining Commons #1 487-1300

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 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 Learning Center**

G-04 Halle Library 487-2133

The Holman Learning 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**

2<sup>nd</sup> 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**

Second 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 F

### School of Nursing Faculty and Staff

311 Everett Marshall Building 734-487-2310

[www.emich.edu/nursing](http://www.emich.edu/nursing)

Faculty Name	Email	Office	Phone	Position
Betty Beard	bbeard@emich.edu	346	734-487-2341	Director, School of Nursing
Wright, Jane	jwright@emich.edu	311	734-487-2310	Administrative Assistant
Ricciardo, Hedy	hricciard@emich.edu	311	734-487-2310	Senior Secretary
Basar, Lori	lbasar@emich.edu	311	734-487-2310	Secretary
Higgins, Nancy	nhiggin2@emich.edu	309	734-487-2334	BSN Traditional - Coordinator 2 <sup>nd</sup> . Bachelor - Coordinator
Towne, Roberta	rtowne1@emich.edu	323	734-487-2340	RN-BSN Coordinator MSN Coordinator

Faculty Name	Email	Office	Phone	Teaching Area
Berry, Linda PhD, RN	lberry@emich.edu	327	7-2343	Childbearing
DeBello, Marguerite MSN, RN	mdebello@emich.edu	206B	7-2416	
Deining, Heidi PhD, RN	hdeining@emich.edu	364	7-6901	
Ervin, Naomi PhD, RN, APRN-BC, FAAN	<a href="mailto:nervin@emich.edu">nervin@emich.edu</a>	313K Porter	7-2120 Ext 2628	Community Health
Fox, Diane MSN, RN	dfox2@emich.edu	306	7-2154	Adult Health
Hines, Sandra PhD, RNC, WHNP	shines1@emich.edu	350	7-3268	Maternal Health
Lan, Virginia PhD, RN	vlan@emich.edu	341	7-0919	Adult Health/ Research
Lukomksi, Angela DNP, RN	alukomsk@emich.edu	310	7-2279	Pediatrics
Marz, Mary Sue PhD, RN		313H Porter	7-7120 Ext 2601	

McDonagh, Jeanne MSN, RN	mmcdonag@emich.edu	310	7-2279	Community Health
Nelson, Sandra PhD, RN	sandra.nelson@emich.edu	330	7-3269	Psych/Mental Health
Raymond III, D. Martin PhD, RN	marty.raymond@emich.edu	332	7-2054	Community Health
Riley, Janice, RN, MSN FT Lecturer	jriley3@emich.edu	339	7-2340	Adult Health
Rubinfeld, Gaie MS, RN	gaie.rubinfeld@emich.edu	352	7-3273	Adult Health
Saucier, Sandra DNP, RN	ssaucier@emich.edu	206B	7-2416	
Scheffer, Barbara EdD, RN	bscheffer@emich.edu	354	7-3275	Psych/Mental Health
Slack, Julie MSN, RN, NP	jslack3@emich.edu	206D	7-3277	Adult Health
Tanicala, Martha EdD, RN	martha.tanicala@emich.edu	366	7-2333	Family Health/ Pediatrics
Trewn, Peggy PhD, RN	peggy.trewn@emich.edu	325	7-0041	Community Health
Williams, Michael MSN, RN, CCRN	michael.williams@emich.edu	326	7-2070	Adult Health– Acute Care
Wilson, Lorraine PhD, RN	lwilson@emich.edu	316	7-3274	Pathophysiology/ Adult Health
Wu, Tsu-Yin PhD, RN	twu@emich.edu	328	7-2297	Family Health/ Research

8/26/09