



Undergraduate
Nursing
Handbook

2020-
2021

McAuley School of Nursing

Purpose	36
Compliance Policy	36
Semester Due Dates	36
Delinquency Consequence	36
Occupational Safety and Health Administration (OSHA)	37
Liability Insurance	37
Professional Decorum	37
Dress and Appearance	37
Equipment Required for Clinical Practicum	38
Tardiness and Promptness	39
Clinical and Lab (Health Assessment and Skills Courses) Absence	39
Clinical	

My Portal - Detroit Mercy Enterprise System.....	43
Student Clubs and Organizations.....	43
Undergraduate Catalog.....	43
Nursing Organizations.....	44
National Student Nurse Association (NSNA).....	44
Chi Eta Phi Sorority, Incorporated.....	44
Commencement.....	44
Martina Kuechle Nursing Scholarship Award - Detroit.....	45
Mercy Heritage Scholarship Award - Detroit and Grand Rapids.....	45
Academic Excellence Award - Detroit and Grand Rapids.....	45
Daisy Award - Detroit.....	45
Summative Leadership Awards.....	45
Part VI - Nursing Plans.....	46
Appendix A.....	47
Traditional BSN - Detroit.....	47
Appendix B.....	48
Traditional BSN - Grand Rapids.....	48
Appendix C.....	49
Part-Time BSN - Detroit.....	49
Appendix D.....	50
Second Degree Option (SDO) - Detroit.....	50
Appendix E.....	51
RN to BSN Completion (BSNc) Track Plan.....	51

Part I - McAuley School of Nursing Historical Background, Mission, Philosophy, Framework, and Baccalaureate Program Outcomes

Historical Background

The McAuley School of Nursing has a long and rich history of educating baccalaureate-prepared, entry-level nursing professionals who exemplify the charismas of the Society of Jesus and the Religious Sisters of Mercy. Emphasis and concern for the dignity and formation of persons, the common good of the world community, competent and compassionate care for the poor and suffering, and commitment to doing justice in generous service of those who are in need of health/nursing care have consistently framed our academic aims and processes.

The formation of the MSON began in 1934 when Mother Carmelita Manning, RSM, envisioned the need for nursing education beyond hospital-based diploma preparation and founded Mercy College. At that time, the college was located at 2200 East Grand Boulevard, the site of a Mercy Hospital and was mainly devoted to the preparation of graduate nurses specializing in nursing education. A five-year BSN degree was an option for students enrolled in the program. Thus, Mercy College was one of the first colleges in Michigan to offer a collegiate nursing program and the first Catholic college in Michigan to offer a BSN degree. After the College moved to 8200 West Outer Drive in 1941, it maintained a very close relationship with the established Mercy Hospital Schools of Nursing in Detroit and neighboring cities. In 1949, the BSN and diploma options were separated, with Mercy College retaining a four-year BSN degree program. The first accreditation was granted in 1950 for a Bachelor of Science in Nursing (National Nursing Accrediting Service) and the undergraduate nursing program has received continuous accreditation since that time.

In 1990, upon the consolidation of the University of Detroit (UD) and Mercy College of Detroit (MCD), the MSON evolved from the combination of pre-licensure and baccalaureate degree completion programs at MCD and a baccalaureate degree completion program at UD (established in 1982, accredited in 1990). Full accreditation of the consolidated MSON was granted in 1995 subsequent to the graduation of the first class in 1994.

At the invitation of colleagues at Aquinas College and Grand Rapids, a three-way partnership was formed in 1999 to implement a BSN nursing program on the west side of the state. University of Detroit Mercy (already with a BSN completion program in Grand Rapids) was approached because the aim of the venture was to operationalize a values-based model of nursing education that was compatible with the missions of the partners in Grand Rapids. The BSN degree is awarded by Detroit Mercy. In 2005, the MSON was granted initial accreditation from the Commission on Collegiate Nursing Education (CCNE).

Mission

The mission of the McAuley School of Nursing 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 nursing care to the underserved in an urban context.

Philosophy

The faculty of the McAuley School of Nursing 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-student relationships are foundational for

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.

The MSON faculty strives to promote a sense of altruism, integrity, confidence, and autonomy with accountability and a commitment to lifelong learning and professional competence. To meet the complex, multi-faceted role of the professional nurse, undergraduate nursing education must integrate a strong liberal arts core with essential competencies of nursing science and the art of nursing. Such integration establishes a broad-based learning foundation across the health-care continuum that promotes critical thinking, clinical judgment, and ethical decision-making, including evidence-based practice and resources. The graduate program provides experiences for students to develop to the

action.

Part II - Academic Policies

Course Grading

1. A student must achieve an overall grade of 75% or better on all essential evaluation criteria in order to pass a nursing and HLH theory course.
2. There will be no rounding of grades (i.e. if you receive a 74.99% C-, it will not be rounded to 75%).
3. There will be no extra credit opportunities to raise ~~V W X G H Q W V ¶~~ grades.
4. If a student is successful in the theory course but is unsuccessful in the co-requisite clinical practicum, the student would need to repeat only the clinical practicum. The reverse is also true; if a student is successful in the clinical practicum but unsuccessful in the theory course, the student would need to repeat only the theory course.
5. The student must successfully achieve both theory and practicum objectives with a passing grade in order to be eligible for progression to the next nursing course. Students must successfully complete all the courses of one level before they can progress to the next level.

Grading Scale

The following grading scale is used for all undergraduate nursing courses, with the exception of pass/fail clinical courses.

%	GRADE
100-95	A
94-91	A-
90-88	B+
87-84	B
83-81	B-
80-78	C+
77-75	C
74-72	C-
71-69	D+
68-65	D
64-0	F

Supportive Core Courses for Traditional and Part Time BSN

Anatomy and Physiology lectures and labs; General Organic Biochemistry for Health Sciences; Nutrition; Microbiology lecture and lab; Psychology; Developmental Psychology; Sociology; Intermediate Algebra; Statistics (until Fall 2020, then will be conducted as NUR 4226), and Health Care Ethics.

Academic Standing

To remain in good standing and/or to progress in the curriculum in the McAuley School of Nursing, a student must:

- x Fulfill all prerequisite requirements
- x Maintain a cumulative GPA (CGPA) of 2.5 or higher
- x Earn a minimum of 12 credit hours in upper-level and supportive core courses.

Academic Warning

Students with a cumulative GPA below 2.5 will be placed on Academic Warning by the Registrar's Office. Students on Academic Warning will be notified by email using his/her Detroit Mercy email address and USPS mail. If cumulative GPA remains below a 2.5 for more than two consecutive semesters without improvement, a student is subject to academic dismissal.

The purpose of academic status is to notify the student of his/her academic standing and provide additional support and guidance that will enable the student to improve his/her academic performance and successfully complete the BSN degree.

Academic Probation

Academic Dismissal

Students may be dismissed from the MSON for any of the following reasons:

1. Cumulative GPA remains below a 2.5 for more than two consecutive semesters without improvement.
2. A second failure in a NUR course or HLH 2550, STA 2250 or ETH 3580 will result in dismissal
3. There may be no more than 3 courses repeated (from either withdrawal or earning less than 75%) and no more than 2 attempts for the same course
4. Due to the rigorous professional licensing requirements in the health professions and the state, the faculty and/or Academic Progression Committee reserves the right to recommend at any time the dismissal of a student due to physical or emotional health, conduct (see

Leave of Absence

Once a student begins the clinical sequence, it is expected that he/she will continue the program in a continuous sequence until graduation. If a student experiences an extraordinary circumstance (e.g. illness), he/she

Resources for Non-Academic Issues

Students seeking guidance or resolution of non-academic issues should seek advice from the Detroit Mercy Dean of Students. Examples of issues which are non-academic are listed in the *Detroit Mercy Student Handbook*. Additional sources are listed below:

- xSexual Harassment policy <http://www.udmercy.edu/hr/current-employees/sexual-harassment/index.htm>
- xDetroit Mercy Student Handbook <http://www.udmercy.edu/life/policies/index.php>
- xCHP Honor Code/Honor Council <https://healthprofessions.udmercy.edu/about/pph.php>

McNichols Campus

- xStudent Life Office <http://www.udmercy.edu/slo/>
- xStudent wellness (Personal Counseling & Student Health Center) <https://www.udmercy.edu/life/health/index.php>
- xDisability Support Services <https://www.udmercy.edu/current-students/support-services/disability.php>

Professional and Ethical Conduct Expectations

Students enrolled in University of Detroit Mercy nursing programs are expected to adhere to a standard of behavior consistent with the high standards of the nursing profession. Compliance with all institutional rules and regulations, city, state and federal law is expected.

As stated in the American Nurses Association Code of Ethics (ANA, 2015), a successful professional should demonstrate such characteristics as open-mindedness, tolerance of ambiguity, objectivity, emotional stability, personal security, appropriate interpersonal skills to effectively and confidently communicate with others across racial, cultural or gender lines; and a willingness to learn and grow professionally.

Concern for the welfare of patients (real or simulated), faculty, staff & peers as evidenced by a thoughtful and professional attitude manifesting concern for the total person; avoidance of offensive language, offensive gestures, inappropriate remarks, or remarks with sexual overtones; treatment of patients, peers, staff and faculty with respect and dignity both in their presence and in discussions with others.

Concern for the rights of others, shown by dealing with peers, professional and staff personnel, and with all other members of the health team in a considerate manner and with a spirit of cooperation; acting with an egalitarian spirit towards all persons encountered in a classroom or clinical setting or a professional capacity regardless of race, religion, gender, sexual orientation or disability.

Responsibility to duty, which involves effectively undertaking duties with alacrity and persevering until complete, or notifying responsible persons of problems; punctual attendance at classes, labs, rounds, conferences and clinical duties, or offering appropriate explanation when unable to be present; notifying course directors and supervising house officers of absence or inability to carry out duties; seeing patients regularly and assuming responsibility for their care with appropriate supervision; identifying emergencies and responding appropriately; ensuring that he/she can be located when on duty by faculty or staff personnel; dependability; and assuming an appropriate and equitable share of duties among peers.

Teachability includes accepting teaching, guidance and feedback; **WKH DELOLW\ WR GLVFHU** strengths and weaknesses and taking steps to correct shortcomings; acknowledging limitations; the ability to work with others and the ability to work with authority.

Trustworthiness is being truthful, ethical and intellectually honest in communication with others; acceptance of responsibility for meeting multiple demands by establishing proper priorities and by completing work; discerning accurately when supervision or advice is needed before acting; and maintaining confidentiality of information concerning patients. This includes strict adherence to the policies set by the Health Insurance Portability and Accountability Act of (HIPAA) Public Law.

Professional demeanor means neat and clean appearance in attire that complies with the MSON dress code; and is acceptable as professional to the patient population; maintaining equilibrium under pressures of fatigue, professional stress, or personal problems; avoidance of the effects of alcohol or of drugs while on duty or while attending class.

It is not possible to enumerate all forms of inappropriate behavior which would raise serious

Medication

xTutorials

ATI offers unique tutorials that teach nursing students how to think like a nurse, how to take a nursing assessment and how to make sound clinical decisions. Faculty may assign these to supplement and enhance your learning.

- o **Nurse Logic**

Remediation

- x Remediation may consist of focused reviews using Active Learning Templates or three critical points to review.
- x Student will work independently to develop and complete a focused review using the Individual Performance Profile, including Active Learning Template **or** Three Critical Points to Remember, for **all** practice and standardized proctored assessments (maximum 15).
- x Prior to taking the standardized proctored assessment(s), student will show the proctor or course faculty their completed focused review using the Individual Performance Profile, including Active Learning Template(s) **or** Three Critical Points to Remember, for both practice A and B.
- x Before being allowed to take the Comprehensive Predictor Exam, students are required to show the ATI 3-ring binder to exam proctor or designated person.

Content Mastery Series

- x Assessments are given across the curriculum and consist of practice and proctored assessments. Students are required to complete all practice and standardized proctored assessments that are assigned in each nursing course.
- x Practice Test A will be administered around completion of 60% of the course content.
- x Practice Test B will be administered around completion of 80% of the course content.
- x SDO Program: One of the practice assessments as assigned by the faculty, will be administered at around completion of 80% of the course content
- x The Content Mastery Exam will be administered after the practice assessment(s) and remediation are completed and before the final exam in the course is administered.
- x The following courses will be combined for the purpose of the 60% and 80% content completion:
 - o Med/Surg Nursing 1 and Med/Surg Nursing 2
 - o Pharmacology 1 and Pharmacology 2
 - o PathoPharmacology 1 and PathoPharmacology 2
- x Students who do not complete the Content Mastery Practice Tests as assigned will earn a zero (0) for the ATI portion of the course grade and will not be allowed to take the Standardized Proctored Assessment.
 - o Traditional-Practice A with required remediation **and** Content Mastery Practice Test B with required remediation.
 - o SDO- One Assigned Practice Exam with required remediation **and** Content Mastery.
- x Failure to take the Standardized Proctored Assessment as assigned will result in a zero (0) earned for the overall ATI portion of the course grade.

Optional Final Exam Exemption

- xFaculty may, if they choose, allow students to be exempt from a final exam if they score a proficiency level 2 or proficiency level 3 on the corresponding ATI Content Mastery Exam.
- xThe final exam score will be consistent with the level score per McAuley School of Nursing ATI policy, i.e.: level 3 will score 100% or grade of A and level 2 will score 90% or grade of B+.
- x

xAcceptable alcohol advertisements must carry a disclaimer promoting responsible and sensible drinking practices. All advertisements must be approved by Student Life Office.

Students

All students enrolled at Detroit Mercy are expected to follow local, state, and federal laws concerning alcohol and other drugs. All students are also subject to additional, University-specific regulations on alcohol and other drugs, as stated in the Student Code of Conduct.

Student Organizations

All registered student organizations and interest groups are subject to regulations concerning alcohol when hosting events on or off-campus. It is a privilege to be a student organization that is recognized by University of Detroit Mercy. Student organizations are expected to exercise good judgment in planning and promoting their activities, including any event an observer would associate with the student organization. Student organizations are also responsible for assuring compliance with Detroit Mercy Alcohol and Other Drugs procedures and policies as outlined in the University of Detroit Mercy Undergraduate Student Handbook.

Facilities and Events

All events on university property must comply with the Detroit Mercy AOD Policy, all other applicable unive

Family Educational Rights and Privacy Act (FERPA)

<http://www.udmercy.edu/current-students/registrar/ferpa.php>

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 and placement files. No one outside the institution shall have access to

L Q I R U P D W L R Q L Q D V W X G H Q W T V H G X F D W L R Q U H F R U G Z L W K R X W W K 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 to protect the health and safety of students or other persons. A student may personally review their education records by providing a **written request** to the Registrar.

Disability and Accessibility Support Services

<https://www.udmercy.edu/current-students/support-services/disability.php>

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 2008, we

V W U L Y H W R S U R P W H V W X G H Q W T V H G X F D W L R Q U H F R U G Z L W K R X W W K provide services to help students overcome the effects of their disabilities, not 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 contact the Disability Support Services office at (313) 487-2052. For more information, please contact the Registrar's Office at (313) 487-2052.

Social Media and Electronic Devices

<https://www.udmercy.edu/faculty-staff/marcom/policies/social-media-policy.php>

Social media tools, which facilitate both one-to-many communications and presumably private communications, have grown to become a significant part of how people interact via Internet. Because social media are widely used as promotional tools, personal postings on public media sites can sometimes blur the line between the individual and the institutional voice. This policy provides guidance for members of the University community to protect both their personal reputations and the public image of the institution.

There are substantial differences between individuals representing themselves on public social media sites, individuals representing the University on public social media sites, and individuals using University-hosted social media. This policy is not intended to regulate how individuals conduct themselves in their personal social media actions and interactions. However, even a single instance of improper or ill-considered use can do long-

Key documents and sites for specific complaints:

- x Accredited Program Related Complaints: For complaints related to professional programs, contact the specific accrediting agency. Programs and specific accrediting agency information can be found [here](#).
- x [Policy Prohibiting Sex and Gender-based Discrimination \(PDF\)](#)
- x Title IX ~~+~~ Detroit Campus [Title IX Investigation and Resolution Procedure \(PDF\)](#)
- x Title IX ~~+~~ Grand Rapids Campus [Aquinas College Sexual Assault Policy \(PDF\)](#)
- x Report sex or gender-based discrimination, please [click here](#).
- x Tuition Variance:

Office of Title IX
[Detroit Mercy Title IX](#)
[Aquinas Title IX](#)

Title IX of the 1972 Education Amendments (Title IX) is a federal law that states:
"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Title IX is vitally important in educational settings as it prohibits sex and gender-based discrimination including sexual harassment and sexual misconduct. Title IX protects the university community and applies in equal measure to academic, educational, extracurricular, athletic and other university programs that take place on or off university property. This includes university transportation, a class or training program sponsored by the university at another location, and online education.

Detroit

Marjorie Lang, JD, MA, LPC
Title IX Coordinator and Equity and Compliance Specialist
langma@udmercy.edu
313.993.1802
McNichols campus, Fisher Administrative Center, 5th floor

Grand Rapids

Dr. Liza Hetzel
Associate Vice President for Student Affairs
matzkbri@aquinas.edu
616.632.2439

If you speak with a faculty member, staff member or administrator about an incident, that individual must notify the Title IX coordinator. The Title IX coordinator is available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Part IV - Clinical Policies and Competencies

Social Media and Electronic Devices - MSON

Students in clinical agencies are expected to follow all clinical agency policies regarding the use of technology. This includes all tools, computers, online platforms or software. Students are expected to adhere to the social media principles established by the American Nurses Association, which can be found at <https://www.nursingworld.org/social/>. All MSON students should keep the following in mind:

Photographs/Videos

No pictures or videos of any kind will be taken in the clinical area or on a campus clinical experience (i.e. skills lab/simulation lab).

Agency computers

Cannot be used for any personal business.

Electronic devices (cell phones, tablets, etc.)

Are not allowed within any clinical facility; this includes community clinical sites. If the clinical instructor finds a student with an electronic device during clinical hours the student may face a penalty up to and including dismissal (see Professional Conduct section).

Identifiable Information

Students should never post or discuss any information about patients, families or clinical agencies on social media platforms, or verbally convey such information outside clinical course or classroom.

Policies Related to Clinical Participation

A ratio of 3:1 is used for calculation of clinical/practicum course time. For example, three (3) credits of practicum require nine (9) hours of clinical time/week, excluding evaluation. These times have been approved by the Michigan Board of Nursing and are required of all students.

Technical Standards for Nursing

https://healthprofessions.udmercy.edu/files/pdf/Health_Record_Form.pdf

A candidate for the College of Health Professions must have the abilities and skills in six categories: observation, communication, motor, intellectual, stamina, and behavioral/social. Reasonable accommodation for persons with documented disabilities will be considered on an individual basis, but a candidate must be able to perform in an independent manner.

Alliance for Clinical Education and Placement Program (ACEMAPP)

www.acemapp.org

ACEMAPP is a secure, online, clinical rotation matching, student onboarding, and document storage solution for clinical sites, schools and consortia. ACEMAPP 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 HIPA

Drug Screening - College of Health Professions

https://healthprofessions.udmercy.edu/files/pdf/Drug_Screening_Policy_Procedure.pdf

The purpose of this policy is to provide a safe working and learning environment for patients, students,

FOLQLFDO DQG LQVWLWXWLRQDO VWDII DQG SURSHUW\ LQ WKH FO

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 (3) 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 licensed independent practitioners who have patient contact. All students must receive annual influenza vaccine by **October 15th of each year**.

Clinican X

The compliance officer is responsible for monitoring submission of appropriate documentation from all students. This individual will be in contact through Detroit Mercy email with individual students who fail to submit appropriate documentation.

'HWURLW 0HUF\ LV FORVHG EHWZHHQ &KULVWPDV (YH DQG 1HZ <

Equipment Required for Clinical Practicum
xWatch with second hand

MSON Uniform Code for Community and Psychiatric clinical courses;
or

- xStudents who miss more than one (1) day of clinical of any clinical nursing course, may be administratively withdrawn from the clinical course
- xStudents who miss a day of clinical must make up all hours. Failure to do so will result in a failing grade for the clinical course. Clinical instructors document and report all student absences to clinical_absence@udmercy.edu. The absence will be placed on the clinical evaluation tool.

Part V - General Information

Academic Advising

The McAuley School of Nursing recognizes that the need for guidance continues throughout the learning process. The Assistant Dean of Student Academic Success and Outcomes or designee assigns a faculty advisor to each student. **6WXGHQWV FDQ VHH WKHLU DGMLVRU¶V QD** Portal. Academic advising in the McAuley School of Nursing is a shared responsibility between students and faculty members.

Change of Academic Advisor

Students in sophomore, junior and senior status (and their equivalents) in all tracks may request a change to their assigned advisor. Students should use the [Change of Advisor Form](#) to make their request. Advisor changes will not be processed during the advising period for registration. A new advisor will be assigned based on faculty advising load at the time the request is processed. If a student has a very good relationship with a specific faculty member, they are encouraged to seek a mentoring relationship with them;

Student Health Center 📍**Detroit**

<https://www.udmercy.edu/life/health/clinic.php>

Nurse practitioners and physician assistants are available for consultation and treatment for some health problems in the Detroit Mercy Student Health Center on the McNichols Campus (313.993.1185). Students seeking general medical attention also have the option of care at several Metro-Detroit outpatient clinics and hospitals. Students are required to avail themselves of health insurance either individually or through their families.

Counseling, Health & Wellness Center 📍**Grand Rapids**

<https://www.aquinas.edu/resources/student-resources/counseling-health-wellness/health-center>

Located in the Wege Student Center, lower level. Scheduled appointments are preferred, but walk-ins will be seen based on availability of provider. Call 616.632.2969 to make an appointment.

Counseling Services

Personal counseling 📍**Detroit**

<https://www.udmercy.edu/life/health/counseling.php>

Available to all students.

Psychology Clinic 📍**University of Detroit Mercy, Detroit**

<http://liberalarts.udmercy.edu/programs/depts/psychology/clinic/index.htm>

Students can be seen by advanced graduate students and faculty on a sliding scale, fee-for service basis. This clinic has convenient hours including evening appointments, call 313.578-0570.

Counseling 📍**Grand Rapids**

<http://www.aquinas.edu/ccs/>

Located in the Donnelly Center, lower level. Hours are Monday through Friday, 9am-5pm.

Nursing Organizations

National Student Nurse Association (NSNA)

A nursing student may become involved in the local and national Student Nurse Association and have his/her voice heard at the school, state, and national levels of the association. This is an opportunity to influence the practice of nursing. Benefits include *Imprint* 161\$¶V RIILFLDO PDJD reduced fees on NCLEX Review, scholarship opportunities and much more.

Sigma Theta Tau International

www.sigmanursing.org

Sigma Theta Tau International is the Honor Society of Nursing with Lambda Zeta being the local chapter at University of Detroit Mercy. Sigma Theta Tau International is a member of the American College of Honor Societies whose purposes are to:

- xRecognize superior achievement
- xRecognize the development of leadership qualities
- x

University Honors Convocation

Part VI ~~1~~ Nursing Plans

Appendix A

Traditional BSN Plan - Detroit

Appendix B

Traditional BSN Plan ~~1~~ Grand Rapids

Appendix C

Part-Time BSN program

Appendix D

Second Degree Option (SDO) program

Appendix E

RN to BSN Completion program

Appendix A
Traditional BSN - Detroit



First Year		Second Year	
Term I: 16 credits	Term II: 13 credits	Term I: 16 credits	Term II: 17 credits
BIO 2300 Principles of Human Anatomy & Physiology I (C1) 3 cr	BIO 2320 Principles of Human Anatomy & Physiology II 3 cr	BIO 2410/2420 Microbiology & Lab 4 cr	PYC 2500 Lifespan Developmental Psychology (IT1) 3 cr
BIO 2310 Principles of Human Anatomy & Physiology Lab I (C1) 1 cr	BIO 2330 Principles of Human Anatomy & Physiology Lab II 1 cr	NUR 3380 Pathophysiology 4 cr	NUR 2200 Health Assessment & Physical Examination 2 cr
CHM 1040 General, Organic and Biological Chemistry for the Health Sciences 3 cr	SOC 1000 Intro to Sociology (C2) 3 cr	NUR 2100 Intro to Nursing Practice in the Mercy & Jesuit Traditions (IT 4 & 5) 2 cr	NUR 2500 Fundamentals of Nursing Practice (IT2) 3 cr
MTH 1010 Algebra (B1) 3 cr	CST 1010 Speech (A1) 3 cr	BIO 2040 Nutrition 3 cr	NUR 2520 Fundamental Skills Lab 1 cr
ENL 1310 Academic Writing (A2) 3 cr	PHL 1000 Intro to Philosophy (D1) 3 cr	Religious Knowledge (D2) 3 cr	NUR 2540 Fundamentals of Nursing Practicum 2 cr
PYC 1000 Intro to Psychology (C2) 3 cr	NUR 1010 Freshman Success 0 cr		HLH 2550 Population Health & Epidemiology (IT3) 3 cr
NUR 1000 Freshman Success 0 cr			NUR 2120 Nursing Informatics 3 cr
Third Year		Fourth Year	
Term I: 18 credits	Term II: 18 credits	Term I: 16 credits	Term II: 12 credits
NUR 3100 Mental Health Nursing 3 cr	NUR 3700 Med-Surg Nursing II 3 cr	NUR 4100 Pediatric Nursing 3 cr	NUR 4600 Nursing Leadership 2 cr
NUR 3150 Mental Health Nursing Practicum 2 cr	NUR 3750 Med-Surg Nursing II Practicum 2 cr	NUR 4150 Pediatric Nursing Practicum 2 cr	NUR 4650 Nursing Leadership Immersion 3 cr
NUR 3200 Med-Surg Nursing I 3 cr	NUR 3310 Pharmacology II 2 cr	NUR 4300 Community Health Nursing 3 cr	NUR 4755 Professional Practice from Mercy and Jesuit Traditions (IT6) 3 cr
NUR 3210 Med-Surg Nursing Practicum 2 cr	NUR 3800 Maternal Child Nursing 3 cr	NUR 4350 Community Health Nursing Practicum 2 cr	NUR 4652 Senior Seminar 1 cr
NUR 3300 Pharmacology I 2 cr	NUR 3810 Maternal Child Nursing Practicum 2 cr	NUR 4500 Research and Evidence-Based Practice (IT1) 3 cr	Aesthetic Experience (E3) 3 cr
NUR 4226 Applied Statistics for Nursing 3 cr	ETH 3580 Health Care Ethics (F1) 3 cr	Literary Experience (E2) 3 cr	
Philosophy or Religious Depth (D3) 3 cr	Historical Experience (E1) 3 cr		

Total Credit Hours = 126

Nursing Credit Hours = 63 (theory/didactic = 43, seminar = 1, clinical/practical = 17, lab = 2). Lower Division = 17 credit hours (27%); Upper Division = 46 credit hours (73%)

