



Undergraduate
Student Handbook

(BSN, BSN Second Degree, 2+2 Students,
& Collaborative BSN students)

2018-2019

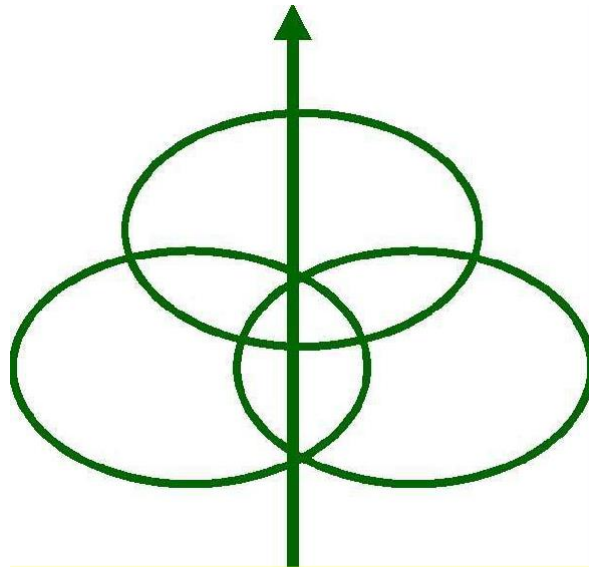
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The Eastern Michigan University School of Nursing Emblem

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.



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

Table of Contents

Welcome!.....	vi
Standards for Professional Behavior.....	1
<i>General, But Important, Information</i>	3
NURSING CURRICULUM.....	4
BSN Curriculum: Required Nursing Courses.....	4
Registration Policy.....	6
GENERAL INFORMATION ABOUT CLASSROOM AND CLINICAL LEARNING.....	6
Student Orientation.....	6
Curriculum Organization of Credit Hours to Contact Hours.....	6
Nursing Course Schedules.....	6
Syllabi.....	6
Attendance Expectations.....	6
Assessment/Evaluation of Learning.....	6
ATI Tests.....	7
Writing Intensive Coursework.....	7
American Psychological Association Style.....	7
Plagiarized content in assignments is not accepted or tolerated.....	7
Program Grading Scale.....	7
Academic Problem Solving Sequence.....	8
School of Nursing Complaint Policy.....	9
Faculty Academic Advising.....	10
CLINICAL LEARNING --SPECIFICS.....	11
Clinical Instruction.....	11
Assignment to the Clinical Sections.....	11
Clinical Preparedness.....	11
Absences from Clinical Assignment.....	11
Student Orientations to Clinical Activities.....	12
Mandatory Clinical Requirements.....	12
Standard Precautions.....	13
OSHA & Communicable Disease Policies.....	13
Ethics in Communicable Disease and Patient Care.....	13
Incident Occurrences.....	14
Post-Exposure Protocol.....	14
Dress Code for Clinical Activities.....	14
Transportation.....	15
Course Fees.....	15
Nursing Skills Learning Laboratory.....	15
Ebola Policy.....	16
PROGRESSION POLICIES.....	17
Interrupted BSN Program of Study.....	21

Procedure for Stop-out from the Program.....	21
Policy for ALL Returning Students.....	21
Repeating a Nursing Course.....	21
Procedure for Returning After Receiving a Failing Grade	22
Student Appeal Process for Reinstatement to the Program	22
Permanent Dismissal.....	22
GRADUATION POLICIES	23
Requirements	23
Graduation Audit	23
Application for Graduation	23
Graduation Ceremonies	23
NCLEX INFORMATION	24
NCLEX APPLICATION	24
State of Michigan LICENSE APPLICATION	24
APPENDICES	25
APPENDIX A.....	26
E-mail Guidelines for Students.....	26
APPENDIX B.....	30
Assessment Technologies Institute (ATI) Testing Program.....	30
APPENDIX C	32
Unsafe Practice Guidelines	32
APPENDIX D.....	33
ACEMAPP System.....	33
APPENDIX E	34
History.....	34
Legal Operating and Professional Accreditation	34
APPENDIX F.....	35
EMU Mission Statement.....	35
School of Nursing Philosophy	35
School of Nursing Mission Statement	36
BSN Program Goals (revised and approved 3/16/09).....	36
Program Level Student Learning Outcomes (revised and approved 3/16/09).....	36
APPENDIX G.....	37
Overview of the AACN Essentials	37
APPENDIX H.....	38
Additional Resources for Students.....	38

APPENDIX I	41
Student Input Processes.....	41
APPENDIX J	44
International and Foreign Student Information	44
APPENDIX K.....	45
Complaint Form	45
APPENDIX L	46
Incident Policy	46
Incident Report Form	47
APPENDIX M	49
Clinical Attendance Policy	49
APPENDIX N.....	50
School of Nursing Faculty & Staff Roster.....	50

Welcome!

Dear Nursing Student:

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

On behalf of the faculty and staff I want to welcome you and let you know that we are here to support you in your journey to becoming a professional registered nurse. You have chosen a nursing career at a very exciting (and often challenging) time. The course work can be difficult and even frustrating at times. Do not hesitate to ask questions or seek assistance when you need it. Our nursing coordinators are here for help--ask them for resources that you need and turn to them if you're struggling! Use faculty office hours to meet with them and use them as mentors for your future careers and future education!

This handbook contains many important policies and guidelines specific to the BSN program and you at EMU. This handbook stands as a supplement to the university's EMU Student Handbook at www.emich.edu/studenthandbook. These guidelines should serve as your roadmap to successful completion of the BSN program.

In a very short period of time, you will have completed the BSN program at EMU! We look forward to celebrating with you at the School of Nursing Convocation and Pinning Ceremony indicating that you have completed all the requirements for the BSN!

Regards,



Michael L. Williams, PhD, RN, CCRN, CNE
Director & Associate Professor,
School of Nursing



August 1, 2019

Dear BSN Nursing Students:

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

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

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

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

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

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

Sincerely,

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

Eastern Michigan University – School of Nursing Standards for Professional Behavior

Learning the important facts about medications, psychomotor skills, pathophysiology, health assessment, and the nursing process are important parts of your nursing education. Equally important and, in some situations, even more important is learning about professional behavior. The profession of Nursing has earned the trust of society. Nurses have been ranked highest in honesty and high ethics in an annual Gallup Poll every year since 2002. Personal integrity and commitment to public trust as exemplified by integrity, trustworthiness and honesty contributes to patient safety. The American Association of Colleges of Nursing (AACN, 2008) cites the Interprofessional Professionalism Measurement Group's definition of professionalism as "...the consistent demonstration of core values evidenced by nurses working with other professionals to achieve optimal health and wellness outcomes in patients, families, and communities by wisely applying principles of altruism, excellence, caring, ethics, respect, communication, and accountability." (p.26)

Attitude plays a vital role in nursing; it creates a foundation for behaving responsibly and professionally. Professional behavior is based on the professional values identified in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008): altruism, autonomy, human dignity, integrity, and social justice. Professional behavior is also congruent with the *ANA Code of Ethics for Nursing* and *ANA Nursing Scope and Standards of Practice*.

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

Students and faculty are expected to behave in a manner that reflects the following Professional Standards for classroom and clinical behaviors:

- Demonstrating respect for the learning environment (i.e. no pagers, cell phones, emailing, internet surfing, or competing conversations).
- Arriving at class/clinical *on time* and *prepared* to participate.
- Treating others in a caring and empathic manner.
- Practicing honest, open, and assertive communication.
- Maintaining confidentiality for all patient information.
- Demonstrating teamwork and helping behavior for colleagues.
- Demonstrating personal and professional ethics.
- Respecting all individuals' differences as related to culture, ethnicity, beliefs, experience, gender, age, sexual orientation, socio-economic situation, etc.
- Maintaining a professional appearance and image in *all* situations where you are representing the School of Nursing.

Professional Student Behavior Guidelines:

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

- Accountability: accepting responsibility for one's own actions.
- Dealing with others in a respectful, sensitive and nonjudgmental manner. This includes peers, faculty, patients/clients, administrators, and all others who you interact with as a student.
- Attending orientations, all classes, and all clinicals.
 - Absences for clinicals are particularly problematic and may result in a lower clinical grade and/or course failure.
- Arriving to and leaving from class at the scheduled time.
 - Tardiness demonstrates unprofessional behavior and students should plan ample time to arrive early to class or clinical.
 - In the event of an unexpected tardiness to clinical (bad weather, car trouble, etc), professional behavior would dictate an immediate call to your clinical instructor.
- Taking examinations and turning in assignments as scheduled.
 - Any exception to this must be with the faculty of record for the course.
- Giving advance notice in writing or by voice mail to faculty when something prevents completion of commitments or attendance. Notice must detail a suggestion for how and when the requirement could be made up.
 - The decision about whether a make-up assignment is available and the type of make-up assignment rests solely with the faculty of record for that course.
- Adhering to the Student Dress Code (as described in the Undergraduate Student Handbook) when at the clinical site; including dress that is clean and wrinkle free.

Faculty at the School of Nursing acknowledge that extenuating circumstances occur that may prevent a student from meeting classroom or clinical commitments. They will work with students when such situations arise. Extenuating circumstances *do not* include:

- Scheduling vacation, special events (*weddings, grandchild's birthday, etc*), job orientation, or work to conflict with class, clinical, or final exams.
- Doctor or dental examinations of a non-emergent nature.
- Feeling fatigued due to one's own actions or decisions.

Reference

American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. <http://www.aacn.nche.edu/publications/order-form/baccalaureate-essentials>

General, but Important Information

Name/Address/Phone Number Change

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

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 to access that file, a written request must be submitted to the School Director and an appointment made to review the file. Students may request copies of materials in the folder with 48 hours advance notice.

Announcements & Electronic Communication

There are bulletin boards located throughout the Everett Marshall Building and near the Nursing Skills Lab. Announcements and other communication may be posted there. Increasingly the School of Nursing uses electronic means (e-mail) to communicate with students. It is the responsibility of each EMU nursing student to check their my.emich e-mail frequently for important announcements, information and messages. The my.emich e-mail system is the ***required*** system for communication between students and faculty/staff/School of Nursing. If you need assistance with 'auto-forwarding' your e-mail, please seek assistance. The faculty of the School of Nursing recognize the importance of presenting oneself in a professional manner when communicating through e-mail. Appendix A provides valuable guidelines for professional e-mail communication.

The School of Nursing has established a website: www.emich.edu/nursing. This site provides a wide variety of information about the program and student organization/activities as well as links to faculty and other sites.

EMU Student Handbook

Each year, Eastern Michigan University makes available student policies and other important information in the *EMU Student Handbook*. These are published on the university's website. To access the most current document, go to www.emich.edu and type in "Student Handbook" in the search bar. The Eastern Michigan University Student Handbook contains information for students about available university services, university policies and procedures, and helpful information to aid in student success. The School of Nursing Student Handbook can be accessed by going to www.emich.edu and typing in "Nursing Student Handbook."

NURSING CURRICULUM

This handbook is specifically prepared for students admitted to the BSN, BSN Second Degree, BSN 2+2 students, and EMU-WCC Collaborative programs at EMU. BSN 2+2 and EMU-WCC Collaborative students should follow the curriculum outlined in the articulation agreement found at <http://www.emich.edu/ccr/artguide.php#WAS>

Pre-licensure students (BSN, BSN Second Degree, BSN 2+2 and EMU-WCC Collaborative majors) are not permitted to take any nursing course with the NURC or R2B designation--courses with those prefixes are designed ONLY for the students already holding an RN license.

BSN & BSN Second Degree Curriculum: Required Nursing Courses

Level 2

Course # Course Name

NURS208 – Art & Science of Nursing
NURS209 – Art & Science of Nursing Clinical
NURS220 – Health Assessment.
NURS250 – Art & Science of Nursing II
NURS251 – Art & Science of Nursing II Clinical
NURS260 - Pathophysiology
NURS270 - Pharmacology
NURS275 – Essentials of Professional Nursing Practice I

Prior to talking Level 3 courses, students must successfully complete (with a grade of C or better) DTC 203 - Nutrition for Health Professionals and BIO 328 - Microbiology for Health Professions or equivalent courses

Level 3 (BSN 2+2 students enter the curriculum at Level 3)

Course # Course Name

NURS304 – Nursing Care of Childbearing Families
NURS305 – Nursing Care of Childbearing Families Clinical
NURS306 – Child/Family Health Nursing
NURS307 – Child/Family Health Nursing Clinical
NURS330 – Adult Health Nursing
NURS331 – Adult Health Nursing Clinical
NURS350 – Psychiatric/Mental Health Nursing
NURS351 – Psychiatric/Mental Health Nursing Clinical
NURS372 – Nursing Research
NURS375W – Essentials of Professional Nursing Practice II

Level 4- Course #/Name

NURS404 – Adult Health Nursing II
NURS405 – Adult Health Nursing II Clinical
NURS450 – Community Health Nursing
NURS451 – Community Health Nursing Clinical
NURS475 – Essentials of Professional Nursing Practice III

WCC-EMU Collaborative Curriculum: Required Curriculum

Semester III (Summer-EMU)- Course #/Name

NURS300 – Reading and Writing in Nursing Studies

NURS220 – Health Assessment.

NURS275 – Essentials of Professional Nursing Practice I

Semester VI (Summer-EMU)- Course #/Name

NURS372 – Nursing Research

NURS375W – Essentials of Professional Nursing Practice II

NURS478 – Nursing Elective

NURS479 – Nursing Elective

Semester VIII (Summer-EMU)- Course #/Name

NURS450 – Community Health Nursing

NURS451 – Community Health Nursing Clinical

NURS 465 – RN Essentials of Professional Nursing Practice-Nurse as Leader

GENERAL INFORMATION ABOUT CLASSROOM AND CLINICAL LEARNING

Student Orientation

All new nursing students receive information about how to access the Student Handbook and important policies, procedures, and guidelines within the School. Students are also given information on textbooks and syllabi and questions will be answered. Returning students in the Traditional BSN and Second Degree BSN Programs receive information about important policy, procedural and guideline changes as well as graduation 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/simulation 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.

Nursing Course Schedules (effective for students beginning Level 2 Fall 2017 and later)

Prior to the opening of registration period for each semester, students will receive an assignment which designates the NURS course sections they are assigned to. Students must register in accordance with their assigned course sections and are expected to adjust the schedule of their non-NURS courses around their assigned NURS schedule.

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.

Effective January 1, 2017, clinical attendance policies and consequences of absences, including and up to failure for the clinical course, are based on the clinical attendance policy. See Appendix M for the clinical attendance policy.

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 to the practice of professional nursing. A variety of assessment/evaluation methods are used to determine the learner's ability to understand and integrate knowledge (e.g. faculty-developed tests, nationally standardized tests, written assignments, oral presentations, online threaded discussions, 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 B: Assessment Technologies Institute (ATI) Testing Program for details on the evaluative use of ATI resources.

Writing Intensive Coursework

Both didactic and clinical courses may require written assignments. NURS 375W, Essentials of Professional Nursing Practice II, is designated as the writing intensive course within the Traditional and Second Degree BSN programs; NURS 365W RN Essentials of Professional Nursing Practice II. It is designed to enhance a student's abilities to clearly, concisely, and accurately convey their thinking in written format using proper APA style and conventions.

American Psychological Association (6th Edition) Style

All assigned papers must be written using the format outlined American Psychological Association Publication Manual (APA); 6th ed. Students are expected to utilize and cite the most current or relevant reference sources.

Plagiarized content in assignments 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, and submitting the work of others as one's own. When writing academic papers, students are expected to cite the ideas of others using APA conventions.

Program Grading Scale

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

PASSING

A = 100-94

A- = 93-90

B+ = 89-87

B = 86-84

B- = 83-80

C+ = 79-78

C = 77-75

FAILING

C- = 74-70

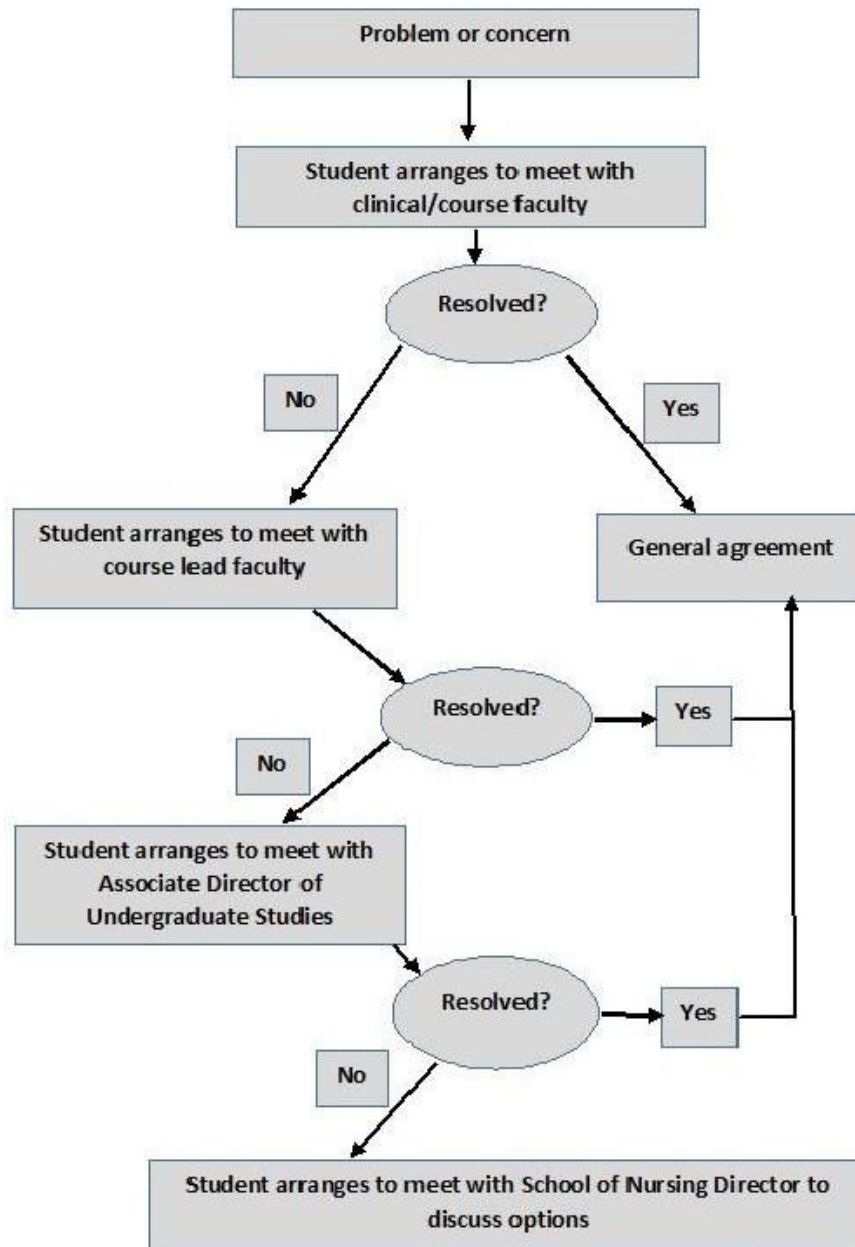
D+ = 69-66

D = 65-63

D- = 62-60

F = 59 OR BELOW

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 online at:

<https://www.emich.edu/studenthandbook/policies/grade grievance procedure guide.pdf>

“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.”

<https://www.emich.edu/studenthandbook/policies/grade grievance procedure guide.pdf>

School of Nursing Complaint Policy

Eastern Michigan University School of Nursing believes that if a student, staff, faculty, or service recipient wishes to make a complaint or register a concern they should find it easy to do so. It is the School's policy to welcome complaints and look upon them as an opportunity to learn, adapt, improve and respond to perceived problems. This policy is intended to ensure that complaints are dealt with properly and that all complaints or comments by the complainant are taken seriously.

A complaint is a statement of dissatisfaction with a situation; and expression of displeasure. The EMU School of Nursing believes that failure to listen to or acknowledge complaints will lead to an aggravation of problems, further dissatisfaction, elevation of the complaint, and possible litigation. If the complaint is dealt with early, openly and honestly, further action on the complaint can be eliminated or managed more appropriately.

The aim of this policy is to ensure that its complaints procedure is properly and effectively implemented and that stakeholders feel confident that their complaints and concerns are managed promptly, fairly, and sensitively with due regard to the concern of the complainant.

The EMU School of Nursing believes that, wherever possible, complaints are best dealt with on a local level between the complainant and the person with whom the complaint is against. Therefore, any complaint voiced to any person employed by the EMU School of Nursing is responsible for accepting the complaint and following it through this policy. If either of the parties is not satisfied by a local process the case should be referred to the appropriate department and/or administrative office as needed. See Appendix K for Complaint Form and a list of resources.

Academic Advising

Upon admission to the Nursing Program, each student should complete a plan of study that is maintained in their School of Nursing academic files. Students should work with the Nursing Coordinator to complete the plan of study and it should be on file by the end of the first semester in which the program was started. Academic advising within the School of Nursing starts with the CHHS Advising Center (214 Marshall, 487-0918) and ends with the Nursing Coordinator.

Role of an Advisor:

- Preparing and updating a program of study (program coordinator)
- Career planning (graduate school, job searching, etc.)
- Preparing for the NCLEX
- Facilitating problem solving within the academic program
- Assisting in finding resources for concerns in the list of what advising does not include

Academic Advising in Nursing does not include:

- financial planning for students.
- family issues planning.
- mental health or substance abuse counseling.

Student Responsibilities with Academic Advising:

- Each fall semester, students should schedule a meeting with a CHHS academic advisor to update their plan of study.
- Students may schedule appointments at <https://www.emich.edu/chhs/advising/index.php>.
- Students, the CHHS advisor and the Nursing Coordinator should work together to 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 the nursing coordinator 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.
- Before the final semester in the program, students may verify their progress toward graduation as described at <http://www.emich.edu/registrar/uachieve/>.
- 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 available online from the Records and Registration website <http://www.emich.edu/registrar/>

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 settings. Students need to plan for clinical preparation time, travel, and meal times for their assigned clinical. Each clinical course provides the student with a course syllabus describing the course, the objectives, grading criteria, learning activities, and assessment/evaluation processes. Students are expected to be aware of the specific criteria of unsafe practice. These are located in Appendix C of this Handbook.

*Students **may not** go into a clinical site to conduct/perform course-related business/assignments without the designated EMU faculty person or 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

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

Clinical Preparedness

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

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

Absences from Clinical Assignment

Effective January 1, 2017 and revised April 7, 2017 a School of Nursing Clinical Attendance policy will be enforced in all undergraduate clinical learning environments at EMU School of Nursing. See Appendix M for policy.

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, will be provided the EMU website address; and review important policies, procedures and guidelines within the School. At this time, if not before, students will have been given information on their clinical placements, textbook, nursing uniforms, and equipment required for nursing courses. Questions will be answered as well.

****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 through the ACE Passport System (Appendix D) for all BSN and Second Degree nursing students. RN to BSN nursing students will meet the specific regulations for their clinical facilities. 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 and symptoms of active communicable disease when caring for clients in clinical settings. Students enrolled in any clinical nursing courses will be required to provide one copy of documentation for the following health-related requirements to the School of Nursing Office prior to the first day of clinical each term unless a specific agency has another due date:

1. Proof of Personal health insurance.*
2. A report of current physical examination upon entry to the program (report must be on file).
3. Proof of immunity or antibody titer or two doses of vaccine of the following:
 - a. Rubella
 - b. Mumps
 - c. Rubeola
 - d. Varicella Zoster
 - e. Tdap
4. Proof of tetanus vaccination within the past five years of the time of admission.
5. Proof of having begun the Hepatitis-B series or submission of a signed Declination Form.
6. Annual influenza vaccination as required by clinical site.
7. Annual documentation that the student is free from Tuberculosis.
8. Documentation of current Adult, Child, Infant, Two-Person CPR certification for the professional rescuer or CPR for the Health Care Provider.
9. Drug screen.**

***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 contact the Michigan Department of Community Health. Students with extenuating circumstances should contact the BSN Program Coordinator in writing no later than the first day of classes each semester.

****A positive drug screen may result in being excluded/removed from the assigned agency.**

STANDARD PRECAUTIONS are recommended by the Centers for Disease Control 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 they are potentially infectious.

OSHA and Communicable Disease Policies

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

OSHA Standards:

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

1. Students will receive OSHA training annually through the ACE Passport System 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).
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.

Incident Occurrences:

An unusual event that occurs at the facility, such as an injury to a patient, visitor, student, or staff member is considered an “incident” and requires an incident report be completed. Other examples of incidents including medication errors, patient falls, needle stick injuries, or misinterpretation of physician orders. Each clinical agency will vary on the forms and processes of when and how an incident report is filed. Likewise, EMU School of Nursing also asks that any incident occurring in a clinical agency and/or laboratory be reported using the Incident Report form. The clinical faculty (and/or student) involved in the incident should complete the School of Nursing Incident Report Form (Appendix I) and submit it to the nursing office.

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

1. Student may seek advice and/or treatment at the affiliated health care agency where the incident occurred, if available.
2. Student may seek medical advice and/or care at Snow Health Center, EMU.
3. Student may seek medical advice and/or care from their own personal provider.

Students participating in the School of Nursing program must carry health insurance. If students seek medical advice and/or treatment, it is the student’s responsibility to assume the cost for any diagnostic services and/or treatment deemed necessary.

Post-Exposure Protocols

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

Dress Code for Clinical Activities

Faculty strongly believe that each student should present his/her in 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).
- Unless otherwise informed by course faculty*, EMU nursing student name tags with picture (EMU ID). Obtain ID from EagleCard office. A fee is charged for ID. 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: trimmed neatly, no polish except clear – unchipped, no artificial nails.
- An EMU patch will be sewn on and worn on the upper left sleeve. This may be purchased at the EMU bookstore, Student Center.
- Uniform (*Unless otherwise notified by course faculty*): Two-piece hunter green clean, pressed scrubs are to be worn by students. These are available at most uniform shops. 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 and “jacket.”

Transportation

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

Course Fees

Nursing students are assessed additional fees per credit hour for clinical laboratory courses. In addition, a nursing program fee is assessed for Level II and above courses. These courses are listed near the front of each semester's class schedule bulletin as well as being identified individually within the bulletin with an asterisk (*) before the course number. Course fees are determined by the University Board of Regents to accommodate the additional costs of nursing coursework.

Nursing Skills Learning Laboratory:

Some nursing clinical courses have a Nursing Skills Laboratory component. The Laboratory provides students with a combination of instruction, practice and assessment of learning. The Skills Laboratory is located on the second floor of the Marshall Building. Some clinical courses incorporate a portion of the course grade based on the student’s performance in the Nursing Skills Laboratory. Clinical courses will also include simulation labs.

August 1, 2019

Dear Students, Faculty, Staff, Full & Part-Timer Lecturers:

The Ebola Virus is now considered a serious public health problem that is receiving much attention in the media and is being closely monitored by the Center for Disease Control (CDC). I want to make you aware of the new policy for students in EMU School of Nursing regarding managing patients diagnosed with Ebola Virus at any clinical agency/practicum affiliate of EMU School of Nursing.

The EMU School of Nursing's policy is that **NO students are to care for patients or assist with the care of patients with suspected or confirmed Ebola infection.** The purpose of this cautionary measure is that sophisticated training in isolation procedures is needed to handle these patients; therefore for your safety and the safety of others, we are enacting this policy. You do need to understand how to assess for Ebola symptoms and travel history if an undocumented case appears at a point of access such as the ER or on a clinical unit. Remember that the early symptoms of Ebola can mimic the flu. I encourage you to review the important information and resources available through the following links:

- [Clinician Information for Ebola in U.S. Health Care Settings](#)
- [Sequence for Putting On and Removing PPE](#)
- [Tools for Protecting Health Care Personnel](#)
- [Checklist for Patients Being Evaluated for Ebola](#)
- [Infection Prevention and Control Recommendations](#)

In the unlikely circumstance that a student or faculty member suspects Ebola in a previously undocumented case, the student or faculty should immediately turn the patient over to the clinic or unit staff and document their findings. You should subsequently follow the procedure outlined in the "Infection Prevention and Control Recommendations" above and notify the EMU School of Nursing office. This policy is enacted as a precaution and to clarify our role in patient care as a nursing student at EMU.

Please be prepared, stay informed with accurate information, educate others, and protect your patients, their families, your classmates and coworkers and yourself. Please let me know if you have questions or concerns.

Michael L. Williams, PhD, RN, CCRN, CNE
Director & Associate Professor
School of Nursing
734-487-2310

Updated for October 20, 2014.

PROGRESSION POLICIES

1. Students must complete the BSN program within 6 years of taking the first 200 level NURS course.
2. **Course withdrawal**
 - a. Prior to withdrawing from or dropping any NURS course the student **MUST** confer with 1) their course faculty; 2) their academic nursing advisor; and 3) the BSN Program Coordinator(s).
 - b. Withdrawal from courses requires withdrawal from all co-requisite courses at the same time.
 - c. Students withdrawing from nursing courses are not allowed subsequently to register for any future NURS courses without written permission from the BSN coordinator(s).
 - d. The second “W” from the same course constitutes a permanent dismissal.
3. **Policy for Student Withdrawals from Clinical Courses**

According to University policy, a student may withdraw from a course up to the last day of the class. ***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.***
4. **Program withdrawal**
 - a. Prior to withdrawing from the Nursing Program the student **MUST** confer with their academic nursing advisor **and** the BSN Program Coordinator(s).
 - b. Guidelines for program withdrawal are provided in the University Undergraduate Catalog.
5. **Students who earn grades of C- to D- and/or F in any NURS course are subject to the policies listed in Table 1.**
 - a. All grades of C- 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 being admitted are counted toward admission, dismissal, and permanent dismissal decisions.
 - c. Students who earn a C- to D- in one or more first semester Level II NURS courses may, with special permission of the Director of the School of Nursing, enroll in NURS 260 and/or NURS 270 prior to re-taking the first semester Level II course/s.
6. Students may only repeat a NURS course one time.
7. A maximum of two NURS courses may be repeated.
8. All NURS Level II courses AND microbiology and nutrition courses (or their acceptable equivalents) must be successfully completed with a grade of C or better prior to taking any Level III NURS courses.
9. Students are not allowed to take three clinical courses during the same semester, or take two clinical courses on the same day.
10. Students are only eligible to register for courses with the NURS prefix.
11. Students must complete all level II courses before proceeding to level III courses. Likewise students must complete all level III courses before proceeding to level IV

courses. Exceptions must be made by the Director of the School of Nursing.

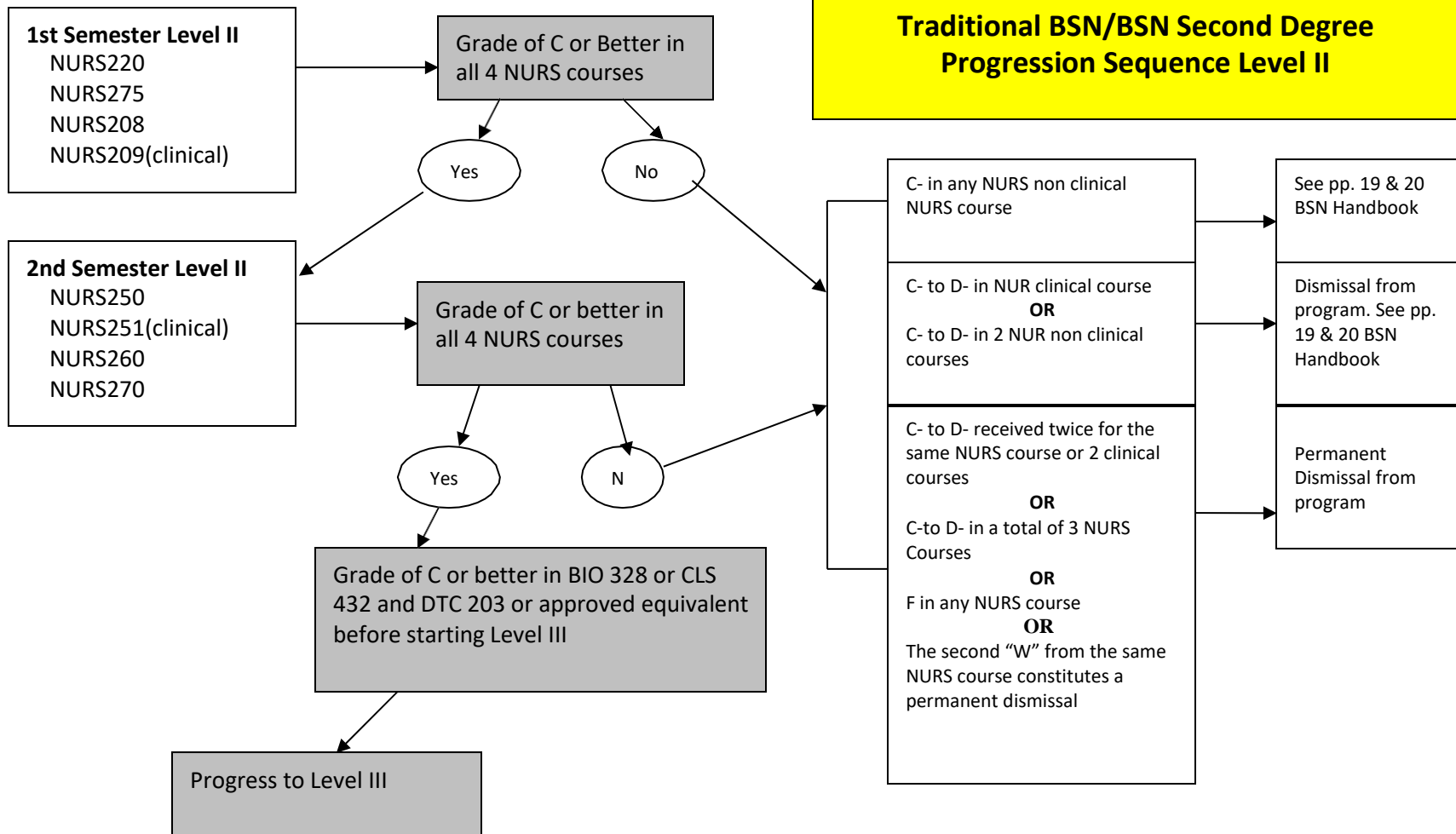
12. URS 475 can only be taken in the last semester of one’s nursing program. Exceptions must be made by the Director, School of Nursing.

13. Any exceptions to progression policies must be reviewed by UCARS for recommendation to the Director of the School of Nursing.

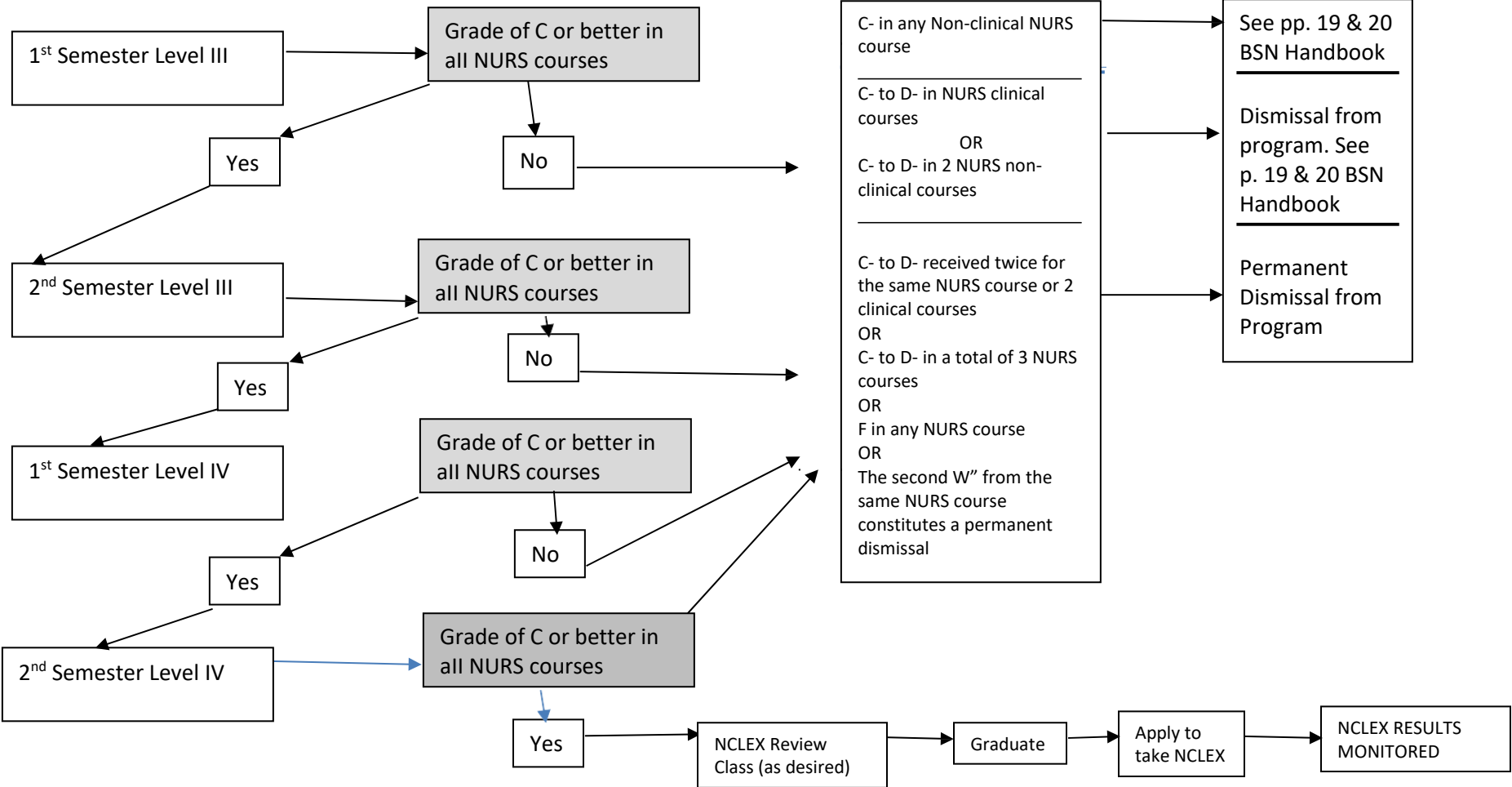
Table 1: Progression Policies for Grades of C- or Lower in NURS Courses

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

Diagrams of Progression Sequence



BSN Progression Sequence Cont. Levels III and IV



INTERRUPTED BSN PROGRAM OF STUDY

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

The student MUST meet with their Nursing Academic Advisor
PRIOR to withdrawing and/or dropping any nursing course(s)

Procedure for Stop-out from the Program

A student may elect to stop-out of the program, if they:

1. Is a student in good standing in the nursing program. Good standing means that a student has successfully completed all nursing courses taken to date.
2. Submits a letter to UCARS (Undergraduate 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(s) and academic advisor **before** March 15 for Fall or Summer 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/course 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 200 level or above**. Upon receiving a C- to F in a third nursing course, the student is permanently dismissed from the program. This policy is in effect even if the student repeats and passes a course. Each failing course grade, even if the course is repeated with a passing grade, is applied toward the dismissal policy.

Procedure for Returning After Receiving a Failing Grade

A student, after receiving an unacceptable grade must:

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

Permanent Dismissal

The School of Nursing is legally and ethically responsible for assuring that graduates of this program meet the standards necessary for providing safe, effective nursing care. Students who are not successful in achieving satisfactory grades or who violate the Code of Community Responsibility 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 and/or cumulative completion rate at EMU is less than 67% as a result of the most recent semester, will be placed on academic probation. If the academic performance is significantly poor, the student may risk academic dismissal. Any student who fails to achieve a 2.0 semester GPA while on probation may risk dismissal from the University. Any student who is on academic probation or who is experiencing problems which might lead to probation or dismissal is encouraged to contact their Academic Advisor. The University policy on Academic Probation and Dismissal can be accessed from the Records & Registration website: <https://www.emich.edu/policies/index.php?p=6.2.1.6>

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

Progress toward graduation can be obtained through CHHS Advisors <https://www.emich.edu/chhs/advising/index.php> or by accessing University Online Degree Audit System (u.achieve) available through my.emich under “student records”. Additional information can be viewed at the Office of Records & Registration <http://www.emich.edu/registrar/uachieve/> .

Application for Graduation

A formal application for graduation must be filed by the student in the Records & Registration Office. The application should be filed after final registration is complete. Specific guidelines are available at the Office of Records and Registration website <http://www.emich.edu/registrar/> . Failure to meet an application deadline may necessitate the candidate's graduation being delayed.

Graduation Ceremonies

Celebration for Academic Achievement: Commencement

The School of Nursing faculty encourage students to celebrate the completion of the nursing program by attending commencement ceremonies. Commencement ceremonies, and related requirements, are under the control of the Office of Records and Registration. Decisions for students to participate in the commencement ceremony reside with the Office of Records and Registration, see website: <http://www.emich.edu/registrar/> .

Celebration for Academic Achievement: Convocation

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

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

NCLEX INFORMATION

State Board Application (NCLEX-RN) for Traditional and Second Degree Students. Students are urged to verify this information with the National Council of State Boards of Nursing website for changes instituted after this handbook was developed.

<https://www.ncsbn.org/nclex.htm>

Upon completion of a final graduation audit by academic records *after completion of all courses* for the BSN degree, a diploma is conferred. After official conferment of the degree, the School Director certifies to the Michigan State Board of Nursing (or other state as indicated) that the BSN student is eligible to take the National Council Licensure Examination- Registered Nursing (NCLEX-RN). BSN graduates who plan to take the NCLEX-RN in a state other than Michigan should obtain their requirements and provide that information to the School of Nursing Office.

NCLEX APPLICATION

- Complete the NCLEX-RN candidate booklet online (www.ncsbn.org has the booklet). You register and pay at www.pearsonvue.com/NCLEX.
- This booklet is good for any state you plan to work—it is the same exam throughout 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 US90598900.

State of Michigan LICENSE APPLICATION

- Complete the State of Michigan license application available online.
- 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 nursing office as soon as possible, so we may accommodate that request. You can access all state boards of nursing from the NCSBN website (www.ncsbn.org).
- Follow the directions provided in the online information—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 US09508900.

APPENDICES

APPENDIX A

E-mail Guidelines for Students

Lee Ann Hodges

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

E-mail Accounts

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

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

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

The Subject Line

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

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

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

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

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

Salutation

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

- Double-check the spelling of the recipient’s name and his or her honorific (Dr., Mr., Ms., etc.). If the marital status or preference of a female recipient is not known, use “Ms.” rather than “Miss” or “Mrs.”
- Do not guess if you are uncertain of a person’s honorific or gender; incorrect assumptions of gender or educational level can be awkward for (or even offensive to) the recipient.

Using a position title is an excellent solution. Examples:

- Dear Director Kelly:
- Dear Professor Glover:
- Do not use first name only with an individual in a position of authority unless invited to do so or if the recipient has signed a previous email to you with only his or her first name.
- It’s OK to omit a salutation in some cases:
 - When there’s a good chance of getting the honorific incorrect, such as in the case of a recipient whom you’ve never met with a gender-neutral name.
 - When you aren’t sure who will read the email; sometimes e-mail addresses are set up for an entire department or for general information requests.
 - When the e-mail is sent to a group. (However, it’s also fine to add an inclusive salutation, such as, “Dear colleagues” or “Hello, all.”)
 - When the e-mail is very brief and straightforward, such as in the case of a reply to a previous message.

The Message

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

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

Sample E-mail Message

SUBJECT: Internship Recommendation Request

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

Dear Dr. Boyer,

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

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

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

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

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

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

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

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

Thank you,

Cynthia Voight

Replying to Messages

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

- Replying to all recipients or just to the sender
- Replying with or without the original message

“Reply to all” should only be used when everyone who received the message needs to see your reply; this feature will send your response to everyone listed in the “TO” and “CC” lines.

Carefully consider whether the entire group needs your response before using “reply to all”; unnecessary use of this feature is annoying to your readers.

The “reply with message” feature is useful for supplying automatic context for a response. One caution, however: make certain that you type the response at the top of the message, not at the end, where your reader must scroll down to locate it.

Do not use the reply feature to start a new conversation on a different topic; create a new e-mail message with a fresh subject line.

E-mail Content, Organization, and Formatting Tips

- Provide all details the reader may need.
- Supply proper identification if the recipient does not know you or may not remember you. For example, list your course and section when corresponding with a professor.

Unless an instructor has an unusually small number of students or an exceptionally good memory, he or she is not likely to remember which class you're in, especially early in the semester. If inquiring about a service-learning opportunity, mention your college and how you learned of the position.

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

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

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

Reproduced under license terms available at <http://creativecommons.org/licenses/by-nc-nd/3.0/>

APPENDIX B

Assessment Technologies Institute (ATI) Testing Program

What is ATI Testing?

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

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

How is ATI testing done?

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

Why do ATI testing?

ATI testing is important for several reasons. First it allows students to gauge their mastery of content as they progress through the nursing program. ATI testing gives students experiences with standardized computerized testing and enables students to compare their performance nationally with other nursing students.

Purchasing ATI testing?

Students pay for ATI tests through clinical lecture program fees.

The following ATI examinations will be given:

Nursing Course	ATI Test or Module
NURS 208 Art & Science of Nursing I	Skills Modules
NURS 275 Essentials of Professional Nursing Practice I	Nurse Logic Modules
NURS 250 Art & Science of Nursing II	Fundamentals Skills Modules
NURS 270 Pharmacology	Pharmacology
NURS 304 Childbearing Nursing	Maternal-Newborn Nursing Care
NURS 306 Childrearing Nursing	Pediatric Nursing
NURS 350 Psych/Mental Health Nursing	Mental Health Nursing
Prior to beginning Level IV (400 level) coursework	Nutrition
NURS 404 Adult Health Nursing II	Medical-Surgical Nursing
NURS 450 Community Health Nursing	Community Health
NURS 475 Essentials of Professional Nursing III	Leadership in Nursing RN Comprehensive Predictor

What are the consequences of ATI testing?

ATI testing is a program requirement in the courses listed above. ATI tests will account for 10% of the final grade for the Content Mastery tests with each course faculty determining how the ATI scoring and test results will be implemented and used in a specific course. The Undergraduate Curriculum and Instruction Committee has established Level 2 proficiency as the desired goal for student performance. Students **MUST** complete the ATI testing to progress in the nursing program. Students will receive the grade of “I” in courses for which the ATI assessments and requirements are not completed.

Students will be referred to the Nursing Learning Resource Center for a performance improvement plan under the following circumstances:

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

Students are expected to keep a record of test performance for review with their academic advisor.

APPENDIX C

UNSAFE PRACTICE GUIDELINES

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

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

- I. Failure to demonstrate safe patient care in required written assignments and/or verbal discussion with instructor
- II. Failure to demonstrate ability to implement safe patient care
- III. Failure to continually assess patient progress or failure to assess and report significant changes in patient's physical and psychological condition
- IV. Inability to communicate essential information to other staff, verbally or in writing.
- V. Failure to meet physical and psychological safety needs of patients, for example:
 1. Side rails, restraints
 2. Following sedation
 3. Assisting patients to chair or bathroom
 4. Failure to follow the proper procedure when administering medications or treatments.
- VI. Inability to assess a given clinical situation and make safe, appropriate nursing judgments and to implement them without close supervision.
- VII. Inability to integrate theory in implementing clinical practice.
- VIII. Pattern of performing nursing procedures incorrectly or inaccurately, for example:
 1. Poor sterile technique—contamination
 2. Failure to use standard precautions and/or transmission based precautions appropriately
 3. Poor injection technique: wrong site, failure to aspirate, etc.
- IX. Pattern of inability to give medications and/or treatments on time
- X. Inability to provide psychological support to patients and their families.
- XI. Professionalism
 - A. Failure to adhere to accepted standards of professional ethics
 1. Invasion of privacy, revealing information about patients.
 2. Taking medications or supplies from patients or unit for own use
 3. Inappropriate patient teaching or counseling
 4. Discussion of patient's condition inappropriately
 5. HIPAA and/or confidentiality violations
 6. Unauthorized use of technology and/or use of social media to disclose or seek patient information
 7. Adherence to university and site specific policies
 - B. Lack of integrity; e.g. untruthfulness with faculty, clinical staff

Attending clinical laboratory in such a state that one's judgment is impaired, if intoxicated, under the influence of drugs, emotionally stressed, sleeping.

APPENDIX D
EASTERN MICHIGAN UNIVERSITY
School of Nursing

ACEMAPP SYSTEM

Dear Nursing Student:

This letter is to notify you that you will be using an online learning and placement system called ACEMAPP for your clinical placements during the upcoming fall semester. The ACEMAPP 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 e-mail when you have been enrolled in the ACEMAPP system. This e-mail 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.

ACEMAPP FEE

There is a \$50 fee per year for use of the ACEMAPP 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 ACEMAPP system will fulfill this requirement for a one (1) year period. Your ACEMAPP will be accepted at all participating clinical sites. In addition to the courses, the ACEMAPP system will serve as a web accessible checklist of necessary clinical requirements such as immunizations, criminal background checks, and certifications. ACEMAPP 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 any time. The ACEMAPP system will reduce the redundant instruction of orientation subject matter and help you get the most out of your clinical instruction.

Appendix E

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 BSN nursing students was admitted in September, 1973 and graduated in August, 1975. The RN to BSN completion program began in 1979. This program is currently offered at a variety of regional locations and fully online. After a feasibility study, the Master of Science Degree Program in Adult Health was started in August, 1993. Since 1993, a graduate teaching certificate in teaching in health care systems, gerontology and continuous quality improvement has been added. In 2009, a PhD program in Educational Studies (with a nursing concentration) was started in collaboration with the EMU College of Education.

In 2004, the Department of Nursing, with the approval of the University Regents, changed its name to the School of Nursing, the BSN program, the Second Degree option of the BSN program, the MSN program and the collaborative PhD program. The School of Nursing is part of the College of Health and Human Services, which also includes the School of Social Work, the School of Health Sciences, and the School of Health Promotion and Human Performance. EMU has a proud tradition of preparing professional registered nurses. In 2013, 40 years of excellence in nursing education was celebrated at EMU. Our legacy continues.

LEGAL OPERATING AND PROFESSIONAL ACCREDITATION

The School of Nursing is legally approved by the Michigan State Board of Nursing to provide a Bachelors of Science in Nursing (BSN) degree to successful graduates. The School of Nursing has full accreditation of its BSN and MSN programs from the Commission on Collegiate Nursing Education (CCNE).

Previously, the National League for (now titled National League for Nursing Accrediting Commission NLNAC) evaluated and accredited nursing education programs including EMUs. A specialized/professional accrediting agency, CCNE ensures the quality and integrity of baccalaureate and graduate degree nursing programs. Accreditation not only validates program quality but also facilitates graduates' entry into graduate level nursing programs, the military services, and the Public Health Service. The School of Nursing has had continuous NLN accreditation since 1978 through 2003. In April, 2002, the School of Nursing elected to change accrediting bodies and received accreditation from the Commission on Collegiate Nursing Education (CCNE) for 10 years. In 2012, the School of Nursing received re-accreditation through December 31, 2022.

APPENDIX F

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 Philosophy

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

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

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

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

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

School of Nursing Mission Statement

Our mission is to deliver high quality education that prepares students to become nurse clinicians, educators, leaders and scholars.

BSN Program Goals (revised and approved 3/16/09)

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

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

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

APPENDIX G

Overview of the AACN Essentials

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

In 2008, the *Essentials* were revised to provide “the curricular elements and framework for building the baccalaureate nursing curriculum for the 21st century” (p.3). These ‘new’ essentials were adopted by the School of Nursing and are currently being used to develop and refine our curricula. . The nine *Essentials* listed below delineate “outcomes expected of graduates of baccalaureate nursing programs.

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

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

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

NURS 265/275 Essentials of Professional Nursing Practice I introduces the BSN student to the foundational elements of professional nursing as identified by the AACN. The course engages the student in exploration of professional values, core competencies, core knowledge, and role development.

NURS 365/375W 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 and cultural issues, state and federal legislation, legal aspects of nursing, disaster preparedness and disaster nursing.

NURS 465/475 Essentials of Professional Nursing Practice III focuses on essential elements of professional nursing as identified by AACN. The course focuses on selected leadership concepts as well as transition to practice issues (including NCLEX preparation).

APPENDIX H

Additional Resources for Students

University Advising & Career Services Center

<http://www.emich.edu/uacdc/about/>

CHHS Advising Center

<http://www.emich.edu/chhs/advising/index.php>

CHHS Advising Center provides advising and referrals for undergraduate students with majors or minors in the College of Health & Human Services; as well as to prospective, transfer, and undecided students.

Disability Resource Center

<http://www.emich.edu/drc/>

Lesbian, Gay, Bisexual & Transgender Resource Center

<http://www.emich.edu/lgbtrc/>

Office of International Students

<http://www.emich.edu/ois/>

Women's Resource Center

<http://www.emich.edu/wcen/>

Housing & Residence Life

<http://www.emich.edu/residencelife/>

Dining Services www.dineoncampus.com/emu

University Health Services

<http://www.emich.edu/uhs/>

Children's Institute <http://www.emich.edu/childrensinstitute/>

The Children's Institute provides high-quality care and education for children 18 months through 6 years.

Counseling and Psychological Services (CAPS)

<http://www.emich.edu/caps/>

EMU counseling services provides counseling to students who are experiencing stress, relationship issues, anxiety or other personal problems. Special workshops, programs, and support groups are offered on a variety of topics. All services are confidential and free of charge.

The Holman Success Center

<http://www.emich.edu/hsc/>

The Holman Learning Center is the main academic support office on campus. Their services are free to all students interested in enhancing their academic skills..

University Writing Center

<http://www.emich.edu/uwc/>

The University Writing Center (UWC) provides writing support through multiple means to all members of the EMU community. 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.

Student Employment

https://www.emich.edu/uacdc/students/find_job/student_employment.php

Employment of more than 12 hours per week is strongly discouraged for full-time nursing students. EMU uses Handshake for student employment and work study job searches. Summer employment/internships in nursing are encouraged. Experiences in health settings are beneficial to students. Student Externships in area hospitals are available during the Summer semesters. Scholarship opportunities will be distributed through myemich email system and at regional sites

APPENDIX I

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.

BSN Exit Survey

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

University Organizations and Committees

See: Student Government: <http://www.emusg.com/>

Campus Life & Student Organizations: <https://www.emich.edu/campuslife/student-orgs/index.php>.

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..

Senior students are invited when they have:

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

Junior Students are invited when they:

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

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 the Induction Ceremony.

Individualized Learning Experiences in Nursing

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

Independent Study:

Independent Study (Nursing 497, 498, 499): Students may earn 1-3 academic credits focusing on an area of personal interest in nursing. Students collaborate with faculty to design content and criteria for an in-depth, individualized learning experience. Students should consult with their assigned academic advisor for assistance.

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. Students wishing to pursue Nursing Departmental Honors must complete the following requirements:

- Apply and be accepted into the Honors College
- Attend the Undergraduate Research/Creative Project Workshop
- Meet with their Departmental Honors advisor
 - You may chose a senior thesis advisor or one will be suggested for you
- Complete the "**Intent to Pursue Departmental Honors**" form and submit it to The Honors College
- Complete 12 Honors credits (approx. 4 courses) within major or minor (these may be contracted)
 - 3 courses that are 3/4 credits prior to the final semester of the program and the senior thesis proposal contracted in final semester
- Submit a **Senior Thesis Proposal**
- Attend the Senior Thesis Workshop
- Complete **Senior Thesis** or Creative Project
- Maintain a 3.3 cumulative GPA

The most current information regarding Honors College can be found at <http://www.emich.edu/honors/>

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 School Director within that desired field of study for further information.

Continuing Education Opportunities:

Students are encouraged to attend related meetings and workshops in the community. Extracurricular activities, such as Health Fairs, also contribute to students' learning experiences. Some students negotiate with faculty members to use these experiences as part of a clinical rotation, if the experiences meet the course objectives.

APPENDIX J

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!

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

<http://www.emich.edu/ois/index.html>

APPENDIX K
Complaint form

EMU School of Nursing
Complaint Form

Date: _____

Complainant _____
Last Name First Name Middle Initial

Address: _____

Email: _____

Preferred Phone
#: _____

Details of Complaint:

Signature: _____

Email to nursing@emich.edu

APPENDIX L

Incident Report Policy/Form

SUBJECT: Incident Plan Policy

Policy Statement:

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

Practice:

1. Student should report the incident immediately to the faculty member.
Examples of incidents: a fall, a bite, a needle stick by a contaminated needle, physical or mental injury, muscle strain or injury as a result of lifting/moving a patient.
2. Faculty member will report the incident to the clinical nurse manager/head nurse/supervisory person of the unit of health care agency.
3. Faculty member and nursing student will fill out an agency and School of Nursing Incident Report and file the form with the School of Nursing.
4. The EMU nursing faculty member will counsel the student regarding the incident and the options of seeking advice and/or medical care for the incident.

Options: The student has the right and responsibility for choosing or not choosing the following options:

- a. If available, the student may seek medical advice and/or care at the affiliating health care agency where the incident occurred.
 - b. The student may seek medical advice and/or care at Snow Health Center, Eastern Michigan University. www.emich.edu/uhs/medicalserv.html
 - c. The student may seek medical advice and/or care from their own personal physician.
*in the event the student seeks medical advice and/or treatment, it will be the student's responsibility to assume the cost for any diagnostic services and/or treatment deemed necessary.
5. The faculty member will write up a detailed account of the incident using the critical incident form. The report will include the counseling that the student received, and the option: a, b, or c (above) that the student chose. The student should sign this document and a copy must be placed in the student's file and sent to the School Director.

Incident: Needle Stick

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

Responsibility:

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

Scope:

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

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

Student Name:

Facility:

Unit:

Date:

Time:

Place:

Client Room Number:

Client Diagnosis:

Instructor Name:

Statement of situation. Describe what happened.

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

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

Statement as to student's reaction to the incident; if appropriate:

List the contributing factors that caused the incident.

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

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

Plan for follow-up:

Comments:

Student Signature _____ Date _____

Faculty Signature _____ Date _____

SON Director Signature _____ Date: _____

APPENDIX M

Eastern Michigan University (EMU)
Effective Date: 1/1/17

School of Nursing (SON)

Revised: 4-7-17

CLINICAL ATTENDANCE POLICY

Policy Statement:

Attendance is mandatory at all clinical learning environments (i.e. lab, simulation, clinical) of a registered course except in extraordinary circumstances as deemed by faculty.

Attendance is essential for student success in meeting course objectives.

Practice/Procedure

1. Students are responsible for notifying course faculty of tardiness, absence or leaving early prior to the start of the clinical experience.
2. Two episodes of tardiness (i.e. 30 minutes or less) may be considered equal to one unexcused absence.
3. Unexcused clinical absences will result in the student's final grade being lowered to the next lowest grade. For example, if the final course grade is a B, the grade would be lowered to a B-.
4. Two or more unexcused clinical absences will result in an unsatisfactory grade/failure of the clinical course (C- or below).

Responsibility

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

Scope

This applies to all undergraduate students within the EMU SON.

APPENDIX N

School of Nursing Faculty and Staff Roster

311 Everett Marshall Building

734-487-2310

www.emich.edu/nursing

Administrative Staff Name	Email	Office	Phone	Position
Williams, Michael, PhD, RN	mwilliams@emich.edu	309	734-487-2070	Director, School of Nursing
Jackson, Jane	jwright@emich.edu	371	734-487-6901	Administrative Assistant
Proffitt, Silisa	swaldroo@emich.edu	311	734-487-2311	Senior Secretary
Galeas, Christine	cgaleas@emich.edu	311	734-487-8977	Secretary II
Miller, Kathy; DNP, RN	kmill120@emich.edu	316	734-487-2314	BSN Traditional, 2 nd Bachelor, 2+2, & WCC Collaborative - Coordinator
Towne, Roberta; MSN, RN	rtowne1@emich.edu	322	734-487-2340	RN to BSN Coordinator MSN Coordinator
Jill Sermon, MA	jsermon@emich.edu	324	734-487-7083	Specialist - Nursing Admission Advising and Retention
		123	734-487-0665	Skills Lab Coordinator
Main Nursing Office	Fax 734-487-6946	311	734-487-2310	

Faculty	Title	Office #	Office Phone	Email@emich.edu
Avery, Jennifer, PhD, RN	Assistant Professor	318M Porter	487-7676	javery10@emich.edu
Blondy, Laurie; PhD, JD, RN	Assistant Professor	342	487-3275	lblondy@emich.edu
Bushinski, Susan, DNP, RN	Assistant Professor	358	487-3037	sbushins@emich.edu

Faculty	Title	Office #	Office Phone	Email@emich.edu
Caboral-Stevens, Meriam, PhD, RN	Assistant Professor	310	TBD	TBD
DeBello, Marguerite, MSN, RN	Assistant Professor	352	487-3273	mdebello@emich.edu
Fox, Diane P, EdD, RN	Associate Professor	338	487-2154	dfox2@emich.edu
Hoffman, Jenni, DNP, RN	Assistant Professor	336	487-2528	jhoffm26@emich.edu
Hopkins, Holly, DNP, RN	Assistant Professor	318E Porter	487-7670	hhopkins3@emich.edu
Lan, Virginia, PhD, RN	Professor	354	487-0919	virginia.lan@emich.edu
Lovece, Kiesha, DNP, RN	Assistant Professor	310	487-2333	klovece@emich.edu
Lukomski, Angela, DNP, RN	Assistant Professor	334	487-0045	alukomsk@emich.edu
Mazzone, Sandra, DNP, RN	Assistant Professor	348	487-2416	srestaino@emich.edu
McBurrows, Lydia, MSN, RN	Assistant Professor	355	487-2343	lmcburro@emich.edu
Myler, Linda, DNP, RN	Assistant Professor	346	487-4619	lmyler@emich.edu
Newberry, Gerald, PhD, RN	Assistant Professor	344	487-8035	gnewberry@emich.edu
O'Connor, Cecilia, DNP, RN	Lecturer II	123	487-1677	coconno6@emich.edu
Peltz, Caroline, PhD, RN	Assistant Professor	330	487-3272	cpeltz@emich.edu
Raymond III, Marty, PhD, RN	Professor	332	487-2054	marty.raymond@emich.edu
Seurynck, Kathleen; DNP, RN	Assistant Professor	346	487-4618	kseurync@emich.edu
Slack, Julie; MSN, RN	Associate Professor	326	487-3277	jslack3@emich.edu
Trewn, Peggy; PhD, RN	Associate Professor	325	487-0041	ptrewn@emich.edu
Washington, Vicki, MSN, RN	Instructor	318F Porter	487-7671	vwashing@emich.edu
Wu, Tsu-Yin; PhD, RN	Professor	328	487-2297	twu@emich.edu



• *CARING*

• *EXCELLENCE*

• *INNOVATION*