



Graduate Student Handbook

The McAuley School of Nursing (MSON) Graduate Handbook provides the policies and procedures specific to the graduate programs.

This handbook should be used in conjunction with the

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University of Detroit Mercy McAuley School of Nursing

Mission

The mission of the McAuley School of Nursing (MSON) program is to prepare compassionate and competent baccalaureate and graduate level nurses who are committed to serve, lead, provide high quality, cost-effective and culturally sensitive health care services to diverse individuals, families, communities and populations.

underserved in an urban context.

Philosophy

The faculty of the McAuley School of Nursing (MSON) promotes a values-based education that fosters the spiritual, intellectual, social, psychological and ethical growth of the life-long learner. The faculty is committed to teaching in the context of the Mercy Jesuit traditions to the service of faith, social justice, and compassionate, competent nursing care. Faculty- and professional development in both the undergraduate and graduate programs. These relationships are based on open, honest, caring interactions, which empower students and faculty to become partners in education. The faculty recognizes the critical importance of caring that occurs, especially as reflected in faculty-student encounters. These encounters are a model for relationship-centered care with patients, families, communities, and other health team members that result in quality outcomes. The Bachelor of Science in Nursing (BSN) is the foundation for professional nursing practice and for the graduate degree programs.

The nursing faculty believes that education is a dynamic, interactional process that involves changes in perception, thinking, feeling, and action. Education is the process of acquiring new knowledge, skills, attitudes, and values to meet the challenges of the communities and populations we serve. Building on the Mercy and Jesuit traditions, the faculty is committed to creating a learning community of discourse and service. Utilizing pedagogy that encourages ongoing reflection on our human experience, faculty and students work together to further the social, political, economic and spiritual well-being of the human community. In that regard, the faculty believes that learners are characterized by a diversity of cultural backgrounds and economic status. The MSON actively recruits and values faculty and students who reflect this diversity. Likewise, partnerships in the community are developed and utilized to provide students with experiences of diversity in clinical settings.

To support pr

Graduate Nursing Programs

The McAuley School of Nursing (MSON), which is housed within the College of Health Professions, was established in 1990 with the consolidation of the University of Detroit and Mercy College of Detroit. In January 1997, the MSON initiated the Family Nurse Practitioner (FNP) program. This was followed by a second with a major in Nursing Education (NE) /Adult Health Clinical Nurse Specialist (ACNS), now the Adult-Gerontology CNS (AGCNS), was implemented and in winter 2008, the MSN with a Clinical Nurse leader (CNL) major was initiated. The Doctor of Nursing Practice (DNP) Program was initiated in September 2010.

Beginning in fall 2017, the MSON revised the graduate program to offer the post-baccalaureate entry to the Doctor of Nursing Practice (post-baccalaureate nursing students the opportunity to enter graduate school and have a direct pathway that allows

The post-BSN to DNP with the MSN exit is designed to provide students the opportunity to assimilate and utilize in-depth knowledge of nursing, biophysical, psychosocial, analytical and organizational sciences, with sophisticated informatics and decision-making technology to develop collaborative strategies that optimize the health of individuals, families, communities and systems. The DNP program curriculum is based upon the American Association of Colleges of Nursing (AACN) (2006) *Essentials of Doctoral Education*. The MSN program curriculum is based on the AACN (2011) . These programs build upon a foundation of baccalaureate

development as an expert clinician with strong leadership capacity, a commitment to service, and skills to act as change agents, translating clinical research into improved health care.

The MSON offers post-graduate certificate options in Family Nurse Practitioner, Adult-Gerontology Clinical Nurse Specialist and Clinical Nurse Leader for those individuals who already possess a Master's degree in nursing from a nationally accredited program. The requirements of this option are individualized and require a gap analysis to determine course requirements.

The MSON also offers several a post-baccalaureate certificate in Nursing Education.

Accreditation

The Bachelor of Science in Nursing degree, Master of Science in Nursing degree and Doctor of Nursing Practice degree at the University of Detroit Mercy, McAuley School of Nursing are fully accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW Suite 530, Washington DC 20036. Phone: (202) 887-6791.

Carmen Stokes, PhD, FNP-BC, CNE
Clinical Associate Professor

(313) 993-2481
stokesla@udmercy.edu

Mary White, PhD, FNP-BC

(313) 993-2482

Doctor Of Nursing Practice (DNP) Program (post-master's)

The Doctor of Nursing Practice (DNP) of unique knowledge and expertise in advanced practice nursing. The 36 credit post- program

Required Courses

Use this link to view the course descriptions in the catalog:
<https://www.udmercy.edu/catalog/>

Admission Criteria for the post-BSN to DNP with Master's Exit Program

1. A baccalaureate degree from a nationally-accredited program.
 - RNs with a baccalaureate degree in another field could qualify for the MSN bridge program. The baccalaureate degree must be from an accredited program. Each application will be individually assessed to determine courses needed to bridge into the MSN program. This gap analysis will determine what additional courses will be required at the baccalaureate level to ensure they have met the prerequisites necessary for graduate education in nursing.
2. A minimum cumulative undergraduate GPA of 3.0.
3. A minimum of 2000 hours of experience as

Family Nurse Practitioner Program

The Family Nurse Practitioner (FNP) major prepares the advanced practice nurse to provide primary health care services across the lifespan to individuals, families and aggregates in the community. Besides primary care services, critical foci include practice models which emphasize the family as unit, health promotion and disease prevention and interdisciplinary collaboration.

The goal of the FNP program is to prepare highly skilled and culturally sensitive advanced practice nurses who are committed to providing quality and cost effective primary care services to individuals, families and communities. The program places special emphasis on providing services to the medically underserved. The MSON is committed to flexibility in the program and therefore offers both full-time and part-time options for degree completion.

The post-BSN to DNP with MSN exit with a major in FNP requires a total of 72 credits. A total of 47 credit hours and 720 clinical hours must be completed for the MSN exit where the Master of Science in Nursing is conferred. An additional 25 credits and additional clinical hours are required for the completion of the DNP.

Graduates of the program and those who complete the post-master's certificate are eligible to sit for the national certification examination administered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). Students are urged to contact the specific Board of Nursing in the state in which they intend to practice in order to ensure they are in full compliance with the education, practice and certification requirements.

Family Nurse Practitioner: Required Courses

Use this link to view the course descriptions in the catalog: <http://www.udmercy.edu/catalog/>

Required Courses

MSN Integrated Core
NUR 5030

Cr

FNP Core Courses

| | | |
|----------|--|---|
| NUR 5150 | Health Promotion across the Lifespan | 2 |
| NUR 5250 | Common & Episodic Problems across the Lifespan | 3 |
| NUR 5260 | Clinical Practicum II | 2 |
| NUR 6150 | Chronic & Complex Problems across the Lifespan | 3 |
| NUR 6160 | Clinical Practicum III | 2 |
| NUR 6250 | Psychosocial Issues & Health Integration across the Lifespan | 3 |
| NUR 6260 | Clinical Practicum IV | 2 |

Doctoral Integrated Core

| | | |
|----------|--|----|
| NUR 7700 | DNP Transition | 3 |
| NUR 7200 | Epidemiology & Population Health | 3 |
| NUR 7350 | Business Management to Ensure Quality in Health Care | 3\ |
| ETH 7010 | Ethical Issues in Advanced Nursing Practice | 3 |
| NUR 7450 | Analytics for Evidence-Based Practice | 3 |
| NUR 7800 | Project Proposal Development | 3 |
| NUR 7900 | DNP Clinical Practicum & Project Implementation | 3 |
| NUR 7920 | DNP Doctoral Project | 4 |

Total Credits: 72 credits (47 for MSN conferral and 25 for completion of DNP)

Health Systems Management Program

The Health Systems Management (HSM) major prepares nurses for leadership positions across the complex and dynamic health care continuum. The program emphasizes content from all nurse executive competency domains (AONE, 2011) including communication and relationship building, knowledge of the health care environment, leadership skills, professionalism, and business skills. Students build a systems-thinking approach to patient care, starting with clinical microsystems as a building block. The use of evidence to shape decisions is emphasized through coursework in nursing informatics, decision support, business planning, and outcomes and care transitions management. Graduates of the HSM major are prepared for a variety of nursing leadership roles including nurse manager, clinical microsystem leader, case manager, quality improvement

Adult-Gerontology Clinical Nurse Specialist Program

The Adult-Gerontology Clinical Nurse Specialist major prepares graduates for the clinical nurse specialist (CNS) role. Advanced clinical specialty courses prepare students for the role of Clinical Nurse Specialist in Adult-Gerontology. The AGCNS major includes learning in the areas of advanced pathophysiology, advanced physical assessment, advanced pharmacology, and the role of the clinical nurse specialist. The clinical nurse specialist courses include a total of 500 hours of clinical practicum experience working with a clinical nurse specialist in a variety of settings. The post-BSN to DNP with MSN exit with an Adult Gerontology Clinical Nurse Specialist major requires a total of 66 credits. A total of 41 credit hours and 500 clinical hours must be completed for the MSN exit where the Master of Science in Nursing is conferred. An additional 25 credits and additional clinical hours are required for the completion of the DNP.

Graduates of the program are eligible to sit for the national certification examination administered by the American Nurses Credentialing Center (ANCC) or the American Association of Critical Care Nurses. Students are urged to contact the specific Board of Nursing in the state in which they intend to practice in order to ensure they are in full compliance with the education, practice and certification requirements

Adult Gerontology Clinical Nurse Specialist: Required Courses

Use this link to view the course descriptions in the catalog: [http://-4\(\)-4\(N\)5\(ursin\)15\(g e7TBT1 9A\)1al certifi](http://-4()-4(N)5(ursin)15(g e7TBT1 9A)1al certifi)

Doctoral Integrated Core

| | | |
|----------|--|----|
| NUR 7700 | DNP Transition | 3 |
| NUR 7200 | Epidemiology & Population Health | 3 |
| NUR 7350 | Business Management to Ensure Quality in Health Care | 3\ |
| ETH 7010 | Ethical Issues in Advanced Nursing Practice | 3 |
| NUR 7450 | Analytics for Evidence-Based Practice | 3 |
| NUR 7800 | Project | |

Clinical Nurse Leader Program

The Clinical Nurse Leader (CNL) major prepares an advanced generalist practitioner to provide clinical leadership at the point of service in a variety of practice settings. Built from the core curriculum in other programs, this advanced generalist nurse is differentiated from advanced practice nurses in their abilities to:

- manage complex clinical cases and provide leadership at the point of care;
- scan the practice environment to identify opportunities for quality and process improvements;
- use technology and informatics to support outcomes measurement; and
- lead teams in the delivery of health care in multiple settings across the care continuum.

This program assists nurses in developing advanced clinical knowledge, leadership skills, and systems knowledge to provide care and clinical leadership in all health care settings at the point of service; implement evidence-based and outcomes-based practice; develop and implement quality improvement strategies; and create and manage microsystems of care that will be responsive to the needs of individuals and families. The program is designed to prepare nurse leaders who can address contemporary issues in an evolving health care environment. Graduates of the CNL program are eligible to sit for the Clinical Nurse Leader certification exam offered by the AACN Commission on Nurse Certification (CNC).

The post-

CNL Specialty Concentration

| | | |
|----------|---|---|
| NUR 5350 | Outcomes Management & Decision Support in Nursing | 3 |
| NUR 5420 | Management of the Health Care Environment | 2 |
| NUR 5450 | Business Planning for Nurse Leaders | 2 |
| NUR 5650 | Population Health & Care Transitions Management | 2 |
| NUR 5830 | Leadership & Quality Improvement in Clinical Microsystems | 3 |

Organizational Leadership Bridge

| | | |
|----------|--|---|
| NUR 5170 | Management & Leadership in Nursing | 2 |
| HLH 5040 | Accounting & Financial Management for Nursing Leadership | 4 |

Doctoral Integrated Core

| | | |
|----------|--|---|
| NUR 7700 | DNP Transition | 3 |
| NUR 7200 | Epidemiology & Population Health | 3 |
| NUR 7350 | Business Management to Ensure Quality in Health Care | 3 |
| ETH 7010 | Ethical Issues in Advanced Nursing Practice | 3 |
| NUR 7450 | Analytics for Evidence-Based Practice | 3 |
| NUR 7800 | Project Proposal Development | 3 |
| NUR 7900 | DNP Clinical (N)5(P)5(cs)-cETBT1nicDopmta <</(Tm[t]11()-4(i6 496.3p]TJ)-4(D)5(eCi)-4(h)10 | |

Family Nurse Practitioner

Adult Gerontology Clinical Nurse Specialist

The Adult-Gerontology Clinical Nurse Specialist Post-Graduate Certificate Program at the University of Detroit Mercy provides qualified nurses with the opportunity to gain specialty knowledge in adult-gerontology and a gap analysis completed to be sure that the requirements for national CNS certification are met through their previous courses and the courses provided through this post-graduate certificate program. Advanced clinical specialty courses prepare students for the role of Clinical Nurse Specialist in Adult-Gerontology. The certificate program includes learning in the areas of advanced pathophysiology, advanced physical assessment, advanced pharmacology, and the role of the clinical nurse specialist. The clinical nurse specialist courses include a total of 500 hours of clinical practicum experience working with a clinical nurse specialist in a variety of settings. Upon completion of the certificate, graduates are eligible to sit for the examination for Clinical Nurse Specialist in Adult-Gerontology Clinical Nurse Specialist certification through the American Nurses Credentialing Center. The American Association of Critical Care Nurses has also approved graduates to sit for additional certification as an Acute Care Clinical Nurse Specialist-Adult Gerontology (ACCNS-AG). The program is taught on-line in a flexible and student-centered format with course and faculty availability seven days a week. Students need not be a resident of Michigan to be in the program. Clinical sites and qualified preceptors are identified near the

Clinical Nurse Leader

The post-graduate Clinical Nurse Leader Certificate Program at the University of Detroit Mercy provides qualified nurses an opportunity to gain advanced generalist knowledge in leadership at the point of care, assessment, management and evaluation of healthcare delivery systems, quality improvement, safety, evidence-based practice, informatics, and outcomes to function in the role of the Clinical Nurse Leader in various health care settings.

Established to recognize nurses who have completed Master of Science in Nursing degrees, this certificate program builds on past clinical course work to incorporate unique attributes of microsystem leadership and lateral integration, quality improvement, evidence-based practice, outcomes management, and management of complex work environments to prepare nurse leaders who can address contemporary issues in an evolving healthcare environment by addressing fragmentation of care, systems inefficiencies, and concerns about patient safety and quality of care.

The post-graduate CNL certificate program requires 19 credit hours of course work inclusive of a clinical immersion project (designed with the health system partner). The program is taught in an engaging online format that is flexible and student-centered. A certificate of completion is awarded at the completion of the certificate program requirements. Students completing the course requirements for the certificate program will be eligible to sit for the Clinical Nurse Leader board certification examination offered by the American Association of Colleges of Nursing and the Commission on Certification for Nurses.

Clinical Nurse Leader Required Courses: 19 credits

Please note that other courses may be required based on a review of transcripts.

| | | |
|----------|--|-------|
| NUR 5055 | Systems Leadership, Quality Improvement, & Informatics for Advanced Nursing Practice | 3 cr. |
| NUR 5350 | Outcomes Management & Decision Support in Nursing | 3 cr. |
| NUR 5420 | Management of the Healthcare Environment | 2 cr. |
| NUR 5450 | Business Planning for Nurse Leaders | 2 cr. |
| NUR 5650 | Population Health & Care Transitions Management | 2 cr. |
| NUR 5830 | Leadership & Quality Improvement in Clinical Microsystems | 3 cr. |
| NUR 5940 | Clinical Immersion Experience | 4 cr. |

Post-Baccalaureate Certificate: Nursing Education

Admission Criteria to the Post-Baccalaureate Certificate Program

1. A baccalaureate degree in nursing or another field from an accredited school
2. A minimum cumulative undergraduate GPA of 2.75
3. A minimum of 2000 hours as a registered nurse in the state of Michigan
4. One letter of professional recommendation with someone in supervisory capacity.
5. An autobiographical statement of personal goals and objectives
6. An interview with graduate faculty
7. Official Transcripts from each institution of higher education

Nursing Educator

The Nurse Educator Certificate Program at the University of Detroit Mercy provides qualified nurses with the opportunity to gain specialized training in areas such as curriculum development, instructional methods, program planning and evaluation. Nurses working in staff development or nursing education will benefit from the knowledge and skills they will gain from the program. Those completing the certificate may choose to go major in Nursing Education.

Required Courses: 14 credits Total

| | | |
|----------|---|-------|
| NUR 5850 | Curriculum Development in Nursing Education | 3 cr. |
| NUR 5790 | Nursing Program Planning and Evaluation | 3 cr. |
| NUR 5780 | Nursing Curriculum and Instruction in Adult Education | 3 cr. |
| NUR 5860 | Instructional Methods | 3 cr. |
| NUR 5960 | Teaching Practicum | 2 cr. |

Advanced Standing and Transfer of Credit DNP and

A student who is placed on academic probation due to poor academic performance (i.e., GPA < 3.0) must:

make a plan that addresses strategies for success; the student's advisor may be consulted

Deceleration

If, during the course of full-time study, difficulties are encountered by a student, the student may be decelerated to part-time study by the Program Director or Associate Dean as a condition of their continued progression. The student will develop a collaborative plan of study with the faculty. Decelerated students will be expected to meet the criteria for satisfactory progress in study under these arrangements.

Incomplete

Forced Withdrawal

to

remove a student from a class or clinical course. This action is taken at the discretion of the Program Chair or Associate Dean after consultation with faculty any time the safety or well-being of that student, client, other students, or agency personnel is in jeopardy.

2. The action will also be instituted if the student has failed to follow the procedures, regulations, prerequisites, or requirements of the College or when the student has gained registration in a class by misrepresentation.

Leave of Absence

Once a student begins the clinical sequence, it is expected that they will continue the program in a continuous sequence until graduation. If a st

College of Health Professions McAuley School of Nursing Academic Appeals Policy Procedure

The Academic Appeals policy and procedure can be accessed at <http://healthprofessions.udmercy.edu/about/pph.php>

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

Scope

their program. Program handbooks and policy manuals may amplify or modify the procedures detailed below.

Student responsibility An appeal of a dismissal from the College of Health Professions (CHP) or the McAuley

dismissal should be overturned, and identify strategies to improve success. The student has the responsibility to demonstrate why an academic decision or its consequences should be overturned in all appeal procedures. There are specific guidelines for the submission of an appeal. A student is responsible for reading this entire document, and following its guidelines. Any questions about the appeal process should be directed to the program administrator.

Appealing a Dismissal from the Program. Upon receipt of the appeal letter, the status of the student is considered dismissal pending. While an appeal of a dismissal is pending, students may not attend any program activities (e.g., classroom, clinical placements or internships, student meetings, etc.).

Assignment of Grade. Grades are assigned by the faculty scheduled to teach a course. Grades are determined based on the evaluation criteria and competencies described in the course syllabus. Faculty utilizes rubrics, specific criteria, clinical expertise and academic judgment when assigning a grade. Grades cannot be assigned

6. Not exploit professional relationships with students, staff, or faculty for private advantage and refrain from freedom of choice
7. Refrain from any activity which involves risk to health and safety of a peer, faculty or staff, except with informed consent, and where applicable, in accordance with the University policy relating to the use of human subjects in experimentation
8. Respect the dignity of each student, faculty, staff member and preceptor individually and all colleagues collectively in the classroom, laboratory and clinics in communication, either face to face, electronically, or on social media and in all other academic contexts
9. Submit course and instructor evaluations providing constructive feedback for course and teaching improvement efforts and to contribute to curriculum assessment, revision and the accreditation process

University Of Detroit Mercy Academic Misconduct

Among the most serious academic offenses is plagiarism, submitting the words or style of another author or source without acknowledgement or formal documentation. Plagiarism occurs when specific phrases or entire

It is not possible to enumerate all forms of inappropriate behavior which would raise serious questions concerning a student's status as a health professional **in** training.

The following, however, are examples of behavior which would constitute a violation of professional standards:

Harassment, harm, abuse, damage, or theft to or of any person or property including copying of copy written materials and software on the University of Detroit Mercy grounds or property owned by any hospital/clinic, affiliated institution/organization, or individual to which the student may be assigned.

Entering or using the University of Detroit Mercy or affiliated hospital/clinic facilities without authorization or disrupting teaching, research, administrative, or student functions of the University.

Falsifying clinical hours, clinical records, or clinical experiences

Conviction of a felony.

Participating in academic or clinical endeavors of the University of Detroit Mercy or its affiliated institutions while under the influence of alcohol, a controlled substance, or illicit drugs. Unlawful use, possession, or distribution of illegal drugs and alcohol.

Placing a patient in needless jeopardy or unethical disclosure of privileged information

Behavior or grooming which elicits a lack of respect and confidence from a patient, faculty, and colleagues.

Abusive or disrespectful conduct toward members of the faculty, administrative or professional staff,

Reprimand: A reprimand is a written letter to a student for misconduct that is found to be more serious than the above, but is still felt to be isolated, promptly correctable, and does not violate specific Program, University policy or jurisdictional law. Reprimand may be issued by any faculty member through the Associate Dean. Reprimands are reported to the Dean of the College of Health Professions for informational purposes. A copy is placed in the student's record.

Probation: In a more serious breach of professional standards, a student may be placed on disciplinary probation. Provisions included in probation will be decided by the office of the Associate Dean. Such provisions may include a requirement that the student obtain medical (including psychiatric) consultation and treatment or other requirements that will remedy the misconduct and prevent its recurrence. The duration and condition of any probation will be determined on an individual basis by the Office of the Associate Dean.

Requirements for Clinical Participation

The ability to participate in clinical rotations requires that students meet several conditions. Students must successfully complete a criminal background check which includes and a urine drug screen. Students must have evidence of CPR certification and meet all health requirements related to preventable disease. In addition, FNP students are required to carry additional liability insurance.

The MSON utilizes the ACEMAPP (Alliance for Clinical Education Matching and Placement Program). (www.acemapp.org) ACEMAPP is a secure, online, clinical rotation matching, student on-boarding, and document storage solution for clinical sites, schools and consortia. ACE MAPP is a system to certify educational and healthcare institutions that students have completed certain requirements prior to the start of their clinical placement. This is a web-based online learning system and provides the vehicle for centralized record keeping of the HIPPA, OSHA, and Blood Borne Pathogens requirements that all of the health systems in Southeast Michigan require. The ACE MAPP System is also a centralized record keeping system for the

Students will be required to register and pay for the ACE MAPP System once a year. An email which will enable the student to register and complete the mandatory exams will be sent to the UDM email address. All students will complete the Mandatory exams on the ACE PASSPORT System prior to clinical and update annually. Dates for completion will be announced and failure to complete these mandatory requirements prior to the designated date by which students have been notified will result in the administrative withdrawal from the course by the Office of the Associate Dean.

Hepatitis B

All students have at least begun the Hepatitis B vaccination prior to the beginning of the program. Post vaccination testing for antibody to Hepatitis B surface antigen (Anti-HBs) response is required, and should be done 1-2 months following the last dose. If the student has documentation that he or she received the Hepatitis B vaccine in the past, but did not have post vaccination testing for the presence of anti-HBs response, that student does not need to show proof of immunity. In the event that a student chooses not to obtain the Hepatitis B vaccination and proof of immunity, a signed declination must be received prior to the beginning of training. Students who are known to be Hepatitis B Virus-infected are subject to the CDC guidelines for the management of Hepatitis B-Virus infected health-care providers and students (accessed at http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6103a1.htm?s_cid=rr6103a1_e).

Tuberculosis Status

Students must have documentation of current TB status, and will be annually required to update this screening. More frequent screening may be required by some clinical sites where exposure is more likely. Students may be required to obtain X-ray examinations every three years if medically indicated.

Influenza

As of January 2007, the Joint Commission on Accreditation of Healthcare Organizations issued a standard for accredited organizations requiring influenza vaccine for their staff, volunteers, and

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

At University of Detroit Mercy, the Registrar coordinates the inspection and review procedures for student education records which include admissions, personal, academic and financial files as well as cooperative

education record without the written consent of the student. Exception will be granted in special circumstances to officials of other institutions in which students seek to enroll, persons or organizations providing students financial aid, accrediting agencies carrying out their accrediting function, persons in compliance with a judicial order, and persons in an emergency in order to protect the health and safety of students or other persons. A student may review their education records by providing a **written request** to the Registrar.

Further information on FERPA can be accessed online at <http://www.udmercy.edu/current-students/registrar/ferpa.php>.

Services for Students With Disabilities

The mission of Disability Support Services is to assist in creating an accessible community where student with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. Because of our belief in the dignity of each person, and through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act as amended in

disabilities.

Disability support services are available to currently enrolled students who have a documented disability that substantially limits them in one or more major life activities. Individuals eligible for services include, but are not limited to, the following types of disabilities: mobility, orthopedic, hearing, visual, learning, psychological, and attentional.

If you require accommodations based on a disability, you should request services in advance of your

Graduate Student R

Graduation

During the first week of the semester in which you plan to complete your degree requirements, you need to submit your graduation application online through your TitanConnect account. Summer graduates need to complete the application in the semester before they graduate in order to be eligible to participate in the May Commencement ceremony. Due dates are published in the Schedule of Classes or the Academic Calendar.

The American Association of Critical Care Nurses has also approved graduates to sit for additional certification as an Acute Care Clinical Nurse Specialist-Adult Gerontology (ACCNS-AG). Information regarding the ACCNS-AG exam can be found at <http://www.aacn.org/WD/certifications/content/accns-landing.content?menu=Certification>.

To complete requirements for state certification for practice as an advanced practice nurse, you must complete an additional application. To obtain this application, please contact:

Michigan Department of Licensing and Regulatory Affairs (LARA)

Board of Nursing

P.O. Box 30193

Lansing, MI 48909

(517) 335-0918

All state of Michigan forms are available on-line at http://www.michigan.gov/mdch/0,1607,7-132-27417_27529_27542---,00.html.

Clinical Nurse Leader students who complete the Clinical Nurse Leader major and/or certificate program are eligible to sit for certification as a CNL after completing the requirements outlined by the AACN and the Commission on Nurse Certification. Information on the certification exam can be accessed at <http://www.aacn.nche.edu/cnl/cnc>.

Titan Connect

portal is the secure personalized site where all students, faculty and administration may access all available online services through one computer account. The portal is available 24 hours a day everyday. With TitanConnect students may register for classes, make online payments, change addresses, order transcripts, review grades and many more features. Besides UDM related content, the TitanConnect portal has news, sports, academic and other interesting channels of information you may subscribe to. Information on accessing TitanConnect can be found at <http://www.udmercy.edu/about/its/access/accounts.php>.

In addition, all students have access to Office365 which provides our email platform. Please note,

Picture Identification Card/Parking Card

National Association of Clinical Nurse Specialist (NACNS)

The mission of the NACNS is to enhance and promote the unique, high value contribution of the clinical nurse specialist to the health and well-being of individuals, families, groups and communities, and to promote and advance the practice of nursing. NACNS is the first organization to represent CNSs and is responsible for clarification & dissemination of the nature of CNS practice within the US.

Students pursuing graduate education in nursing receive a discounted membership fee of \$65. The individual receives all membership benefits with the exception of: not eligible to vote or hold office. www.nacns.org

Michigan Association of Nurse Practitioners (www.micnp.org)

McAuley School of Nursing has established a student affiliate chapter of the Michigan Council of Nurse ^{dent} affiliate chapter in the state of Michigan. MICNP was a product of two nurse practitioner (NP) groups from the Metro Detroit coming together in September 2000. It is through the efforts of these pioneers that MICNP has become the voice of nurse practitioners in Michigan. The Council is the only NP organization in the state to represent all specialties within the nurse practitioner community. We strongly encourage all student nurse practitioners to join and be active in this organization. You are offered many benefits as a student member of MICNP (micnp.org) and must join the parent organization to then have membership in our student affiliate chapter.

The mission of the Michigan Council of Nurse Practitioners, as a member driven organization, is to promote a healthy Michigan through:

Clinical Nurse Leader Association (CNLA)

The Clinical Nurse Leader Association (CNLA) has been created from an identified need to provide a national forum for Clinical Nurse Leaders (CNL) to support, collaborate and celebrate the unique and evolving role of CNLs in all practice settings.

The mission of the Clinical Nurse Leader